AMERICAN SAMOA COMMUNITY COLLEGE

"Internal Show Cause Sanction Report & Analysis of actions taken to address ACCJC Recommendations"

Table of Contents

I. ACCJC Recommendations:

Table of Contents..... 2-3

Introduction..... 4

Show Cause Sanction and Recommendations..... 5-7

ASCC response outcomes to Show Cause Sanction.....8-15

II. The 'Action Plan' Planning & Implementation Process:

Informing all ASCC Stakeholders..... 16

Planning the Process..... 16-18

- Committee Facilitators and Purpose..... 18-19
- Review Process..... 19
- Subcommittee Composition & Action Plans.....19-24
  - Academic Excellence Subcommittee..... 24
    - Planning the Review..... 25-31
    - Outcome Status..... 32-55
    - Subcommittee Recommendations..... 56-58
  - Total Cost of Ownership Subcommittee..... 59
    - Planning the Review..... 59-60
    - Outcome Status..... 61-76
    - Subcommittee Recommendations..... 77-80
  - Staffing Subcommittee..... 81
    - Planning the Review..... 82
    - Outcome Status..... 83-97
    - Subcommittee Recommendations..... 98

III. Review of Subcommittee Recommendations:

Leadership Triangle..... 99

- Subcommittee Composition..... 99
- Review of Subcommittee Recommendations.....99-105
  - Actions Taken..... 105-111

Board of Higher Education……..112

Review of Recommendations……..112-116

Actions Taken……..116-126

Introduction:

This document serves to provide all ASCC internal and external stakeholders a full review of ASCC's Accreditation Status since its Show Cause sanction in February 2015. This report covers the purpose of Accreditation, the Western Association for Schools and Colleges (WASC) Accrediting Commission for Community and Junior College (ACCJC) definition of Show Cause, actions taken to inform ASCC stakeholders, planning agendas, and outcomes toward addressing each ACCJC Recommendation.

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions if of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credentials as legitimate *(Referencing WASC ACCJC Bylaws)*.

Section I: ACCJC Recommendations:

Show Cause Sanction and ACCJC Recommendations

On the 6th of February 2015, an official update of accredited institutions under the purview of the Western Association for Schools and Colleges-Accrediting Commission for Community and Junior Colleges (WASC-ACCJC) was posted on their website. The ACCJC update provides information on institutions that have been reaffirmed accreditation and institutions that have been placed on sanction according to the Commission's accreditation review cycle and processes.

ASCC an accredited institution under the purview of WASC-ACCJC was issued a Show Cause status. A Show Cause sanction is issued when the Commission finds an institution to be in substantial noncompliance with ACCJC Eligibility Requirements, Accreditation Standards, or Commission policies. In ACCJC's Public Disclosure Notice (PDN) to ASCC, "the Commission requires that ASCC submit a Show Cause Report by October 15, 2015. The report will be followed by a visit by a Show Cause external evaluation team that will focus on the ten assigned recommendations:

- *Recommendation 1: The College in cooperation with the governance process, fully develop program review processes, systematic course review, and authentic assessment of SLOs and analyze and use the results of assessments to improve continuously. (WASC ACCJC Standards: I, II, IV)*

- *Recommendation 2: The College in cooperation with the governance process, expand access to program evaluation and assessment data and promote collegial dialogue surrounding student learning and student success. (WASC ACCJC Standards: I, IV)*

- *Recommendation 3: The College set institutional standards for student achievement and use them as the basis for evaluation in the program review and institutional planning processes. (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)*
- *Recommendation 4: The College address the previous recommendation to improve services to support the College's mission to transfer student to institutions of higher learning. (WASC ACCJC Standard: II – Previous 2008 Recommendation)*

- *Recommendation 5: The College revise its employment policies to ensure equity, diversity, and fairness. (WASC ACCJC Standard: III)*

- *Recommendation 6: The College revise and conduct performance evaluations that include considerations of how employees use the results of assessment of learning outcomes to improve teaching and learning. (WASC ACCJC Eligibility Requirement #14 and Standard: III)*

- *<u>Recommendation 7</u>: The College manage its fiscal resources to effectively achieve the mission, manage its cash position, and maintain a minimum 5% reserve to ensure financial stability. (WASC ACCJC Eligibility Requirement: #18 and Standard: III)*

- *<u>Recommendation 8</u>: The College evaluate the organizational structure and governance processes to increase opportunities for broad-based participation, purposeful dialogue, and involvement in decision-making processes. (WASC ACCJC Standard: IV)*

- *<u>Recommendation 9</u>: The College use and publish the results of Board of Higher Education self-evaluation to improve Board performance. (WASC ACCJC Standard: IV)*

- *<u>Recommendation 10</u>: The College establish and implement a Board code of ethics and conflict of interest policy that clearly defines conflict of interest and the process for dealing with behavior that violates its code. (WASC ACCJC Eligibility Requirement: #7 and Standard: IV)*

The Commission requires the ASCC to show Cause why its accreditation should not be withdrawn by demonstrating that it has corrected the deficiencies noted by the Commission and is in compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies. The burden of proof will rest on the institution to demonstrate why its accreditation should be continued" *(Referencing WASC ACCJC PDN)*. The ACCJC requirement for all institutions who have been placed on sanction is to publicize its accreditation status on the institution's website one month after an institution has been assigned a PDN from the Commission.

ASCC response outcomes to ACCJC Show Cause Sanction:

A thorough review of ASCC's Mission based on institutional dialogue and practices resulted to improvement actions and outcomes outlined below. Actions and outcomes are listed according to each Recommendation. A narrative for ASCC actions taken, and outcomes per Recommendation are clarified in the subcommittees review, planning process, and implementation of action plans section of this report.

- ***Recommendation 1: The College in cooperation with the governance process, fully develop program review processes, systematic course review, and authentic assessment of SLOs and analyze and use the results of assessments to improve continuously. (WASC ACCJC Standards: I, II, IV)***

    - ASCC Action:
        - Institutional clarification of Program Review, Planning, and Assessment processes.
    - ASCC Outcomes:
        - Adopting of ASCC Participatory Governance Structural Manual:
            - Institutional Learning Outcomes (pgs. 9-10);
            - Participatory Governance Core Values (pgs. 11-12);
            - Constituent roles in Governance and Decision-Making (pgs. 13-15)
            - Types of decision-making groups that provide recommendations (pgs. 16-19)
            - Roles and responsibilities of constituent groups (pgs. 19-28)
                - Program Review (pgs. 20-22)
                - Assessment of Student Learning and Achievement (pgs. 22-25)
                - Institutional Student Achievement Standards (25-28)
        - New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services *(Adopted by the Board of Higher Education)*

- ***Recommendation 2: The College in cooperation with the governance process, expand access to program evaluation and assessment data and promote collegial dialogue surrounding student learning and student success. (WASC ACCJC Standards: I, IV)***

    - ASCC Action:
        - Institutional clarification of Program Review, Planning, and Assessment processes.

- ASCC Outcomes:
  - Adopting of ASCC Participatory Governance Structural Manual:
    - Constituent roles in Governance and Decision-Making (pgs. 13-15);
    - Types of decision-making groups that provide recommendations (pgs. 16-19);
    - Roles and responsibilities of constituent groups (pgs. 19-28);
      - Program Review (pgs. 20-22)
      - Assessment of Student Learning and Achievement (pgs. 22-25)
      - Institutional Student Achievement Standards (25-28)
    - Institutional Reporting, Data Accessibility and Dissemination (pgs. 28-29).
  - New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services *(Adopted by the Board of Higher Education)*

- ***Recommendation 3: The College set institutional standards for student achievement and use them as the basis for evaluation in the program review and institutional planning processes. (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)***

  - ASCC Action:
    - Institutional clarification of defined and set Institutional Student Achievement Standards:
      - Setting of Standards
        - Developmental Courses
        - Gateway Courses
        - Degree Program Requirements
        - Persistence
        - Degree/Certificate Completion and Transfer
      - Courses Assessed
      - Data Sets
  - ASCC Outcomes:
    - Adopting of ASCC Participatory Governance Structural Manual:
      - Institutional Learning Outcomes (pgs. 9-10);
      - Participatory Governance Core Values (pgs. 11-12);
      - Constituent roles in Governance and Decision-Making (pgs. 13-15)
      - Types of decision-making groups that provide recommendations (pgs. 16-19)

- Roles and responsibilities of constituent groups (pgs. 19-28)
  - Program Review (pgs. 20-22)
  - Assessment of Student Learning and Achievement (pgs. 22-25)
  - Institutional Student Achievement Standards (25-28)
- Institutional Reporting, Data Accessibility and Dissemination (pgs. 28-29)

- New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services *(Adopted by the Board of Higher Education)*
- Assessing Student Learning & Achievement Manual

- ***<u>Recommendation 4</u>: The College address the previous recommendation to improve services to support the College's mission to transfer student to institutions of higher learning. (WASC ACCJC Standard: II – Previous 2008 Recommendation)***

  - <u>ASCC Actions</u>:
    - Institutional clarification of Program Review, Planning, and Assessment processes.
    - Institutional clarification of defined and set Institutional Student Achievement Standards:
      - Setting of Standards
        - Developmental Courses
        - Gateway Courses
        - Degree Program Requirements
        - Persistence
        - Degree/Certificate Completion and Transfer
      - Courses Assessed
      - Data Sets
  - <u>ASCC Outcomes</u>:
    - Adopting of ASCC Participatory Governance Structural Manual:
      - Revised and approved Institutional Learning Outcomes (pgs. 9-10);
      - Participatory Governance Core Values (pgs. 11-12);
      - Constituent roles in Governance and Decision-Making (pgs. 13-15)
      - Types of decision-making groups that provide recommendations (pgs. 16-19)
      - Roles and responsibilities of constituent groups (pgs. 19-28)
        - Program Review (pgs. 20-22)

- Assessment of Student Learning and Achievement (pgs. 22-25)
- Institutional Student Achievement Standards (25-28)
- Institutional Reporting, Data Accessibility and Dissemination (pgs. 28-29)

- New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services *(Adopted by the Board of Higher Education)*
- Fall 2015 approved ASCC Organizational Chart

- ***<u>Recommendation 5</u>: The College revise its employment policies to ensure equity, diversity, and fairness. (WASC ACCJC Standard: III)***

  - <u>ASCC Action</u>:
    - Institutional clarification of employment policies and processes.
  - <u>ASCC Outcomes</u>:
    - Revision of the following policies:
      - Policy 4006.1: Degree Requirements *(Adopted by the Board of Higher Education)*
      - Policy 4008.1: Staff Appointment Types *(Adopted by the Board of Higher Education)*
      - Policy 4200: Employment of Non Residents *(Adopted by the Board of Higher Education)*
      - Policy 4208.1 American Samoa Employment Preference *(Adopted by the Board of Higher Education)*
      - Policy 5108: Faculty Teaching Load *(Adopted by the Board of Higher Education)*

- ***<u>Recommendation 6</u>: The College revise and conduct performance evaluations that include considerations of how employees use the results of assessment of learning outcomes to improve teaching and learning. (WASC ACCJC Eligibility Requirement #14 and Standard: III)***

  - <u>ASCC Actions</u>:
    - Institutional review of Performance Evaluation.
    - Institutional clarification of Program Review, Planning, and Assessment processes.
  - <u>ASCC Outcomes</u>:
    - Institutional Flow Chart for evaluation processes.
    - Revision of the Faculty Evaluation Form *(Approved by the Faculty Senate)*
    - Adopting of ASCC Participatory Governance Structural Manual:

- Revised and approved Institutional Learning Outcomes (pgs. 9-10);
- Participatory Governance Core Values (pgs. 11-12);
- Constituent roles in Governance and Decision-Making (pgs. 13-15)
- Types of decision-making groups that provide recommendations (pgs. 16-19)
- Roles and responsibilities of constituent groups (pgs. 19-28)
    - Program Review (pgs. 20-22)
    - Assessment of Student Learning and Achievement (pgs. 22-25)
    - Institutional Student Achievement Standards (25-28)
- Institutional Reporting, Data Accessibility and Dissemination (pgs. 28-29)

- ***<u>Recommendation 7</u>: The College manage its fiscal resources to effectively achieve the mission, manage its cash position, and maintain a minimum 5% reserve to ensure financial stability. (WASC ACCJC Eligibility Requirement: #18 and Standard: III)***

    - <u>ASCC Action</u>:
        - Institutional clarification of Program Review, Planning, and Assessment processes. (Resource Allocation)
    - <u>ASCC Outcomes</u>:
        - Adopting of ASCC Participatory Governance Structural Manual:
            - Revised and approved Institutional Learning Outcomes (pgs. 9-10);
            - Participatory Governance Core Values (pgs. 11-12);
            - Constituent roles in Governance and Decision-Making (pgs. 13-15)
            - Types of decision-making groups that provide recommendations (pgs. 16-19)
            - Roles and responsibilities of constituent groups (pgs. 19-28)
                - Program Review (pgs. 20-22)
                - Assessment of Student Learning and Achievement (pgs. 22-25)
                - Institutional Student Achievement Standards (25-28)
            - Institutional Reporting, Data Accessibility and Dissemination (pgs. 28-29)
            - ASCC Organizational Chart and Communication Protocol (pgs. 30-34

- Revision of Policy 3007: Budgeting and Forecasting *(Adopted by the Board of Higher Education)*
- Revision of Policy 7001: Budget *(Adopted by the Board of Higher Education)*
- New Policy 7005.5E: Financial Emergency Plan *(Adopted by the Board of Higher Education)*
- New Policy 7212: Reserve Funds *(Adopted by the Board of Higher Education)*

- ***Recommendation 8: The College evaluate the organizational structure and governance processes to increase opportunities for broad-based participation, purposeful dialogue, and involvement in decision-making processes. (WASC ACCJC Standard: IV)***

  - ASCC Action:
    - Institutional clarification of constituent roles in Governance and Decision-making.
  - ASCC Outcomes:
    - Adopting of ASCC Participatory Governance Structural Manual:
      - Purpose of Participatory Governance (pgs. 2-5)
      - Introduction (p. 7)
      - ASCC Vision and Mission (p. 8)
      - Institutional Learning Outcomes (pgs. 9-10);
      - Participatory Governance Core Values (pgs. 11-12);
      - Constituent roles in Governance and Decision-Making (pgs. 13-15)
        - Board of Higher Education (p. 13)
        - President (p. 13)
        - Students (pgs. 13-14)
        - Faculty (p. 14)
        - Administrators (pgs. 14-15)
        - Staff (p. 15)
      - Types of decision-making groups that provide recommendations (pgs. 16-19)
        - Governance Groups (p. 16)
        - Operational Groups (pgs. 17-19)
        - Task Force (p. 19)
      - Roles and responsibilities of constituent groups (pgs. 19-28)
        - Program Review (pgs. 20-22)
          - Institutional Program Review (pgs. 20-21)
          - Divisional Program Review (pgs. 21-22)
        - Assessment of Student Learning and Achievement (pgs. 22-25)

        - Institutional Learning Outcomes (pgs. 22-25)
        - Institutional Student Achievement Standards (pgs. 25-28)
    - Institutional Student Achievement Standards (25-28)
- Institutional Reporting, Data Accessibility and Dissemination (pgs. 28-29)
    - ASCC Annual Report (p. 28)
    - Quarter Reports (p. 29)
    - Fact Books (p. 29)
    - Fact Sheet (p. 29)
- ASCC Organizational Chart and Communication Protocol (pgs. 30-34)
    - Organizational Chart (p. 31)
    - ASCC Organizational Service Programs and Departments (pgs. 32-34)

- Fall 2015 Approved ASCC Organizational Chart

- ***<u>Recommendation 9</u>: The College use and publish the results of Board of Higher Education self-evaluation to improve Board performance. (WASC ACCJC Standard: IV)***

    - <u>ASCC Action</u>:
        - Review and Clarification of Board Roles and Practices.
    - <u>ASCC Outcomes</u>:
        - Board of Higher Education Review of Policy 2005: Board of Higher Education Establishment of Board and College Policies *(Adapted)*
        - Board of Higher Education New Policy 2007.1: Board of Higher Education Self Evaluation *(Adopted)*
        - Board of Higher Education Self Evaluation Instrument *(Reviewed and Approved)*
        - Board of Higher Education Self Evaluation Results
        - Board of Higher Education 2015-2016 Annual Goals
        - Board of Higher Education Review and Approval of Policies:
            - New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services *(Adopted)*
            - Revision of Policy 2001: Board of Higher Education Code of Ethics *(Adopted)*
            - Revision of Policy 2002: Board of Higher Education Code of Conduct *(Adopted)*
            - New Policy 2002.1: Board of Higher Education Violation of the Law, Code of Ethics, and Conduct

- New Policy 2002.2: Board of Higher Education Conflict of Interest *(Adopted)*
- Revision of Policy 2005: Board of Higher Education Establishment of Board and College Policies *(Adopted)*
- New Policy 2007.1: Board of Higher Education Self Evaluation *(Adopted)*
- Revision of Policy 3007: Budgeting and Forecasting *(Adopted)*
- Revision of Policy 4006.1: Degree Requirements *(Adopted)*
- Revision of Policy 4008.1: Staff Appointment Types *(Adopted)*
- Revision of Policy 4200: Employment of Non Residents *(Adopted)*
- Revision of Policy 4208.1: American Samoa Employment Preferences *(Adopted)*
- Revision of Policy 5108: Faculty Teaching Load *(Adopted)*
- Revision of Policy 7001: Budget *(Adopted)*
- New Policy 7000.5: Financial Emergency Plan *(Adopted)*
- New Policy 7212: Reserve Funds *(Adopted)*

- ***Recommendation 10*: The College establish and implement a Board code of ethics and conflict of interest policy that clearly defines conflict of interest and the process for dealing with behavior that violates its code. (WASC ACCJC Eligibility Requirement: #7 and Standard: IV)**

  - ASCC Action:
    - Review and Clarification of Board Policies and Practices.
  - ASCC Outcomes:
    - Revision of Policy 2001: Board of Higher Education Code of Ethics *(Adopted)*
    - Revision of Policy 2002: Board of Higher Education Code of Conduct *(Adopted)*
    - New Policy 2002.1: Board of Higher Education Violation of the Law, Code of Ethics, and Conduct *(Adopted)*
    - New Policy 2002.2: Board of Higher Education Conflict of Interest *(Adopted)*

Section II: The 'Action Plan' Planning & Implementation Process

Informing all stakeholders of ASCC's Show Cause Sanction:

In response to ASCC's Show Cause sanction and PDN publicizing requirements, ASCC Acting President Dr. Rosevonne Pato implemented a schedule of presentations following internal protocol and presented to all ASCC stakeholders regarding its Accreditation Status, ACCJC Forms of Commission Actions, Definition of Show Cause, ACCJC Recommendations, and ACCJC Eligibility Requirements and Standards:

- Presentation to the Board of Higher Education- February 23, 2015 *(Referencing PPT)*
- Presentation to ASCC Deans and Directors- February 25, 2015 *(Referencing PPT)*
- Presentation to ASCC Faculty and Staff- February 26, 2015 *(Referencing PPT)*
- Presentation to ASCC Students- February 27, 2015 *(Referencing PPT)*
- Presentation to the Public- KVZK-TV and Samoa News- February 27, 2015 *(Referencing Televised Recording and ASCC Press Release)*

Planning the Process to address ACCJC Recommendations:

Following the presentation of ASCC's accreditation status, Acting President Dr. Pato in collaboration with IE Director Leomiti set meetings with ASCC internal stakeholders to initiate and organize an action plan to address ACCJC Recommendations through ASCC's 2015-2020 Institutional Strategic Plan, utilizing the process of strategic planning and the Institutional Planning Core Committee (IPECC) composition.

ASCC's Institutional 2015-2020 Strategic Plan encompasses several of the recommendations as cited by the ACCJC however, although ASCC's Strategic Plan details the addressing of these outcomes in a two to five-year cycle, ASCC will have to expedite the process to achieve these outcomes in a six to seven-month time frame to meet the ACCJC Show Cause sanction expectations.

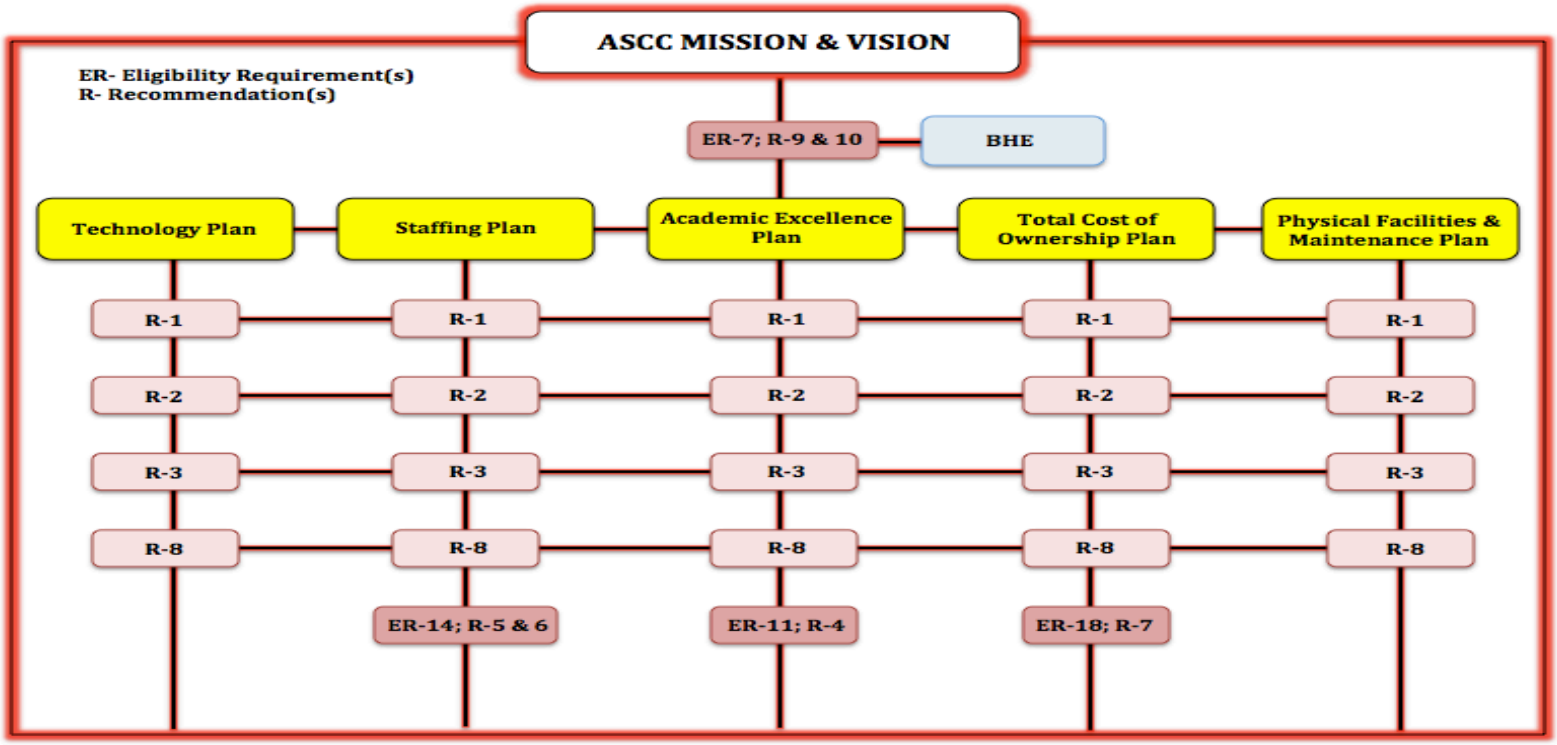
Using ACCJC Recommendations as a guide for planning, expected outcomes were extracted from ASCC's Institutional 2015-2020 Strategic Plan and aligned accordingly to strategic goal(s), objective(s), and performance indicator(s) with emphasis on outcome expectations for each Recommendation:

- <u>Recommendation 1</u>:
  - Fully Develop Program Review Processes. *(Academic Excellence Goal 1; Objective 2; Performance Indicator 1)*
  - Fully Develop a Systematic Course Review. *(Academic Excellence Goal 1; Objective 2; Performance Indicators 2, 3, 4)*

  - Authentic Assessment. *(Academic Excellence Goal 1; Objective 2; Performance Indicators 2, 3, 4)*
- Recommendation 2:
  - Expand access to program evaluation ad assessment data and promote collegial dialogue surrounding student learning and student access: *(Academic Excellence Goal 1; Objective 2; Performance Indicator 4)*
- Recommendation 3 (ER #11):
  - Institutional Standards for Student Achievement are established and used as the basis for evaluation in the program review and institutional planning processes. *(Academic Excellence Goal 1; Objective 1; Performance Indicator 5) USDOE 2013 Mandate*
- Recommendation 4:
  - Transferability *(Academic Excellence Goal 1; Objective 6; Performance Indicators 1, 2, 3, 4 & Academic Excellence Goal 1; Objective 7; Performance Indicators 1, 2, 3)*
- Recommendation 5:
  - Revise Employment Policies to ensure equity, diversity, and fairness. *(Academic Excellence Goal 1; Objective 1; Performance Indicators 1, 2, 3); (Staffing Goal 2; Objective 1; Performance Indicators 1, 2, 3 & Staffing Goal 3; Objective 1; Performance Indicators 1, 2); (Total Cost of Ownership Goal 1; Objective 3; Performance Indicators 1, 2, 3, 4, 5)*
- Recommendation 6 (ER #14):
  - Review and conduct performance evaluations and utilization of learning outcomes assessments to improve teaching and learning. *(Academic Excellence Goal 1; Objective 2; Performance Indicators 2, 3 & Academic Excellence Goal 1; Objective 3; Performance Indicators 2, 3)*
- Recommendation 7 (ER #18):
  - Manage ASCC's cash position and maintain a minimum 5% reserve to ensure financial stability. *(Institutional Planning/Total Cost of Ownership)*
- Recommendation 8:
  - Evaluate organizational structure and governance processes to increase opportunities for broad-based participation, purposeful dialogue, and involvement in decision-making processes. *(Academic Excellence Goal 1; Objective 2; Performance Indicators 1, 2, 3)*
- Recommendations 9 & 10 (ER #7):
  - *Board of Higher Education and ASCC President*

The diagram below provides a visual alignment of each Recommendation to the five Strategic Focus Areas in the ASCC 2015-2020 Institutional Strategic Plan, which includes the Technology, Staffing, Academic Excellence, Total Cost of Ownership, and Physical Facilities and Maintenance Focus Areas/Plans. Recommendations 1, 2, 3, and 8 apply to all five strategic areas. Recommendations 3, 4, and Eligibility Requirement 14 fall under the Academic Excellence Focus Area; Recommendations 5, 6, and Eligibility Requirement 14 fall under the Staffing Focus Area; Recommendation 7 and Eligibility Requirement 18 fall under the Total Cost of

Ownership Focus Area; and Recommendations 9, 10, and Eligibility Requirement 7 pertain to the Board of Higher Education.



