



American Samoa Community College

Institutional Self-Evaluation Report

2021



Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges



AMERICAN SAMOA
COMMUNITY COLLEGE

Institutional Self-Evaluation Report

In Support of an Application for

**[insert status: Candidacy, Initial Accreditation, Reaffirmation of
Accreditation]**

Submitted by

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

to

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

August 2, 2021

Certification

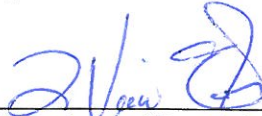
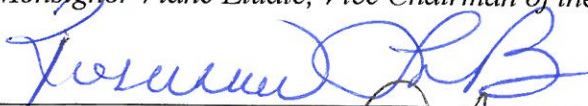
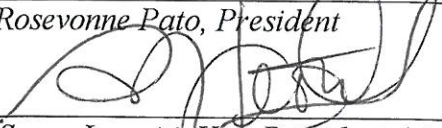

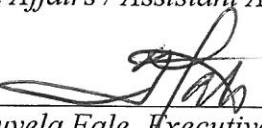
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Rosevonne Pato
American Samoa Community College
P.O. Box 2609, Pago Pago, AS 96799

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

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

Signatures:

	<i>August 2, 2021</i>
<i>Monsignor Viane Etuale, Vice Chairman of the Board</i>	<i>Date</i>
	<i>8/2/2021</i>
<i>Dr. Rosevonne Pato, President</i>	<i>Date</i>
	<i>8/2/21</i>
<i>Mr. Sonny Leomiti, Vice President Administration and Finance / ALO</i>	<i>Date</i>
	<i>8/2/21</i>
<i>Mrs. Letupu Moananu, Vice President of Academic, Community, and Student Affairs / Assistant ALO</i>	<i>Date</i>
	<i>8/2/21</i>
<i>Mr. Tauvela Fale, Executive Director of Institutional Effectiveness</i>	<i>Date</i>

NOTE: Suggested total ISER page limit is 250 pages.

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A. Introduction

College History

For more than 50 years, the American Samoa Community College has been the sole provider of post-secondary education in the Territory. ASCC, founded in 1970, has an enrollment of 1020 students in liberal arts, education and vocational programs as of spring 2021.

In 1974 the American Samoa Government purchased the land and building facilities of a private high school at a site in the village of Malaemi, about eight miles from the capital, Pago Pago. Around this same time, the Board of Higher Education was established as the governing board of the College independent of the American Samoa Department of Education.

In 1976, ASCC received funding by the United States Economic Development Administration allowing for the expansion of five new buildings for instruction, science laboratories, and student support services. A new Land Grant building was completed in 2000, a new Learning Resource Library was completed in 2004, and in 2009 ASCC completed extensive renovations providing additional classrooms, a lecture hall, teacher education offices and classrooms, new nursing education building, renovated Samoan Studies Institute, renovated Marine Science Program, renovated Institute of Trades and Technology, and renovated administrative offices and new facilities for the President, Human Resources, Procurement and archives. In 2013, ASCC's Land Grant/Community and Natural Resources Division completed construction of the ASCC Wellness Center. In 2018, the College dedicated the opening of the Multi-Purpose Center (MPC) which houses the majority of the Student Services division staff. The MPC houses six conference rooms, eleven staff offices, and an auditorium that can hold a capacity of 450 people with funds received from the Department of Interior – Capital Improvement Projects.

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

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

Student Enrollment Data

Unduplicated Head count of Students by Gender in Past10-Years

	Female		Male		Missing	Total
FA2010	1340	61%	853	39%		2193
SP2011	1177	63%	682	37%		1859
FA2011	1236	61%	806	39%		2042
SP2012	1032	62%	627	38%		1659
FA2012	1124	63%	671	37%		1795

SP2013	775	61%	487	39%		1262
FA2013	912	61%	575	39%	1	1488
SP2014	756	62%	463	38%	1	1220
FA2014	806	63%	470	37%		1276
SP2015	740	64%	412	36%		1152
FA2015	865	67%	419	33%		1284
SP2016	739	68%	353	32%		1092
FA2016	843	67%	410	33%	1	1254
SP2017	688	68%	327	32%		1015
FA2017	726	66%	369	34%		1095
SP2018	629	68%	295	32%		924
FA2018	718	69%	319	31%		1037
SP2019	611	69%	272	31%		883
FA2019	712	69%	321	31%	1	1034
SP2020	564	69%	257	31%		821

Source: 2019-2020 Fact Book

Unduplicated Head count of Students by Enrollment Status in Past 10-Years

	Full Time		Part Time		Total
FA2010	811	37%	1382	63%	2193
SP2011	776	42%	1083	58%	1859
FA2011	1003	49%	1039	51%	2042
SP2012	777	47%	882	53%	1659
FA2012	562	31%	1233	69%	1795
SP2013	412	33%	850	67%	1262
FA2013	735	49%	750	51%	1485
SP2014	517	42%	703	58%	1220
FA2014	691	54%	585	46%	1276
SP2015	558	48%	594	52%	1152
FA2015	705	55%	579	45%	1284
SP2016	590	54%	502	46%	1092
FA2016	553	44%	702	56%	1255
SP2017	520	51%	495	49%	1015
FA2017	615	56%	480	44%	1095
SP2018	486	53%	438	47%	924
FA2018	613	59%	424	41%	1037
SP2019	456	52%	427	48%	883
FA2019	585	57%	449	43%	1034
SP2020	432	53%	389	47%	821

Source: 2019-2020 Fact Book

Unduplicated Headcount of Students by Age Group in Past 10-Years

	15-18	19-25	26-35	36-45	46-55	56+	Missing	Total
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FA2010	561	26%	1289	59 %	173	8%	100	5%	55	3%	15	1%	0	2193
SP2011	27	1%	1492	80 %	170	9%	95	5%	63	3%	12	1%	0	1859
FA2011	567	28%	1192	58 %	144	7%	80	4%	43	2%	16	1%	0	2042
SP2012	22	1%	1336	81 %	160	10%	79	5%	46	3%	16	1%	0	1659
FA2012	468	26%	1071	60 %	131	7%	75	4%	34	2%	16	1%	0	1795
SP2013	18	1%	1083	86 %	91	7%	40	3%	18	1%	12	1%	0	1262
FA2013	18	1%	1240	83 %	141	9%	48	3%	29	2%	12	1%	0	1488
SP2014	15	1%	1002	82 %	112	9%	48	4%	30	2%	12	1%	1	1220
FA2014	363	28%	788	62 %	77	6%	29	2%	14	1%	5	0%	0	1276
SP2015	15	1%	938	81 %	115	10%	48	4%	30	3%	6	1%	0	1152
FA2015	314	24%	787	61 %	112	9%	36	3%	26	2%	9	1%	0	1284
SP2016	16	1%	890	82 %	113	10%	42	4%	21	2%	10	1%	0	1092
FA2016	333	27%	752	60 %	103	8%	38	3%	19	2%	9	1%	0	1254
SP2017	13	1%	836	82 %	110	11%	34	3%	12	1%	10	1%	0	1015
FA2017	10	1%	938	86 %	98	9%	31	3%	12	1%	6	1%	0	1095
SP2018	12	1%	768	83 %	92	10%	32	3%	12	1%	8	1%	0	924
FA2018	307	30%	590	57 %	89	9%	31	3%	13	1%	7	1%	0	1037
SP2019	38	4%	699	79 %	103	12%	24	3%	13	1%	6	1%	0	883
FA2019	316	31%	573	55 %	95	9%	24	2%	17	2%	9	1%	0	1034
SP2020	42	5%	652	79 %	77	9%	32	4%	12	1%	6	1%	0	821

Source: 2019-2020 Fact Book

Labor Market Data

American Samoa has a traditional Polynesian economy in which more than 90% of the land is communally owned. Economic activity is strongly linked to the U.S. with which American Samoa conducts a large portion of its commerce. The median household income is \$23,892

(Census Bureau, 2010) and 57.8% of individuals, 54.4% of all families, and 67.3% of families with children under the age of 5, live below the poverty line. Approximately 52% of the population is 16 years and over, are in the workforce (American Samoa NCD Snapshot, 2012). The tuna processing plant has been the backbone of American Samoa's private sector with canned tuna as the primary export. The cannery accounts for 14% of employment, 36% work for the government, and 50% work for the private sector (Census Bureau, 2010). Federal Grant funding from the U.S. Government add substantially to American Samoa's economic well-being. Attempts by American Samoa to develop a larger and broader economy continue to be restrained by the Territory's remote location, limited transportation and a weak business infrastructure that would attract off-island investors.

Demographic Data

American Samoa, the only U.S. Territory south of the equator, lies 2,500 miles southwest of Hawaii and 1,800 miles northeast of New Zealand. The closest neighbor is the Independent State of Samoa (Western Samoa), 73 miles to the east. American Samoa consists of seven islands, with a total land mass of 76square miles. The main island of Tutuila accounts for three-fourths of the total land area and is home to 90% of the total population of 55,519 (U.S. Census, 2010). American Samoa has been a territory of the United States since 1900.

Socio-economic Data

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

It is important to note that the geographic isolation of American Samoa is a factor in all planning and development activities. American Samoa is linked to Hawaii by two passenger flights each scheduled each week until March of 2020. Due to the pandemic and the closure of the borders in March 2020, no commercial flight has come to American Samoa since then. When the borders are open, American Samoa will still be challenged with the access to consultants, university libraries, vendors and other resources that are readily available on the mainland but require extensive travel, expensive international phones calls and shipping delays that place a burden on transactions that are accomplished routinely elsewhere.

The closest university is the University of Hawaii -- 2500 miles away. Internet access, which has been available for the last 17 years, is provided through computers at the public schools, ASCC and the public library and to less than 3000 private households. American Samoa, although legally and proudly a part of the United States, has been a world apart. With the influx of federal funding to provide assistance during the pandemic, American Samoa and the American Samoa Community College have worked to improve technological systems and enhance remote communications and provision of services.

B. Presentation of Student Achievement Data and Institution-set Standards

The College continues its commitment to student achievement through ongoing review of established Institution-Set Standards (ISS). The ISS committee, with its role and responsibilities as detailed in the Amended Participatory Governance Structural Manual was tasked with the review of all ISS in 2017 and 2020.¹ The Student Learning Outcome and Student Achievement Manual details approved Institution Set Standards.²

Evaluation of the College's Data and Achievement Targets

In the review of target achievements in 2017, the College did not achieve the target for standard one (developmental course completion) by four-percent, but met its targets for standard two (gateway course completion rates) and standard three (program requirement completion rates) that include General Education, Core and Co-Foundational areas. The institution continues to meet its targets for student achievement standards two, three, four and five. The standards continue to be monitored every semester while the review occurs on a biennial basis.

To address the unmet target, recommendations were compiled and addressed by the Dean of Academic Affairs in a presentation presented to faculty during the fall 2018 faculty orientation titled ISS Updates.³

2020 Review of ISS

In the 2020 review of target achievements, the College did not achieve the target for standard one (developmental course completion) and standard two (gateway course completion) by two percent, but met its target for standard three (program requirement completion rates) that include General Education and Second Year General Education. The institution continues to meet its targets for student achievement standards four and five with the exception of Transfer to higher education. The institution did not achieve the target for Transfer to higher education by seven percent.

As a result of the 2020 review, the ISS Committee provided recommendations to include Career Technical Education as a standard, and to establish stretch goals for all Institution Set Standards. Also included is the standard for degree and certificate completion as the College was reporting degree/certificate completion targets using the General Education and Core/Co foundation targets. Stretch goals were already established for Standard IV on persistence in 2015. The ISS also recommended changes to increase stretch goals for persistence based on findings from the 2020 review.⁴

The ISS presented its recommendations to the Vice presidents and President for final approval with monitoring of new targets and stretch goals beginning in the spring 2021. To ensure transparency to all faculty and staff, the Vice President of Academic, Community, and Student

¹ [1A-ASCC Amended Participatory Governance Structural Manual- Operational Committees, p.10](#)

² [1B-ASCC SLO and Student Achievement Manual – ISS, pp.7 -10](#)

³ [1B-2018-08-14 ISS Updates, PowerPoint Presentation](#)

⁴ [1B-ASCC SLO and Student Achievement Manual- Institution Set Standards-2020, p.9](#)

Affairs presented all approved and updated ISS with set targets and stretch goals to faculty during its spring 2021 Faculty Orientation.⁵

Student Learning Outcomes

The College is committed to student learning through the achievement of Institutional Learning Outcomes (ILOs).⁶ The College assesses ILOs through Academic Programs offering of identified general education and program requirement courses for all degrees and certificates. Assessment data is used by the Academic departments through the review of the Curriculum Committee to improve course and program curricula. Institutional Learning Outcomes are published in the Catalog.⁷

The College is committed to ongoing assessment of student learning outcomes of courses, programs, and Institution Learning Outcomes through the Core Curriculum Committee (CCC), General Curriculum Committee, and Assessment Committee. The Core Curriculum Committee (CCC) was established in 2018 as a College's Operational Group that is further detailed in the ASCC Participatory Governance Manual.⁸ The CCC spearheaded the review of the College's 2018-2020 and 2020-2022 General Catalog with the General Curriculum Committee which is comprised of academic department chairpersons.⁹

The CCC 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: Phase I, Phase II, and Phase III. The same process was implemented in preparation for the 2020-2022 Catalog.¹⁰

The CCC Chair 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.

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. 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 program(s) curriculum outcome mapping and assessment documentations.

In January 2021, the Institutional Researcher in Assessment presented to the faculty during the faculty orientation on the Outcome Module Training. Training sessions are ongoing with all

⁵ [1C-Vice President of Academic, Community, and Student Affairs, ISS PowerPoint, Spring 2021](#)

⁶ [2020-2022 ASCC Catalog- Institutional Learning Outcomes, p.iii](#)

⁷ [1B-ASCC SLO and Student Achievement Manual- Types of Student Learning Assessment, pp.18 - 35](#)

⁸ [1A-ASCC Amended Participatory Governance Structural Manual 2021- Core Curriculum Committee, p.9](#)

⁹ [1A-ASCC Amended Participatory Governance Structural Manual 2021 – General Curriculum Committee, p.9](#)

¹⁰ [ER-B-Core Curriculum Committee- 2018-2020 Phases I,II, and III Presentation](#)

academic chairpersons and faculty to continually improve the documentation of assessment data on the College’s outcome system.¹¹

The CCC and the Curriculum Committee followed the same process on the three-phases for curriculum review in preparation for the 2020-2022 catalog. Meeting minutes, agenda, and presentations to the CCC and Curriculum Committee are available on Compliance Assist and Office of the Academic Affairs.

College- Wide Student Achievement

Data Element	Definition of the measure	Institution -Set Standard	Stretch Goal	Most Recent Year’s Performance	Previous Year Performance	Multi-year average
			<i>Set in Spring and Fall 2020</i>	<i>AY 2019-2020</i>	<i>AY 2018-2019</i>	<i>3-5 years (AY2015-2019)</i>
Course Completion Rate	Total number of students who completed all Program requirements (1 st Year and 2 nd Year Gen. Ed, and Program requirement (Co-foundational courses) with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all program requirement sessions per semester. Need to include summer sessions (Clarification in ACCJC Annual Report in Spring 2020)	80%	New Proposed Stretch goal for Spring 2021 (85%)	85%	84%	AY2019-85%, AY 2018-84% AY 2017- 85% AY 2016- 81% FY16/17-84% Average: 84%
Developmental Course Completion	Applies to Students in Pre-Collegiate Courses: Percent of student population who successfully pass their developmental courses (ENG 90, ENG 91, and	70%	New Proposed Stretch goal for Spring 2021 (75%)	70%	72%	AY2019-70% AY2018- 72% AY 2017-69% AY 2016- 67% AY 2015-68% Average: 69%

¹¹ [ER-B-Outcome Module Training Presentations, 2021](#)

	MAT 90) each semester; Calculation: Total number of students who passed ENG 90, ENG 91 and MAT 90 in all the sessions offered per semester divided by the total number of students enrolled in all ENG 90, ENG 91 and MAT 90 sessions per semester.					
Gateway Course completion	Percent of student population who successfully complete gateway courses (ENG 150, ENG 151, and MAT 151) with a "C" or better each semester. Calculation: Total number of students who completed <u>ENG 150</u> , <u>ENG 151</u> and <u>MAT 151</u> with a "C" or better in all the sessions offered per semester divided by the total number of students enrolled in all ENG 150, ENG 151 and MAT 151 sessions per semester	72%	New Proposed Stretch goal for Spring 2021 (75%)	67%	69%	AY2019-67% AY2018-69% AY2017-72% AY2016-72% AY 2015-70% Average: 70%
1 st Year General Education Course Completion	Percent of students who Successfully complete 1 st year General Education Courses with a "C" or better. Calculation: Total number of students who completed 1 st Year <u>General Education Courses</u>	75%	New Proposed Stretch goal for Spring 2021 (80%)	79%	73%	AY2019-79% AY2018-73% AY2017- 79% AY2016- 76% AY2015 -74.5% Average: 76%

	with a "C" or better in all the sessions offered per semester divided by the total number of students enrolled in all 1 st year General Education sessions per semester. ¹²					
2 nd Year General Education Course Completion (Core-Foundational Courses)	Percent of students who Successfully complete 2 nd Year General Education or (Core Foundational) Courses with a "C" or better. Calculation: Total number of students who completed (2 nd Year) <u>Core Foundational Courses</u> with a "C" or better in all the sessions offered per semester divided by the total number of students enrolled in all (2 nd Year General Ed) Core Foundational sessions per semester	80%	New Proposed Stretch goal for Spring 2021- (85%)	76%	84%	AY2019-76% AY2018-84% AY2017-84% AY2016-83% AY2015-80% Average: 81%
Program Requirements Course Completion (Co-Foundational Courses)	Percent of students who Successfully complete Program Requirements or (Co-Foundational) Courses with a "C" or better. Calculation: Total number of students who completed <u>Co-Foundational Courses (Program Requirements)</u> with a "C" or better in all the sessions offered per semester divided by	90%	New Proposed Stretch goal for Spring 2021 (95%)	90%	90%	AY2019-90% AY2018-90% AY2017-91% AY2016-85% AY2015-87% Average: 89%

¹² [1C-ISS 2020 PPT- VPACAS Presentation to Faculty, Spring 2021](#)

	the total number of students enrolled in all Co-Foundational sessions per semester.(Reference ISS 2020 PPT).					
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Programmatic Student Achievement

Data Element	Definition of the measure	Institution -Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-year average
			<i>(New stretch goal set in Spring and Fall 2020)</i>	<i>AY 2019 -2020</i>	<i>AY 2018 -2019</i>	<i>3-5 years (AY 2015 – AY 2019)</i>
Job Placement Rate	Percent of graduates who transition to the workforce	50% New Proposed Target – Spring 2021; (75%)	63% New Proposed Stretch goal for Spring 2021 (80%)	Average:54% TED-42% Nursing-100% TTD-20%	Average: 81% TED-65% Nursing-89% TTD-88%	AY2019-54% AY2018-81% AY2017-37% AY2016-81% AY2015-76% Average: 66%
Transfer Rate	Percent of graduates who transfer to other institutions of higher learning. Calculation: Number of graduates that received ASG scholarships and loans as divided by the total number of graduates per Academic year. ¹³	18% New Proposed Target Spring 2021 - (20%)	25%	7%	15%	AY2019-7% AY2018-15% AY2017-6% AY2016-8% AY2015-9% Average: 9%
Graduation Rate	Percentage of Graduates who complete Degree Program or certificate within 150% of Normal Time to Completion (NTC). Calculation: Number of graduates that completed degree programs in three-years (5-6 semesters	39% New Proposed Target for Fall 2021- (45%)	New Proposed Stretch goal for Spring 2021- (50%)	47%	38%	AY2019-47% AY2018-38% AY2017-54% AY2016-52% AY2015-42% Average: 47%

¹³ [1C-2020 ISS PPT-VP ACAS, Spring 2021](#)

	not including Summer Term) divided by the total number of graduates					
Degree Completion Rate for Associate Degrees	Number of graduates that completed Associate degree in 3 years. Calculation: Number of graduates that completed Associate degrees in three-years (5-6 semesters not including Summer Term) divided by the total number of graduates	90%	New Proposed Stretch goal for Spring 2021- (95%)	167 AA/AS Degrees Awarded	189 AA/AS Degrees Awarded	AA/AS Degrees Awarded AY2019-167 AY2018-189 AY2017-228 AY2016-217 AY2015-233 Total AA/AS awarded in 5 years: 1034
Certificate Completion Rate for Certificate of Proficiency	Number of graduates that completed a Certificate of Proficiency; Calculation: Number of graduates that completed Certificates divided by the total number of graduates	10%	New Proposed Stretch goal for Spring 2021- (15%)	8 Certificates Awarded	0 certificate	Certificates Awarded AY2019-8 AY2018-0 AY2017-14 AY2016-16 AY2015-18 Total Certificates Awarded in 5-years: 56
Bachelor of Education Completion Rate	Number of student graduates that completed a B.Ed. Calculation: Number of graduates that completed a Bachelor Degree divided by the total number of graduates in a Bachelor program	90%	New Proposed Stretch goal for Spring 2021- (100%)	10 B.Ed. degrees Awarded	14 B.Ed. degrees awarded	B. Ed. Awarded AY2019-10 AY2018-14 AY2017-10 AY2016-8 AY2015-17 Total B.Ed. Awarded in 5-years: 59
Persistence Rate	First Year Retention: Percentage of “new students” enrolled in a Fall cohort who are enrolled in the	New Proposed Stretch goal for	New Proposed Stretch goal for	1 ST YEAR; FALL19-57%	1 ST YEAR; FALL18-80%	1 ST Year Retention FALL 19-57% FALL18-80% FALL17-61%

	<p>following Spring semester</p> <p>Second Year Retention: Percentage of “new students” from first year retention who are enrolled again in the following fall semester</p>	<p>Spring 2021-1st Year Retention-60%</p> <p>2nd Year Retention-35%</p>	<p>Spring 2021-1st Year Retention-70%</p> <p>2nd Year Retention-45%</p>	<p>2ND YEAR: FALL 18- 39%</p>	<p>2ND YEAR: FALL 17- 37%</p>	<p>FALL16- 69%</p> <p>FALL15- 67%</p> <p>Average: 67%</p> <p>2nd Year Retention FALL 18- 39% FALL 17- 37% FALL 16- 46% FALL 15- 49% FALL14- 46%</p> <p>Average: 43%</p>
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C. Organization of the Self-Evaluation Process

The organization of the College's Institutional Self-Evaluation Report (ISER) began shortly after the College's reaffirmation of accreditation in February 2017. Since the College's 2014 ISER, the College was placed on Show Cause in 2015, then on Warning in 2016, and in 2017, worked to complete the Midterm Report.

In January 2018, the President appointed Accreditation Standard chairpersons to plan, facilitate, and lead the College's 2021 ISER processes.

The Standard chairs agreed that a timeline should be presented to all constituencies in January 2019 however, the emphasis revolved on the utilizing the months within 2018 as a mean to promote accreditation awareness. The Accreditation Liaison Officers (ALO) were charged with the responsibility to lead and promote an awareness on accreditation.

The first training conducted by the ALO was on the 30th of January 2018 to provide the College's Leadership Team consisting of administrations and supervisors, an overview on Leadership and Accreditation. The presentation focused on Institutional Effectiveness and Sustaining Institutional Effectiveness.

In March 2018, the ALO presented the College's ACCJC Annual Report status for the Board of Higher Education review and approval. The presentation covered the requirements for the annual and fiscal reports to include the College's Institution-Set Standards (ISS) action plans, in preparation for the next reporting year.

The ALO presented accreditation updates during the College's fall 2018 faculty orientation to provide a status on accreditation, updates, and the importance of mission effectiveness, institutional planning, program review, and assessment at ASCC.

In January 2019, ACCJC Accreditation Liaison Dr. Stephanie Droker for ASCC provided on site trainings for the College's Accreditation Steering Committee, accreditation standard subcommittees, and constituencies to provide any necessary questions on the processes of accreditation.

In February 2019, the President approved the ALO request to organize the College's processes, and appointment of accreditation standard leads. A calendar was approved and the ISER processes was initiated. The following trainings were implemented:

- Accreditation Standard Process – Standard I
- Accreditation Standard Process – Standard II
- Accreditation Standard Process – Standard III
- Initiating Committee Accreditation Action Plan
- Clarification of Accreditation Standards
- Accreditation Steering Committee – Updates and Clarification

Each accreditation standard chair and lead were provided with an action plan template and the guidance to initiate the College's review on mission effectiveness. A second detailed calendar

was released on the second of April based on plans received from each subcommittee, indicating subcommittee meeting dates, time, and standard discussion topics. This was done to ensure that meetings do not overlap for staff, faculty, and administrators that may serve in multiple subcommittees. The calendar covered the remaining months of 2019 and a review of data collected by the subcommittees was reviewed in September as well as the first-draft for committees that completed their reports.

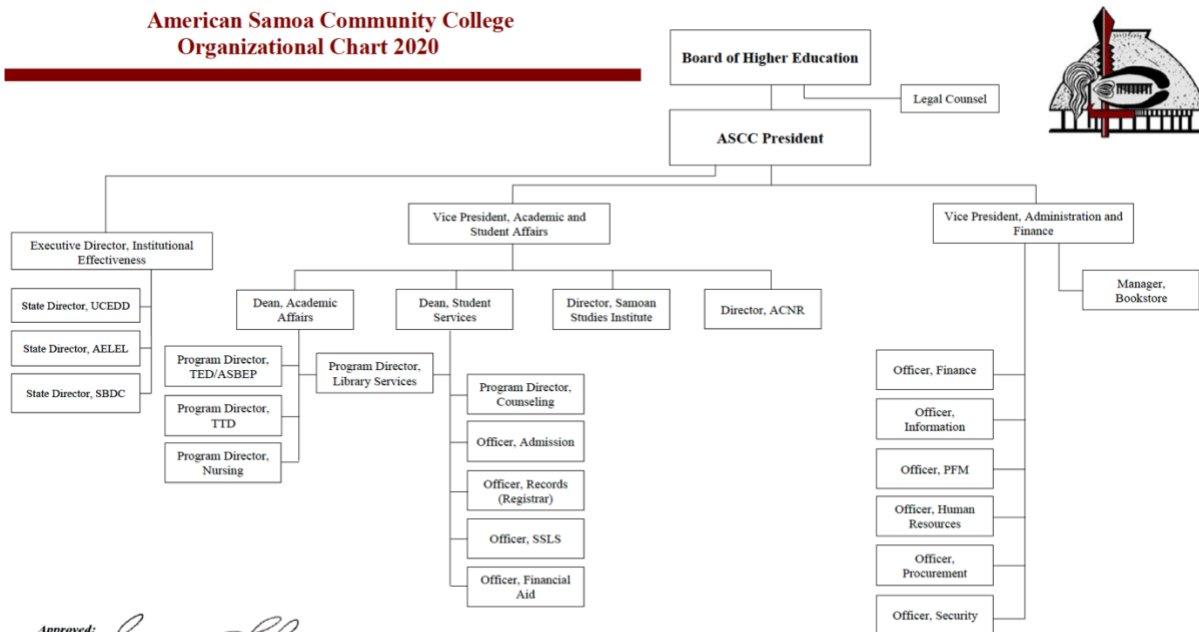
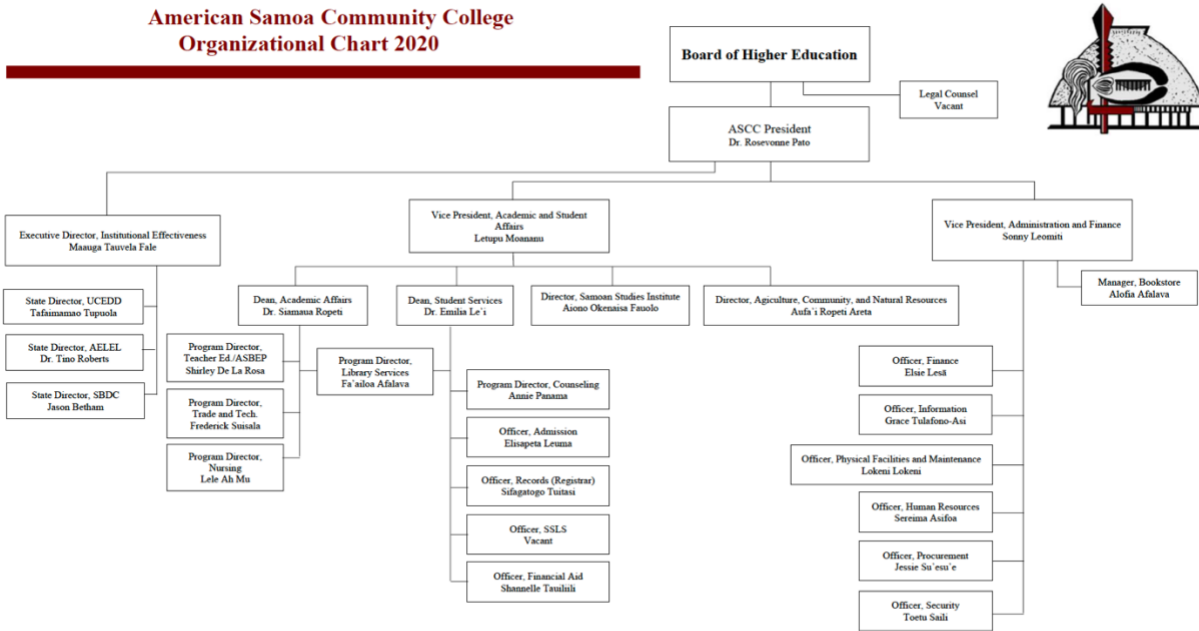
In June 2019, organizational changes were made and an amendment to the accreditation chairpersons was released to include the next phases of the College's ISER review processes in January 2020.

Due to the coronavirus pandemic in the spring of 2020, the College's accreditation calendar was revisited several times. This was due to the shift of priorities in the developing of online courses and required training for faculty and staff in offering online services.

In January 2021, a third amendment to the College's ISER calendar was presented to the President and was approved. The calendar was followed and the second draft was drafted by the ALO and presented to the Accreditation Steering in February and March 2021. After the review, the ALO continued to work on the final drafts to include all recommendations received from the Accreditation Steering Committee. The final draft for each substandard was reviewed by each Standard Chair prior to the compiling of the final report.

D. Organizational Information

The organizational chart below shows the governing structure of the American Samoa Community College.¹⁴



Approved: 
 President: _____
 BHE Chair:  Date: Sept 24, 2020

¹⁴ ER-D-ASCC 2021 Organizational Charts – All Divisions

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

In July of 1970, the American Samoa Community College (ASCC) was established as part of the American Samoa Department of Education. The ASCC was later separated from the Department of Education and in 1992, under Public Law (PL) 22-30, and was granted the semi-autonomous status within the American Samoa Government. The authority to operate as a degree-granting institution is contained within PL 22–30, which follows:¹⁵

American Samoa Public Law – Title 16 Educational Institutions – Chapter 20: American Samoa Community College Board of Higher Education:

Sections:

- 16.2001 Establishment of the American Samoa Community College.
- 16.2002 Powers and Duties of the College.
- 16.2003 Establishment of the Board of Higher Education.
- 16.2004 Board of Higher Education, Powers and Duties.
- 16.2005 President – Reviser’s Comment: PL 28-1 amended this section to change the manner of selection of the President of the College. PL 28-1 was signed by the American Samoa Governor on April 10, 2003.
- 16.2006 Personnel.
- 16.2007 Assumption of Role.
- 16.2008 Budget.
- 16.2009 Fiscal Management
- 16.2010 Independent Audit Reports, Consultants, Annual Reports.
- 16.2011 American Samoa Community College Land Grant Endowment Fund.

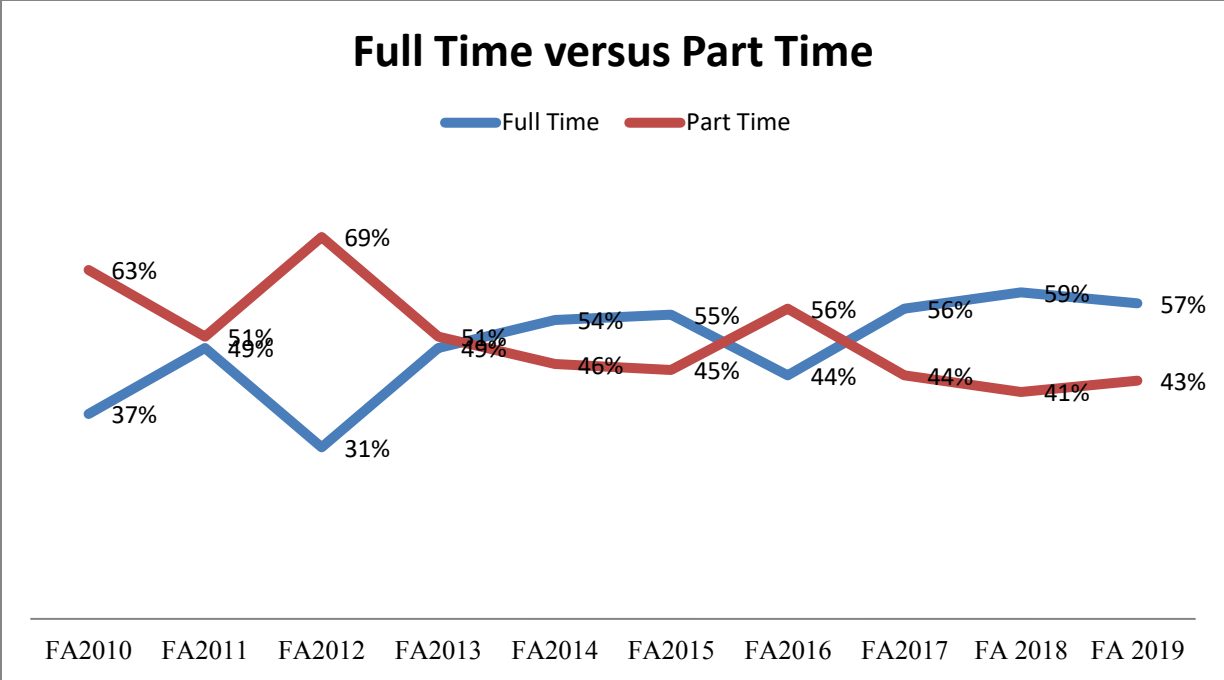
Eligibility Requirement 2: Operational Status

The College has been in operation since 1970, offering a bachelor degree in elementary education and two-year associate of arts and associate of science degrees, and certificates in a wide variety of programs. The College’s enrollment for academic year 2019-2020 is 1,855.

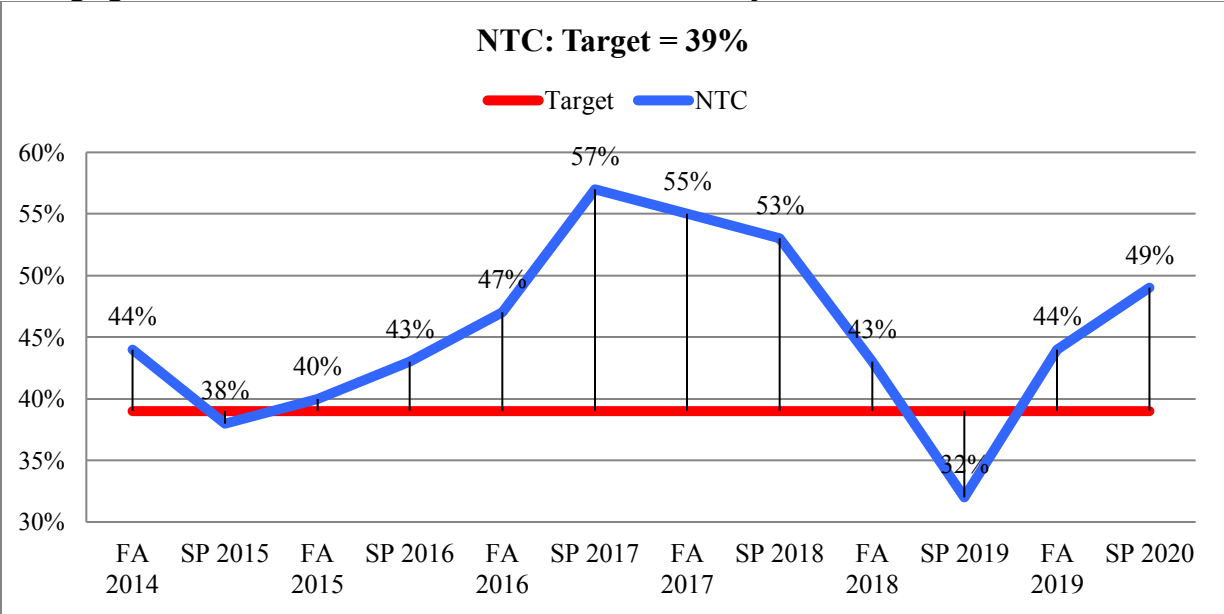
The College’s student demographics are as follows:

Since 2014, the ASCC has experienced an increase in full-time students versus part-time students. Prior to the implementation of the College Accelerated Preparatory Program (CAPP) in Fall of 2012, the majority of First-time students tested into developmental courses which did not allow them to enroll in college level courses until they had successfully completed their developmental program.

¹⁵ [ER-E-American Samoa Government, Public Law 22-30, pp. 1-10](#)



The ASCC continues to help students reach success in their program studies. To date, the College graduates more than 30% of students within three years.



The ASCC continues to confer Associate degrees, Certificates of Proficiency and Bachelor of Education degrees every Fall and Spring.

Table 1 Total Degrees and Certificates Conferred in Past 10 Years

Academic Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
AA Degrees	182	217	183	168	177	132	126	115	100	75
AS Degrees	66	85	80	76	84	100	96	110	89	92

Certificate of Proficiency	10	7	7	9	2	20	16	14	0	8
Bachelor of Education	0	2	5	3	8	17	8	10	14	10

Source: Fact Books/ Fact Sheets/ Institutional Data Sets

Eligibility Requirement 3: Degrees

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The ASCC Catalog provides lists of degrees, courses and credit requirements along with additional detail of each specific program, including courses, prerequisites, and academic credit.¹⁶ Credit requirements for a Bachelor degree in elementary education include courses, prerequisites and academic credit is also indicated in the Catalog.¹⁷

The ASCC awards degree credit for courses numbered 100 or above. The catalog details graduation requirements for all offered certificates, associate degrees, and the B.Ed. degree. The time period to pursue an Associate of Arts or Associate of Science degree with a minimum of 60 credits at the ASCC takes at least one year and a half including summer(s). Based on degree completion rates, the majority of programs require 2.5 to three years to complete an Associate Degree, which is consistent with established expectations in higher education. A student may also complete a certificate with a minimum of 30 credits in two or more semesters.

An estimated time period for a student to pursue a B.Ed. degree after completion of 300 level general education and elementary education program requirements, is estimated at two or more years.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Dr. Rosevonne M. Pato is the President of the American Samoa Community College. Prior to this office, Dr. Pato, as Director of Institutional Effectiveness, Vice President of Administration, and then Vice President of Academic and Student Affairs was a key member of the College’s Accreditation Steering Committee, guiding the development of plans for all academic programs in the areas of assessment and program evaluation. The ASCC President is selected by the Board of Higher Education and has full-time responsibility for the executive direction of the College. Dr. Pato has a full-time commitment to the Presidency serving a two-year renewable contract.

¹⁶ [ASCC Catalog 2020-2022](#)

¹⁷ [ASCC Catalog 2020-2022](#)

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

ASCC provides ACCJC with an annual fiscal report and copies of the audited financial statements on a regular basis. See Standard III.D.7 for further details. The current audit has been completed and is included in the evidence file, along with previous audits already on file with ACCJC.

Audit Reports:

- ASCC Audit 2018¹⁸
- ASCC Audit 2019¹⁹
- ASCC Audit 2020²⁰

¹⁸ [ER-E-ASCC Audit 2018](#)

¹⁹ [ER-E-ASCC Audit 2019](#)

²⁰ [ER-E-ASCC Audit 2020](#)

F. Certification of Continued Institutional Compliance with Commission Policies

American Samoa Community College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

The College posted for general distribution to the College website *Memorandum 056-2021* notifying all stakeholders and interested parties of the Peer Review Team visitation in September 2021.²¹ An invitation for third-party comments was included in this same memorandum and access to the form is available on the College's website homepage. The memorandum was also sent out for general distribution to all ASCC employees via email.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

In the spring 2015, the College established Institution-Set Standards (ISS) to gauge the discussion of outcome competencies for its certificates and degrees. The ASCC monitors the achievement of its institution-set standards through set indicators and benchmarks as approved by the Board of Higher Education for each ISS.²² The College established an ISS Ad-Hoc Committee in 2017 to conduct the first review of its established ISS with recommendations to keep all set targets as approved in 2015.²³ In 2020, the ISS Committee was established as a Standing Committee – Operational Committee to solidify the dialogue and ongoing review of ISS targets and stretch goals.²⁴ The ISS Committee's recent review in the fall 2020 resulted with the identification of Career Technical Education programs, adding new standards, new targets, and new stretch goals.²⁵ Standard I.B.3 provides further details on the standards and performance with respect to student achievement.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

ASCC offers courses based on credit hours. The ASCC catalog provides clarification on

²¹ [ASCC Website, Homepage](#)

²² [1B-SLO and Student Achievement Manual, Standards and Benchmarks, p.7-9](#)

²³ [ISS 17-11-30 - Review of ISS – Recommendations-slide 35-42](#)

²⁴ [1A-Amended PGSM - December 2020, p. 10](#)

²⁵ [1B-SLO and Student Achievement Manual, pp. 9-10](#)

Academic credits with further details in Standard II.A.9.²⁶ The catalog also lists credit requirements for a Certificate of Completion, Certificate of Proficiency, Associate degrees, and Bachelor's degree.²⁷ Standard II.A.5 describes the credit requirements for certificate and degree programs offered at ASCC. Tuition, as listed in the catalog, is the same for Certificates and Associate level programs. Tuition for the Bachelor of Arts in Elementary Education degree is higher (see Standard I.C.6). The Board of Higher Education approved the increase of tuition to be effective in the Fall 2021 semester. The President's memo on the increase of tuition serves as the addendum to the ASCC 2020-2022 Catalog on tuition fees.²⁸

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The ASCC General Catalog 2020-2022 discloses its transfer policies to students and community. An online version of the Catalog is available on the ASCC Website.²⁹ Further details on transfer policies are noted in Standard II.A.10.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

ASCC does not offer distance education and correspondence education. Several programs including the Teacher Education Program utilize the Modular Object-Oriented Dynamic Learning Environment (MOODLE) as a course management system for students to access and submit instructional materials online.

In March 2020, the College shifted its courses on MOODLE for the remaining spring 2020 semester, following the American Samoa Government mandate for the closure of public and private schools due to coronavirus pandemic. Necessary faculty trainings were held for all faculty and students, including MOODLE PowerPoint presentations available on the ASCC MOODLE webpage for students, faculty and staff.³⁰ In addition, the College through academic administrators identified a percentage of courses to be offered online via MOODLE, and the percentage of courses conducted on a face-to-face course delivery beginning summer 2020. Lists of courses and schedules were submitted to ACCJC for ASCC's course offerings during the summer and fall 2020.³¹ The College continues to communicate to ACCJC proposed courses with online percentage offered via MOODLE, and the percentage of courses to be delivered face-to-face for spring 2021, summer 2021, and fall 2021.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

ASCC catalog describes academic policies and procedures for handling and addressing student

²⁶ [ASCC Catalog- Academic Credits, p. 35](#)

²⁷ [2020-2022 ASCC Catalog-Academic Degrees and Certificates, pp. 47-48](#)

²⁸ [IC-President Memo- #046-2021 Change of Tuition and Fees Approval](#)

²⁹ [2020-2022 ASCC Catalog – Credit for Transfer Courses, p. 17](#)

³⁰ [IC-MOODLE PPT Presentation](#)

³¹ [ER-F-Email Correspondence for Fall 2020 Online Percentage](#)

complaints.³² Records of student complaints are kept at the office of the Dean of Student Services.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1) (vii); 668.6.

The ASCC Catalog provides accurate and current information to students and the general public about its programs, services, and academic policies and procedures. The online version of the 2020-2022 General Catalog is available online and can be accessed through the College Website. In addition, the website homepage www.amsamo.edu, links to various services of the College, including the accreditation page with the statement of its accredited status.³³

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

ASCC has addressed the required components of the Title IV program, including audit findings and issues raised by USDE.³⁴ ASCC students are not eligible for student loans.

³² [2020- 2022 ASCC Catalog- General Student Grievance, pp. 33-34](#)

³³ [ASCC Website and Accreditation link](#)

³⁴ [ER-E-ASCC 2020 Audit, pp. 31-46](#)

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Mission statement of the American Samoa Community College (ASCC) is written and published in both English and Samoan in the College’s catalogs. The College Mission clearly describes its broad educational purposes for fostering successful student learning by providing high quality educational programs and services that allow students to achieve their educational goals and contribute to the well-being of American Samoa.³⁵

As an open-admission institution, the College provides educational opportunities for students who are educationally underserved, challenged, and 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 through the offering of certificates, associate degrees, and a baccalaureate degree in elementary education.

All of the College’s educational programs including the bachelor in education program are aligned to the Mission statement. Educational programs are designed whereas its associate of arts degrees is to prepare students to transfer to institutions of higher learning, which includes the College’s bachelor program in elementary education. Associate of science degrees and certificates of completion and certificates of proficiency prepare students to enter into the workforce. The College’s bachelor degree in elementary education provides students opportunities to enter the workforce with the certifications necessary to teach in American Samoa.

The ASCC Vision holds as its central theme “Saili le Atamai” or to “Seek Knowledge” as an institutional foresight towards achieving its Mission and guiding principles of participatory governance that organizes the College’s operating agreements and shared governance.

³⁵[General Catalog 2020-2022, Mission and Vision Statements, p. ii](#)

The ASCC Mission is essential to institutional program review, student learning outcomes, and planning through its emphasis on student learning and student achievement. All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, participatory governance Core Values, and achievement of its Institutional Learning Outcomes (ILO) in assuring that student centeredness is central to institutional planning and the setting of institutional priorities. The College sets its long-range priorities, which allow the institution to implement and evaluate its defined goals and objectives for ongoing improvement. The College's Institutional Strategic Plan (ISP) serves as the mechanism used to monitor the progress of achieving the College's Mission.³⁶

The College's commitment to student learning is stated in its institutional Core Values. Core Values are the characteristics defined by the College that holds all constituencies accountable in support of student learning. The institutional Core Values are as follows; Student Centeredness, Respect for Diversity, Collaboration and Teamwork, Respect for Tradition and Culture and Lifelong Learning.³⁷ Coupled with the importance of Student Learning Outcomes, the College redefined in 2015 its ILO as the outcome of content competencies and qualities for all students, ensuring the learning community the College's commitment to student achievement and student learning outcomes. ILO include: Effective Community Communicators, Quantitative Competent Individuals, Critical Thinkers, Global Citizens, and Responsible Leaders.³⁸

Baccalaureate Degree

The College's Mission Statement includes its commitment to the community by providing access to "bachelor and associate degrees and certificate programs of study."³⁹ The American Samoa Bachelor's in Education Program (ASBEP) mission 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."⁴⁰

Analysis and Evaluation

The Mission details the purpose of the College as an "open-admission" institution to provide educational opportunities for all students including educationally underserved, challenged, and non-traditional for successful entry into the workforce, transfer to institutions of higher learning, awareness of the Samoan Culture and the Pacific, and research and extension in human and natural resources. The College's commitment to student learning and student achievement is through the offering of degrees, certificates, and other services linked to career pathways, and certification, and workforce skilled training. Board Policy 1000 titled Mission, Vision, Goal(s), Objective ensures that the Board assesses the potential benefits of the Mission statement, the intended recipients, and the costs of fulfilling Mission of the College.⁴¹

³⁶ [1A-Institutional Strategic Plan 2021-2026](#)

³⁷ [General Catalog 2020-2022, Core Values, p. iii](#)

³⁸ [General Catalog 2020-2022, Institutional Learning Outcomes, p. iii](#)

³⁹ [1A-ASBEP Conceptual Framework](#)

⁴⁰ [General Catalog 2020-2022, ASBEP Mission, p. 104-108](#)

⁴¹ [1A-2020 Policy Governance Manual, Policy 1000, p. 15](#)

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Data is essential to mission effectiveness. The College uses data to determine the quality of achieving its Mission in the areas of program review, institutional assessment of student achievement and student learning outcomes, and strategic planning.

In 2015, the ASCC Board of Higher Education adopted Policy 1004 titled Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services. Board Policy 1004 emphasizes the implementation of assessment and review processes that authentically measure the work of the College towards the achieving of its Mission.⁴² The President in September 2015, released the Participatory Governance Structural Manual (PGSM) to all personnel to clarify the roles of constituencies in program review, institutional assessment, and strategic planning with respect to Policy 1004. An update to the 2015 PGSM was released in January 2021.⁴³ One update particular to student achievement and student learning outcome data in the 2021 PGSM includes the establishment of the Institution-Set Standard Committee.⁴⁴

The PGSM outlines the roles and functions of constituents and decision-making groups in decision-making with defined purposes, outcomes, and member composition.

Data used to determine how the College accomplishes its Mission is published in several institutional documents and reports compiled by the College's office of Institutional Effectiveness.⁴⁵ Common data that is publicized includes revolves on student achievement and learning outcomes, program review, and strategic planning.

