



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:	American Samoa Community College
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Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

2022-23: 2023-24: 2024-25:

5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	-18.85 %	-10.05 %

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23: 2023-24: 2024-25:

6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	-18.60 %	-0.61 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

N/A

7. Do you offer Distance Education?

Yes

No

If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23:

2023-24:

2024-25:

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23:

2023-24:

2024-25:

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

7g. % of all students that took at least one degree-applicable distance education course:

2022-23: 2023-24: 2024-25:

7h. % of all degree-applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes

No

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes

No

**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

48 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

4 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- ☐ Student Achievement Measure (SAM)
- ☐ Voluntary Framework of Accountability (AACC)
- ☐ College established dashboard
- ☐ Other (please specify)

☒ N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

11a. Please provide a link to the exact page on your institution’s website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC’s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC’s Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

https://ie.amsamoa.edu/archive_1/institutional-set-standards

11b. Please review and score your institution’s website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score:

5.5

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution’s public website?

The American Samoa Community College (ASCC) launched an upgraded website on December 8, 2025, to improve accessibility, user experience, and transparency of student achievement data. The site offers a modern, mobile-friendly design for easy access to academic programs, admissions, student services, and campus updates. Its Institutional Effectiveness and Outcomes homepage highlights student achievement and data disaggregation, with links to datasets, standards, program reviews, planning resources, and digital archives. The College continues enhancing the site by adding visuals and concise content to better illustrate how decision-making supports improvements in student learning outcomes and overall achievement.

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	80%	80%	80%
12b. Stretch goal (aspirational):	85%	85%	85%
12c. Actual successful course completion rate:	85%	82%	90%

Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes

No

If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu)

- ☒ Number of certificates
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	21	21	11
13c. List your stretch goal (aspirational):	31	32	14
13d. List actual number or percentage of certificates:	15	32	14

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu)

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23	2023-24	2024-25
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14a. List your Institution-Set Standard (floor) for associate degrees:

188	192	170
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14b. List your stretch goal (aspirational) for associate degrees:

199	202	180
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14c. List actual number or percentage of associate degrees:

194	179	172
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Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes

No

If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

15b. List your Institution-Set Standard (floor) for baccalaureate degrees:

2	9	10
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15c. List your stretch goal (aspirational) for baccalaureate degrees:

3	10	11
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15d. List actual number or percentage of baccalaureate degree awards:

3	10	13
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Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes

No

If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes

No

If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers:
(Please select one option from the menu)

- ☐ Number of transfers
- ☒ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

2022-23	2023-24	2024-25
20%	20%	25%

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

25%	25%	30%
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17d. List actual number or percentage of students who transfer to a 4-year college/university:

20%	11%	19%
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Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

No

If you answered no, skip to question 19.

19. Does your college offer Career and Technical Education Programs?

Yes

No

If you answered no, skip to question 20.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question 19.

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Teacher Education (AA, B.Ed)	75	80	67	70	80
Nursing (AS, COP)	75	80	100	93	72
Trade and Technical (AS, COP)	75	80	20	33	50
Agriculture, Community and Natural Resources (AS)	75	80	0	25	100
Business (AS, AA, COP)	75	80	82	58	53
Computer Science (AS, COP)	75	80	0	100	100
Criminal Justice (AA, AS)	75	80	64	58	70
Health and Human Services (AA, AS, COP)	75	80	72	94	50
Science/Marine Science (AS, COP)	75	80	100	100	100

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

Questions 13(a)(b), 14(a)(b), and 15(a)(b)(c): The data was updated on May 18, 2026, to change the percentage to actual numbers of degrees and certificates awarded. Question number 17c was corrected to reflect the percentage of headcount.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

During this reporting period, ASCC established new memorandums of understanding with government agencies, strengthening workforce development by supporting certification and degree attainment for in-service employees, particularly in teacher certification. In Fall 2026, the College will begin its review cycle for Institution-Set Standards (ISS) and conduct a comprehensive review of its Institutional Data Sets (IDS). These efforts are part of a broader plan to improve ISS and student learning outcomes, with an emphasis on using data effectively to inform decision-making and better communicate the institution's story. This process will also include a review of disaggregated data across academic programs and an examination of the growing demand for career and technical education in American Samoa. Additionally, the College is collaborating with the American Samoa Government to develop an Education Dashboard for the Territory, focused on educational and workforce statistics and achievement, funded through the National Governors Association (NGA).

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

ASCC is currently reviewing three academic program proposals that include the development of bachelor's-level course offerings and the expansion of Distance Education. While the College has received approval to offer three distance education courses for certification purposes, it recognizes the need to further strengthen its capacity in this area. To support this effort, ASCC may seek technical assistance and guidance on best practices in distance education, including course design, delivery methods, student engagement, and assessment of learning outcomes. These efforts are intended to ensure that all distance education offerings meet established quality standards and effectively support student success.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- ☒ I reviewed the program listings and all of my institution's programs are correctly listed
- ☐ I have found some errors and will be reaching out to ACCJC for next steps on updating