In preparation for the subcommittees review in March, a list of committee facilitators was finalized.

Facilitators of the Technology and Physical Facilities and Maintenance Strategic Focus Areas were combined with the Staffing and Total Cost of Ownership subcommittees. Their task was to assist the facilitators of the Staffing and Total Cost of Ownership subcommittees and to assure that areas particular to the Technology and Physical Facilities and Maintenance Focus Areas/Plan were addressed and that they provide input on institutional processes that may impact their Focus Areas. Emphasis on committee purpose and task processes were discussed and approved by the committee.

Committee Facilitators and Purpose:

- Strategic Focus Subcommittees
  - Academic Excellence Facilitators: Letupu Moananu, Shirley De La Rosa, Sonny J. Leomiti *(Purpose: ER 11, and Recommendations 3 and 4)*
    - Committee Composition (Strategic Subcommittee Members and Accountable Divisions listed in the ASCC 2015-2020 Strategic Plan)

- Staffing Subcommittee Facilitators: Tafa Tupuola, Grace Tulafono, Rosevonne Pato, Sonny J. Leomiti *(Purpose: ER 14, and Recommendations 5 and 6)*
    - Committee Composition (Strategic Subcommittee Members and Accountable Divisions listed in the ASCC 2015-2020 Strategic Plan)
- Total Cost of Ownership Subcommittee Facilitators: Emey Silafau, Fred Suisala, Michael Leau, Sonny J. Leomiti *(Purpose: ER 18, and Recommendation 7)*
    - Committee Composition (Strategic Subcommittee Members and Accountable Divisions listed in the ASCC 2015-2020 Strategic Plan)
- Leadership Triangle: Dr. Seth Galea'i, Dr. Rosevonne Pato, and Dr. Mikaele Etuale *(Purpose: Recommendations 1, 2, and 8)*
    - Committee Composition (All Strategic Subcommittees Members and Accountable Divisions listed in the ASCC 2015-2020 Strategic Plan)
- Board of Higher Education Facilitator: Chairman of the Board of Higher Education *(Purpose: ER 7, and Recommendations 9 and 10)*

The Review Process:

The review process provided guidance for each subcommittee in the review of ASCC's Mission and documentations for compliance to ACCJC Eligibility Requirements, Accreditation Standards, and Commission Policies. All committees were required to initiate a plan of action by identifying outcomes to clarify deficiencies indicated in the Visiting Team's report and to document the review process dialogue through planning agendas and outcome status updates.

Subcommittee Tasks:

- Initiate Plan of Action: All subcommittee meetings will follow a process of review following the indicators below:
    - Review of assigned Eligibility Requirements
    - Review of assigned ACCJC Recommendations
    - Review of resources provided by IE:
        - ACCJC Team Report
        - WASC ACCJC Eligibility Requirements
        - WASC ACCJC Updated Standards
        - ASCC's 2014 Self Study Report
        - ASCC 2015-2020 Institutional Strategic Plan
        - Other sources as needed for review
    - Review Process and Committee Tasks:
        - Focus (Eligibility Requirement/Accreditation Standard)

- Outcome (Please state the expected outcomes toward achieving the Eligibility Requirements or ACCJC Standards)
- Agenda (All Subcommittee agendas should outline a process or action plan toward addressing the subcommittee outcomes)
- Outcome Status: (Please describe your committee's outcome status)
- Challenges (Please describe any challenges or impediments toward achieving your outcomes)
- Next Steps toward Planning (Please describe the next phase of actions your subcommittee will take to address the outcomes)

- Review of Committee Schedules
- Whole Group Committee Presentation- Review and Planning Process

Subcommittee Meeting Schedule:
The facilitators based on the availability of subcommittee members submitted a set schedule for their review of Recommendations:

- Academic Excellence Subcommittee:
  - Wednesdays of each week:
    - 2:00pm – 4:00pm
- Total Cost of Ownership Subcommittee:
  - Tuesdays of each week:
    - 1:00pm – 2:00pm
    - 9:00am – 10:00am
- Staffing Committee Subcommittee:
  - Thursdays of each week:
    - 8:30am – 12:00pm
- Facilitators Meeting (IPECC)
  - Wednesdays of each week:
    - 9:00am – 11:00am
- Board of Higher Education
  - 2nd of Week of August

Meetings continued from March - September for subcommittee facilitators to finalize their review of tasks and the achievement of their set outcomes. Dialogue emphasis at this level was represented structurally at the committee level to allow all ASCC stakeholders to participate in the accreditation dialogue.

Facilitators were required to provide an analysis in July as a culmination of their subcommittee reviews and recommendations for each Recommendation:

Subcommittee Outcome Analysis:
- *Committee Overview:*

- Committee Members & Attendance
- Committee Meeting Dates
- Committee Charge
- Committee Scope

- *Status of Subcommittee Outcomes:*
  - Description of committee actions taken and completed based on the assigned Eligibility Requirements and Accreditation Standards *(Please use your committees report updates as evidence.)*
  - Description of Committee Status on Outcome Achievement
- *Committee Recommendations which may include the following:*
  - Policies
  - Processes
  - Mission/Governance
  - Etc. *(Please highlight and be very clear on your committees recommendations)*
- *Actionable Agenda:*
  - Describe what committee <u>needed</u> actions that must take place and its impact on ACCJC ERs or Standards. *(Note: All tasks must be completed by August)*
- *Submission of Subcommittee Outcome Analysis to ALO and Assistant ALO*
  - All reports are due on July 31, 2015

Subcommittee Composition and Action Plans:

Committee composition is key to the addressing of each Recommendation. Each subcommittee facilitator was tasked to submit a broad-based list of committee members whose roles are vital and integral to the review of the ASCC Mission particularly, the Strategic Focus Areas.

The following section of this report refers to the composition of each subcommittee, review process, action plan outcomes, and recommendations to address each of the ACCJC Recommendations.

Academic Excellence Subcommittee:

The following narratives in regard to the Academic Excellence Subcommittee were taken from the Academic Excellence Report. References made within this section of the report will compliment the descriptions, findings, and recommendations of the Academic Excellence Subcommittee.

The Academic Excellence based its action plans and outcomes on Eligibility 11 and WASC Recommendations 3 and 4. The selection and composition of the Academic Excellence Subcommittee was broad-based comprised of faculty, staff and administrators directly or indirectly involved in achieving the goals and objectives as noted in the Strategic Plan. The Academic Excellence Committee facilitators were

tasked with planning, guiding, conducting, and documenting meetings for the committee. *(Referencing Academic Excellence Report, p. 2)*

Committee Composition:

- Committee Facilitator: Mrs. Letupu Moananu *(Administrator/Assistant ALO)*
- Committee Co-Facilitators: Ms. Shirley De La Rosa *(Faculty)* and Mr. Sonny J. Leomiti *(ALO)*
- Members:
  - Administrators:
    - Mrs. Evelyn Fruean**,** Mrs. Emey Toa**,** Ms. Grace Tulafono, Dr. Emilia Le'i, Dr. Lina Scanlan, Mr. Michael Leau, Mrs. Okenaisa Manila, Mrs. Sereima Asifoa, Dr. Rosevonne Pato, Mr. Elvis Zodiacal, Mrs. Sifagatogo Tuitasi, Ms. Annie Panama.
  - Faculty:
    - Dr. Daniel Chang, Mr. Christian Ausage, Mrs. Feleni Alainuuese, Mrs. Pauline McFall, Dr. Larry Purcell, Dr. Siamaua Ropeti, Mr. Evile Feleti, Dr. Randel DeWees, Ms. Lele Ah Mu, Mr. Ioapo Tauai, Mr. Tunufai Leiato, Mrs. To'aiva Tago, Mrs. Melelina Fiaui, Mr. Kuki Tuiasosopo, Mrs. Rosie Toeava, Mr. Ed Imo, Mr. Frederick Suisala, Dr. Faofua Fa'atoafe.
  - Staff:
    - Ms. Cherie Ripley**,** Mrs. Claire Toeava, Mrs. Mana'oloto Vaovasa, Ms. Silaulelei Saufaigaalii, Ms. Emma Pulu, Mrs. Virginia Filiga.

Committee members were provided with hard copies of WASC Standards, the External Evaluation Report, and other documents necessary to address the recommendations. The following Eligibility, Recommendations and Standards were the basis of review for the Academic Excellence Subcommittee.

ER #11- Student Learning and Student Achievement:
The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected learning and any program-specific achievement outcomes. Through regular and systematic assessments, it demonstrates that students who complete a program, no matter where or how it is offered, achieve the identified outcomes and the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

I.B. Academic Quality
I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

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

II.A. Instructional Programs

II.A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Recommendation 3

In order to meet the Standard, the team recommends that the College set institutional standards for student achievement and use them as the basis for evaluation in the program review and institutional planning processes. (Standards I.B.3, I.B.6, I.B.7, I.B.8, I.B.9, IV.B.3, IV.C.8, ER11)

I.B. Academic Quality

I.B.3. The institution establishes institution-set standards for student achievement, its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for sub-populations 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.

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

I.B.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.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long-range

needs for educational programs and services and for human, physical, technology, and financial resources.

IV. B. Chief Executive Officer

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by :

- *Establishing a collegial process that sets values, goals, and priorities;*
- *Ensuring the college sets institutional performance standards for student achievement;*
- *Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *Ensuring that the allocation of resources supports and improves learning and achievement; and*
- *Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

IV.C. Governing Board

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Recommendation 4:

In order to meet the Standard, the team recommends that the College address the previous recommendation to improve services to support the College's mission to transfer students to institution of higher learning. (2008 Recommendation 5; Standard II.C.2)

II.C. Student Support Services

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

The Academic Excellence Subcommittee's first task was to develop guiding questions and action plans to address the assigned Eligibility Requirement and Recommendations. Guiding questions were based on the Team's External Evaluation report. Members of the Academic Excellence Committee were encouraged to review available documents such as WASC External Evaluation Report, ASCC Governance Manual, Personnel Manual, ASCC Accreditation Eligibility Requirements and Standards, ASCC Institutional Strategic Plan and 2014-2016 ASCC Catalog to provide responses to the questions.

The Subcommittee identified four categories to generate guiding questions:

- Findings (What currently exists at ASCC),
- Facts (What is in place in regards to practice or Policy),
- Outcomes
- Recommendations by the Committee

Subcommittee members for category one and two were tasked to provide facts based on institutional practices, processes, and policies that exist. The outcome category provided input to determine whether policies were and are being followed, and are current practices in alignment with meeting divisional goals and objectives as noted in the Institutional Strategic Plan. Lastly, Subcommittee members were asked to provide recommendations to improve existing practices and processes in achieving the outcomes and in addressing the Eligibility and WASC Recommendations. The questions were organized in the following categories that include Institutional Set Achievement Standards, Program Review and Processes, Quality Assurance, and accuracy of policies.

Academic Excellence Action Plan I: Eligibility Requirement #11 and Recommendation #3:

To initiate the Subcommittee's dialogue and discussions, guiding questions and action plans were formulated to assist members in responding to Eligibility 11, which also links to Recommendation 3. In addition to guiding questions, expected outcomes were developed to ensure the Committee had fully addressed the Eligibility and Recommendations *(Referencing Academic Excellence Report, p. 5-6)*:

1. Does ASCC have defined Institutional-set Student Achievement Standards?
2. Are program review processes for ASCC linked to Faculty and Staff Evaluation and Student Achievement Indicators/Institutional-set Standards?
3. Is there a timeline for program review and dialogue process for quality assurance?
4. Are policies accurate to sustain ASCC practices?
    - Institution-set Student Achievement Standards
    - Performance Evaluation
    - Program Review/Assessment
    - Institutional Participation

Based on the Subcommittee's review, the following action outcomes have been identified:

Outcome 1: Institutional-set Standards have been defined:

- Degree Student Achievement Indicators have been defined
    - General Education Student Achievement Indicators
    - Core Foundational Student Achievement Indicators
    - Co Foundational Student Achievement Indicators

- Certificate Student Achievement Indicators have been defined:
  - General Education Student Achievement Indicators
  - Co Foundational Student Achievement Indicators
- Transferability (Categories to be addressed in Recommendation 4)
- Preparatory
  - Math, Reading, and Writing

Outcome 2: An Academic Program Review Process for accountability has been identified.

- Academic Program Review Dialogue on:
  - Committee Composition:
    - Purpose
    - Role
    - Responsibilities
  - Instrument for Program Review
    - Alignment to Student Achievement Indicators
  - Timeline/Cycle of Program Review and Assessment
  - Planning for Improvement and Sustainability
  - Dissemination of Findings

Outcome 3: All Performance Evaluations for Faculty and Adjunct Faculty are linked to:

- Academic Program/Departmental Data Collection Requirements
  - Requirement: Syllabi and SLO Assessment data and accountability

- Program Review Participation/Involvement
  - Requirement: Participate in program/institutional committees with focus on Student Achievement dialogue and SLO Assessment and Planning.

Outcome 4: An Assessment Timeline and Cycle has been Identified:

- Institutional Student Achievement Indicators:
  - Monitoring the Dialogue and Process for Assessment:
    - Department/Program or Committee Review Timeline and Assessment Process:
      - Semester Review of Outcomes
      - Quality Analyses of Outcome Achievement (Semester/Annual)
  - Program Review Timeline and Assessment Cycle of Degree Programs and Academic Departments:
    - Degrees:
      - General Education
      - Core Foundational
      - Co Foundational

Outcome 5: Review accuracy of ASCC Policies on:

- Faculty evaluation aligned to program review and committee participation (If appropriate to revise)
- Institutional-set Student Achievement Standards
  - Definition of Institutional-set Student Achievement Standards
- Institutional Program Review Processes
  - Timeline and Assessment Process
    - Institutional-set Student Achievement Indicators
    - Committee Composition and Roles

Academic Excellence Committee Fact Findings:

Members of the subcommittee were tasked to thoroughly discuss their findings based on the subcommittee's guiding questions. Members were provided with a template to input their responses for their review. Members were encouraged to share their responses via email and submit to the facilitators their findings for compilation in preparation for the subcommittee's discussion following its set meeting dates. The outcome of the discussions are listed in the outline below *(Referencing Academic Excellence Report, pgs. 7-11)*:

Guiding question 1:Does ASCC have defined Institutional-set Student Achievement Standards?

1. Findings: (What exists)
   - Previously, no;
   - First time hearing about Institution set student achievement standards;
   - No;
   - Yes, recently as part of the continuing dialogue process of addressing show cause;
   - Recently accomplished but such was not done in the past.

2. Facts: (What is in place)
   - Recently approved 5 Student Achievement standards for Developmental, Gateway, Degree Program, Persistence, and Graduate and transfer rates;
   - In place, the new and well-defined institution set standard that has been reviewed, discussed, and passed by the Curriculum Committee and also presented and passed by Academic Excellence Subcommittee;
   - Process of defining institutional student learning outcomes since 2002 with curriculum committee to define assessment and setting student learning outcomes. Now in 2015, finally got to the institutional level.

3. Outcomes:
    - Have set benchmarks for developmental at 70%, Gateway at 72%, General Education at 75%, Core foundational at 80%, and Co-Foundational Course completion at 90%.
    - Course completion rates Developmental (MAT 90, ENG 90, ENG 91)-70%
        - Course completion rates for Gateway courses (ENG 150, ENG 151, MAT 151)- 72%
        - General Education course completion at 75%
        - Program requirements: Core completion rates at 80% and Co-foundational at 90%

4. Recommendations:
    - Set benchmarks for Gateway, Persistence and Graduation, and Transfer;
    - ASCC needs to define graduation, retention, and transfer rate;
    - Academic Program review needs to be in place for further review of programs and outcomes;
    - Close the loop in assessment;
    - Need to create or clarify operational definitions;
    - Need a well- defined plan that will ensure we meet the standards we have set, plus the institution needs to be transparent with its plan so services, academic programs, and support can be provided to meet the set standards.

Guiding question 2: Are Program Review processes for ASCC linked to Faculty Evaluation and Student Achievement indicators-Institution set standards?

1. Facts:
    - No for faculty, and No for student achievement indicators;
    - Academic department conducted program review in spring 2015 including data such as graduation, transfer, and student entering the workforce; Revision of faculty evaluation form was completed. Insertion of student learning outcomes assessment was added to the instrument. Yes in regards to faculty qualifications;
    - In theory yes, for program review processes linked to Faculty evaluation because reviewing one's program helps identify strengths, weaknesses, and opportunities for needed adjustments to improve both faculty teaching and program outcomes.
    - No, because Institution set standards have just been set. The College is not consistent with implementing program reviews. College did not have a process in place to do program review and the College did not have complete effective authentic assessment of Student Learning outcomes;

- Program review processes are not linked to Faculty evaluation. Program review processes were not directly linked to student achievement indicators-institutional set standards;
- Program review process through required local stakeholders report, quarterly reports, bi-weekly reports, divisional annual reports and budget planning;
- Performance evaluation process links to divisional mission program goals and objectives;
- Both faculty and staff evaluation instrument reflects the respective job responsibilities that are aligned to divisional, program goals, and objectives;
- Divisional and program outcomes shall be linked to the divisional/program mission and shall align to serve the mission of the college so as student achievement indicators and set standards shall be met;
- Policy 5112: Faculty Instructional Evaluations; Policy 5113: Faculty Performance Evaluation;
- ASCC through performance evaluation supports institution integrity in its operation as demonstrated by the implementation of appropriate policies, practices and regular performance evaluation of faculty or staff.

2. Facts: (What is in place)
    - Institutional Program Review 2014;
    - Policy 4300 Employee performance Evaluation and Policy 4300.1;
    - Academic Assessment template reports 2010-2012; 2012-2014;
    - Annual faculty evaluations and biennial program review;
    - Institutional Strategic Plan 2015-2020; Institutional Assessment cycle of all outcomes:
        - Assessing general education outcomes, program learning outcomes, course learning outcomes
        - Assessing divisional learning outcome assessment
        - Assessing institutional learning outcomes and core value

3. Outcomes:
    - Program review 2014 used as data to support update for 2015-2020 strategic plan;
    - Academic Program Review Manual and template has been completed in March 2015 by the Curriculum;
    - Continuous program review and teaching pedagogy SWOT analysis for “closing the loop” and improvements;
    - Findings and recommendations is highlighted new strategic plan for ASCC.

4. Recommendations:

- Revisit program review instruments and processes to include faculty evaluations and Student Achievement Standards;
- Improving notification for upcoming evaluations;
- Have performance evaluation guidelines;
- Annual performance evaluation data for analysis for each program/division so that program review can provide institutional performance indicators for set standards;
- Develop and create an assessment cycle/timeline of what needs to be reviewed on a semester base;
- Continue Institutional program review;
- Clarify a corrective action plan for the first two of four areas of concern:
    - Program review/student outcomes, college not consistent on doing program reviews (also did not have a process in place to do program review)
    - College did not complete effective authentic assessment of Student Learning Outcomes
    - Include these new developments in policies pertaining to employee performance evaluation in governance manual

Guiding question 3: Is there a timeline for program review and the dialogue process for quality assurance?

Findings:

- Timeline for institutional program review is biennial and Divisional Assessments are annual;
- Program review is usually conducted during the renewal of the catalog; (every two years)
- Program Learning Outcomes- student achievement report- biennially, Institutional program review –biennially, Institutional assessment and planning-annually;
- Dialogue process occurs within the divisional and institutional level.

Facts: (What is in place)

- Every two years Institutional Review and yearly divisional review;
- Catalog, course approval, course & program removal forms, curriculum committee agenda & meetings, review of catalog from each department & program;
- ASCC strategic Plan 2015-2020.

Outcomes:

- Last Institutional review in 2014 so next will be in 2016 Divisional assessment due this year;
- Review faculty professional development data and past program review dialogue processes for all academic courses and programs;

- Modifications made to current strategic plan.

Recommendations:

- Refine and solidify process for program review timeline to include all departments/programs and post for institution or revise (if and) policy to reflect timeline;
- Timeline for program review, assessment review, and divisional review for each academic department and program should be done every year;
- Program review/student outcomes, college not consistent on doing program reviews; (also did not have a process in place to do program review)
- College did not complete effective authentic assessment of Student Learning Outcomes;
- Include these new developments in policies pertaining to employee performance evaluation in governance manual.

Guiding question #4: Are policies accurate to sustain ASCC practices?

- Institution-set Student Achievement Standards
- Performance evaluation
- Program review/Assessment
- Institutional Participation

Findings:

- Governance Manual: Student Achievement- Policy 5103 and 5110; Performance Evaluation- Policy 4300-4300.2 and 5113, Program Review- None, Institutional Program Review- None;
- Governance Manual: Policy 4003.1 standard of evaluation, 5301 Academic Standards; No policy on Program Review and Assessment;
- No, some practices are merely practices with no ties to any of the existing policies.

Facts: (What is in place)

- Policy 5103 Faculty competencies for instructional effectiveness and Policy 5110 Faculty evaluation and grading of students, possible areas to include student achievement standards;
- Institutional set student achievement is in place, performance evaluation for faculty and adjunct faculty are in place too; Program review and assessment are also in place by each academic department/program;
- Governance Manual Policy 4300 Employee performance evaluation- There is no mention of the link between faculty performance evaluation & program review-practices Does not jive with policies.

Outcomes:

- No specific mention of student achievement standards, Program review or Institutional participation;
- No; by virtue of WASC "show cause"
- Sanctioned.

Recommendations:

- Need to re-evaluate these policies or possibly introduce new policies that support these efforts;
- Standard Operating Procedures (SOPs) from Academic Departments/programs; revisit and insert statements in the governance manual on academic program review and assessment;
- Need timeline;
- Propose immediate funding source for TRACDAT: Assessment tool software program to enhance and streamline efficiency in institutional assessment efforts;
- Review of our practices and their alignment to the policies. Must be an effort across the board for ASCC and it must be transparent.

Implementation of Academic Excellence Action Plan: "Setting of Institutional Set Achievement Standards"

Academic Excellence Outcome 1: *ASCC Institutional-set Standards are clearly defined: (Eligibility Requirement 11 and Recommendation 3)*

Referencing the Academic Excellence Report pgs. 11-19, the first task in responding to the guiding questions for ER 11 was to set ASCC Institution-set Student Achievement Standards. The Institution through a series of broad-'based discussions and ongoing dialogue has set and finalized its Institutional Student Achievement Set Standards. Initial Dialogue and discussions on Institution-set Student Achievement Standards were first initiated with the Curriculum and Assessment Committee. Its membership consists of all Academic Departments/Program Chairpersons and academic department and program faculty. These individuals play key roles in decision-making on issues pertinent to curriculum and assessment.

The Curriculum and Assessment Committee were presented with formative and summative data compiled by the Office of Institutional Effectiveness (IE) and Academic Affairs in finalizing ASCC's Institution Set Student Achievement Standards. Open dialogue and discussions have taken place on the importance of each standard as it aligns to each milestone of the Pathway to Student Success. Chairpersons and faculty agreed and approved the milestone model presented by IE as it depicted a clear visual representation of the pathway students undergo upon entrance and completion of the career pathways to attain a degree or certificate at ASCC. The

Curriculum and Assessment committee's proposal was presented and approved by all members of the Academic Excellence Committee. As a result, the facilitators presented the Student Achievement Set Standards to the Institution and the Board of Higher Education for final approval.

The approved Student Achievement Set Standards allowed the newly appointed Accreditation Liaison Officer (ALO) and Assistant (ALO) to answer and complete several questions pertaining to Student Achievement Standards on the ACCJC Annual Report. As a result, the ASCC's Institutional Set Student Achievement Standards and Annual ASCC-ACCJC Report presentations were presented and approved by the Board of Higher Education in early March. The approved ASCC Institutional Set Student Achievement Standards are as follow:

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

With the newly approved Institutional Set Student Achievement Standards, the Curriculum and Assessment Committee continued the dialogue on formative and summative data to assist in setting a standard for course completion. Courses were also identified in setting standards for Institutional Student Achievement. First three standards that were set on successful course completion were thoroughly reviewed based on formative and summative data for Developmental (summative for developmental only), General Education, Core-foundational, and Co-foundational courses.

Milestone 1: *Developmental Courses Pre-Collegiate- ENG 90, ENG 91, MAT 90*

The Institutional course completion rate for Developmental courses was set at 70% based on the 'Pass/No Pass' rates for the Math 90, English 90 and English 91. These are considered exit courses for the College Accelerated Preparatory Program (CAPP) prior to enrolling in General Education courses. The Passing rate for Math 90 was set at 66%; English 90 was set at 70%; and English 91 was set at 70%.

Subcommittee members requested input from the chairpersons of the Math Department and College Accelerated Preparatory Program (CAPP) for their recommended on the reviewed rates. Based on the data presented and feedback by the respective chairpersons of CAPP, a consensus was reached with the recommendation to set the institutional set standard for developmental course completion at 70%, which was rounded off from the average passing rate (69%) based on statistics reviewed from summer 2012 – fall 2014 for English 90, English 91, & Math 90.