Student Learning Achievement and Outcomes

Student achievement and student learning outcomes data is compiled and published on the College's Website. Data includes:

- 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

⁴² [1A-Policy Governance Manual, Policy 1004, p. 16](#)

⁴³ [1A-Participatory Governance Structural Manual](#)

⁴⁴ [1A-Participatory Governance Structural Manual, Institution-Set Standard Committee, p. 10](#)

⁴⁵ [ASCC Website, Institutional Data Sets \(IDS\)](#)

- Persistence: The retention of students in their first year and second year and within 150% time to graduation.
- Degree/Certificate Completion and Career Technical Education: The successful completion of a Degree Program or Certificate; and Career Technical Education Programs.
- Graduation, Transfer, and Transition to workforce: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.
- Program Review: Ensures that 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.⁴⁶
- Strategic Planning – Institutional Strategic Plan: Student Enrollment Data, Student Achievement Data, Student Learning Outcomes Data, Program Review Data, Financial Resources Data, and Employee Data.⁴⁷

Baccalaureate Degree

ASBEP data is reported and analyzed at the department level which follows a two-year cycle (fall, spring, summer).⁴⁸ ASBEP data available on the website only includes graduation rates whilst other data is combined with the Teacher Education two-year program.

Analysis and Evaluation

The College continues to use data to determine how it accomplishes its Mission. Data is made available through reports and publications and posted on the College Website for the community, constituents, and decision-making groups. Other services provided by the College to ensure data access includes direct requests to the Office of Institutional Effectiveness through the Request for Information Form.

3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The ASCC Mission is central to institutional planning and decision-making based on processes of program review, student learning outcomes and student achievement, and planning. Decision-making at the College correlates with the levels of planning that include department and program planning, committee planning, and institutional planning.

⁴⁶ [ASCC Website, Program Review](#)

⁴⁷ [IA-2018 Review of the ISP 2015-2020, Data, pp. 40-54](#)

⁴⁸ [IA-2018-2020 ASBEP Assessment Report](#)

The PGSM defines three types of decision-making groups that include governance groups, operational groups, and task force groups (ad hoc).⁴⁹ Governance groups include the Executive Leadership, President's Advisory Council, Accreditation Steering Committee, and the Institutional Planning Executive Core Committee. Governance groups consists of members that are given the authority by the President to bring information from constituents into the dialogue of mission effectiveness and quality assurance. Operational groups consist of members who are given the authority by the President to implement institutional functions to carry out the College's rules and regulations. Operational group members are designated based on the responsibilities of their job description as assigned by the President. Operational groups include the Leadership Team, Core Curriculum Committee, General Curriculum Committee, Academic Assessment Committee, Institution-Set Standard Committee, and the Resource Committee. The Task Force group is formed to create a venue for dialogue and work on topics that require timely and concentrated energy. The Task Force group is charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is voluntary or by appointment. Upon completion of a designated task, the task force is dissolved.

Program review serves as mechanisms and processes that connect student learning and planning to the Mission of the College. Program review instruments are designed to review areas of the College's Mission and are disseminated to solicit information from internal stakeholders to identify the needs that impact high quality educational programs and services that pertain to mission effectiveness, student learning programs and services, resources, governance, and the weaknesses and strengths of the Mission.

Department and Program Decision-Making

At the program and department level, decision-making is essential to divisional planning and the services offered. Departments are based on the organizational structure of the College as proposed by the President and approved by the Board of Higher Education to assure that services pertinent to the Mission are implemented, monitored, assessed, and improved. The Leadership Team includes the vice presidents, deans, directors, and officers who are given the authority to implement, assess, and evaluate the mission and outcomes of each department and program operations. Department and program Standard Operating Procedures (SOPs) are used to implement its goals and objectives in assessment of its department or program mission and outcomes, and is monitored through monthly and quarterly reports. Data gathered from monthly reports, quarterly reports, Institutional Data Sets (IDS)⁵⁰ and annual divisional assessments are used to justify annual department budget proposals with emphasis on the department or program needs, which may include the reallocation of resources, personnel, and alignment to the College's ISP.

Annual divisional assessment program review data are made available on the IDS webpage for program and department administrators with authority by title to engage and involve staff and faculty to assess, evaluate, and make recommendations to improve its program mission, services offered, and outcomes.⁵¹

⁴⁹ [1A-Participatory Governance Structural Manual, Decision-Making Groups, pp. 7-11](#)

⁵⁰ [Institutional Effectiveness Website Homepage, ie.amsamoa.edu](#)

⁵¹ [Institutional Effectiveness Website Homepage, ie.amsamoa.edu](#)

Guidance for the College’s annual budget planning is a standardized collaborative process conducted by the Executive Director of Institutional Effectiveness for the alignment of program or department goals and objectives to the ISP 2021-2026, the Financial Officer for budget submission requirements, the Procurement Officer for Planned Purchases, and the Human Resources Officer for inquiries or requests pertaining to personnel procedures. This is evident in the SOP of the Institutional Effectiveness division titled Program and Department Planning. All proposed annual department budgets are submitted to the appropriate vice presidents for review, finalized by the President, and forwarded to the Board of Higher Education for review and approval.

In 2019, 2020, and 2021 Fiscal Years (FY), the Board of Higher Education approved the resubmitting of the College’s FY 2018 budget. This was based on the Board’s concern with the reduction of local subsidies from two-million to one-million dollars in FY 2020 for its local operations and that the College did not receive the full two-million in subsidies in FY 2018 and 2019. The College via the Chairman of the Board advocated for the College’s budget for the current and past FY during its budget hearings at the Fono, whereas, the Fono approved 3.9-million for FY 2019, 2020, and three-million in FY 2021.

Given the new government administration, the College will continue with its annual budget call processes and future plans following the ISP 2021-2026.

Committee Decision-Making

Decision-making at the committee level is based on data analysis, strategic planning, and the developing of recommendations for decision-making.

The roles of the constituencies as well as standing committees that include governance and operational groups in decision-making, is to ensure that the College defines, implements, assesses, and evaluates the achievement of the Mission through institutional program review, institutional assessment of SLO and services, and strategic planning. Recommendations at this level are referred to the President for institutional decision-making. The College’s PGSM delineates the roles and responsibilities of constituencies⁵² and decision-making groups in governance.⁵³

Institutional Decision-Making

Institutional decision-making is conducive to institutional effectiveness and Mission achievement. The President, Executive Director of Institutional Effectiveness, and vice presidents utilize the recommendations at the program and department level and committee level to assess the College’s structure of shared governance and Board policies. The President of the College provides the final draft of the College’s strategic plan and updates, institutional priorities, policy updates, accreditation annual and required reports, shared governance, organizational chart, allocation of all resources, and the ASCC catalog to the Board of Higher Education. Necessary changes are implemented upon approval of the Board following a fiscal, academic, or biennial assessment cycle.

⁵² [1A-Participatory Governance Structural Manual, Constituent Roles in Decision-Making, pp. 6-7](#)

⁵³ [1A-Participatory Governance Structural Manual, Decision-Making Groups, pp. 7-11](#)

Baccalaureate Degree

The ASBEP takes part in the College's plans and decision-making processes. ASBEP faculty and staff are represented in the College's participatory governance and operational committees, and constituencies that contribute to decision-making and short- and long-term plans.

Analysis and Evaluation

The College's programs and services are aligned with its Mission through systematic program review assessment of student achievement and SLO, and strategic planning. The College's PGSM details the purpose and roles of all constituent groups in guiding institutional decision-making and planning. Policies and processes are in place to ensure results from programs review guides resource allocation and informs institutional goals through updates on the College's Institutional Strategic Plan for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The Mission statement is articulated and reviewed biennially, coinciding with the review of the College catalog cycle and is approved by the Board of Higher Education. The Board recommended two changes to the College's Mission in 2019 to re-organize the order of the four bullets to reflect the acronym (STAR). Additionally, bullet number three of the Mission was revised to reflect 'Awareness of the Samoan Culture and the Pacific' versus 'Awareness of Samoa and the Pacific'. Changes to the Mission of the College are documented in Board Policy 1000 and published in the College 2020-2022 General Catalog to include the Samoan translation.⁵⁴

The College has defined outcomes at all levels to emphasize the effectiveness of its Mission. These outcomes are assessed periodically following an annual or biennial assessment cycle that coincides with the catalog review and approval.

Mission review is a critical element for institutional program review, assessment, and planning. Institutional assessment provides the information necessary for any revisions. All college constituents are made aware of the Mission through their roles as the Board of Higher Education, President, Administration, Faculty, Students, and Staff.⁵⁵ Processes are defined through department and division SOP pertaining to the review of the mission of the College. Constituent groups, governance and operational groups contribute to the Mission through committee by-laws and functions to provide recommendations as deemed necessary, for continuous improvement.

⁵⁴ [1A-2020 Policy Governance Manual, Policy 1000, p. 15](#)

⁵⁵ [1A-Participatory Governance Structural Manual, p. 6 -11](#)

The Mission statement is approved by the governing Board and published in the College’s catalog.

Analysis and Evaluation

The ASCC Mission Statement is vital in the operations and governance structures of the College to ensure achievement of student learning and achievement. The mission is articulated through reviews and discussions in various constituent groups and committees, and is a widely published statement approved by the ASCC Board of Higher Education. The Mission statement is reviewed and updated by the Board to include recommendations from constituencies, and the process for review coincides with the biennial review of the College’s general catalog. The Mission statement is published in the College’s catalog, amended Participatory Governance Manual, and other pertinent institutional documents.

Conclusions on Standard I.A. Mission

The Mission describes the educational needs of the students it serves and expectations for programs and service offered through its participatory governance structures. The College uses student learning and achievement data to determine how it meets Mission. The College Mission is periodically reviewed by the Board of Higher Education.

Improvement Plan(s)

Standard(s)	Improvement Plan	Anticipated Completed Date	Responsible Parties
I.A.2	To disaggregate student achievement data by academic program and differentiate data particular to the Teacher Education two-year program and the ASBEP. <ul style="list-style-type: none"> ● IDS: (00.1: Enrollment; 00.4: Program Requirement) ● Institution-Set Standards 	July 2023	Executive Director of Institutional Effectiveness Dean of Academic Affairs Dean of Student Services Vice President of Academic, Community and Student Affairs Institution-Set Standard Committee

			Assessment Committee
			Curriculum Committee

Evidence List

- 1 [1 1A-ASCC Amended Participatory Governance Structural Manual- Operational Committees, p.10](#)
- 2 [1 1B-ASCC SLO and Student Achievement Manual – ISS, pp.7 -10](#)
- 3 [1 1B-2018-08-14 ISS Updates, PowerPoint Presentation](#)
- 4 [1 1B-ASCC SLO and Student Achievement Manual- Institution Set Standards-2020, p.9](#)
- 5 [1 1C-Vice President of Academic, Community, and Student Affairs, ISS PowerPoint, Spring 2021](#)
- 6 [1 2020-2022 ASCC Catalog- Institutional Learning Outcomes, p.iii](#)
- 7 [1 1B-ASCC SLO and Student Achievement Manual- Types of Student Learning Assessment, pp.18 - 35](#)
- 8 [1 1A-ASCC Amended Participatory Governance Structural Manual 2021- Core Curriculum Committee, p.9](#)
- 9 [1 1A-ASCC Amended Participatory Governance Structural Manual 2021 – General Curriculum Committee, p.9](#)
- 10 [1 ER-B-Core Curriculum Committee- 2018-2020 Phases I,II, and III Presentation](#)
- 11 [1 ER-B-Outcome Module Training Presentations, 2021](#)
- 12 [1 1C-ISS 2020 PPT- VPACAS Presentation to Faculty, Spring 2021](#)
- 13 [1 1C-2020 ISS PPT-VP ACAS, Spring 2021](#)
- 14 [1 ER-D-ASCC 2021 Organizational Charts – All Divisions](#)
- 15 [1 ER-E-American Samoa Government, Public Law 22-30, pp. 1-10](#)
- 16 [1 ASCC Catalog 2020-2022](#)
- 17 [1 ASCC Catalog 2020-2022](#)
- 18 [1 ER-E-ASCC Audit 2018](#)
- 19 [1 ER-E-ASCC Audit 2019](#)
- 20 [1 ER-E-ASCC Audit 2020](#)
- 21 [1 ASCC Website, Homepage](#)
- 22 [1 1B-SLO and Student Achievement Manual, Standards and Benchmarks, p.7-9](#)
- 23 [1 ISS 17-11-30 - Review of ISS – Recommendations-slide 35-42](#)
- 24 [1 1A-Amended PGSM - December 2020, p. 10](#)
- 25 [1 1B-SLO and Student Achievement Manual, pp. 9-10](#)
- 26 [1 ASCC Catalog- Academic Credits, p. 35](#)
- 27 [1 2020-2022 ASCC Catalog-Academic Degrees and Certificates, pp. 47-48](#)
- 28 [1 1C-President Memo- #046-2021 Change of Tuition and Fees Approval](#)
- 29 [1 2020-2022 ASCC Catalog – Credit for Transfer Courses, p. 17](#)
- 30 [1 1C-MOODLE PPT Presentation](#)
- 31 [1 ER-F-Email Correspondence for Fall 2020 Online Percentage](#)

- 32 [1 2020- 2022 ASCC Catalog- General Student Grievance, pp. 33-34](#)
33 [1 ASCC Website and Accreditation link](#)
34 [1 ER-E-ASCC 2020 Audit, pp. 31-46](#)

B. Assuring Academic Quality and Institutional Effectiveness

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Dialogue is essential to decision-making and institutional effectiveness. The College’s emphasis on dialogue is linked to three levels of structural planning encompassing dialogue at the department/program level, committee level, and institutional level.

Dialogue at the program and department level focuses on the quality of services provided by each department or program that is supervised by a manager or administrator. Program and department dialogue results in the improvement of department or program services that pertain to instruction, student support services, or administrative services.

Committee level dialogue focuses on a more direct scope of responsibility. At the committee level, dialogue is central to data analysis, planning, and the developing of recommendations for decision-making regarding institutional and mission effectiveness.

At the institutional level, dialogue is central to decision-making. Institutional level dialogue centers on the achievement of the College’s Mission through dialogue and data at all levels for continuous improvements of institutional processes, planning and assessment, setting of priorities, shared governance, policies, and Mission effectiveness.

The ASCC emphasizes the importance of dialogue and published its first PGSM to describe the principles of participatory governance and the structure to guide meaningful dialogue and collaboration by constituents and decision-making groups towards making sound decisions congruent to the College’s quality of instruction and services.⁵⁶ The PGSM was updated in the fall of 2020 and approved by the President in January 2021.

The College’s PGSM defines the roles of its constituents, and the level of dialogue that pertain to them.⁵⁷

Committee dialogue involves the types of decision-making groups that provide recommendations for institutional mission effectiveness, which include Governance Groups, Operational Groups and as necessary, Task Force Groups.

⁵⁶ [1B-Participatory Governance Structural Manual, pp. 2 -13](#)

⁵⁷ [1B-Participatory Governance Structural Manual, Constituent Roles in Governance and Decision-Making, pp. 6-7](#)

Governance Groups consist 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 take information from the governance group back to their constituents. The Governance Groups consist of the Executive Leadership, President's Advisory Council, Accreditation Steering Committee, and Institutional Planning Executive Core Committee.⁵⁸

Operational Groups consists of members who are given the authority by the President to implement institutional functions to carry out the College's rules and regulations. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Leadership Team, Institution-Set Standards Committee, Core Curriculum Committee, General Curriculum Committee, Assessment Committee, and Resource Committee.⁵⁹

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.⁶⁰

The College's constituents and decision-making groups are vital to institutional effectiveness. There is a continuous dialogue resulting in a collective understanding of the meaning of evidence, data, research, and how it is used in the evaluation of student learning.

Analysis and Evaluation

The College's defined levels of dialogue on student outcomes, student equity, academic quality, and institutional effectiveness are guidelines that sustain the focus on the continuous improvement and student learning achievement, and the role(s) of each constituent in shared governance. The amended 2021 PGSM solidified the College's focus on dialogue revolving on student learning and achievement, and resources with the establishment of the Institution-set Standards committee and the Resource committee.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Board Policy 1004 titled Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services guides the College's procedures in

⁵⁸ [1B-Participatory Governance Structural Manual, Governance Groups, pp. 7-8](#)

⁵⁹ [1A-Participatory Governance Structural Manual, Operational Groups, pp. 9 - 11](#)

⁶⁰ [1A-Participatory Governance Structural Manual, Task Force Groups, p. 11](#)

planning, assessment, and program review processes that measure the College's progress towards the achieving of the ASCC Mission.⁶¹

The College continues to implement, monitor, assess, and evaluate the achievement of student learning through program review, assessment of student learning programs and services, and institutional planning through the roles of particular constituents and decision-making groups defined in the PGSM.

Instructional Programs and Student Learning Outcomes

The assessment of student learning ensures that SLOs 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 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.⁶²

The College defined four levels of SLOs that include Institutional Learning Outcomes (ILO), General Education Outcomes (GEO), Program Learning Outcomes (PLO), and Course Learning Outcomes (CLO). The ILOs reflect a shared institutional articulation of expectations for all certificate and degree recipients. These institutional expectations for all students that complete or receive an ASCC degree are to acquire or demonstrate proficiencies as effective communicators, quantitative competent individuals, critical thinkers, global citizens, and responsible leaders.⁶³⁶⁴

The GEOs describe the first, second, and third-year qualities and competencies defined by the institution for students to be able to demonstrate in completion of the general education program for AA, AS, or B.Ed. degrees. Outcome qualities and competencies for ILOs are assessed through the general education program outcomes also referred to as the ILO outcome qualities. These competencies are central to the five general education domains that include communication, information and technology literacy, critical thinking, global awareness and cultural competence, and personal development and responsibility.⁶⁵

The PLOs describe the outcome qualities and competencies requirement that enhance content in core disciplinary areas of study and the qualities and competencies specific to a discipline or area of specialization. These outcome qualities and competencies are categorized in the second-year general education and program core requirements as requirements during the second, third, and fourth-year of a student's degree pathway.⁶⁶

The College's CLOs describe the competencies particular to content, behavior, attitudes, or skills required for students to demonstrate in completion of any course. Courses offered at the College are required to clearly state CLOs. This includes all courses in the first and second-year General

⁶¹ [1A-2020 Policy Governance Manual, Policy 1004, pp. 16-17](#)

⁶² [1A-Participatory Governance Structural Manual, Program Review, pp. 12 - 13](#)

⁶³ [2020-2022 General Catalog, Institutional Learning Outcomes, p. iv](#)

⁶⁴ [1B-Student Learning Outcome and Student Achievement Manual, pp. 20-35](#)

⁶⁵ [1B-Student Learning Outcome and Student Achievement Manual, General Education, p. 20-27](#)

⁶⁶ [1B-Student Learning Outcome and Student Achievement Manual, PLOs, pp. 24-25](#)

Education program, and program requirements. CLOs are documented in Course Approval Form (CAF) that are approved by the Curriculum Committee and noted in all faculty course syllabi. All original CAF are archived at the Office of Academic Affairs upon completion of the signature approval process.⁶⁷⁶⁸

SLOs are implemented and assessed each semester by academic department and program faculty. The Academic Assessment Committee approved a two-year assessment cycle for all developmental courses, first, second, and third-year (bachelor degree) General Education, and program required courses divided into four semesters.⁶⁹

All faculty are required to submit data sheets based on competencies assessed for courses taught on a semester basis. Data sheets indicate CLO competencies assessed using rubrics defined by faculty per course. Course data sheets are submitted to the program chairperson that compiles the data and presents the data to the Curriculum Committee in preparation for the review of the College catalogue.

Assessment findings allow academic departments and/or programs to evaluate the necessary improvements of learning outcomes at the course and program level congruent to each respective degree(s) offered. Recommended changes to ILOs, PLOs, GEOs, or CLOs are required for the review and approval of the Curriculum Committee and then forwarded to the Academic Assessment Committee for monitoring.

Student Learning Services and Student Learning Outcomes

The College assures that student and learning support services are defined and regularly assessed and reviewed. The division of Student Services offers mission defined services particularly in the areas of admissions, records, counseling, financial aid, library services, student support and learning services, and student organizations.

Congruent to the role of student learning outcomes, the division of Student Services administrators also play an instrumental role in the dialogue that impacts career pathways for students. Student Services officers, program directors, and the Dean of student services serve as members of the Institution-Set Standards (ISS) Committee and contribute to data dialogue, analysis, data collection, and data dissemination. The review process coincides with the College's biennial catalogue review process as well as the College's annual review of the required ASCC Annual Report(s) which feature segments of information on student achievement.⁷⁰

Baccalaureate Degree

The College defines SLO appropriate for upper division baccalaureate courses in general education and program requirements.⁷¹ Review of SLO and program requirements funnel

⁶⁷ [1B-Course Approval Form Template](#)

⁶⁸ [1B-Course Syllabus Template](#)

⁶⁹ [1B-Student Learning Outcome and Student Achievement Manual, Assessment Cycle, pp. 36-38](#)

⁷⁰ [1A-Participatory Governance Structural Manual, ISS Committee, p. 10](#)

⁷¹ [1A-ASBEP Conceptual Framework, p. 2-18](#)

through the Curriculum Committee. Assessment of the ASBEP program outcomes differentiate content qualities and competencies required for the associate and bachelor degrees offered.⁷²

Analysis and Evaluation

The College emphasizes the importance of student learning outcomes definitions, processes and assessments with the establishment of Policy 1004 for all instructional programs and student and learning support services. All courses and programs have student learning outcomes that are documented in the course syllabi and course approval form. Program learning outcomes and ILO are documented in the College's academic catalog.

The College defines, implements, monitors, assesses, and evaluates the achievement of student learning through institutional program review, assessment of student learning programs and services, and institutional planning through the roles of particular constituents and decision-making groups as detailed in the Amended Participatory Governance Structural Manual. Data and results of student learning outcomes are used to improve programs and services.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Student achievement standards provide meaningful data to determine the academic content a student learns in a determined amount of time. The College initially established its ISS in the spring of 2015. The College's standards and data are used as a basis to focus institutional dialogue to improve student learning and student achievement through its assessment practices.

Beginning in the spring of 2015, the College defined pathways to success, as an avenue to determine milestones based on the path a student would experience in order to attain a certificate or degree.⁷³ These milestones include developmental course completion, gateway course completion, program and degree requirement course completion, persistence rates, and graduation and transfer rates. The College's milestones for the pathway to student success led to rigorous discussions revolving on ISS.⁷⁴

Developmental Courses

Developmental courses also known as pre-collegiate courses are designed to prepare students for college competency-based courses. Developmental courses are offered under the College Accelerated Preparatory Program (CAPP). Course offerings for developmental courses follow a two six-week accelerated session in the fall and spring semesters.

⁷² [1A-ASBEP Conceptual Framework](#)

⁷³ [1B-Student Learning Outcomes and Student Achievement Manual, Pathway to Student Success, p. 11](#)

⁷⁴ [1B-Student Learning Outcome and Student Achievement Manual, Student Achievement, pp. 7-10](#)

Developmental course completion rates indicate the number of students who successfully complete the highest non-credit bearing English and Math courses, which transition students into college readiness. Courses assessed include Math 90, English 90 and English 91. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for developmental course completion for all developmental courses (combined average for Math 90 and English 90 and 91) is 70 percent. The institution-set standard for the successful completion of English 90 and English 91 is 70 percent, and for Math 90 is 66 percent.

The College continues to monitor its developmental courses each semester to review student completion trends. The data for higher-level developmental courses are also disaggregated by gender, age, and ethnicity. Data for lower-level developmental English and math courses are compiled separately in the IDS toolkit on the College's website. The Institutional Effectiveness division continues to monitor the College's achievement targets for developmental courses.

Gateway Courses

Gateway courses are designed to matriculate students into general education courses. All degree-seeking students must complete the gateway courses as pre-requisites for majority of the Core Foundational Areas (second-year general education courses) and Co-Foundational Areas (program required courses) courses. Students seeking a certificate of proficiency are required to take one Math and one English gateway course.

Gateway course completion rates indicate the number of students who successfully complete college level English and Mathematics courses as required by all degrees to transition into general education and program requirements. Courses assessed include Math 151, English 150, and English 151. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for gateway courses (combined average for Math 151, English 150 and 151) is 72 percent. The institution-set standard for successful completion for English 150 is 73 percent; English 151 is 72 percent, and for Math 151 is 63 percent.

The Institutional Effectiveness division continues to monitor the College's achievement targets for gateway courses. Achievement targets are also featured in the College's annual fact books.

Program and Degree Requirements

Program and degree required courses are categorized in three main categories that include first-year general education courses, second-year general education courses, and program required courses.

General education courses are required courses for all degree-seeking students. General education courses emphasize learning outcomes that describe the College's expectations for all students in completion of the general education program.

First-year general education course completion rates indicate the number of students who successfully complete general education courses. Courses assessed vary depending on the general education domains and outcomes assessed. Data collected are used to determine if the

percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for general education courses – combined average for all general education courses is 75 percent.

The second-year general education courses (content enrichment courses) consist of courses identified to enhance content foundational competencies in the core disciplinary areas of study. Second-year general education course requirements are determined by the College's degree programs based on core content competencies.

Second-year and third-year general education course completion rates indicate the number of students who successfully complete second-year general education courses. Courses assessed vary depending on the second-year general education disciplines and outcomes assessed. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for second-year general education courses (combined average for all second-year general education courses) is 80 percent.

Program required courses (program-based courses) consist of courses identified specific to a discipline or specialized area. Program required courses are program specific and serve as required courses for degree emphasis areas or for a certificate of proficiency requirement in a specialized area.

Program required course completion rates indicate the number of students who successfully complete program required courses. Courses assessed vary depending on the academic program requirements and outcomes assessed. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for program required courses (combined average for all program required courses) is 90 percent.

Persistence

Persistence rates are defined by the College to determine the retention of students in the first, second, third, and fourth year. These rates are measured using fall cohorts. Rates are determined by the number of students enrolled consecutively from fall to spring semesters. First year cohorts are First Time in College (FTIC) students that are tracked from fall to the following spring semesters regardless of full time or part time status. The institution-set standard for first year retention is 50 percent with a stretch goal set at 60 percent. The same cohorts are then tracked from fall to spring semesters and again in the following fall semester to determine the second-year retention. The institution-set standard for second year retention is 30 percent with a stretch goal set at 40 percent.

Graduation and Transfer

Graduation and transfer rates are defined by the College to determine the successful completion of a degree or certificate requirement, and the percentages of students who transfer to institutions of higher learning or transition into the workforce.

Graduation rates for student achievement are based on cohort data captured by the College on percentages of cohort completion within a 150 percent of Normal Time of Completion (NTC). Percentages are aggregated according to cohort completion within a two-year, three-year NTC,

four-year, and six-year timeframe, excluding summer sessions. The institution-set standard for graduation cohort rates is 39 percent.

Transfer to institutions of higher learning is measured by the College based on the percentages of student graduates that transfer to other institutions of higher learning. Data collected and used to determine the percentage is based on potential graduates tracked through advising, students who receive scholarships and student loans, and graduates tracked through counseling services. The institution-set standard for transfer to institutions of higher learning is 18 percent.

Transition into the workforce or gainful employment data is measured by the College to determine the percentages of students that transition into the workforce. Data used to determine the percentage is based on graduates tracked through advising and graduates tracked through counseling services. The institution-set standard for transition into the workforce is 50 percent.

Institutional Data and Access

The Office of Institutional Effectiveness also provides access to institutional data used to aid in decision-making for internal stakeholders, and for access and transparency purposes for external stakeholders. Institutional data includes aggregated and disaggregated data on student achievement, institution-set standards, student learning outcomes, strategic planning, and program review. In February 2021, the office of Institutional Effectiveness presented to the Leadership Team of the division's approved webpage(s) to feature College student achievement data publications, institutional reports, and institutional plans.

The College also features its institution-set standard achievement targets in several of its publications that include its annual reports and fact books. The College has completed its second academic cycle of assessing its institution-set achievement standards.

The ASCC's standards for student achievement guarantee that the College's Mission is implemented and accountable for the offering of high-quality educational programs and services for students to achieve the desired career pathway.

The emphasis on career pathways for student success allowed the College to capture the needs of students and to monitor student-learning experiences upon completion of a certificate or degree. The College identified the types of student cohorts, which include certificate seeking students and degree seeking students, and the path towards achieving their educational goals.

The College emphasizes its broad-based understanding of priorities and processes to implement strategies to achieve its outcomes through its PGSM. The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement.

All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of its Institutional Learning Outcomes to assure that student centeredness is central to institutional planning and the setting of institutional priorities.

The College utilizes the accreditation annual reports as a mechanism to guide its review of institutional data sets, institution-set standards, stability of its financial resources, and definitions of best practices.

Evaluation of the College's Institution-set Standards

The Core Curriculum Committee (CCC) an operational-group 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 first, second, and third-year General Education Program and Program Requirements. 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.

Approved courses with equivalent competencies are reflected in the College's 2020-2022 Catalog which include courses in the general education domains categorized in the areas of critical thinking, information technology literacy, communication, and personal development and responsibilities. This provides academic programs with more options in the selection of courses to meet the general education outcomes and requirements.⁷⁵

With the amending of the Participatory Governance Structural Manual to be focused on participatory and shared governance, the College compiled a Student Learning Outcome (SLO) Handbook to include all student learning assessments processes, cycles, and identified courses based on competencies equivalent to general education outcomes, and program requirements linked to the College's Institutional Learning Outcome (ILO) qualities and competencies.

Courses assessed for the first-year ILO qualities are well defined in the general education program as detailed in the ASCC PGSM.⁷⁶ General education course competencies are aligned to the general education domains that define the first-year level of ILO competencies required for all degree-seeking students. The second, third, and fourth-year ILO qualities are program-based competencies in courses offered in the core and co-foundational areas, which are now considered second and third year general education (including the Bachelors program) and program requirements as per the CCC recommendation in 2018.

Academic degree programs identify the competency levels for the second, third, and fourth-year ILO qualities through Curriculum Committee reviews with identified courses as detailed in the ILO Qualities and Competencies Report.⁷⁷

In spring 2016, the Curriculum Committee revised the Course Approval Form (CAF) to include the alignment of ILO qualities to program learning outcome and course learning outcome competencies. The Curriculum Committee also revised data sheets required for all faculty to report outcome achievement competencies for all offered. In the 2018-2020 review of the Catalog, the CCC revised the Course Approval Forms (CAF) as the master syllabus template to be filed with the Academic Division.

⁷⁵ [2020-2022 General Catalog, Associate of Arts Degree in Liberal Arts, pp. 49-51](#)

⁷⁶ [1A-Participatory Governance Structural Manual, pp. 5-6](#)

⁷⁷ [1A-Participatory Governance Structural Manual, pp. 5-6](#)

The College has successfully completed its second review of institution-set standards since its inception in the spring of 2015. Rigorous outcome assessments were conducted each semester for competencies in the first, second, third, and fourth-year of a student's degree pathway. The College through the Leadership Team continues to hold presentations during the ASCC Convocation on accreditation, institutional priorities, assessment, institution-set standards, and other related student achievement data presentation so the faculty and staff are informed for continuous improvement of operations. Presentations are also ongoing within divisions to orient new faculty and new staff in assessment, student learning outcomes, and responsibilities.

Baccalaureate Degree

Since the inception of the College's ISS in 2015, standards applied to both academic two-year programs and the ASBEP. The ISS Committee in the fall 2020 approved the ASBEP's ISS standard for degrees awarded at 90 percent and 100 percent stretch goal and will be reflected in the 2021-2022 evaluation of the College's ISS.

Analysis and Evaluation

The College established institution-set standards (ISS) in 2015 which included successful completion of developmental courses, gateway courses, general education courses, degree program requirements, persistence, degree/certificate completion, transfer to higher education, and transition into the workforce. The College completed two cycles of review of its ISS in 2017 and 2020. The College's latest ISS review was conducted in the fall of 2020 where Career Technical Education (CTE) standards were approved for specific programs, and the approval of stretch goals for all standards.

The College through the Core Curriculum Committee, General Curriculum Committee, and Assessment Committee continue to assess and review the levels of student learning outcomes for continuous improvement of program and curricula congruent to the student learning and achievement standards. Updates and changes to student learning outcome are reflected in the College catalog.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College ensures that results from student learning and student achievement are broadly communicated to internal stakeholders for accessibility, planning, and decision-making. Data resulting from program reviews, student learning outcomes and achievement are made available for institutional transparency on the ASCC website. Data is accessible to constituents, decision-making groups, and external stakeholders.

ASCC's integrated planning processes uses assessment data to support student learning and achievement which are specific functions defined in the mission and divisional outcomes of the

office of Institutional Effectiveness.⁷⁸ Participatory governance and operational committees, and constituencies as described in Standard I.B.1 play an instrumental role in defining, updating, and monitoring data congruent to student learning and achievement.

The College in 2017 amended its processes for the allocation of resources during its review of the Fiscal Year 2018 budget call processes as a means to base program and divisional budget proposals to outcome plans supported by data. This led to the inclusion of an additional Outcome Planning and Resource Allocation template that was approved and disseminated to each administrator, focusing on outcome-based planning.⁷⁹ The initiation of the template was developed by the division of Institutional Effectiveness. A revision of the template was implemented in April 2021.⁸⁰

The office of Institutional Effectiveness (IE) monitors data submitted by departments and programs, and disseminates accordingly through the approval process for transparency purposes. Disaggregated data includes student enrollment trends, student achievement indicators, student placement, developmental passing rates (pre-collegiate), degree requirements, graduation rates, and student opinion that are compiled in Institutional Data Sets (IDS) as described in Standard I.B.3.

In 2018, the position of the Institutional Researcher in Assessment was established to aid in the analyses and monitoring of institutional outcome assessment. This allowed the College to centralize student learning outcome data under the division of IE.

In 2021, the Institution-Set Standard (ISS) Committee was established as an Operational Group chaired by the Executive Director of IE.⁸¹ IE oversees the College's Digital Archives for data publications and serves as the hub for all data.

Data is conducive to planning. The College assures that data is accessible to aid in decision-making and for continued improvement.

Analysis and Evaluation

ASCC's integrated planning processes uses assessment data to support student learning and achievement which are specific functions defined in the mission and divisional outcomes of the office of Institutional Effectiveness.⁸² Participatory governance and operational committees, and constituencies as described in Standard I.B.1 play an instrumental role in defining, updating, and monitoring data congruent to student learning and achievement.

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement.

⁷⁸ [1B-Standard Operating Procedures, Institutional Effectiveness, Mission and Outcomes, pp. 2-4](#)

⁷⁹ [1B-2018 Outcome Planning and Resource Allocation Template, pp. 1-11](#)

⁸⁰ [1B-2021 Outcome Planning and Resource Allocation Template, pp. 1-2](#)

⁸¹ [1A-Participatory Governance Structural Manual, Institution-Set Standard Committee, p. 10](#)

⁸² [1B-Standard Operating Procedures, Institutional Effectiveness, Mission and Outcomes, pp. 2-4](#)

Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

ASCC has a comprehensive program review process in place supported by Policy 1004.⁸³ The College defines two types of program review mechanisms to review its decision-making processes and Mission, which include the biennial Institutional Program Review (IPR) and the annual Divisional Assessment Program Review (DAPR).⁸⁴

The IPR is used 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 Institutional Planning Executive Core Committee (IPECC) – Governance Group.⁸⁵ The IPECC's findings are disseminated to the Leadership Team and posted on the College Website to aid in the review of the College's priorities, budget planning processes, and allocation of resources.⁸⁶

The DAPR is used to assess the quality of the College's instructional and 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 programs and services for students and to identify opportunities for improvement for each academic program and service department.

The DAPR for instructional and non-instructional programs and divisions are conducted annually and monitored by the IPECC. 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 resources allocation. Data collected from DAPR is compiled and disseminated to all internal stakeholders.⁸⁷ Results are analyzed by programs and departments in preparation of the annual outcome planning and budget review. The DAPR instrument was last revised in 2018. The IPECC's last review of the College's program review process was completed in January 2020.⁸⁸

Program review is not limited to the College's defined instruments as described in the IPR and DAPR. The College's Participatory governance committees – governance and operational groups

⁸³ [1A-Policy Governance Manual, Policy 1004, p.15](#)

⁸⁴ [1A-Participatory Governance Structural Manual, IPR and DAPR, pp. 11-12](#)

⁸⁵ [1A-Participatory Governance Structural Manual, IPECC, p. 8](#)

⁸⁶ [1B-Biennial Institutional Program Review Results, 2018-2019](#)

⁸⁷ [1B-Annual Division Program Review Results, 2020](#)

⁸⁸ [1B-ASCC Program Review PowerPoint, IPECC](#)

are linked to program review based on the expected outcomes and requirements as detailed in the committee's bylaws.⁸⁹⁹⁰⁹¹⁹²

Data resulting from program review are used for planning and decision-making that include department annual planning, resource allocation or reallocation, and review of department operations and procedures for services offered. Annual budget review, also referred to as the College's Budget Call processes, require programs and divisions to submit Outcome Planning and Resource Allocation (OPRA) plans to support annual budget proposals based on program review data.⁹³⁹⁴ The OPRA was last revised in March 2021 and presented to the Leadership in April 2021.⁹⁵ Budget proposals are reviewed following the College's organizational chart protocol and presented to the Board of Higher Education for approval.

Through program review, the College uses data to identify areas for improvement or to determine areas where data is limited. In 2021, program review data was used to solidify the Institution-Set Standards (ISS) Committee as a standing committee – Operational Group.⁹⁶ The Resource Committee was a second Operational Group established to provide data congruent to the College's total cost of ownership and comprehensive maintenance plans.⁹⁷⁹⁸

Analysis and Evaluation

The College assures its adherence to Board Policy 1004. Program review is an integral part of the ASCC institutional strategic planning processes and results are used to refine and improve student achievement.

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

Evidence of Meeting the Standard

The College ensures that SLOs and student achievement assessments and program review processes are ongoing, systematic and used for continuous improvements of its educational programs and student services as described in Standard I.B.2 and Standard I.B.5. The achievement of student learning is determined by the ongoing dialogue on ISS and the achievement of those standards.

⁸⁹ [1A-Participatory Governance Structural Manual, Decision-making Groups, pp. 7-11](#)

⁹⁰ [1B-Core Curriculum Committee, 2020 Catalog Review, Business Department, Phase III Presentation, slides 2-8](#)

⁹¹ [1B-Resource Committee Bylaws](#)

⁹² [1B-Core Curriculum Committee Bylaws](#)

⁹³ [1B-FY 2018 Outcome Plans and Resource Allocation, Outcome Planning, pp. 5-7](#)

⁹⁴ [1B-FY 2018 Outcome Plans and Resource Allocation, IE Outcome Plans, pp. 19-39](#)

⁹⁵ [1B-FY 2021 Budget Call Presentation](#)

⁹⁶ [1A-Participatory Governance Structural Manual, ISS Committee, p. 10](#)

⁹⁷ [1A-Participatory Governance Structural Manual, Resource Committee, pp. 10-11](#)

⁹⁸ [1B-2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan, p.5](#)

Evaluation of the College's ISS Data and Achievement Targets

The College conducted rigorous ISS reviews beginning in fall of 2017 on target achievements. Reviews were conducted by the Dean of Affairs, Dean of Student Services, and the Director of Institutional Effectiveness to an ad hoc committee (currently the ISS Committee) comprised of academic program chairpersons, student services administrators, and researchers from the office of Institutional Effectiveness.⁹⁹ An update was presented by the Dean of Academic Affairs in the fall of 2018 during faculty orientation to address the ad hoc committee's ISS recommendations.¹⁰⁰ As a result of the review, resources were reallocated to support academic assessment and the College's ISS, as a mean to emphasize the importance of student learning outcomes and achievement:

- April 2018: Establishment of the Core Curriculum Committee¹⁰¹
- April 2018: Establishment of the Institutional Researcher in Assessment, classified position

In January 2019, an amendment was approved for changes on certificate and completion rates.¹⁰² Further review of the College's ISS was conducted in February 2020,¹⁰³ to facilitate discussions on stretch goals and in November 2020, reviews on graduation rates, certificate and degree completion rates, Career Technical Education (CTE), and certificate and degree completion standards and stretch goals specific to the ASBEP.¹⁰⁴ In December 2020, during the review of the College's Participatory Governance Structural Manual (PGSM), the President established the Institution-Set Standard Committee as a Standing Committee – Operational Group, to ensure consistent and timely dialogue on ISS data analyses, collection, and dissemination, approved in January 2021.¹⁰⁵

Evaluation of SLO Data

Student learning outcome assessment is conducted at the program and divisional level. The establishment of the Core Curriculum Committee in 2018 initiated the dialogue to improve the College's SLO data accountability through a three-phase Closing the Loop process:

- Phase I: Academic Program Proposals for General Education: Proposals for academic programs to determine courses with outcome qualities and competencies equivalent to first- and second-year general education outcomes.
- Phase II: Academic Program Courses: Program proposals and justifications for the modification of course(s), deletion of course(s), statuses of active and inactive course(s) and proposals for new course(s), degrees, and certificates.
- Phase III: Academic Program Data: Program presentation of program mission, aims, cycle of data review (enrollment, courses offered, low enrollment, course cancelled, certificates and degrees conferred, transfer students, student gainful employment, courses assessed, instructional pedagogy/methods of teaching, and building bridges).

⁹⁹ [1B-Review of ISS – Recommendation Presentation](#)

¹⁰⁰ [1B-ISS, Recommendations Addressed](#)

¹⁰¹ [1B-Establishment of the Core Curriculum Committee, Memorandum 029-18](#)

¹⁰² [1B-ISS Amended Certificate and Completion Rates](#)

¹⁰³ [1B-ISS Review of Stretch Goals](#)

¹⁰⁴ [1B-ISS Review, Standards V and VI](#)

¹⁰⁵ [1A-Participatory Governance Structural Manual, ISS Committee, p. 10](#)

SLO course assessments are conducted semesterly but follow a biennial cycle for evaluation that coincides with the review of the College catalog.¹⁰⁶ SLO are analyzed by academic programs and utilized to justify new course proposals or modifications to existing courses during the new catalog review cycle. SLO and student achievement data is used by academic programs to justify annual outcome plans linked to budget proposals for resource allocation.¹⁰⁷

SLO data as required by the College is disaggregated by course outcome competency matrices defined by the academic program.¹⁰⁸

In the spring of 2021, the Office of Institutional Effectiveness in collaboration with the Dean of Academic Affairs initiated trainings with academic programs chairpersons to centralize and feature academic program SLO data on the College's Student Learning Outcome Module on Compliance Assist. Trainings will continue through the fall 2021 fall semester following the catalog review cycle.

Analysis and Evaluation

The College disaggregates and analyzes SLO and student achievement appropriate to its student subpopulations. The College uses the data to allocate and reallocate human and fiscal resources to support student learning and achievement.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College adheres to Board Policy 1003 which governs the process for approving and implementing Board policy and College regulations and procedures.¹⁰⁹ Board Policy 1003.1 allows for any employee in the College to propose regulations via a supervisor. Such proposals must follow the appropriate protocol as defined in the College's organizational chart.¹¹⁰ Board Policy 1004 commits the College 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)."

The College's Participatory Governance Structural Manual describes the roles of constituents and participatory governance groups that aid in decision-making as described in Standard I.B.1. ASCC constituents are at liberty to provide recommendations to the President that have or will

¹⁰⁶ [1B-Student Learning Outcome and Student Achievement Manual, Assessment Cycle, pp. 36-38](#)

¹⁰⁷ [1B-FY 2022 Outcome Planning and Resource Allocation, Teacher Education/ASBEP, 23-26](#)

¹⁰⁸ [1A-2018-2020, ASBEP Assessment Report](#)

¹⁰⁹ [1A-Policy Governance Manual, Policy 1003, Board Policy and College Regulations/Procedures, p. 16](#)

¹¹⁰ [1A-Policy Governance Manual, Policy 1003.1, College Regulations/Procedures, p. 16](#)

have a significant effect on them as well as the processes for developing those recommendations.¹¹¹

Governance Groups consists of the Executive Leadership, President’s Advisory Council, Accreditation Steering Committee, and Institutional Planning Executive Core Committee. Operational Groups consists of the Leadership Team, Core Curriculum Committee, General Curriculum Committee, Academic Assessment Committee, Institution-Set Standard Committee, and the Resource Committee. Task Force groups are formed to create a venue for dialogue and work on topics that require timely and concentrated energy.

Decision-making groups are charged with roles and authority as specified in bylaws.¹¹² Membership may overlap due to the designated role(s) or authority an individual may have that are specific to an operation or service provided, and its relevance to the College’s Mission. The roles and responsibilities of decision-making groups ensures that the College defines, implements, monitors, assesses, and evaluates the achievement of the College’s Mission through program review, assessment of student learning program and services, and strategic planning.¹¹³

Baccalaureate Degree

ASBEP faculty and staff are represented in participatory governance groups and as constituents. The ASBEP Program Director is a member of the Institutional Planning Executive Core Committee, Core Curriculum Committee, Accreditation Committee, and Leadership Team to ensure that institutional policies, reviews, and processes support the four-year program. The College’s policies and practices are appropriate to the ASBEP.

Analysis and Evaluation

The College conducts reviews for the evaluating of its program review processes.¹¹⁴ Results from program review are used to improve planning at the program, committee, and institutional levels as described in Standard I.B5. The College completed its review of the 2015-2020 Institutional Strategic Plan in 2020 following a comprehensive evaluation process.¹¹⁵¹¹⁶ Processes and procedures for institutional program review, institutional strategic planning, and institutional assessment are documented in the Office of Institutional Effectiveness Standard Operating Procedures.¹¹⁷

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

¹¹¹ [1A-Participatory Governance Structural Manual, Constituent Roles in Governance, p. 6](#)

¹¹² [1B-Resource Committee Bylaws](#)

¹¹³ [1B-2021-2026 TCOCMP](#)

¹¹⁴ [1B-ASCC Program Review PowerPoint, IPECC](#)

¹¹⁵ [1B-2020 Review of the ASCC ISP 2015-2020, IPECC, Authority and Review Process, pp. 4-8](#)

¹¹⁶ [1B-2020 ISP Resource Assessment Matrix and Recommendation, Admin. Services](#)

¹¹⁷ [1B-Institutional Effectiveness, Standard Operating Procedures](#)

Evidence of Meeting the Standard

Program review and student achievement as described in Standard I.B.5 is communicated in several ways. Administrators play an important role in the dissemination of information that include monthly report statuses on services that contribute to the College's quarterly reports. Quarterly reports are published on the College's Website and archived by the Office of Institutional Effectiveness.¹¹⁸

Program review results summarized by program or division are emailed to the Leadership Team who in turn, share with staff to base discussions in areas associated with outcome planning and improvements, and resource allocation. Program review overall results are posted on the College Website.¹¹⁹

The College's Institutional Strategic Plan (ISP) and status updates are available on the College Website.¹²⁰ The College also disseminates results of assessments and evaluation in the form of presentations during annual convocations and semester-based faculty orientation, and through emails. In the summer of 2020, students were provided access to College emails for the dissemination of information and updates.

The College maintains a digital archive on Compliance Assist (CA) – web-based data management system to store all publications and approved documentations. Although the system requires a username and password login, College personnel are granted full access to the digital archives by request through the respected administrator. Administrators are also provided the access to archive data particular to services in the digital archives.

The Institutional Data Sets (IDS) toolkit provides data to on student and institutional trends.¹²¹ Institution-Set Standards are also available on the College's website.¹²² The College also provides opportunities for the community to request for information using the Request for Information Form on the College website.¹²³

Analysis and Evaluation

The College broadly communicates the results of assessments and evaluations to internal and external stakeholders to ensure that assessments and evaluations of the College's performance are made available on the ASCC website and digital archives on Compliance Assist. Fact sheets and fact books are made available for access on the College website.¹²⁴

¹¹⁸ [1B-Quarterly Report, FY 2021, 2nd Quarter](#)

¹¹⁹ [ASCC Website, Program Review](#)

¹²⁰ [ASCC Website, Institutional Strategic Plans and Updates](#)

¹²¹ [ASCC Website, Institutional Data Sets Homepage](#)

¹²² [ASCC Website, Institution-Set Standards](#)

¹²³ [ASCC Website, Request for Information Form](#)

¹²⁴ [ASCC Website, Fact Books](#)

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Program review and assessment are integral components in the College's strategic planning processes.¹²⁵ Program review and SLO assessment cyclical results as described in Standard I.B.5 and I.B.6 is used to develop or update the five-year Institutional Strategic Plan (ISP), which describes the short and long-term plans and goals for the College.

Strategic planning is led by the Institutional Strategic Planning Executive Core Committee (IPECC) – a broad based Governance Group charged with the scope to lead the College's strategic planning processes.¹²⁶ Data results from program review, assessment, and student achievement are analyzed by the IPECC and findings are used to develop or update the College's five-year plan.

The IPECC completed the final review of the College's 2015-2020 Institutional Strategic Plan in 2020.¹²⁷ The final review of the 2015-2020 ISP was supported by an ad hoc group comprised of administrative service officers that updated the technology, physical facilities and maintenance, staffing, and total cost of ownership plans.¹²⁸ In 2021, the ad hoc group was approved as an Operational Group and identified as the Resource Committee.¹²⁹

The IPECC in 2021 released the College's 2021-2026 ISP, which was supported by the President and approved by the Board of Higher Education.¹³⁰ The Resource Committee following the approval of the 2021-2026 ISP, released the 2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan (TCOCMP), which provides the cost of the 2021-2026 ISP to include the cost of the College's resources for the next five-years.¹³¹

Monthly reports are used by divisions to report statuses, challenges, and provide recommendations for operations and improvements in processes and services. Quarterly reports are self-assessments of divisional plans providing quarterly statuses of the College's plans.¹³² Monthly and quarterly reports also contribute to the review of the ISP and resource allocation.

¹²⁵ [1A-2021-2026 Institutional Strategic Plan, Planning Process, p. 11](#)

¹²⁶ [1B-IPECC Bylaws 2017](#)

¹²⁷ [1B-2020 Update of 2015-2020 ISP](#)

¹²⁸ [1B-ISP 2020 Resources Assessment Matrix and Recommendations](#)

¹²⁹ [1A-Participatory Governance Structural Manual, Resource Committee, p. 10](#)

¹³⁰ [1A-2021-2026 Institutional Strategic Plan](#)

¹³¹ [1B-2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plans](#)

¹³² [1B-FY 2021, 2nd Quarter Report](#)

In 2021, the College revised its annual resource allocation processes to emphasize integrated budget planning by linking the College Mission (assessment, program review, strategic planning) to budget proposals (outcome planning), prior to the approval of budget proposals.¹³³

Analysis and Evaluation

The College’s integrated planning processes are driven by its Mission whereas institutional program review, SLO assessment, and strategic planning are critical components of mission effectiveness. Resource allocation is driven by the College’s plans and evaluation processes.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Dialogue is essential to mission effectiveness. The College’s participatory governance structure commits to the dialogue on student learning and achievement to ensure that plans and priorities are data centered. Driven by its Mission, the ASCC commits to the evaluation of its Mission through ongoing assessment, program review, and strategic planning processes. Processes are systematic and comprehensive to ensure continual improvements in student learning and achievement.

The College defines student achievement standards to base its performance congruent to its Mission and ensures that results of its performance are broadly communicated. The College ensures that resource allocation is data driven and based on the needs of its Mission.

Improvement Plan(s)

Standard(s)	Improvement Plan	Anticipated Completed Date	Responsible Parties
I.B.5	To disaggregate student achievement data by academic program and differentiate data particular to the Teacher Education two-year program and the ASBEP. <ul style="list-style-type: none"> ● IDS: (00.1: Enrollment; 00.4: Program Requirement) ● Institution-Set Standards 	July 2022	Executive Director of Institutional Effectiveness Dean of Academic Affairs Dean of Student Services Vice President of Academic, Community and Student Affairs

¹³³ [1B-FY 2022, Outcome Plans](#)

I.B.6	Complete the Outcomes Module for transparency of SLO Data.	Fall 2022	Executive Director of Institutional Effectiveness Dean of Academic Affairs Dean of Student Services Vice President of Academic, Community and Student Affairs
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Evidence List

- 56 [1 1B-Participatory Governance Structural Manual, pp. 2 -13](#)
- 57 [1 1B-Participatory Governance Structural Manual, Constituent Roles in Governance and Decision-Making, pp. 6-7](#)
- 58 [1 1B-Participatory Governance Structural Manual, Governance Groups, pp. 7-8](#)
- 59 [1 1A-Participatory Governance Structural Manual, Operational Groups, pp. 9 - 11](#)
- 60 [1 1A-Participatory Governance Structural Manual, Task Force Groups, p. 11](#)
- 61 [1 1A-2020 Policy Governance Manual, Policy 1004, pp. 16-17](#)
- 62 [1 1A-Participatory Governance Structural Manual, Program Review, pp. 12 - 13](#)
- 63 [1 2020-2022 General Catalog, Institutional Learning Outcomes, p. iv](#)
- 64 [1 1B-Student Learning Outcome and Student Achievement Manual, pp. 20-35](#)
- 65 [1 1B-Student Learning Outcome and Student Achievement Manual, General Education, p. 20-27](#)
- 66 [1 1B-Student Learning Outcome and Student Achievement Manual, PLOs, pp. 24-25](#)
- 67 [1 1B-Course Approval Form Template](#)
- 68 [1 1B-Course Syllabus Template](#)
- 69 [1 1B-Student Learning Outcome and Student Achievement Manual, Assessment Cycle, pp. 36-38](#)
- 70 [1 1A-Participatory Governance Structural Manual, ISS Committee, p. 10](#)
- 71 [1 1A-ASBEP Conceptual Framework, p. 2-18](#)
- 72 [1 1A-ASBEP Conceptual Framework](#)

- 73 [1 1B-Student Learning Outcomes and Student Achievement Manual, Pathway to Student Success, p. 11](#)
- 74 [1 1B-Student Learning Outcome and Student Achievement Manual, Student Achievement, pp. 7-10](#)
- 75 [1 2020-2022 General Catalog, Associate of Arts Degree in Liberal Arts, pp. 49-51](#)
- 76 [1 1A-Participatory Governance Structural Manual, pp. 5-6](#)
- 77 [1 1A-Participatory Governance Structural Manual, pp. 5-6](#)
- 78 [1 1B-Standard Operating Procedures, Institutional Effectiveness, Mission and Outcomes, pp. 2-4](#)
- 79 [1 1B-2018 Outcome Planning and Resource Allocation Template, pp. 1-11](#)
- 80 [1 1B-2021 Outcome Planning and Resource Allocation Template, pp. 1-2](#)
- 81 [1 1A-Participatory Governance Structural Manual, Institution-Set Standard Committee, p. 10](#)
- 82 [1 1B-Standard Operating Procedures, Institutional Effectiveness, Mission and Outcomes, pp. 2-4](#)
- 83 [1 1A-Policy Governance Manual, Policy 1004, p.15](#)
- 84 [1 1A-Participatory Governance Structural Manual, IPR and DAPR, pp. 11-12](#)
- 85 [1 1A-Participatory Governance Structural Manual, IPECC, p. 8](#)
- 86 [1 1B-Biennial Institutional Program Review Results, 2018-2019](#)
- 87 [1 1B-Annual Division Program Review Results, 2020](#)
- 88 [1 1B-ASCC Program Review PowerPoint, IPECC](#)
- 89 [1 1A-Participatory Governance Structural Manual, Decision-making Groups, pp. 7-11](#)
- 90 [1 1B-Core Curriculum Committee, 2020 Catalog Review, Business Department, Phase III Presentation, slides 2-8](#)
- 91 [1 1B-Resource Committee Bylaws](#)
- 92 [1 1B-Core Curriculum Committee Bylaws](#)
- 93 [1 1B-FY 2018 Outcome Plans and Resource Allocation, Outcome Planning, pp. 5-7](#)
- 94 [1 1B-FY 2018 Outcome Plans and Resource Allocation, IE Outcome Plans, pp. 19-39](#)
- 95 [1 1B-FY 2021 Budget Call Presentation](#)
- 96 [1 1A-Participatory Governance Structural Manual, ISS Committee, p. 10](#)
- 97 [1 1A-Participatory Governance Structural Manual, Resource Committee, pp. 10-11](#)
- 98 [1 1B-2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan, p.5](#)

- 99 [1 1B-Review of ISS – Recommendation Presentation](#)
- 100 [1 1B-ISS, Recommendations Addressed](#)
- 101 [1 1B-Establishment of the Core Curriculum Committee, Memorandum 029-18](#)
- 102 [1 1B-ISS Amended Certificate and Completion Rates](#)
- 103 [1 1B-ISS Review of Stretch Goals](#)
- 104 [1 1B-ISS Review, Standards V and VI](#)
- 105 [1 1A-Participatory Governance Structural Manual, ISS Committee, p. 10](#)
- 106 [1 1B-Student Learning Outcome and Student Achievement Manual, Assessment Cycle, pp. 36-38](#)
- 107 [1 1B-FY 2022 Outcome Planning and Resource Allocation, Teacher Education/ASBEP, 23-26](#)
- 108 [1 1A-2018-2020, ASBEP Assessment Report](#)
- 109 [1 1A-Policy Governance Manual, Policy 1003, Board Policy and College Regulations/Procedures, p. 16](#)
- 110 [1 1A-Policy Governance Manual, Policy 1003.1, College Regulations/Procedures, p. 16](#)
- 111 [1 1A-Participatory Governance Structural Manual, Constituent Roles in Governance, p. 6](#)
- 112 [1 1B-Resource Committee Bylaws](#)
- 113 [1 1B-2021-2026 TCOCMP](#)
- 114 [1 1B-ASCC Program Review PowerPoint, IPECC](#)
- 115 [1 1B-2020 Review of the ASCC ISP 2015-2020, IPECC, Authority and Review Process, pp. 4-8](#)
- 116 [1 1B-2020 ISP Resource Assessment Matrix and Recommendation, Admin. Services](#)
- 117 [1 1B-Institutional Effectiveness, Standard Operating Procedures](#)
- 118 [1 1B-Quarterly Report, FY 2021, 2nd Quarter](#)
- 119 [1 ASCC Website, Program Review](#)
- 120 [1 ASCC Website, Institutional Strategic Plans and Updates](#)
- 121 [1 ASCC Website, Institutional Data Sets Homepage](#)
- 122 [1 ASCC Website, Institution-Set Standards](#)
- 123 [1 ASCC Website, Request for Information Form](#)
- 124 [1 ASCC Website, Fact Books](#)
- 125 [1 1A-2021-2026 Institutional Strategic Plan, Planning Process, p. 11](#)
- 126 [1 1B-IPECC Bylaws 2017](#)
- 127 [1 1B-2020 Update of 2015-2020 ISP](#)
- 128 [1 1B-ISP 2020 Resources Assessment Matrix and Recommendations](#)
- 129 [1 1A-Participatory Governance Structural Manual, Resource Committee, p. 10](#)

- 130 [1 1A-2021-2026 Institutional Strategic Plan](#)
 - 131 [1 1B-2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plans](#)
 - 132 [1 1B-Quarterly Report, FY 2021, 2nd Quarter](#)
 - 133 [1 1B-FY 2022, Outcome Plans](#)
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C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The President ensures institutional integrity by reviewing all publications prior to public release.¹³⁴ The Office of Institutional Effectiveness (IE) is designated by the President to oversee all Media relations, publications, and all press inquiries for the College to ensure that information is accurate and consistent.¹³⁵

The College presents and represents its Mission clearly, accurately and with consistency to its current and prospective students, personnel, and the community by means of its catalogs, statements, and publications inclusive of those presented in electronic format. The Board of Higher Education reviews new or revised policies. Academic and student policies, procedures, and publications are reviewed regularly following a two-year catalog review cycle ensuring the integrity and credibility of information in all representations as stated and noted in its Mission, goals and objectives, programs and services.

The ASCC reviews the institution's electronic representations as the source of information that is updated on a regular basis. Information that is electronically disseminated follows an approval process through the division of IE.¹³⁶ Catalog or policy changes are publicized as addenda and an electronic version is posted on the ASCC website with hard copies of the addenda disseminated to the ASCC stakeholders. All publications including electronic representation must follow the institutional procedures for review and approval prior to release.

Student Achievement information is available to the public through fact books and fact sheets compiled by the IE Division.¹³⁷ Information regarding the College's accreditation status is available on the website that complies with the Commission policy for access to accreditation

¹³⁴ [1A-2020 Policy Governance Manual, Policy 3021.1, Communications with the Media, p. 40](#)

¹³⁵ [1B-IE, SOPs, Publications, pp. 30-34](#)

¹³⁶ [1B-Institutional Effectiveness Press Release SOP, p. 34](#)

¹³⁷ [Fact Book 2019-2020, Website](#)

information. Accreditation updates are presented at the annual convocation and each semester during faculty orientation.¹³⁸

Baccalaureate Degree

The review of the Bachelor of Education program funnels through the Core Curriculum and General Curriculum committees’ review, similar to two-year academic programs. The Bachelor program’s mission statement, program learning outcomes, and courses are published in the Catalog and on the College website.

Analysis and Evaluation

The College through the Office of Institutional Effectiveness (IE) ensures the integrity, accuracy and quality of publications in both hard copy and electronic that are disseminated to internal stakeholders. The Communication and Documents Officer and IE Executive Director review documents prior to the approval of the President for accuracy and credibility of information. Publications are available on the College website, and through the Office of Institutional Effectiveness. The IE Office continues to assess its processes and practices through review of its SOP and annual program review to ensure effectiveness of services and operations.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

Published versions of the catalog are available both in printed and electronic format. An electronic copy of the Catalog is accessible on the College website.¹³⁹ Printed copies of approved catalogs are made available at the College Library, Student Support Services, and Academic Affairs offices.

The table below provides the criteria requirements stated in Eligibility Requirement 20 and the page numbers where the College addresses its compliance.

<i>Catalog Requirements</i>	<i>Catalog Page Numbers</i>
1. General Information	
<ul style="list-style-type: none"> ● Official Name, Address(es), Telephone Number(s), and Website Address of the Institution 	p.8
<ul style="list-style-type: none"> ● Educational Mission 	p. ii

¹³⁸ [1C-2019 ASCC Convocation, Accreditation Update Presentation](#)

¹³⁹ [ASCC Website: https://ie.amsamoa.edu/about-ie/ascc-catalogs](https://ie.amsamoa.edu/about-ie/ascc-catalogs)

• Representation of accredited status with ACCJC, and with programmatic accreditors if any	p. 8
• Course, Program, Degree Offerings	pp. 45-125
• Student Learning Outcomes for Program Degrees	p. 48-109
• Academic Calendar and Program Length	pp. 1-7 pp. 12-13
• Academic Freedom Statement	p. 39-40
• Available Student Financial Aid	pp. 24-26
• Available Learning Resources	pp. 28-30
• Names and Degrees of Administrators and Faculty	pp. 126-131
• Names of Governing Board Members	p.126
2. Requirements	
• Admissions	pp. 15-17
• Student Tuition, Fees, and other Financial Obligations	pp. 18-20
• Degrees, Certificates, Graduation and Transfer	p. 47 pp. 12-13 pp. 40-41
3. Major Policies and Procedures Affecting Students	
• Academic Regulations, including Academic Honesty	<i>pp. 31- 35</i>
• Nondiscrimination	<i>p. 13</i>
• Acceptance and Transfer Credit	<i>p. 17 pp. 23 -24</i>
• Transcripts	<i>p. 24</i>
• Grievance and Complaint Procedures	<i>p. 33 -34</i>
• Sexual Harassment	<i>p. 32</i>
• Refund Fees	<i>p. 19</i>

4. Locations or Publications Where Other Policies may be Found	<i>ASCC Policy Manual Compliance Assist- Gallery</i>
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The College’s catalog process follows a biennial cycle of review conducted by the Core Curriculum Committee and General Curriculum Committee. When divisions require changes, updates, or revisions to services or programs, proposals are presented to the Curriculum Committee for approval to be included in the new catalog.

Catalog revisions are reviewed by the Deans, the Executive Director of Institutional Effectiveness, Vice presidents, and the President. Upon approval, the electronic version of the Catalog is uploaded to the ASCC website and hard copies are published. Approved addendum(s) to the catalog is available at the Office of Academic Affairs and on the College’s website.

Analysis and Evaluation

The College ensures the catalog is available on the College’s website for college constituents and the public. Students and prospective students may be able to access the online catalog for current and accurate information on program requirements, academic policies and procedures, academic calendars, and other information noted in the catalog requirements. Program Requirements and academic policies and procedures are reviewed and updated during the biennial review of the catalog by the Curriculum Committee with final approval by the President and Board of Higher Education. A printed copy of the catalog is available with the Office of Academic Affairs or Institutional Effectiveness.

- 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College collects Student Learning Outcomes (SLO) and achievement data on a regular basis. In 2018, the President established a Core Curriculum Committee (CCC) as an Operational Group with a purpose detailed in the Participatory Governance Structural Manual.¹⁴⁰ The CCC provides the academic chairpersons the guidance to review program curriculum, and measures to assist in the closing of the assessment loop. The CCC established a three-phase process for the review of all academic programs. In addition, the CCC Chairperson presented the Teacher Education Department’s closing of the loop model to link SLO qualities and competencies to the needs of its students and the community.

The CCC three phases were used in the review of instructional programs for the 2018-2020 catalog in preparation of the 2020-2022 catalog.

¹⁴⁰ [1A-ASCC Participatory Governance Structural Manual, p. 9](#)

Academic Programs continue to assess courses and programs using identified SLO rubrics. Programs continue the dialogue and discussions within departments on closing of the loop, and being able to analyze the data and use results for improvement of SLOs, teaching methodologies, assessment instruments and teaching pedagogy. Programs follow an assessment cycle as noted in the SLO and Student Achievement Manual.¹⁴¹ Student achievement and assessment data are available to the College's stakeholders through fact books, fact sheets, annual reports and Institutional Data Sets toolkit on the College's website. All documents published by the College are available on the ASCC website.¹⁴²

The ASCC's Compliance Assist, a web-based data sharing and management system, houses most of the institutional data collected by the institution. Access to Compliance Assist is limited to Deans, Directors and key staff responsible for entering progress of their divisional outcomes in a Quarterly Report template under the system's Planning Module and to Self-Study Committee members to review evidence for the Self-evaluation process under the Accreditation Module.

Baccalaureate Degree

The Bachelor program follows the same process with the Curriculum and Core Curriculum review of its Curriculum with the three-phase process. The Teacher Education Department's closing of the loop model to link SLO qualities and competencies to the needs of its students and the community has been used to guide the review of other academic programs.¹⁴³

Analysis and Evaluation

The College documents student learning outcomes and student achievement data through fact books, fact sheets, and Institutional Data Set on the website. Fact books and fact sheets are available at the Office of Institutional Effectiveness. Student achievement data is available on the website under the IDS which can be accessed by the college constituents and the public.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College ensures that the information about its programs is clear and accurate through a review process by the Core Curriculum Committee and General Curriculum Committee.¹⁴⁴ The College ensures that the requirements of all degrees and certificates including course requirements are documented in the catalog, which is available online for college constituents and the public.¹⁴⁵ Institutional Learning Outcomes and Program Learning Outcomes for Academic Programs are listed in the Catalog.¹⁴⁶

¹⁴¹ [1B-SLO and Student Achievement Manual – Assessment Cycle, pp. 36-50](#)

¹⁴² [ASCC Website, Institutional Effectiveness](#)

¹⁴³ [1C-TED Closing of the Loop Model](#)

¹⁴⁴ [ASCC Participatory Governance Structural Manual, pp. 9-10](#)

¹⁴⁵ [ASCC Catalog 2020-2022, Requirements for degrees and certificates, p. 47-48](#)

¹⁴⁶ [ASCC Catalog 2020-2022, Institutional Learning Outcomes, p. 45](#)

All Academic programs have defined SLO for all its courses and programs. Each academic program (degree/certificate) offered, documents their purpose, content, course requirements and expected learning outcomes on the catalog, course syllabus and Course Approval Form (CAF).¹⁴⁷ The Core and Curriculum Committees revised the course syllabus template.¹⁴⁸ All faculty are required to submit a course syllabus for each course taught before the first week of instruction. The CAF as the master syllabus has been revised and updated to include Institutional Learning Outcomes (ILO), Program Learning Outcomes (PLO), Course Learning Outcomes (CLO), course objectives, course assessment alignment, ILO, PLO, and CLO alignment, and topical outline.¹⁴⁹ All CAF and course syllabi are filed with the Office of Academic Affairs.

The Division of Academic Affairs has implemented SOP for course syllabi, semester exit clearance and evaluation for faculty.¹⁵⁰ The Office of Academic Affairs collects course syllabi each semester.

Baccalaureate Degree

The information on the Bachelor program is featured in the catalog and on the ASCC Website.¹⁵¹

Analysis and Evaluation

The College documents its degree and certificates requirements in the catalog which is available to the public and college constituents on the website. All degrees and certificates course requirements, content and purpose are reviewed and updated by the Core and General Curriculum Committees. In addition, course syllabi and course approval forms document expected student learning through achievement of ILO, PLO, and CLO.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The ASCC Board of Higher Education serves as the legal and fiduciary body that regularly reviews and approves policies to fulfill the Mission of the College and this ensures the integrity of policies in regard to the College's publications. The College President's role is to recommend policy changes to the Board in support of the Mission of the ASCC.¹⁵²

The Board completed its full review of the ASCC Policy Governance Manual during its annual retreat in Fall 2020. The ASCC conducts regular review of publications through the Division of

¹⁴⁷ [ASCC Catalog 2020-2022- Degrees and Certificates, p. 48-125](#)

¹⁴⁸ [IC-Course Syllabus Template](#)

¹⁴⁹ [IC-Course Approval Form](#)

¹⁵⁰ [IC-Division of Academic Affairs SOP # 002- AA Course Syllabi, p. 74](#)

¹⁵¹ [ASCC Catalog 2020 -2022, Bachelor's in Elementary Education Program, pp. 104-108](#)

¹⁵² [IA-Amended ASCC Participatory Governance Manual, p.6](#)

Institutional Effectiveness (IE) as designated by the President to oversee all Media relations, publications, and all press inquiries for the ASCC.¹⁵³

The President ensures institutional integrity by reviewing all publications before being released to the public. The division of Institutional Effectiveness through its Public Information Release (PIR) form monitors all College information released to the public.¹⁵⁴ Public release requests may include advertisements, training, awareness, and program highlights. The review process for PIR procedures is listed below:

- The PIR request is submitted to the appropriate supervisor (Dean, Director, or Officer) for review.
- The Director of the Samoan Studies Institute reviews PIR request for Samoan language accuracy.
- The Director of Institutional Effectiveness for credibility and accuracy of information reviews the PIR.
- The appropriate Vice President reviews the PIR.
- The PIR is reviewed and approved by the President for public dissemination.

The PIR review process is used by the College to assure that information released to the media or community is accurate and credible.¹⁵⁵ In addition, all academic policies and procedures noted in the catalog are reviewed and updated by the Curriculum Committee biennially.

Analysis and Evaluation

The Board of Higher Education continues to review and update College policies accordingly. The President recommends policy changes based on the need of the institution in supporting its mission. The Office of the Institutional Effectiveness continues to review, update, and monitor all College publications prior to the final review and approval of the President. Processes are in place to ensure the integrity of all publications before releasing them to the public. The Academic Affairs and Student Services Divisions continue to review the Catalog with the Curriculum Committee to ensure all academic policies and procedures are reviewed and updated following the review process for the College catalog.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The ASCC catalog and website provides current information on tuition and fees and other costs for attending ASCC for current and prospective students. The cost to attend, also known as the cost of attendance, includes costs for Tuition and Fees; Room and Board; Books and Supplies;

¹⁵³ [1A-Policy Governance Manual, Policy 3022.1, Communications with Media](#)

¹⁵⁴ [1C-Public Information Release Form, IE](#)

¹⁵⁵ [1B-Public Information Release Form, IE SOP](#)

Transportation; and, Miscellaneous. The explanation of cost of attendance may be found in the Financial Aid Handbook that is available on the ASCC website.¹⁵⁶

The ASCC provides a Net Price Calculator on the website to assist students in calculating an estimated cost of attending based on the student's income and living situation. As stated in the welcome message of the net price calculator, the estimate provided by this tool "is an "estimate" based on cost of attendance and financial aid provided to students in a previous year".¹⁵⁷

The College also provides a list of current textbooks and their prices on the website and available with the Bookstore. This information is available to anyone with an Internet connection, including current and prospective students.¹⁵⁸ The Division of Student Services provides access and information to students for the total cost of education. The Financial Aid Handbook details the total cost of education.¹⁵⁹

When a change in tuition or fee is to be proposed, the process requires a Public Hearing. A Public Hearing for the increase of tuition and science lab and technology fees was held in the spring 2021. The increase of Tuition for Resident, Non-Resident, Bachelor Courses (300/400), Science Lab Fees and Technology Fees will be implemented in the fall 2021.¹⁶⁰

Analysis and Evaluation

The College's information pertaining to Tuition and Fees is published in the catalog, which is available on the website. Further details on students' cost of attendance are available in the Financial Aid Handbook. Students are informed during the New Student Orientation and Registration process of tuition and fees through the Financial Aid Office. Students may also consult their Financial Aid Counselor for any assistance and clarification on cost of attendance. A Public Hearing is required for any change to Tuition and Fees.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College's Academic Freedom Policy 5002 is stated in the ASCC Catalog and the ASCC Governance Manual.^{161 162}

¹⁵⁶ [IC-Financial Aid Handbook, Cost of Attendance, pp. 5 -7](#)

¹⁵⁷ [Net Price Calculator](#)

¹⁵⁸ [ASCC Website, Textbooks](#)

¹⁵⁹ [IC-2020 -2022 Financial Aid Handbook](#)

¹⁶⁰ [IC-Change of Tuition and Fees Approval](#)

¹⁶¹ [IA-Policy Governance Manual, Policy 5002, Academic Freedom, p.70](#)

¹⁶² [ASCC 2020-2022 Catalog, Academic Freedom, pp. 39 -40](#)

The policy on student academic honesty is stated in the Governance Manual Policy 5300 as Academic Conduct of Students, and can be found on page 33 of the 2020-2022 ASCC General Catalog.^{163 164}

Analysis and Evaluation

The College complies with Policy 5002 Academic Freedom in regards to teaching and research. Policy 5002 also protects the rights of ASCC instructors in teaching and students in learning. Furthermore, Policy 5300 Student Academic Conduct and Governance details required standards of conduct for all students.¹⁶⁵ In addition, the Catalog also documents the Academic Honesty and Integrity for students. Catalog is available online for college constituents and the Public.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The Governance Policy Manual and the ASCC General Catalog explain the College's academic honesty policy, how it is enforced, and the consequences for violation. The ASCC Board of Higher Education serves as the legal and fiduciary body that regularly reviews and approves policies to fulfill the mission of the college.

The College catalog section on Student Rights and Responsibilities outlines personal responsibilities and academic conduct of the students.¹⁶⁶ Course syllabi must include a statement on academic honesty.¹⁶⁷ College catalog is also available online.

Analysis and Evaluation

The ASCC Board of Higher Education Policy Governance Manual includes policies that promote honesty, responsibility, and integrity among all college constituents. Processes and procedures are implemented to ensure college constituents adhere to Policy 5001 Academic Integrity, Policy 5300 Student Academic Conduct and Governance, and Policy 5301 Academic Standards. The College Catalog provides information on Academic Honesty and Integrity and includes consequences for dishonesty.¹⁶⁸

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

¹⁶³ [1A-Policy Governance Manual, Policy 5300, Student Academic Conduct and Governance](#)

¹⁶⁴ [ASCC 2020-2022 Catalog, Academic Honesty and Integrity, p. 33](#)

¹⁶⁵ [1A-Policy Governance Manual, Policy 5300 Student Academic Conduct and Governance](#)

¹⁶⁶ [ASCC 2020 -2022 General Catalog, Student Rights and Responsibilities, pp. 31-34](#)

¹⁶⁷ [1C-Math 250 Course Syllabus - Academic Honesty Statement](#)

¹⁶⁸ [ASCC 2020-2022 General Catalog, Academic Honesty and Integrity, p. 33](#)

Evidence of Meeting the Standard

Policy 5103 Faculty competencies for Instructional Effectiveness has been reviewed and revised by the BHE during its annual review of the Policy Governance Manual in the fall 2020.¹⁶⁹ The College is committed to ensuring that faculty are able to distinguish between personal conviction and professionally accepted views in a discipline by adhering to Policy 5103. This assures academic integrity and the commitment of the College to hire qualified faculty who will uphold professional standards. In addition, Policy 5001 Academic Integrity emphasizes the commitment of the college to promote honesty, responsibility, and academic integrity of all its faculty.

Policy 5102 Faculty Orientation Mentor and Professional Development outlines the process for faculty orientation, mentoring and professional development.¹⁷⁰ Furthermore, the statements on Academic Freedom in Policy 5002 which is further detailed in the Catalog distinguishes faculty's personal conviction from professionally accepted views.¹⁷¹

Faculty engages in discussion of Academic Freedom and other professional issues through Faculty Senate meetings, department and program meetings, and planning committee meetings. In addition, there is informal discussion among colleagues. Adherence to the College's policy as stated in the Governance Manual is evaluated through annual performance reviews of faculty.

Analysis and Evaluation

The College continues to comply with Policies as approved in the ASCC BHE Policy Governance Manual pertaining to Academic Integrity, Academic Freedom, and Faculty competencies for Instructional Effectiveness to ensure faculty distinguish between personal conviction and professionally accepted views in a discipline. Policies and procedures are detailed in the catalog on faculty's commitment and adherence to Academic Freedom. The Catalog is available online through the College website for the public.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

ASCC has in place Policy 4203 Employee Code of Conduct regarding the expectations of all its employees pertaining to the ethical and professional standards for personal conduct and work

¹⁶⁹ [1A-Policy Governance Manual, Policy 5103, Faculty competencies for Instructional Effectiveness](#)

¹⁷⁰ [1A-Policy Governance Manual, Policy 5102 Faculty Orientation Mentor and Professional Development](#)

¹⁷¹ [2020-2022 Catalog – ASCC Policy Statement on Academic Freedom, p. 39-40](#)

performance.¹⁷² In addition, Policy 5300 Student Academic Conduct and Governance requires certain standards of conduct of all its students.¹⁷³

The College does not advocate specific beliefs or world-view.

Analysis and Evaluation

The College complies with Policy 4203 Employee Code of Conduct which outlines the institution's ethical and standards for professional conduct at the workplace, and Policy 5300 pertaining to students' standards of conduct. The Academic Honesty and Integrity is further detailed in the catalog for all its students. The institution does not advocate specific beliefs or world-views.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

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

Analysis and Evaluation

Does not apply.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Accreditation with the ACCJC Commission is made known to the public through the media. The IE division follows protocol for public release of information to ensure accuracy and updated information. Compliance with federal regulations has been ongoing as is evident in the College's catalog and financial aid handbook, grant reports, and standard alignment of curriculum and programs. The institution responded immediately to address accreditation issues and submitted reports as required to address the concerns of the Commission. The College continues to work with the Commission and submits annual reports demonstrating the progress toward improvement and achievement of institutional outcomes.

¹⁷² [A1-Policy Governance Manual, Policy 4203 Employee Code of Conduct](#)

¹⁷³ [A1-Policy Governance Manual, Policy 5300 Student Academic Conduct and Governance](#)

All team visitations, Commission recommendations, and institutional actions are shared with the College's stakeholders and have been made public through presentations by the College and through the media.

Analysis and Evaluation

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements and publications are made available to the public on the ASCC website. All information and actions regarding ASCC Accreditation are continually shared to all college constituents through presentations and are available on the College's website.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College is committed in demonstrating honesty and integrity in its relationships with external agencies by continually notifying and updating the community and its stakeholders regarding its accreditation status. ASCC notifies the public of any changes in its accredited status through ASCC website and local media.

The College in its ASCC's Accreditation webpage ensures all reports and documents addressing Accreditation standards are updated for the public's information, and to ensure compliance with USDE policies and regulations. Reports and actions by the College to address Accreditation as posted on the ASCC Website are as followed with the direct links to the reports:

2018: Midterm Report

- ACCJC Commission Action Letter, January 25, 2019
- ASCC 2018 Midterm Report

2017 Accreditation Status: Reaffirmed Accreditation

- ACCJC Commission Action Letter, February 3, 2017
- ASCC Warning Follow-Up Report

2016: Warning

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

2015: Order to Show Cause

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

Furthermore, the College is committed to being transparent with its Accreditation Status with constituents by designating the fall semesters as the ASCC Convocation and Faculty Orientation.¹⁷⁴ This would allow the President and Accreditation Liaison Officer(s) to present updates and plans for Accreditation to administrators, faculty and staff. ACCJC electronic transmittals are communicated to all constituencies on the College's Website.¹⁷⁵

In addition, the College continues to be in good standing with other agencies and government entities through Memorandum of Understanding (MOU)/Agreement with Instructional Programs, and outreach projects in the Community through the Agriculture, Community and Natural Resources (ACNR) Division, and the Samoan Studies Institute (SSI). These MOUs and Outreach Projects include but not limited to:

- Nursing Caregiving Training with Territorial Administration on Aging (TAOA)¹⁷⁶
- Renewal of ASDOE Bachelor Education MOU¹⁷⁷
- Renewal of Dual MOU with the ASDOE¹⁷⁸
- ACNR Community Outreach projects¹⁷⁹
- SSI Community Outreach projects¹⁸⁰
- ASCC Counseling MOU with ASDOE¹⁸¹
- ASCC MOU with Star-Kist¹⁸²
- Trade and Technical Apprenticeship Program¹⁸³
- Adult Education Literacy and Extended Learning projects

Furthermore, Academic departments communicate with their Community Advisory Council on the needs of the Community and how programs can provide instructional services.

Analysis and Evaluation

The College continues to address all recommendations presented by the ACCJC in the past years and are available on the College's website for the general public. Included in these reports are public disclosure notices that were presented through local media. These include the ACCJC Actions and recommendations on the status of ASCC accreditation in the 2018 Midterm Report, 2017 Accreditation Status: Reaffirmation Accreditation, 2016 Warning, and 2015 Order to Show

¹⁷⁴ [2020-2022 Catalog – Academic Calendar, p.1](#)

¹⁷⁵ [ASCC Website: Accreditation Updates](#)

¹⁷⁶ [IC-Nursing MOU with TAOA](#)

¹⁷⁷ [IC-ASDOE MOU with ASBEP](#)

¹⁷⁸ [IC-Dual MOU with ASDOE](#)

¹⁷⁹ [IC-ACNR Monthly Reports, 2020](#)

¹⁸⁰ [IC-SSI Monthly Reports, 2020](#)

¹⁸¹ [IC-ASCC Counseling MOU with ASDOE, 2021](#)

¹⁸² [IC-ASCC MOU with Starkist Samoa](#)

¹⁸³ [IC-Trade and Technical Monthly Report, 2020](#)

Cause. In addition, updates on ACCJC statuses including the calendars for the ISER 2021 review and meetings are posted on the College's website.

The College through its Academic Programs and Divisions of ACNR and SSI continue to provide training and instructional services with local agencies and government entities and conducting Outreach projects with the Community.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The College is committed to the achievement of its Mission through the offering of high-quality educational programs and services to the community. Program offerings provide opportunities for students to achieve their educational goals through successful entry into the workforce, transfer to institutions of higher learning, awareness of Samoan Culture and the Pacific, and research and extension in human and natural resources.

All ASCC educational programs are aligned to the Mission of the College through its offering of certificates, Associate of Arts degrees, Associate of Science degrees, and a Bachelor in Elementary Education degree.

The Associate of Arts degrees provide development and understanding in the content and methodology of the major genres of study, awareness of the traditional cultural aspects of Samoa and the Pacific region and preparation for continuing studies at a four-year college or university. Associate of Science degrees are designed for transfer and for gainful employment. The Certificate of Proficiency is designed to prepare students for immediate employment or seeking a career upgrade for students currently working. The Certificate of Completion is a non-conferred certificate awarded to individuals for entry-level skills and training required for employment in a specific trade.

ASCC offers nine Associate of Arts Degrees, 19 Associate of Science degrees, one Bachelor in Elementary Education Degree, 22 certificates of proficiency, and seven non-conferred certificates of completion.¹⁸⁴

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

The College has in place the annual Divisional Program Review and the biennial Institution Program Review instruments. Program Review processes are ongoing, systematic, and used to assess and improve student learning and achievement. The results of program review are used to continually refine and improve program practices that are appropriate to student achievement and

¹⁸⁴ [2020-2022 Catalog – Academic Degrees and Certificates, p.47](#)

learning. The institution sets its priorities based on program review results with emphasis on the identified strategic focus areas of the ASCC Institutional Strategic Plan. These focus areas are Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, and Total Cost of Ownership.

The College through its Institutional Planning Executive Core Committee (IPECC) continues to review and update the ISP accordingly. The 2018 Review of ISP provided recommendations by the IPECC on the statuses of the identified strategic focus areas of the ASCC Institutional Strategic Plan (ISP). The IPECC finalized its review of the ISP 2014-2020 with recommendations necessary to update ISP 2020-2026 based on results of Program Review and internal operations of the college as reported through monthly reports.

ASCC's focus on student learning and achievement allows the college to determine the quality of its instructional programs through the setting of student learning outcome measures and institution-set standards as indicators for continual improvements in program review, assessment, and planning. The Institution Set Standard (ISS) committee has completed two reviews of ISS in fall 2017 and latest review in the Spring 2020 with final approval of set standards in the Fall 2020.¹⁸⁵ The institution set standards include targets and stretch goals with the inclusion of Career Technical Education. A new standard has been added to include degree and certificate completion, and the Career Technical Education.

Student learning outcome processes and assessment are ongoing within Academic Programs. Results of outcome analysis and assessment data allow the programs to make informed decisions on course and program curriculum. The College is committed to provide on-going professional trainings and student achievement and student learning through the following actions:

- Review of ISS with the ISS committee in fall 2017, and spring & fall 2020¹⁸⁶
- MOODLE Trainings on Train the Trainer¹⁸⁷
- Outcome Module Training with Faculty on Campus Lab

Analysis and Evaluation

The College ensures its commitments to high quality education, student achievement and student learning through the achievement of its Mission. The College Institution Strategic Plan (ISP) outlines goals for each strategic focus areas of the plan that includes Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, and Total Cost of Ownership to guide the college in meeting its Mission. Program review processes are ongoing, systematic, and used to assess and improve student learning and achievement. The results of program review are used to continually refine and improve program practices that are appropriate to student achievement and learning.

Conclusions on Standard I.C. Institutional Integrity

¹⁸⁵ [IC-ISS PowerPoint Presentation](#)

¹⁸⁶ [IB-Review of ISS – Recommendations Presentation 2017](#)

¹⁸⁷ [IC-MOODLE Training for Train the Trainers](#)

The College has in place policies, processes and procedures to ensure integrity, accuracy, clarity, transparency, and honesty in its relationships with college constituents and the community. The institution complies with policies to ensure its commitment to high quality education and continuous improvement of its mission.

Improvement Plan(s)

None

Evidence List

- 134 [1 1A-2020 Policy Governance Manual, Policy 3021.1, Communications with the Media, p. 40](#)
- 135 [1 1B-IE, SOPs, Publications, pp. 30-34](#)
- 136 [1 1B-Institutional Effectiveness Press Release SOP, p. 34](#)
- 137 [1 Fact Book 2019-2020, Website](#)
- 138 [1 1C-2019 ASCC Convocation, Accreditation Update Presentation](#)
- 139 [1 ASCC Website: <https://ie.amsamo.edu/about-ie/ascc-catalogs>](#)
- 140 [1 1A-ASCC Participatory Governance Structural Manual, p. 9](#)
- 141 [1 1B-SLO and Student Achievement Manual – Assessment Cycle, pp. 36-50](#)
- 142 [1 ASCC Website, Institutional Effectiveness](#)
- 143 [1 1C-TED Closing of the Loop Model](#)
- 144 [1 ASCC Participatory Governance Structural Manual, pp. 9-10](#)
- 145 [1 ASCC Catalog 2020-2022, Requirements for degrees and certificates, p. 47-48](#)
- 146 [1 ASCC Catalog 2020-2022, Institutional Learning Outcomes, p. 45](#)
- 147 [1 ASCC Catalog 2020-2022- Degrees and Certificates, p. 48-125](#)
- 148 [1 1C-Course Syllabus Template](#)
- 149 [1 1C-Course Approval Form](#)
- 150 [1 1C-Division of Academic Affairs SOP # 002- AA Course Syllabi, p. 74](#)
- 151 [1 ASCC Catalog 2020 -2022, Bachelor’s in Elementary Education Program, pp. 104-108](#)
- 152 [1 1A-Amended ASCC Participatory Governance Manual, p.6](#)
- 153 [1 1A-Policy Governance Manual, Policy 3022.1, Communications with Media](#)
- 154 [1 1C-Public Information Release Form, IE](#)
- 155 [1 1B-Public Information Release Form, IE SOP](#)
- 156 [1 1C-Financial Aid Handbook, Cost of Attendance, pp. 5 -7](#)
- 157 [1 Net Price Calculator](#)
- 158 [1 ASCC Website, Textbooks](#)
- 159 [1 1C-2020 -2022 Financial Aid Handbook](#)
- 160 [1 1C-Change of Tuition and Fees Approval](#)

- 161 [1 1A-Policy Governance Manual, Policy 5002, Academic Freedom, p.70](#)
- 162 [1 ASCC 2020-2022 Catalog, Academic Freedom, pp. 39 -40](#)
- 163 [1 1A-Policy Governance Manual, Policy 5300, Student Academic Conduct and Governance](#)
- 164 [1 ASCC 2020-2022 Catalog, Academic Honesty and Integrity, p. 33](#)
- 165 [1 1A-Policy Governance Manual, Policy 5300 Student Academic Conduct and Governance](#)
- 166 [1 ASCC 2020 -2022 General Catalog, Student Rights and Responsibilities, pp. 31-34](#)
- 167 [1 1C-Math 250 Course Syllabus - Academic Honesty Statement](#)
- 168 [1 ASCC 2020-2022 General Catalog, Academic Honesty and Integrity, p. 33](#)
- 169 [1 1A-Policy Governance Manual, Policy 5103, Faculty competencies for Instructional Effectiveness](#)
- 170 [1 1A-Policy Governance Manual, Policy 5102 Faculty Orientation Mentor and Professional Development](#)
- 171 [1 2020-2022 Catalog – ASCC Policy Statement on Academic Freedom, p. 39-40](#)
- 172 [1 A1-Policy Governance Manual, Policy 4203 Employee Code of Conduct](#)
- 173 [1 A1-Policy Governance Manual, Policy 5300 Student Academic Conduct and Governance](#)
- 174 [1 2020-2022 Catalog – Academic Calendar, p.1](#)
- 175 [1 ASCC Website: Accreditation Updates](#)
- 176 [1 1C-Nursing MOU with TAOA](#)
- 177 [1 1C-ASDOE MOU with ASBEP](#)
- 178 [1 1C-Dual MOU with ASDOE](#)
- 179 [1 1C-ACNR Monthly Reports, 2020](#)
- 180 [1 1C-SSI Monthly Reports, 2020](#)
- 181 [1 1C-ASCC Counseling MOU with ASDOE, 2021](#)
- 182 [1 1C-ASCC MOU with Starkist Samoa](#)
- 183 [1 1C-Trade and Technical Monthly Report, 2020](#)
- 184 [1 2020-2022 Catalog – Academic Degrees and Certificates, p.47](#)
- 185 [1 1C-ISS PowerPoint Presentation](#)
- 186 [1 1B-Review of ISS – Recommendations Presentation 2017](#)
- 187 [1 1C-MOODLE Training for Train the Trainers](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of

quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

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. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College's educational programs are aligned to the Mission of the College through its offering of certificates and degrees. Associate of arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of science degrees, certificates of completion, and certificates of proficiency prepare students to enter into the workforce. The College offers nine Associates of arts degrees, 19 associate of science degrees, one Bachelor in Elementary Education degree, 22 certificates of proficiency, and seven certificates of completion.

Program offerings provide opportunities for students to achieve their educational goals through transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoa Samoan Culture and the Pacific.

The College Catalog provides the clarification of requirements for all certificates and degrees offered congruent to higher learning that include the length/time for completing a certificate or degree¹⁸⁸, student learning outcomes¹⁸⁹, articulations with other institutions of higher learning¹⁹⁰, and general education requirements.

Distance Learning:

In March 2020, all public schools including the College was mandated by the American Samoa Government – Governor's Code Blue Declaration to shut down due to COVID-19 pandemic. The College immediately shifted all classes online via the College's Modular Object-Oriented Dynamic Learning Environment (MOODLE) course management system, and instruction were conducted online. All courses offered in the Spring of 2020 was created online and training was provided to faculty on building courses on MOODLE.

¹⁸⁸ [ASCC 2020-2022 Catalog, Academic Degrees, pp. 12-14](#)

¹⁸⁹ [ASCC 2020-2022 Catalog, Student Learning Outcomes, pp. 45-109](#)

¹⁹⁰ [ASCC 2020-2022 Catalog, Articulation Agreements, p. 24](#)

In the Fall of 2020 and Spring 2021, lecture-based courses were modified to include a partial online requirement whereas sixty-seven percent of course work were offered face-to-face, and thirty-three percent of the course work was offered online, with the exception of lab courses that were offered one-hundred percent face-to-face. Beginning in the fall of 2020 to summer 2021, the College did not require all courses offered beginning in the fall of 2020 to summer 2021 to be offered one-hundred percent online. Percentages of courses offered online and face-to-face were communicated as required to the Accreditation Commission for Community and Junior Colleges (ACCJC).

Baccalaureate Degree:

The Bachelors Program is aligned to the Mission of the College and follows the same process requirements for the review of program curriculum following the two-year review cycle of the catalog.¹⁹¹

A proposal for the offering of teacher certification courses for in-service teachers was approved in November 2020 to accommodate the needs of in-service teacher residing in neighboring islands of Tutuila. Courses include 100, 200, and 300 level courses. These courses are set to be offered fully online beginning in the fall of 2021.

Analysis and Evaluation

The American Samoa Community College's Mission ensures the community and its students the offering of high-quality educational programs and services. Program offerings provide opportunities for students to achieve their educational goals through transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoan culture and the Pacific.¹⁹²

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The College determines the appropriateness of its delivery modes through ongoing review of course syllabi and assessment of Student Learning Outcomes (SLO). All ASCC faculty are required to identify different instructional modes of teaching following the expectations for

¹⁹¹ [ASCC 2020-2022 Catalog, Bachelors in Elementary Education Program, pp. 104-108](#)

¹⁹² [ASCC 2020-2022 Catalog, ASCC Mission, p. ii](#)

course syllabi requirements.¹⁹³ Each semester, full-time, part-time and adjunct faculty are required to submit course syllabi to the department chairperson. The department chairpersons review course syllabi to ensure all course syllabi requirements are met. The Office of Academic Affairs monitors submission of all course syllabi, with the assistance of Department Chairpersons to ensure that students are provided with current course syllabi at the beginning of each semester.¹⁹⁴

Proposed changes to courses and programs are initiated by faculty in their respective departments prior to submission of changes to the Core and Curriculum Committees for further review and deliberation to ensure program currency, improve on teaching and learning strategies, and promote student success.¹⁹⁵

Any recommended changes to SLO or curriculum are presented to the General Curriculum Committee (GCC) and Core Curriculum Committee for review and approval. The department chairpersons are charged with submission of any course or program changes to the GCC for review and approval. The Curriculum approval process assures the College of the quality of its courses and programs in achieving its SLO.

The General Catalog is reviewed by the Executive Leadership in completion of the catalog approval process. The catalog includes United States Department of Education (USDE) regulations, Accrediting Commission for Community and Junior Colleges (ACCJC) catalog requirements, and documents academic and student policies to ensure all instructional programs and services are clear for students and all stakeholders.

The ASCC faculty use effective delivery modes that accommodate the diverse needs of students and as documented on course syllabi. A semester-based review of course outcomes, delivery methods, and assessment instruments assures that the College meets the needs of all students through the achievement of SLO. The assessment cycle further indicates what courses are to be assessed each semester.

The College defined the annual Divisional Assessment (program review) as an assessment instrument to evaluate all programs and services. The Divisional Assessments are required by the institution to assess the quality of instructional and non-instructional programs and departments. Areas of review include divisional mission and outcomes, evaluation of program and department effectiveness and improvement, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resource allocation.¹⁹⁶

In addition, Academic programs continue to assess courses offered in the College's Catalog following the program's assessment cycle and SLO data collection methods.¹⁹⁷ Faculty and programs use assessment data to improve courses and program curricula. These improvements

¹⁹³ [1B-Approved Course Syllabus Template](#)

¹⁹⁴ [2A-Teacher Education ED 240 Course Syllabus, Summer 2021](#)

¹⁹⁵ [1B-Approved Course Approval Form, 2019](#)

¹⁹⁶ [1A-ASCC Participatory Governance Structural Manual, pp. 11 -13](#)

¹⁹⁷ [1B-ASCC Student Learning Outcome and Student Achievement Manual, pp.12-17](#)

may be reflected in course and program revisions in the catalog with actions taken and justifications noted in the ASCC Institutional Strategic Plan updates.

Baccalaureate Degree:

The Learning outcomes for the baccalaureate courses, programs and degrees are identified and assessed consistent with institutional process.¹⁹⁸

Analysis and Evaluation

The ASCC, as a data driven institution, continues to evaluate and assess the effectiveness of its instructional methods through ongoing assessment of SLO and continuous implementation of program review processes to ensure the currency and high quality of its instructional programs. The College, through broad-based collaboration of its stakeholders, continues to improve and support instructional courses, programs and direct services through effective decision-making and allocation of resources to promote student success.

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.

Evidence of Meeting the Standard

The College has defined SLO for all of its courses and programs offered as documented on Course Approval Forms (CAF) and course syllabi.¹⁹⁹ All students are provided with a course syllabus at the beginning of the semester for each course taken at ASCC or during the first week of instruction. Academic chairpersons are accountable for the review and submission of department course syllabi before submission to the Office of Academic Affairs to ensure students are provided with current course syllabi at the beginning of each semester.²⁰⁰

All programs have identified program learning outcomes (PLOs) and course learning outcomes (CLOs) that are consistently reviewed to align with the institution's learning outcomes (ILOs) as detailed in the Student Learning Outcome (SLO) and Student Achievement Manual.²⁰¹ All defined SLO for all courses and programs offered are documented on Course Approval Forms (CAF) and course syllabi.²⁰² Certificate and degree competencies are categorized according to CLO embedded in courses that are aligned to either/or General Education Outcomes (GEO), PLO, and the impact these courses have in achieving the ASCC's ILO.²⁰³

¹⁹⁸ [1A-2018-2020 ASBEP Assessment Report](#)

¹⁹⁹ [2A-Business Department Course Syllabus, Spring 2021](#)

²⁰⁰ [1C-Academic Affairs-SOP, #002-AA and #006-AA](#)

²⁰¹ [1B-ASCC Student Learning Outcome and Student Achievement Manual, pp.18-38](#)

²⁰² [2A-Course Syllabi- CLO and PLO, 2020](#)

²⁰³ [ASCC 2020 – 2022 Catalog, Degree and Certificate Programs of Study, pp.45 -48](#)

In April 2018, the ASCC President established the Institutional Researcher in Assessment position 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. To ensure SLO accountability and expansion of instructional programs, the college established the Core Curriculum Committee in April 2018 to provide guidance in curriculum, program review and assessment.²⁰⁴ The CCC had spearheaded curriculum review during the 2018-2020 and 2020-2022 catalog reviews through instructional departments submission of Phase I, Phase II, and Phase III on proposed program changes.²⁰⁵

The College adheres to Policy 5104 Syllabus and standard operating procedures (SOP) for the review and approval of the course syllabus template to ensure currency and inclusion of student learning outcomes.²⁰⁶ The criteria and required information to be on the syllabus template is reviewed and approved by the CCC and General Curriculum Committee.²⁰⁷ Procedures and rules are in place to ensure copies of the syllabi are submitted to the office of Academic Affairs and with copies provided to every student for all scheduled classes.²⁰⁸ All faculty members are required to disseminate a course syllabus to all students on the first day of instruction every semester/session.

Assessment of SLO at the course, program and institutional levels is faculty driven, through their participation in departmental, Curriculum and Assessment committees. The Curriculum Committee oversees the College curriculum to ensure quality of courses, programs, degrees and certificates.