Measures:

a. English 90: Percentage of students who successfully complete the highest level of Developmental Reading from summer 2012 - fall 2014;
b. English 91: Percentage of student who successfully complete the highest level of Developmental Writing from summer 2012 - fall 2014;
c. Math 90: Percentage of students who successfully complete the highest level of Developmental Math from summer 2012 – fall 2014.

Set Standards

a. Institutional Set Standard for Developmental Courses- **70%**
   i. English 90: Average Passing Rate- 70%
   ii. English 91: Average Passing Rate- 70%
   iii. Math 90: Average Passing Rate- 66%

Milestone 2: *Gateway courses- ENG 150, ENG 151, & MAT 151*

Gateway courses are identified as college readiness courses or college level English and Math courses required for all degree majors. The identified English and Math courses for Gateway courses include Math 151, English 150, and English 151. Successful course completion for the identified courses was based on summative and formative data compiled by IE Division and Academic Affairs. Summative course completion rates based on the average passing rate of a "C" grade or better from fall 2012 – spring 2014 excluding summer and formative data which are rates determined through organized assessment of course learning outcomes.

Passing rates from summative data indicate: 76% for English 150; 74% for English 151; and 64% for Math 151. The results from formative data was also considered by the committee based on rubric summaries for spring 2014 - summer 2014 with a total average of 84% completing gateway courses in the developing and proficiency levels of outcome achievement. A consensus was reached with consideration of both sets of data to set an institutional standard for completion of gateway courses at 72%.

Data Review:

- Summative data consists of percentages of students passing with grades of "C" or better in the Gateway courses from fall 2012 - fall 2014.
- Formative data: percentages aggregated from defined levels of criterion based competencies using rubrics.
  - Proposed standard: 72%
  - Curriculum approved 72% course completion, which was presented and proposed to the AE subcommittee, Institution, and Board of Higher Education with data.

Summative Data: fall 2012 - fall 2014 (excluding summers)

- English 150 - Average of C or Higher = 76%
- English 151 - Average of C or Higher = 74%
- Math 151 - Average of C or Higher = 64%

Total Average of C or Higher = 71%

Formative Data: spring & summer 2014

- English 150: Beginning - 18%, Developing – 39%, Proficient – 43% = Total D & P = 82%
- English 151: Beginning- 14%, Developing – 36%, Proficient- 49% = Total D & P = 85%
- Math 151: Beginning – 14%, Developing – 31%, Proficient -55% = Total D &P = 86%

Total Average: Beginning -15%; Developing – 35%; and Proficient- 49% = Total D & P=84%

Set Standards:

a. Institutional Set Standard for Gateway Courses: **72%**
   i. English 150: Passing Rate- 73%
   ii. English 151: Passing Rate- 72%
   iii. Math 151: Passing Rate- 63%

Milestone 3: *Degree Program Requirements: General Education courses, Core Foundation, and Co-Foundational courses.*

Degree Program requirements are defined as the successful completion of General-Education, Core Foundational and Co-Foundational courses. Based on summative and formative data, the Degree program course completion was set at 80%. This Institutional Set Standard was based on the 75% average of course completion for General Education courses; Core Foundational courses completion rate was set at 80%; and Co-Foundational rate for course completion was set at 90%.

General Education courses: The core of the undergraduate program for all students to complete, regardless of major. The General Education course completion rate was based on the 13 General Education courses averaging at 73% of students who received a "C" grade or higher from fall 2012 - fall 2014. Formative data percentages revealed criterion competencies ranging from 15% at the beginning level, 36% at the developing level, and 49% at the proficient level. Taking the average of the developing and proficient levels, 85% was the standing percentage reviewed by the Subcommittee based on data collected from fall 2012 - summer 2014.

Core-Foundational courses: Courses that enhance content foundational competencies in core disciplinary areas of study. The Core Foundational rate was set at 80% based on the successful course completion of students who received a "C" grade or better for courses offered from fall 2012 - fall 2014 whereas the average of courses totaled to 89%. Formative percentages from rubric summaries arrayed from 15% at the beginning level, 33% at the developing level, and 53% at the proficient level totaling to 86% from calculating the average of the developing and proficient levels collected from fall 2014.

Co-Foundational courses: Consists of courses specific to a discipline or area of specialization. The Co-foundational Standard was set at 90% based on summative data from students who received a "C" grade or better from fall 2012 - fall 2014. The average passing rate for all semesters was 90% for Co-Foundational Courses offered in the two-year period from fall 2012 - fall 2014. Formative data percentages were not available for the setting of this standard.

The Curriculum and Assessment committees set the following standards for General Education, Core-Foundational, and Co-Foundational courses.

- General Education percentage for successful course completion: 75%
- Core Foundational percentage for successful course completion: 80%
- Co-Foundational percentage for successful course completion: 90%

Summative data on grades and formative data such as rubric summaries were used to finalize course completion rates for GEO, Core and Co-foundational courses. Formative data were not available for Co-foundational courses so course completion rate was based on the summative data.

As a result of long discussions with the Curriculum and Assessment Committee, the final percentage was set at 80% for course completion for students with a letter grade of C or better. Based on the percentages provided for each area of degree profile, the Curriculum and Assessment Committee recommended an average percentage of 80%.

Summative Data:

Percentage of students who received a 'C' grade or higher from fall 2012- fall 2014 (Excluding Summer):

- General Education courses Average of C or higher = 73%
- Core Foundational courses Average of C or higher = 82%
- Co Foundational courses Average of C or higher = 90%

Formative Data:

Percentages based on criterion-competency levels:

- General Education total average of students assessed at the beginning level- 15%; developing level- 36%; and performing level- 49%. Average calculated using the developing and performing level percentages- 85% from fall 2012 - summer 2014.
- Core Foundational total average of students assessed at the beginning level- 15%; developing level- 33%; and performing level- 53%. Average calculated using eh developing and performing level percentages- 86% from fall 2014.
- Formative data was not available to calculate percentages for Co-Foundational courses.

Set Standards:

a. Institutional Set Standards for Program Degree Requirements: **80%**
   i. Successful completion of General Education courses- 75%
   ii. Successful completion of Core Foundational courses- 80%
   iii. Successful completion of Co-Foundational courses- 90%

Milestone 4: *Persistence: The retention of students in their first year and second year and within 150% time to graduation. (Institutional retention rate)*

Although the first three Institutional Set Standards were set and approved by the Institution, the dialogue still continued amongst the Academic Excellence Committee on the remaining Institutional Set standards for Persistence and Degree/Certificate Completion and Transfer. After several discussions with members and divisions directly involved with these standards, definitions were set to allow the Academic Excellence Committee to consensus on possible set standards based on data available with the Institution.

Type of Cohorts:

- Degree Seeking Cohorts
- Certificate Seeking Cohorts

Tracking of Cohorts:

- Track 1: Pre-Collegiate ➔ Gateway ➔ Program Degree Requirements ➔ Graduation
- Track 2: Gateway ➔ Program Degree Requirements ➔ Graduation
- Track 3: Professional Courses ➔ Completion

Milestone 5: *Degree/Certificate Completion and Transfer: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce. (Institutional Set Standard 0%)*

Profile of Graduation Rates: (%)

- Degrees/Certificates Conferred
- Normal Time to Completion
- 2 years (4 semesters excluding summer terms)
- 3 years (6 semesters excluding summer terms- 150% NTC)
- 4 years (8 semesters excluding summer terms)
- 6 years (12 semesters excluding summer terms- 150% or 300% NTC)

Transfer to Institutions of Higher Education

- Occupational
- Career Technical

Transfer into the Workforce

- Occupational
- Career Technical

Based on the identified definitions, the Academic Excellence Committee was tasked to review and set Graduation, Retention and Transfer Rates. Due to faculty being away for the summer, Academic Excellence members continue with the setting of Graduation rates, retention and transfer based on Data compiled by departments and the office of Institutional Effectiveness. Stretch goals were emphasized to allow the Subcommittee to make decisions to improve planning processes for tracking students and documenting data.

Retention Rate: The retention rate was based on available data presented by the Office of IE to the Academic Excellence Committee. Data presented was based on the number of "new students" who were retained from fall to spring (1st year retention) and from fall to fall (2nd year retention) for the last five years. Based on the discussions and clarification of data, a consensus has been reached by the Subcommittee to set the first year retention at 50% with a stretch goal at 60%. The second year retention was set at 30% with a stretch goal set at 40%. Setting stretch goals allowed the Subcommittee to identify more areas to improve in planning and data accountability.

Graduation Rate: Based on the definition and available data, the committee approved the Graduation rate at 39% completion within 150% or within three years. Data presented by the Office of IE revealed many factors contributing to several rates; however the committee consensus was based on the highest percentage of all students regardless of enrollment status who graduated within a three-year period or within 150% of normal time of completion. This supports a noted concern based on data with a high percentage of students enrolled as part-time students at ASCC.

Transfer to Higher Institution Rate: The 18% rate represents an average of students who have been awarded with American Samoa Government Scholarships and/or loans for the past four years to further their education at a higher institution. Discussions amongst subcommittee members focused on improving services to solidify tracking instruments, processes, and policies to ensure the validity of data available to meet the set achievement standard. As a result, a stretch goal was set at 25% to revisit and improve on its tracking instruments, practices, and processes through academic programs and transfer services.

Transfer to the Workforce: To address set standard on transfer into the workforce, the Office of Institutional Effectiveness gathered existing data to determine factors for measuring this rate. Data from academic departments on graduate tracking and also results from the Graduation Exit Survey given to graduates by the Department of Student Services were collected and considered, along with data gathered from the American Samoa Research Foundation through phone communications with alumni.

Data from the Exit survey lacked validity as evident in the questions on the survey. The call back survey presented valid data but lacked consistency based on the time when the data was collected and the time graduating students left the institution. Data from some of the academic departments revealed several limitations as well a formal method used to track graduating students and consistency in data collection.

As a result, it was decided that the institution would concentrate on the programs, which had reliable and valid data and also were designed for students to immediately transition into the workforce. The list of departments was narrowed down to Teacher Education, Trades and Technology, and the Nursing program. The rates were determined using the average number of graduates from the three programs whose students were tracked into the workforce over a 6-year period. As a result, the rate was set at 50% with a stretch goal set at 63%.

With the ongoing discussions and presentations on available data for Retention, Graduation and Transfer, the following standards were set:

Set Standards:

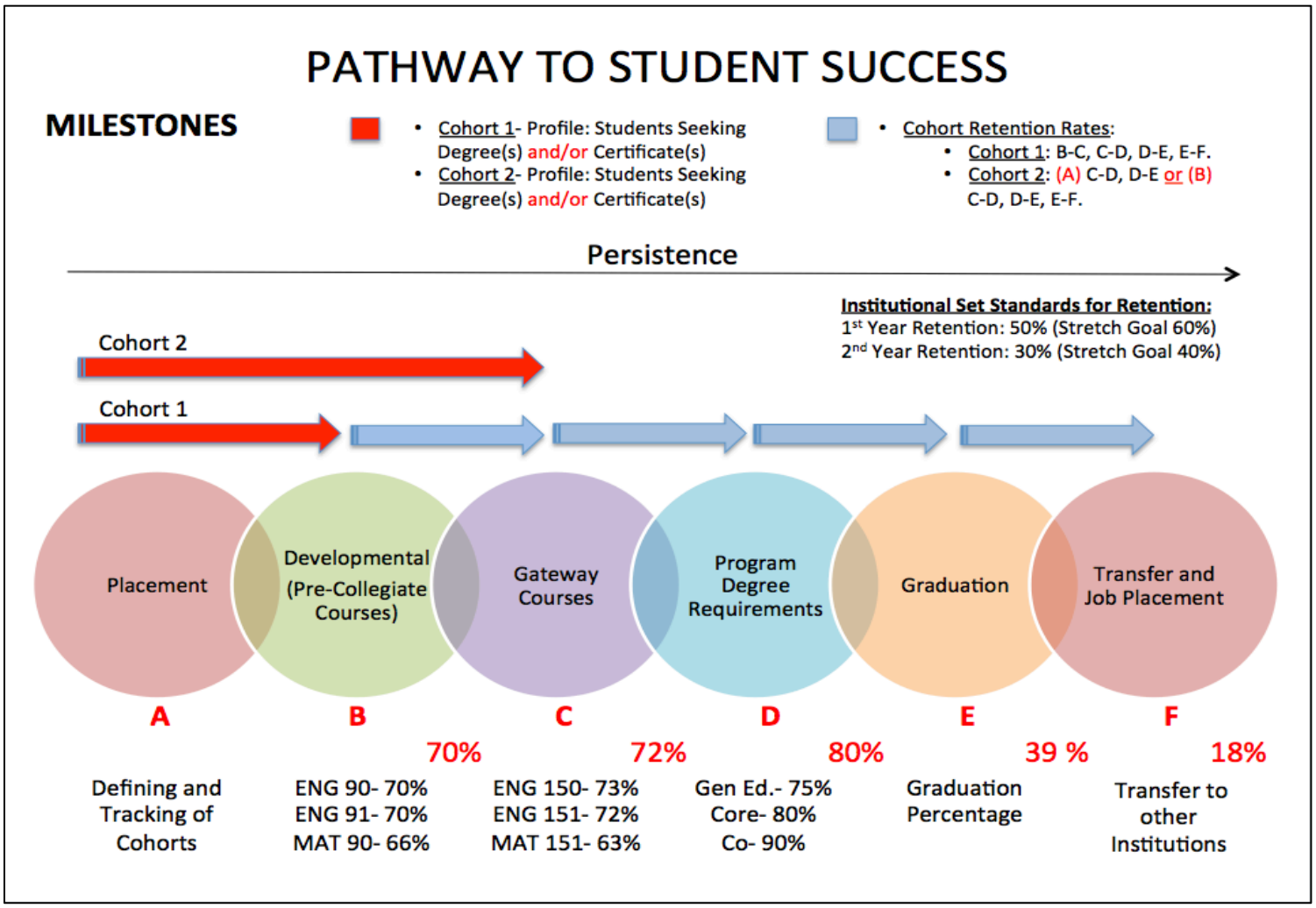
a. Institutional Set Standards for Graduation- **39%**
    i. 1st Year Retention Rates- 50% (Stretch Goal- 60%)

ii. 2nd Year Retention Rates- 30% (Stretch Goal- 40%)

b. Institutional Set Standard for Transfer to institutions of higher learning- **18%** (Stretch Goal- 25%)

c. Institutional Set Standard for Transitioning into the Workforce- **50%** (Stretch Goal- 63%)

The following diagram is an end product of the Subcommittees dialogue on institutional set standards:



The Student Achievement standards set by the Curriculum and Assessment committees were presented and approved by the Academic Excellence Subcommittee, the Leadership Team, and the Board of Higher Education. The offices of IE, Academic Affairs, Student Services division administrators who serve as Subcommittee members assisted in compiling and finalizing of the data as required by the ACCJC in their Annual Report. The approved successful course completion rate was reported in the ASCC's Annual Report to the ACCJC however,

other institutional set standard percentages as required by the ACCJC such transferability, graduation, and retention rates where not clearly identified and needed more institutional dialogue to set these standards. Career Technical Education certificates and degrees as noted in the 2014-2016 catalog were reported on the Annual Report. The final report was presented to the Institution and the Board of Higher Education before submission to the ACCJC.

Academic Excellence Outcome 2: *An Academic Program Review Process for accountability has been identified: (Eligibility Requirement 11 and Recommendation 3)*

Based on the Subcommittees review, there is a need for ASCC to be consistent with its Program Review processes. ASCC needs to revisit the program review instrument and processes to ensure alignment with the Mission of the College, Student Achievement Standards, and Performance Evaluation. The Institution has in place two established Program Review instruments: The Institutional Program Review, which followed a two-year cycle, and an annual Divisional Assessment Survey. The Divisional Assessment Survey was first initiated and implemented in the Spring 2014. Findings were disseminated back to the divisions for justification of resource allocation. The Institutional Program Review was also conducted in the Spring 2014 and results were disseminated to departments and programs for planning and program improvement. There is however a recommendation to solidify the process for Program Review. Recommendations by the subcommittee are to strengthen the purpose of Program Review, revisit the accurateness of program review instruments, set a timeline for Program Review, disseminate Program Review data for institutional access, analyze Program Review data, and use analysis for decision-making and continuous improvements. This will provide quality assurance for Program Review for all divisions/programs and for the Institution to meet its mission.

Aside from the two Institutional instruments, Academic Departments were asked to complete the Academic Program Review as an additional instrument that was appropriate in gathering data specifically on Student Achievement and Degree/Certificate completion. As a result of discussions, the committee proposed the following process to meet the Action Plan Outcomes.

Recommended Process:

- IE sends out email with a link to access the Program Review Survey;
- Employees complete the survey according to the set timeline;
- IE compiles summaries and disseminates summaries to each department and program;
- Programs and departments review data summaries and compile an analysis for continuous improvements and resource allocation.

Academic Excellence Outcome 3: *All Performance Evaluations for Faculty and Adjunct Faculty are linked to SLOs accountability and Program Review involvement: (Eligibility Requirement 11 and Recommendation 3)*

Linking Performance Evaluation to Student Achievement:

- Academic Program/Department Data Collection Requirements
  - Course Syllabi:
    - Identify and assess Course Learning Outcomes and Program Learning outcomes (Student Achievement)

- Faculty Performance Evaluation Instrument (revised as of fall 2014)
  - SLO Participation of Faculty
    - Section 1: Responsibility to Instruction
      - Instructional Preparation:
        - Uses data collected from courses taught on SLOs to share with department and other college stakeholders, and provide recommendations for improvement on student learning
    - Section 3A: Responsibility of Institution
      - Participates in the different levels of Student Learning Outcome review
      - Department/Course Learning Outcome Review
      - General Education Learning Outcome Review
      - Program Learning Outcome Review

- Program Review Participation/Involvement *(Dialogue for Recommendation 1, 2, & 8)*
  - Faculty performance Evaluation:
    - To add a question in the survey to require faculty participation in Program Review;
    - To add a question in the survey to require faculty participation in the review of Student Learning Outcomes and Student Achievement.

Academic Excellence Outcome 4: *An Assessment and Program Review Timeline and Cycle has been Identified: (Eligibility Requirement 11 and Recommendation 3)*

- An Assessment Timeline and Cycle has been Identified;
  - Institutional Student Achievement Indicators
    - Monitoring the Dialogue and Process for Assessment
      - Department/Program or Committee Review Timeline and Assessment Process
      - Semester Review of Outcomes
      - Quality Analyses of Outcome Achievement (Semester/Annual)
    - Program Review Timeline and Assessment Cycle of Degree Programs and Academic Departments
- Degrees (Follow assessment cycle for General Education);

        - General Education (Semester, Annual)
        - Core Foundational (Semester, Annual)
        - Co Foundational (Semester, Annual)
    - Certificates (Follow assessment cycle for General Education);
        - General Education (semester, Annual)
    - Co Foundational (semester, Annual);
    - Link all program review and assessment cycles to the institutional set standards;
    - Finalize all assessment timelines with the Assessment and Curriculum committees;
    - Dissemination of findings to Faculty.
        - Scheduled Departmental meetings on Rubric summaries (spring 2015)

Academic Excellence Outcome 5: *Review accuracy of ASCC Policies on Institutional Set Achievement Standards, Program Review, and Review of Faculty Evaluations: (Eligibility Requirement 11 and Recommendation 3)*

Review accuracy of ASCC policies on:

- Faculty evaluation aligned to program review and committee participation. (If appropriate to revise)
    - Recommendation to revisit Faculty Evaluation
        - Instrument to be inclusive of Program Review and committee participation.
    - Draft a policy on Program Review
        - Institutional-set Student Achievement Standards
            - Definition of Institutional-set Student Achievement Standards.
    - Draft a policy on Student Achievement
        - Institutional Program Review Processes
            - Timeline and Assessment Process
                - Institutional-set Student Achievement Indicators
                - Committee Composition and Roles

Academic Excellence Action Plan II: Recommendation #4:

Recommendation 4:
The Institution addresses the previous recommendation to improve services to support the Institution's mission to transfer student to other institutions of higher learning. (WASC ACCJC Standard: II – Previous 2008 Recommendation).

The Academic Excellence Subcommittee reviewed ASCC published documents, which included the Governance Manual, Catalog, Strategic Plan, Personnel Manual,

and the Self-Evaluation Reports for guidance to the questions the committee identified to address Recommendation 4.

Guiding Questions:

- Does ASCC define Transferability percentages of students?
  - Transfer to other Institutions?
  - Transition into the Workforce?

- Do transfer percentages link to student achievement of Degrees and Certificates?
  - How does the data link to Institution-set Student Achievement Standards?
  - Define Comprehensive Processes:
    - Tracking Student Success through Transfer and Career Counseling;
    - Data Dissemination and Collection (Direct or Indirect Assessments- Data collection mechanisms);
    - Access to Services Off-Campus which include Disabilities, Transfer and Career Counseling;
    - Assessment Timeline and Cycle for Program Review for Comprehensive Student Services.

Since majority of faculty were on summer break during the months of June and July, the following full-time committee members, who consisted of staff and administrators continued to provide input based on their review of the assigned documents. The following members were charged with the review of the following documents.

ASCC Governance Policy Manual	Personnel Manual	ASCC Accreditation Eligibility Requirements and Standards	External Evaluation Report (ASCC Responses to Team Report	Strategic Plan & Catalog
Okenaisa	Feleni	Sereima	Virginia	Evelyn
Michael	Elvis	Sifagatogo	Emilia	Lina
Silaulelei	Cherie	Emey	Mana'o	Emma
	Claire	Emilia		Christian
		Annie		

The following outcomes were identified to address Recommendation 3:

Outcome 1: A comprehensive student support program is developed to ensure appropriate and reliable services to students:

- Tracking student success through Transfer and Career counseling:
  - Purpose is defined
  - Roles are defined
  - Contributing programs, departments, divisions are defined
  - Responsibilities of the programs, departments, divisions, etc. are defined

Outcome 2: A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.

- Data Dissemination and Collection (Direct or Indirect Assessments-Data collection mechanisms)
  - Purpose is Defined
    - Instruments are Defined
    - Timeline of Implementation Defined
    - Roles are Defined
    - Contributing programs, departments, divisions are Defined
    - Responsibilities of the program, departments, divisions, etc. are defined

Outcome 3: A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.

- Access to Services Off-Campus services, which include disabilities, transfer, and career counseling.
  - Information for all student services is updated, centralized, and available.

Outcome 4: A Comprehensive Student Support Program Assessment and Program Timeline and Review Cycle is Defined:

- Committee Composition
  - Purpose
  - Role
  - Responsibilities
- Instrument for Program Review
  - Alignment to Student Achievement Indicators
- Timeline/Cycle of Program Review and Assessment
- Planning for Improvement and Sustainability
- Dissemination of Findings

Based on findings, discussions, reviews, and input from members of the Committee, the following summary was compiled in response to the guiding questions for Recommendation 4.

Summary of responses to guiding questions:

Guiding Question 1: Define Comprehensive process for tracking student success through Transfer and Career counseling:

Findings: (What exists)

- Nothing exists (policy on tracking students) in the ASCC Personnel Manual;
- No comprehensive process in place;
- "Transfer to institutions of higher learning" (Mission of ASCC, Catalog);
- No Policy in the Governance Manual on tracking student success through Transfer and Career Counseling;
- Only mention of transfer is written as "Support for students who wish to transfer is provided through the transfer counselor, located in the SLA center and through student services assistance with transfer applications and scholarship and loan application" (Self Evaluation report, pg. 181);
- Transfers and career is part of the mission (mentioned in all ASCC manuals);
- Process since 2013:
    - Divisional outcomes and objectives are tracked through biweekly and quarterly reports;
    - Reports compile and prepare by IE for Board's review;
    - Reports are accessible to administrative and academic programs allowing for more accountability and transparency in meeting divisional outcomes;
    - Reports allow for better planning and implementation of operations aligned to Institutional Mission of preparing students for successful transfer to other institutions, career opportunities, and contribution to the community (ASCC Strategic Plan 2015-2020).

Constant reviews and updates on all current and new ASCC MOUs are documented, centralized institutionally and archived.

- Comprehensive process: Definition
    - Initiation of process from identifying needs of students within courses, and being referred to Transfer & Career Counseling Services (data & info collected);
    - Recording the relevancy and adequacy of services rendered in assisting student;
    - Achievement of success at various levels;
    - Assessment of processes based on data;
    - Feedback to determine effectiveness, efficiency, equity, and relevance of process.

Facts: (What's in place)

- ASCC Graduate Survey, American Samoa Research Foundation ASCC Graduates' Matrix, and ASCC ROTC UH Manoa Clearance Forms;
- Inquiries via telephone and email to public and private sectors- Blue Sky, ASG, HRO, ASCC HRO, etc.;
- Local inquiries for vocational majors, business majors and nursing majors via respective department chairpersons/faculty;
- 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. (Self Evaluation Report, IIC.2).

Outcomes:

- Although the Comprehensive Support Model exists and it is mentioned in the report, there was not enough evidence given to show the step-by-step process in moving the students through the academic arena to transferring out of ASCC;
- All documentation/data of students transferring to higher institution is with each Academic Department/Program. Divisions/Departments keep track of their own students through means of contact and communication;
- Need to know percentages of students completing practicum courses before graduating are entering the workforce employed, by the time they graduate (Trades, Nursing, Business, Teacher Education);
- After Review of Self Study Report, it is clear that:
  - ASCC did not describe in detail any services or programs provided to support ASCC Mission Statement bullet, "Transfer to institutions of higher learning" (Self Evaluation Report).