Analysis and Evaluation

The College identifies and assesses student learning outcomes for courses, programs, certificates, and degrees using institutional procedures and process. All academic departments are tasked with assessment of student learning outcomes at all levels. The college has an approved course and program approval form that is updated on a two -year cycle following the review of the catalog. All student learning outcomes are listed in the CAF and all courses syllabi that are shared with students on a semester basis.

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.

Evidence of Meeting the Standard

²⁰⁴ [1A-ASCC Participatory Governance Structural Manual, pp.9 -10](#)

²⁰⁵ [ER-B-Teacher Education Bachelor Program - Phase I, II, and III PowerPoint Review, 2018-2020](#)

²⁰⁶ [1A-Policy Governance Manual, Policy 5104 Syllabus](#)

²⁰⁷ [1B-Approved Course Syllabus Template](#)

²⁰⁸ [2A-Program/Certificate/Course Approval Process- Core Curriculum Committee 02-12-2019](#)

Developmental and pre-collegiate, continuing, and community education offerings are determined by students' placement on entrance exams and by the community needs in alignment with the College's Mission. The College does not offer study abroad, international student exchange, short-term training, or contract education programs at this time.

Pre-collegiate and developmental courses are currently offered through the College Accelerated Preparatory Program (CAPP).²⁰⁹ CAPP courses are first reviewed at the department level before proposed changes are forwarded to the core and curriculum committees for final review and approval. Pre-collegiate level courses are numbered below 100 and are not counted toward a degree program of study as detailed in the college's course classification systems.^{210 211}

The College provides a Certified Nurses Aide (CNA) and Apprenticeship and Workforce Development (AWD) programs.²¹² Upon a student's successful completion of entry-level courses and set requirements, the College awards a student a Certificate of Completion (COC) to certify qualification for direct placement into the workforce.

Establishing any course or program within the institution involves the collaboration between academic departments and the community advisory council based on educational needs of the College's community stakeholders. All new, revised, removed or proposed changes to courses and programs are presented to the Curriculum Committee for their review and approval to ensure alignment to the ASCC Mission.²¹³

The ASCC has identified through its Institutional Student Achievement standard a clear Pathway to Student Success as a guide for students to succeed in attaining a degree or certificate.²¹⁴

Analysis and Evaluation

The College offers pre-collegiate level curriculum courses through the College Accelerated Preparatory Program (CAPP) to prepare students with the skills and knowledge to advance to college level. Furthermore, the college offers entry-level career technical courses through the Nursing and Trade and Technology departments to develop and upgrade skill sets of employees already in the field. Certificates awarded are non-conferred Certificate of Completion awarded by the respective departments.

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 minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

²⁰⁹ [2020-2022 Catalog – College Accelerated Preparatory Program, p.13- 14](#)

²¹⁰ [2020-2022 Catalog – Course Classification Systems, p.38](#)

²¹¹ [IC-Academic Affairs SOP, SOP #005-AA and 006-AA](#)

²¹² [Nursing and TAOA Memorandum of Understanding, 2020](#)

²¹³ [IC-Academic Affairs SOP, SOP #005-AA and 006-AA](#)

²¹⁴ [ASCC Student Learning Outcome and Student Achievement Manual, pp.11-16](#)

The institution assures high quality instruction for all its programs through assessment and improved planning of student learning outcomes. The College demonstrates the quality of its degrees and programs through on-going review of programs and curricula by the Academic departments, Core Curriculum Committee (CCC) and General Curriculum Committee.

The ASCC has established and set minimum degree requirements for all its degrees and certificates following common practices set by U.S. institutions of higher learning. The General Education requirements for all Associate of Arts and Associate of Science degree programs are comprised of general education courses, which address the five General Education domains.²¹⁵

A minimum of sixty academic credits is required for an associate degree. A minimum of thirty academic credits is required for a Certificate of Proficiency. A minimum of one hundred twenty (120) credits is required for a Bachelor in Elementary Education Degree.^{216 217}

Baccalaureate Degree:

The B.Ed. program has a continuation of at least a two-year time frame period for a student to complete all B.Ed. third and fourth-year requirements. A prospective student must complete all B.Ed. pre-admission course requirements that include 100 and 200 level program courses, before enrolling in 300 level courses. A minimum of 132 academic credits is required for a Bachelor of Education degree that include courses in the 300s and 400s in the program general education courses, program content courses, program method courses, program field experiences, and lower-division courses as indicated in the 2020-2022 Catalog.²¹⁸

Analysis and Evaluation

The College offers degrees and programs that are consistent with practices common to American higher education. This includes appropriate length, breadth, depth, rigor, course sequencing, time completion and synthesis of learning of all its degrees and programs. All associate degrees offer at the college follow the minimum requirement of at least 60 semester credits, and at least 120 credits for its Bachelor degree in Elementary Education. All degrees and program requirements are listed in the college catalog and available online for student access.

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. (ER 9)

Evidence of Meeting the Standard

²¹⁵ [2020-2022 Catalog – Associate of Arts Degree in Liberal Arts, pp.49 -51](#)

²¹⁶ [2020-2022 Catalog – Academic Degrees and Certificates, pp.47 -48](#)

²¹⁷ [ASCC Student Learning Outcome and Student Achievement Manual, pp.9 -10](#)

²¹⁸ [2020-2022 Catalog – College Accelerated Preparatory Program, p.104-108](#)

The College schedules courses for degree and certificate completion consistent with expectations in higher education. The ASCC catalog provides clarification on the length of completion to receive an Associate degree, Certificates, and Bachelor in Elementary education.²¹⁹ In addition, certificate/degree course requirements are listed by semester to allow students to complete their certificate/degree within two to four semesters.²²⁰

Academic Department Chairpersons plan courses based on the degree and certificate plan prior to submission of their semester course schedule to the Office of Academic Affairs.²²¹

Courses are scheduled throughout the day to allow students the maximum capacity to attend courses consecutively. This allows students to plan accordingly with the assistance of their academic advisors in fulfilling and completing requirements for their chosen degree pathway.²²²

Furthermore, the TED/ASBEP in 2018 launched its summer lab school to provide students with opportunities to enroll in 300 level courses. The launching of the Teacher Education Summer Lab School enables students in the Bachelor program to enroll in practicum courses offered in a 10-week summer session. The Teacher Education department continues to include the summer labs in their ASDOE Memorandum of Understanding to ensure options are available to students in meeting program requirements.²²³

Analysis and Evaluation

The College continues to schedule courses to ensure students are able to complete their degrees and certificates within a period of time consistent with established expectations in higher education. Courses are scheduled by each academic department on a semester basis in support of students through advising in order to meet degree or certificate program requirements. Course schedules are available to students during the priority registration and during the registration period prior to the beginning of a semester.

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.

Evidence of Meeting the Standard

The College has identified assessment instruments beyond traditional tests, and pedagogies through collaboration among faculty and chairpersons to ensure achievement of student learning outcomes regardless of learning styles. Faculty engaged periodically in discussions of student learning styles. Faculty utilizes various pedagogy and teaching methods to meet the diverse learning needs of all students. Students have diverse learning styles and faculty respond to the needs of students.

²¹⁹ [2020-2022 Catalog – Academic Degrees/Academic Certificates, pp.12 -13](#)

²²⁰ [2020-2022 Catalog - AA Degrees with emphasis in Music, pp.70-71](#)

²²¹ [IC-Academic Affairs Division Standard Operating Procedures Manual, SOP #003-AA, Course Scheduling](#)

²²² [2020-2022 Catalog – AS Degree in Accounting, p.60](#)

²²³ [IC-Teacher Education Division \(TED\) ASDOE MOU with inclusion of Summer Labs](#)

Teaching methods are listed in course syllabi and Course Approval Forms (CAF).²²⁴ Teaching methods, as recorded on course syllabi, include but are not limited to lectures, student presentations, group discussions, fieldwork, portfolios, fieldtrips, and MOODLE. Academic department faculty and chairpersons select various methods appropriate for achieving student learning outcomes.

Curriculum mapping is required for all academic departments and programs to ensure alignment of CLO, PLO, and ILO to all course graded assignments. The assessment of learning outcomes allows faculty to make decisions and plans to facilitate student performance, and also facilitates ongoing dialogue in departments on appropriate teaching methodologies.²²⁵

The College provides support and learning services to support a diverse population of students through the division of student services. Access to tutorial services, counseling services, computer lab services, and library services are available to students.²²⁶ These services are also available after hours to accommodate students enrolled in after hour courses. Students have the opportunity to provide their feedback on the effectiveness of services available through the graduate survey.²²⁷

Analysis and Evaluation

The College values the diversity of its student population and is committed in support of equity for student success. The college ensures delivery modes and effective teaching methodologies are being utilized to cater to the needs of all students. These methods of teaching and delivery modes are documented in course syllabi. In addition, the college provides learning support services to accommodate students with diverse needs to ensure student success.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

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

The Nursing Department offers preparatory sessions that will prepare a graduate to take the National Council for Licensure Examination (NCLEX) for the Licensed Practical Nurse (LPN),

²²⁴ [1C-Course Syllabus- Math Department, Spring 2020](#)

²²⁵ [1B-Approved Course Approval Form](#)

²²⁶ [1B-2020 -2022 Division of Student Services SOP Manual](#)

²²⁷ [2B-Library Services Extended Hours, 2021](#)

and Registered Nurse (RN) certifications that will provide the foundation for an off-island Bachelor of Science in Nursing (BSN).²²⁸

College Placement Test is administered to evaluate the readiness for College level Math and English. Students may use SAT or ACT scores in lieu of the placement test. The ASCC designed its own Math Placement Test that is aligned to local and national standards. Placement into the Math and English courses depend on the entrance placement test scores. Students may challenge the Placement Test if they feel scores are not an accurate reflection of skills.

Analysis and Evaluation

The College does not offer department-wide course and/or program standardized examinations.

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. (ER 10)

Evidence of Meeting the Standard

The ASCC follows accepted academic practices on awarding of credit based on instructional hours, credit per course, credits required for certificates and degrees, and in maintaining a 2.0 cumulative grade point average for AA or AS graduation and 2.7 cumulative grade point average for students graduating with a bachelor's degree in elementary education.²²⁹ ²³⁰ A minimum of 132 academic credits of which 56 credits of the 300-400 level is required for a Bachelor of Education degree as indicated in the 2020-2022 Catalog.²³¹ A minimum of 60 academic credits is required for an associate degree.

The College defines Academic credits as credits granted for work completed successfully in courses. 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, field training, and physical education courses.²³²

Course credit is awarded on successful completion of the course and achievement of Student Learning Outcomes (SLO). All courses currently offered at ASCC have learning outcomes that are aligned to program and department degrees and certificates. Each course has course

²²⁸ [2020-2022 Catalog – AS Degree in Accounting, pp.81-84](#)

²²⁹ [2020-2022 Catalog – General Graduation Requirements, pp.40 - 41](#)

²³⁰ [2020-2022 Catalog – Bachelor of Education in Elementary Education Program, p. 16](#)

²³¹ [2020-2022 Catalog – Bachelor of Education Elementary Education, pp.107-108](#)

²³² [2020-2022 Catalog – Academic Credits, p.35](#)

objectives that are linked to course content, methods of instruction, assessment and course requirements.²³³

Degrees are awarded on successful completion of GEO, Second Year General Education and Program course requirements and successful achievement of student learning outcomes. All degrees and certificates requirements have course outcomes that are linked to course content, methods of instruction, assessment and course requirements.²³⁴ Successful achievement of program learning outcomes and completion of program requirements allow students to earn degrees or certificates. A minimum of 30 academic credits is required for a Certificate of Proficiency.²³⁵

The College does not offer courses based on clock hours.

Baccalaureate Degree

The Teacher Education Program/American Samoa Bachelors of Education Program (TED/ASBEP) awards credits and degree following the Institutional policies and procedures as noted in the 2020-2022 Catalog.²³⁶

Analysis and Evaluation

The College awards course credit, degrees and certificates based on student attainment of learning outcomes through successful completion of required courses and degree requirements. The college awards unit of credits consistent with institutional policies reflecting accepted norms in higher education. The college does not offer clock hours.

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 own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College has in place transfer-of-credit policies to address internal and external transfer of course credit. Policies are available to students via the college catalog.²³⁷ When accepting transfer credits to fulfill degree requirements, the Registrar certifies the transfer credits through the approval process.²³⁸ This process involves students' submission of official transcripts to the

²³³ [1B-Course Approval Form Template](#)

²³⁴ [1B-ASCC Student Learning Outcome and Student Achievement Manual, pp.39-49](#)

²³⁵ [2020-2022 Catalog – Academic Degrees and Certificate, pp.47-48](#)

²³⁶ [2020-2022 Catalog – Bachelor's in Elementary Education Program, pp.104 - 108](#)

²³⁷ [2020-2022 Catalog – Transfer Credits to Colleges and Universities, p.23](#)

²³⁸ [2020-2022 Catalog – College Credit Equivalency, p.17](#)

Admissions Office for review and articulation, and the final review and approval of transferred courses by the department chairperson, director and the Dean of Academic Affairs. The aforementioned process ensures the equivalency of transferred course credit to courses that are similar in scope and content. The process involves a review of course syllabi if available, and course articulations.

The College assures the quality of transferred courses through transfer policies. The Curriculum Committee and respective divisions review these policies biennially during the catalog review cycle.

The College continues to expand articulation agreements and maintain current agreements with off-island colleges and universities as detailed in the 2020-2022 catalog. Courses are articulated based on course curriculum, scope and content, and student learning outcome competencies and qualities. The list of off-island colleges and universities with existing articulation agreements with ASCC is listed in the catalog and available online for students' information and awareness.²³⁹

Baccalaureate Degree

Requirements for a Bachelor of Education in Elementary Education Programs are noted in the 2020-2022 catalog.^{240 241 242}

Analysis and Evaluation

The College makes available to its student necessary information on transfer-of-credit policies as documented in the ASCC 2020-2022 Catalog, and further explained in the Division of Student Services Standard Operating Procedural Manual that was updated in 2020.²⁴³ Procedures and processes are available through the Admission Office on articulation of accepted transfer credits. The College has also renewed Articulation agreements with off-island colleges and universities for students transferring to four-year institutions, and are available through approved memorandum of agreements between institutions to ensure general education courses are articulated and acceptable by other institutions.

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.

Evidence of Meeting the Standard

²³⁹ [2020-2022 Catalog – College with Articulation Agreements, p. 24](#)

²⁴⁰ [2020-2022 Catalog – Program Admission in a Bachelor of Education in Elementary Education Program, p. 16](#)

²⁴¹ [2020-2022 Catalog – Requirements for a Bachelor of Education Degree, p. 48](#)

²⁴² [2020-2022 Catalog – Bachelor of Education in Elementary Education, pp. 107-108](#)

²⁴³ [IB-Division of Student Service Standard Operating Procedure Manual](#)

The College through the General Education program, has identified student learning outcomes for courses and programs that are 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 outcomes.²⁴⁴ The College through the review of the General Education Program faculty, Core and Curriculum Committees articulate courses to ensure alignment with general education competency. During the review of the 2018-2020 catalog, additional courses were selected to fulfill General Education Requirements.²⁴⁵

Student learning outcomes are thoroughly reviewed to ensure alignment to the institutional Mission. Biennial review of the catalog allows the College's constituents to assess, plan, and improve quality of instruction. The Assessment of Student Learning and Achievement are documented in the Student Learning Outcome and Student Achievement Manual.²⁴⁶

Baccalaureate Degree

The Teacher Education Program/American Samoa Bachelors of Education Program (TED/ASBEP) student learning outcomes are consistent with accepted norms in higher education. The General Education requirements apply to students in the first two years of the Teacher Education program, with additional GE requirements embedded in third year courses for the B.Ed.^{247 248}

Analysis and Evaluation

The College includes student learning outcomes in all of its programs that are in alignment and appropriate to the program level. In addition, the college has in place a rigorous general education program organized around five domains that include communication, information technology literacy, critical thinking, global awareness and cultural competence, and personal development and responsibility.

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. (ER 12)

²⁴⁴ [2020-2022 Catalog – General Education, p. 46](#)

²⁴⁵ [IB-ASCC Student Learning Outcome and Student Achievement Manual- GEO, pp.20 -23](#)

²⁴⁶ [IB-ASCC Student Learning Outcome and Student Achievement Manual –Assessment Cycle, pp.36 - 38](#)

²⁴⁷ [2020-2022 Catalog – Bachelor in Elementary Education Program, p.104](#)

²⁴⁸ [2020-2022 Catalog – Teacher Education Program Requirements, p.108](#)

Evidence of Meeting the Standard

The College emphasizes the importance of the General Education Program as the core of the undergraduate degree for all students regardless of their major, through the review and assessment of its general education program by the Core Curriculum Committee and General Curriculum Committee. The general education outcomes define what the institution wants students to demonstrate upon completion of the General Education Program for an AA, AS, or B. Ed. The general education program is organized in five domains.²⁴⁹

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.²⁵⁰ Several general education courses were included in the Critical Thinking, Information Technology, and Communication domains to enhance student learning in specified general education disciplines.²⁵¹ The Second Year General Education course requirements are determined by the degree programs based on the need of content genre. The General Education Outcomes and Program Learning Outcomes are noted in the 2020-2022 Catalog.²⁵²

Baccalaureate Degree

The American Samoa Bachelors of Education Program (ASBEP) requires 12 credits of upper-division general education requirements with 21-23 lower-division general requirement credits as noted in the 2020-2022 catalog.²⁵³

Analysis and Evaluation

The College requires 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 college relies on faculty expertise for the selection of general education programs and program requirements.

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.

Evidence of Meeting the Standard

²⁴⁹ [2020- 2022 Catalog – General Education, p. 46](#)

²⁵⁰ [2020- 2022 Catalog – Associate of Arts Degree in Liberal Arts \(Personal Development & Responsibility\), p. 49](#)

²⁵¹ [2020-2022 Catalog – Associate of Arts Degree, Course options for Gen Education, p. 49](#)

²⁵² [2020-2022 Catalog – General Education Outcomes, p. 46](#)

²⁵³ [2020-2022 Catalog – Bachelor of Education in Elementary Education, pp. 107-108](#)

The College has identified General Education courses to 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.²⁵⁴

A student pursuing an Associate of Science (AS) or an Associate of Arts (AA) has to complete Program requirements in addition to the General Education requirements to fulfill a minimum of 60 credits.²⁵⁵ The College ensures that achievement of stated degree requirements for an AA and AS are the basis of awarding degrees. All course requirements are listed in the catalog under Liberal Arts Program Learning Outcomes as options for students to select in fulfilling a degree.²⁵⁶

The ASCC has identified courses to meet Program Requirement Areas under specific programs or disciplines.²⁵⁷ The ASCC assures the quality of degrees and certificates through continuous and ongoing assessment and evaluation of program learning outcomes. Curriculum mapping, as documented in assessment exit reports, explains how course requirement for general education, Second Year General Education and Program Requirement Areas are aligned to program learning outcomes and ILO. Faculty are charged with assessment of SLO at all levels for quality improvement of all degrees and certificates. This also ensures students demonstrate mastery of all course competencies and program qualities.²⁵⁸

Baccalaureate Degree

The ASBEP features a focused study on one area of inquiry or discipline at the baccalaureate level. The discipline is Elementary Education and the content of each course include key theories and practices appropriate to the baccalaureate level. This is evident through the Teacher Education Program/American Samoa Bachelors of Education Program (TED/ASBEP) assessment report on the needs of its students and the community.²⁵⁹

Analysis and Evaluation

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.

²⁵⁴ [1B-ASCC Student Learning Outcome and Student Achievement Manual- General Education Outcomes, pp. 20-26](#)

²⁵⁵ [1B-ASCC Student Learning Outcome and Student Achievement Manual-Program Requirement Outcomes, pp. 27-34](#)

²⁵⁶ [2020-2022 Catalog – Associate of Arts Degree in Liberal Arts, pp. 48-49](#)

²⁵⁷ [1B-ASCC Student Learning Outcome and Student Achievement Manual- Program Requirement Outcomes, pp. 27-34](#)

²⁵⁸ [1B-ASCC Student Learning Outcome and Student Achievement Manual – Assessment Cycle, pp. 36-50](#)

²⁵⁹ [1A-Teacher Education Program Assessment Report- Academic Year 2018-2020](#)

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.

Evidence of Meeting the Standard

The College graduates demonstrate technical and professional competencies through the achievement of SLO qualities and competencies in Associate of Science degrees, Associate of Arts, Certificate of Proficiency, and Bachelor of Education in Elementary Education. Career technical certificates and degrees are regularly reviewed and assessed through the review of academic departments in collaboration with their Community Advisory Council and the Core and Curriculum Committees. The Institutional Set Standard (ISS) committee's review of all ISS in the fall 2020 established a new standard for Career Technical Education and have identified certificates and degrees that are considered CTE.²⁶⁰

Instructional programs including the Nursing, Teacher Education, Trade and Technical department, Business department, and Health and Human Services have established agreements and partnerships with local agencies.²⁶¹ Completion of certificates, degrees, and achievement of SLO competencies prepare students to meet employment standards and licensure or certification in the field of study. ASBEP ensures that upon the completion of the degree, students will be able to meet employment standards and certification in the field of elementary education.²⁶² The Apprenticeship/Workforce Development provides opportunities for local agencies to upgrade skill sets in trade skills.²⁶³

The expertise and knowledge of Faculty play a key role in the developing of SLO competencies. Career technical programs such as Nursing, Business, Trades and Technical, and Teacher Education rely on community advisory councils for reliable feedback on career technical programs. Members of the community advisory councils are listed in the catalog under each academic program and department.²⁶⁴

The outcomes of the institution's programs have included students graduating with degrees in various programs, transferring to institutions of higher learning and gainful employment.

Analysis and Evaluation

The College provides courses and programs that will enable graduates completing career-technical certificates and degrees to demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The college offers career-technical certificates and degrees to prepare students for external licensure and certification.

²⁶⁰ [1B-ASCC Student Learning Outcome and Student Achievement Manual, p. 10](#)

²⁶¹ [1C-Nursing MOU with TAOA](#)

²⁶² [1C-Teacher Education Memorandum of Agreement with ASDOE](#)

²⁶³ [2A-Trade & Technical Department- AWD Fall Session 2020 Enrollment Report](#)

²⁶⁴ [2020-2022 Catalog – Community Advisory Council, pp. 56-109](#)

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.

Evidence of Meeting the Standard

The ASCC represents itself clearly, accurately and with consistency to its current and prospective students as well as the public and its personnel, by means of its catalogs. Academic and student policies, procedures, and publications are reviewed regularly following the biennial catalog review cycle.

When programs are modified, students are notified of the change and provided with appropriate course substitution if necessary. When a program has been slated for elimination, continuing students are provided with a pathway to complete in the existing program as clarified through policy.

The Course Substitution policy as listed in the 2020- 2022 Catalog clarifies requirements and processes for students to follow when programs are eliminated or changed.²⁶⁵ A course substitution form is available from the Record's office.²⁶⁶

The process for elimination of a program course or program is a data driven decision. A program must follow the Course Approval Form (CAF) for proposal of a new course and Course Removal Form.²⁶⁷ The academic department chairperson is responsible for presenting the changes and or course revisions to the Curriculum Committee for review and or recommendations to administration for approval or disapproval. The Office of Academic Affairs Standard Operating Procedures (SOP) on catalog review requires chairpersons to provide supporting evidence to justify changes or revisions to programs and courses.²⁶⁸ Changes or revisions should reflect a thorough review by the academic departments and programs.²⁶⁹ All achievement of student learning outcomes, and the need to improve programs are based on data analysis provided by the respective academic department and programs.

Analysis and Evaluation

The College provides students with appropriate arrangements to complete their educational programs with minimum disruption when programs are eliminated or program requirements are changed significantly. Students work with their assigned academic advisors to ensure guidance is provided in completing their declared major in a timely manner when programs are eliminated or requirements are changed significantly.

²⁶⁵ [2020 -2022 ASCC Catalog- Course Substitutions, p. 37](#)

²⁶⁶ [IC-Academic Affairs SOP Manual - Course Substitution Form, p. 34](#)

²⁶⁷ [IB-Course Approval Form, 2019](#)

²⁶⁸ [IC-Academic Affairs Standard Operating Procedure – SOP # 037 – AA, Course Substitution Process](#)

²⁶⁹ [2A-Program/Certificate/Course Approval Process – CCC 02-12-2019](#)

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.

Evidence of Meeting the Standard

The College has in place processes to regularly evaluate the effectiveness of its courses and programs through on-going annual program review, and the two-year cycle review of program curriculum by the Core Curriculum and Curriculum Committees. All academic departments review all courses and programs through the annual divisional surveys, the core and curriculum committee review in submission of the three phases for changes to SLO, course descriptions, course credits and degree/certificate requirement.²⁷⁰

All instructional programs including pre-collegiate courses offered through the College Accelerated Preparatory Program (CAPP) continue to review, assess, and evaluate preparatory and program courses for quality and currency. The College emphasizes the importance of data-driven decision making in improving programs and courses. Processes and procedures are in place to ensure all instructional programs continue to review, implement, assess, and evaluate student learning outcomes and use results to improve and enhance student learning and student achievement.²⁷¹

All ASCC courses, programs, general education, certificates and degrees have student learning outcomes. Assessment instruments and rubrics are identified to assess learning outcomes of courses, programs, general education offerings, degrees and certificates.²⁷² The Institutional Program Review provides access to institutional data, provides assistance in the analysis of data for decision-making, and improves the ASCC's operations through strategic planning.²⁷³ Data collected from Institutional Program Review is analyzed by the IPECC, including but not limited to annual Divisional Assessment data to monitor the ASCC Institutional Strategic Plan and provide updates on the achievement of the institution's stated goals and objectives.

The Office of Institutional Effectiveness (IE) compiles program review summaries based on survey input, either for program, department or institutionally, depending on the type of program review being conducted and on the relevant cycle, and disseminates the summaries accordingly. The outcomes of the Divisional Assessment- Program Review, Curriculum review, and Vice Presidents monthly reports improve planning and decision-making on resource allocation in supporting student success and achievement of student learning outcomes at all levels.²⁷⁴

Analysis and Evaluation

²⁷⁰ [1B-Student Learning Outcome and Student Achievement Manual, p. 17](#)

²⁷¹ [1B-Student Learning Outcome and Student Achievement Manual, pp. 36-45](#)

²⁷² [1B-Student Learning Outcome and Student Achievement Manual- Types of Student Learning Outcomes, pp.20-35](#)

²⁷³ [1A-ASCC 2021- 2026 Institutional Strategic Plan](#)

²⁷⁴ [2A-Vice President of Academic, Community, and Student Affairs – April Report, 2021](#)

The College evaluates the quality and currency of all instructional programs including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs through ongoing review of programs and assessment of student learning outcomes. The college uses assessment results, program review, and data to improve programs and courses to ensure achievement of student learning outcomes.

Conclusions on Standard II.A. Instructional Programs

ASCC's instructional programs align with the College's Mission and are conducted at levels of quality and rigor appropriate for higher education. The College uses program review and assessment results of student learning outcome at the course, program, and institutional levels to improve educational quality and institutional effectiveness. Assessment results are available to college constituents and are used to support and improve instructional programs, and assessment processes. All degrees offer at the college require general education courses in math, science, English, and social science. The general education program is the core of the undergraduate degree with learning outcomes in communication competency, information and technology, critical thinking, global awareness and cultural competence, and personal development. The College continues to improve its assessment processes and using data to improve curriculum development.

Improvement Plan(s)

None

Evidence List

- 188 [1 ASCC 2020-2022 Catalog, Academic Degrees, pp. 12-14](#)
- 189 [1 ASCC 2020-2022 Catalog, Student Learning Outcomes, pp. 45-109](#)
- 190 [1 ASCC 2020-2022 Catalog, Articulation Agreements, p. 24](#)
- 191 [1 ASCC 2020-2022 Catalog, Bachelors in Elementary Education Program, pp. 104-108](#)
- 192 [1 ASCC 2020-2022 Catalog, ASCC Mission, p. ii](#)
- 193 [1 1B-Approved Course Syllabus Template](#)
- 194 [1 2A-Teacher Education ED 240 Course Syllabus, Summer 2021](#)
- 195 [1 1B-Approved Course Approval Form, 2019](#)
- 196 [1 1A-ASCC Participatory Governance Structural Manual, pp. 11 -13](#)
- 197 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual, pp.12-17](#)
- 198 [1 1A-2018-2020 ASBEP Assessment Report](#)
- 199 [1 2A-Business Department Course Syllabus, Spring 2021](#)
- 200 [1 1C-Academic Affairs-SOP, #002-AA and #006-AA](#)

- 201 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual, pp.18-38](#)
- 202 [1 2A-Course Syllabi- CLO and PLO, 2020](#)
- 203 [1 ASCC 2020 – 2022 Catalog, Degree and Certificate Programs of Study, pp.45 - 48](#)
- 204 [1 1A-ASCC Participatory Governance Structural Manual, pp.9 -10](#)
- 205 [1 ER-B-Teacher Education Bachelor Program - Phase I, II, and III PowerPoint Review, 2018-2020](#)
- 206 [1 1A-Policy Governance Manual, Policy 5104 Syllabus](#)
- 207 [1 1B-Approved Course Syllabus Template](#)
- 208 [1 2A-Program/Certificate/Course Approval Process- Core Curriculum Committee 02-12-2019](#)
- 209 [1 2020-2022 Catalog – College Accelerated Preparatory Program, p.13- 14](#)
- 210 [1 2020-2022 Catalog – Course Classification Systems, p.38](#)
- 211 [1 1C-Academic Affairs SOP, SOP #005-AA and 006-AA](#)
- 212 [1 Nursing and TAOA Memorandum of Understanding, 2020](#)
- 213 [1 1C-Academic Affairs SOP, SOP #005-AA and 006-AA](#)
- 214 [1 ASCC Student Learning Outcome and Student Achievement Manual, pp.11-16](#)
- 215 [1 2020-2022 Catalog – Associate of Arts Degree in Liberal Arts, pp.49 -51](#)
- 216 [1 2020-2022 Catalog – Academic Degrees and Certificates, pp.47 -48](#)
- 217 [1 ASCC Student Learning Outcome and Student Achievement Manual, pp.9 -10](#)
- 218 [1 2020-2022 Catalog – College Accelerated Preparatory Program, p.104-108](#)
- 219 [1 2020-2022 Catalog – Academic Degrees/Academic Certificates, pp.12 -13](#)
- 220 [1 2020-2022 Catalog - AA Degrees with emphasis in Music, pp.70-71](#)
- 221 [1 1C-Academic Affairs Division Standard Operating Procedures Manual, SOP #003-AA, Course Scheduling](#)
- 222 [1 2020-2022 Catalog – AS Degree in Accounting, p.60](#)
- 223 [1 1C-Teacher Education Division \(TED\) ASDOE MOU with inclusion of Summer Labs](#)
- 224 [1 1C-Course Syllabus- Math Department, Spring 2020](#)
- 225 [1 1B-Approved Course Approval Form](#)
- 226 [1 1B-2020 -2022 Division of Student Services SOP Manual](#)
- 227 [1 2B-Library Services Extended Hours, 2021](#)
- 228 [1 2020-2022 Catalog – AS Degree in Accounting, pp.81-84](#)
- 229 [1 2020-2022 Catalog – General Graduation Requirements, pp.40 - 41](#)
- 230 [1 2020-2022 Catalog – Bachelor of Education in Elementary Education Program, p. 16](#)
- 231 [1 2020-2022 Catalog – Bachelor of Education Elementary Education, pp.107-108](#)

- 232 [1 2020-2022 Catalog – Academic Credits, p.35](#)
- 233 [1 1B-Course Approval Form Template](#)
- 234 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual, pp.39-49](#)
- 235 [1 2020-2022 Catalog – Academic Degrees and Certificate, pp.47-48](#)
- 236 [1 2020-2022 Catalog – Bachelor’s in Elementary Education Program, pp.104 - 108](#)
- 237 [1 2020-2022 Catalog – Transfer Credits to Colleges and Universities, p.23](#)
- 238 [1 2020-2022 Catalog – College Credit Equivalency, p.17](#)
- 239 [1 2020-2022 Catalog – College with Articulation Agreements, p. 24](#)
- 240 [1 2020-2022 Catalog – Program Admission in a Bachelor of Education in Elementary Education Program, p. 16](#)
- 241 [1 2020-2022 Catalog – Requirements for a Bachelor of Education Degree, p. 48](#)
- 242 [1 2020-2022 Catalog –Bachelor of Education in Elementary Education, pp. 107-108](#)
- 243 [1 1B-Division of Student Service Standard Operating Procedure Manual](#)
- 244 [1 2020-2022 Catalog – General Education, p. 46](#)
- 245 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual- GEO, pp.20 -23](#)
- 246 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual – Assessment Cycle, pp.36 - 38](#)
- 247 [1 2020-2022 Catalog – Bachelor in Elementary Education Program, p.104](#)
- 248 [1 2020-2022 Catalog – Teacher Education Program Requirements, p.108](#)
- 249 [1 2020- 2022 Catalog – General Education, p. 46](#)
- 250 [1 2020- 2022 Catalog – Associate of Arts Degree in Liberal Arts \(Personal Development & Responsibility\), p. 49](#)
- 251 [1 2020-2022 Catalog – Associate of Arts Degree, Course options for Gen Education, p. 49](#)
- 252 [1 2020-2022 Catalog – General Education Outcomes, p. 46](#)
- 253 [1 2020-2022 Catalog – Bachelor of Education in Elementary Education, pp. 107-108](#)
- 254 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual-General Education Outcomes, pp. 20-26](#)
- 255 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual-Program Requirement Outcomes, pp. 27-34](#)
- 256 [1 2020-2022 Catalog – Associate of Arts Degree in Liberal Arts, pp. 48-49](#)
- 257 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual-Program Requirement Outcomes, pp. 27-34](#)

- 258 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual – Assessment Cycle, pp. 36-50](#)
- 259 [1 1A-Teacher Education Program Assessment Report- Academic Year 2018-2020](#)
- 260 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual, p. 10](#)
- 261 [1 1C-Nursing MOU with TAOA](#)
- 262 [1 1C-Teacher Education Memorandum of Agreement with ASDOE](#)
- 263 [1 2A-Trade & Technical Department- AWD Fall Session 2020 Enrollment Report](#)
- 264 [1 2020-2022 Catalog – Community Advisory Council, pp. 56-109](#)
- 265 [1 2020 -2022 ASCC Catalog- Course Substitutions, p. 37](#)
- 266 [1 1C-Academic Affairs SOP Manual - Course Substitution Form, p. 34](#)
- 267 [1 1B-Course Approval Form, 2019](#)
- 268 [1 1C-Academic Affairs Standard Operating Procedure – SOP # 037 – AA, Course Substitution Process](#)
- 269 [1 2A-Program/Certificate/Course Approval Process – CCC 02-12-2019](#)
- 270 [1 1B-Student Learning Outcome and Student Achievement Manual, p. 17](#)
- 271 [1 1B-Student Learning Outcome and Student Achievement Manual, pp. 36-45](#)
- 272 [1 1B-Student Learning Outcome and Student Achievement Manual- Types of Student Learning Outcomes, pp.20-35](#)
- 273 [1 1A-ASCC 2021- 2026 Institutional Strategic Plan](#)
- 274 [1 2A-Vice President of Academic, Community, and Student Affairs – April Report, 2021](#)

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17)

Evidence of Meeting the Standard

The College established Policy 5111 Library Services to ensure resources are available to support library services and scholarly collection to serve the needs of college constituents and

community.²⁷⁵ ASCC supports student learning and achievement through ownership of a two-story 9960 square foot building located on the western side of campus facing the main road as it is a College owned physical facility dedicated in 2003 with the specific purpose of providing long term quality service access to support all academic degree programs and certificates.

The library has sufficient information and resources as evident in a collection of approximately 40,000 volumes that includes a subscription agreement to ninety periodicals and some online databases for full-text professional and scholarly articles, reference books, journals, and newspapers for student and faculty research to adequately meet their informational needs.

The institutional mission highlights the provision of quality programs and services of which the library is equipped with student access and learning through the available resources provided in various formats. The Library physical facility opens during regular work hours and schedules after hours throughout each academic semester and school year. Some database resources can be accessed remotely from off campus.

On campus facilities as in the MPC building support student learning in study areas to accommodate students, easy access to computers and printers, and for student usage throughout the day. A tutoring directory is also made available to the students for information on other programs that provide tutoring services on campus.

Baccalaureate Degree

The ASCC Library has an Education Resource Center (ERC) located on the second floor of the Library building, which houses educational books and periodicals in support of the American Samoa Bachelor Education Program (ASBEP). The ERC can be reserved by the faculty for class use. The Library also provides other services to support the needs of students and community.²⁷⁶ In addition, the library extends its services to after-hours to accommodate students enrolled in after-hour courses with the Teacher Education program.²⁷⁷

Analysis and Evaluation

The College has a Library with sufficient resources and information to meet students' informational needs. Student support services which include tutorial services, counseling, and computer labs are available to students to assist in meeting their educational needs.²⁷⁸

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

²⁷⁵ [1A-Policy Governance Manual, Policy 5111 Library Services](#)

²⁷⁶ [2020 -2022 ASCC Catalog, Library Services, pp. 28-29](#)

²⁷⁷ [2B-Extension of Library Hour Memo](#)

²⁷⁸ [1B-Division of Student Services -2020 -2022 SOP Manual- Library, pp. 71-85](#)

The institution relies on faculty expertise, including librarians and other learning support services professionals, in the selection and the maintenance of educational equipment and materials to the library. Other student learning support services are added to equip student and faculty needs. Through these respective program reviews and monthly reports, the institution assesses the adequacy of its respective equipment and materials and identifies its priority needs for the library and student learning support services programs.²⁷⁹

Tutoring services also work collaboratively with faculty to ensure that resources and textbooks utilized in class are made available to the tutoring staff to support student learning in increasing their chances to succeed.²⁸⁰ Tutoring services have purchased textbooks from the college bookstore as part of the services resource materials and supplementary collection.

Tutoring services continue to assist with students' educational needs by working with faculty, counselors and other college service personnel to assess various issues relating to student learning needs.²⁸¹

Analysis and Evaluation

Librarians work collaboratively with faculty in selecting educational equipment and materials to support student learning in all instructional programs. Learning support staff provides services to assist students with educational needs and in achievement of the college's mission.²⁸² To promote collaboration between Library and Instructional programs, the President with the approval of the Board restructured Library under the purview of the Dean of Academic Affairs and Dean of Student Service in the College's Organizational Chart.²⁸³

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The ASCC utilizes program review to evaluate library and other learning support services. In addition to library annual program review and monthly reports, the library completes an annual library user survey for both students and faculty. Surveys are given out to the students towards the end of each semester. Completed surveys are collected, counted and utilized by the Librarians to inquire for various reading materials that have been requested by the students. Students' concerns are taken into consideration, and noted in creating a student-centered environment recognizing that student success is a priority outcome with the Library. The Library Staff ensure resources are available and ready to serve students and the community.²⁸⁴

²⁷⁹ [2A-Vice President of Academic, Community, and Student Affairs – DOSS Monthly Report, April 2021](#)

²⁸⁰ [1B-Referral Forms for Counseling and Tutorial, DOSS SOP Manual, pp. 34-35](#)

²⁸¹ [1B-Division of Student Services 2020-2022 SOP Manual -Counseling, pp. 31-47](#)

²⁸² [1B-Division of Student Services 2020-2022 SOP Manual -Student Support Service, pp. 123-141](#)

²⁸³ [2B-ASCC Organizational Chart, 2020](#)

²⁸⁴ [2B-Library Student Survey Results](#)

The results of these annual program review, monthly reports, and annual user surveys all serve as a basis for continuous improvement to library services to meet student informational needs via library collection development materials, technology, equipment, and personnel. The institutional program review solicits input from faculty and staff in evaluating library services. The library user surveys are a way of receiving feedback and evaluation from students and faculty on the satisfaction of library services.

Every semester tutoring services provide evaluation surveys to participating students and data is used for planning, budget allocations and improvement of learning support services. The institutional program review results and satisfaction surveys align to the Institutional Strategic Plan outcomes on whether support learning resources and services are sufficient and effective to serve the learning needs of the students.

Information literacy is embedded into the General Education Program of which the Library provides services to support instructors and students.

The library assesses use, access, and relationship of services to intended student learning through its daily Exit Gate statistic and student usage count from Circulation and Reference Desks, Special Collection, and Education Resource Center room.

Data from other library work areas are compiled and incorporated into the library's required Monthly reports and subsequent Quarterly and End of Year Reports.²⁸⁵ The purpose for student use and access of computer labs is assessed through intake methods such as sign-in sheets and daily activity logs. These documentations of assistance received from on-site staff provide a record of services that meet student informational needs.

Analysis and Evaluation

The College evaluates the library and learning support services through ongoing assessment, monthly meetings, and annual divisional program review to support students in attainment of learning outcomes.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

²⁸⁵ [2B-Division of Student Services- Library Monthly Report, February 2021](#)

ASCC supports student learning and achievement through ownership of its own library facility and sufficient collection materials and adequate resources that provides academic support to students and faculty throughout each semester and school year.

The College further supports its institutional mission and programs through the ASCC Library membership contractual agreement in the American Samoa Library Consortium (ASLC). ASCL allows for participating member entities to share and expand its institutional access to additional informational materials from other ASLC members' various collection materials.

The institution further provides and ensures sufficient access to adequate and various library collection materials through the ASCC Library membership in the Interlibrary Loan Program for borrowing books or document delivery with the University of Hawaii at Manoa Libraries, University of Guam Libraries, and College of Micronesia Libraries. Through a Memorandum of Understanding (MOU) contractual agreements are subject to periodic evaluation, review, and renewal.

The institution evaluates and ensures the quality of contracted services through review and renewal of existing MOUs with affiliate Libraries for the interlibrary loan program.

Analysis and Evaluation

The College has sufficient and adequate resources through ownership of its own library facility to support academic programs. In addition, ASCC has a membership contractual agreement with the American Samoa Library Consortium (ASLC), and a Memorandum of Understanding (MOU) with Interlibrary Loan Program with the University of Hawaii Manoa Library University of Guam Libraries, and College of Micronesia Libraries. These agreements allow students to borrow books and resources through the ASLC and the Interlibrary Loan Program.

Conclusions on Standard II.B. Library and Learning Support Services

The College supports student learning and achievement by providing a library and other learning support services to students. Students are able to access library resources and tutorial services in person. Library and student support services are also available after hours to accommodate students enrolled in after hour classes and the Teacher Education program. In addition, the library has an Educational Resource Center to support students in the Teacher Education Program.

There are sufficient and adequate resources available through the use of the library and student support services to support academic programs. These services including resources and equipment effectively support students in meeting their educational goals and career pathways.

Improvement Plan(s)

None

Evidence List

- 275 [1 1A-Policy Governance Manual, Policy 5111 Library Services](#)
 - 276 [1 2020 -2022 ASCC Catalog, Library Services, pp. 28-29](#)
 - 277 [1 2B-Extension of Library Hour Memo](#)
 - 278 [1 1B-Division of Student Services -2020 -2022 SOP Manual- Library, pp. 71-85](#)
 - 279 [1 2A-Vice President of Academic, Community, and Student Affairs – DOSS Monthly Report, April 2021](#)
 - 280 [1 1B-Referral Forms for Counseling and Tutorial, DOSS SOP Manual, pp. 34-35](#)
 - 281 [1 1B-Division of Student Services 2020-2022 SOP Manual -Counseling, pp. 31-47](#)
 - 282 [1 1B-Division of Student Services 2020-2022 SOP Manual -Student Support Service, pp. 123-141](#)
 - 283 [1 2B-ASCC Organizational Chart, 2020](#)
 - 284 [1 2B-Library Student Survey Results](#)
 - 285 [1 2B-Division of Student Services- Library Monthly Report, February 2021](#)
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C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College regularly evaluates the quality of student support services through divisional program reviews and graduate student survey. The College through the Division of Student Services demonstrates that the services support student learning, and accomplishment of its mission.²⁸⁶ The Division of Student Services (DOSS) which is comprised of the Admission Office, Counseling Office, Financial Aid Office, Library, Records Office, and Student Government emphasized the division’s mission in providing support for educational pursuit of students through support services, student access, learning, progress, and success. The College also hired a Manager for Student Support and Learning Services to support student learning in accomplishment of its Mission.²⁸⁷

The College evaluates student support services in meeting student needs through program review and institutional assessment. Program review and analysis of institutional assessment data identify areas in need of improvement to support the achievement of Student Learning Outcomes (SLO). The student support services division is evaluated annually through the program review

²⁸⁶ [2020-2022 Catalog – Division of Student Services Mission, p. 15](#)

²⁸⁷ [2C-Appointment of the Manager for Student Support Services](#)

in which results are shared with the administrators of the division for continuous improvement on the services provided to students. The DOSS under the leadership and purview of the Dean of Student Services conducts monthly meetings with all the program directors and officers of the DOSS leadership team.

The ASCC provides an appropriate range and scope of student support services to meet the needs of students and support of the College's Mission. The DOSS personnel assist students through academic, social, financial, career and personal support services through advising, counseling, and tutorial services. The Division of Student Services ensures all services are known to students through availability of the College Catalog, Financial Aid Handbook, DOSS SOP Manual and website.

Monthly reports are submitted by all program directors and officers of the DOSS administrators to document achievement, challenges and recommendations for continuous improvement of the services available to students.²⁸⁸ Divisional reports including the DOSS report are compiled and submitted to the Office of the Institutional Effectiveness by the respective vice presidents.

The DOSS approved its Standard Operating Procedure (SOP) manual that details the processes available on all student support services.²⁸⁹ A student handbook provides pertinent information of all services particular to students with in-depth information available in the catalog. To fulfill the mission of the DOSS, ongoing activities and plans are in place to assist students in maximizing their potential in achieving their academic goals at the American Samoa Community College (ASCC). The Admission Office initiates plans for new student orientation that is conducted on a semester basis during the registration week. Several programs including support services such as counseling, tutorial programs, financial aid and library are invited to present information to new students on services available during student orientation.²⁹⁰

An opportunity is also provided to all students through the Student Government Association (SGA) to be introduced to all SGA officers and representatives and also to the staff of the DOSS.²⁹¹ Financial Aid also conducts an orientation to support students that are eligible for work-study. The Library and counseling services continue to provide after hour services to accommodate students enrolled in after hour classes through the Teacher Education Bachelor Program. Counseling services include computer lab services and Tutorial services.²⁹²

During the shutdown of the college due to COVID-19 pandemic, all Student Services Staff were mandated to attend a two-day session of the MOODLE training in order to continue services through online MOODLE platforms.²⁹³ Students were able to access services remotely during the college shutdown, either via phone communication or MOODLE services correspondences. All counselors and Student Services Officers were provided with a college cell phone to

²⁸⁸ [2A-Vice President of Academic, Community and Student Affairs Monthly Report](#)

²⁸⁹ [1B-2020-2022 Division of Student Services SOP Manual](#)

²⁹⁰ [New Student Orientation - Program Schedule of Presentations, 2020](#)

²⁹¹ [Student Government Association – “Meet and Greet” Program](#)

²⁹² [2C-Memorandum on Extension of Counseling and Library Hours, 2020](#)

²⁹³ [2C-Division of Student Services MOODLE Training, Presentations, 2020](#)

communicate with students remotely. The college is committed in providing professional development for its staff to support student learning.

Analysis and Evaluation

The College provides a range of support services that meet the needs of the student population and are in alignment with the mission of the institution. Services are regularly assessed to ensure quality of services available to students.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College assures that student and learning support services are annually reviewed using the Divisional program review. Areas of assessment include divisional outcomes and mission, 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, planning and resource allocation. Results are used to evaluate and improve all student support services.

The Division of Student Services (DOSS) has in place processes that are detailed in the DOSS Standard Operating Procedure (SOP) Manual and Student Handbook to provide guidance and assistance to students, and for consistency in tracking students in accordance to the ASCC institution-set standards.²⁹⁴

In Spring 2020, all of the DOSS administration participated in the 2020 review of Institution Set Standards (ISS) to share achievement and provide recommendations for improvement of student support programs and services. Included in the review of ISS are Data Sets particular to Persistence and Degree/Certificate Completion and Transfer. In the 2020 review, the new ISS targets were proposed and approved with stretch goals for Persistence, Degree/Certificate Completion and Transfer rates.²⁹⁵

Tutoring services are available to all enrolled students to help assist in attainment of personal and academic goals. The comprehensive tutoring services provide quality academic support to all enrolled students, and are available as one-on-one assistance and small group sessions. Computer labs are also available to students under the Division of Student Services. In the spring 2021, the President appointed the Student Learning Support Services Manager to oversee tutorial services and computer services who works directly under the supervision of the Dean of Student Services.²⁹⁶

²⁹⁴ [1B-2020-2022 Division of Student Services SOP Manual](#)

²⁹⁵ [1B-ASCC Student Learning Outcome and Student Achievement Manual- ISS, pp.9 -10](#)

²⁹⁶ [2C-Memorandum on Appointment of the Student Learning and Support Manager](#)

The DOSS provides academic, career, personal, transfer and diversity counseling to all students including those who are educationally underserved, challenged and non-traditional as noted in the Catalog. Counselors also provide services to assist students with applications to institutions of higher learning, gainful employment, scholarships, loans and financial aid. In addition, Counselors are required to teach the College and Life Planning (CLP) course to guide students along their career and life pathway. Through internal daily logs and sign-in sheets, DOSS was able to conclude that students were not regularly accessing services.

Analysis and Evaluation

Learning support services and programs are available to all students through the Division of Student Services. The learning support outcomes are assessed through annual divisional assessment survey and through semester graduate survey to ensure achievement of outcomes. Analysis and assessment data are used by the division to continuously improve services and programs. The College made a decision for the CLP course to be included in the career development general education program.²⁹⁷

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Program Review results that include the Institutional Program Review and Divisional Assessment provide feedback on the adequacy of student support services to meet the needs of students and support the achievement of the College's Mission.

ASCC does not have online or off-site location services; however, ASCC provides online on campus registration services for continuing students only. The DOSS regardless of campus location and mode of delivery have in place the comprehensive student support services available in Admission, Records, Financial Aid, Counseling, and Library as detailed in the Catalog and Division of Student Services Standard Operating Procedures Manual.^{298 299}

ASCC provides a print or online catalog that is accessible to all interested parties. Student Support and Learning Services such as tutoring and computer services are available with the Division of Student Services. Library and Counseling/Tutoring After Hour Services provide students with the opportunity to utilize the library, computer lab, counseling, and tutorial services after hours. This is mainly to accommodate students enrolled in the ten-week session mainly for the Bachelor of Education program. This population includes the in-service teacher population enrolled in education courses.³⁰⁰

²⁹⁷ [2020 -2022 ASCC Catalog – Associate of Arts Degree, p.49](#)

²⁹⁸ [2020-2022 ASCC Catalog – Division of Student Services, pp.15-41](#)

²⁹⁹ [1B-2020 -2022 DOSS Standard Operating Procedures Manual](#)

³⁰⁰ [2C-Extension of Library and Student Support Services Hours, Spring 2021](#)

Students can access their class schedules and transcript online through ASCC website via Web Advisor. Formal and informal methods of evaluation are noted and documented through monthly reports for the DOSS.³⁰¹ The DOSS works together with appropriate departments to collaborate on academic and social activities, and support service agencies to enhance personal and professional growth and lifelong learning for all students.³⁰²

Students are surveyed each semester to assess use and satisfaction with services. The DOSS conducts regular monthly meetings where divisional management and staff discuss and assess its services, identify service gaps, and develop plans to improve its service operations to best support the ASCC students.

Distance Education

The College offers 100% face-to-face courses until the spring 2020 when the college was mandated to shut down due to the COVID-19 pandemic. The College conducted MOODLE training for both students and faculty in the spring 2020 to assure continuation of courses with the approval from ACCJC. With several instructional programs using MOODLE as a course management system, the college was able to transition to MOODLE to account for the remaining credit hours due to college shutdown.

Representative from each Academic Program and Student Services Staff participated in a two-day session of MOODLE training to ensure services will continue online via MOODLE.³⁰³ ASCC provides various services for students that are accessible on the website. Services are also available on MOODLE through the Division of Student Services. All counselors were provided with cell phones to communicate with students. MOODLE training on accessibility of courses and services online were conducted for all new students. Cell phones were available for students on a need basis to assist with their courses on MOODLE.

Analysis and Evaluation

The College provides registration online on campus at designated labs and computer access for continued students and face-to-face registration for new and returning students. Priority registration is available to continued students. Scheduled dates for registration are available on the website through the Academic year calendar. Courses are offered face-to-face with identified courses offered online via MOODLE. Students can access the schedule of courses online through the college MOODLE page. Extension of services for the Library and Student Support Services which includes counseling, tutoring and usage of computer labs are available to students after hours to accommodate students enrolled in after hour courses. ASCC ensures equitable and appropriate access to support services through Divisional program review and student survey results.

4. Co-curricular programs and athletics programs are suited to the institution's mission and

³⁰¹ [2A-Vice President of Academic, Community, and Student Services- Monthly Report for DOSS](#)

³⁰² [1A-Participatory Governance Structural Manual, pp. 20-22](#)

³⁰³ [1C-MOODLE presentation to Staff, 2020](#)

contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College does not offer any co-curricular or athletics programs. The college offers courses to fulfill students' Physical Education requirements through the Physical Education Department.

The institution's Mission clearly describes its broad educational purposes for fostering successful student learning by providing quality educational programs that will enable students to achieve their educational goals, and contribute to the social, cultural, political economic, technological, and environmental well-being of a students' learning experience.

The College established Policy 5325 Student Government Association (SGA) as an official organization of the study body of the college.³⁰⁴ ASCC provides an array of extra-curricular activities sponsored by the Student Government Association that allow students to interact with others who have comparable interests. This also provides students with the opportunity to demonstrate skills, beliefs and attitudes learned in the classroom setting.

Students are encouraged to participate in presentations, forums, discussions, and scheduled activities hosted by the Student Government Association. Including in these activities are the 2020 Congressional and Gubernatorial hosted forums by the student government association, Suicide Awareness and prevention presentations hosted by the ASCC and the Division of Health and Human Services, and other activities as scheduled by the SGA in its calendar.

The College offers all students a wide range of extra-curricular activities enabling participation to enhance and develop many social, cultural, and professional skills.³⁰⁵ The DOSS and academic programs encourage and support students in many areas of their educational, civic and social development. The DOAA supports extra-curricular activities and programs in collaboration with DOSS.

Analysis and Evaluation

The College does not offer co-curricular or athletic programs. The College promotes student participation in extra-curricular activities as a mean of demonstrating their attitudes, skills, beliefs and knowledge as emphasized in a classroom setting.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely,

³⁰⁴ [1A-Policy Governance Manual, Policy 5325 Student Government Association](#)

³⁰⁵ [2C-DOSS Monthly Report – SGA Activities, November 2020](#)

useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The American Samoa Community College has in place advising and counseling procedures that serve all students from entry to graduation. These procedures are outlined in the Student Services SOP Manual, ASCC Catalog and the Financial Aid Handbook, which provides additional guidance for students throughout their academic program on policies, rules and procedures.^{306 307}

Academic advising occurs when a student is admitted to the ASCC after being placed either at the developmental entry level or Gateway level, as a result of the ASCC's placement test or national standard test scores (SAT, ACT and TOEFL). Designated academic advisors and counselors assist students with their educational plans during registration and throughout the academic year. Individual Educational Plan (IEP)/Advising sheets are provided for each student during the registration process. In addition, students can access a current IEP online.

The institution is committed to ensure students understand the requirements related to their programs of study through counseling and advising by the faculty and counselors. New students are assigned to counselors for advising, and sharing of information regarding degrees and certificates available at the college. Students with declared majors are assigned to the program faculty to provide guidance on requirements needed for graduation and transfer to a four-year institution. Information regarding program requirements is available in the catalog and rules and regulations pertaining to transfer to higher education.

Academic Advising is an opportunity to provide information designed to help students reach their educational and career goals. Advising is a shared responsibility between the advisor, counselor, and the student. The entire ASCC faculty and counselors are committed to helping each student pursue a course of study to fulfill IEP. Academic advisors are knowledgeable of their academic disciplines, but also have the understanding of the rationale that underlies the curricula of the college.

The catalog provides additional guidance to students throughout their academic program on policies, rules and procedures as applicable to students.

Counseling services are provided to enhance students' general and program success in the areas of academic, personal, career, transfer, veterans, and diversity and tutorial support. In addition, Counselors use the College and Life Planning course as a mechanism to ensure that students are advised about their academic program of study and career goals to assure completion of degree or certificate requirements.

Financial aid counselors assist all students who are eligible for federal financial aid with guidance to policies and procedures related to federal financial aid requirements as noted in the

³⁰⁶ [1B-2020 -2022 DOSS SOP Manual – Counseling, pp. 31-47](#)

³⁰⁷ [2020 -2022 ASCC Catalog – Counseling Services, pp. 26-28](#)

financial aid handbook.³⁰⁸ Tutoring services were enhanced through the years by refining its processes to be more comprehensive in alignment to a student's IEP.³⁰⁹

Analysis and Evaluation

Faculty and counselors continue to provide students with the necessary guidance and support to achieve their educational goals at ASCC. All program requirements for each degree and certificate are detailed in the 2020-2022 catalog, that is available on the college website. Faculty provide guidance through advising to ensure accurate information on program requirements is available to students. Counselors and the Student Support Services provide guidance on services available and information pertaining to transfer policies for students. The College hired a new Manager for the Student Support and Learning Services to ensure improvement and availability of services.³¹⁰

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

As an open admission institution, the College does not restrict entry but provides for appropriate placement and support to assure that students are able to benefit from the ASCC programs. The following policies support the College's Mission statement:

- Policy 5210 – Student Open Admission³¹¹
- Policy 5211 - Early Admission³¹²
- Policy 5215 - Admission Residency Requirements³¹³

The College defines and advises students on clear pathways to complete degrees and certificates, and transfer goals through academic advising by instructional programs and counseling support services.

The College Placement Test is administered to evaluate the readiness for College level Math and English. Students may use SAT or ACT scores in lieu of the placement test. New students testing into developmental courses are required to complete the College Accelerated Preparatory Program (CAPP), (Math 80 and 90, English/Reading 70, 80, 90 and English/Writing 71, 81, 91) to prepare for College level courses.

³⁰⁸ [2C-Financial Aid Handbook](#)

³⁰⁹ [2020-2022 DOSS SOP Manual, pp. 123-141](#)

³¹⁰ [2C-Appointment of the Student Support Services Manager](#)

³¹¹ [IA-Policy Governance Manual, Policy 5210 Student Open Admission](#)

³¹² [IA-Policy Governance Manual, Policy 5211 Early Admission](#)

³¹³ [IA-Policy Governance Manual, Policy 5215 Admission Residency Requirements](#)

The Nursing and Bachelor of Education programs have specific pre-admission requirements that are posted in the Catalog and on student IEP.³¹⁴

Faculty, Academic chairpersons, Deans and Directors work collaboratively with the Division of Student Services, and the CAPP program to strengthen support services to ensure student access, progress, learning, and success are consistently supported. The SOPs allow for the adherence to the college admission policies and are consistent with the College's Mission.³¹⁵

College-wide discussions are frequent, ongoing and have facilitated progress toward significant program and service improvements.

Baccalaureate Degree

The Bachelor of Education program prerequisites and qualifications are posted in the Catalog and on student advising sheets.³¹⁶

Analysis and Evaluation

The College's admission policies are in place with admission processes noted in the 2020-2022 college catalog and available on the ASCC website.³¹⁷ The faculty and counselors serve as students' academic advisors and counselors in guiding students on pathways for graduation using advising sheets and program requirements as detailed in the catalog.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

ASCC complies with Board Policy 5210.1 on Placement Test.³¹⁸ ASCC designed its own Math and English Placement Test that is aligned to local and national standards.

Placement into the Math and English courses depend on the entrance placement test scores. Students may challenge placement if they feel scores are not an accurate reflection of their skills. SAT, ACT, and TOEFL scores may be used for placement, based on student's request.³¹⁹ It is the responsibility of the student to either sit the ASCC Placement Test or provide alternate test scores prior to registering for classes.

Students who have graduated or transferred from an accredited college or university, and have provided official copies of transcripts may have the placement test waived by the Admissions

³¹⁴ [2020-2022 ASCC Catalog – Nursing and Bachelor of Education's Admission Requirements, p. 16](#)

³¹⁵ [2020-2022 DOSS SOP Manual, Admission, pp. 6-12](#)

³¹⁶ [2020 – 2022 ASCC Catalog – Nursing and Bachelor of Education's Admission Requirements, p.16](#)

³¹⁷ [2020 – 2022 ASCC Catalog – Admissions, pp.15 -17](#)

³¹⁸ [IA-Policy Governance Manual, Policy 5210.1 Placement Tests](#)

³¹⁹ [2020-2022 ASCC Catalog – Placement Tests, p.16](#)

office. The College provides the opportunity for High School students to enroll in College through the Early Admission and Student Open Admission Policy.³²⁰

The institution continues to evaluate the admissions process, and placement test instruments and practices to validate their effectiveness through ongoing reviews and discussions of CAPP English Department and Math Department. As a result of the review, the Math department through the Dean of Academics and Admission Officer provided recommendations on proposed changes to the math placement test. The changes were approved by the President with the plan to implement new changes in the fall 2021.

A Placement Test Advisory Committee has been established to review and provide recommendations for improvement of the placement test instrument, and monitoring a cycle of review for the placement test instruments.³²¹

Analysis and Evaluation

The College uses the ASCC Placement Test to place students in the appropriate math and English courses. The placement test instrument is reviewed by the math and English departments in collaboration with Placement Advisory Committee to ensure that it meets the college Placement Test process noted in the 2020-2022 catalog. The College also has program admission requirements for the Nursing program and Teacher Education Bachelor program as detailed in the college catalog.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College complies and maintains strict compliance adhering to Policy 5003 Family Educational Rights Privacy Act (FERPA).³²² Further details of the FERPA Act and information on the requirements for the release of student records are published in the college catalog, financial aid handbook, and the student handbook.³²³ Information regarding release of student records is part of the New Student Orientation every semester.

Access to student records follows Policy 5201 Student Right To Know Disclosure³²⁴ and Policy 5004 Family Educational Right to Privacy Act (FERPA) which outline the Institution's guidelines for release of student records.

³²⁰ [2020-2022 ASCC Catalog – Early Admission Policy, p.17](#)

³²¹ [2C-Memorandum of Advisory Committee for Placement Test](#)

³²² [IA-Policy Governance Manual, Policy 5003 Family Educational Rights Privacy Act \(FERPA\)](#)

³²³ [2020-2022 ASCC Catalog – FERPA, pp. 38 -39](#)

³²⁴ [IA-Policy Governance Manual, Policy 5201 Student Right to Know Disclosures](#)

The College has in place policies and procedures to ensure maintaining of student records permanently, securely, and confidentially through the Records Office. The Records office staff and other college personnel are required to follow the above policies and protocol for approval to access student records. Student Records are maintained permanently and securely in fireproof filing cabinets. All student records are securely maintained in the Records Office. Records are secured by electronic means via Colleague system.

Analysis and Evaluation

The College safeguards students' records through compliance with policies pertaining to FERPA and Student Right to Know Disclosures. The FERPA policy is detailed in the 2020-2022 catalog for students, staff, and faculty information. The college in its Governance Manual details the policy on Withholding of Student Records for all college constituents and community.

Conclusions on Standard II.C. Student Support Services

ASCC's student support services are aligned with the College's Mission and are available to students and community. The institution assures equitable access to all its students by providing reliable services to support student development and success. In addition, the College adheres to admission policies consistent with its mission in advising students on clear pathway to complete degrees, certificates and transfer goals.

Improvement Plan(s)

None

Evidence List

- 286 [1 2020-2022 Catalog – Division of Student Services Mission, p. 15](#)
- 287 [1 2C-Appointment of the Manager for Student Support Services](#)
- 288 [1 2A-Vice President of Academic, Community and Student Affairs Monthly Report](#)
- 289 [1 1B-2020-2022 Division of Student Services SOP Manual](#)
- 290 [1 New Student Orientation - Program Schedule of Presentations, 2020](#)
- 291 [1 Student Government Association – “Meet and Greet” Program](#)
- 292 [1 2C-Memorandum on Extension of Counseling and Library Hours, 2020](#)
- 293 [1 2C-Division of Student Services MOODLE Training, Presentations, 2020](#)
- 294 [1 1B-2020-2022 Division of Student Services SOP Manual](#)
- 295 [1 1B-ASCC Student Learning Outcome and Student Achievement Manual- ISS, pp.9 -10](#)
- 296 [1 2C-Memorandum on Appointment of the Student Learning and Support Manager](#)

- 297 [1 2020 -2022 ASCC Catalog – Associate of Arts Degree, p.49](#)
- 298 [1 2020-2022 ASCC Catalog – Division of Student Services, pp.15-41](#)
- 299 [1 1B-2020 -2022 DOSS Standard Operating Procedures Manual](#)
- 300 [1 2C-Extension of Library and Student Support Services Hours, Spring 2021](#)
- 301 [1 2A-Vice President of Academic, Community, and Student Services- Monthly Report for DOSS](#)
- 302 [1 1A-Participatory Governance Structural Manual, pp. 20-22](#)
- 303 [1 1C-MOODLE presentation to Staff, 2020](#)
- 304 [1 1A-Policy Governance Manual, Policy 5325 Student Government Association](#)
- 305 [1 2C-DOSS Monthly Report – SGA Activities, November 2020](#)
- 306 [1 1B-2020 -2022 DOSS SOP Manual – Counseling, pp. 31-47](#)
- 307 [1 2020 -2022 ASCC Catalog – Counseling Services, pp. 26-28](#)
- 308 [1 2C-Financial Aid Handbook](#)
- 309 [1 2020-2022 DOSS SOP Manual, pp. 123-141](#)
- 310 [1 2C-Appointment of the Student Support Services Manager](#)
- 311 [1 1A-Policy Governance Manual, Policy 5210 Student Open Admission](#)
- 312 [1 1A-Policy Governance Manual, Policy 5211 Early Admission](#)
- 313 [1 1A-Policy Governance Manual, Policy 5215 Admission Residency Requirements](#)
- 314 [1 2020-2022 ASCC Catalog – Nursing and Bachelor of Education’s Admission Requirements, p. 16](#)
- 315 [1 2020-2022 DOSS SOP Manual, Admission, pp. 6-12](#)
- 316 [1 2020 – 2022 ASCC Catalog – Nursing and Bachelor of Education’s Admission Requirements, p.16](#)
- 317 [1 2020 – 2022 ASCC Catalog – Admissions, pp.15 -17](#)
- 318 [1 1A-Policy Governance Manual, Policy 5210.1 Placement Tests](#)
- 319 [1 2020-2022 ASCC Catalog – Placement Tests, p.16](#)
- 320 [1 2020-2022 ASCC Catalog – Early Admission Policy, p.17](#)
- 321 [1 2C-Memorandum of Advisory Committee for Placement Test](#)
- 322 [1 1A-Policy Governance Manual, Policy 5003 Family Educational Rights Privacy Act \(FERPA\)](#)
- 323 [1 2020-2022 ASCC Catalog – FERPA, pp. 38 -39](#)
- 324 [1 1A-Policy Governance Manual, Policy 5201 Student Right to Know Disclosures](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district / system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The College has defined personnel hiring criteria evident in its human resources processes to assure the integrity of quality of its programs and services. Divisional administrators are held accountable for following Human Resources (HR) hiring procedures to develop, review, and update position job descriptions that outline hiring criteria for each position.

HR performs its reviews and ensures that processes performed in establishing hiring criteria adhere to policies provided in the Governance Policy Manual, specifically Policy 4001 Personnel Administration,³²⁵ Policy 4003.1 General Requirements of Recruitment and Placement,³²⁶ Policy 4005.1 Employee Recruitment and Hiring³²⁷, and Policy 4006 Academic and Professional Credentials for Faculty.³²⁸

Faculty have the opportunity to be involved in the selection of new faculty, first by participating in the screening of applications for vacant positions within their respective departments, and second by serving on the interview committees for potential hires. The hiring department chairperson, who is a faculty member, performs the screening and recommends faculty members to be on the interviewing panel. All other faculty may be selected by the department chairperson to be on the interview panel.

Positions are advertised through internal posting or external posting in accordance with Policy 4005 Job Posting.³²⁹ Divisions use the Personnel Action Request (PAR) Form to request the advertisement of a position and to specify whether it should be internal or external.³³⁰

The Job Announcement Form used to advertise a position is completed by HR, using information from the Position Review Form for the position. The Job Announcement includes position

³²⁵ [1A-Policy Governance Manual, Policy 4001, Personnel Administration](#)

³²⁶ [1A-Policy Governance Manual, Policy 4003.1, General Requirements of Recruitment and Placement](#)

³²⁷ [1A-Policy Governance Manual, Policy 4005.1, Employee Recruitment and Hiring](#)

³²⁸ [1A-Policy Governance Manual, Policy 4006, Academic and Professional Credentials for Faculty](#)

³²⁹ [1A-Policy Governance Manual, Policy 4005, Job Posting](#)

³³⁰ [3A-Personnel Action Request Form](#)

information such as position title, employment status, position description, job responsibilities, job qualifications, and salary information.³³¹

The advertisement process is detailed in the HR Job Announcement and Advertisement Standard Operating Procedures (SOP).³³² The advertisement process is the same for full-time and part-time positions, including adjunct faculty. All recruitment and hiring processes are consistent across the institution.

Human Resource (HR) performs background checks to determine the validity of the candidate's application. Background checks include verifying degrees as being from United States (US) accredited, or equivalent, institutions, as well as reviewing certifying documents, including official transcripts and reference letters. Applicants with degrees from non-US accredited institutions are required to provide proof of equivalency that is recognized and verified by a third-party evaluator ensuring equivalent qualifications.³³³ The ASCC accepts US degree equivalency certification of foreign degrees evaluated by US organizations such as Educational Credential Evaluators.

Newly hired personnel are required to provide clearances before starting employment with the ASCC. These clearances are medical clearance from the Public Health Division of American Samoa, and a Security Background clearance from the Department of Public Safety (DPS). For non-residents, immigration clearance is required.³³⁴

The Human Resource (HR) office coordinates the recruitment and hiring process in accordance with the ASCC policies and state and federal regulations pertaining to employment. HR also has Standard Operating Procedures (SOP) in place for hiring so that a standard process is assured.³³⁵ During the interview process, an HR representative is required to be present to ensure "uniformity in personnel practices and compliance with local and federal laws concerned with employment practices"³³⁶ and ensures employee code of conduct.³³⁷ For candidates who feel they have not been treated equitably and fairly, a process for appeal and grievance is in place.³³⁸

The HR office coordinates the recruitment and hiring process, in accordance with College policies. The HR office, in cooperation with directors, deans, managers, officers and supervisors, establish qualification requirements and evaluation methods for positions. Job descriptions are created based on position reviews created by divisions based on their needs and tied to divisional goals and objectives.

Baccalaureate Degree

³³¹ [3A-Job Announcement Form and Position Review Form](#)

³³² [3A-Human Resources Standard of Operating Procedures, Job Announcement](#)

³³³ [A1-Governance Policy Manual, Policy 4006 Academic and Professional Credentials for Faculty](#)

³³⁴ [A1-Governance Policy Manual 4003.1 General Requirements of Recruitment and Placement](#)

³³⁵ [3A-Human Resources Standard of Operating for Hiring, p.15](#)

³³⁶ [A1-Governance Policy Manual, Policy 4005.1 Employee Recruitment and Hiring](#)

³³⁷ [A1-Governance Policy Manual, Policy 4203 Employee Code of Conduct](#)

³³⁸ [A1-Governance Policy Manual, Policy 4212 Appeal and Grievance](#)

Job descriptions for faculty members teaching in the baccalaureate degree program reflects the duties and responsibilities associated with the position. Baccalaureate faculty positions require a master or doctoral degree and five years of teaching experience.

Analysis and Evaluation

The institution assures the integrity and quality of its programs and services by demonstrating appropriate recruitment and hiring procedures to ensure the hiring of qualified administrators, faculty and staff to support its mission. The College has in place appropriate recruitment and hiring procedures to assure the hiring of qualified administrators, faculty, and staff to support its mission.³³⁹ The Human Resource (HR) administers and implements recruitment and hiring processes in accordance with College Board policies, state, and federal regulations.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The College's hiring and recruitment processes ensure that applicants for faculty positions meet the requirements of content knowledge and required skills to perform duties based on the position description. The minimum degree requirement for faculty is a master's degree in the content area.

Requirements of appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities and potential to contribute to the Mission of the institution are confirmed through the hiring process in the review of application documents, interview process, and evaluated during the annual performance evaluation process after the applicant is hired.

Faculty are required to have a master(s) degree in the content area or a master(s) degree in a related field with at least 15 credits in the content discipline. In specialized career technical areas, a master's degree is preferred, but in lieu of a master's degree, a combination of a degree in the field of study, certification or licensure and work experience are accepted.

Faculty position reviews require the development, implementation, and assessment of Student Learning Outcomes (SLO) for courses taught, and the utilization of SLO data to improve student learning and program curriculum, and active participation in program review processes and college committees.³⁴⁰

³³⁹ [Human Resource Standard Operating Procedures, SOP Hiring and Recruitment, p.15](#)

³⁴⁰ [3A-Faculty Job Description](#)

Baccalaureate Degree

In addition to the requirements for all faculty, qualifications for the American Samoa Bachelors of Education Program (ASBEP) prospective faculty must have a master(s) degree in the specified content area and five-years of teaching experience.

Analysis and Evaluation

The College has a sufficient number of qualified faculty with the appropriate credentials that include degrees, experiences, training, licensures and certifications to teach courses required for certificate and degree programs in order to meet the mission of the College. Processes and procedures are in place for recruitment and hiring of faculty to ensure appropriate degrees, professional experience, discipline expertise, teaching skills, scholarly activities, and faculty potential contribute to the mission of the College in accordance to board policy.³⁴¹ College administrators assure that qualifications are met for prospective faculty through faculty job descriptions and advertisements.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The ASCC employs qualified career service and contractual staff and administrators who provide academic programs and support services.

The ASCC administrators and professional staff that include faculty, must meet the minimum qualifications with proven substantive related experience as set by the College. Appointments and promotions are made solely on the basis of merit and fitness and when warranted by competitive examinations.³⁴²

Staffing priorities are determined based on data from program review via annual Outcome Plans and budget requests. The College formulates its annual budget, with priority given to instruction. A full list of the ASCC personnel and their credentials can be found within the ASCC General Catalog 2020-2022.³⁴³

The ASCC has a sufficient number of administrators to meet its Mission. Faculty, staff, and administrators are qualified to provide quality educational programs and support services to students.

³⁴¹ [1A-Policy Governance Manual, Policy 4006, p. 48](#)

³⁴² [1A-Policy Governance Manual, Policy 4003, Employment Standards; Policy 4008, Faculty Appointments](#)

³⁴³ [ASCC Catalog 2020-2022, pp. 126-131](#)

Additional administrative expectations for administrators and professional staff are described in the College's Participatory Governance Structural Manual.³⁴⁴

Analysis and Evaluation

The College has a sufficient number of qualified administrators that contribute to the success of its mission. The ASCC recruitment and hiring process assures that qualified administrators and other professional staff responsible for educational programs and services are qualified and attain the necessary degrees, certification, and credentials.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The HR office performs background checks to determine the validity of the candidate's application. Background checks include verifying degrees and other qualifications as being from accredited US institutions, or equivalent, and certifying documents, including official transcripts and reference letters.³⁴⁵

All degrees earned by faculty member must be either from a U.S. regionally accredited institution or a non-U.S. institution with U.S. degree equivalency. The College accepts validation from several organizations that evaluate foreign degrees for equivalency in the U.S. The ASCC refers applicants to the evaluation services of a third-party evaluator if they have not yet fulfilled this requirement.

The HR office ensures that the hiring process is consistent to assure that qualifications and requirements for the positions are met and highly qualified employees are hired.³⁴⁶

A listing of administrators and faculty credentials is provided in the College Catalog.³⁴⁷

Analysis and Evaluation

The College through its HR hiring and recruitment processes ensure that degree requirements for faculty, administrators, and professional staff are met, and that foreign degrees are validated for U.S. equivalency.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written

³⁴⁴ [1A-Participatory Structural Governance Manual, pp. 7-11](#)

³⁴⁵ [1A-Policy Governance Manual, Policy 4006, Academic and Professional Credentials for Faculty, p. 48](#)

³⁴⁶ [Human Resources Hiring and Recruitment Standard of Operating Procedures](#)

³⁴⁷ [ASCC Catalog 2020-2022 pp. 126-131](#)

criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Performance evaluations are conducted for all employees annually. Faculty, administrator, and staff performance evaluations specify criteria based on unit core work and employee job description.³⁴⁸ The College specifies three instruments used to evaluate administrators, faculty, and staff.

The faculty performance evaluation instrument consists of four components that are aligned to the division's stated outcomes, including:

- Responsibility to instruction,
- Responsibility to students,
- Responsibility to institution and community,
- Responsibility to professional development.

The Faculty Performance Evaluation instrument was last revised in the spring of 2015 to include SLO assessment and faculty participation in institutional committees. Adjunct faculty performance evaluations are part of the class contract clearance process, upon completion of the course instructional requirements.³⁴⁹

For continuous improvement of support for its programs and services, staff performance and administrator(s) performance evaluation instruments were revised in the fall of 2016. The established criteria provide the College with the mean to continuously document and encourage improvement of performance for all employees, and to fulfill the responsibilities in all aspects of the college operations in support of student learning.

Staff are evaluated by their respective supervisors using the designated performance evaluation instrument.³⁵⁰ The criteria of evaluation for the staff performance evaluation are as follows:

- Skills and job knowledge
- Teamwork and interpersonal skills
- Communication skills and Attitude
- Personal Qualities and Dependability

Administrators are evaluated by the appropriate supervisor using the administrator performance evaluation.³⁵¹ The administrator performance evaluation criteria are as follows:

- Leadership Responsibilities
- Management of Personnel and Customer Service

³⁴⁸ [1A-Policy Governance Manual, Policy 4300, Employee Performance Evaluation, p. 59](#)

³⁴⁹ [3A-Faculty Performance Evaluation](#)

³⁵⁰ [3A-Staff Performance Evaluation](#)

³⁵¹ [3A-Administrator Performance Evaluation](#)

- Professional Development
- Communication and Teamwork
- Professional Responsibilities

Performance evaluations are conducted annually for all College employees based on the employees hiring date or subsequent date as approved based on approved personnel actions forms. Employees are held accountable to the position requirements through the performance evaluation process.

The faculty, staff, and administrator performance evaluations allow employees and supervisors to meet and discuss each area of criteria in relation to the employee’s responsibilities and to align progress to the division(s) improvement plans. In addition, a component was added to the instrument to evaluate contribution to student learning and assessment for accountability, sustainability and continuous institutional effectiveness.

The HR office acts in a timely manner to process evaluations by either confirming increment eligibility, or documenting any necessary corrective actions to be taken as per SOP.³⁵² All associated paperwork is filed for documentation purposes.

Employees are held accountable to position requirements through the performance evaluation process. The ASCC performance evaluation instruments allow supervisors to rate employee performance and complete an explanation of ratings and action plans for improvement if necessary. If the ratings are unsatisfactory, the supervisor has the option to deny salary increment. In such cases, HR requires the supervisor to develop an action plan with the employee on improving performance and document it in the action plan or comments section of the evaluation form.³⁵³

Performance evaluations are based on the position description and divisional goals for that position for the evaluation period. Performance evaluations are “related to performance elements based on unit core work, employee job descriptions, strategic initiatives, college service and professional development goals.”³⁵⁴

Ratings on criteria used in the performance evaluations demonstrate the level of achievement of position description requirements, divisional goals, as well as performance elements for the evaluation period.

Analysis and Evaluation

The ASCC has a comprehensive performance evaluation process. Performance evaluation instruments and criteria are established for evaluating personnel based on position description, which outlines assigned duties, as well as involvement in institutional responsibilities and productivity. Performance evaluations are conducted annually to ensure continuous and progressive improvement. Evaluation processes are designed to improve job performance and

³⁵² [3A-HR SOP, Performance Evaluation](#)

³⁵³ [1A-Policy Governance Manual, Policy 4300 \(B\), Evaluation Counseling Improvement of Performance, p. 60](#)

³⁵⁴ [1A-Policay Governance Manual, Policy 4300, Employee Performance Evaluation, pp. 59-60](#)

enhance professional development in order to demonstrate high quality work performance and standard of services.

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

All positions specific to instructional personnel are identified in the College’s approved budget processes. The College formulates its annual budget from results of program review linked to the College’s annual budget planning processes.³⁵⁵ Program Review and divisional assessment data is required to determine additional instructional personnel to address enrollment increases, institutional annual priorities, and the College’s Strategic Plan. Assessment results help determine the division’s priorities for long term and short-term staffing and are evidence in the College’s annual Outcome Plans. A full list of the ASCC full time faculty and credentials is listed in the College Catalog.³⁵⁶

The ASCC has sufficient faculty to meet its mission. Institutional effectiveness is assessed through regular divisional assessment and program review to determine the allocation of human and fiscal resources.

Full-time Faculty Credentials as of Academic Year 2020-2021:

Academic Year 2020-2021 Faculty Qualifications (<i>Number of Full-Time faculty categorized by degree</i>)	American Samoa Bachelors in Education Program Faculty	Collegiate (General Education and Academic Program Faculty)	Vocational/Technical (Trade and Technical Programs, and Nursing Program Faculty)	Developmental (Pre- collegiate Faculty)
Doctorate Degrees	2	7		1
Masters	4	29	1	8
Bachelors with licensure			2	1
Certification/Licensure			1	
Total:	6	36	4	10

³⁵⁵ [ASCC FY 2022 Budget Planning Process Presentation](#)

³⁵⁶ [ASCC Catalog 2020-2022, pp. 128-131](#)

Part-Time and Adjunct Faculty credentials as of Academic Year 2020-2021:

Academic Year 2020-2021 Faculty Qualifications (<i>Number of Part-Time faculty categorized by degree</i>)	American Samoa Bachelors in Education Program Faculty	Collegiate (General Education and Academic Program Faculty)	Vocational/Technical (Trade and Technical Programs, and Nursing Program Faculty)	Developmental (Pre- collegiate Faculty)
Doctorate Degrees		3		
Masters	6	12	1	
Bachelors with licensure			5	
Certification/Licensure			13	
Total:	6	15	19	0

The institutional leadership regularly assesses and recommends structural organization and functional responsibilities to improve institutional effectiveness. Changes are data driven and based on the emerging priorities of the institution.

Qualifications, experience, and individual educational or career goals are updated annually in support of the Mission.

Baccalaureate Degree:

The College’s American Samoa Bachelors in Education Program (ASBEP) has six full-time faculty dedicated to teach the program. The President approved one additional full-time ASBEP core faculty position in the Teacher Education and ASBEP Fiscal Year (FY) 2022 Outcome Plan and budget, to support the ASBEP program.³⁵⁷

Analysis and Evaluation

The institution continues to maintain a sufficient number of qualified faculty, which includes full time faculty, part time, and adjunct faculty to achieve the mission of the College. Aside from teaching and classroom responsibilities; all faculty continue to conduct assessment of student learning outcomes at the course, program, and institutional level, participate in department meetings and discussion on curriculum, and divisional program review.

The College’s Annual Fiscal Year Budget Planning Outcome proposals are linked to the Annual Budget Call serve as one mechanism where academic departments provide recommendations for personnel needs. Annual Budget Planning Outcome proposals are submitted following the College’s Organizational Chart protocol and finally for the review and approval of the President.³⁵⁸

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

³⁵⁷ [FY 2022 Annual Outcome Plans, pp. 23-27](#)

³⁵⁸ [FY 2022 Annual Outcome Plan Template](#)

Evidence of Meeting the Standard

Board policies 4300 Employee Performance Evaluation, Policy 5102 Faculty Orientation, Mentor, and Professional Development, and Policy 5103 Faculty Competencies for Instructional Effectiveness ensure that part time and adjunct faculty meet the standard of employment.^{359 360}

Part-time and adjunct faculty undergo the employment procedures for recruitment and hiring criteria administered by the HR office as per governance policies and personnel procedures. Applications for part-time faculty positions are continuously accepted. The HR office maintains a list of eligible pool for each program in accordance with qualifications meeting the minimum qualifications and having completed specific training on student learning outcomes. These trainings are provided during the beginning of each semester for new part-time and adjunct faculty by the academic program chairperson.

The academic department chair, program director, or Dean initiates the request for part-time and adjunct hiring, with justification to the HR office by utilizing the Personnel Action Request – Recruitment Form³⁶¹ as well as the Adjunct Teacher Request Form.³⁶² The HR office reviews the candidate’s qualifications to ensure that they meet the minimum qualification requirements and that the file is complete. The hiring division is notified and the process proceeds to the Vice President of Academic and Student Affairs before the President’s final approval. The HR office will extend the employment offer to the applicant and a class contract is initiated.

All part-time and adjunct faculty are required to complete course completion clearances, which include performance evaluation by the department chairperson. These documentations are all part of the adjunct faculty official record with the HR office.

The ASCC continues to provide all faculty, including part-time and adjunct faculty with internal professional development in the areas of Student Learning Outcomes, course planning and syllabi requirements, assessment, and applicable policies pertaining to all faculty.

Analysis and Evaluation

The College ensures that employment policies and procedures are followed for part-time and adjunct faculty. The office of Human Resources and the Dean of Academic Affairs work collaboratively in ensuring that all part-time and adjunct faculty credentials are appropriate. Academic department chairperson(s) play a key role in making sure adjunct and part-time faculty are provided with the support and guidance necessary as required by the College.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

³⁵⁹ [1A-Policy Governance Manual, Policy 5102, Faculty Orientation Mentor and Professional Development, p. 71](#)

³⁶⁰ [1A-Policy Governance Manual, Policy 5103, Faculty Competencies for Instructional Effectiveness, p. 71](#)

³⁶¹ [Personnel Action Request Form](#)

³⁶² [Adjunct Teaching Request Form, HR SOP, p.25](#)

Evidence of Meeting the Standard

Recruitment and placement for all classified positions are based solely on the basis of merit, fitness, relative skills, knowledge and ability. Divisional program review and assessments linked to the College's annual Outcome Plans and Institutional Strategic Plan following the budget call processes provide the basis for discussions revolving on the annual Outcome Plan to determine the need of staff.³⁶³

The Institutional Strategic Plan and annual Institutional Priorities are aligned to all academic department and division Annual Outcome Plans and approved budget templates for the determination of staffing needs.³⁶⁴ The evaluation of personnel on an annual basis ensures the alignment of qualifications to the need of the divisions and services.

The institutional leadership assesses and recommends structural organization and functional responsibilities to improve institutional effectiveness. Recommendations for changes are data driven and based on the emerging priorities of the institution. The College's Annual Fiscal Year Outcome Plan proposals linked to the Annual Budget Call serve as one mechanism where academic departments and divisions provide recommendations for staffing needs. Annual Outcome Plan proposals are submitted following the College's Organizational Chart protocol for the President's final approval prior to the finalization of the annual budget that is approved by the Board of Higher Education.

Analysis and Evaluation

The College continues to comply with its recruitment and hiring policies and procedures to ensure a sufficient number of staff with appropriate qualifications are in place to support the operations of the College. The College continues to rely on its divisional program review data and results for annual resource allocation and plans for institutional priorities. Request for additional personnel are data driven and based on the result of divisional program review through the College's annual approved Outcome Plan and Budget proposals.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The President's Participatory Governance Structural Manual plays an instrumental role in the Colleges structural and functional responsibilities to improve institutional effectiveness. The President is supported by the Executive Leadership that include the Executive Director of Institutional Effectiveness and the two vice presidents to aid in decisions particular to the

³⁶³ [FY 2022 Annual Outcome Plans, pp. 15-129](#)

³⁶⁴ [FY 2022 Annual Outcome Plan, Management Information Systems, pp. 116-122](#)

administrative functional needs of the College, linked to the Institutional Strategic Plan.³⁶⁵ Qualifications are determined through the recruitment and hiring procedures or by appointment by the President.³⁶⁶ Administrator roles and expectations for participatory governance is outlined in the College's Participatory Governance Structural Manual.³⁶⁷

The College's Organizational Chart is reviewed and approved by the Board of Higher Education. The Organizational Chart outlines the communication protocol of the institution and the organization of the administrators coincides with the programs and services and alignment of goals and objectives to meet the Mission of the College. Administrators are designated divisional responsibilities to provide quality educational programs and services congruent to Board policies.^{368 369}

Analysis and Evaluation

The College maintains a sufficient number of administrators with appropriate expertise to support the Institution's Mission and purposes. Data from divisional program review and annual outcome planning results allow the institution to determine the sufficient number of administrators with appropriate qualification and expertise.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Board of Higher Education (BHE) reviews and approves all College's policies.^{370 371} All ASCC policies and regulations are documented and accessible on the College website and in the digital archives. Hard copies of the ASCC policies and regulations, such as the Governance Policy Manual, Personnel Manual, Participatory Governance Structural Manual, Employee Handbook, and the ASCC General Catalogs are available in the HR office, President's office, and the Library.

Policy reviews of Board policy approved changes are publicized, published on the website, and implemented.³⁷² The BHE completed its extensive review of all College policies in September 2020, combining all policy amendments and manuals into one governance manual.³⁷³

³⁶⁵ [1A-Participatory Governance Structural Manual, Executive Leadership, pp 7-8](#)

³⁶⁶ [1A-Policy Governance Manual, Policy 4008.1, Staff Appointment Types, p. 49](#)

³⁶⁷ [1A-Participatory Governance Structural Manual, Governance Groups, pp. 7-11](#)

³⁶⁸ [1A-Policy Governance Manual, Policy 3019, Administrative Responsibilities, pp. 39-40](#)

³⁶⁹ [1A-Policy Governance Manual, Policy 3018, Support Services, p. 39](#)

³⁷⁰ [1A-Policy Governance Manual, Policy 1003 and College Regulation/Procedures, p. 16](#)

³⁷¹ [1A-Policy Governance Manual, Policy 2005, Establishment of Board and College Policies, p. 23](#)

³⁷² [ASCC Website, Publications, http://www.amsamo.edu/institution/publications.html](http://www.amsamo.edu/institution/publications.html)

³⁷³ [1A-Policy Governance Manual, p. 1](#)

Rules and regulations are aligned to board approved policies. Standard Operating Procedures (SOP) are aligned to rules and regulations and implemented by the respective departments and divisions, under the supervision of each chairperson, dean, director, and officer.

The Human Resources Department conducts employee trainings upon request for all personnel during the annual convocation or by request in areas such as records management, employee compensation, employee benefits, and grievances. HR staff provides printed copies of the Policy Governance Manual to all new employees.

Analysis and Evaluation

The College's Participatory Governance Structural Manual describes the roles and avenues for participatory shared governance for all internal constituencies in policy, and rule and regulation reviews.³⁷⁴

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College's Instructional Philosophy statement emphasizes its commitment to providing the people of American Samoa an institution of high-quality education programs and services congruent to its Mission.³⁷⁵ The College is an open admission institution with defined Core Values that promote respect for diversity, tradition and culture to ensure equal employment opportunities in policies and procedures.^{376 377}

The HR provides avenues to address personnel needs and policy inquiries through direct requests and through the College's program review processes – divisional annual outcome plans. As deemed necessary, requests for policy, rules and regulations, or process presentations are conducted during annual convocations or during faculty orientation. The HR assesses employee records linked to personnel evaluations annually, as another avenue to determine personnel strengths and weaknesses in classified positions.

Employees are provided the opportunity to enroll in courses offered by the College for skills enhancement.³⁷⁸ Professional development opportunities are encouraged, budgeted, and supported by the College both locally and off-island for personnel. To ensure compliance, the President has hosted an annual leadership training for administrators for the last five years to emphasize the importance of leadership accountability and governance.

³⁷⁴ [1A-Participatory Governance Structural Manual, pp. 6-11](#)

³⁷⁵ [1A-Policy Governance Manual, Policy 5000, Statement of Instructional Philosophy, p. 70](#)

³⁷⁶ [1A-Policy Governance Manual, Policy 4208, Equal Employment Opportunity and Affirmative Action, pp. 55-56](#)

³⁷⁷ [1A-Policy Governance Manual, Policy 5210, Student Open Admission, p. 75](#)

³⁷⁸ [1A-Policy Governance Manual, Policy 4306, Training Programs, pp. 62-63](#)

Administrators are part of the College's Leadership Team with roles particular to the development, implementation, and assessment of policies and procedures conducive to mission effectiveness.³⁷⁹ Administrators play a vital role in the hiring of personnel and adherence to personnel board policies. Administrators of divisions with vacant positions serve as the chairperson for the interviewing committees and interviews are facilitated by HR staff.^{380 381}

Employment equity records are assessed and monitored by the HR Officer who also serves as the Equal Employment Opportunity (EEO) coordinator to ensure compliance with local and federal regulations.³⁸²

Analysis and Evaluation

The College adheres to its policies and processes to develop and maintain programs that support its diverse personnel. The College emphasizes the importance of equity and diversity in the services provided. The College continues to provide support and continues to identify the needs of its personnel through annual program review outcome planning, annual priorities, and institutional strategic plan in meeting its mission. The HR office continues to track and evaluate its record on employment diversity and equity to assure that all administrators, faculty and staff are treated fairly.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College's Core Values expresses personnel commitment to Student Centeredness, Respect for Diversity, Collaboration and Teamwork, Respect for Tradition and Teamwork, and Lifelong Learning. These expectations provide the ethical behavior expectations for all employees in adherence to board policy.³⁸³ Violations of the code of conduct will result to actions specified in chapter four, section-five board policies.³⁸⁴

Analysis and Evaluation

The HR SOP provides a fair redress for all personnel conflicts.³⁸⁵ Administrators and supervisors are accountable to ensure that employees meet the ethical and professional standards for personnel conduct. Failure to comply with policies and procedures with regard to the code of professional ethics will result to disciplinary actions. The College's written code of professional

³⁷⁹ [1A-Participatory Governance Structural Manual, Leadership Team, pg. 9](#)

³⁸⁰ [1A-Policy Governance Manual, Policy 4203, Employee Code of Conduct, pp. 52-53](#)

³⁸¹ [1A-Policy Governance Manual, Policy 3005, People Treatment, p. 33](#)

³⁸² [1A-Policy Governance Manual, Policy 4205.2, Personnel File, p. 54](#)

³⁸³ [1A-Policy Governance Manual, Policy 4203, Employee Code of Conduct, pp. 52-53](#)

³⁸⁴ [1A-Policy Governance Manual, Section V, Employment Development, pp. 59-62](#)

³⁸⁵ [1A-Policy Governance Manual, Policy 4212, Appeal and Grievance, pp. 58](#)

ethics is outlined in several manuals that include the Board Policy Governance Manual and Personnel Manual.³⁸⁶

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College provides opportunities for professional development based on results from program review and annual outcome planning linked to the annual budget call processes.³⁸⁷ Faculty and staff are encouraged to participate in inhouse workshops and trainings to increase informational awareness on topics particular to accreditation, governance, and institutional updates during the College's annual convocation, which coincides with faculty orientation each fall semester.

All faculty are required to attend faculty orientation in the beginning of each semester. An approved schedule of presentations on topics that include updates in program review and strategic planning, Institution-Set Standard, Accreditation, governance policies, and student learning outcomes and assessment, are presented to faculty during faculty orientation.

The Executive Leadership provides annual leadership training for administrators in areas to improve management, accountability, and leadership expectations. Survey evaluations are provided for feedback and also closing discussions on weaknesses and strengths of these trainings for further improvement.

In the 2020 spring semester, all public schools including the College were mandated to shut down due to the COVID-19 pandemic. In an effort to complete the remaining weeks of the spring 2020 semester, all active face-to-face courses were transitioned to the College's learning management system on Modular Object-Oriented Dynamic Learning Environment (MOODLE), and trainings for faculty, student support staff, and students on the usage of MOODLE and development of courses online were initiated.

In the Summer and Fall 2020, the College required all faculty to be trained in MOODLE in order to resume classes online due to the American Samoa Government COVID-19 closure of school mandate. All faculty were trained through Department chairpersons training and through the Institution MOODLE trainings.³⁸⁸

Analysis and Evaluation

³⁸⁶ [3A-Personnel Manual, Chapter 8 - Conduct, pp. 50-53](#)

³⁸⁷ [1B-FY 2022 Outcome Plan, Vice President of ACSA, pp. 15-18](#)

³⁸⁸ [1C-MOODLE Presentation – Train the Trainer](#)

The College provides opportunities for professional development consistent with its Mission. Employees are provided the opportunity to enroll in courses offered by the College for skill enhancement at no cost.³⁸⁹ Professional development opportunities are encouraged, budgeted, and supported by the College both locally and off-island for personnel.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College's Human Resources Division provides the extensive provisions for the security and the confidentiality of personnel records.^{390 391 392} Personnel files are secured in the HR office, with access restricted to HR personnel. The HR office is charged with the responsibility of securing records and implementing SOP in compliance with College policies.

Employees may gain access to official personnel records by contacting the HR office. Personnel files may not be removed from the HR office, but will be copied upon written request from the employee.³⁹³

The HR office maintains the official personnel files, and only HR staff members have access to the filing cabinets where official personnel records are stored and locked. When a file is being reviewed by an authorized employee, an HR staff is present to ensure that items placed in files are not removed or added.

Analysis and Evaluation

The Collage maintains personnel records and only HR staff members have access to the filing cabinets where official personnel records are stored and locked. A Personnel File is established upon the hiring of an employee. When a file is being reviewed by an authorized employee an HR staff is present to ensure that items placed in files are not removed or added.

Conclusions on Standard III.A. Human Resources

The College uses its human resources to improve the quality of academic and institutional effectiveness. To ensure the integrity and quality of its programs and services, the College has sufficient number of faculty, administrators and staff, to serve its mission, and processes and procedures to assure their relevant required qualification and skills. the College continues to

³⁸⁹ [IA-Policy Governance Manual, Policy 4306, Training Programs, pp. 62-63](#)

³⁹⁰ [IA-Policy Governance Manual, Policy 4205, Employee Privacy Rule, p. 53](#)

³⁹¹ [IA-Policy Governance Manual, Policy 4205.1, Collecting and Retaining Personal Information, p. 53](#)

³⁹² [IA-Policy Governance Manual, Policy 4205.2, Personnel File, p. 54](#)

³⁹³ [IA-Policy Governance Manual, Policy 4305.4, File Retention, p. 54](#)

monitor plans for improvements to meet its needs consistent with the mission, and provide for equal opportunity and diverse personnel to maintain institutional effectiveness.