Recommendations:

- Focus on the definition of Comprehensive Process;
- Data exists which is relative to "transfer" but there is no validation without mechanisms to track matriculation;
- Define transfer and mechanisms for confirming matriculation and for Academic Departments to assist in tracking transition to workforce;
- No comprehensive process that would track students that transfer to higher learning institutions or to the workforce in place;
- ASCC must create a Flow Chart monitoring student cohorts from placement to the selection of classes to meet his/her declared

program of studies, and further utilize the services that are already in place (i.e. SLAC center, transfer counseling, career counseling, etc.).
- ASCC must briefly report on all programs and services that track transfer students;
- Timeline for tracking students should be defined.
- Need Institutional Assessment Glossary Page for operational definitions on assessment terms.

Guiding Question 2: Define a comprehensive process for data dissemination and collection (direct or indirect assessments-data collection).

Findings:

- No policy on data dissemination and collection as with Policy 5201-Students right to know disclosures which refers to ASCC making completion and transfer rates available to current and prospective students;
- Policy 3002.1 Internal and External monitoring reports include reports on Assessment of student learning outcomes;
- Comprehensive process: (definition)
  - Aggregate data of services which relate to transferability are shared consistently at all level of institution, for awareness purposes and to make informed decision for improvement or changes;
  - Divisions with direct involvement share disaggregate data more frequently so that they are aware of issues that require immediate adjustment;
  - IE charged with effective monitoring roles to gather information, analyze, summarize, and disseminate through established means such as bi-weekly, quarterly, etc.). Improvements can be made immediately versus the end of the year;
  - Data - Committee should also serve as analyst on the appropriateness of data being collected from divisions and distributed institutionally.

Facts:

- Chairpersons have been trained and assigned passwords for Compliance Assist. Now chairs are able to forward the appropriate data such as assessment reports, minutes of the departmental meetings effectively;

- Deans and Directors submit via Compliance Assist bi-weekly, monthly, and annual reports.

Outcomes:

- After Review of Self Study Report, it is clear that:
  - There is no documentation or mention of any data collected on students transfer;
  - If data was ever collected, there is also no mention of any assessment done on transfer data to improve services provided to support the ability of ASCC students to transfer to institutions of higher learning (Self Evaluation);
  - ASCC mentioned tutoring and transfer services were improved and it referenced the 2009 and 2010 reports but the question is, "Were these reports provided to the team when they visited ASCC?" ASCC should have inserted in "How" services for tutoring and transfer were improved. (ASCC Self Evaluation, pg. 176).

Recommendations:

- Data should be analyzed and assessed for improvement of Student Support Services for transferability.

Guiding Question 3: Define comprehensive processes for access to services off-campus that includes disabilities, transfer, and career counseling.

Findings:

- Policy 3019 on college services support the readily available of services to students and faculty. Not sure if this will cover for access to off campus services too. (Governance Manual)
- Comprehensive process:
  - Include established MOUs and networking with other higher institutions, government agencies with similar scope of services, businesses that can utilize the graduates or certificate program awardee;
  - Developing and fostering relationships with these stakeholders will ensure that the transferability of students, while at ASCC and upon completion of their degrees or certificates are transitioned accordingly as per need.

Facts:

- Off campus services include assistance from Vocational Rehabilitation for transporting students with developmental

disabilities from and to their homes to allow them to enroll in ASCC classes with the assistance of personal caregivers, LBJ medical assistance via ambulance in times of emergencies; DPS assistance, ASDOE scholarship and Financial Aid services for students graduating and anticipating on continuing their education endeavors off island.

Guiding Question 4: Define comprehensive processes for assessment timeline and cycle for Program Review.

Findings:

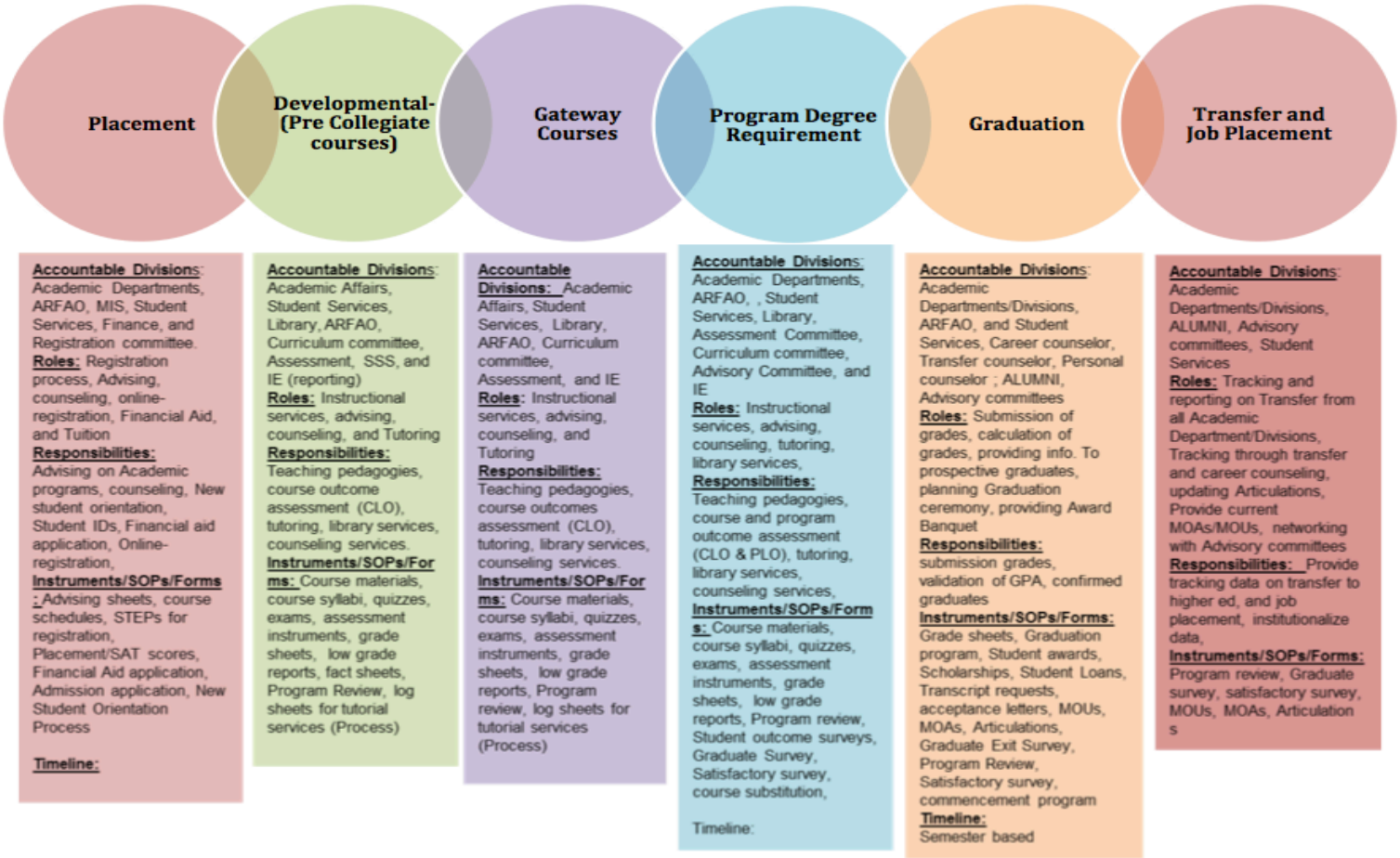
- No policies on Program Review
- Need assessment timeline and cycle for program review.

As the Subcommittee continues its discussions on responses to guiding questions, several members of the committee were tasked to spearhead the dialogue and discussion on the comprehensive process for transferability to institutions of higher learning and workforce. MOUs, MOAs, and articulations were shared with the Academic Excellence Subcommittee. Certain programs were able to share mechanisms used in tracking students such as the Nursing department, Trades, and Samoan Studies. Listed below are MOUs, MOAs, and articulations with Academic Affairs.

- (AHEC) American Samoa Statement Work 14-15;
- (DOH) Memorandum of Understanding between ASCC and the ASG Department of Health;
- (Library) ASCC Memorandum of Understanding between ASCC's Library and the UH Library 094202142014;
- (LSAMP) Updated sub award agreement for Year 4;
- (PIHOA) ASCC Letter of commitment with PIHOA and USPIJ Re Public Health;
- Alfred State Health Information Technology Medical Records 1003032509;
- Approved Articulation Agreement between ASCC and CUH;
- Articulation Agreement between Alfred State College and ASCC re Health Information Technology 09222014-1;
- Approved Articulation Agreement between ASCC and CUH
- ASCC & KCC Course Equivalency;
- ASCC and BYU Transfer Guide;
- ASCC and CUH MOU;
- ASCC and UHM;
- DSU and ASCC MOU;
- Kapiolani Nursing 2009;
- MOU ASCC LSAMP Tutor;
- SUU course equivalency with ASCC;
- UH Hilo Articulation Agreement with ASCC 084519142914 (files with Academic Affairs).

Comprehensive Student Support Services:

As part of the discussions and responses to the guiding questions for Recommendation 4 on Transferability, the Academic Excellence Subcommittee was tasked to identify a Comprehensive Student Support Program and services to ensure appropriate and reliable services are available to students. The outcome via broad-based discussions, led to the alignment of services to each career pathway milestone. Roles and responsibilities departments and programs were identified to ensure reliable services are provided to students. Accountable divisions are tasked with improving its practices and processes through assessment of its services. The assessment will allow accountable divisions to revisit their instruments, solidify their Standard Operating Procedures, and their existing practices to ensure quality services to be provided for students in achieving student learning outcomes. A visual representation of the comprehensive student services program are provided in the diagram below with emphasis on the alignment of each milestone to the defined Institutional Set Standards.



	Accountable Divisions	Roles	Responsibilities	Instruments/SOPs/Forms	Timeline
PLACEMENT	1. ADMISSIONS • Registrar • Financial Aid 2. FINANCE 3. STUDENT SERVICES • Student Services 4. ACADEMIC DEPARTMENTS 5. MIS 6. Marketing Committee 7. TED (Account for the 1st two years) 8. TTD (Not including the Apprentice Program)	1. Registration process, Advising, counseling, online registration, Financial Aid, and Tuition. 2. Apply, admit, orientate, test (evaluate) counsel, register, and enroll incoming new students	1. To ensure that all new incoming students are admitted, tested, advised, counseled, evaluated, orientated, registered, and enrolled in the appropriate placement test scores (SAT, ACT, TOEFL) test results, and received academic transcripts (transfer). 2. Ensure the participation of new students during Student Orientation, and are able to receive their students IDs, and completed Financial Aid application.	1. ARFAO SOPs 3. Finance SOPs 4. Academic SOPs 5. Students Services SOPs 6. MIS SOPs * *Instruments Included:* Advising sheets, courses schedules, STEPs for Registration, Placement/SAT scores, Financial Aid application, New Student Orientation Process.	• Reference ASCC Institutional Strategic Planning (ISP) manual for 2015 - 2020. (pg. 65)
DEVELOPMENTAL	1. ACADEMIC AFFAIRS 2. STUDENT SERVICES • Counselors • Tutorial } CAPP Students (Bridging the gap) 3. ARFAO 4. CURRICULUM COMMITTEE 5. ASSESSMENT COMMITTEE 6. STUDENT SUPPORT SERVICES 7. IE (Reporting) 8. MARKETING COMMITTEE	1. Outreach/Awareness (High Schools) 2. Orientation - for high school and new students. 3. Skill Building (CLP Courses) • Retention • Resource - Practical Application • Transition - Follow Up 4. Instructional Services 5. Advising, counseling, and tutoring.	1. Teaching pedagogies, course outcome assessment (CLO), tutoring, library services as well as counseling services.	1. Referrals - Early prevention 2. Sign-in/log-in 3. Evaluation Forms } (Standard) 4. Course materials 5. Courses syllabi 6. Quizzes and Exams 7. Low grade reports 8. Fact Sheets 9. Program Review.	• Calendar of Planned Events Activities
GATEWAY	1. ACADEMIC AFFAIRS - (Language & Lit., Math, CAPP English) 2. STUDENT SERVICES - (SLAC, Counselor Tutors) 3. LIBRARY - (Faculties and Staff) 4. ARFAO - All 5. CURRICULUM & ASSESSMENT COM. 6. INSTITUTIONAL EFFECTIVENESS	1. Instructional, advising and assessing 2. Counseling and Tutoring 3. Circulation and Reference desk, educational resource center room, general collection, staff. 4. Student registration & Financial Aid 5. Program Review, and assess review. 6. Data collection (course completion) 7. Advising, counseling and tutoring.	1. Teaching pedgogies, course outcome assessment (CLO) 2. Counseling and Tutoring 3. Provide Librarian and internet source	1. Grade sheets and rubrics 2. Tutoring and Counseling logs 3. Service Satisfaction Survey 4. Schedules and student grdes/records 5. SOPs, CAFs, PAFs 6. Assessment report and Program Review forms. 7. Student Achievement data. 8. Student Satisfaction survey.	• Reportings are done either weekly, semesterly, or within an Academic year.
PROGRAMS	1. ACADEMIC DEPARTMENTS 2. ARFAO 3. STUDENT SERVICES 4.LIBRARY 5. INSTITUTIONAL EFFECTIVENESS 6. CURRICULUM COMMITTEE 7. ADVISORY COMMITTEE 8. ASSESSMENT COMMITTEE	1. Instructional Services 2. Non-Instructional Services • Tutoring, advising, counseling library, and data analysis. 3. Validating of data collection. 4. PLOs, SLOs, CLOs.	1. Teaching and tutoring the students. • Ensure services meet ASCC, ACCJC Profession (local and national) 2. Ensure alignment of Program Learning Outcomes and ASCC Mission statement.	1. Course materials 2. Courses Syllabi 3. Quizzes and Exams, 4. Assessment Instruments 5. Grade Sheets 6. Low grade reports, 7. Program review, 8. Student Outcome surveys 9. Graduate surveys 10. Data Completion reports.	• Certificates of Proficiencies • Associates of Arts Degree (A.A.) • Associates of Science (A.S.) • Bachelors in Education (B. Ed)
GRADUATION	1. STUDENT SERVICES 2. ADMISSIONS 3. INSTITUTION EFFECTIVENESS 4. ALUMNI 5. FINANCIAL AID 6. ACADEMIC DIVISIONS/DEPARTMENTS 7. STUDENT GOVERNMENT ASSOCIATION	1. Tutoring 2. Transfer counseling 3. Advising 4. Career/Diversity 5. General Information 6. Official Transcripts 7. Financial Aid Application and Counseling 8. Student Support services.	(SIMILAR TO ROLES)	1. Counseling and tutoring login sheets 2. Referral Sheets 3. Advising Sheets 4. Graduation Exit survey 5. Scholarships/Student Loan applications 6. Academic Grade Sheet 7. Letter of Acceptance 8. Banquet Program 9. Commencement Ceremony 10. Program Completiong sheet	• Every semester

The Subcommittee thoroughly reviewed the Comprehensive Support Services Model and included additional responsibilities to ensure that services are available to students. This also allowed the subcommittee to discuss several challenges encountered by students, faculty, and staff. The subcommittee identified departments and programs and the roles and responsibilities, instruments, forms, Standard Operating Procedures (SOPs), and timelines for each milestone to ensure reliable services are provided to students. The Subcommittee developed an additional model summarizing all other responsibilities and challenges, by which the Institution through its divisions will continue to assess and evaluate the effectiveness of services offered:

	PLACEMENT	DEVELOPMENTAL	GATEWAY	PROGRAMS	GRADUATION
CHALLENGES	1. Accuracy of ASCC Placement test versus SAT/ACT/TOEFL scores. 2. High School Diploma vs. ASCC Placement. 3. E-Testing 4. Scheduling 5. New Student Orientation 6. Misadvising	(NONE PROVIDED)	1. Scheduling retention 2. Over-populated classes.	1. Inactive of advisory of other programs. 2. Wrong advising before students gets to program. (Program misadvising)	1. System that incorporates all services when they are entered and track until graduation. 2. Limited resources. • equipment, facility, technology, and Professional Development.
RECOMMENDATIONS	1. To re-assess the ASCC placement instruments. 2. To allow diagnostics test for placement • Student request to faculty to Dept. Chair. 3. Apprenticeship Program (Review MOU/setup) 4. 300-400 level TED courses 5. Review AELEL - (Institutionalize) 6. E-Advising 7. Counseling and advising connection. 8. CEUs vs. Credits (Institutionalize)	(NONE PROVIDED)	1. Data centralization for access by all stakeholders. • Awareness of Strength, Weaknesses, Opportunities, and Threats. (SWOT)	1. Revisit roles and responsibilities of Committees for clear definition.	1. Increase Acdemic activities • Debates, etc… 2. Implement a recreational center for students 3. Increase the number of internship and community services.

Academic Excellence Outcome 1*: A comprehensive student support program is developed to ensure appropriate and reliable services to students: (Recommendation #3):*

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Does ASCC define Transferability percentages of students?:
    - Transfer to other Institutions
    - 18% (Scholarship and Student Loan Data)
    - Transition into the Workforce
  - Leadership Team Discussion
- Tracking Student Success through Transfer and Career Counseling
    - Purpose: Track transfer students
    - Clearly review and redefine the responsibilities of the 2 counselors (Career & Transfer Counselors)
    - Admissions and Records – student application, graduation application
    - Responsible Accountable Divisions as noted in the ASCC Strategic Plan 2015-2020

Academic Excellence Outcome 2*: A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students. (Recommendation #3):*

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Data Dissemination and Collection (Direct or Indirect Assessments-Data collection mechanisms);

- Alignment of services to Milestones to the Pathway for Student Success.
- Proposed Process:
  - Identify a Comprehensive Student Support Program (CSSP)
  - Identify a data instrument for Student Support Program (SSP)
  - All disseminating & collected data to be submitted on a semester basis
  - Implement the process plan of SS services provided by division & indicate linkage to SS Program

Academic Excellence Outcome 3*: A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students (Recommendation #3):*

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Access to Services Off-Campus that include Disabilities, Transfer and Career Counseling.
- Proposed Process:
  - A comprehensive SSP is developed to ensure appropriate and reliable services to students.
  - Access to services Off Campus
    - Disability,
    - Transfer & Career Counseling
  - Revisit the following statement 'by request only will services be provided'
    - Status: By practice → DOSS, Academic Programs (profile of students)
    - Collaborate, communicate with all student support services and programs to create a comprehensive directory for off campus services and institutionalized

Academic Excellence Outcome 4*: A Comprehensive Student Support Program Assessment and Program Timeline and Review Cycle is Defined (Recommendation #3)*:

- Proposed Process:
  - Student Support Program Assessment and Review Committee (SSPAR)
    - All accountable milestone divisions
  - Role & Responsibilities

- To review the student support services under each milestone
- Monitor the roles and responsibilities identified under every milestone. (Model)

- Instrument Program Review
  - Develop an instrument for SSPAR (Student Support Program Assessment & Review) for all services.
    - Instrument should be aligned to each accountable division roles and responsibilities under each milestone
    - Instrument should also be aligned to Student Achievement Indicators
- Timeline
  - SSPAR (Student Support Program Assessment and Review) should be assessed annually
    - End of summer to include fall and spring
- Planning for improvement and Sustainability
  - Continuous per annum and on schedule based on completion of SSPAR and Divisional Program Review

Academic Excellence Subcommittee Recommendations based on its review of ACCJC Recommendations 3, 4, and Eligibility Requirement 11:

As a result of the discussion the outcome summary was based on findings, review of practices and processes. The Academic Excellence Committee provided the following recommendations to be addressed for improvement purposes.

- Faculty Performance Evaluation: To add question(s) for faculty participation in Program Review and Student Learning and Achievement dialogue;
- Academic Program Review (APR) every year @Spring
- Academic Program Review be reviewed by the Curriculum Committee every fall semester;
- Establish policies for Program Review;
- Solidify list of employees that need to be involved with Academic Program Review (faculty, adjunct, staff with teaching responsibilities, counselors, CNR staff);
- Set up Review Committee for Academic Program Review;
- Separate Annual Surveys (faculty & staff) instruments;
- Follow Assessment Cycle Timeline;
- Academic Department/Programs need to analyze their own data before it is institutionalized;
- Need to revisit and revise policies regarding faculty alignment to Program Review and community participation;
- Review Policies (5103, 5110, 4300, 4300.1);
- Need to set Program Review Policies and insert assessment clauses in policy 4300.1:
    - To have a policy Review Committee responsible to review policies, composed, process, responsibilities;
    - Time frame: Institutional Strategic Plan-tie everything together.
- Reestablish the Alumni Counselor Position (clarify job descriptions for Transfer, Personal, Career, and VA Counselor);
- Clarify responsibility for Exit Survey (graduates);
- Include a requirement within the graduation application to see/meet the Career/Transfer Counselor as part of their clearance;
- Timeline:
    - Student App → Counseling → Grad App → Counseling → Alumni
- Proposed Requirements:
    - Create a committee to develop a Comprehensive Student Support Program (CSSP) to include ARFAO, AA, SS & faculty;
    - Create a Comprehensive Process Chart for clarification of services offered to students;
    - Define a process for off campus services and assure its availability to the community;
    - Establish a central directory of off campus services/MOU's as requested & referred to;
    - Immediate action on establishing SSPAR (Student Support Program Assessment Review) Committee;

- Immediate action on developing instrument for SSPAR to evaluate and assess all services.

Academic Excellence Subcommittee Recommendations Summarized for Eligibility Requirement 11 and Recommendation 3:

- Institutional Policies:
  - ASCC defines a policy on Institutional Set Achievement Standards with emphasis on its Mission linked to institutional processes that include:
    - Responsibilities of Faculty, Staff and Administrators in the Setting of Institutional Set Achievement Standards;
    - Assessment of Institutional Set Achievement Standards;
    - Institutional Set Achievement Standards analysis and evaluation
    - Review Cycle for Institutional Set Achievement Standards;
    - Access and Dissemination of Institutional Set Achievement Standards for internal and external stakeholders.
  - ASCC defines a policy on Institutional Program Review linked to Institutional processes that include:
    - Purpose of Program Review;
    - Responsibilities of Faculty, Staff and Administrators in Program Review;
    - Review of Program Review Mechanisms/Instruments;
    - Implementation Timeline and Cycle for Program Review;
    - Review of Program Review Data and Analysis (Roles of the Academic Departments and Divisions);
    - Dissemination of Program Review Analysis (Internally);
    - Utilizing Program Analysis for Resource Allocation;
    - Institutional Program Review Analysis;
    - Access and Dissemination of Institutional Program Review Analysis.
  - ASCC clearly defines a Policy on Institutional Assessment that Includes:
    - The purpose of Institutional Assessment;
    - The roles, scope, and expected outcomes of Committees (Standing Committees versus Ad Hoc Committees) in Institutional Assessment that include:
      - Institutional Planning;
      - Institutional Program Review;
      - Performance Evaluation (linked to Program Review);
      - Institutional Set Achievement Standards (Student Learning Outcomes)
      - Institutional Policy Manuals
      - Institutional Forms

Academic Excellence Subcommittee Recommendations Summarized for Recommendation 4:

- Clarify the roles of each Counselor in the process of tracking students that transfer to institutions of higher learning and students transitioning into the workforce; (Link to Program Review and Assessment Policies)

- Clarify the institutional process and strengthen current mechanisms for tracking students throughout their career path; (Link to Program Review and Assessment Policies)
    - Student App → Counseling → Grad App → Counseling → Alumni

- Establish a Standing Committee to monitor ASCC's Comprehensive Student Support Services that includes: (Link to Institutional Set Achievement Standards, Program Review and Assessment Policies)
    - Transferability
    - Employment
    - Tutoring
    - Counseling
    - Graduation
    - Admissions
    - Financial Aid
    - Library Services

Total Cost of Ownership Subcommittee:

Committee Composition:

- Committee Facilitator: Mrs. Emey Toa *(Administrator)*
- Committee Co-Facilitators: Mr. Frederick Suisala *(Faculty)* and Mr. Michael Leau *(Administrator)*
- Members:
  - Administrators:
    - Mrs. Evelyn Fruean**,** Mrs. Sifagatogo Tuitasi, Mrs. Okenaisa Manila, Mrs. Sereima Asifoa, Ms. Grace Tulafono, Mr. Sonny J. Leomiti
  - Faculty:
    - Mrs. Amete Moefiainu, Mr. Ernie Seiuli, Mr. Robert Moore, Mrs. Feleni Alainuuese, Dr. Larry Purcell, Mrs. Tamari Cheung, Mrs. Melelina Fiaui.
  - Staff:
    - Mr. Peteru Lam Yuen, Ms. Lydian Tinitali, Mrs. Mana'oloto Vaovasa, Mr. Lokeni Lokeni, Mr. Reupena Lesa, Mrs. Pauline Toluao, Mrs. Roxanne Moananu, Mr. Abraham Le'i, Mr. Kevin Fode, Mrs. Tanya Atonio, Mrs. Rennelle Toeaina, Ms. Elsie Lesa, Mrs. Claire Toeava, Ms. Malaea Ale, Mr. Eleasalo Sialoi, Mr. Daniel Helsham, Mr. Rocky Mane, Mrs. Mona Pati, Dr. Mark Schmaedick, Mrs. Molly Lagai, Mrs. Cathy Balauro.

Subcommittee members were provided with hard copies of WASC Standards, the External Evaluation Report, and other documents necessary to address the recommendations. The following Eligibility, Recommendations and Standards were the basis of review for the Total Cost of Ownership Subcommittee.

The following narratives in regard to the Total Cost of Ownership Subcommittee were taken from the Total Cost of Ownership Report. References made within this section of the report will compliment the descriptions, findings, and recommendations of the Total Cost of Ownership Subcommittee.

The Total Cost of Ownership (TCO) Subcommittee was assigned to address Recommendation 7 and Eligibility Requirement 18 including, but not limited to the Accreditation Standards referenced in the Visiting Team's Report.