Evidence List

- 325 [1 1A-Policy Governance Manual, Policy 4001, Personnel Administration](#)
- 326 [1 1A-Policy Governance Manual, Policy 4003.1, General Requirements of Recruitment and Placement](#)
- 327 [1 1A-Policy Governance Manual, Policy 4005.1, Employee Recruitment and Hiring](#)
- 328 [1 1A-Policy Governance Manual, Policy 4006, Academic and Professional Credentials for Faculty](#)
- 329 [1 1A-Policy Governance Manual, Policy 4005, Job Posting](#)
- 330 [1 3A-Personnel Action Request Form](#)
- 331 [1 3A-Job Announcement Form and Position Review Form](#)
- 332 [1 3A-Human Resources Standard of Operating Procedures, Job Announcement](#)
- 333 [1 A1-Governance Policy Manual, Policy 4006 Academic and Professional Credentials for Faculty](#)
- 334 [1 A1-Governance Policy Manual 4003.1 General Requirements of Recruitment and Placement](#)
- 335 [1 3A-Human Resources Standard of Operating for Hiring, p.15](#)
- 336 [1 A1-Governance Policy Manual, Policy 4005.1 Employee Recruitment and Hiring](#)
- 337 [1 A1-Governance Policy Manual, Policy 4203 Employee Code of Conduct](#)
- 338 [1 A1-Governance Policy Manual, Policy 4212 Appeal and Grievance](#)
- 339 [1 Human Resource Standard Operating Procedures, SOP Hiring and Recruitment, p.15](#)
- 340 [1 3A-Faculty Job Description](#)
- 341 [1 1A-Policy Governance Manual, Policy 4006, p. 48](#)
- 342 [1 1A-Policy Governance Manual, Policy 4003, Employment Standards; Policy 4008, Faculty Appointments](#)
- 343 [1 ASCC Catalog 2020-2022, pp. 126-131](#)
- 344 [1 1A-Participatory Structural Governance Manual, pp. 7-11](#)
- 345 [1 1A-Policy Governance Manual, Policy 4006, Academic and Professional Credentials for Faculty, p. 48](#)
- 346 [1 Human Resources Hiring and Recruitment Standard of Operating Procedures](#)
- 347 [1 ASCC Catalog 2020-2022 pp. 126-131](#)

- 348 [1 1A-Policy Governance Manual, Policy 4300, Employee Performance Evaluation, p. 59](#)
- 349 [1 3A-Faculty Performance Evaluation](#)
- 350 [1 3A-Staff Performance Evaluation](#)
- 351 [1 3A-Administrator Performance Evaluation](#)
- 352 [1 3A-HR SOP, Performance Evaluation](#)
- 353 [1 1A-Policy Governance Manual, Policy 4300 \(B\), Evaluation Counseling Improvement of Performance, p. 60](#)
- 354 [1 1A-Policy Governance Manual, Policy 4300, Employee Performance Evaluation, pp. 59-60](#)
- 355 [1 ASCC FY 2022 Budget Planning Process Presentation](#)
- 356 [1 ASCC Catalog 2020-2022, pp. 128-131](#)
- 357 [1 FY 2022 Annual Outcome Plans, pp. 23-27](#)
- 358 [1 FY 2022 Annual Outcome Plan Template](#)
- 359 [1 1A-Policy Governance Manual, Policy 5102, Faculty Orientation Mentor and Professional Development, p. 71](#)
- 360 [1 1A-Policy Governance Manual, Policy 5103, Faculty Competencies for Instructional Effectiveness, p. 71](#)
- 361 [1 Personnel Action Request Form](#)
- 362 [1 Adjunct Teaching Request Form, HR SOP, p.25](#)
- 363 [1 FY 2022 Annual Outcome Plans, pp. 15-129](#)
- 364 [1 FY 2022 Annual Outcome Plan, Management Information Systems, pp. 116-122](#)
- 365 [1 1A-Participatory Governance Structural Manual, Executive Leadership, pp 7-8](#)
- 366 [1 1A-Policy Governance Manual, Policy 4008.1, Staff Appointment Types, p. 49](#)
- 367 [1 1A-Participatory Governance Structural Manual, Governance Groups, pp. 7-11](#)
- 368 [1 1A-Policy Governance Manual, Policy 3019, Administrative Responsibilities, pp. 39-40](#)
- 369 [1 1A-Policy Governance Manual, Policy 3018, Support Services, p. 39](#)
- 370 [1 1A-Policy Governance Manual, Policy 1003 and College Regulation/Procedures, p. 16](#)
- 371 [1 1A-Policy Governance Manual, Policy 2005, Establishment of Board and College Policies, p. 23](#)
- 372 [1 ASCC Website, Publications,
<http://www.amsamoa.edu/institution/publications.html>](#)
- 373 [1 1A-Policy Governance Manual, p. 1](#)
- 374 [1 1A-Participatory Governance Structural Manual, pp. 6-11](#)

- 375 [1 1A-Policy Governance Manual, Policy 5000, Statement of Instructional Philosophy, p. 70](#)
- 376 [1 1A-Policy Governance Manual, Policy 4208, Equal Employment Opportunity and Affirmative Action, pp. 55-56](#)
- 377 [1 1A-Policy Governance Manual, Policy 5210, Student Open Admission, p. 75](#)
- 378 [1 1A-Policy Governance Manual, Policy 4306, Training Programs, pp. 62-63](#)
- 379 [1 1A-Participatory Governance Structural Manual, Leadership Team, pg. 9](#)
- 380 [1 1A-Policy Governance Manual, Policy 4203, Employee Code of Conduct, pp. 52-53](#)
- 381 [1 1A-Policy Governance Manual, Policy 3005, People Treatment, p. 33](#)
- 382 [1 1A-Policy Governance Manual, Policy 4205.2, Personnel File, p. 54](#)
- 383 [1 1A-Policy Governance Manual, Policy 4203, Employee Code of Conduct, pp. 52-53](#)
- 384 [1 1A-Policy Governance Manual, Section V, Employment Development, pp. 59-62](#)
- 385 [1 1A-Policy Governance Manual, Policy 4212, Appeal and Grievance, pp. 58](#)
- 386 [1 3A-Personnel Manual, Chapter 8 - Conduct, pp. 50-53](#)
- 387 [1 1B-FY 2022 Outcome Plan, Vice President of ACSA, pp. 15-18](#)
- 388 [1 1C-MOODLE Presentation – Train the Trainer](#)
- 389 [1 1A-Policy Governance Manual, Policy 4306, Training Programs, pp. 62-63](#)
- 390 [1 1A-Policy Governance Manual, Policy 4205, Employee Privacy Rule, p. 53](#)
- 391 [1 1A-Policy Governance Manual, Policy 4205.1, Collecting and Retaining Personal Information, p. 53](#)
- 392 [1 1A-Policy Governance Manual, Policy 4205.2, Personnel File, p. 54](#)
- 393 [1 1A-Policy Governance Manual, Policy 4305.4, File Retention, p. 54](#)

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College consists of one campus located in the village of Mapusaga. It has approximately 53 acres with more than 26,000 square feet of physical facility space.³⁹⁴ There are 27 buildings to

³⁹⁴ [3B-2015 TOFR ASCC Building Replacement Cost Report](#)

provide services in support of student learning. Included in these structures are 47 classrooms, 20 instructional labs, and six general computer labs.

The Multi-Purpose Center (MPC) was officially dedicated in 2018 and houses Student Services staff to include a 450 maximum capacity auditorium for programs and learning support service activities. The MPC was funded through the Governor's Capital Improvement Project under the U.S. Department of Interior.

In the fall of 2020, the American Samoa Government (ASG) hosted a ground breaking ceremony for the construction of a new Cafeteria and Technology building for the College. The project is fully funded and contracted by the ASG. The Cafeteria and Technology building will provide space for food vendors, admissions and financial aid staff.

To ensure the safety of the institution's facilities, the following criteria are adhered to for all facilities: the Uniform Building Code (UBC), the American Disabilities Act (ADA) requirements for accessibility, the Occupational Safety and Health Administration (OSHA) Standards, and the International Building Code (IBC) requirements. The Department of Public Works conducts inspection throughout each phase for any new construction.

For continuous compliance with regulatory agencies, the Physical Facilities and Maintenance Officer assesses new, renovated, and relocation projects. Upon meeting all building codes standards, a Certificate of Occupancy is issued by the American Samoa Public Work (AS-PW). The installation of solar lights in parking and isolated areas increased the security of facilities at night.

The ASCC follows internal processes to ensure the safety of facilities. These include:

- Physical Facilities Management (PFM) personnel conduct safety checks of facilities and campus grounds in their areas.
- Security personnel conduct daily routine safety checks of the campus during and after school hours.³⁹⁵
- Upon request for repairs, safety inspections and assessment of facilities are conducted before work is carried out.³⁹⁶
- Staff and Faculty report safety concerns within their departments and surrounding areas through the use of Job Order forms, which are submitted to PFM.³⁹⁷
- For Physical Facilities requests, the College provides security and custodial personnel to ensure the safety and cleanliness of campus facilities.
- Evacuation plans for safety drills are in place.³⁹⁸
- Compliance checks are conducted by the American Samoa Environmental Protection Agency (ASEPA) for science and research labs and hazardous materials storage.

³⁹⁵ [3B-Security Daily Report Form](#)

³⁹⁶ [3B-Job Order Flow Chart](#)

³⁹⁷ [3B-Job Order Form](#)

³⁹⁸ [3B-Evacuation Plan](#)

The College follows specific criteria and processes required for new construction of facilities and any major renovation or repair to facilities as required by the American Samoa Government for new construction, building renovations and repairs as required by law.

The College determines the sufficiency of classrooms, lecture hall, laboratories, and other facilities through several Physical Facilities and processes. Each semester the Academic Affairs Division schedules courses and labs for all course offerings. A Facility Request Form is routed for written approval if facilities are to be used outside of the scheduled course use. Academic Affairs updates the classroom matrix of classroom use every semester to ensure that physical resources are used effectively and that there are adequate classrooms for all scheduled courses.

Actual Expenditure Reports list expenses for facility repair and maintenance. Job Order Summary Reports document actual work performed on facilities with a comment section filled out by the division or academic department. Short term priorities are identified through these mechanisms which allow the College to address its facility needs. Long-term priorities are identified in the College's 2021-2026 Institutional Strategic Plan and 2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan (TCOCMP).³⁹⁹

ASCC does not have off-campus instructional sites however there are off-campus Agriculture Community and Natural Resources (ACNR) stations in Ta'u and Ofu, Manu'a. The external processes described above are the same for these stations. Similar internal processes are followed to determine safety and sufficiency of the off-campus facilities however, assessment for the safety of the Manu'a sites by the ACNR station manager is done upon request by groups who visit the sites regularly. The responsibility for Security is shared through a partnership with the Department of Public Safety (DPS) and the American Samoa Department of Education (ASDOE) who also utilizes the Manu'a facilities.

Various mechanisms are used to evaluate the needs of programs and services. In the spring of 2020, the Resource Committee was established based on recommendations from the evaluation of the 2015-2020 Institutional Strategic Plan (ISP).⁴⁰⁰ The Resource Committee is an Operational Group chaired by the Vice President of Administration and Finance.^{401 402} The Resource Committee completed the update of the 2021-2026 TCOCMP which provides an assessment of College 's resources and costs for facility maintenance for the College.⁴⁰³ Assessments also include the costs of the College's 2021-2026 ISP for facilities plans.⁴⁰⁴

Similar internal processes are used to assure the safety and sufficiency of the equipment to also include:

- Annual inspection of vehicles for insurance purposes
- Property Management tagging of all maintenance equipment
- Fixed asset annual inventory

³⁹⁹ [1B-2021-2026, TCOCMP](#)

⁴⁰⁰ [1B-2020 Review of the ASCC ISP 2015-2020, p. 7](#)

⁴⁰¹ [1A-Participatory Governance Structural Manual, Resource Committee, pp. 10-11](#)

⁴⁰² [Resource Committee, Bylaws, pp. 3-4](#)

⁴⁰³ [1B-2021-2026 TCOCMP, Physical Facilities Maintenance Plans, pp. 22-27](#)

⁴⁰⁴ [1B-2021-2026 TCOCMP, ISP-ASFA 3: Goal 1, Objectives c and e, pp. 16-17](#)

- Property Management personnel use of “Survey and Disposal” forms to assess and replace equipment including vehicles
- Purchase of equipment with warranties and maintenance plans.
- Service of heavy equipment is outsourced to external vendors for the maintenance of equipment and vehicles⁴⁰⁵

Analysis and Evaluation

The College ensures that broad-based planning for facilities is ongoing and consistent with its Mission.⁴⁰⁶ In January 2021, the President approved the Resource Committee as an Operational Group – Standing Committee to ensure that resource planning is linked to the College’s ISP and Mission. The Total Cost of Ownership and Comprehensive Maintenance Plan has been updated to include future maintenance plans and projected costs for the College’s 2021-2026 Institutional Strategic Plan.⁴⁰⁷

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College prioritizes the needs of programs and services through program review, institutional assessment, and strategic planning. The following information is used to determine the needs of programs and services and in planning the proper utilization of facilities:

- Institutional Assessment (Enrollment data, Institutional Strategic Plan Assessments, Comprehensive Maintenance Plan Assessments, Monthly and Quarterly reports)
- Program Review (Annual Outcome and Budget Plans)
- Strategic Planning (2021-2026 Institutional Strategic Plan and the 2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan)

The above data is utilized and compiled in the College’s 2021-2026 Institutional Strategic Plan supported by the 2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plans. The College also responds to community and territorial needs in allowing community and government agencies to provide input and support (e.g., MPC, disaster center designation) for utilization of facilities.⁴⁰⁸

The processes in place for equipment replacement and maintenance are detailed in the divisional Standard Operating Procedures (SOP) for Management Information Systems (MIS), Physical Facilities and Maintenance (PFM), Procurement, and Finance. The PFM follows a work order

⁴⁰⁵ [Physical Facilities and Maintenance SOP](#)

⁴⁰⁶ [IA-Policy Governance Manual, Policy 6200, Campus Safety](#)

⁴⁰⁷ [IB-2021-2026 TCOCMP, Planning Process, p. 5](#)

⁴⁰⁸ [IA-Policy Governance Manual, Policy 6100, Use of College Facilities, p. 81](#)

request process, which includes maintenance and replacement of air conditioners and heavy equipment. MIS follows a step-by-step process of technology equipment replacement and maintenance. The Procurement procedures are followed for all purchasing and replacement of equipment. Each division responsible for equipment is provided with the following:

- The 2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan. This plan includes the following components: Technology Maintenance Plan, Air Conditioning Maintenance Plan, Facilities Maintenance Plan⁴⁰⁹
- Annual Fixed Assets Report
- Program Review – Annual Outcome Plans

The College evaluates the effectiveness of facilities and equipment through reporting in the monthly and quarter reports. Divisions responsible for physical resources include the PFM Division, Procurement, and MIS. These divisions consistently track the use of physical resources and provide the support and services to all College divisions requesting maintenance, custodial, security, technical assistance, and procurement.

The use of physical resources is determined through a variety of means. These include the daily usage of Library resources and computer labs, the occupancy per square footage assessment, Classroom Schedule, and the Physical Facility Request Forms.

Analysis and Evaluation

The College's facilities plans and processes supports the needs of its programs and services. The 2021-2026 Total Cost of Ownership and Comprehensive Plan provides plans for the replacement of equipment and maintenance plans.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

ASCC conducts regular assessments on the use of its facilities through an annual assessment of fixed asset inventory, semester reports of labs, facilities, and classroom usage, and daily inspection of facilities and campus grounds by security, maintenance, and other PFM personnel. Descriptions of these assessment processes are detailed in the Finance, Procurement, Academic Affairs, Library, and PFM SOPs.

- Finance: Assists in analyzing facility usage by updating expenditure reports. This process is done monthly. The Finance Division also updates Fixed Asset General Ledger reports that contains building depreciation value information.
- Procurement: Conducts Fixed Asset Inventory. This is done annually.
- Academic Affairs: Provides classroom occupancy matrix each semester.
- Library: Provides facility usage report quarterly.

⁴⁰⁹ [IB-ASCC Comprehensive Maintenance Plan 2021-2026](#)

- PFM: Prepares Job Order Summary Report to analyze facility maintenance needs. This is done monthly.

The College uses the results of the evaluation to improve the facilities or equipment as evidenced in the SOP in the PFM, MIS, Finance, and Procurement divisions. The College uses program review and divisional assessment data to identify priority needs for facilities and equipment following the College's ISP and TCOCMP.⁴¹⁰

Baccalaureate Degree

Facilities and other physical resources utilized by the Bachelor program are assessed regularly through annual assessment, and daily inspection of facilities conducted by security, maintenance, and other PFM personnel, similar to the assessment of facilities and classrooms used by other instructional programs.

Analysis and Evaluation

The College's priorities determine the specific areas in need of immediate and long-term planning.⁴¹¹ The Resource Committee is designated to evaluate all physical resources for the College congruent to the TCOCMP.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The College develops capital plans based on needs identified in the 2021-2026 ISP. The 2021-2026 TCOCMP was updated in the spring of 2021 to determine the total cost of ownership of the ISP and to provide data to aid in decision-making congruent to the College's budget planning process, and the monitoring of resources.

To support the College's long-term plans, the institution implemented a new source of fiscal resource through the approval of the facilities fees of five dollars per credit. This source of funding is to assist the College in implementing its future maintenance priorities and capital improvements as outlined in the TCOCMP.

All capital projects are aligned to the goals of the College's ISP and are identified as Academic Strategic Focus Areas (ASFA). Funding for capital long-term projects is supported by CIP funding from the Governor's Office, grants, or local funding.

Analysis and Evaluation

⁴¹⁰ [1B-2021-2026 TCOCMP, Institutional Strategic Plan – Total Cost of Ownership, 6-19](#)

⁴¹¹ [2021-2026 Institutional Strategic Plan, p. 15](#)

The College has plans and processes in place for long-range capital plans to support its facilities and maintenance needs.

Conclusions on Standard III.B. Physical Resources

The College's participatory governance ensures that program review and assessment are key to strategic planning. The Resource Committee given its scope and authority has been established to plan, implement, monitor, and assess all resources of the College to include facilities, equipment and physical structures.

Improvement Plan(s)

None

Evidence List

- 394 [1 3B-2015 TOFR ASCC Building Replacement Cost Report](#)
- 395 [1 3B-Security Daily Report Form](#)
- 396 [1 3B-Job Order Flow Chart](#)
- 397 [1 3B-Job Order Form](#)
- 398 [1 3B-Evacuation Plan](#)
- 399 [1 1B-2021-2026, TCOCMP](#)
- 400 [1 1B-2020 Review of the ASCC ISP 2015-2020, p. 7](#)
- 401 [1 1A-Participatory Governance Structural Manual, Resource Committee, pp. 10-11](#)
- 402 [1 Resource Committee, Bylaws, pp. 3-4](#)
- 403 [1 1B-2021-2026 TCOCMP, Physical Facilities Maintenance Plans, pp. 22-27](#)
- 404 [1 1B-2021-2026 TCOCMP, ISP-ASFA 3: Goal 1, Objectives c and e, pp. 16-17](#)
- 405 [1 Physical Facilities and Maintenance SOP](#)
- 406 [1 1A-Policy Governance Manual, Policy 6200, Campus Safety](#)
- 407 [1 1B-2021-2026 TCOCMP, Planning Process, p. 5](#)
- 408 [1 1A-Policy Governance Manual, Policy 6100, Use of College Facilities, p. 81](#)
- 409 [1 1B-ASCC Comprehensive Maintenance Plan 2021-2026](#)
- 410 [1 1B-2021-2026 TCOCMP, Institutional Strategic Plan – Total Cost of Ownership, 6-19](#)
- 411 [1 2021-2026 Institutional Strategic Plan, p. 15](#)

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The ASCC ensures that technology needs are identified through program review, annual outcome planning and approved budget, and reports generated by the Management Information Systems (MIS) division.

Through program review, ASCC employees are able to report what technology services are provided and whether these are adequate for divisional services. This coincides with assessments conducted by MIS noted in the College's 2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plans to include the costs for technology resources and maintenance.⁴¹²

The ISP 2021-2026 sets the foundation for technology planning. In the monthly reports, divisions report challenges in meeting their goals, which include technological challenges and needs.

In addition to program review, the College ensures it meets its technological needs through the services provided by the MIS department. Although the decision for divisions to purchase equipment follows proper protocol of purchase requests, MIS provides support for decision-making by recommending specifications for equipment and software. Each ASCC division follows protocol when reporting needs and or requests for technology. Requests for technology support are reported directly to MIS through work order request(s) or routed through a division's dean, director, officer or respective vice presidents prior to submission to MIS. Requests for technology support are tracked through software used by MIS called OS Ticket, and progress towards these requests is reported through monthly reports.

By having a historical report on work orders, MIS pinpoints what problems exist and make recommendations to the divisions. MIS follows a monthly reporting to the Information Officer (IO) of status of projects and work orders. Summary reports track completed work orders and the status of MIS projects and activities.

The MIS division is the central division providing all technological services for the institution. The MIS division is organized into offices that provide support for different areas of technology for the ASCC. These offices are:

- Office of IO
- Network and Multimedia
- Helpdesk
- Systems Administration
- Web and Communications

⁴¹² [1B-2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan, pp. 30-35](#)

- Website Administration

Each MIS unit provides technology support to users, work order assistance, direct or indirect assistance in troubleshooting. Technology needs are reported to MIS through email, telephone calls or office visits. MIS has a support email address (mis@amsamo.edu) tied to the OS Ticket software. A work order is automatically created when a user emails the support address. An email confirmation is automatically generated and sent to the user, including the work order number, to confirm that a request has been received. This process is documented in MIS SOP.⁴¹³

The College is responsible for providing support through MIS for campus technology. Supported technology include Personal Computers (PC) and Macintosh Desktops and Laptops, all-in-one laser printers, scanners, projectors, phone conference units, Voice over Internet Protocol (VoIP) phones, fax machines, SmartBoards, iPads, Multi-Purpose Center and Lecture Hall sound system and microphones.⁴¹⁴

In meeting the technology needs of the ASCC, the following technology services are available to the ASCC community:

- Active Directory
- Dynamic Host Configuration Protocol (DHCP)
- Employee and Student Electronic Mail (E-mail)
- Colleague Administrative Suite
- Other Server Systems
- Student Computer Labs
- Wired network
- Wireless network
- Web Services:
 - ASCC Website
 - WebAdvsiior
 - Compliance Assist - Anthology
 - Modular Object-Oriented Dynamic Learning Environment (MOODLE) – Learning Management System
 - Zoom Video Communications services
 - Follet Online Library Catalog
 - Samoan Media Search

The MIS division provides security and reliability for the ASCC systems through the use of its firewall and usage policies. The IO and Assistant IO manage rules configured on the College firewall. These rules are in accordance with security policies that govern the MIS network that is managed and updated by the IO. ASCC has completed an upgrade to the firewall to enable security services for ASCC’s growing network and system needs. Funding was possible through Higher Education Emergency Relief fund (HEERF).

⁴¹³[MIS Standard Operating Procedures, SOP# MIS-IO-001 MIS Work Orders, p.5](#)

⁴¹⁴[IB-2021-2026 TCOCMP, Technological Systems and Costs, pp. 32-34](#)

Active Directory and DHCP Services

MIS houses Active Directory and DHCP Services to control employee logins and PC network. Every employee gets an ASCC login, and this provides access to the employee computer, the Colleague framework, and the user wireless system. MIS additionally houses student Active Directory servers to provide every student with an ASCC login. With this, students can exploit online enrollment and checking their data on the web, for example, majors, grades, and transcripts. Students can likewise utilize their logins to get to Moodle and student wireless system.

Employee and Student E-mail (@amsamoa.edu)

ASCC personnel and enrolled students are provided access to the College's email services using Google Workspace. The College no longer houses a physical mail server. The upgrade to the College's email services was possible through HEERF funding to address the College's plans for COVID-19. This extended the opportunity for students enrolled to attain access to the College's email services. All students and employees are issued an amsamoa.edu E-mail account. Included in the Google Workspace service package is access to unlimited space on Google Shared Drive accessible to all users and managed by MIS.

Colleague Administrative Suite (including WebAdvisor)

The Colleague software is the Administrative Suite used by ASCC to manage its finances, registration (online and through Records Office), student and employee information, as well as reporting. The main users of the system for data entry are the Human Resources, Admissions, Records, Financial Aid, Procurement, and Finance divisions.

The Colleague system offers capabilities for additional support through a service called WebAdvisor. WebAdvisor allows College administrators to manage annual divisional budgets. WebAdvisor for students allow access for online registration, academic records and course schedules. WebAdvisor for faculty allows viewing of course rosters. WebAdvisor also provides access for continuing students to pre-register for courses, and check information such as major, grades and transcripts online.

The MIS is currently upgrading the College's Colleague system hardware and software in preparation for migrating the system to a Software as a Service (SaaS) environment, hosted by Ellucian. Funding was possible through Higher Education Emergency Relief fund (HEERF) to accommodate the College's additional priority for online access.

Other Server Systems

The College houses software for the Financial Aid office, including EDEXpress and EDConnect. This same server is used for Financial Aid file sharing. MIS has completed upgrading the Financial Aid server the current server system software. Funding was possible through Higher Education Emergency Relief fund (HEERF).

Student Computer Labs

ASCC provides 20 Student Computer Labs, housed and supervised under different divisions across the campus. MIS provides computer and printer support for these computer labs as well as annual maintenance services.

Wired and Wireless Network Services (includes Internet)

The College supports two external connections to the Internet Service Providers (ISP). These connections are terminated at the MIS Network Operations Center (NOC). Currently the ASCC is connected through a 4Mbps (megabits per second) fiber connection through BlueSky Communications. The ASCC has another connection through a 300Mbps connection to American Samoa Telecommunications Authority (ASTCA). MIS manages these main connections for the ASCC campus, excluding the Agriculture, Community and Natural Resources (ACNR) buildings. ACNR has a separate network connection to the ASTCA ISP. MIS is currently working with ACNR on a solution that would combine the ACNR network with that of the main campus. MIS manages the wireless network covering the entire campus. Access to the wireless connection is provided to users with a valid ASCC login. MIS is currently upgrading the Wireless network to replace obsolete equipment.

ASCC Website

The College Website is active and hosted on Bluehost at www.amsamoa.edu. The website provides access to current ASCC information, and is available to anyone with an Internet connection. The Website provides links to online services including Moodle, Webmail, Library Search, WebAdvisor, Samoan Media Search, Compliance Assist, Archive, and Photo Gallery.

Compliance Assist - Anthology

Compliance Assist (CA) or Anthology is a fully integrated and comprehensive online solution for managing institutional research, planning, and accreditation needs. It is powered by Campus Labs, an online solutions company in Alpharetta, Georgia. The website designed for the ASCC has four modules: Accreditation, Planning, Outcomes, Program Review and Gallery. CA is currently being used for strategic planning and institutional document archiving. Instructions for reporting are given to designated users who have been given access to templates on the site.

MOODLE and Zoom

The College recently transitioned all courses on the local MOODLE server to Remote Learners online to support faculty with the delivery of courses online support. The College does not offer distance learning one-hundred percent for programs or courses.

Technology for distance learning includes the MOODLE Course Management System, Zoom Video Communication services, computers, and network connections. These resources provide the infrastructure for ASCC to implement distance learning to accommodate the partial percentages of courses offered online due to the COVID-19 Declaration.

Follet Online Library Catalog

The ASCC houses a server that supports Follett software. This is a catalog searching software that allows students to search the library card catalog by specific subjects, authors or keywords. The tool extends to include online catalog searches for other local libraries, including those hosted by Feleti Barstow, Department of Education, American Samoa Historic Preservation Office, Kanana Fou Theological Seminary, Manu'a High School, Samoa Baptist Academy and Iakina Academy.

Multimedia and Peripherals

Multimedia and peripherals services are provided through MIS and other divisions. All divisions have access to computers, printers and SmartBoards. Faculty and staff requests for use of projectors, printers, computer components and laptops are made through the Office of Academic Affairs, MIS and within academic departments. Faculty and staff check out laptops, projectors, and speakers through MIS.

The College supports the phone lines on campus through MIS. New line pulls are completed by the local phone company, ASTCA, but the institution is responsible for performing basic troubleshooting and contacting ASTCA for major requests.

There is a collaborative effort to provide the best technological services for the ASCC. Administrators assess the technology needs for services offered. The MIS division plays a significant role in this collaborative effort as it is charged with the responsibility to oversee the support for technology on campus. When a need arises for technological services, a division consults with the MIS division, whether to purchase equipment, implement software, or provide insight on the parameters of a project. MIS is accountable for SOP that supports technology policies.

Decisions pertaining to technology services, facilities, hardware and software are made in alignment to divisional outcomes plans and ISP plans.⁴¹⁵⁴¹⁶

Each division is responsible for decisions made to purchase new hardware or software. MIS collaborates with all divisions to review hardware and software purchase requisitions to ensure that minimum specifications requirements are met.

Baccalaureate Degree

Technology services and support are adequate for the College's Bachelors Program. Technology plans are addressed in the annual Outcome Plans and 2021-2026 ISP.⁴¹⁷

Analysis and Evaluation

The College has measures in place to allow for needs to be expressed and identified through program review, divisional assessment, request protocol and MIS reports. Technology has been the priority of the College since March 2020 due to the global pandemic. The reallocation of resources is included in the College's 2021-2026 TCOCMP.⁴¹⁸

2. The institution continuously plans for, updates and replaces technology to ensure its

⁴¹⁵ [IB_FY 2022 Outcome Plans, Management Information Systems, pp. 116-122](#)

⁴¹⁶ [IB-2021-2026 TCOCMP, ISP-ASF 3: Goal 3, Objective b, p. 16](#)

⁴¹⁷ [IB-FY 2022 Outcome Plans, Teacher Education/American Samoa Bachelors in Education Program, pp. 23-26.](#)

⁴¹⁸ [IB-2021-2026 TCOCMP, Costs for System and Technology Services, p. 34](#)

technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

ASCC provides security and reliability for the systems through the use of its firewall and usage policies. The IO and AIO provide management of rules used on the ASCC firewall. These rules are in accordance with security policies that govern the MIS network managed and updated by the IO.

The College manages server equipment that allows for the upgrade of all servers. The same server upgrade provisions have been made for the rest of the software services provided by the ASCC using server technology. Policies and procedures used by the ASCC in order to keep the technology infrastructure current and sustainable are the Replacement and Disposal Process, Hardware Minimum Specifications, and consideration for Total Cost of Ownership for technology equipment.

In order to keep equipment current and to ensure that all divisions are provided with functioning technology equipment, the ASCC uses the MIS replacement and disposal process. The ASCC evaluates and updates minimum specifications for new releases of software and hardware. The ASCC has minimum specifications for the following equipment: 1) PC Desktop, 2) PC Laptop, 3) Macintosh Desktop, 4) Macintosh Laptop, 5) PC Netbook, 6) all-in-one Printer, 7) conference equipment, 8) Ipad, 9) SmartBoard, and 10) projector hardware.

Technology decisions are evidenced based and outcome driven. Divisional assessment, program review and the ISP 2015-2020 guide technology decisions. The monthly and quarterly reports provide a section for Challenges and Recommendations used to identify needs and recommend solutions. These are also used to make technology decisions.

Divisional budget proposals require justification for budget items.⁴¹⁹ The ISP 2021-2026 provides the guidance to set priorities for technology purchasing. Program Review, divisional assessment, annual Outcome Plans and approved Budget, quarterly reports, and monthly reports are evidence that the ASCC bases its technology decisions on the results of evaluation of services needed. Technology decisions, including budget and purchasing, are based on institutional priorities.

Analysis and Evaluation

The ASCC has processes in place for decisions on technology distribution, replacement and purchases. Policies and procedures are in place to ensure reliability, security and sustainability. The ASCC prioritizes technology needs and bases its decision in alignment with the College's Mission.

3. The institution assures that technology resources at all locations where it offers

⁴¹⁹ [1B-FY 2022 Outcome Plan, Management Information Systems, pp.116-122](#)

courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The ASCC provides drafts of policies and plans for administrative review and enforces approved policies on management, maintenance and operation of the technological infrastructure. MIS schedules for maintenance for all computer labs and divisions are noted in the 2021-2026 TCOCMP.⁴²⁰ All computers are reloaded and cleared of any files. Anti-virus and spam programs are run, and updates are installed. Unscheduled maintenance for computers not in computer labs is provided upon the user's request. The ASCC manages a Windows Update as well as an Anti-virus server that provides updates and anti-virus scanning for all computers at regular intervals.

The ASCC provides backup for all servers. The Institution uses file servers and Network Access Storage units to provide shared folders for divisions as requested. MIS backs up all files placed on these shared media. The backup of individual employee computers is the responsibility of the user.

The MIS maintains a backup generator that allows for all servers to stay operational even during electrical outages. The setup makes it possible for the generator to automatically start up when the regular service fails.

Analysis and Evaluation

The College technology resources are maintained and accessible. Maintenance schedules for computer labs and offices are part of the College's total cost of ownership plans. Facilities where technology resources are located is appropriate and facility improvement plans are noted in the Physical Facilities and Maintenance processes as described in Standard III.B.1.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Each division assesses its needs for Information Technology (IT) training. Requests are made through proper protocol when there are technology-training needs within divisions. Divisions provide basic IT training for technology that is used within their divisions. If there is a need for an advanced IT training such as Colleague usage or E-mail orientation, requests are made to the MIS division and training is scheduled.

The ASCC provides training in different ways. MIS has provided training as requested by academic divisions during faculty orientation. Training was offered by vendors supporting

⁴²⁰ [1B-2021-2026 TCOCMP, Annual Cost for Technology Maintenance and Services, pp. 35-40](#)

distance education technology such as Zoom video communication programs and Google Workspace programs for faculty and staff.

MOODLE online course training was provided for both administrators and faculty for technology in course developing and delivery. Faculty and support staff participated in this train-the-trainer training. These users in turn provided training within the respective program or division. MOODLE training is also offered to students. Students are also provided direct support in the computer labs by full-time computer lab assistants.

For the Colleague system, the Finance division provides training for the Leadership Team to view and manage their budget information online.

Training is provided within different divisions to student workers who require the use of technology to perform their duties. Students are provided support in the computer labs by the Computer Lab Assistants should they need assistance with learning new technology. Students are provided guidance and support for wireless technology when requested.

Analysis and Evaluation

The College's MIS division provides the appropriate technology support and training for all constituents. MIS is in the process of developing a survey tool to assess the success of IT training that is provided to the College. Each division reviews and evaluates its own training. Training is offered upon request, and supported by the MIS office. Technological and training needs are assessed during the program review and divisional assessment.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The ASCC uses the Acceptable Usage Policy to guide the appropriate use of technology.⁴²¹ Policies ensure that technology is used solely for conducting College business and to support student learning.

The ASCC Acceptable Usage Policy is made available on the ASCC website under the Technology Support page as well as the Academic Policies page. The ASCC has the Acceptable Usage Policy (AUP) in place to guide appropriate use of technology. When the user signs the Domain Account Request form, they agree to adhere to the rules governing the ASCC technology usage provided in the Acceptable Usage Policy.⁴²²

The Board of Higher Education approved MIS policy statements in 2019, adding a new chapter of policy statements in the Board Policy Governance Manual. Board MIS policies are

⁴²¹ [1A-Policy Governance Manual, Policy 4411, Acceptable and Safe Use of College Equipment, Property, and Services](#)

⁴²² [MIS Acceptable Use Policy Form](#)

categorized in three-sections that include Information Technology, Computer Usage, and Information Technology Communication to support information access, conduct, protect, and management of technology for programs and services.⁴²³

Analysis and Evaluation

The MIS policies and SOP are used to guide students and personnel with the acceptable use principles for utilizing the College's MIS technology services.

Conclusions on Standard III.C. Technology Resources

The College has sufficient technology resources to support and achieve its Mission. In April 2021, the College hired a full-time Information Officer to spearhead the College's plans to upgrade and improve the College's network infrastructure, systems, and strengthen security protocols particular to accessibility, compliance, and information security as cited in the 2019 and 2020 annual reports and Office of Civil Rights (OCR). The costs of the upgrades were possible through the Higher Educational Emergency Response Funds (HEERF).

Improvement Plan(s)

None

Evidence List

- 412 [1 1B-2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan, pp. 30-35](#)
- 413 [1MIS Standard Operating Procedures, SOP# MIS-IO-001 MIS Work Orders, p.5](#)
- 414 [1 1B-2021-2026 TCOCMP, Technological Systems and Costs, pp. 32-34](#)
- 415 [1 1B_FY 2022 Outcome Plans, Management Information Systems, pp. 116-122](#)
- 416 [1 1B-2021-2026 TCOCMP, ISP-ASF 3: Goal 3, Objective b, p. 16](#)
- 417 [1 1B-FY 2022 Outcome Plans, Teacher Education/American Samoa Bachelors in Education Program, pp. 23-26.](#)
- 418 [1 1B-2021-2026 TCOCMP, Costs for System and Technology Services, p. 34](#)
- 419 [1 1B-FY 2022 Outcome Plan, Management Information Systems, pp.116-122](#)
- 420 [1 1B-2021-2026 TCOCMP, Annual Cost for Technology Maintenance and Services, pp. 35-40](#)
- 421 [1 1A-Policy Governance Manual, Policy 4411, Acceptable and Safe Use of College Equipment, Property, and Services](#)
- 422 [1 MIS Acceptable Use Policy Form](#)
- 423 [1 1A-Policy Governance Manual, pp. 9](#)

⁴²³ [1A-Policy Governance Manual, pp. 9](#)

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The College emphasizes its broad-based understanding of priorities and processes to implement strategies to achieve its outcomes through participatory governance as described in Standard I.B.9. The ASCC Mission is essential to institutional planning with an emphasis on student learning and achievement.

Revenues generated through available financial resources are sufficient to support the American Samoa Community College Mission and its student learning programs.

The overall approved budget for Fiscal Year (FY) 2021 is \$14,576,600.00 as approved by the Fono – Legislative Branch (Senate and House of Representatives).

Budget Summary 2021:

Local Revenue Resources

ASCC Revenue (Tuition and other)	\$4,765,600
General Fund Subsidy	\$3,000,000
DOI Grant in Aid	\$1,500,000
Tobacco Tax	<u>\$1,000,000</u>
Total revenue sources for local funds	\$10,265,600

Grant Revenue Resources (Tuition and Other)

Federal Grants	<u>\$4,117,000</u>
Total Revenue Sources for Grants	\$4,117,000

Enterprise

Book Store	<u>\$194,000</u>
	\$194,000

Total Approved Budget \$14,576,600

The institution manages its fiscal resources through monthly analysis that is conducted in collaboration by the Finance Division and the Leadership Team. Resource allocation is an integral part of the College's budget planning process, which provides the means based on

available resources to fund the College's priorities. The College emphasizes its broad-based understanding of priorities and processes to implement strategies to achieve outcomes through program review and assessment as described in Standard I.B.5. The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement.

The College has fully assessed its Mission through program review processes in the spring of 2021. Data results from SLO assessment, institution-set standards, and committee recommendations were used to set the institutional priorities for fiscal year 2022. The President issued a memo institutionally to inform all internal stakeholders of the College's institutional priorities to base all department planning for fiscal year 2022, which supports the College's 2021-2026 Institutional Strategic Plan (ISP).

Data resulting from program review are used for planning and decision-making that include department annual planning, resource allocation or reallocation, and review of department operations and procedures for services offered. Annual budget review also referred to as the College's Budget Call processes, require programs and divisions to submit Outcome Planning and Resource Allocation (OPRA) plans to support annual budget proposals based on program review data.⁴²⁴ ⁴²⁵ The OPRA was last revised in March 2021 and presented to the Leadership in April 2021.⁴²⁶ Budget proposals are reviewed following the College's organizational chart protocol and presented to the Board of Higher Education for approval.

Department budget plans and proposals were submitted to the appropriate vice presidents and President according to protocol for review. In the review of the College's FY 2022 budget, the Executive Leadership invited the Financial Officer and Human Resources Officer to participate in the review of the College's FY 2022 budget proposal to note changes made and for input concerning human, physical, and fiscal resources and committee recommendations. The FY 2022 budget was finalized by the President, and presented to the Board for review and approval.

Baccalaureate Degree

Financial resources allocated to the baccalaureate program are sufficient. Continued support is evident in the College's FY 2022 Outcome Plan and Resource Allocation for the hiring of a new faculty through local funds.

Analysis and Evaluation

The College continues to plan, implement, monitors compliance, and assesses fiscal resources to maintain financial stability to support student learning programs and services. The Board of Higher Education established a policy on Reserve Funds in 2015. The cash reserve policy specifies the level of funds that the institution must set aside.

2. The institution's mission and goals are the foundation for financial planning, and

⁴²⁴ [1B-FY 2018 Outcome Plans and Resource Allocation, Outcome Planning, pp. 4-6](#)

⁴²⁵ [1B-FY 2018 Outcome Plans and Resource Allocation, IE Outcome Plans, pp. 19-39](#)

⁴²⁶ [1B-FY 2022 Budget Call Presentation](#)

financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College's program review processes are cyclical and designed to gather data and evidence to initiate the strategic planning processes as described in Standard I.B.5. Program review results and dialogue are used to determine the College's priority areas in the five-year institutional strategic plan.

Financial planning is an integrated component of institutional planning to meet the College mission and goals. Financial planning is linked to the ASCC ISP 2021-2026. The ISP outlines the institution's goals and priorities each fiscal year, which drives the annual budget and long-range fiscal planning. Policies 3007 Budgeting and Forecasting; 7007 Budget; 7005.3 Cash Reserves; and 7000.5 Financial Emergency Plan solidifies the institution's ability to ensure sound financial practices and financial stability.^{427 428 429 430}

In fiscal year 2018, the ASCC completed the construction of the Multipurpose Center (MPC), funded by the Department of Interior (DOI).

The President and the Board of Higher Education discuss the financial planning annually during its annual retreats to address the priorities of the College.

The ASCC's unrestricted net position for the past three years are as follows:

Year 2018: (5,780,426)⁴³¹

Year 2019: (6,331,803)⁴³²

Year 2020: (7,374,926)⁴³³

The 2020 audited unrestricted net position for the ASCC decreased due to the implementation of Governmental Accounting Standard Board (GASB) 68. GASB 68 mandates that audited financial statements include the ASCC's portion of the American Samoa Government's (ASG) retirement unfunded liability. The ASG retirement fund is managed and maintained by the American Samoa Government Employee Retirement Fund (ASGERF).

The ASCC receives general fund revenue apportionment of annual approved funding from ASG and DOI. The College also generates internal collections from monthly reimbursements of

⁴²⁷ [1A-Policy Governance Manual, Policy 3007, Budgeting and Forecasting](#)

⁴²⁸ [1A-Policy Governance Manual, Policy 7007, Budget](#)

⁴²⁹ [1A-Policy Governance Manual, Policy 7000.5, Emergency Plan](#)

⁴³⁰ [1A-Policy Governance Manual, Policy 7005.3, Reserve Funds](#)

⁴³¹ [3D-Audit Report 2018](#)

⁴³² [3D-Audit Report 2019](#)

⁴³³ [3D-Audit Report 2020](#)

federal grants expenditures, the College’s portion of Federal Pell Grants, and cash payments for tuition and other fees.

In fiscal year 2019, ASG did not fully disburse the approved appropriation as mandated. In 2019 the College received funds from the ASG based on Public Law 37.2. The law stipulates that the College will receive 11% of revenue collected from the Tobacco Tax as mandated.⁴³⁴ The total amount of Tobacco Tax received in fiscal year 2019 was \$1,025,192.72 and \$1,719,345.91 in fiscal year 2020. Due to the economic downturn, ASG decreased the ASCC’s subsidy again in fiscal year 2020.

American Samoa Community College Actual ASG Subsidy and DOI Received		
Year	ASG Subsidy	DOI
2014	\$ 3,000,000.00	\$ 1,358,000.00
2015	\$ 2,601,922.00	\$1,358,000.00
2016	\$ 2,208,921.00	\$1,358,000.00
2017	\$1,786,451.00	\$1,358,000.00
2018	\$1,940,446.00	\$1,384,234.00
2019	\$1,925,000.00	\$1,510,000.00
2020	\$1,000,000.00	\$1,529,978.30

From fiscal years 2014 to 2020, the institution did not have sufficient cash flow and reserves to maintain stability. In the midst of this financial crisis, the ASCC developed strategies leading to the institution’s fiscal recovery. The ASCC temporarily implemented the following cost containment measures and additional funding proposals:

- Suspend locally funded annual salary increments (reinstated in October 2019)
- Freeze locally funded travels (reinstated in October 2019)
- Freeze locally funded new hires (reinstated in April 2021)
- Freeze reclassification (pending)
- Maximize allowable grant cost sharing
- Scrutinize all purchase requests
- Tuition Rate Increase – (approved to be implemented in Fall 2021)

Since the implementation of the above listed cost containment measures, the ASCC’s cash flow has improved.

Although the ASCC did not fully receive the allocated ASG subsidy payments in 2019, the institution continues to control spending.

⁴³⁴ [3D-Public Law 37-2 Amended](#)

The College property insurance coverage is included with the government wide insurance package under the auspices of the ASG. Other semiautonomous organizations contribute to the ASG insurance policy. The property insurance coverage is reviewed biennially to ensure that the facilities are adequately protected.

In FY 2021, the College received USDE funds under the Higher Education Emergency Relief Fund (HEERF) Coronavirus Aid, Relief, and Economic Security Act (CARES) and Coronavirus Response and Relief Supplemental Appropriation Act (CRRSAA) in the amount of \$6.9 million to assist the College's plans in combating the global pandemic.

Plans were implemented to shift the College's access to instruction online. Professional development and trainings have been conducted as well as the upgrading of the College's system ensure online services to students. This includes upgrades to the College's Financial System to allow online payments to meet the needs of students and the community.

Analysis and Evaluation

Given the cyclical nature of tuition collections, various grant payment or reimbursement policies, and previous variable transfer of appropriated funds from ASG to ASCC, the College's cash flow position remains steady. The ASCC routinely monitors its cash flow through the Daily Cash Position Report (DCPR) to ensure the institution's financial stability.⁴³⁵

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The ASCC follows the budget preparation cycle as set by the ASG Planning and Budget Office. Each year the Fono (Legislature) establishes budget ceilings for individual ASG departments and agencies, including the ASCC, which operates as a semi-autonomous agency.

The ASCC's annual budget planning process ensures the broad base participation within the institution. The process is as follows:

- An official budget call is sent out to all deans, directors, officers, and managers (Leadership Team). The official budget call includes important documents and information that will assist the Leadership Team in preparing divisional annual budget proposal. These documents are as follows:
 - Approved prior year budget details
 - Current budget form
 - Current Divisional Assessment program review data provided by the Office of Institutional Effectiveness (IE)
 - Institution Strategic Plan 2021-2026

⁴³⁵ [3D-Daily Cash Position Report](#)

- Academic Program Review Report
- Annual Outcome Plans (IE Form)
- Planned Purchases (Procurement Form)
- Personnel Request (HR Form)
- An institution budget training is conducted by the Executive Director of IE, Human Resource Officer (HRO), and the Financial Officer (FO)
- The Leadership Team conducts budget review and planning, and may meet with the HR Officer and FO as needed.
- The Leadership Team meets with respective vice presidents to discuss divisional budget proposals, fiscal resource allocation, alignment to the ISP 2021-2026, supported by program review data, and for pre-approval.⁴³⁶
- The Leadership Team submits pre-approved budget proposals to FO.
- FO compiles the ASCC budget and prepares projected revenues for the upcoming fiscal year.
- The Executive Leadership reviews the ASCC budget for prioritizing institutional human, fiscal, and physical facilities resource allocation (outcome plans and budget proposals)
- FO finalizes budget with changes as approved by the Executive Leadership.
- Board of Higher Education (BHE) review for approval.
- FO sends the final and approved Budget to the ASG Budget Office.
- College budget is presented before the Fono hearing for the final approval.

Once approved by the Fono the final budget is available to College constituents at the finance division and uploaded on the WebAdvisor.

Requests for reprogramming of line items or supplemental funding may be submitted to the finance division during the budget year. All divisions must use the approved forms and procedures.⁴³⁷

Analysis and Evaluation

The institution's budget planning process ensures that all constituents are involved. This promotes transparency throughout the institution and as a result manages fiscal resources effectively to meet the institution's Mission and goals.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

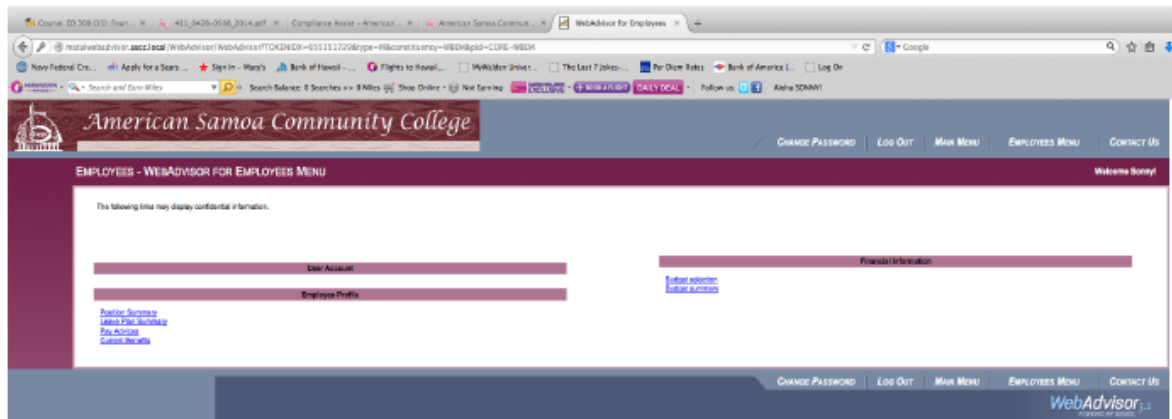
Evidence of Meeting the Standard

⁴³⁶ [IA-Policy Governance Manual, Policy 7007-Budget](#)

⁴³⁷ [Budget Transfer Form](#)

The ASCC annually assesses current and future financial resource availability based on historical financial statements and enrollment data.⁴³⁸ Projected financial resources for upcoming fiscal years are allocated for budgetary purposes based on the institution's priorities.

The ASCC WebAdvisor provides regular budgetary and financial data to key users including but not limited to the Leadership Team. This information is used for continuous budgetary planning, to control expenditures, and assures that the College meets financial obligations.



Analysis and Evaluation

The ASCC recognizes the importance of assessing its available financial resources accurately to support the College Mission and institutional effectiveness. Based on institutional program review and divisional assessments, the ASCC developed funding priorities as outlined in the ISP 2021-2026. Student Centeredness is one of the ASCC's core values. Decisions in budgeting and resource management must be directly linked to student learning and improvement of services and programs.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College's Colleague Financial System is used by all divisions to review budget and financial reports online using WebAdvisor to guide in purchasing and financial decision-making. The Finance Division reviews and updates all accounts to ensure control mechanisms are in place.⁴³⁹ All ASCC divisions are provided email updates to review financial reports for discrepancies

⁴³⁸ [3D-FY 2021 Cash Flow Projection Summary Report](#)

⁴³⁹ [3D-Daily Cash Position Report](#)

regarding budget reports, and the opportunity to provide feedback to the finance division. This is part of the institutional process for internal control and checks and balances.

The ASCC reviews annual planning processes for effectiveness of financial planning. The annual external audit regularly evaluates the institution's financial management practices. Through the Audit Report and Management Corrective Letter (MCL), the Finance Division reviews all recommendations to be implemented for the improvement of the ASCC's financial management practices.

Analysis and Evaluation

The ASCC annually assesses current and future financial resource availability based on historical financial statements and enrollment data.⁴⁴⁰ Projected financial resources for upcoming fiscal years are allocated for budgetary purposes based on the College's priorities. The ASCC reviews budget reports to analyze and assess the effectiveness of past fiscal planning. This data is disseminated to the Leadership Team and is used as part of planning for current and future fiscal needs. This is part of the College's annual budget process.

The College's internal control structure is an important component in managing fiscal resources. The ability of the institution to have timely financial reports and the opportunity to analyze the financial reports strengthens the integrity of the financial system. This is an on-going process that is implemented by the ASCC.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Financial and budget planning is based on institutional program reviews, divisional assessments, and priorities as outlined in the ISP 2021-2026. Revenue projections are based on historical enrollment data. Estimated expenditures are determined accordingly with budgetary allocations and focused on the College's ISP.

Budget development is based on the available resources from the ASG Budget and Planning Office and follows General Accepted Accounting Principles (GAAP) and GASB practices in accordance to Public Law 22-30. The ASG provides an annual budget ceiling for operation financial planning.

The College received an "unqualified (unmodified) opinion" for the 2019 and 2020 audited financial statements. The auditor's clean opinion rendered for ASCC's financial statements is evidence of integrity of the institution's financial management. These audits reflect the outcome of cost allocation of resources that support student learning programs and services.

⁴⁴⁰ [3D-FY 2021 Cash Flow Projection Summary Report](#)

Analysis and Evaluation

Through the Finance division, the ASCC prepares, reviews, and monitors the monthly budget versus expenditure reports to track revenue and expenditures of the institution. Historical expenditure reports are provided to the Leadership Team to assist in preparing annual budgets. This enables the College to use financial resources appropriately.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Divisions access budget financial reports online through WebAdvisor. The financial reports are updated real time and available daily to the Leadership Team. To support institutional and financial management, the budget versus expenditure reports are updated regularly and analyzed for accuracy by the finance division's monthly closing. The overall fiscal status of the institution is reported during the Leadership Team's meetings for transparency and institutional financial planning.⁴⁴¹

The BHE is provided with financial reports quarterly during board meetings. These financial reports include the budget versus expenditure reports, cash flow projections and audit reports. These reports provide the governing board an overview financial status of the institution.

The ASCC's annual audits indicate findings that the institution must provide corrective action plans in a timely manner. The external auditors issue a MCL to inform management of recommendations pertaining to financial operation that requires immediate response.

The College received several findings over the past two years. These findings were addressed and resolved by the fiscal management in a timely manner.

In 2019 A-133 audit report, the ASCC received one material weakness that pertains to capitalization of capital asset expenditures. The institution immediately executed corrective action plan by making sure that controls are in place for Procurement Division to submit an accurate Fixed Asset Inventory Report to Finance Division for capitalization and depreciation report in accordance with Board Policy 7006, Inventories of Materials and Equipment. Also, trainings shall be provided for the Finance Officer and Procurement Officer and necessary staff to ensure that rules and regulations required by the Generally Accepted Accounting Principles are implemented in capitalizing expenditures with life beyond one year.

The ASCC 2020 audit report indicated an unmodified opinion in its financial statements and A-133 single audit. There were five repeated findings similar to the findings noted in 2019. The corrective action plan was prepared by the institution to address all audit findings and is approved by the vice presidents and the President. The ASCC's audit findings and the corrective action plans are shared with the Leadership Team and the Board of Higher Education.

⁴⁴¹ [3A-FY 2022 Outcome and Budget Call Presentation](#)

Analysis and Evaluation

The ASCC recognizes the importance of being in compliance with all governing fiscal regulations and policies. The institution makes it a priority to resolve all audit findings in a timely manner.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The ASCC's engagement contract with the external auditors includes and outlines the A-133 Single Audit, now called Council on Financial Assistance Reform (COFAR) Part 200, as mandated by the Federal Government. Funding agencies occasionally conduct financial reviews.

It is mandatory that all purchases and usage of funds be used for the initial intentions and as approved by the granting federal agencies. Any changes to the budget must be approved by the granting federal agencies.

The auditor's opinion as expressed through the audit report reflects the integrity of the ASCC's financial management. From 2019-2020, the ASCC received an "unmodified opinion" of its A-133 Single audit.

Analysis and Evaluation

The ASCC reviews the effectiveness of internal control through program review processes. The annual external audit regularly evaluates the institution's financial management practices and identifies any deficiencies. The recommendations for improvements are used to update the College's fiscal management processes, procedures and the Finance Division's Standard Operating Procedures (SOP). For quality assurance, the Finance Division reviews its SOP to ensure that internal controls are in place, the streamlining of processes, and practicality.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

During fiscal year 2015, the ASCC established Policy 7005.3 Reserve Funds.⁴⁴² The policy identified the minimum balance that the institution must set aside.

Analysis and Evaluation

⁴⁴² [1A-Policy Governance Manual, Policy 7005.3, Reserve Funds](#)

The ASCC threshold for reserve funds remains at \$415,875 since 2015. The Finance Division continues to monitor ASCC’s cash flow carefully through the DCPR to ensure that the institution’s cash flow is stable and is able to meet unforeseen financial occurrences and financial obligations.⁴⁴³

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The Finance Division provides updated financial and budget reports to the Leadership Team via WebAdvisor. This provides transparency for all divisions and allows for administrators to check financial budget reports on a daily basis and to make sound decisions and recommendations for budget allocations.

The ASCC adheres to federal regulations and guidelines in managing of all federal funds, which includes United States Department of Education (USDE) Title III, USDE Title IV, United States Department of Agriculture-National Institute for Food and Agriculture (USDA-NIFA), and Veterans Affairs (VA) benefits. The institution demonstrates compliance with USDE Title IV regulations through the annual external audit. In the 2019 and 2020 A-133 audit reports, the institution received an “unmodified opinion” for all federal programs.

The ASCC is governed by the Governance Policy Manual (GPM). The GPM includes all fiscal policies that must be followed. The Finance Division continues to review and update the SOP manual to strengthen internal control ensuring high quality services and sound financial practices.

Analysis and Evaluation

The College uses institutional protocol to review and validate grant annual progress and financial reports. This process assesses financial usage in maintaining institutional effectiveness. For continuous improvement of monitoring, planning, and the usage of the institution fiscal resources, the ASCC implemented “Planned Purchases” and purchase cut off time.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

⁴⁴³ [3D-Daily Cash Position Reports](#)

The College has shown steady improvement in financial status within the past five-years to meet its operation liabilities.

The ASCC's long-term fiscal planning and priorities are identified in the 2021-2026 ISP and Total Cost of Ownership and Comprehensive Maintenance Plan.⁴⁴⁴ The institution's leadership is mindful of the long-range financial priorities, such as facilities, air conditioning systems, and technology maintenance to ensure financial stability of the institution, which is integrated in its 20021-2026 Total Cost of Ownership and Comprehensive Maintenance Plans.⁴⁴⁵

The ASCC continues to work towards building cash reserves to fund obligatory and future planned commitments identified in the ISP 2021-2026. The ASCC has a cash reserve of \$415,875.00 for the institution's operation and \$108,247.16 set aside for future maintenance costs to upkeep the MPC.

In 2020, the Board of Higher Education approved the increase of tuition and fees (lab and technology) to be implemented in the fall of 2021. The student technology fees will provide the support for maintenance and sustainability of the College's technological systems.

As of 2021, the ASCC is up-to-date with current operation liabilities, which includes utilities, fringe benefits, and technology annual upgrades.

The College does not have any long-term debts. The ASCC does not have any Other Post-Employment Retirement Benefit besides the ASG retirement. The College has no health insurance plan other than Medicaid and Medicare benefits for employees but affordable medical services are available through the ASG Lyndon B. Johnson (LBJ) Medical Center.

Analysis and Evaluation

As of 2021, the ASCC is up-to-date with current operation liabilities, which includes utilities, fringe benefits, and technology annual upgrades.

The College does not have any long-term debts. The ASCC does not have any Other Post-Employment Retirement Benefit besides the ASG retirement. The College has no health insurance plan other than Medicaid and Medicare benefits for employees but affordable medical services are available through the ASG Lyndon B. Johnson (LBJ) Medical Center.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

⁴⁴⁴ [2021-2026, Total Cost of Ownership and Comprehensive Maintenance Plan, pp. 5-6](#)

⁴⁴⁵ [2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan, p. 21](#)

Evidence of Meeting the Standard

The ASCC does not participate in any other Post-Employment Benefits (OPEB).

Analysis and Evaluation

The College is able to provide payment for current liabilities, compensated absences and other employee related obligations. The ASCC career service employees participate in the ASG retirement program, which is managed by the ASG Employee Retirement Fund.

Although fiscal resources are not allocated for other employee benefits, such as healthcare and life insurance, the institution provides programs to support employee health and wellness.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The ASCC currently does not have any long-term debt.

Analysis and Evaluation

The ASCC currently does not have any long-term debt.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The financial resources are allocated and used in accordance with the "Prudent Man's" rule, consistent with the Mission of the College. Procedures for reviewing the College's fiscal management are outlined and specified in the ASCC Governance Policy Manual.⁴⁴⁶ Through the Finance Division, the annual audit and the internal control evaluations are conducted.

Analysis and Evaluation

The ASCC goes through an annual external audit to review fiscal management. These audit engagements validate the integrity of the financial management practices at the ASCC. Reasonable testing of various transactions administered by the auditors consistent with the audit programs reassures the integrity of the financial statements prepared and presented. The outcome

⁴⁴⁶ [1A-Policy Governance Manual, Policy 7001.1, Annual Audit; Policy 7005, Internal Control](#)

of the audit report confirms that all financial resources are utilized for the approved intended purposes.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College monitors and analyzes revenue streams through monthly budget versus actual revenue and expenditure reports. This budget report is shared with the respective vice presidents, President, and the BHE.

Analysis and Evaluation

The ASCC does not participate in federal student loan programs but the ASCC recognizes the importance to be in compliance with Title IV regulations. Seventy percent of the cash flow received for tuition and fees is through the financial aid Pell grant program. Any deficiency that is identified by the A-133 Single Audit is a top priority of the institution and is resolved immediately.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College does not have any current contract agreements with external entities. Recent contract agreements that were completed include:

- Contract No.C-003-2013: Architectural and Engineering Service/design of Multi-purpose Center (MPC) – Completed in 2018
- Contract No.C-003-2014: Construction of Multi-Purpose Center (MPC) – Completed in 2019

Analysis and Evaluation

All the ASCC contracts are governed by policies set forth by the ASCC Governance Policy Manual, ASCC Procurement Rules, local, and federal guidelines and regulations.⁴⁴⁷ Control for

⁴⁴⁷ [3D-Procurement Rules](#)

termination and changes are included into the contractual agreement. The following contract termination clauses are examples of the ASCC's control implemented:

- APPENDIX A: "TERMINATION FOR CONVENIENCE" (a) *ASCC may terminate performance of work under this contract in whole or from time to time, in part if the Contracting Officer determines that a termination is in ASCC's interest etc.*
- APPENDIX B: "TERMINATION FOR DEFAULT (CONSTRUCTION)" *If the Contractor refuses or fails to prosecute the work, or any separable part thereof, with such diligence as will insure its completion within the time specified in this contract, or any extension thereof, or fails to complete said work with such time etc. ASCC may by written notice to Contractor terminate etc.*
- APPENDIX B2: "TERMINATION FOR DEFAULT (GOODS AND SERVICES)". *If the Contract refuses or fails to perform any of the provisions of this contract with such diligence as will ensure its completion within the time specified in this contract, or any extension thereof, otherwise fails to timely satisfy the contract provisions or commits any other substantial breach of this contract, etc.*

The ASCC's external contracts follow and adhere to federal guidelines. The following federal guidelines are included in all contractual agreements:

- Non-Collusion Affidavit
- Certification as to Current History Regarding Suspension and Debarment
- Disclosure Statement (Disclosing that contractor is not related to those handling contracts for ASCC)
- Ethical Conduct Standards for ASCC employees and Contractors
- Employee Conflict of Interest
- Davis-Bacon Act (applicable wage of workers are paid)

Conclusions on Standard III.D. Financial Resources

The College continues to improve its financial status with the controls and processes in place to ensure that we are in compliance with local and federal regulation. The College lifted the cost containment measures to provide the necessary resources and personnel to support the missions of its services divisions. The College evaluates its financial resources through its annual audits to ensure the integrity of its finances. Overall, the College's financial resources are sufficient to sustain the programs and services it offers.

Improvement Plan(s)

None

Evidence List

- 424 [1 1B-FY 2018 Outcome Plans and Resource Allocation, Outcome Planning, pp. 4-6](#)

- 425 [1 1B-FY 2018 Outcome Plans and Resource Allocation, IE Outcome Plans, pp. 19-39](#)
- 426 [1 1B-FY 2022 Budget Call Presentation](#)
- 427 [1 1A-Policy Governance Manual, Policy 3007, Budgeting and Forecasting](#)
- 428 [1 1A-Policy Governance Manual, Policy 7007, Budget](#)
- 429 [1 1A-Policy Governance Manual, Policy 7000.5, Emergency Plan](#)
- 430 [1 1A-Policy Governance Manual, Policy 7005.3, Reserve Funds](#)
- 431 [1 3D-Audit Report 2018](#)
- 432 [1 3D-Audit Report 2019](#)
- 433 [1 3D-Audit Report 2020](#)
- 434 [1 3D-Public Law 37-2 Amended](#)
- 435 [1 3D-Daily Cash Position Report](#)
- 436 [1 1A-Policy Governance Manual, Policy 7007-Budget](#)
- 437 [1 Budget Transfer Form](#)
- 438 [1 3D-FY 2021 Cash Flow Projection Summary Report](#)
- 439 [1 3D-Daily Cash Position Report](#)
- 440 [1 3D-FY 2021 Cash Flow Projection Summary Report](#)
- 441 [1 3A-FY 2022 Outcome and Budget Call Presentation](#)
- 442 [1 1A-Policy Governance Manual, Policy 7005.3, Reserve Funds](#)
- 443 [1 3D-Daily Cash Position Reports](#)
- 444 [1 2021-2026, Total Cost of Ownership and Comprehensive Maintenance Plan, pp. 5-6](#)
- 445 [1 2021-2026 Total Cost of Ownership and Comprehensive Maintenance Plan, p. 21](#)
- 446 [1 1A-Policy Governance Manual, Policy 7001.1, Annual Audit; Policy 7005, Internal Control](#)
- 447 [1 3D-Procurement Rules](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for

allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The College through its ASCC Mission statement highlights its commitment to student learning and achievement.⁴⁴⁸ All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance, Core Values, and achievement of its Institutional Learning Outcomes in assuring that student centeredness is central to institutional planning and the setting of institutional priorities. The College has in place processes and procedures that encourage individuals to bring forward ideas for instructional improvement.

The College's Institutional Strategic Plan (ISP) 2021- 2026 focuses on four areas emphasizing the Mission of the College.⁴⁴⁹ The ISP is a living document that all divisions follow in planning, resource allocation, and in decision-making processes. To continually improve on communication protocol within the college, an organizational chart is in place as it delineates the communication protocol within all divisions and decision-making protocol.⁴⁵⁰ The Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to Board Policy 3021 Communication Protocols detailing the open discussion among staff and faculty.⁴⁵¹

College staff have identified roles and responsibilities detailed in their job descriptions. Divisional SOP outlines the processes to carry out divisional goals that are aligned to institutional goals. Each division has a mission aligned to the institutional Mission. It is the responsibility of the Dean, Director, Officer or supervisor to work with staff in the training and orientation to the division's mission, goals and outcomes. The individual is held responsible for carrying out the roles and responsibilities of the position. Strengths and weaknesses of employees are addressed within their annual performance evaluation. Also outlined in the performance evaluation is the Plan of Action for improvement where both supervisor and employee discuss ways to work on improvement.

⁴⁴⁸ [2020 -2022 ASCC Catalog - Mission Statement, p. ii](#)

⁴⁴⁹ [IA-ASCC 2021 -2026 Institution Strategic Plan- Strategic plans, pp. 16-22](#)

⁴⁵⁰ [2B-2020 ASCC Organizational Chart](#)

⁴⁵¹ [IA-Policy Governance Manual, Policy 3021, Communication Protocols](#)

Staff, faculty, students, and administrators are encouraged to bring forward ideas for institutional improvement either through student government organizational clubs, departmental discussions, divisional meetings, committee meetings, or through their supervisors.

The institution encourages participation in committees. Faculty are encouraged to be active in the Faculty Senate and if appointed to committees. Staff is encouraged to participate in committees and to represent the divisions of the College. Divisional and departmental meetings are held regularly and provide a venue for sharing and bringing forth ideas for divisional and institutional improvement. Individuals can participate in the development, recommendation, and implementation of approved policy. Ideas and suggestions can be reported in monthly and quarterly reports.

The College has in place systems and participative processes for effective planning through its Participatory Governance Manual, Institutional Strategic Plan, and Organization chart.⁴⁵² The Participatory Governance manual details the roles and responsibilities of all constituents' groups in planning, program review, and implementation of processes and procedures for continuous improvement.⁴⁵³

The governance process at the ASCC is carried out through leadership and meaningful participation of employees in daily operations and committee involvement. All programs and services are provided directly or indirectly to serve students and to promote student learning. All personnel follow the protocol of the organizational structure. Each division has its divisional organization with a director, dean, or officer as its head with all delineation of authority outlined. Divisions follow Standard Operating Procedures (SOPs) detailing each major task of the division. These SOPs are aligned to institutional policies and include the approval process. All employees are governed by policies that guide and direct operations and roles within the division.

Analysis and Evaluation

The College's Board of Higher Education (BHE) serves as the legal and fiduciary body in the college's operations. The Board's role in decision-making is to determine policies and to instruct and delegate to the President the implementation of its policies. The President is hired by the BHE to administer the College and to issue rules, procedures, and guidelines necessary to implement the Board's policies for governance. The BHE and President create and encourage innovation leading to institution excellence in meeting its mission. The BHE ensures the Mission of the College is fulfilled and allocates funds to support administrators, faculty, staff, and students for continuous improvement of practices, instructional programs, and services. The Board delegates to the President the implementation of its policies. The President ensures college processes and practices are in compliance with policies, and that review and assessment of systematic participative processes and procedures are ongoing to assure effective planning and implementation.

⁴⁵² [1A-Institutional Strategic Plan 2021- 2026](#)

⁴⁵³ [1A-ASCC Participatory Governance Structural Manual 2021, pp. 7-12](#)

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The amended Participatory Governance Structural Manual details the roles and responsibilities of all ASCC constituent groups in decision-making.⁴⁵⁴ These constituent groups include the Governance groups, Operational groups, and Task Force Groups. The Participatory Governance Structural Manual summarizes the policies, the roles, and the responsibilities that all constituencies have in governance and decision-making on educational matters.

The College uses Monthly reports and Quarterly reports as the mechanism in which deans, directors, and officers report progress toward achievement of outcomes. In the Fall 2020, the President approved the Vice Presidents' monthly reports which encompass all divisional monthly reports⁴⁵⁵. These reports are outcome based with emphasis on student achievement, and in alignment with divisional missions and outcomes for submission to the Institution Effectiveness Office. These reports are submitted through the Compliance Assist data system and to the office of Institution Effectiveness for evidence in preparation of external reports, and to be archived for accessibility of the College's Leadership Team.

The College ensures transparency on all its operations through ongoing review of its divisions Standard Operating Procedures (SOP). These SOPs provide for a more consistent manner in which operations are carried out and follow approval processes that reflect the organizational structure and communication protocol. Continual assessment and feedback from students and personnel through surveys and program review have prompted divisions to review and improve SOP and forms.

The College has in place institutional policies describing the roles and responsibilities of all college constituents in decision-making processes. Each individual is held accountable for their responsibilities to the College division in the achievement of the division goals and outcomes.

Performance evaluations are conducted on an annual basis for all full-time faculty and staff. The College continues to emphasize the integral role of students in decision-making processes through the Student Government Association (SGA). A new established Policy 5325 Student Government Association (SGA) details the role of students in decision-making at the College.⁴⁵⁶ The Student Government Association is the elected body providing recommendations to the President on issues, concerns, and processes that impact students. The Student Representative to the Board of Higher Education serves a one-year term and has full voting rights as a Trustee on

⁴⁵⁴ [1A-ASCC Participatory Governance Structural Manual](#)

⁴⁵⁵ [2A-Vice-Presidents' Monthly Reports, 2020](#)

⁴⁵⁶ [1A-Policy Governance Manual, Policy 5325, Student Government Association \(SGA\)](#)

policies and processes that govern the College. A list of the names of the board members including the student representative is noted in the catalog.⁴⁵⁷

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 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. The College, through its BHE completed its final review of all nine Chapters of the BHE Policy Governance Manual during its retreat in September 2020.⁴⁵⁸ As a result of the completed Board policies, the college initiated the establishment of Rules and Regulations to assure compliance and accountability of personnel involved.⁴⁵⁹ The President in the spring 2021 Professional Leadership Training released an official copy of the ASCC Board of Higher Education Policy Governance Manual 2020 to all Leadership Team members.

The ASCC continues to encourage participation of administrator, staff, faculty and students in improving practices, programs, and services. The Participatory Governance Structural Manual and the Organizational Chart (2020) outlines the roles and responsibilities of the various levels of decision-making and participation in planning for improvement and continuous quality in provision of programs and services.

Analysis and Evaluation

The College through its BHE completed the review of all policies as detailed in the approved ASCC Board of Higher Education Policy Governance Manual 2020. Implementation of policies through Rules and Regulations and Standard Operating Procedures allow administrators, faculty and staff to participate in decision-making processes based on their roles and responsibilities.

The amended ASCC Participatory Governance Structural Manual 2021 describes the roles and responsibilities of all constituent groups at the College. All divisions of the college continue to participate in ongoing review of Standard Operating Procedures, and update it accordingly to ensure processes are in place for the implementation of policies. Students through the selected student representative to the Board of Higher Education participate in decision-making of the college. The student representative to the BHE is selected by the Student Government Association. The student's representative to the BHE allows students' voice to be heard and views to be shared in those matters in which students have a direct and reasonable interest. The College has processes in place in which individuals bring forward ideas, and work together on appropriate policy, planning, and special-purpose committees.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

⁴⁵⁷ [2020-2022 ASCC Catalog- Board of Higher Education, p. 126](#)

⁴⁵⁸ [ASCC Policy Governance Manual, 2020](#)

⁴⁵⁹ [1A-Policy Governance Manual, Policy 1003 Board Policy and College Regulations/Procedures](#)

Evidence of Meeting the Standard

The ASCC 2020 Policy Governance Manual details policies to administrators and faculty role in institutional governance. The newly revised 2021 Participatory Governance Structural Manual describes the constituent roles in governance, and decision making. Administrators and faculty have clearly defined roles in institutional governance, and exercise substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Board Policy 3000 Delegation to the President identifies the President as the authority delegated by the Board of Higher Education to oversee the overall operations of the College.⁴⁶⁰ In addition, the Board hires the President to administer the College and to issue rules, procedures, and guidelines necessary to implement the Board's policies for the governance of the College, consistent with all applicable laws.⁴⁶¹ The ASCC has written policies that define faculty, staff, administrator and student participation in the decision-making process. There is a process in place for valuable input from students and staff. The roles and responsibilities of the constituencies are identified in the Participatory Governance Structural Manual.

The ASCC has in place divisions and organizational charts that delineate lines of responsibilities and duties of all employees within the college. The ASCC Policy 1001 on Governance and Organization Structure describes the role of divisions and organizational charts for the purpose of communicating reporting relationships and functional responsibilities of its employees, and management structures.⁴⁶² The roles of students and faculty as constituent groups in governance are detailed in the ASCC Participatory Governance Structural Manual. In addition, the role of all college constituent groups in the achievement of its Mission through Institutional Program Review, Institutional Assessment of Student Learning Programs and Services and Institutional Planning is described in the ASCC Participatory Governance Structural Manual.⁴⁶³

Analysis and Evaluation

The College has in place policies defining the role of administrators and faculty in institutional governance through its ASCC Policy Governance Manual. The College continues to establish, review, assess, and implement procedures that allow for exercising the voice of administrators and faculty in institutional policies, planning, and budget relating to their areas of expertise as detailed in the ASCC Participatory Governance Structural Manual and Divisional Standard Operating Procedures.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

⁴⁶⁰ [1A-Policy Governance Manual, Policy 3000 Delegation to the President](#)

⁴⁶¹ [1A-Policy Governance Manual, Policy 3001 President's Role](#)

⁴⁶² [1A-Policy Governance Manual, Policy 1001 Governance and Organization Structure](#)

⁴⁶³ [1A-ASCC Participatory Governance Structural Manual 2021, pp. 11-13](#)

Evidence of Meeting the Standard

The College continues to be in compliance with policies describing the responsibilities and authority for faculty and academic administrator in curricular and education matters as detailed in ASCC Policy Governance Manual. Board Policy 1001, 1003, and 1004 describe in details the structural organization that supports the implementation of policies, regulations, and procedures.^{464 465 466} Institutional procedures are also in place to ensure faculty and administrators are cleared of their roles and responsibilities in curricular and education matters.

Faculty and administrators' responsibilities are clearly defined in faculty and staff job descriptions. Curricular and educational matters fall under the scope of the Academic divisions specifically the Vice President of Academic, Community, and Student Affairs, the Dean of Academic Affairs, Dean of Student Services, Director of Agriculture, Community and Natural Resources, Director of Samoan Studies Institute, Program Director of Teacher Education, Program Director of Trade and Technology, and the Program Director of Nursing.

The Governance Policy Manual and Personnel Manual identify the responsibilities and authority of the faculty and of academic administrators in curricular and educational matters. Policy 3018 Support Services and Policy 3019 Administrative Responsibilities identify college services and responsible departments in academic and student services, and assigned responsibilities of administrators.^{467 468} The Participatory Governance Structural Manual (PGSM) summarizes the policies, the roles, and the responsibilities that all constituencies have in governance and decision-making on educational matters. The Human Resources Office keeps an accurate and updated record of the job description of each faculty and academic administrator within the employees' file. The file includes the annual Faculty Performance Evaluation detailing the performance evaluation of the faculty. Academic administrators are evaluated with the Administrator Performance Evaluation. Plans of action are included for areas in need of improvement in each type of performance evaluation.

The Curriculum Committee and Academic Assessment Committee are comprised mainly of department chairpersons and faculty from each of the academic departments. The PGSM outlines the outcomes for each of these operational groups that define the crucial role in curriculum development, educational planning, and achievement of the institution-set achievement standards.⁴⁶⁹

The College continues to review, assess, revise, and implement procedures accordingly and in following review cycle processes for its Division Standard Operating Procedures, Core Curriculum Committee and General Curriculum Committee processes, Assessment Committee,

⁴⁶⁴ [1A-Policy Governance Manual, Policy 1001 Governance and Organization Structure](#)

⁴⁶⁵ [1A-Policy Governance Manual, Policy 1003 Board Policy and College Regulations/Procedures](#)

⁴⁶⁶ [1A-Policy Governance Manual, Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs](#)

⁴⁶⁷ [1A-Policy Governance Manual, Policy 3018 Support Services](#)

⁴⁶⁸ [1A-Policy Governance Manual, Policy 3019 Administrative Responsibilities](#)

⁴⁶⁹ [1A-ASCC 2021 Participatory Governance Structural Manual- Operational Group, pp. 9-10](#)

and the ASCC Participatory Governance Structural Manual. These reviews allow the academic administrators and faculty to improve on its roles, responsibilities, and accountability in regards to curricular and other educational matters.

All faculty and administrators including faculty assigned to the baccalaureate program follow the same process in making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program as described in the Governance Policy Manual and the Participatory Governance Structural Manual.

Baccalaureate Degree

Faculty and academic administrators of the Teacher Education Bachelor Program follow the same process in making recommendations to appropriate governance and decision-making bodies about the curriculum, assessment, student learning programs, and services as described in the Governance Policy Manual and the Participatory Governance Structural Manual.^{470 471}

Analysis and Evaluation

The College's policies and procedures clearly describe and identify the responsibilities and roles of faculty and academic administrators in curriculum and student learning programs and services. Well-defined structures are in place through ASCC Participatory Governance Structural Manual and HR Job descriptions detailing processes in curriculum, assessment of student learning outcomes, and student services. Faculty and academic administrators are accountable through their roles and responsibilities in reviewing, evaluating, and recommending changes for continuous improvement of curricular and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Policy 1001 Governance and Organizational Structure refers to the structures and processes for decision-making and communication. Policy 3000 – Delegation to the President gives the authority to the President to implement, designate and detail arrangements for College operations. Policy 1002 Organizational Charts detail the purpose of communicating reporting relationships and functional responsibilities of employees and management.

The College completed its review of all ASCC Board of Higher Education Policy Governance Manual during its Board retreat in September 2020. Policy review began with administrators responsible for the implementation of policies and the Executive Leadership before final

⁴⁷⁰ [ASCC SLO and Student Achievement Manual- Types of SLO, pp. 20-23](#)

⁴⁷¹ [ASCC SLO and Student Achievement Manual – Teacher Education, pp. 33-34](#)

approval of the Board. Policies specify appropriate roles for all staff and faculty are documented in Chapter IV describing policies pertaining to Personnel Governance.⁴⁷² Policies specific to the academic roles of faculty in areas of student educational programs and services are noted in Chapter V on Instructional and Student Services Governance.⁴⁷³ The Human Resource Office has in place standard operating procedures specifying the roles of all staff and faculty. The role of students and faculty in areas of student educational programs and services are documented in the Academic Affairs and Student Services Divisions standard operating procedures.^{474 475}

The College through its Participatory Governance Structural Manual describes the roles of staff and students in Governance and Decision-Making. The role of students and staff in decision-making is to provide recommendations to the President that have a significant effect on them and the processes for developing those recommendations. Students through the Student Government Association and student representative to the Board of Higher Education provide students with the opportunity to collaborate on ways to improve the institution.

ASCC continues to improve on its structures of communication that demonstrate it values diverse perspective through broad based participation in all levels of decision-making and governance. Broad based planning requires full representation of staff and faculty in the improvements of the institution. The planning subcommittees and institutional committee composition demonstrate broad representation and participation.

Continuous assessment and changes to the organizational structure have allowed for more effective communication protocols promoting equal access to authority, and better communications for effective management of the College. The most recent change of placing the Agriculture, Community, and Natural Resources Division and Samoan Studies Institute Division under the leadership of the Vice President of Academic, Community, and Student Affairs have allowed for clear distinction between programs and services divisions.⁴⁷⁶

The President established the Executive Leadership as a Governance Group comprised of Vice Presidents and the Executive Director of Institutional Effectiveness under the President's leadership with the purpose to review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission.⁴⁷⁷

Employees are aware of and follow divisional SOP in achievement of goals and improvement of programs and services. Information is shared in meetings of the division, in committee meetings, and in publication and dissemination of institutional information. Faculty and Staff are encouraged to participate in Institutional Program Review and Divisional Assessment Program Review, which allows the college to demonstrate consideration of diverse perspectives from college constituents that leads to setting intuitional priorities. Results of program review analysis determine the priorities of the institution as comprehensive program review and assessment as

⁴⁷² [ASCC Board of Higher Education Policy Governance Manual, pp. 43-69](#)

⁴⁷³ [ASCC Board of Higher Education Policy Governance Manual, pp. 70-80](#)

⁴⁷⁴ [IC-Academic Affairs Standard Operating Procedures](#)

⁴⁷⁵ [IB-Division of Student Services Manual-2020](#)

⁴⁷⁶ [2B-ASCC Organizational Chart 2020](#)

⁴⁷⁷ [1A-ASCC Participatory Governance Structural Manual – Governance Group, pp. 7-8](#)

detailed in Policy 1004 clearly emphasizes and highlights the importance of continuous efforts to be made toward institutional improvement.

Analysis and Evaluation

The College ensures the appropriate consideration of relevant perspectives in decision-making, institutional plans, policies, and curricular change for continuous improvement of the college. The College defines roles and responsibilities of all its constituent groups in decision-making, governance, policies, and curricula decision through its Participatory Governance Structural Manual. Divisional processes and Standard Operating Procedures allow the College to ensure achievement of divisional goals, and improvement of programs and services. Broad participation and diverse perspectives of constituent groups in its program review, assessment, and planning allow the college to ensure the achievement of its Mission.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College is committed in prioritizing evidence-based decision making by continually assess and monitor processes, and to document and communicate decisions across the institution. The process of decision-making follows the organizational structure and communication protocols of the institution. The PGSM identifies an overview of the framework of governance and decision-making. Governance Groups and Operational Groups are all required to keep minutes of official meetings.

Policy 3010 Communication and Counsel to the Board, Policy 3021 Communication Protocols, Policy 3021.1 Communication with the Media, and Policy 3022 Official Correspondences describe various means of communication protocol across the institution.^{478 479 480 481} Decisions are documented through memorandums that are communicated across the institution through discussions in department meetings, committee meetings, and leadership meetings, and through email correspondences.

The Leadership Team meetings are held regularly or as needed. Minutes of meetings are documented and distributed to the Leadership Team. The Deans, Directors, and Officers disseminate information from these meetings to staff and faculty. Divisional meetings, Department meetings, and Committee meetings are held accordingly to its approved calendar. Minutes to these meetings are shared and disseminated to all its members.

The College website provides updated information to all employees, students, and community with links to articles, Board of Higher Education actions, fact sheets, fact books and other

⁴⁷⁸ [IA-Policy Governance Manual, Policy 3010 Communication and Counsel to the Board](#)

⁴⁷⁹ [IA-Policy Governance Manual, Policy 3021 Communication Protocols](#)

⁴⁸⁰ [IA-Policy Governance Manual, Policy 3021.1 Communication with the Media](#)

⁴⁸¹ [IA-Policy Governance Manual, Policy 3022 Official Correspondences](#)

updates on decisions and actions at all levels of protocol. Communication through correspondence is sent via email. In cases where employees do not have access to email, supervisors print and place notices for their employees to access. Regularly scheduled meetings within divisions and departments are held and documented through minutes. Documents and memorandum are archived on Compliance Assist for accessibility and transparency to all constituents of the college. All College documents are centralized in the ASCC digital archives and available on the College's website.

The College has in place reporting processes for dissemination of reports both internally and externally. The College ensures that results from Student Achievement are broadly communicated to internal and external stakeholders for accessibility, planning, and decision-making, and for transparency purposes. These reports include annual reports, fact books, and fact sheets which are compiled and disseminated as publications or on the College's webpage by the Office of Institutional Effectiveness.

Analysis and Evaluation

The College ensures processes for decision-making and the resulting decisions are documented and widely communicated across the institution. Communication policies and reporting processes are in place to ensure resulting decision is communicated to all constituents of the college. The President ensures through the executive core leadership that any decisions and results funnel through the communication protocol. The leadership team directly under the supervision of the executive leadership is informed of decisions and results through divisional meetings, vice presidents' monthly meetings, and committee meetings.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College continues to evaluate its governance and decision-making structures regularly for improvement. As a result of the evaluation of governance structures and decision-making as documented in the meeting minutes of the Board of Higher Education, the following actions were made to address the integrity and effectiveness of leadership roles and governance:

- The Agriculture, Community, and Natural Resources Division and Samoan Studies Institute were placed under the leadership of the Vice President of Academic, Community, and Student Affairs⁴⁸²
- The Adult Education Literacy Extended Learning, University Center for Excellence on Developmental Disabilities, and Small Business Development Center were placed under the leadership of the Executive Director of Institutional Effectiveness⁴⁸³

⁴⁸² [2B-ASCC Organizational Chart, September 2020](#)

⁴⁸³ [4A-ASCC Organizational Chart, 2018](#)

- Library Services was placed under the authority of the Dean of Student Services and the Dean of Academic Affairs
- Appointment of the Institutional Effectiveness Officer⁴⁸⁴
- Appointment of the Student Support and Learning Services Manager⁴⁸⁵

The institution improves on its organizational structures and processes through regular evaluation of reporting processes, review and revision of SOPs. The Institutional Program Review and Divisional Assessment Program Review provide regular avenues for evaluation of processes and decision-making structures, identification of weaknesses, and plans for continuous quality improvement. The College completed its 2020 Divisional Assessment Program Review in the Fall 2020. Analysis and results were used for the update of the Institution Strategic Plan 2021-2026 and the setting of College priorities. In addition, the Board of Higher Education completed its review of all policies during its BHE's Retreat in September 2020. Hard copies of the approved ASCC 2020 Policy Governance Manual were released to administrators. The College also amended its ASCC Participatory Governance Structural Manual in January 2021.⁴⁸⁶

Analysis and Evaluation

The evaluation of leadership roles and the institution's governance and decision-making is an ongoing process in the operation of the college, and is reflected in various institutional documents that are available to the college constituents. Changes to the organizational structure and evaluation of leadership roles are reflected in the organizational chart and divisional Standard Operating Procedures (SOP). SOPs are reviewed and assessed by divisions for improvement of college operations, and in meeting divisional missions and goals. Policies are amended as per the need of the college to reflect improvement and to ensure the integrity and effectiveness of instructional programs and services in meeting the Mission of the College. Evaluation results allow the College to improve on its operations, planning and services to the students and college stakeholders. Program reviews are conducted annually and biennially to improve on services and instructional programs based on feedback and input for college constituents. Evidence of institutional documents are archived on Compliance-Assist and housed in the Office of Institutional Effectiveness (IE), and are available to the constituents of the college via the ASCC website. The College's annual reports, fact books, institutional data sets, Institutional Strategic Plan are available to the community and college constituents on the college website. Hard copies may be requested through the Office of IE.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The College uses the contributions of leadership throughout the institution to promote student success, sustain academic quality, integrity, fiscal stability and continuous improvement of instructional and student support services in meeting its mission. Governance structures, processes, practices and policies are in place to ensure college constituents work together for the

⁴⁸⁴ [4A-Appointment Memorandum, Institutional Effectiveness Officer](#)

⁴⁸⁵ [2C-Appointment Memorandum, Student Support and Learning Services Manager](#)

⁴⁸⁶ [1A-ASCC Participatory Governance Structural Manual](#)

good of the institution. The college through its website and available documents serve as a communication tool to the public and its stakeholders.

Improvement Plan(s)

None

Evidence List

- 448 [1 2020 -2022 ASCC Catalog - Mission Statement, p. ii](#)
- 449 [1 1A-ASCC 2021 -2026 Institution Strategic Plan- Strategic plans, pp. 16-22](#)
- 450 [1 2B-2020 ASCC Organizational Chart](#)
- 451 [1 1A-Policy Governance Manual, Policy 3021, Communication Protocols](#)
- 452 [1 1A-Institutional Strategic Plan 2021- 2026](#)
- 453 [1 1A-ASCC Participatory Governance Structural Manual 2021, pp. 7-12](#)
- 454 [1 1A-ASCC Participatory Governance Structural Manual](#)
- 455 [1 2A-Vice-Presidents' Monthly Reports, 2020](#)
- 456 [1 1A-Policy Governance Manual, Policy 5325, Student Government Association \(SGA\)](#)
- 457 [1 2020-2022 ASCC Catalog- Board of Higher Education, p. 126](#)
- 458 [1 ASCC Policy Governance Manual, 2020](#)
- 459 [1 1A-Policy Governance Manual, Policy 1003 Board Policy and College Regulations/Procedures](#)
- 460 [1 1A-Policy Governance Manual, Policy 3000 Delegation to the President](#)
- 461 [1 1A-Policy Governance Manual, Policy 3001 President's Role](#)
- 462 [1 1A-Policy Governance Manual, Policy 1001 Governance and Organization Structure](#)
- 463 [1 1A-ASCC Participatory Governance Structural Manual 2021, pp. 11-13](#)
- 464 [1 1A-Policy Governance Manual, Policy 1001 Governance and Organization Structure](#)
- 465 [1 1A-Policy Governance Manual, Policy 1003 Board Policy and College Regulations/Procedures](#)
- 466 [1 1A-Policy Governance Manual, Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs](#)
- 467 [1 1A-Policy Governance Manual, Policy 3018 Support Services](#)
- 468 [1 1A-Policy Governance Manual, Policy 3019 Administrative Responsibilities](#)
- 469 [1 1A-ASCC 2021 Participatory Governance Structural Manual- Operational Group, pp. 9-10](#)
- 470 [1 ASCC SLO and Student Achievement Manual- Types of SLO, pp. 20-23](#)

- 471 [1 ASCC SLO and Student Achievement Manual – Teacher Education, pp. 33-34](#)
 - 472 [1 ASCC Board of Higher Education Policy Governance Manual, pp. 43-69](#)
 - 473 [1 ASCC Board of Higher Education Policy Governance Manual, pp. 70-80](#)
 - 474 [1 1C-Academic Affairs Standard Operating Procedures](#)
 - 475 [1 1B-Division of Student Services Manual-2020](#)
 - 476 [1 2B-ASCC Organizational Chart 2020](#)
 - 477 [1 1A-ASCC Participatory Governance Structural Manual – Governance Group, pp. 7-8](#)
 - 478 [1 1A-Policy Governance Manual, Policy 3010 Communication and Counsel to the Board](#)
 - 479 [1 1A-Policy Governance Manual, Policy 3021 Communication Protocols](#)
 - 480 [1 1A-Policy Governance Manual, Policy 3021.1 Communication with the Media](#)
 - 481 [1 1A-Policy Governance Manual, Policy 3022 Official Correspondences](#)
 - 482 [1 2B-ASCC Organizational Chart, September 2020](#)
 - 483 [1 4A-ASCC Organizational Chart, 2018](#)
 - 484 [1 4A-Appointment Memorandum, Institutional Effectiveness Officer](#)
 - 485 [1 2C-Appointment Memorandum, Student Support and Learning Services Manager](#)
 - 486 [1 1A-ASCC Participatory Governance Structural Manual](#)
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B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Board delegates the authority and overall operation of the College to the President through Policy 3000 Delegation to the President.⁴⁸⁷ The Board of Higher Education via the President of the College continues to monitor the effectiveness of the College’s organizational chart. Delegation of authority follows the organizational chart and is communicated in writing to the College staff.

The organizational structure of the College outlines its communication protocol.⁴⁸⁸ The Organization Chart encompasses communication reporting relationships, the operational

⁴⁸⁷ [1A-Policy Governance Manual, Policy 3000 Delegation to the President](#)

⁴⁸⁸ [2B-ASCC Organizational Chart, 2021](#)

responsibilities of its administration, and services provided in accordance to Board Policy 3021 Communication Protocols detailing the open discussion among staff and supervisors.⁴⁸⁹ Policy 1001 – Governance and Organizational Structure reflects the organizational structure and processes for decision-making.⁴⁹⁰ Decision-making involves all decisions – those relating to policy development, policy implementation, curriculum decisions, resource allocations, planning, and evaluation and articulates the responsibilities of the ASCC individuals to the division and organization. The ASCC individuals are held responsible for carrying out the roles and responsibilities of the position.

The ASCC President assures high quality of programs and services of the College by maintaining accountability throughout the organizational operations, and structure of the decision-making processes. The amended Participatory Governance Structural Manual outlines the roles and responsibilities of the various levels of decision-making and participation in planning for improvement and continuous quality in provision of programs and services.⁴⁹¹

Analysis and Evaluation

The institutional Chief Executive Officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The President of the College has primary responsibility to ensure the quality of the institution through achievement of its Mission. The President continues to provide effective leadership in institutional planning, organizing, budgeting selecting and developing personnel, and assessing institutional effectiveness. As per the need of the College for improvement, the President proposed several changes to the Board of Higher Education for the Organization Chart since 2017 to ensure clear communication and responsibilities for all administrators.

The President was able to procure funds from the American Samoa Government’s Tobacco tax for the college’s operations. The President continues to prioritize instruction and student services’ needs in which these two divisions were exempted from cost containment due to budget cut on government local subsidy. The President ensures academic positions and student services positions are advertised to fill vacant positions, and that needs of instructional programs are met. In the Spring 2019, the President appointed two new Program Directors to lead the Trade and Technical Division and the Nursing Program.⁴⁹² ⁴⁹³ In Spring 2021, the President hired the Manager for the Student Support Learning Services to improve on support services.⁴⁹⁴

The President conducted annual Professional Training for the leadership team in the past six years with the latest training in January 2021. Ongoing annual leadership professional training allows the President to training in various areas such as accreditation, institutional effectiveness

⁴⁸⁹ [1A-Policy Governance Manual, Policy 3021 Communication Protocols](#)

⁴⁹⁰ [Comprehensive Program Review and Assessment of Instructional Programs, Student Services, Website](#)

⁴⁹¹ [1A-ASCC Participatory Structure Manual](#)

⁴⁹² [4B-Appointment of Program Director of Trade and Technical, 2019](#)

⁴⁹³ [4B-Appointment of Program Director of Nursing, 2019](#)

⁴⁹⁴ [2C-Appointment of Manager of SSLS](#)

and planning, effective leadership styles, communication etiquette, ethics, accountability, and other leadership practices. In prioritizing institutional planning and effectiveness, the President continues to emphasize the importance of the Institution Effectiveness Office in assessing and monitoring institutional effectiveness. The President continues to maintain the placement of the IE division directly under the authority of the college's president.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The President is entrusted with the authority by the Board to ensure that the College has sufficient number of qualified employees to achieve the Mission of the College in providing quality instructional programs and services to students.

The President ensures institutional effectiveness through the College's organizational structure. The Organizational Chart is reviewed and updated as per necessary changes. The organizational chart provides a structure to clarify reporting and communication channels. Delegation of authority follows the organizational chart and is communicated in writing to the College staff.⁴⁹⁵

In the Fall 2019, the President established an Executive Leadership as a governance group comprised of the two vice presidents and the executive director for the purpose to review, plan, and assess institutional effectiveness and decision-making processes and function according to the ASCC Mission as details in the 2021 ASCC Participatory Governance Structural Manual.⁴⁹⁶

The Executive Leadership works collaboratively in carrying out the organizational processes for decision-making through the President, respective vice presidents, and the Executive Director. The authority and accountability for institutional responsibilities are monitored by the respective vice presidents who oversee the deans, directors, officers, and managers in the Leadership Team.

Analysis and Evaluation

As the CEO of the college, the President continues to ensure that the College's organization structure is organized and fully staffed to reflect the institution's purpose and mission. This is evident with changes to the college's organization chart based on the need for improvement of communication protocol and operations. The President oversees all operations of the college, and delegates the authority to the administrators and staff consistent with their responsibilities, expertise and work experience in alignment with their job descriptions. The President approves all job announcements to fill vacant positions and newly established positions based on approved budget for continuous improvement.

⁴⁹⁵ [2B-ASCC Organization Chart, 2021](#)

⁴⁹⁶ [1A-ASCC Participatory Governance Structural Manual, 2021](#)

All Administrators of the college are evaluated on an annual basis using the approved administrator performance evaluation form filed with the HR office. Administrators are evaluated based on categories noted in their job descriptions: Administrative, technical, planning, and reporting. Annual evaluations of all administrators are reviewed by the president and administrators and have clearly defined job descriptions. Job descriptions are updated by the President and administrators depending on the need of the college.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The President is committed to institutional improvement of teaching and learning through the accomplishment of the College Mission. Board Policy 3001.2 College Goals charges the President with developing an action plan for implementation of goals to achieve the mission of the College.⁴⁹⁷

The President uses Institutional Program Review and Divisional Assessments to guide institutional improvement. Data from Monthly and Quarterly reports focus on student learning outcomes, which helps the President in advising the Board of Higher Education. The Board of Higher Education approved the ASCC Institutional Strategic Plan 2021-2026 which integrates educational planning with resource planning to support student achievement and learning.⁴⁹⁸ The ISP 2021-2026 focuses on Strategic Focus Areas to promote successful entry into the workforce, transfer to institution of higher learning, awareness of Samoan culture and the Pacific, and research and extensions in human and natural resources.

Further, the President uses data from divisions' outcome plans to allocate resources for Fiscal Year 2022 based on divisional needs in support of student achievement and learning.⁴⁹⁹ The College through the Institution Set Standard (ISS) Committee continues to assess and review institutional-set standards to support continuous quality improvement for student achievement. Institutional targets and stretch goals are noted in the SLO and Student Achievement Manual.⁵⁰⁰

⁴⁹⁷ [1A-Policy Governance Manual, Policy 3001.2 College Goals](#)

⁴⁹⁸ [1A-ASCC ISP 2021- 2026](#)

⁴⁹⁹ [1B-ASCC FY 2022 Outcome Plan](#)

⁵⁰⁰ [ASCC SLO and Student Achievement Manual – Student Achievement, pp.7 -10](#)

The ASCC's Organizational Chart provides an appropriate and effective structure given the number of employees and the variety of College programs. Delegation of authority follows the organizational chart and is communicated in writing to the College staff.

As the CEO of the college, the president continues to emphasize the importance of Institutional Planning, Assessment, and Program Review in meeting the mission of the college. The President works collaboratively with the administration to ensure compliance with board policies and that processes are implemented to ensure academic quality and institutional effectiveness.

Analysis and Evaluation

The President of the College is committed to institutional improvement of student learning and student achievement. This is evident with the President's constant engagement in discussions with the executive core team, leadership team, department meetings, faculty meetings, and student assemblies. The President ensures through ongoing review and assessment of divisional SOP and committee tasks for continuous improvement of operations, achievement of student learning outcomes at the course and program level, and that instructional programs and services continue to provide quality education and services.