> ***Recommendation 7****: In order to meet the Standard, the team recommends that the College manages its fiscal resources to effectively achieve the mission, manage its cash position, and maintain a minimum 5% reserve to ensure financial stability.*
>
> ***Eligibility Requirement 18- Financial Resources:*** *The institution documents a funding base, financial resources, and plans for financial development*

adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

III.D Financial Resources:
III.D.9: The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

III.D.11: The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

The TCO Subcommittee identified guiding questions linked to focus outcomes to initiate their action plan to address Eligibility Requirement #18 and Recommendation #7. The guiding questions were grouped together into three outcomes pertaining to processes, policies, and planning and are embedded in the Subcommittees review of outcomes and actions plans:

Guiding Question 1- Process: What processes does the College have in place to manage its fiscal resources in order to achieve its mission? *(Referencing Accreditation Standard III.D.11)*

Guiding Question 2- Process: Does the College need a process for its auxiliary and support functions? *(Referencing page 56 of the Team Evaluation Report)*

Guiding Question 3- Process: How does the College manage its actual cash positions?

Guiding Question 4- Policy: Does the College have a policy in place to retain a sufficient level of financial resources to support and sustain the college? *(Referencing Accreditation Standard III.D.9)*

Guiding Question 5- Policy: Does the College have a policy in place to maintain a 5% cash reserve to assure financial stability *(Referencing Accreditation Standard III.D.11, and Eligibility Requirement 18)*

Guiding Question 6- Plan: Does the College have a contingency plan to meet financial emergencies and unforeseen occurrences? *(Referencing Accreditation Standard III.D.9)*

Guiding Question 7- Plan: Does the College clearly identify its plan and allocate resources for payment of liability and future obligations? *(Referencing Accreditation Standard III.D.11)*

TCO Subcommittee Outcomes and Action Plan:

In the planning of the TCO Subcommittee's guiding questions, three categories of outcomes were identified to base the Subcommittees review and action plans. The following sections of the TCO Report will provide an overview on the Subcommittee's outcomes and actions taken to address the Recommendation, Accreditation Standards, and Eligibility Requirement assigned to the TCO Subcommittee. *(Referencing TCO Report 2-17)*

TCO Outcome 1- Processes*: The College reviews its current practices and/or defines processes to manage its fiscal resources to meet the Mission and for financial stability.*

Guiding Question 1- Process: What processes does the College have in place to manage its fiscal resources in order to achieve its mission? *(Referencing Accreditation Standard III.D.11)*

Guiding Question 2- Process: Does the College need a process for its auxiliary and support functions? *(Referencing page 56 of the Team Evaluation Report)*

Guiding Question 3- Process: How does the College manage its actual cash positions?

The TCO subcommittee during their review developed a diagram for institutional and broad-based input to encompass institutional and divisional processes in the managing of fiscal resources. *(Referencing the TCO subcommittee full input report from March 31, 2015)*

The diagram on the right is a visual process providing an overview on the managing of the College's fiscal resources:

An outlined summary is provided based on the Subcommittee's review of the College's existing processes as well as, clarifications on new processes to be implemented:

- Budget Process: *(Referencing Finance SOP Manual)*
  - Preparation Process
  - Training Process
  - Divisional Process
    - Planned Purchase Process
    - Institutional Strategic Planning and Program Review alignment Process
    - Pre-approval Process for Resource Allocation
  - Institutional Allocation of Resources Process
  - Final Approval Process

- Purchasing Process: *(Referencing Financial Training Presentation Document & Finance SOP Manual)* In compliance with the Procurement Manual, all purchases are based on the approved departmental/divisional budgets. The following steps are identified in the Purchasing Process:
  - Divisional/Departmental Process
  - Purchasing Process
  - Budget Approval Process- Fund availability
  - Executive Approval Process- Signature protocol
  - Disbursing Process (Cash Flow Management)
  - Follow-up Process
  - Closing Process- Paying vendor and receiving of ordered products
  - *New: Purchasing cut-off dates*

- Travel Process: *(Referencing Finance Training Presentation Document & Finance SOP Manual)*
  - Divisional/Departmental Process
  - Purchasing Process
  - Budget Approval Process- Fund availability
  - Executive approval Process- Signature protocol
  - Disbursing Process (Cash Flow Management)

  <u>Process for Travelers</u>:
  - Follow-up Process
  - Expense Report Process
  - Closing-out Process

- Inventory Process: *(Referencing Finance SOP Manual)*
  - Fixed assets- Physical Assets
  - *New: Employee Inventory Process*

- Replacement, Transfer, and Disposal Process:
  - Department/Program request for review and assessment of items
  - Surveying Process

Other Processes:

- Employee Clearance Process:
  - Retiring/Resigning employees are required to follow the College's Clearance Process

- Annual Performance Evaluation Process:
  - Employee Evaluation Process

TCO Outcome 2- Policies*: The College review and/or define policies to manage its fiscal resources effectively to meet its Mission and for financial stability.*

Guiding Question 4- Policy: Does the College have a policy in place to retain a sufficient level of financial resources to support and sustain the college? *(Referencing Accreditation Standard III.D.9)*

The TCO Subcommittee was able to review existing policies to retain financial resources to support the College's Mission. Listed are the existing policies:

- *Governance Policy #3007- Budgeting and Forecasting:*
  - Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially *from Board priorities***,** risk fiscal jeopardy or be unrealistic in projections of income and expenses. No budget will become effective until approved by the Board.

- *Governance Policy #3008- Financial Condition:*
  - The President may not cause or allow the development of fiscal jeopardy or a material deviation from the Board approved budget.

- *Governance Policy #7001- Budget:*
  - A. The President shall adopt a budget for the upcoming fiscal year and forward to the Board for approval no later than June 15th.
  - B. The College budget functions shall be approved by the Board of Higher Education, these functions is divided into – Executive, Administrative, Student Services, Instructional, and Research.
  - C. Each department is allotted a portion of the College budget in accordance with its needs established annually. The budget is divided into six major cost centers or categories – Personnel Services (5100); Material & Supplies (5200); Contractual Services (5300); Travel (5400); All Others (5500); and Equipment (5600).

- D. Budget expenses within each cost center are classified further by line item (i.e. Office Supplies, Photocopy Supplies, and Postage are line items within the Material & Supplies (5200) cost center. Departments are responsible for spending within the limits of each major cost center.
- E. Disbursements shall not exceed the revenue raised or the expenses budgeted, except by ¾ vote by the Board.
- F. The Chief Financial Officer will initiate changes in the budget after consultation with the President and approved by the Board.

Guiding Question 5- Policy: Does the College have a policy in place to maintain a 5% cash reserve to assure financial stability *(Referencing Accreditation Standard III.D.11, and Eligibility Requirement 18)*

ASCC currently does not have policies for cash reserve or for financial emergencies. The TCO Subcommittee initiated the drafting of policy statements for institutional review hence, approval. The new proposed policy statements are as follows: *(Referencing TCO Report, pgs. 6-7)*

New Policy- Cash Reserve Funds:

I. Statement of Purpose:

The American Samoa Community College Cash Reserves is to ensure long-term financial stability for the institution, and may be called upon in cases where other reasonable methods of revenues are insufficient to maintain a balanced budget. Reserves are not funds set aside for specific expenditures or commitments, but serve as an operating contingency.

Generally, there are three primary uses for the reserves:

1. To protect ASCC in cases of sudden shortfalls in revenue (e.g. unforeseen shortfall in enrollment or reduction in ASG appropriation);
2. To cover unanticipated expenses (e.g. one-time legal fees, major disasters, unanticipated increases in utility costs);
3. To provide for extraordinary one-time investments.

II. ASCC Cash Reserve Fund Balance

ASCC Cash Reserve fund balance is $415,875.00, based on 5% of the 2015 FY local budget of $8,317,500.00. This amount is the baseline for ASCC Cash Reserve Funds.

In the event that the institution's Fiscal Year budget decreases, ASCC Cash Reserve must maintain the set baseline identified above. However, if the future Fiscal Year budget increases, ASCC must maintain a minimum of 5% of the local budget in cash reserve funds.

This reserve is funded on an ongoing basis by the General Fund and is based on ASCC monthly cash flow. The different funding sources that make up the General Funds include the following:

- ASG Appropriations
- Tuition & Fees
- College Foundation
- Other Fees (e.g. Facility rentals, cafeteria rentals, and other program fees)

III. Authority and Conditions of Use

The ASCC Cash Reserve funds may be accessed for usage after thorough consultation and agreement of the Leadership Triangle, consisting of the President, Vice President of Student and Academic Affairs, and Vice President of Administrative Services. Prior to a unanimous agreement on the usage of the institution's cash reserve funds, the Leadership Triangle must have a repayment plan to accompany the request/approval letter of the usage of these funds.

The Leadership Triangle will notify the Chief Financial Officer (CFO) in writing, and usage will be acknowledged in writing by the CFO.

The President must notify the Board of Higher Education in writing regarding the financial state of the college and the planned usage of the Cash Reserve funds.

IV. Restoring Funds

Funding sources for repayment of cash reserve funds used will be drawn from:

- College Foundation
- Procurement Auction
- Property Rental Fees
- Others

ASCC must replenish the borrowed amount of cash reserve funds within 90 days of receipt of those funds.

A monthly payment must be made by ASCC into the institution's Cash Reserve Funds. Incremental repayment amount must be the dividend of

the amount borrowed by three, or may be more than the dividend amount if possible.

New Policy: Financial Emergency

I. Statement of Purpose:

The President and Vice Presidents of the College shall implement and authorize the ASCC Financial Emergency Plan when lack of financial resources are available to sustain institutional effectiveness in meeting its Mission. The Financial Emergency Plan shall provide ASCC with guidance on how to proceed during a financial crisis. This plan shall be used whenever it becomes necessary that such a state be declared at the American Samoa Community College.

The TCO Subcommittee completed the developing of the two new policies for further review of the Leadership Triangle, President, and the Board of Higher Education.

TCO Outcome 3- Planning*: The College review and/or define plans to manage its fiscal resources effectively to meet its Mission and for financial stability.*

Guiding Question 6- Plan: Does the College have a contingency plan to meet financial emergencies and unforeseen occurrences? *(Referencing Accreditation Standard III.D.9)*

The TCO Subcommittee found that there is no Financial Emergency Plan for ASCC. To address this outcome the TCO Subcommittee outlined a possible Financial Emergency Plan on areas that may be considered during a financial crisis for review by the Leadership Triangle and President.

The Financial Emergency Plan:
When the Leadership Triangle declares a state of a financial crisis, this Financial Emergency Plan is to assist the institution during such a time:

- Implement Cost Containment Options (See below)
- Implement New Revenue Mechanism Options (See below)
- Maximize Grant Allowable Cost Sharing Options
- Execute Furlough and/or Downsizing
- Use 5% Operating Reserve

Cost Containment Measure Options:

1.0 Facilities and Maintenance:

1.1 Reduce Restroom Supplies:

1.1.1 Fix and install hand dryers to replace paper towels
1.1.2 Open bathroom stalls to avoid graffiti on the walls and extra maintenance

1.2 Improve maintenance of facilities:
1.2.1 Outsource maintenance services
1.2.2 More logical renovation planning

1.3 Reduce hours facilities are open:
1.3.1 Schedule Office Hours closedown during workweek (2hrs daily)
1.3.2 Consolidate evening/weekend classes into one building
1.3.3 Consider closing some buildings or departments for summer
1.3.4 Limit hours of employees working late or in the weekend (OT/CT)

1.4 Energy conservation:
1.4.1 Use technology/timers to turn off lights and ACs
1.4.2 Close buildings (no lights & ACs) when not occupied.
1.4.3 Turn-off lights, computer, monitors when leaving for the day
1.4.4 Report any water leakage around campus to be fixed

2.0 Instructional Programming or Instructional Activities:

2.1 Program Review:
2.1.1 Include "cost containment measures" as part of the reviews
2.1.2 Eliminate, combine or reduce costs for a program that are not effective or has high impact with ASCC
2.1.3 Eliminate academic programs that are costing big money
2.1.4 Use program review process to examine viability of programs

2.2 Class Management:
2.2.1 Combine classes with not meeting minimum enrollment
2.2.2 Add additional sections that create revenue over costs, decrease Sections that costs over revenue
2.2.3 Increase enrollment cap in sections by 2-4 students
2.2.4 Cancel classes not meeting the minimum number of students

2.3 Faculty Utilization:
2.3.1 Release administrators to teach one class each year without additional compensation
2.3.2 Reduce number of FTE Faculty
2.3.3 Use majority adjunct faculty to teach classes
2.3.4 Minimize or Eliminate Faculty Overload

2.4 Maximize efficient use of classroom technology:

2.4.1 Analyze classroom technology usage and relocate equipment which is not *used (ASCC should also look into why faculty are not using the equipment. Is it lack of training? Is it lack of accessories that are needed to use the equipment?)*
2.4.2 Use technology as the primary method to distribute materials to students (syllabus, course assignments)

3.0 Student Services or Activities:

3.1 Reduce/change office hours and consolidate services:
3.1.1 Campus closes between Christmas and New Years
3.1.2 Reduce office hours and allow employees to work from home (just specific employees for this may cost more to set up an employee to work from home)
3.1.3 Close all offices not later than 5 pm M-W-F, and 6pm T-TR

3.2 Better use of technology to reduce printing and mailing costs:
3.2.1 Stop mailing of grades, on-line only
3.2.2 Stop routine mailing of transcripts
3.2.3 Reduce amount of material we mail to students
3.2.4 Print fewer schedules of classes – refer them the WEB
3.2.5 Print fewer catalogs – CD or WEB instead
3.2.6 Provide students with a technological option to complete college business

3.3 Reduce or eliminate student programs and activities:
3.3.1 Reduce funds allocated to student organizations/clubs or any other extra curricular activity
3.3.2 Reduce funding for non-academic items such as community events/projects

3.4 Increase student retention:
3.4.1 Cheaper to keep student than bring in a new one
3.4.2 Spend less money in recruitment of students

3.5 Reduce personal counseling for students:

3.6 Reduce monies spent on marketing:
3.6.1 Use local public announcement to market the college
3.6.2 Use local bulletins to advertise/market the college

3.7 Have one graduation per academic year:
3.7.1 Cost Sharing on Graduation Expenditures

4.0 Operational or administrative processes:

4.1 Efficiency of Processing:
4.1.1 Use most efficient routing and communications
4.1.2 Determine alternative to meetings

4.1.3 Use computer to do more tasks
4.1.4 Combine, don't duplicate
4.1.5 Flow chart, better planning, reduce redundancy

4.2 Reduce Staff/Offices:
4.2.1 Reduce number of administrative employees, such as: (Associate Deans, Administrative Assistants, etc.)
4.2.2 Evaluate college human resources for duplication and overstaffing.

4.3 Travel, Conferences, Memberships, Professional Expenses:
4.3.1 Reduce travel, conferences, and memberships
4.3.2 Use teleconferencing, Webinars in reducing training travels
4.3.3 Implement the train the trainers strategy
4.3.4 Eliminate unnecessary travel
4.3.5 Reduce BHE travel
4.3.6 Employee pay for part of travel costs

4.4 Recycle, Reuse, Material Waste:
4.4.1 Find ways to share campus resources
4.4.2 No purchase of technology or equipment without staff support
4.4.3 Buy printers that uses same toners
4.4.4 Buy used technologies/equipment

4.5 Parties/celebrations:
4.5.1 Limit parties
4.5.2 No Christmas Party

4.6 Food:
4.6.1 Reduce catered, refreshment events
4.6.2 Avoid providing food from college funds for staff/faculty to eat
4.6.3 Offer food at meetings, but ask staff to contribute

4.7 Printing and Communications:
4.7.1 Utilize available technologies and reduce printing
4.7.2 Create online forms only, no more paper forms
4.7.3 Eliminate outdated forms
4.7.4 Track and control amount of printing
4.7.5 Stop printing mass handouts
4.7.6 Brochures, Newsletters online only

4.8 Outsourcing:
4.8.1 Use temporary staff
4.8.2 Use more adjunct faculty to teach
4.8.3 Use student workers to do additional tasks
4.8.4 Refrain from outside sourcing for advertising. We can do our own

4.9 Phones:

4.9.1 Eliminate all long distance from all offices, with exception of offices that needs it
4.9.2 Use email instead of outside phone calls
4.9.3 Monitor long distance calls even for college business
4.9.4 Block directory assistance, encourage use of local phone books or the internet

4.10 Training:

4.10.1 Evaluate training budgets
4.10.2 Use staff experts instead of outside "trainers"
4.10.3 Spend less on professional development for everyone
4.10.4 Let Divisions/Departments conduct training for their staff specific to their needs

4.11 Reduce Technology:

4.11.1 Buy less equipment
4.11.2 Analyze the technology usage
4.11.3 Limit computer upgrades
4.11.4 Eliminate unnecessary software that costs
4.11.5 Turn off computers when not used
4.11.6 Use replacement parts in PCs rather than buying new
4.11.7 Make sure high use offices (i.e. HR, Business, Admissions, IE) get fast CPU computers,
4.11.8 Evaluate all software contracts, for possible re-negotiations
4.11.9 Slow down purchase of new technology, concentrate on using what we have already purchased and paid for effectively

4.12 Building Closures:

4.12.1 Close campus between Christmas and New Years
4.12.2 All offices should be closed and off-limits unless critical on weekends to save energy
4.12.3 Consider a 4-day workweek during the Summer

5.0 Salary/Compensation Benefits:

5.1 Outsource janitorial, grounds, and maintenance services:

5.2 Across the Board – Salary/Positions:

5.2.1 Eliminate overpaid dead weight positions
5.2.2 Provide opportunities for job sharing and part-time positions
5.2.3 Allow FTE staff 40hr/workweek to reduce hours to 32 per week
5.2.4 Review each division/department for redundancies in job tasks performed.
5.2.5 Freeze on new job openings.
5.2.6 Freeze increments – revisit stringent rating for performance evaluations.

5.2.7 Share administrative/clerical duties of each division with like missions if needed
5.2.8 Freeze on re-hiring of a vacant position except when essential for now. Have division supervisor go through an evaluation of all unfilled positions to justify them before proceeding
5.2.9 Holiday's may be LWOP (no pay)
5.2.10 Allow staff without annual leave or purchase leave per determined rates.
5.2.11 Reduce cost by proposing an across the board salary cut, a percentage decrease or freeze.
5.2.12 Cap pay raises
5.2.13 Salaries for new hires: No increase until employed for at least two fiscal years.
5.2.14 Across the board salary freeze.

5.3 Holiday Shut Down:
5.3.1 Shut campus one-week after each semester. Employees will still be paid per annual leave, but other cost associated with keeping campus open will be eliminated.

5.4 Benefits:
5.4.1 Parking Charges.
5.4.2 Compensatory Time should be limited, and used for a period. If not used in required time (will lose the CT)
5.4.3 Eliminate payout of Compensatory Time

5.5 Administration:
5.5.1 Fewer administrators
5.5.2 Reduce administration costs, cut on administrative support positions
5.5.3 Combine positions
5.5.4 Adjust pay schedule
5.5.5 Classify and adjust salary of staff holding high paying position, where the college is not getting its return on investment
5.5.6 Use more adjunct faculty to replace full-time faculty
5.5.7 Reduce overload pay for FTE faculty
5.5.8 Encourage retirement for those eligible for normal retirement

1.0 New Revenue Generating Suggestions:

1.1. Parking Fees:
1.1.1 – Rent parking spaces monthly
1.1.2 – Charge parking according to perimeter to ASCC Building
1.1.3 – Designate management of parking fees without additional cost

1.2 Additional tuition revenue:

1.2.1 Charge higher tuition for workforce program
1.2.2 Charge higher tuition for Bachelor Program
1.2.3 Have evening classes for additional revenue (Alternative Scheduling)

1.3 Printing fees:

1.3.1 Centralize printing fees – using the card system and can be used all across campus

1.4 Other miscellaneous fees:

1.4.1 Offer basic health exams to employees and students for a minimal fee from the Nursing Department
1.4.2 Charge late fee for student who don't pay tuition on time
1.4.3 Charge employees for any additional copies already provided from Human Resources or Business Office, and reprints on lost checks
1.4.4 Auction equipment or equipment parts no longer used by ASCC
1.4.5 ASCC First Aid Course Certification – *more funds for ASCC*
1.4.6. Charge $.50 per payroll deductions

2.0 Additional revenue support from government, foundation, community organization, or employers:

2.1 ASCC Research Foundation – Insure the Foundation is clearly defined with specific job descriptions and hold the people who fill those positions accountable for the following:

2.1.0 More effort dedicated to identify donors
2.1.1 College to set targets for Foundation Division drives
2.1.2 Foundation Division to be more accountable to bring in revenue
2.1.3 Coordinating community financial support

2.2 Corporate Sponsorship:

2.2.1 Corporations and business to provide support and sponsor programs
2.2.2 Increase number of cooperative development (workforce training)
2.2.3 Think bigger and partner with major companies local and national
2.2.4 Partner with technology companies
2.2.5 Business community to share in cost of occupational/trades Programs, and LBJ for clinical practicums

2.3 Community Partnerships/Sponsorships:

2.3.1 Solicit more community funding for programs

2.3.2 Community Awareness promoting workforce development Programs and be willing to contribute, more and better Partnerships.
2.3.3 Work closely with the community so they understand ASCC's value and programs
2.3.4 Increase outreach to the community
2.3.5 Actively seek monetary contributions from local organizations that benefit from our services.

3.0 Grants:

3.1.1 Seek more grant monies to offset college expenses
3.1.2 Securing grants

4.0 Additional Fundraising Activities

4.1 Rentals & Sales:

4.1.0 Rent College space for meetings
4.1.1 Increase rental fees of college space

4.2 Fundraising Activities:

4.2.1 Community fundraisers (raffles, benefit concerts, costume ball)
4.2.2 Fundraising on campus (bake sale, swap-meet sale, Art work sale, car wash, food fair sale, etc.)

Guiding Question 7- Plan: Does the College clearly identify its plan and allocate resources for payment of liability and future obligations? *(Referencing Accreditation Standard III.D.11)*

During the review of the guiding questions, the Subcommittee identified current existing plans:

- Institutional Strategic Plan 2015-2020:
  - Academic Excellence Plan
  - Staffing Plan
  - Technology Plan
  - Physical Facilities and Maintenance Plan
  - Total Cost of Ownership Plan

Subcommittee members also reviewed additional plans that are noted in the ASCC Institutional Strategic Plan 2015-2020- Total Cost of Ownership Plan. The Subcommittee recommended that these plans be completed as it links to long-term liability.

- **Building Maintenance and Replacement Plan:**
  - *Facilities Review Committee reported:*

- An annual assessment has not been conducted on a regular basis for facilities and Maintenance equipment
- Vehicle assessments are conducted upon renewal of licenses
- During ARRA years there were energy efficient requirements for purchasing of air condition units but not for equipment.

- 7/17/2015: Recently, an assessment was conducted by TOFR/ ASCC including all facilities on campus, still waiting on report; the last time this was conducted was in 2008. Assessment gives square footage/assessment of facility on how long it will last and recommendations on renovations/renewal. The TCO Subcommittee will be following up with TOFR in retrieving the updated report on our facility assessment to assist ASCC in completing its Facility Maintenance Plan.

- 7/20/2015: TCO Subcommittee followed up with VP of Administrative Services: PFM is in the process of revisiting the building Maintenance and replacement plan, and VP of Admin. Services recommended using similar process to steps established in Technology Replacement and Disposal process.

- **Technology Maintenance and Replacement Plan:**
  - *Technology Review Committee reported:*
    - There is no policy for Technology Maintenance
    - There is a Replacement / Disposal Plan for Technology

  - *Facilities Review Committee reported:*
    - Currently there exists a form for replacement and disposal of printers and computers. Not all equipment replacement and disposal use and follow the form. This forms originates from Procurement.

  - 7/17/2015: Technology Maintenance / Replacement Plan is part of MIS goals and objectives for this year.

- **Air Condition Maintenance and Replacement Plan**
  - *Facilities Review Committee reported:*
    - An annual assessment has not been conducted on a regular basis for air condition units and maintenance equipment
    - There is no complete and written plan for the replacement of air condition units and maintenance equipment

- There is no compliance checklist which ASCC follows in the disposal of air conditions and maintenance equipment
- Currently all air condition units require a warranty plan for purchase.
- Currently ASCC has hired A/C vendors for service, repair, and replacement installation of AC units. Equipment maintenance is conducted by service vendors that charge labor costs. Physical facilities and maintenance services are assessed and conducted by PFM staff.

- **Professional Development and Reclassification Plan**
  - *Staffing Review Committee reported:*
    - Develop comprehensive process on professional development that reflects ASCC obligation
    - Staffing recommendations for reclassification

  - 7/20/2015 Group Discussion: In Staffing, there is a process for classifying positions through Position Review Form, need decision from HR or Staffing as to whether this will be an annual process, updating and reclassifying positions. Also in staffing subcommittee, separate group is working on reclassification processes;

  - Professional development is determined divisionally. There is an annual Performance Evaluation Summary Report and Position Review processes mentioned in TCO – Staffing Plan in ISP 2020.

  - 7/20/2015 Follow up: Staffing committee is discussion the process of reclassification but note that ASCC is not in a position to reclassify at this time. The committee is moving towards a recommendation for a personnel audit to start with instead.

- **Improvement of Programs and Support Services Plan under the Academic Excellence Plan:**

  - 7/20/2015 Group Discussion: The TCO subcommittee felt that the Academic Plan encompasses ALL long-term liabilities and activities that are included in all plans because they support Academics. In the Academic Excellence Review Committee report, the same recommendations are made that are included in the Facilities, Technology and Staffing Plans. Mostly

mentioned in the Academic Excellence Review committee report are Staffing and Professional Development, which fall in line with the items under the Staffing Plan.

- **The TCO Subcommittee identified a possible list of Long-Term Liability. TCO Subcommittee recommends that ASCC complete the identified plans as listed above to solidify the list below:**
  i. Technology:
     1. Computers
     2. Servers
     3. Licenses? (Renewable- 1 year)
     4. All-in-One Printers
     5. VTC Units
     6. Wireless Equipment
     7. Switches
     8. Lecture Hall Sound System
  ii. Facilities & Equipment:
     1. AC Units
     2. Golf Carts
     3. Buildings
     4. Parking Lots / Roads / Fences / Lights
     5. Construction / Maintenance Equipment
     6. Generators
  iii. Staffing:
     1. Personnel
     2. Training
  iv. Others:
     1. Vehicles
     2. Furniture
     3. Fitness / Wellness Equipment
     4. Bookstore books

The TCO Subcommittee monitored through its review the progress towards achieving its action plan and outcomes: As of the ending July, the following chart was developed by the Subcommittee to illustrate actions done and what needs to be done by the College:

American Samoa Community College *(Recommendation 7; ER 18: III.D.9 & III.D.11)*					
Percentages for Plans					
PLANS:	**Drafted=25%**	**Completed=25%**	**Approved=25%**	**Adopted=25**	**Total Completed:**
Financial Emergency	25%	25%	0%	7%	**50%**
5% Cash Reserve	25%	25%	13%	13%	**76%**
Building Maintenance and Replacement	25%	13%	0%	7%	**45%**
Technology Maintenance and Replacement	25%	13%	0%	7%	**45%**
Air Condition Maintenance and Replacement	25%	13%	0%	7%	**45%**
Professional Development and Reclassification	25%	13%	0%	7%	**45%**
Improvement of Programs and Support Services	25%	13%	0%	7%	**45%**

Total Cost of Ownership Subcommittee Recommendations:

Process Recommendations:

1. Institutional:
    a. Add Maintenance SOPs
    b. Revisit SOP for Budget Review so that it states personnel request are also budget approved.
    c. Add Annual Assessment SOP
2. Divisional:
    a. Add SOP for Bank Reconciliations
    b. Also to include SOP for month/year end closing
    c. Add SOP for preparing of the Daily Cash Position Report

Policy Recommendations:

1. Complete reviewing and approving of the recommended revised 5% Cash Reserve policy
2. Complete reviewing and approving of the new Financial Emergency Policy
3. TCO subcommittee recommends changing the language of "Board priorities" to "institution priorities" in GM Policy#3007
4. TCO subcommittee recommends adding in the Vice Presidents to component **F** to reflect the updated process of the budget review and approval in existing GM Policy #7001

5. Establish an ad hoc committee who are specifically charged with reviewing policies that pertains to the financial sustainability of the College.
    a. Accountable Divisions: (TCO-current structure)
    b. Roles & Responsibilities: (need more discussion/dialogue on defining scope of responsibilities).
    c. Cycle of Assessment: Monthly meeting for continuous assessment.
6. Establish an institutional standing committee who reviews, propose and approves policy recommendations from ad hoc committee for institutional implementation.
    a. Accountable Divisions: Governing structure.
    b. Roles: (need more discussion/dialogue on defining scope of responsibilities)
    c. Responsibilities: (need more discussion/dialogue on defining scope of responsibilities)
    d. Cycle of Assessment: (need more discussion/dialogue on defining scope of responsibilities)
7. College considers investments of reserves in excess of 5% minimum and in accordance with Governance Policy Manual 7000.4. Any investment efforts by the College must also be in compliance with any state and federal regulations involving higher education.
    a. Consider investing excess funds from the cash reserve (percent to be determined)

Planning Recommendations:

1. Complete the process of finalizing, approving and adopt the emergency plans (Financial and 5% Cash Reserve Plan)
    a. Establish a benchmark that clearly identifies that ASCC is in a state of financial emergency
2. Complete the TCO Plans immediately and to include the following components:
    a. Include allocation of resources for payment of liability and future obligations
    b. Include prioritization allocation of resources
    c. Include other major equipment (e.g. vehicles, etc.)
    d. Identify Standard Operating Procedures (SOP)

e. Identify and implement a process on all ASCC properties and tangible assets (Referencing *Existing Policy: Governance Manual (7000.6)*)
f. Include the Transfer and Disposal Form and Process into the Maintenance and Replacement Plan

Total Cost of Ownership Actionable Agenda:

1. Assist in completing the individual Total Cost of Ownership plan for the institution before August 31, 2015;
2. Assist in finalizing and completing of the Financial Emergency Plan for the institution.

Total Cost of Ownership Subcommittee Recommendations Summarized for Eligibility Requirement 18 and Recommendation 7:

Process Recommendations:

- Clarify Institutional and Divisional Standard Operating Procedures (SOPs) and the roles of the contributing Departments in regards to:
  - Maintenance
  - Budget Review
  - Annual Assessment
  - Bank Reconciliations
  - Month/Year Closing
  - Daily Cash Position Report

Policy Recommendations:

- Approval of the revised 5% Cash Reserve and Financial Emergency Policy;
- Revision of the following Policies in the Governance Manual:
  - Policy 3007: Recommendation to change the language of "Board priorities" to "institution priorities"
  - Policy 7001: Recommendation to add in the Vice Presidents to component F to reflect the updated process of the budget review and approval.
- Establish committees (ad hoc or standing) charged to review and propose policies, implement policies, and monitor policies that pertain to the financial sustainability of the College;
- College considers investments of reserves in excess of 5% minimum and in accordance with Governance Policy Manual 7000.4. Any investment efforts by the College must also be in compliance with any state and federal regulations involving higher education.
  - Consider investing excess funds from the cash reserve (percent to be determined)

Planning Recommendations:

- Establish a benchmark that clearly states ASCC procedures during a state of financial emergency.
- Complete the TCO Plans to include the following components:
  - Allocation of resources for payment of ASCC liabilities and future obligations;
  - Institutional procedures for resource allocation;
  - Equipment Accountability (e.g. vehicles, etc.);
  - Implementation of a process to account for all ASCC properties and tangible assets (Referencing Existing Policy: Governance Manual 7000.6);
  - Include the Transfer and Disposal Form and processes into the Maintenance and Replacement Plan.

Staffing Subcommittee:

Committee Composition:

- Committee Facilitator: Ms. Tafaimamao Tupuola *(Administrator)*
- Committee Co-Facilitators: Ms. Grace Tulafono *(Administrator)* and Dr. Rosevonne Pato *(Administrator)*
- Members:
  - Administrators:
    - Mrs. Sereima Asifoa, Mrs. Letupu Moananu, Mr. Michael Leau, Dr. Lina Scanlan, Mrs. Okenaisa Manila, Mr. Tauvela Fale, Dr. Emilia Le'i, Mr. Sonny J. Leomiti
  - Faculty:
    - Mr. Frederick Suisala, Mr. Poe Mageo, Dr. Larry Purcell, Ms. Lele Ah Mu
  - Staff:
    - Ms. Silaulelei Saofaigaalii, Ms. Elsie Lesa, Mrs. Lipena Samuelu, Ms. Cherie Ripley, Ms. Juliette Fung Chen Pen, Mr. Elisaia Mailo, Mrs. Eseta Kaio, Mr. Aufa'i Areta, Mrs. Wei Lie Tunoa, Mrs. Mana'oloto Vaovasa.

Subcommittee members were provided with hard copies of WASC Standards, the External Evaluation Report, and other documents necessary to address the recommendations. The following Eligibility, Recommendations and Standards were the basis of review for the Staffing Subcommittee.

The following narratives in regard to the Staffing Subcommittee were taken from the Staffing Report. References made within this section of the report will compliment the descriptions, findings, and recommendations of the Staffing Subcommittee.

The Staffing Subcommittee was assigned to address Recommendations 5, 6, and Eligibility Requirement 14 including, but not limited to the Accreditation Standards referenced in the Visiting Team's Report.

> ***Recommendation #5****: The team recommends that the college revise its employment policies to ensure equity, diversity, and fairness. (Reference Standards:III.A.12)*
>
> ***Recommendation #6****: In order to meet the standard the Team recommends the ASCC revise and conduct performance evaluation that include consideration of how employees use the results of assessment of learning outcome to improve teaching and learning. (WASC ACCJC Standard: III.A.6, Eligibility Requirement 14)*
>
> ***Eligibility Requirement 14- Faculty:*** *The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time*

and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning (Standard III.A.7 and III.A.2)

III A- Human Resources:
III.A.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.

III.A.12: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its records in employment equity and diversity consistent with its mission.

The following guiding questions and action plan was generated by the Staffing Subcommittee to address Eligibility Requirement 18 and Recommendations 5 & 6:

<u>Guiding Questions</u> used to address Recommendation #5:

1. Is there a process of revision of policies on equity, diversity, and fairness?

2. Is there a process of assessment of its records in employment equity and diversity consistent with its mission?
    a. What are the demographics on employment qualifications? Employment equity? Employment diversity? Employment fairness?
        i. Does ASCC review employee demographic data?

3. What is the process of recruitment and hiring?

4. What are the policies on employment that need to be revised?
    a. Employment preference policy
    b. President's override for emergency hire to contract or career service positions
    c. Policy 4006.1 to add non-US degree equivalency statement into policy

5. Is ASCC consistent with the application of its employment policies?
    a. Are practices assessed to ensure compliance to policies?

Staffing Subcommittee Outcomes and Action Plan (Recommendation 5):

Staffing Subcommittee Outcome 1: *A process of revision of policies on equity, diversity, and fairness is identified:*

The process of revision of policies on equity, diversity, and fairness had been discussed thoroughly in the meetings of the subcommittee. It was recommended at the group and subcommittee level that a Policy Review Committee is established which would review policies on personnel on a more regular basis, which would coincide with the cycle of Program Review (1-2 years), Catalog Review (2 academic years), or the Institutional Strategic Plan review and update (every 5 years).

Staffing Subcommittee Outcome 2: *A process of assessment of records in employment equity and diversity is consistent with College mission:*

The need for an assessment of records in employment equity and diversity is evident in the Staffing Plan of the Institutional Strategic Plan. The establishment of the Staffing Review Committee and the tasks assigned to the Staffing Review Committee allowed for identification of a lack in the dissemination of and access to *demographic data on personnel*. This type of data would allow the institution to have available data to use in the determination of the status of processes in hiring, recruitment, and practices that promote equity and diversity at all levels of the institution.

In order to thoroughly assess the records on equity and diversity it is necessary to access the demographics on qualifications, equity, diversity, and fairness and ensure that these records are regularly reviewed, assessed and accessible.

A recommendation by the subcommittee was to implement a process of retrieval of demographic data from employee 303 forms, compilation by the Human Resources Office, and centralization at the Institutional Effectiveness Division. This process allows access to data for dissemination in program and institutional improvements in equity and diversity. The recommendation was for a regular review to occur annually. A recommendation was also made to include other areas of equity and diversity as stated in the Policy of Diversity and Equality such as sexual orientation (optional) and ethnicity.

Staffing Subcommittee Outcome 3: *A comprehensive process of recruitment and hiring exists and implemented through clearly defined SOPs:*

The subcommittee completed a flow chart of the current process of recruitment and hiring differentiating between the types of employment (temporary employment, emergency employment, and career service employment). As a result of lengthy discussion in meetings it was determined that the same process is followed for all types of hiring except in the case of emergency hires when recruitment and posting of vacant positions is not required. Issues in inequity have occurred when upon

renewal or termination of the emergency employment or temporary employment there is no requirement for recruitment posting or interview procedures. It was recommended in order to provide fair practices in all hiring that it is important to follow the timeline of the term of temporary or emergency contract (3 – 6 months contract, 1 year contract with or without benefits). At the end of the contract, the employment would end and a renewal would either be processed or a termination of employment would be completed.

Staffing Subcommittee Outcome 4: *Policies on employment are revised:*

The following policies have been reviewed and proposed revisions are as follows:

EMPLOYMENT PREFERENCE

4200 Employment of Immigrants:

Current:	**Recommended:**
"ASCC shall comply with the federal law and based on the Immigration Reform and Control Act (IRCA) of 1986 requires agencies funded by federal grants to ensure employees are authorized for employment in the US. Therefore, only individuals lawfully authorized for employment in the US will be employed. In addition, ASCA Title 7, section 7.0205 states that any person entering career service shall be a resident of American Samoa and either an American Samoan or an American national at the time of entrance to service. If no resident can be found who meets the minimum qualifications for employment established, a nonresident may be employed."	"ASCC shall comply with the federal law and based on the Immigration Reform and Control Act (IRCA) of 1986 requires agencies funded by federal grants to ensure employees are authorized for employment in the US. Therefore, only individuals lawfully authorized for employment in the US will be employed. In addition, ASCA Title 7, section 7.0205 states that any person entering career service shall be a permanent resident of American Samoa. If no permanent resident can be found who meets the minimum qualifications for employment established, a nonresident may be employed."

4208.1 Equal Employment Opportunity & Affirmative Action:

Current:	Recommended:
"Pursuant to the ASCA 7.205(b) as an integral part of the equal employment opportunity policy, ASCC shall employ residents of American Samoans who are American Samoa of United States nationals, and shall employ other persons only when no American Samoan or United States nationals meet the minimum qualifications for the particular class of work can be found. This is initiated in recognition that it is necessary to identify and deal with discrimination and obstacles to equal employment opportunity, intended or unintended."	Pursuant to the ASCA 7.0205(b) as an integral part of the equal employment opportunity policy, ASCC shall employ permanent residents of American Samoa, and shall employ other persons only when no American Samoan permanent resident meets the minimum qualifications for the particular class of work can be found. This is initiated in recognition that it is necessary to identify and deal with discrimination and obstacles to equal employment opportunity, intended or unintended.

NON-US DEGREE EQUIVALENCY

4006.1 Degree Requirements:

Current:	Recommended:
"All degrees earned by faculty member that fulfills the requirements of WASC must be from a US regionally accredited institution. The college is committed to recruiting and selecting faculty members whose highest degree is earned from a broad representation of U.S. and regionally accredited institutions. Presentation of a transcript is required prior to employment. The employee will pay for the official transcript that will be mailed directly to ASCC Human Resources. In addition, any staff position requirement an education degree as a qualification shall be a requirement for employment with ASCC"	"All degrees earned by faculty member may either be from a U.S. regionally accredited institution or a non-U.S. institution equivalent to U.S. qualifications. Applicants with credentials from a non-U.S. institution must provide documentation from a U.S. recognized third party evaluator that ensures the equivalent qualifications are recognized in the U.S. Presentation of a transcript is required prior to employment. The employee will pay for the official transcript that will be mailed directly to ASCC Human Resources. In addition, any staff position requirement an education degree as a qualification shall be a requirement for employment with ASCC."

EMERGENCY APPOINTMENT – PRESIDENT OVERRIDE

4008.1 Staff Appointment Types:

Current:	**Recommended:**
"B. Temporary appointment when work of a temporary nature, at the completion of which the services of an additional employee will not be required. The President may authorize a temporary appointment for a period not exceeding one year.	B. Temporary appointment when work of a temporary nature, at the completion of which the services of an additional employee will not be required. The President may authorize a temporary appointment for a period not exceeding one year.
C. Emergency appointment when an emergency occurs requiring the immediate service of a person or persons, the President may approve such appointment not to exceed 60 days, based on the agency justification of the continuing state of emergency. If a person other than an American Samoa national is to be appointment, immigration clearance must be secured prior to entrance on duty, but police and medical clearances may be furnished during the 30-day emergency period.	C. Emergency appointment when an emergency occurs requiring the immediate service of a person or persons, the President may approve such appointment not to exceed 60 days, based on the agency justification of the continuing state of emergency. If a person other than an American Samoa permanent resident is to be appointment, immigration clearance must be secured prior to entrance on duty, but police and medical clearances may be furnished during the 30-day emergency period.
D. Disaster Emergency Appointment occurs in the case of a disaster, the President is authorized to make direct emergency appointments without any clearance, for a period not to exceed then [ten] working days."	D. Disaster Emergency Appointment occurs in the case of a disaster, the President is authorized to make direct emergency appointments without any clearance, for a period not to exceed then [ten] working days.

Also recommended by Staffing Subcommittee:

- In process, document justification for emergency / temporary appointment; document process for monitoring temporary / emergency period and what is done after that.
- In addressing Recommendation 8 review correct protocol for emergency and temporary appointments.

<u>Guiding Questions</u> used to address Recommendation #6 and Eligibility Requirement 14:

1. Does ASCC have a comprehensive performance evaluation process?

2. What evaluation instruments does ASCC have?

3. What is the process for performance evaluation instruments?

4. Does the instrument include a component that uses the results of Student Learning Outcomes?
    a. Is it applied to all performance evaluations?
    b. How do internal stakeholders use this data on performance evaluation to improve teaching and Learning?

5. Are analyses of evaluations disseminated?
    a. Is the data used for strategic prioritization?

6. What is the cycle and timeline for performance evaluations?

Staffing Subcommittee Outcomes and Action Plan (Recommendation 6):

Staffing Subcommittee Outcome 1: *A performance evaluation process that includes:*

- *All evaluation instruments are defined;*
- *A review process for performance evaluation instruments;*
- *All instruments include a component that evaluates extracurricular involvement and participation in institutional committee(s).*

The Staffing Subcommittee identified 5 performance evaluation instruments used in the evaluation of employees. There exists the following

1. Two Way Performance Evaluation
2. Faculty Performance Evaluation
3. Temporary or Consultant Service Evaluation
4. Evaluation of President
5. Self Evaluation for the Board of Higher Education

The Two-Way Performance Evaluation instrument is used for all non-instructional career service and contract employees as an annual performance evaluation. The Faculty Performance Evaluation is used for all faculty, adjunct faculty, and staff teaching courses. The Faculty Performance Evaluation was revised in Spring 2015 and approved by the Faculty Senate to include a component evaluating performance on Student Learning Outcome achievement. The Temporary or Consultant Service Evaluation is used for employees on a temporary contract of 1 year or less. This instrument is used upon the termination or renewal of the contract. The evaluation of the President was revised to be conducted on an annual basis or upon a need to

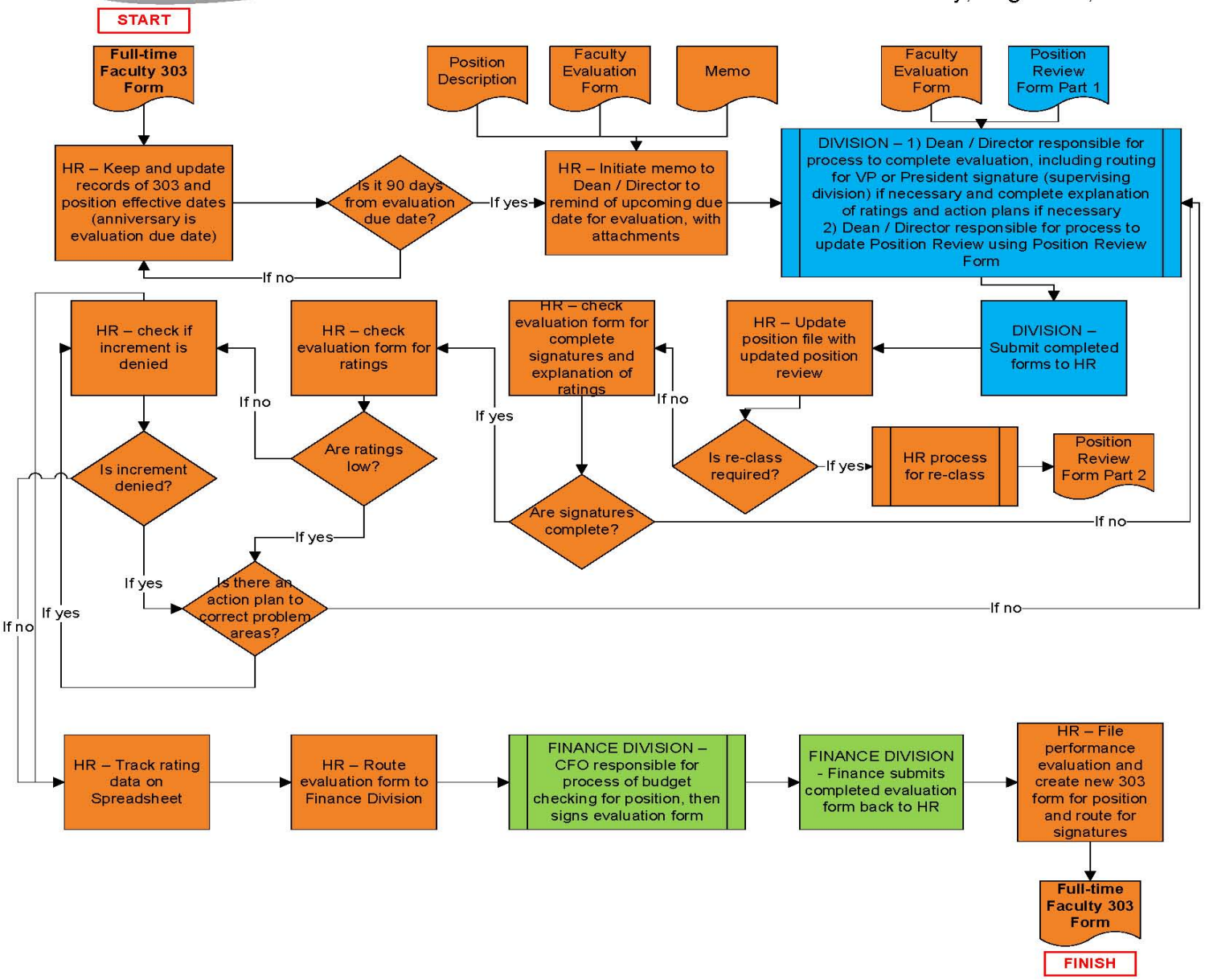
review basis. The Self Evaluation for the Board of Higher Education is conducted on an annual basis during the BHE Annual Retreat.

It was recommended by the Subcommittee that the evaluation instrument be revised for staff or non-instructional employees by development of two separate types of performance evaluations, 1) for administrators, supervisors, managers, and 2) for all non-supervisory staff. It was also recommended to revise the evaluation instrument to include a component to evaluate staff for extracurricular involvement and participation in institutional committee(s).

The subcommittee completed the workflow documents that outline the process of performance evaluation using the Faculty Evaluation Form, the Two-Way Evaluation Form and the Evaluation Form for Temporary Staff. Below are the workflows that were completed for positions using the Faculty Evaluation Form (Full-Time Faculty, Adjunct Faculty, Full-Time Staff with Teaching Responsibilities), Two-Way Evaluation Form (Full-Time Career Service Staff, 1 year Contracts, 2 Year Contracts), and Evaluation Form for Temporary Staff.