The President designates the leadership team to ensure institutional planning is ongoing, and the results of program review are used in setting annual priorities and supporting budget proposals for all programs and services. The President delegates the Office of Institutional Effectiveness to archive and compile data for decision making and planning. In addition, the President leads presentation to the local legislature (Fono) for allocation of resources to support and improve student learning and achievement. The President through the leadership team reviews and conducts ongoing assessment of procedures to evaluate overall institutional planning and implementation efforts to achieve the Mission of the College.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Policy 3010.1 College Accreditation states that the President shall ensure the College complies with accreditation processes and standards.⁵⁰¹ The President has primary leadership responsibility for accreditation in conjunction with the Accreditation Liaison Officer (ALO), Assistant ALO, faculty, staff and other administrators.

The President appoints an Accreditation Liaison Officer (ALO) and Assistant ALO as the second contact point for accreditation matters.

⁵⁰¹ [1A-Policy Governance Manual, Policy 3010.1 College Accreditation](#)

The College is committed to ensure all constituents of the college understand accreditation standards and processes. In its effort to share and present updates on accreditation, the College designated every fall semester of faculty orientation for the ASCC Convocation and Faculty Orientation as noted in the Academic Calendar.⁵⁰² Various accreditation presentations have been presented to the institution by the ALO and Assistant ALO to continually share updates on accreditation with college constituents. The convocation presentations include information on accreditation, the accreditation preparation for the ISER 2021, a schedule and timeline for reporting, and the participation of all stakeholders in the process.⁵⁰³

Policy 1004 states that the President delegates the authority and responsibility for managing the assessment process through 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.

With the completion of the Midterm report in the Fall 2018, the ALO and Assistant ALO created a calendar of Accreditation Steering Committee meetings in preparation for its Institution Self Evaluation Report (ISER) and site visit in the Fall 2021.⁵⁰⁴ The ALO and Assistant ALO conducted presentations to guide all Standard Chairpersons, Standard Leads and Co-leads in preparation for sub-standard committees' reviews and meetings.⁵⁰⁵ The ACCJC Vice President Dr. Droker visited ASCC in early Spring 2019 to provide guidance and support in preparation of the ASCC ISER 2021. Ongoing meetings by Standard Leads and co-leads took place since 2019 in preparation of ISER 2021, and the opportunity for all employees to be involved in the accreditation review process. Due to the measles outbreak in late 2019 and the COVID-19 pandemic in early spring 2020, it has caused the college in shifting its priority and amending its accreditation calendar to address emergent needs of the College.⁵⁰⁶

Analysis and Evaluation

The President is the authority of the college, who oversees the accreditation process and plans. The President delegates implementation of accreditation processes to the ALO and Assistant ALO to ensure the College is well-informed of updates and plans for the accreditation. The President gives the final approval of all accreditation plans and Accreditation ISER calendar before dissemination to the Institution, and involves in presentations and clarification of Accreditation standards to all college constituents. The President continues to provide accreditation status and reports to the Board of Higher Education and the leadership team, and is also involved in the discussions during the ASCC Convocation. Under the leadership of the president, the ALOs and the Accreditation Steering Committee engaged in meetings to finalize the report.

⁵⁰² [ASCC General Catalog 2020-2022, p. 1](#)

⁵⁰³ [IC-Accreditation Presentation 2020](#)

⁵⁰⁴ [4A-Accreditation ISER Calendar 2020-2021](#)

⁵⁰⁵ [Accreditation Presentations to the Steering Committee \(2019\) - convocation](#)

⁵⁰⁶ [4A-Accreditation ISER Calendar Amendments, 2020-2021](#)

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President, as chief executive officer, is charged with the direct management and administration of the College under Public Law 22-30.⁵⁰⁷

The Governance Policy Manual clearly defines the detailed responsibilities of the President. Board Policy and College Regulations/Procedures ensures that all policies have been written to be consistent with provisions of the law. Policy 3000 Delegation to the President and Policy 3001 President's Role clearly detailed the authority and role of the President to ensure that all services and operations exist for the achievement of ASCC's Mission and implementation of Board policies through the designated administrative positions.^{508 509}

The President is responsible for the overall operation and management of the college finance as directed through Board Policy 3007 Budgeting and Forecasting, Policy 3009 College Assets, and Policy 3008 Financial Condition.^{510 511 512} The President works with the Vice President of Administration and Finance to ensure compliance with federal and local laws in financial management and administration of revenue and expenses from local and federal funds. Upon approval of the annual budget proposal by the Board of Higher Education and the American Samoa Government Legislature (Fono), the President then has the authority for controlling and monitoring approved expenditures.

The College uses program review data and analysis to prioritize resource allocation and setting of annual priorities. Program review is an integral part of the ASCC's institutional strategic planning process. Through program review, the College is able to obtain data needed to identify areas for improvement. The President and the IPECC completed and approved the College's 2021-2026 ISP using analysis of program review.⁵¹³ The President and Executive Leadership used the FY 2022 Outcome Plans from instructional programs, support services, and administrative services to finalize its budget review for Fiscal Year 2022.⁵¹⁴

The President regularly communicates with the BHE on the financial status of the College. The President ensures communities it serves are informed about the institution through the College Website and local newspaper and media.

Analysis and Evaluation

⁵⁰⁷ [ER-E-American Samoa Code Annotated PL 22-30](#)

⁵⁰⁸ [IA-Policy Governance Manual, Policy 3000, Delegation to the President](#)

⁵⁰⁹ [IA-Policy Governance Manual, Policy 3001 President's Role](#)

⁵¹⁰ [IA-Policy Governance Manual, Policy 3007 Budgeting and Forecasting](#)

⁵¹¹ [IA-Policy Governance Manual, Policy 3008 Financial Condition](#)

⁵¹² [IA-Policy Governance Manual, Policy 3009 College Assets](#)

⁵¹³ [IA-ASCC 2021-2026 Institutional Strategic Plan](#)

⁵¹⁴ [IB-ASCC FY 2022 Outcome Plan](#)

The President as delegated by the BHE, is responsible for the overall management of the College operations and finances. The President oversees the operations of the college, and works closely with the Executive Leadership and administration to ensure implementation of policies and procedures in meeting the Mission of the college. The President provides guidance and support to the leadership team and administration to ensure improvement on institutional planning, on program review processes, documentation of standard operating procedure processes, implementation of policies and procedures, and financial operations of the college.

The President provides the College administration with guidance and support to ensure the college adheres to statutes, regulations and governing board policies, and assures that institutional practices are consistent with institutional mission, including effective control of budget and expenditures.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President is recognized and respected by the community as a public advocate of the College. The President is actively engaged in community relations as evident by participating in community activities. The President also serves as the spokesperson for the College, represents the College on Boards and Commission and serves as a member of the Governor's Cabinet. The President when unavailable may delegate the vice presidents or relative College leadership for representation to communities served by the institution.

The President communicates with external constituents and community regularly through annual reports, quarterly reports, and any other pertinent reports requested to the college. The President of the College gave a presentation to the American Samoa Government Cabinet members in the fall 2020 detailing the status of the college's instructional programs, services, resources, and personnel.⁵¹⁵

The President also participates in college functions and scheduled meetings, assemblies, training and orientations with college constituents. Meetings are scheduled with the Board of Higher Education in which status of operations are reported including annual reports, Institution-Set Standards, ISP, Policies, Budget, and other items noted in BHE meetings. The President conducts leadership team meetings in which updates on budget, events, accreditation, and updates are continually shared with the administration. The President offers the welcoming remarks in every faculty orientation program at the beginning of every semester, which provides the President with the opportunity to speak to faculty on college priorities and updates.⁵¹⁶ In addition, the Student Government Association (SGA) begins its semester with the introduction of

⁵¹⁵ [4C-ASCC President's Presentation to the ASG Cabinet meeting, 2020](#)

⁵¹⁶ [4C-Faculty Orientation Assembly Program, Spring 2021](#)

all its SGA members through a “Meet and Greet” assembly with the President and Executive Leadership.⁵¹⁷

Analysis and Evaluation

The President of the College continues to work and communicate with the communities served by the institution through involvement and participation in community activities, functions, and events. In addition, the President of the College serves as a member in various councils, boards, cabinets, and committees as the active and public advocate of the College.

The President informs the community of its functions and events through quarterly reports to the government, and other public institutional reports available on the ASCC Website and local media.

Conclusions on Standard IV.B. CEO

President Dr. Pato demonstrates strong leadership in planning, organizing, budgeting, and selecting and developing personnel, and assessing institutional effectiveness. The College President guides institutional improvement of the teaching and learning environment through established policies and procedures. In addition, the president leads the College’s accreditation process to ensure compliance with accreditation requirements for continuous improvement of instructional programs and services. Dr. Pato continues to work with the College stakeholders and communicate and inform the community about the institution.

Improvement Plan(s)

None

Evidence List

- 487 [1 1A-Policy Governance Manual, Policy 3000 Delegation to the President](#)
- 488 [1 2B-ASCC Organizational Chart, 2021](#)
- 489 [1 1A-Policy Governance Manual, Policy 3021 Communication Protocols](#)
- 490 [1 Comprehensive Program Review and Assessment of Instructional Programs, Student Services, Website](#)
- 491 [1 1A-ASCC Participatory Structure Manual](#)
- 492 [1 4B-Appointment of Program Director of Trade and Technical, 2019](#)
- 493 [1 4B-Appointment of Program Director of Nursing, 2019](#)
- 494 [1 2C-Appointment of Manager of SSLs](#)
- 495 [1 2B-ASCC Organization Chart, 2021](#)
- 496 [1 1A-ASCC Participatory Governance Structural Manual, 2021](#)

⁵¹⁷ [2C-Student Government Association, Meet and Greet Program, Spring 2021](#)

- 497 [1 1A-Policy Governance Manual, Policy 3001.2 College Goals](#)
- 498 [1 1A-ASCC ISP 2021- 2026](#)
- 499 [1 1B-ASCC FY 2022 Outcome Plan](#)
- 500 [1 ASCC SLO and Student Achievement Manual – Student Achievement, pp.7 - 10](#)
- 501 [1 1A-Policy Governance Manual, Policy 3010.1 College Accreditation](#)
- 502 [1 ASCC General Catalog 2020-2022, p. 1](#)
- 503 [1 1C-Accreditation Presentation 2020](#)
- 504 [1 4A-Accreditation ISER Calendar 2020-2021](#)
- 505 [1 Accreditation Presentations to the Steering Committee \(2019\) - convocation](#)
- 506 [1 4A-Accreditation ISER Calendar Amendments, 2020-2021](#)
- 507 [1 ER-E-American Samoa Code Annotated PL 22-30](#)
- 508 [1 1A-Policy Governance Manual, Policy 3000, Delegation to the President](#)
- 509 [1 1A-Policy Governance Manual, Policy 3001 President’s Role](#)
- 510 [1 1A-Policy Governance Manual, Policy 3007 Budgeting and Forecasting](#)
- 511 [1 1A-Policy Governance Manual, Policy 3008 Financial Condition](#)
- 512 [1 1A-Policy Governance Manual, Policy 3009 College Assets](#)
- 513 [1 1A-ASCC 2021-2026 Institutional Strategic Plan](#)
- 514 [1 1B-ASCC FY 2022 Outcome Plan](#)
- 515 [1 4C-ASCC President’s Presentation to the ASG Cabinet meeting, 2020](#)
- 516 [1 4C-Faculty Orientation Assembly Program, Spring 2021](#)
- 517 [1 2C-Student Government Association, Meet and Greet Program, Spring 2021](#)

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The role of the Board in decision-making is to determine policies and to serve as the governing and fiduciary body of the ASCC. ^{518 519}

The Governance Policy Manual is reviewed regularly and updated as needed. The most recent review of the American Samoa Community College Governance Policy Manual was approved in September 2020. Chapter-two Board Governance and three Administrative Governance include

⁵¹⁸ [1A-Policy Governance Manual, Policy 2002 Governance Commitment](#)

⁵¹⁹ [ER-E-Public Law 22 -30](#)

the policies that assure the quality, integrity, and effectiveness of the student learning programs and the financial stability of the College.

The ASCC Mission and Vision statements are detailed in various College documents. The 2020-2022 Catalog and the 2021 ASCC Participatory Governance Structural Manual highlight the College's commitment to its mission statement and vision. Policy 1000 Mission, Vision, Goal(s), and Objectives clearly states the ASCC Mission and Vision of the college. In addition, Institutional Strategic Plan 2021-2026 contain statements of Mission and Core Values, as well as policies and procedures that ensure effective student learning programs and services.⁵²⁰ These documents are reviewed and approved by the Board of Higher Education.

The Board continues to review board policies, Board self-evaluation, and Board annual goals in its annual retreats to address quality improvement and adherence to the institution's mission and vision. The Board is continually informed of the College's programs and operations and makes recommendations to the President and Executive Leadership for improvement. In addition, the Board is updated by the President on its operations to ensure compliance with federal and local regulations.

Analysis and Evaluation

The Board of Higher Education serving as the fiduciary body of the College is informed of the College's operations and outcomes regarding academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability. The board in its scheduled meetings is informed via the President on the status of its instructional programs, student services, community and research, and administrative services. A financial report is available to the Board on a monthly basis. Institutional reports are available on the College websites or through request to the Office of Institutional Effectiveness.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The composition of the Board reflects public interest with a cross-section of professionals and community representatives from throughout the territory.

In accordance with American Samoa Government Public Law 22-30, individuals selected as members of the American Samoa Community College governing board consist of seven (7) members and the Director of Education. Six (6) members are appointed by the Governor with the approval of the legislature, and an ASCC student representative selected by ASCC students with voting rights.⁵²¹

⁵²⁰ [1A-Policy Governance Manual, Policy 1000 Mission, Vision, Goal\(s\) and Objectives](#)

⁵²¹ [1A-Policy Governance Manual, Policy 2003 Eligibility and Requirements of a Board Membership](#)

A number of Board policies affirm the need for the Board to act as whole. Policies are regularly reviewed and updated to ensure board members, individually demonstrate their support of board policies and decisions.^{522 523 524 525}

The BHE continues to monitor 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.

Analysis and Evaluation

The Board of Higher Education acted upon their own governing issue with members. The Board complies with Policy 2007 Board Planning and Agenda and Policy 2008 Meetings in conducting its board meetings. The board secretary provides meeting agendas and documents prior to meetings, both electronically and in hard copy for members' preparation in generating collective discussions in decision making. All discussions and approved decisions are documented in Board minutes and reflected in updated policies, board resolutions and actions.

Policy 2001 Board of Higher Education Code of Ethics and Policy 2002 Board of Higher Education Code of Conduct emphasize the importance of working relation amongst board members, and collectively support final decisions approved by the BHE.⁵²⁶

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The American Samoa Community College is a single College and the only public institution of higher education in American Samoa. The written policies describing the selection and evaluation of the President as chief administrator are found in Public Law (PL) 22-30 and the Governance Policy Manual (GPM). Selected by the Governor since 1992 when PL 22-30 first became law, section 16.2005 was amended in 2003 to give complete autonomy to the Board in selecting the College President.⁵²⁷ The delegation of administrative authority to the President is clear with Policy 3000 Delegation to the President, and Policy 3001.2 College Goals which emphasize the delegation of administrative authority to the President by the Board of Higher Education.⁵²⁸ The Board sets clear expectations for regular reports on institutional performance

⁵²² [1A-Policy Governance Manual, Policy 2004.1 Authority of Board Committees](#)

⁵²³ [1A-Policy Governance Manual, Policy 2004.3 Chairperson's Role and Authority](#)

⁵²⁴ [1A-Policy Governance Manual, Policy 2002 Board of Higher Education Code of Conduct](#)

⁵²⁵ [1A-Policy Governance Manual, Policy 2002.1 Board of Higher Education Violation of the Law, Codes of Ethics and Conduct](#)

⁵²⁶ [1A-Policy Governance Manual, Policy 2001 Board of Higher Education Code of Ethics](#)

⁵²⁷ [ER-E-American Samoa Government Public Law 22-30 Section 16.2005](#)

⁵²⁸ [1A-Policy Governance Manual, Policy 3001.2 College Goals](#)

in these two governance Policy 3010 Communication and Counsel to the Board,⁵²⁹ and Policy 3002.2 Internal and External Monitoring Report.⁵³⁰

Based on these policies the President provides Institutional Data Collection, Community Surveys, Placement Data, Assessment of Student Learning Outcomes, and Financial/Grant Reports.⁵³¹ The Board relies on recommendations from the President and his key staff for the best information and encourages input and generally bases its decision on policy.

There are also policies that hold the President accountable for keeping the Board apprised of the College's growth, development, and challenges. These policies are Policy 2009.3 Adequate Information to Precede Action⁵³², Policy 2013 Relationship Between the Board and the President of the College⁵³³, and Policy 3007 Budgeting and Forecasting⁵³⁴. The Board requires that the President provide accurate information to the Board for review prior to making decisions. The Quarterly, Institutional Planning updates, and Annual reports are means for providing current and accurate information to the Board.

The written policies for selecting and evaluating the College President include Policy 3001.1 Qualifications of the President, Policy 3001.3 Contract for the President, Policy 3001.5 Salary, Policy 3001.4 Evaluation of the President, and Policy 3002 Monitoring the President's Performance.^{535 536}

The Board continues to conduct biennial evaluations of the President prior to contract renewal.⁵³⁷ The Board uses the President's Performance Evaluation Form to evaluate the College President. The Board's annual performance evaluation of the President includes ways to evaluate the implementation of board policies and the achievement of institutional goals.

Analysis and Evaluation

The Board has consistently followed the authorized procedures for advertisement, application screening, interview, selection and evaluation of the President. Policies are in place on qualifications and evaluation of the President for the Board to continually update for improvement.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

⁵²⁹ [IA-Policy Governance Manual, Policy 3010, Communication and Counsel to the Board](#)

⁵³⁰ [IA-Policy Governance Manual, Policy 3002.2 Internal and External Monitoring Reports](#)

⁵³¹ [IA-Policy Governance Manual, Policy 3002.2 Internal and External Monitoring Reports](#)

⁵³² [IA-Policy Governance Manual, Policy 2009.3 Adequate Information to Precede Action](#)

⁵³³ [IA-Policy Governance Manual, Policy 2013 Relationship Between Board and the President of the College](#)

⁵³⁴ [IA-Policy Governance Manual, Policy 3007 Budgeting and Forecasting](#)

⁵³⁵ [IA-Policy Governance Manual, Policy 3001.4 Evaluation of the President](#)

⁵³⁶ [IA-Policy Governance Manual, Policy 3002 Monitoring the President's Performance](#)

⁵³⁷ [IA-Policy Governance Manual, Policy 3001.3 Contract for the President](#)

Evidence of Meeting the Standard

The Board of Higher Education acts as an independent body of the College and represents the community's interest appropriate to Public Law 22-30, governance, and regulations, and further emphasized in the following policies:

- Policy 2004.1 Authority of Board Committees⁵³⁸
- Policy 2004.2 Authority of Board Members⁵³⁹
- Policy 2004.3 Chairperson's Role and Authority⁵⁴⁰

Governance Policies 2003 and 2003.1 identify the composition of the board as an independent, policy-making body that reflects the public interest in the institution's educational quality.^{541 542} The board members are professionals and community representatives from various agencies and church denominations throughout the territory. Board membership reflects diversity with doctoral degrees holders, medical doctor, career educators, clergymen, retired military veterans, and a student representative.

Six Board members are nominated by the Governor and must be confirmed by the House and Senate of the Fono (legislature). The ASCC student body elects a Student Representative who is a voting member. The Director of the American Samoa Department of Education serves as an ex officio voting member of the Board. Governance Policies 2003 and 2003.3 describe the eligibility and requirements for Board membership, as well as the exclusions.⁵⁴³ The Board represents the public interest as stated in Policy 2009.4 Public Participation.⁵⁴⁴

The ASCC is a public institution, so there are no private owners.

Analysis and Evaluation

The Governing Board continues to advocate for the college and to defend and protect the institution from undue influence and political pressure. The attendance and active participation of board members in external and internal meetings are documented in board meeting minutes. All board members are updated accordingly through electronic communications by the President and board secretary on institutional reports, events, and invitations to college and government functions.

Board members participate in ASCC Budget Hearing on behalf of the college, Commencement Exercises, Opening Assembly for new academic school year and semester, and other college events. Board members also participated in the American Samoa Government cabinet meeting hosted by the college in December 2020, and have attended various Legislature Hearing on behalf of the College.

⁵³⁸ [1A-Policy Governance Manual, Policy 2004.1 Authority of Board Committees](#)

⁵³⁹ [1A-Policy Governance Manual, Policy 2004.2 Authority of Board Members](#)

⁵⁴⁰ [1A-Policy Governance Manual, Policy 2004.3 Chairperson's Role and Authority](#)

⁵⁴¹ [1A-Policy Governance Manual, Policy 2003 Eligibility and Requirements of a Board Membership](#)

⁵⁴² [1A-Policy Governance Manual, Policy 2003.1 Board Member Terms](#)

⁵⁴³ [1A-Policy Governance Manual, Policy 2003.3, Board Officers](#)

⁵⁴⁴ [1A-Policy Governance Manual, Policy 2009.4 Public Participation](#)

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board complies with policies consistent with the College Mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. These policies include program review and assessment of instructional programs, authority, establishment of Board, governance, and code of conduct as followed:

- Policy 1004 Comprehensive Program Review, Assessment and Instructional Programs, Student Services and Administrative Services.
- Policy 2004 Authority and Functions of the Board, Committees, and Members⁵⁴⁵
- Policy 2005 Establishment of Board and College Policies⁵⁴⁶
- Policy 2000 Governance Commitment⁵⁴⁷
- Policy 2002 Board of Higher Education Code of Conduct⁵⁴⁸

The Board as a fiduciary body who is responsible for the quality of all educational programs, continues to review, revise as appropriate, and approve the Mission of the College. The College is committed in conducting annual program review and assessment of instructional programs and services as emphasized in Policy 1004. The result of program review analysis allows the College to set its priorities and monitor its Institutional Strategic Plan.

In the Spring 2021, the Board approved the Institutional Strategic Plan 2021-2026 with emphasis on four identified strategic areas. The Board's role in the approval of ISP 2021 -2026 is vital in ensuring expected goals and objectives are carried out for academic quality. These goals are monitored through monthly reports, divisional SOP, committee updates, quarterly reports, and annual reports. The following four identified strategic areas state:

- Academic Strategic Focus Area 1: Successful entry into the workforce
- Academic Strategic Focus Area 2: Transfer to Institutions of Higher Learning
- Academic Strategic Focus Area 3: Awareness of the Samoan Culture and the Pacific
- Academic Strategic Focus Area 4: Research and Extension in Human and Natural Resources

For educational quality, legal matters, and financial integrity the BHE continues to exercise independent authority and legal responsibilities on behalf of the college. Its many legal responsibilities lie in its authority to make contracts, purchase, lease or accept property, procure

⁵⁴⁵ [1A-Policy Governance Manual, Policy 2004 Authority and Functions of the Board, Committees, and Members](#)

⁵⁴⁶ [1A-Policy Governance Manual, Policy 2005 Establishment of College Policies](#)

⁵⁴⁷ [1A-Policy Governance Manual, Policy 2000 Governance Commitment](#)

⁵⁴⁸ [1A-Policy Governance Manual, Policy 2002 Board of Higher Education Code Conduct](#)

supplies and equipment, approve tuition rates, adopt rules, and even to sue or be sued. (PL 22-30, § 16.2002 Powers and duties of the College).⁵⁴⁹

The Board, with recommendation from the President, assumes authority and responsibility for the financial integrity of the College by approving the College's budget, its fiscal management, acquiring an independent audit, and the land grant endowment fund (PL 22-30, § 16.2009 Fiscal Management and § 16.2010 Independent audit reports – consultants – Annual Reports). The Board assures the fiscal integrity of the College as it acts in accordance with the law.⁵⁵⁰

Because the College is established within the executive branch of government and receives direct funding from the local government, the local government does have an expectation that the College be accountable for spending these funds in a manner that provides high quality education. The Board exercises ultimate responsibility for financial integrity.

Analysis and Evaluation

The Board in its review of the 2020 -2022 Catalog recommended a revision to the mission statement, by re-ordering the four bullets of the mission statement to reflect the acronym “STAR”.⁵⁵¹ The Board completed its review of all policies including Policy 1004. The College complies with Policy 1004 through program review and assessment of all instructional programs and services to ensure academic quality.⁵⁵² In addition, the Board approved the ASCC Institution Strategic Plan 2021-2026. The Board is also active in its role of reviewing and approving annual budget of the College, and participates in budget hearings on behalf of the institution.

The Board of Higher Education exercises independent authority and bears responsibility for its educational quality, legal matters, and financial integrity as per approved policies. The Board has sought legal assistance from both the American Samoa Attorney General's Office and from private attorneys.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The College ensures that the ASCC Governance Manuals are published on the College's website and archived on the ASCC digital archives.

The BHE began its review of the ASCC Governance Manual during their Annual Retreat in October 2018. The board completed their review of the Governance Manual for chapters one, two, and three policies in 2018. In their 2019 board retreat, the BHE reviewed chapters four, six,

⁵⁴⁹ [ER-E-American Samoa Government Public Law PL 22-30 Section 16.2002](#)

⁵⁵⁰ [ER-E-American Samoa Government Public Law PL 22-30 Section 16.2009 p. 4](#)

⁵⁵¹ [2020-2020 ASCC General Catalog, p.ii](#)

⁵⁵² [IA-Policy Governance Manual, Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services](#)

seven, and nine, and was able to complete their review of the four chapters in 2019. The board's final review of the ASCC Governance Manual took place during its 2020 board retreat, and was able to complete the remaining two chapters, chapters two and eight of the Governance Manual.

The Board completed its full review of all policies in the Governance Manual during its 2020 board retreat, and initiated a discussion on a cycle of policy review to be identified and documented for continuous improvement of the policy review process. This has been a very thorough and lengthy review of all policies in order to meet the BHE goal that ASCC policies are updated and documented in one manual.

The Board's size is established by Public Law 22-30.⁵⁵³ The governing Board consists of eight members, including the Director of the American Samoa Department of Education. Six of the seven others are appointed by the Governor and confirmed by the Fono (legislature). The seventh is a second-year student elected at a school-wide election.⁵⁵⁴

Other duties and Board responsibilities, structure, and operating procedures are described in the ASCC Governance Policy Manual, Chapter II.⁵⁵⁵ The Board Governance Manual is published on the College's Website.⁵⁵⁶ Policy 2005 Establishment of Board and College Policies describes the President's responsibility for policy manuals.⁵⁵⁷ Working with the Board, the President is responsible for overall integrity of the institution by assuring those governing policies are accurate and current.

Analysis and Evaluation

The Board of Higher Education (BHE) has been very active in its review of all policies in the ASCC Governance Manual since 2018. This thorough and comprehensive review of all policies allow the Board to separate policy statements from procedural statements, and to ensure consistency and clarity. The BHE goal is to ensure that all policies in the ASCC Governance Manual is updated and documented in one manual.

The BHE continued their review of chaptered four, five, six, seven, and eight policies during their 2019 annual retreat. Access to the BHE amendments in board policy will be posted upon the signature approval of the Board Chairman. The BHE completed its comprehensive review of all policies, including policies specific to the board's size, duties, responsibilities, structure, and operating, and with final approval of the ASCC Board of Higher Education Policy Governance Manual 2020 during its 2020 board retreat.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

⁵⁵³ [ER-E-American Samoa Government Public Law PL 22-30 Section 16.2002](#)

⁵⁵⁴ [1A-Policy Governance Manual, Policy 2003 Eligibility and Requirements of a Board Membership](#)

⁵⁵⁵ [1A-Policy Governance Manual, Policies 2000-2015 Board Governance Policy Statements](#)

⁵⁵⁶ [ASCC Website, Board Governance Manual, https://www.amsamoa.edu/institution/publications.html](https://www.amsamoa.edu/institution/publications.html)

⁵⁵⁷ [1A-Policy Governance Manual, Policy 2005, Establishment of Board and College Policies](#)

Evidence of Meeting the Standard

The Board develops policies as necessary, and reviews policies during their annual retreat as emphasized in Policy 2005 Establishment of Board and College Policies.⁵⁵⁸ The goal of this review process is to ensure that the standards of organization, healthy dialog, institutional integrity, evaluation, planning and improvement are sustained, reflected and incorporated into the policies.

The BHE completed its review of the ASCC Governance Manual during the 2020 board retreat. The most recent comprehensive review of all policies allows the Board to separate policy statements from procedural statements, and to ensure consistency and clarity. The BHE goal is to ensure that all policies in the ASCC Governance Manual is updated and documented in one manual. With the completion of the BHE full review of policies in the Governance Manual, a cycle of policy review to be identified and documented is forthcoming upon board's approval.

Analysis and Evaluation

The governing board actions are consistent with its policies and bylaws, and its records reflect these actions. The Board continues to review and assess its policies as evident in their review of the ASCC Board of Higher Education Policy Governance Manual since 2018. The Board continued its review annually since 2018 at its board retreat with the final review in 2020. The review process is necessary to ensure effectiveness in meeting the College Mission, and that the standards of organization, healthy dialog, institutional integrity, evaluation, planning and improvement are sustained, reflected and incorporated into the policies. The Board finalized and approved the ASCC Policy Governance Manual 2020.⁵⁵⁹

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board is regularly informed by the President and Leadership Team on student performance data noted in the SLO and Student Achievement Manual such as but not limited to Developmental Courses, Gateway Courses, General Education, Degree Programs, 1st Year and 2nd Year General Education, Program Requirements, Graduation Rate, transferability and Job Placement Rates, Enrollment, Career Technical Education, and Course Completion Rate.⁵⁶⁰

The Institutional Effectiveness division reports directly to the President who reviews and approves all institutional reports that are shared with the Board of Higher Education. An institutional assessment cycle for all outcomes has been developed and implemented. The

⁵⁵⁸ [1A-Policy Governance Manual, Policy 2005 Establishment of Board and College Policies](#)

⁵⁵⁹ [1A-Policy Governance Manual 2020](#)

⁵⁶⁰ [1B-SLO and Student Achievement Manual, pp. 9 - 17](#)

College has established institutional set performance standards for student achievement. Policy 1004 was established to address implementing assessment and review processes that authentically measure the work of the institution toward achieving its Mission.

The College continues to review and update established Institutional Set standards (ISS) for student achievement. Since the establishment of ISS in 2015, the college through its Curriculum committee, Assessment Committee, and Student Services staff have reviewed ISS in the fall 2017 and spring 2020.⁵⁶¹ ⁵⁶² The ISS are reflected on the Institution Data Sets available on the college's website, and are presented to the Board of Higher Education through ACCJC annual reports.⁵⁶³

Analysis and Evaluation

The Board is updated on student achievement data through ACCJC annual reports and factbook reports. Board members are provided with hardcopies of ACCJC annual reports and the Institutional Strategic Plan 2021-2026. In addition, Fact books and Facts sheets in which student achievement data are documented by the Institutional Effectiveness (IE) Office are available on the ASCC website. The Office of IE continues to update fact sheets and fact books and share with the Institution through website for college decision-making.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The College continues to comply with its policies on board orientation and training to ensure board members are aware of their roles, responsibilities, and functions as board members. 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 requires that “An annual workshop will be conducted to address the training needs of the Board members.” Topics are identified to guide the content of the training. Board members have the opportunity to participate in off- island professional development and on-island training.⁵⁶⁴ 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.”⁵⁶⁵ In addition, the college continues to comply with Public Law 22-30 and Policy 2003.1 Board Members Terms, as it clarifies the composition of the Board, and the required terms of each board member.

⁵⁶¹ [1B-SLO and Student Achievement Manual, p.8](#)

⁵⁶² [1B-SLO and Student Achievement Manual, pp.9-10](#)

⁵⁶³ [4C-Vice President ACAS ISS Presentation to the Faculty, Spring 2021](#)

⁵⁶⁴ [1A-Policy Governance Manual, Policy 2010 Board Orientation and Training](#)

⁵⁶⁵ [1A-Policy Governance Manual, Policy 2010.1 Orientation for New Members](#)

The Board's size is established by Public Law 22-30. The governing Board consists of 8 members, including the Director of the American Samoa Department of Education. Six of the seven members are appointed by the Governor and confirmed by the Legislature. American Samoa Code Annotated Section 16.2002 provides for Board continuity and states that members "shall serve 4 years as not to expire at the same time. They will serve until their successors have been qualified."

Policy 2003.1 Board Members Terms states the term of each board member including the term of the student representative.⁵⁶⁶

Analysis and Evaluation

Board members are encouraged to participate in training and professional development for continued board development. Board members in their new term are encouraged to sit the ACCJC Accreditation 101 online certification as an introductory course to the Accreditation process. Several members of the board have completed the ACCJC Accreditation 101 course. In addition, several board members attended the 2019 ACCJC Partners in Excellence Conference: What the Future Holds information.

Newly appointed members are provided with an ASCC Board of Higher Education Policy Governance Manual, a copy of the ASCC current catalog, and other institutional documents to assist them with understanding the culture of the college and its operations. In addition, the President and administrators provide on a regular basis updates through presentations on Academic programs statuses, Institution-Set Standards, ACCJC Annual reports, finance reports and other pertinent institution information for board members review and approval. This allows board members who are both new and old members to be informed of college operations and functions.

Board members continue to be involved in college functions including ASCC Convocation assemblies, Awarding ceremonies, Commencement Exercises, Accreditation presentations both face-to-face and virtual conferences, and other college wide events.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The College complies with its approved board policies including board evaluation to ensure board's effectiveness in promoting academic quality and institutional effectiveness.

⁵⁶⁶ [1A-Policy Governance Manual, Policy 2003.1 Board Member Terms](#)

The Board policies for self-evaluation are stated in Governance Policy Manual and were revised to BPM 2000.2 Board Self Evaluation, which is now Policy 2002.4 in the ASCC Board of Higher Education Policy Governance Manual 2020.⁵⁶⁷ Additionally, Policy 2007.1 Board of Higher Education Self Evaluation further details processes for the board's annual self-assessment.⁵⁶⁸ The process of self-evaluation provides an effective overview as it makes it clear that it is an evaluation of the Board as a whole and that the Board will develop goals and evaluate their performance.

The 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 are compiled and reviewed by the BHE. The Executive Director of Institutional Effectiveness continues to compile and present the Board's Self-Evaluation results to the Board for continuous improvement of performance.

Analysis and Evaluation

The Board of Higher Education consistently conducts its self-evaluation on an annual basis to ensure board's effectiveness in promoting academic quality and institutional effectiveness. Board members are evaluated as a whole and the results and summary of self-evaluation are presented to the board for continuous improvement in academic quality and institutional effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The College complies with all of its established and approved policies, including policies pertaining to conflict of interest, violation of its codes, and conduct. The Governing Board upholds a code of ethics and conduct policy, and conflict of interest policy.

The Board completed its review of all nine chapters of the ASCC Board of Higher Education Policy Governance Manual in 2020. 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.⁵⁶⁹

⁵⁶⁷ [1A-Policy Governance Manual, Policy 2002.4 Board Self-Evaluation](#)

⁵⁶⁸ [1A-Policy Governance Manual, Policy 2007.1 Board of Higher Education Self Evaluation](#)

⁵⁶⁹ [1A-Policy Governance Manual, Policy 2002.1 Board of Higher Education violation of the Law, Codes of Ethics and Conduct](#)

Analysis and Evaluation

The Board of Higher Education continues to comply with policies pertaining to conflict of interest, violation of its codes and conduct. In addition, the Board continues to support and comply with all policies and procedures of the College and are held at the highest level of professionalism and integrity. This is evident in their professional roles in the community and in college functions, community events, and Board meetings.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The College through its governing Board establishes clearly defined policies for the delegating of administrative authority to the President of the College without board interference. In addition, policies are in place for clear expectations for regular reports on institutional performance. The delegation of administrative authority to the chief administrator and the clarification of the President's role is defined in Policy 3000 Delegation to the President, Policy 3001 President's Role, and Policy 3001.2 College Goals.^{570 571 572}

The Board continues to work with the president on setting clear expectations for regular reports on institutional performance through Policy 3010 Communication and Counsel to the Board, and Policy 3002.1 Internal and External Monitoring Reports.^{573 574} The Board also relies on recommendations from the President and key staff for information through Policy 2013 Relationship between the Board and President of College.⁵⁷⁵ The Board requires that the President provide accurate information to the Board for review prior to making decisions. The Quarterly report, Institutional Planning updates, and Annual report are means for providing current and accurate information to the Board.

Analysis and Evaluation

The ASCC Board of Higher Education fully supports and delegates authority and responsibility to the President of the College to fully implement and administer Board policies without the Board's interference. The President continues to update Board members on college operations, instructional programs and services, and financial status of the college through financial reports and annual reports.

⁵⁷⁰ [IA-Policy Governance Manual, Policy 3000 Delegation to the President](#)

⁵⁷¹ [IA-Policy Governance Manual, Policy 3001 President's Role](#)

⁵⁷² [IA-Policy Governance Manual, Policy 3001.2 College Goals](#)

⁵⁷³ [IA-Policy Governance Manual, Policy 3010 Communication and Counsel to the Board](#)

⁵⁷⁴ [IA-Policy Governance Manual, Policy 3002.1 Internal and External Monitoring Reports](#)

⁵⁷⁵ [IA-Policy Governance Manual, Policy 2013 Relationship Between Board and the President of the College](#)

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The BHE continues to be informed of accreditation status, plans, and upcoming reports during its annual retreats and special meetings, in which presentations of the College's ACCJC Annual Reports are presented and discussions on student achievement occur.

With the closure of local schools and the shutdown of the college in March 2020, as mandated by the American Samoa Government in its Code Blue COVID-19 Emergency Declaration, Board members were informed of accreditation updates and required reports through electronic correspondence and via emails.

Several of the board members attended the 2019 ACCJC Partners in Excellence Conference: What the Future Holds information. Board members also participated in discussions with ACCJC Vice President in 2019 in preparation for the ASCC Institutional Self Study Report and site visit in fall 2021. Information to include updates from the ACCJC Commission and Staff is featured on the College's website.⁵⁷⁶

Analysis and Evaluation

Board members are continually informed of the College's accreditation status and reports either through emails, retreats, meetings and special meetings. Board members participated in accreditation workshops and presentations conducted by the President and staff on accreditation processes and the College's accreditation status. Before annual reports are submitted to ACCJC, the Board reviews and approves the reports prior to submission.

Conclusions on Standard IV.C. Governing Board

The American Samoa Government Public Law 22-30 and the Board Policy Governance Manual define the roles and responsibilities of the governing board. The ASCC Board of Higher Education (BHE) is an independent, policy-making body that has the authority over policies to assure academic quality, integrity and effectiveness of instructional programs and services, and financial stability of the institution. The BHE adheres to ethical standards and maintain the appropriate role relative to the president and administrators. The BHE delegates full responsibility to the President in the operation of the College to meet its mission.

Improvement Plan(s)

⁵⁷⁶ ASCC Website: <https://www.amsamoa.edu/institution/accreditation/ACCJCUpdates.html>

None

Evidence List

- 518 [1 1A-Policy Governance Manual, Policy 2002 Governance Commitment](#)
- 519 [1 ER-E-Public Law 22 -30](#)
- 520 [1 1A-Policy Governance Manual, Policy 1000 Mission, Vision, Goal\(s\) and Objectives](#)
- 521 [1 1A-Policy Governance Manual, Policy 2003 Eligibility and Requirements of a Board Membership](#)
- 522 [1 1A-Policy Governance Manual, Policy 2004.1 Authority of Board Committees](#)
- 523 [1 1A-Policy Governance Manual, Policy 2004.3 Chairperson's Role and Authority](#)
- 524 [1 1A-Policy Governance Manual, Policy 2002 Board of Higher Education Code of Conduct](#)
- 525 [1 1A-Policy Governance Manual, Policy 2002.1 Board of Higher Education Violation of the Law, Codes of Ethics and Conduct](#)
- 526 [1 1A-Policy Governance Manual, Policy 2001 Board of Higher Education Code of Ethics](#)
- 527 [1 ER-E-American Samoa Government Public Law 22-30 Section 16.2005](#)
- 528 [1 1A-Policy Governance Manual, Policy 3001.2 College Goals](#)
- 529 [1 1A-Policy Governance Manual, Policy 3010, Communication and Counsel to the Board](#)
- 530 [1 1A-Policy Governance Manual, Policy 3002.2 Internal and External Monitoring Reports](#)
- 531 [1 1A-Policy Governance Manual, Policy 3002.2 Internal and External Monitoring Reports](#)
- 532 [1 1A-Policy Governance Manual, Policy 2009.3 Adequate Information to Precede Action](#)
- 533 [1 1A-Policy Governance Manual, Policy 2013 Relationship Between Board and the President of the College](#)
- 534 [1 1A-Policy Governance Manual, Policy 3007 Budgeting and Forecasting](#)
- 535 [1 1A-Policy Governance Manual, Policy 3001.4 Evaluation of the President](#)
- 536 [1 1A-Policy Governance Manual, Policy 3002 Monitoring the President's Performance](#)
- 537 [1 1A-Policy Governance Manual, Policy 3001.3 Contract for the President](#)
- 538 [1 1A-Policy Governance Manual, Policy 2004.1 Authority of Board Committees](#)
- 539 [1 1A-Policy Governance Manual, Policy 2004.2 Authority of Board Members](#)

- 540 [1 1A-Policy Governance Manual, Policy 2004.3 Chairperson’s Role and Authority](#)
- 541 [1 1A-Policy Governance Manual, Policy 2003 Eligibility and Requirements of a Board Membership](#)
- 542 [1 1A-Policy Governance Manual, Policy 2003.1 Board Member Terms](#)
- 543 [1 1A-Policy Governance Manual, Policy 2003.3, Board Officers](#)
- 544 [1 1A-Policy Governance Manual, Policy 2009.4 Public Participation](#)
- 545 [1 1A-Policy Governance Manual, Policy 2004 Authority and Functions of the Board, Committees, and Members](#)
- 546 [1 1A-Policy Governance Manual, Policy 2005 Establishment of College Policies](#)
- 547 [1 1A-Policy Governance Manual, Policy 2000 Governance Commitment](#)
- 548 [1 1A-Policy Governance Manual, Policy 2002 Board of Higher Education Code Conduct](#)
- 549 [1 ER-E-American Samoa Government Public Law PL 22-30 Section 16.2002](#)
- 550 [1 ER-E-American Samoa Government Public Law PL 22-30 Section 16.2009 p. 4](#)
- 551 [1 2020-2020 ASCC General Catalog, p.ii](#)
- 552 [1 1A-Policy Governance Manual, Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services](#)
- 553 [1 ER-E-American Samoa Government Public Law PL 22-30 Section 16.2002](#)
- 554 [1 1A-Policy Governance Manual, Policy 2003 Eligibility and Requirements of a Board Membership](#)
- 555 [1 1A-Policy Governance Manual, Policies 2000-2015 Board Governance Policy Statements](#)
- 556 [1 ASCC Website, Board Governance Manual,
https://www.amsamoa.edu/institution/publications.html](#)
- 557 [1 1A-Policy Governance Manual, Policy 2005, Establishment of Board and College Policies](#)
- 558 [1 1A-Policy Governance Manual, Policy 2005 Establishment of Board and College Policies](#)
- 559 [1 1A-Policy Governance Manual 2020](#)
- 560 [1 1B-SLO and Student Achievement Manual, pp. 9 - 17](#)
- 561 [1 1B-SLO and Student Achievement Manual, p.8](#)
- 562 [1 1B-SLO and Student Achievement Manual, pp.9-10](#)
- 563 [1 4C-Vice President ACAS ISS Presentation to the Faculty, Spring 2021](#)
- 564 [1 1A-Policy Governance Manual, Policy 2010 Board Orientation and Training](#)
- 565 [1 1A-Policy Governance Manual, Policy 2010.1 Orientation for New Members](#)
- 566 [1 1A-Policy Governance Manual, Policy 2003.1 Board Member Terms](#)

- 567 [1 1A-Policy Governance Manual, Policy 2002.4 Board Self-Evaluation](#)
- 568 [1 1A-Policy Governance Manual, Policy 2007.1 Board of Higher Education Self Evaluation](#)
- 569 [1 1A-Policy Governance Manual, Policy 2002.1 Board of Higher Education violation of the Law, Codes of Ethics and Conduct](#)
- 570 [1 1A-Policy Governance Manual, Policy 3000 Delegation to the President](#)
- 571 [1 1A-Policy Governance Manual, Policy 3001 President’s Role](#)
- 572 [1 1A-Policy Governance Manual, Policy 3001.2 College Goals](#)
- 573 [1 1A-Policy Governance Manual, Policy 3010 Communication and Counsel to the Board](#)
- 574 [1 1A-Policy Governance Manual, Policy 3002.1 Internal and External Monitoring Reports](#)
- 575 [1 1A-Policy Governance Manual, Policy 2013 Relationship Between Board and the President of the College](#)
- 576 [1 ASCC Website:
 <https://www.amsamo.edu/institution/accreditation/ACCJCUupdates.html>](#)

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district / system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

Does not apply to ASCC

Analysis and Evaluation

Does not apply to ASCC

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Does not apply to ASCC

Analysis and Evaluation

Does not apply to ASCC

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

Does not apply to ASCC

Analysis and Evaluation

Does not apply to ASCC

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

Does not apply to ASCC

Analysis and Evaluation

Does not apply to ASCC

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

Does not apply to ASCC

Analysis and Evaluation

Does not apply to ASCC

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Does not apply to ASCC

Analysis and Evaluation

Does not apply to ASCC

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Does not apply to ASCC

Analysis and Evaluation

Does not apply to ASCC

Conclusions on Standard IV.D. Multi-College Districts or Systems

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

H. Quality Focus Essay

Introduction of Project

The College is committed to student achievement and student learning in the offering of instructional programs to meet the needs of the students and community. The American Samoan Community College Teacher Education Program established a partnership through a Memorandum of Understanding with the American Samoa Department of Education (ASDOE) to enable teachers in public and private schools to obtain an ASDOE Teacher Certification for Elementary Teachers, an Associate of Arts with an Emphasis in Elementary Education, and or a Bachelor of Education degree in Elementary Education degree(s).

In an effort to promote accessibility and the availability of courses to a diverse population of in-service teachers, the American Samoa Community College (ASCC) Teacher Education Program presented a proposal to the President to offer five (5) courses via Distance Education (100% online) for the ASDOE Teacher Certification Program in the fall 2021 semester. The proposal will accommodate the need of in-service teachers residing on the neighboring Islands to enroll in the certification courses during the fall 2021 semester, due to the Territorial COVID-19 Declaration and Restrictions.

Project 1: Offering of five (5) Teacher Certification Courses via Distance Learning (100%)

The five courses for the Teacher Education/American Samoa Department of Education Teacher Certification include the following:

1. ED 150: Introduction to Teaching
2. ED 280: Introduction to Multicultural Education
3. ED 300: Foundations of Education
4. ED 301: Educational Psychology
5. ED 305: Foundations of Curriculum and Instruction

These courses will be taught through MOODLE and via teleconferencing virtual meetings. In-service teachers are able to participate and communicate with faculty via zoom or through online correspondences, which provides open access to instruction and courses offered at the College.

Action Plan

A career pathway will be established for each in-service teacher upon completion of ASDOE Certification, which will include timeline of completion and identified career pathways.

Career Pathways for in-service Teachers:

- Associate of Arts (Completion of Teacher Certification)
- Bachelor in another discipline (Completion of Teacher Certification)
- Completion of Teacher Certification (Bachelor of Education in Elementary Education)

Timeline of Completion for Certification and Bachelor Degree.

- In-service teachers enroll in two courses per semester (10 weeks), which will require 2.5 semesters.

- In-service teachers enroll in one course per semester, which will require five (5) semesters.
- Bachelor of Arts in Elementary Degree Track

The following chart shows the numbers of degrees, certificates, and Bachelor of Education degrees awarded to students in the past five years. Although targets are set in percentages, the degrees and certificates reported were based on number of degrees and certificates awarded in the past five-years.

Programmatic Student Achievement

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-year average
			(New stretch goal set in Spring and Fall 2020)	AY 2019-2020	AY 2018-2019	3-5 years (AY 2015-2019)
Certificate Completion Rate for Certificate of Proficiency	Number of graduates that completed a Certificate of Proficiency; Calculation: Number of graduates that completed certificates divided by the total number of graduates	10%	New Proposed Stretch goal for Spring 2021- (15%)	8 Certificates Awarded	0 certificate	Certificates Awarded AY2019-8 AY2018-0 AY2017-14 AY2016-16 AY2015-18 Total Certificates Awarded in 5 years: 56
Bachelor of Education Completion Rate	Number of student graduates that completed a B.Ed. Calculation: Number of graduates that completed a Bachelor degree divided by the total number of graduates in a Bachelor program	90%	New Proposed Stretch goal for Spring 2021- (100%)	10 B.Ed. degrees Awarded	14 B.Ed. degrees awarded	B. Ed. Awarded AY2019-10 AY2018-14 AY2017-10 AY2016-8 AY2015-17 Total B.Ed. Awarded in 5years: 59

Impact on Student Learning and Achievement

With the offering of the Teacher Certification proposed courses 100% online, the College will identify pathways for in-service teachers upon completion of certification. The time-line of completion for certificate and bachelor degree(s) will be used to determine other viable programs to be offered online. This will provide the College data to aid in decision-making with the offering of partial and full online courses. With the COVID-19 pandemic restrictions in

American Samoa and the continued closure of its borders, opportunities are presented to students for certain courses to be offered fully 100% online or partially online.

In addition, this will support the College's improvement plans as mentioned in Standards I.A.2, I.B.5, and I.B.6 with the disaggregation and tracking of academic program data.

Outcome Measures

The College will track cohorts of in-service teachers that will enroll in the fall 2021 semester:

- Subpopulation 1: AA Certification Courses
- Subpopulation 2: B.Ed. Certification Courses

Data collected from each subpopulation will be used to compare the completion rates to the College's Institution-Set Standard rates. The timeline for the completion of this project will be between 2.5 semesters (1 ½ year) to five-semester (2 ½ years).

Institutional Target for AY 2021- 2022 and AY 2022-2023

Course Completion Rate – 80% with Stretch goal of 85%

Pathway Completion Rate – 10% with a Stretch goal of 15%