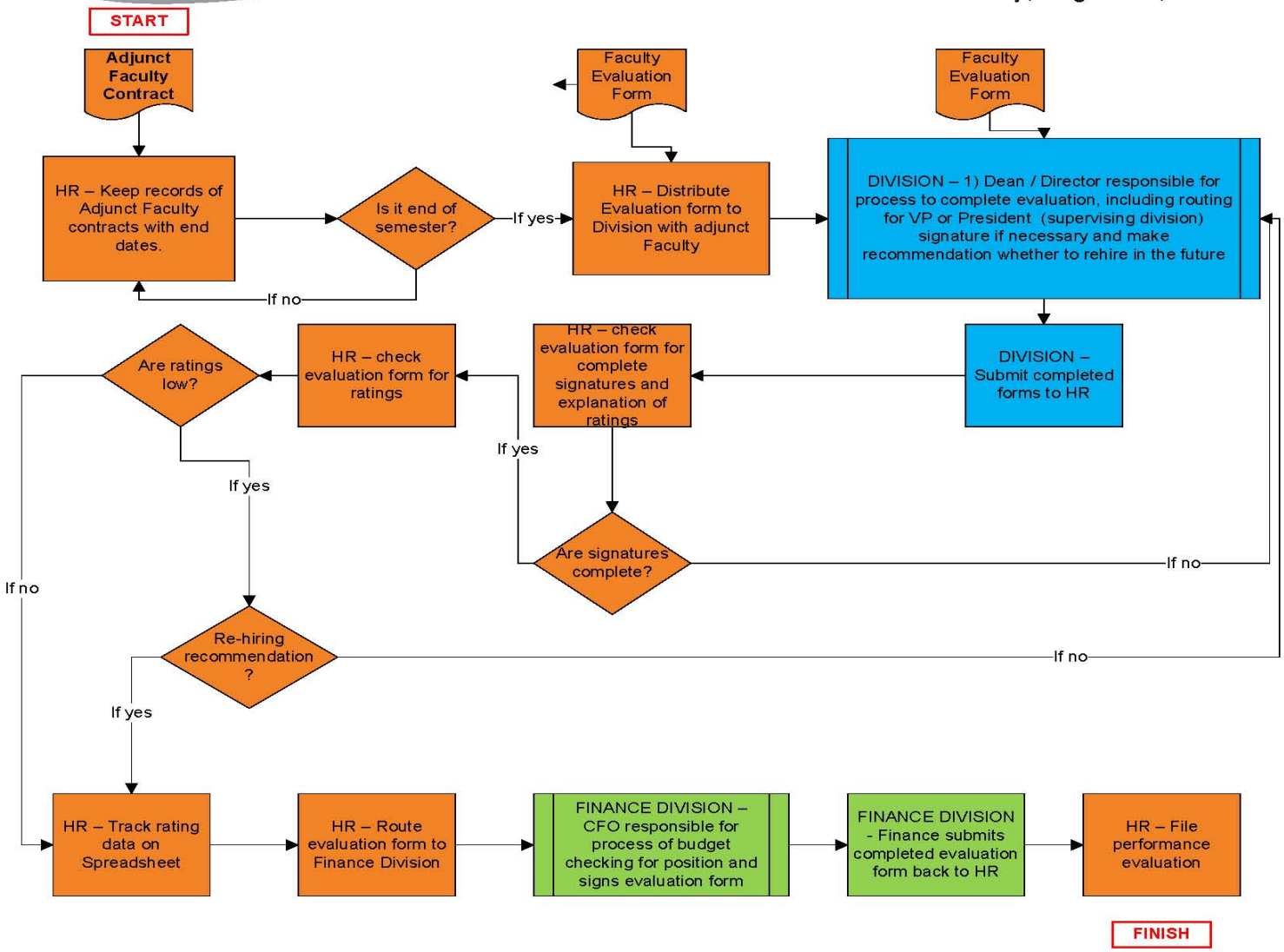
Performance Evaluation: Full-Time Faculty

Wednesday, August 19, 2015



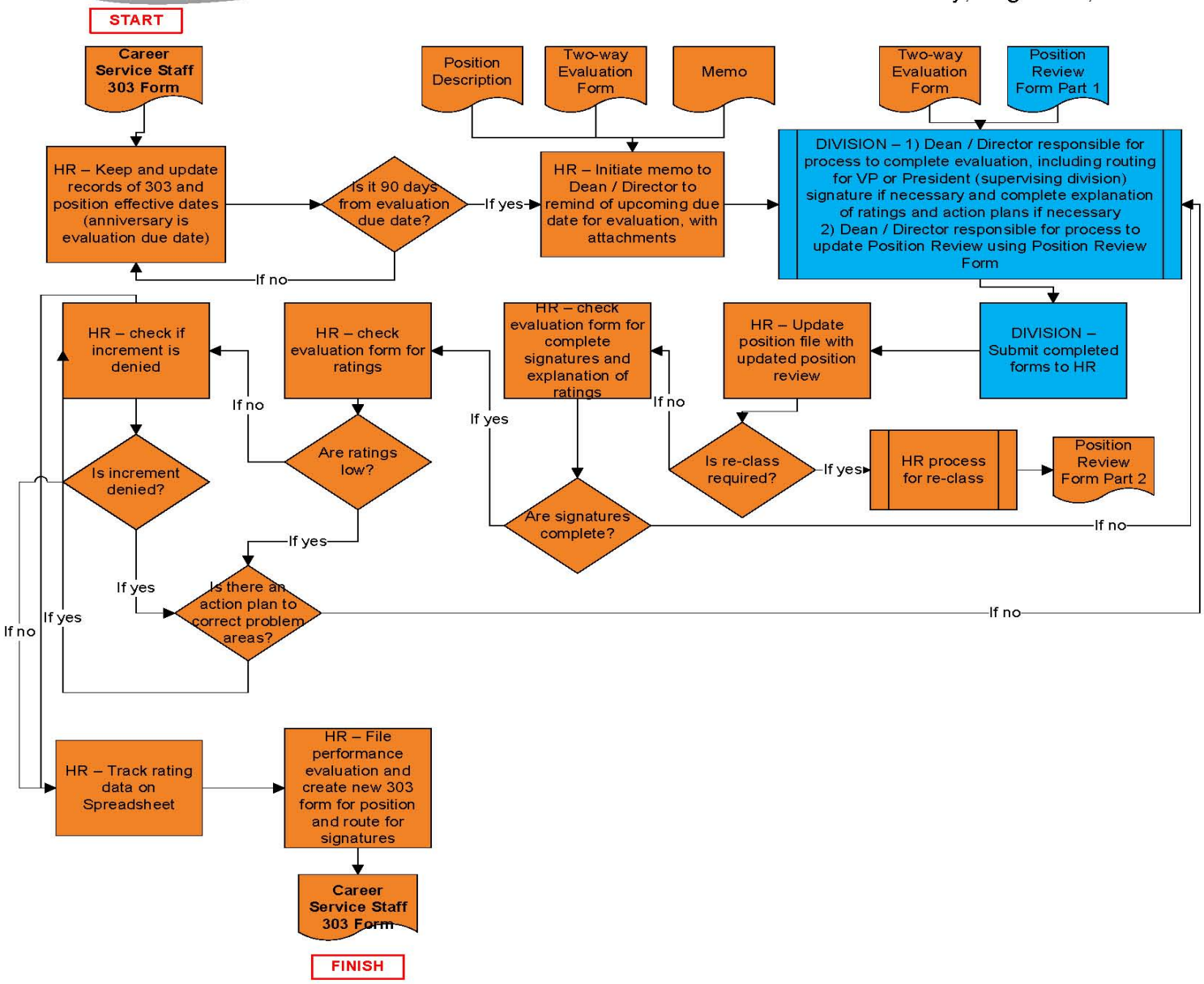
Performance Evaluation: Adjunct Faculty

Wednesday, August 12, 2015



Performance Evaluation: Career Service Staff

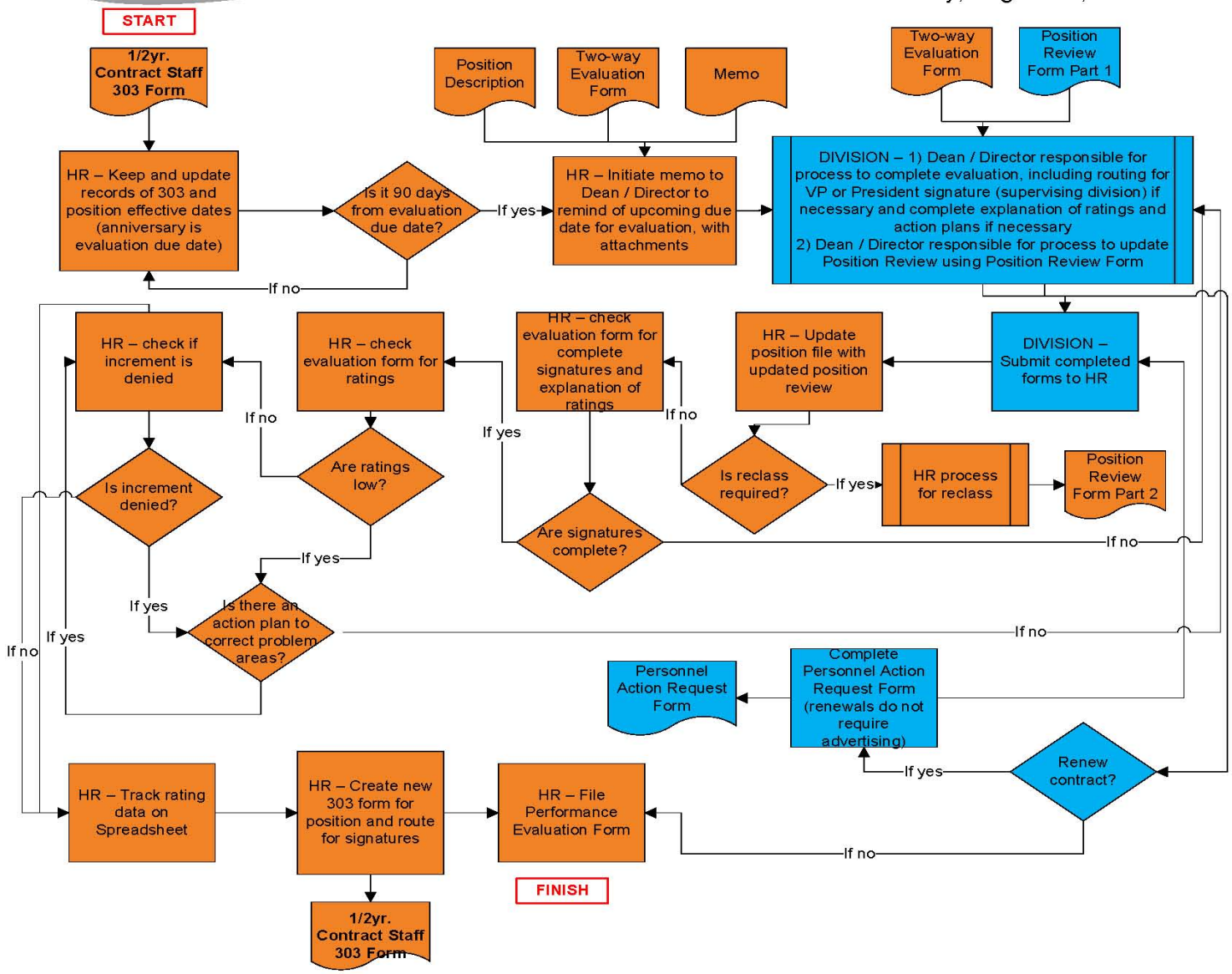
Wednesday, August 19, 2015



Page 1

Performance Evaluation: 1&2yr. Contract wb

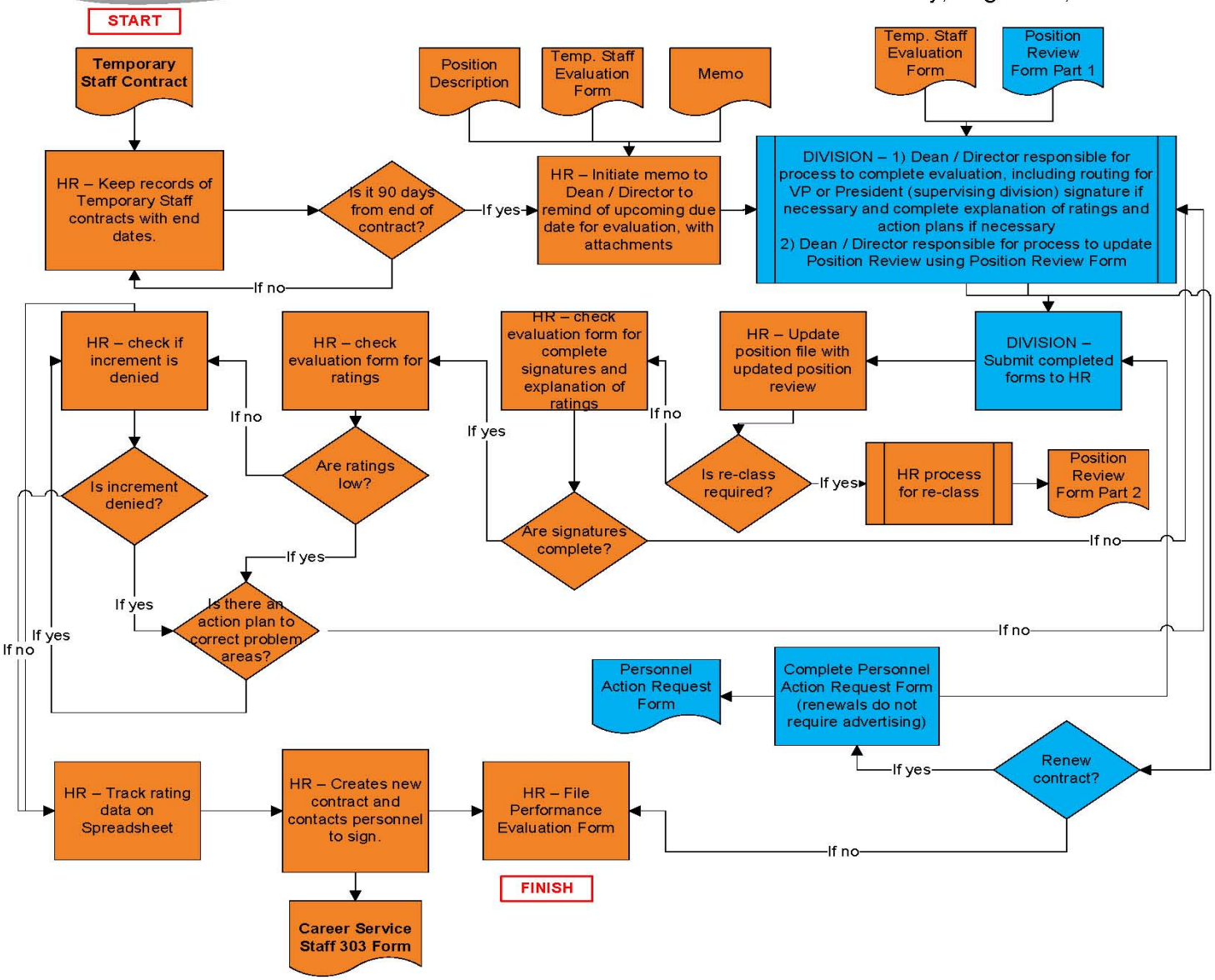
Wednesday, August 19, 2015



Page 1

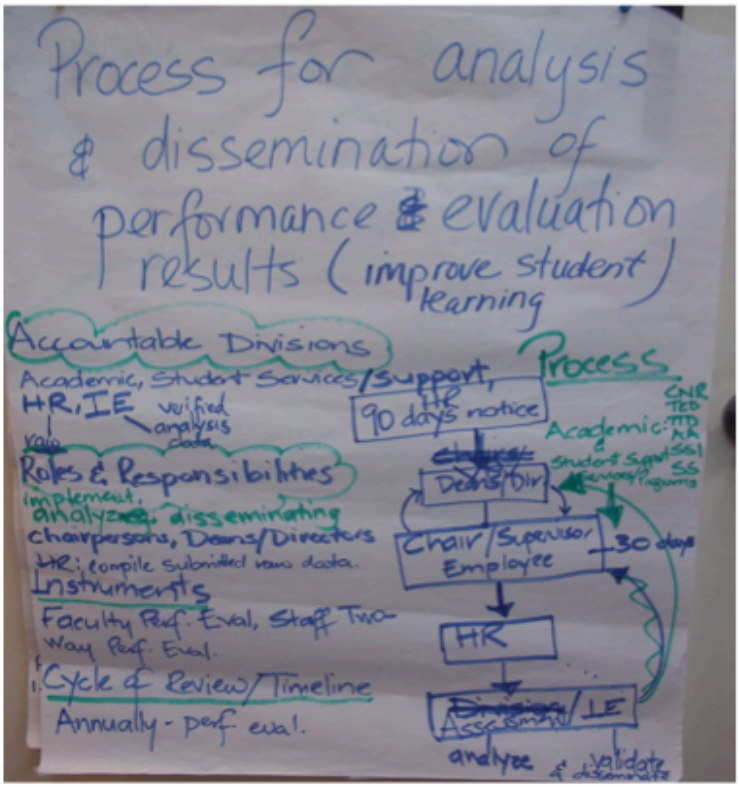
Performance Evaluation: Temporary Staff

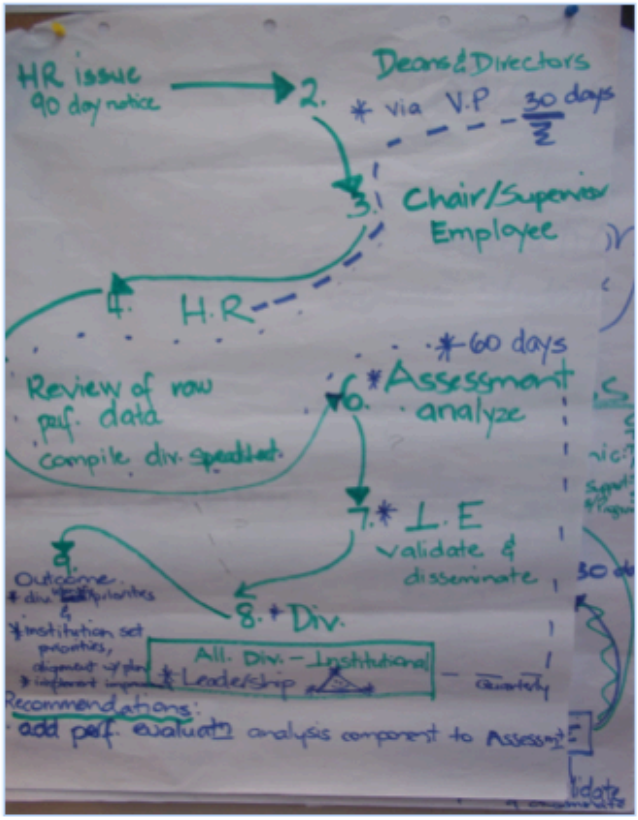
Wednesday, August 19, 2015



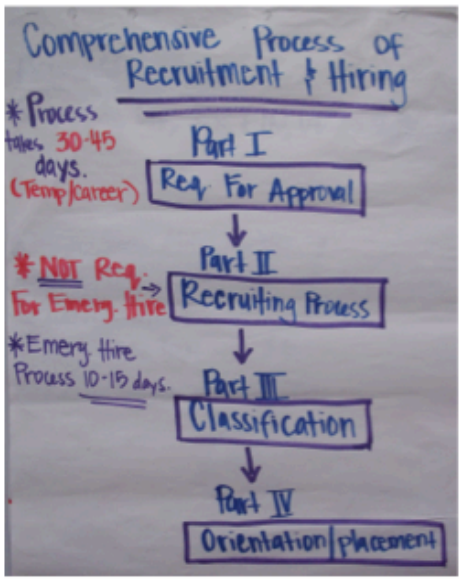
Recommendations were also made for the following processes:

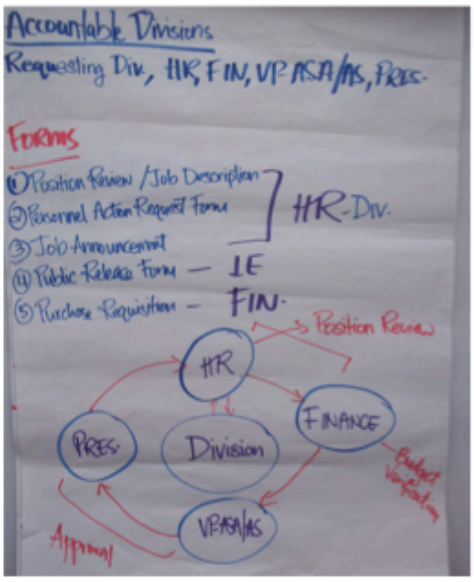
1) Process for Analysis and Dissemination of Performance Evaluation Results to Improve Student Learning:

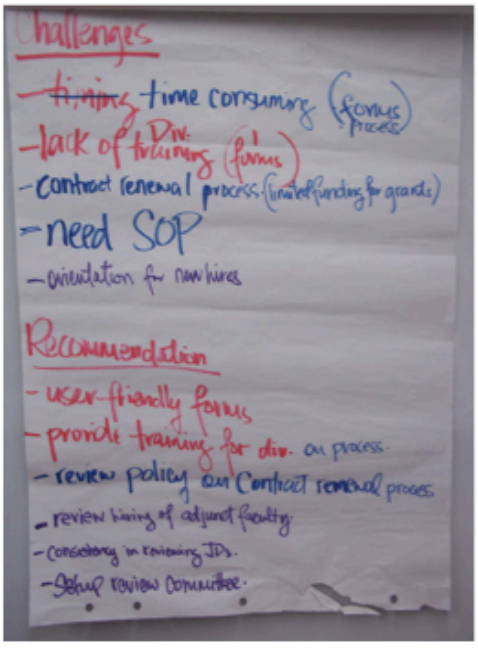




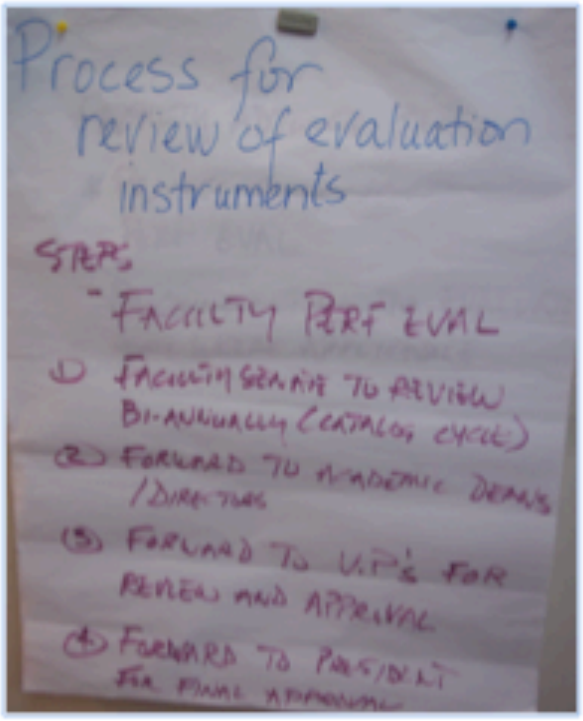
2) Comprehensive Process of Recruitment and Hiring:

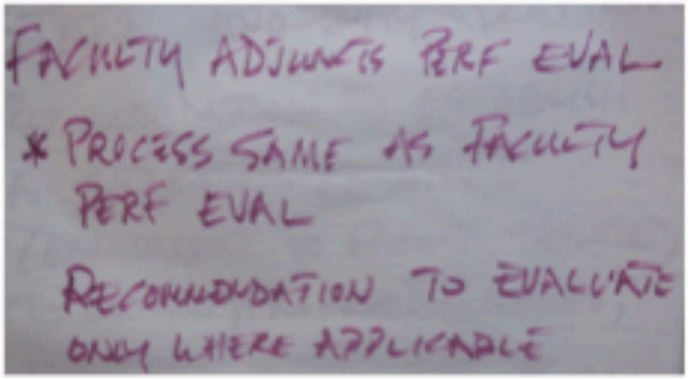


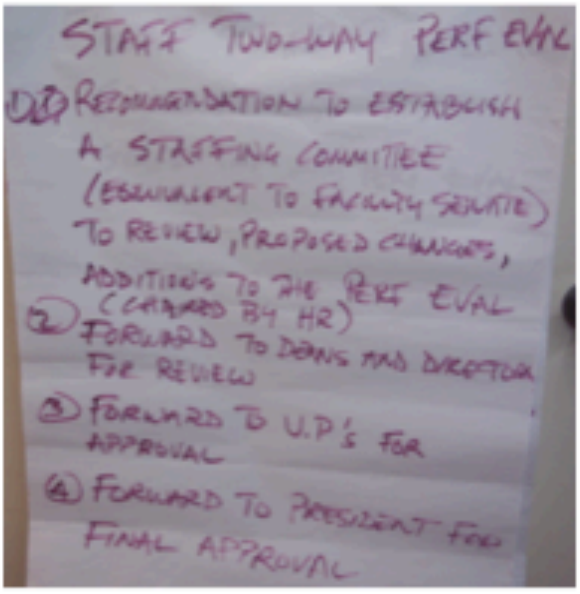


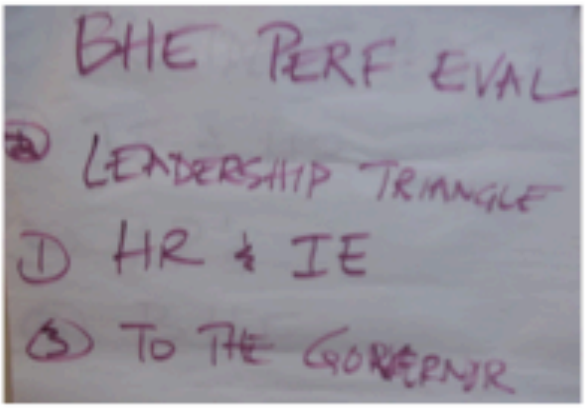


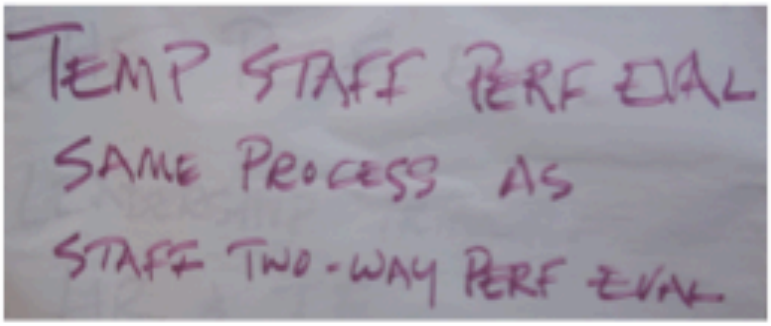
3) Process for Review of Evaluation Instruments:

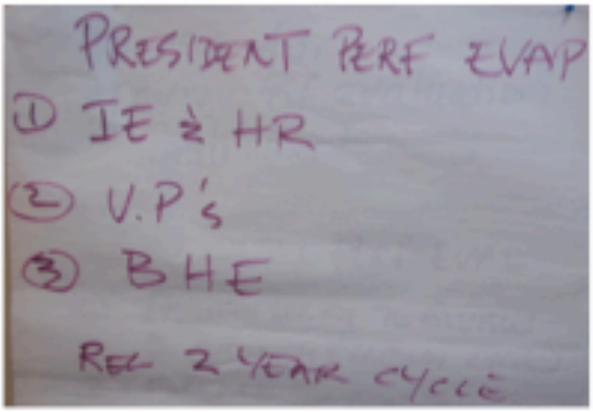




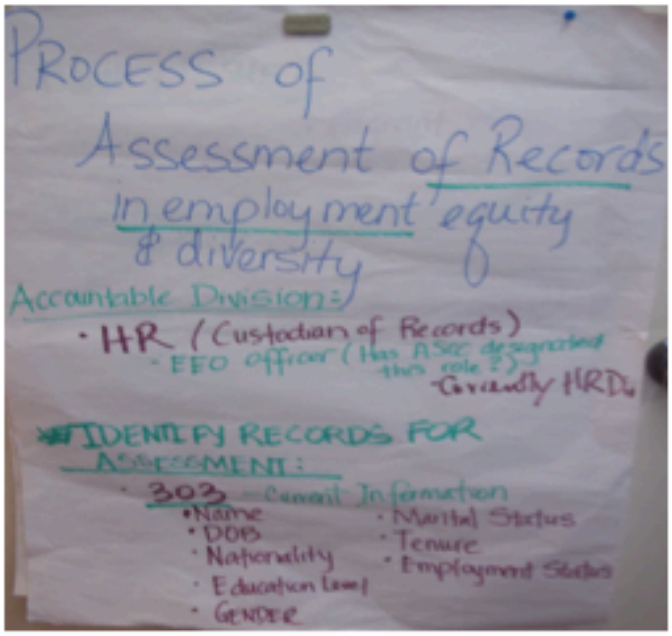


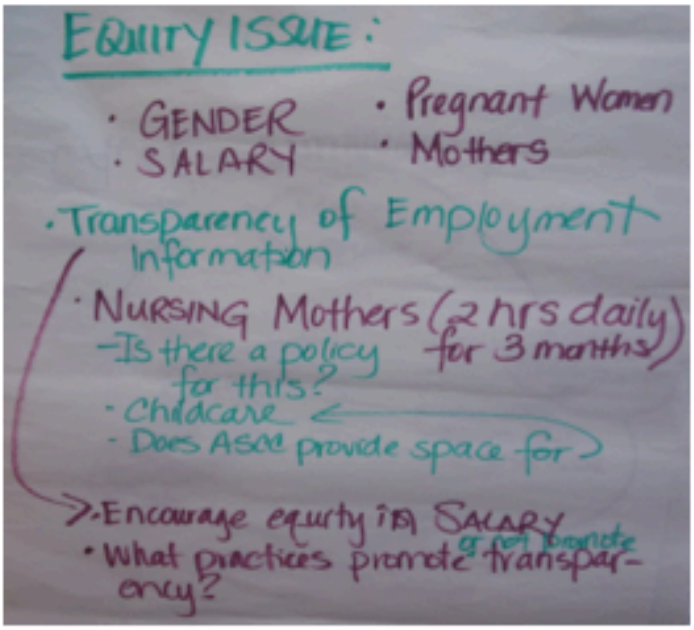


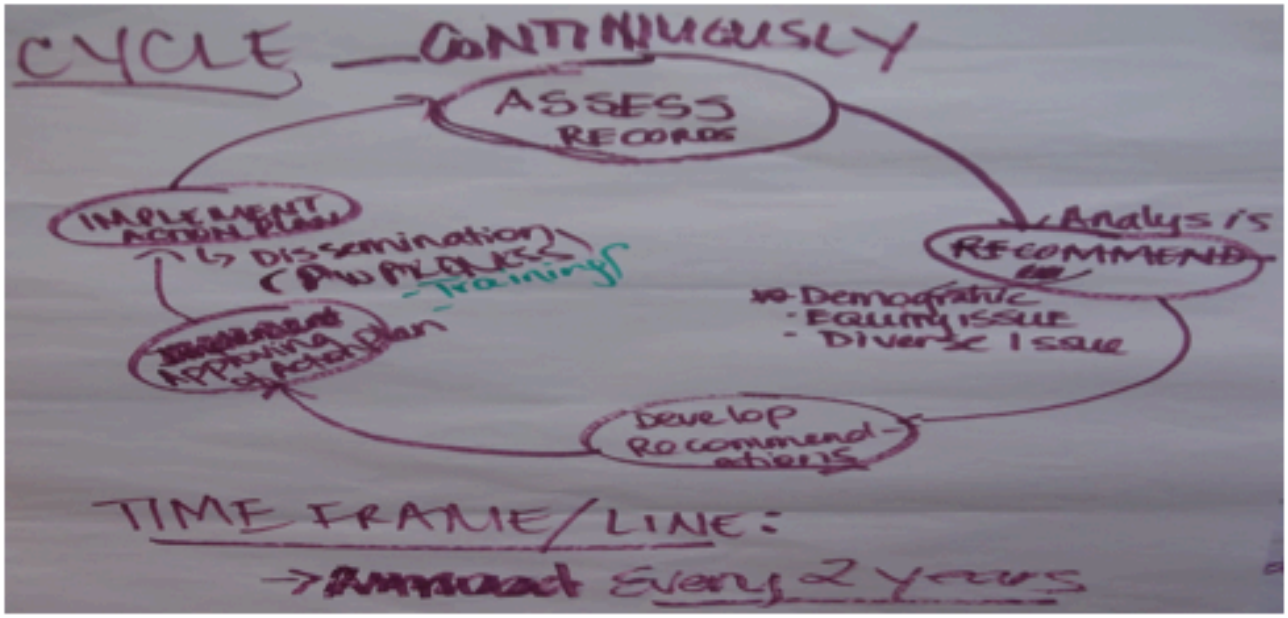


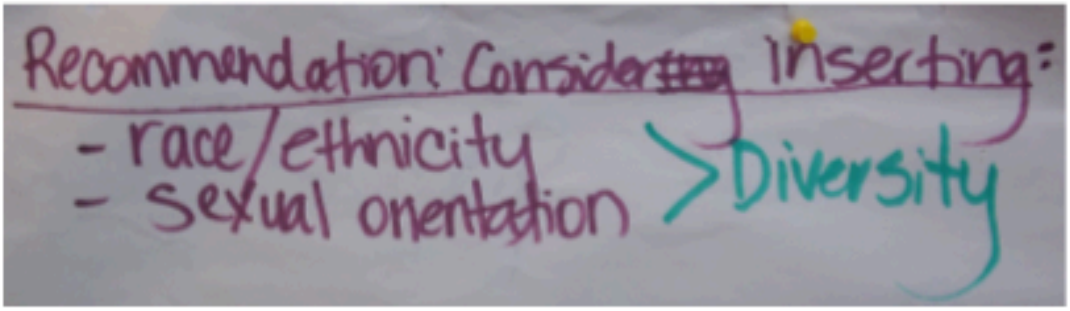


4) Process for Assessment of Records in Employment Equity and Diversity









These are recommended processes that the Staffing Subcommittee will work to finalize and submit for approval.

Staffing Subcommittee Outcome 2: *An analysis of performance evaluation is disseminated and utilized in strategic prioritization to improve teaching and learning*

It was recommended that the Human Resources Office with the Institutional Effectiveness division compile the performance evaluation data to be disseminated to all divisions on an annual or quarterly basis. This analysis will be used by each division to improve divisional achievement of the outcomes set and for institutional identification of areas in need of improvement.

Staffing Subcommittee Outcome 3: *A cycle and timeline for performance evaluations is set and followed:*

The review of the instrument(s) for performance evaluation is to coincide with either the Catalog review cycle, the Program Review cycle or the cycle of updating the Institutional Strategic Plan. The review of the instruments for the evaluation of the President and the Self Evaluation of the Board of Higher Education have followed a 3 year cycle however this cycle of review needs to be revisited.

It was also recommended to create a staff equivalent of the faculty senate to be tasked with the review and revision of the staff performance evaluation instrument.

Staffing Subcommittee Recommendations Summarized for Eligibility Requirement 14 and Recommendations 5 & 6:

- A process of revision of policies on equity, diversity, and fairness is identified;

- A process of assessment of records in employment equity and diversity is consistent with College mission:
  - Demographics on qualifications, equity, diversity, and fairness are regularly reviewed, assessed and accessible.

- A comprehensive process of recruitment and hiring exists and implemented through clearly defined SOPs.

- Policies on employment are revised:
  - Employment preference policy
  - President's override for emergency hire to contract or career service positions
  - Policy 4006.1 to add non-US degree equivalency statement into policy

- ASCC is consistent with the application of its employment policies:
  - Practices are assessed to ensure compliance to policies.

- A Flow Chart of all processes be developed; (Link to Program Review and Assessment Policies)

- A Policy Review Committee be established to ensure updated and current policies that are in compliance with DOL and ASCA; (Link to Institutional Set Achievement, Program Review and Assessment Policies)

- A Cycle and Timeline be followed for all policies and revisions of policies; (Link to Program Review and Assessment Policies)

- SOPs be established and followed for all recruitment and hiring procedures. (Linked to Institutional Set Achievement, Program and Assessment Policies)

- Revisions to the following Policies:
  - 4200 Employment of Immigrants
  - 4208.1 Equal Employment Opportunity & Affirmative Action
  - 4006.1 Degree Requirements
  - 4008.1 Staff Appointment Types

Leadership Triangle:

Composition: President Dr. Seth Galea'i, Vice President of Academic and Student Affairs Dr. Rosevonne Pato, Vice President of Administration and Finance- Dr. Mikaele Etuale.

The Leadership Triangle was charged to review recommendations referred by the Academic Excellence Subcommittee, Total Cost of Ownership Subcommittee, and Staffing Committee particular to ACCJC Recommendations 3, 4, 5, 6, and 7 in preparation for their review of ACCJC Recommendations 1, 2, and 8.

> Review of Recommendation 8: In order to meet the Standard, the team recommends that the College evaluate the organizational structure and governance processes to increase opportunities for broad-based participation, purposeful dialogue, and involvement in decision-making processes.
>
> Review of Recommendations 1: In order to meet the Standard, the team recommends that the College, in cooperation with the governance process, fully develop program review processes, systematic course review, and authentic assessment of SLOs and analyze and use the results of assessment to improve continuously.
>
> Review of Recommendation 2: In order to meet the Standard, the team recommends that the College, in cooperation with the governance process, expand access to program evaluation and assessment data and promote collegiate dialogue surrounding student learning and student success.

In order for the Leadership Triangle to bring the subcommittee reviews and recommendations together, a review of the College's Mission through its governance and organizational structure was conducted with focus on ASCC Chapter One Governance Policies, which follows:

> *Policy 1000- Mission and Vision:*
>
> > *American Samoa Community College statements such as: ASCC Mission, Vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what costs).*
> >
> > *The College mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.*
> >
> > *The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members*

regularly monitor and measure progress with regard to achievement of its official vision and mission statements.

Policy 1001- Governance and Organization Structure:

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

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

According to the Commission of College's Criteria for Accreditation, the organization of the College should bring together its various resources and allocate them effectively in order to accomplish College Goals. These criteria also call for the organizational structure and the administrative processes of the College to be well-defined and understood by the entire College community. Governance provisions of ASCC exist to reflect acceptance of the criteria for accreditation as a basis for establishing an effective teaching, learning, and working environment in order to facilitate fulfillment of the College's purpose.

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

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

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

Policy 1002- Organization Charts:

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

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

Policy 1003- Board Policy and College Regulations/Procedures:

a. *The Board of Higher Education may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operations of the College. Board policies are intended to be statements of intent by the Board on specific issues within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to the American Samoa government and federal activities. All college employees are expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.*
b. *College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations/procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations/procedures may be revised as deemed necessary by the President.*
c. *The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policy.*

Policy 1003.1- College Regulations/Procedures:

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

The Leadership Triangle also noted that the commonalities between ACCJC Recommendations 1, 2, 3, and 8 are citations particular to two of the Accreditation Standards:

- I: Mission, Academic Quality and Instructional Effectiveness, and Integrity; and
- IV: Leadership and Governance.

To initiate the plan of action, the Leadership Triangle organized the recommendations submitted by each of the subcommittees into the following categories based on Mission Effectiveness and Governance:

- **Mission Effectiveness:**
  - ***Program Review:***
    - *Academic Excellence Recommendations:*
      - ASCC defines a policy on Institutional Set Achievement Standards with emphasis on its Mission linked to institutional processes;
      - ASCC defines a policy on Institutional Program Review linked to Institutional processes;
      - ASCC clearly defines a Policy on Institutional Assessment;

  - ***Planning:***
    - *Academic Excellence Recommendations:*
      - ASCC defines a policy on Institutional Set Achievement Standards with emphasis on its Mission linked to institutional processes; *(Student Learning Outcomes and Student Achievement)*
      - ASCC defines a policy on Institutional Program Review linked to Institutional processes; *(Student Learning Outcomes and Student Achievement)*
      - ASCC clearly defines a Policy on Institutional Assessment; *(Student Learning Outcomes and Student Achievement)*

  - ***Assessment:***
    - *Academic Excellence Recommendations:*
      - ASCC defines a policy on Institutional Set Achievement Standards with emphasis on its Mission linked to institutional processes; *(Student Learning Outcomes and Student Achievement)*
      - ASCC defines a policy on Institutional Program Review linked to Institutional processes; *(Student Learning Outcomes and Student Achievement)*
      - ASCC clearly defines a Policy on Institutional Assessment; *(Student Learning Outcomes and Student Achievement)*

- **Governance:**
  - ***Decision-Making:***
    - *Academic Excellence Recommendations:*
      - ASCC defines a policy on Institutional Set Achievement Standards with emphasis on its Mission linked to institutional processes; *(Student Learning Outcomes and Student Achievement)*

- ASCC defines a policy on Institutional Program Review linked to Institutional processes; *(Student Learning Outcomes and Student Achievement)*
- ASCC clearly defines a Policy on Institutional Assessment; *(Student Learning Outcomes and Student Achievement)*
- Clarify the roles of each Counselor in the process of tracking students that transfer to institutions of higher learning and students transitioning into the workforce;
- Clarify the institutional process and strengthen current mechanisms for tracking students throughout their career path;
- Establish a Standing Committee to monitor ASCC's Comprehensive Student Support Services.

- *Total Cost of Ownership Recommendations:*
  - Clarify Institutional and Divisional Standard Operating Procedures (SOPs) and the roles of the contributing Departments in regards to:
    - Maintenance
    - Budget Review
    - Annual Assessment
    - Bank Reconciliations
    - Month/Year Closing
    - Daily Cash Position Report
  - Approval of the revised 5% Cash Reserve and Financial Emergency Policy;
  - Revision of the following Policies in the Governance Manual:
    - Policy 3007: Recommendation to change the language of "Board priorities" to "institution priorities"
    - Policy 7001: Recommendation to add in the Vice Presidents to component F to reflect the updated process of the budget review and approval.
  - Establish committees (ad hoc or standing) charged to review and propose policies, implement policies, and monitor policies that pertain to the financial sustainability of the College;
  - Establish a benchmark that clearly states ASCC procedures during a state of financial emergency;
  - Complete the TCO Plans to include the following components:
    - Allocation of resources for payment of ASCC liabilities and future obligations;

- Institutional procedures for resource allocation;
- Equipment Accountability
- Implementation of a process to account for all ASCC properties and tangible assets
- Include the Transfer and Disposal Form and processes into the Maintenance and Replacement Plan.

- *Staffing Recommendations:*
  - A process of revision of policies on equity, diversity, and fairness is identified;
  - A process of assessment of records in employment equity and diversity is consistent with College mission;
  - Demographics on qualifications, equity, diversity, and fairness are regularly reviewed, assessed and accessible;
  - A comprehensive process of recruitment and hiring exists and implemented through clearly defined SOPs;
  - ASCC is consistent with the application of its employment policies:
    - Practices are assessed to ensure compliance to policies.
  - A Flow Chart of all processes be developed;
  - A Policy Review Committee be established to ensure updated and current policies that are in compliance with DOL and ASCA;
  - A Cycle and Timeline be followed for all policies and revisions of policies;
  - SOPs be established and followed for all recruitment and hiring procedures.

- ***Policies:***
  - *Academic Excellence Recommendations:*
    - ASCC defines a policy on Institutional Set Achievement Standards with emphasis on its Mission linked to institutional processes; *(Student Learning Outcomes and Student Achievement)*
    - ASCC defines a policy on Institutional Program Review linked to Institutional processes; *(Student Learning Outcomes and Student Achievement)*
    - ASCC clearly defines a Policy on Institutional Assessment. *(Student Learning Outcomes and Student Achievement)*

  - *Total Cost of Ownership Recommendations:*

- Approval of the revised 5% Cash Reserve and Financial Emergency Policy;
- Revision of the following Policies in the Governance Manual:
  - Policy 3007: Recommendation to change the language of "Board priorities" to "institution priorities"
  - Policy 7001: Recommendation to add in the Vice Presidents to component F to reflect the updated process of the budget review and approval.
- College considers investments of reserves in excess of 5% minimum and in accordance with Governance Policy Manual 7000.4. Any investment efforts by the College must also be in compliance with any state and federal regulations involving higher education.

- *Staffing Recommendations:*
  - Policies on employment are revised:
    - Employment preference policy;
    - President's override for emergency hire to contract or career service positions;
    - Policy 4006.1 to add non-US degree equivalency statement into policy.
  - Revisions to the following Policies:
    - 4200 Employment of Immigrants;
    - 4208.1 Equal Employment Opportunity & Affirmative Action;
    - 4006.1 Degree Requirements;
    - 4008.1 Staff Appointment Types.

To address each of the subcommittee recommendations and ACCJC Recommendations 1, 2, and 8, the Leadership Triangle focused on two outcomes:

- To assess ASCC's Policy 1001-Governance and Organizational Structure; and
- To assess ASCC's Policy 1002- College's Organizational Chart.

As a result of the Leadership Triangle's review, the following actions were taken:

- Action 1: Drafting of Policy 1004- Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services:

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

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

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

Definitions:

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

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

Assessment Process:
Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction or services that will move the institution forward to meet the overall goal of continuous improvement.

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

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

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

- Action 2: Institutional emphasis on Student Learning Outcomes and Student Achievement. The following Institutional Learning Outcomes were amended and adopted:

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

- *Effective Communicators:*
  - *ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively*

present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and covey their intended message using a variety of oral, written, and visual strategies.

- *Critical Thinkers:*
  - *ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternative strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.*
- *Global Citizens:*
  - *ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.*
- *Quantitative Competent Individuals:*
  - *ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, or proprietary information.*
- *Responsible Leaders:*
  - *ASCC graduates act with integrity and take ethical and equitable responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.*

- Action 3: Reemphasizing ASCC's Core Values and linking them to ASCC's Instructional Philosophy, Student Learning Outcomes, and Student Achievement:

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

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

- *Leaders and members of all constituent groups are committed to:*
  - *Understands its role as an essential component of the economic growth of American Samoa.*

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

- Action 4: ASCC Participatory Governance Structural Manual was published and disseminated. The manual describes the principles of participatory governance and structure for making-decisions in accordance to the College's Mission, Vision, and Participatory Core Values including, but not limited to the clarification of constituent roles in governance and decision-making. The contents of the manual are as follows:

  I. ASCC Focus:
  - *Purpose*
  - *Vision*
  - *Mission*
  - *Institutional Learning Outcomes*
    - *Student Learning Outcomes*
    - *Student Achievement*

  II. ASCC Participatory Governance Structure:
  - *Participatory Governance Core Values*
  - *Constituent Roles in Governance and Decision-Making*
  - *Types of Groups that Provide Recommendations*
    - *Governance Groups*
    - *Operational Groups*
    - *Task Force Groups*
    - *Roles and Responsibilities of Constituent Groups*

  III. ASCC Organizational Functions:
  - *ASCC Organizational Chart*
    - *Communication Protocol*
    - *Operational Functions*

- Action 5: Revising of ASCC's Organizational Chart;

- Action 6: Actions to address the subcommittees recommendations and review of ACCJC Recommendations 1, 2, 3, 4, 5, 6, 7, and 8;

  Recommendation 1:

- *ASCC Actions:*
  - *Clarification of Program Review Processes*
  - *Clarification of Planning Processes*
  - *Clarification of Assessment Processes*
- *Outcomes:*
  - *ASCC Participatory Governance Structural Manual (pgs. 16-34) Adopted*
  - *New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services (Approved)*

Recommendation 2:

- *ASCC Actions:*
  - *Clarification of Program Review Processes*
  - *Clarification of Planning Processes*
  - *Clarification of Assessment Processes*
- *Outcome:*
  - *ASCC Participatory Governance Structural Manual (pgs. 20-22) Adopted*

Recommendation 3:

- *ASCC Action:*
  - *Clarifications of defined and set Student Achievement Standards*
    - *Standards, Assessed Courses, and Data Sets for Career Pathway Milestones:*
      - *Developmental Courses*
      - *Gateway Courses*
      - *Degree Program Requirements*
      - *Persistence*
      - *Degree/Certificate Completion and Transfer*
- *Outcomes:*
  - *ASCC Participatory Governance Structural Manual (pgs. 22-29) Adopted*
  - *New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services (Approved)*
  - *Revision of Institutional Learning Outcomes (Approved)*
  - *Assessing Student Learning & Achievement Document (Approved)*

Recommendation 4:

- *ASCC Actions:*
  - *Clarification of Program Review Processes*
  - *Clarification of Planning Processes*
  - *Clarification of Assessment Processes*
  - *Clarifications of defined and set Student Achievement Standards*
    - *Standards, Assessed Courses, and Data Sets for Career*

Pathway Milestones:
- *Developmental Courses*
- *Gateway Courses*
- *Degree Program Requirements*
- *Persistence*
- *Degree/Certificate Completion and Transfer*

- *Outcomes:*
  - *ASCC Participatory Governance Structural Manual (pgs. 25-28) Adopted*
  - *New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services*
  - *Revisions of ASCC Organizational Chart*

Recommendation 5:
- *ASCC Actions:*
  - *Clarifications of employment policies and processes*
- *Outcomes:*
  - *Revision of Policy 4006.1: Degree Requirements (Approved)*
  - *Revision of Policy 4008.1 Staff Appointment Types (Approved)*
  - *Revision of Policy 4200: Employment of non residents (Approved)*
  - *Revision of Policy 4208.1: American Samoa Employment Preference (Approved)*
  - *Revision of Policy 5108: Faculty Teaching Load (Approved)*
  - *Revision of Faculty Evaluation Form (Approved)*

Recommendation 6:
- *ASCC Actions:*
  - *Review of Performance Evaluations*
  - *Clarification of Program Review Processes*
- *Outcomes:*
  - *Flow Chart for evaluation processes (Approved)*
  - *ASCC Participatory Governance Structural Manual (pgs. 21-22) Adopted*

Recommendation 7:
- *ASCC Action:*
  - *Clarification of Program Review Processes (Resource Allocation)*
- *Outcomes:*
  - *ASCC Participatory Governance Structural Manual (pgs. 21-22) (Approved)*
  - *New Policy 7212: Reserve Funds (Approved)*
  - *New Policy 7005.5E: Financial Emergency Plan (Approved)*
  - *Revision of Policy 3007: Budgeting and Forecasting (Approved)*
  - *Revision of Policy 7001: Budget (Approved)*

Recommendation 8:

- *ASCC Action:*
  - *Clarification of Constituent roles in Governance and Decision Making*
- *Outcomes:*
  - *ASCC Participatory Governance Structural Manual (pgs. 02-34) Adopted*
  - *Revision of ASCC Organization Chart (Approved)*

- Action 7: Preparation of Policies to be reviewed by the Board of Higher Education.

Board of Higher Education:

Composition: Board Trustees

The Board of Higher Education (BHE) was charged to review ACCJC Recommendations 9 and 10 as well as the outcome of actions the College has taken to address ACCJC Recommendations 1, 2, 3, 4, 5, 6, 7, and 8.

> ***ACCJC Recommendation 9****: In order to meet the Standard, the team recommends that the College use and publish the results of Board of Higher Education self-evaluation to improve Board performance. (Standard IV.C.10)*
>
> ***Standard IV.C.10****: Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Board of Higher Education Outcomes to address Recommendation 9:

- ***Clarification of Self Evaluation Processes:***
  - Purpose of Self Evaluation
  - Self Evaluation Procedures
  - Utilization of Self Evaluation Findings to set Board Annual Goals
  - Cycle of Self Evaluation Implementation and Review of Self Evaluation Categories
  - Dissemination of Board Self Evaluation Findings and Annual Goals

- ***Board of Higher Education Actions:***
  - Review of existing Board Policies on Self Evaluation
  - Review of Board 2014 Self Evaluation Results
  - Revision of Board Self Evaluation Instrument
  - Establishment of the Board's process for Self Evaluation
  - Taking of the 2015 Board Self Evaluation
  - Setting of 2014-2015 Board Annual Goals
  - Taking of Accreditation Basics Online Course

- ***Board of Higher Education Outcomes:***
  - New Board Policy: Board of Higher Education Self Evaluation:

New Policy 2007.1: Board of Higher Education Self Evaluation:

Purpose:

In an effort to assure board effectiveness, an effective governing board is committed to accessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness. The evaluation focuses on board policies and practices and the role of the board in representing of the community, setting policy direction, working with the CEO and monitoring institutional effectiveness.

To that end, the Board will conduct an annual self-assessment to include the following processes:

A. *Before the Board orientation and retreat (policy 2010, Board Retreat), the Board will conduct its annual self-evaluation*

B. *The evaluation instrument will incorporate criteria regarding policy review and updates, Governance responsibilities, as well as criteria defining Board effectiveness established by recognized practitioners in the field.*

C. *Completed surveys will be collected by the Board secretary and forwarded to the ASCC Director of institutional Effectiveness for calculated analysis and ratings*

D. *A summary of the calculated analysis and ratings will be presented to the Board at the Board orientation and training retreat for review and discussion.*

E. *Survey results will be used to identify accomplishments made in the past year and set goals for the upcoming year*

F. *Publish results for public review.*

- Approval of Self Evaluation Instrument *(Referencing BHE 2015 approved Self Evaluation Survey)*

- Board Process for Self Evaluation:

  - *Taking of Self Evaluation (Timeframe & Cycle)*
    - *Mandatory for all Board Trustees*
    - *Taken during Annual Retreat (Proposal: Week after the ASCC Graduation)*
  - *Compilation of Results (Who is responsible?)*
    - *Institutional Effectiveness*
  - *Setting of Annual Goals*
    - *Cycle*
      - *During the Annual Retreat:*
        - *Self Evaluation is Taken*
        - *IE compiles and presents results to the Board (Average & Percentage)*
        - *Board Sets its Annual Goals*
        - *Goals/policies are made available to the community*
  - *Monitoring Annual Goals:*

- *Mechanisms (Cycle)*
  - *Calendar of Board Activities*
    - *Board members are assigned to monitor particular goals*
  - *Goals are reviewed quarterly (Policy)*
  - *Indirect Assessment of Internal Stakeholders: (Board Initiative Fall 2015)*
    - *Staff*
    - *Students*
    - *Community*
  - *Direct Assessments through Fact Sheets/Reports (Status of Student Achievement Percentages)*
- *Publicizing Board Rulings/Actions Taken (Considerations to Board Policy)*
  - *ASCC Website*
  - *Student 411 Newsletter*
  - *Community Press Release*
  - *Connections/Staff Newsletter*
  - *College Corner on Samoa News*
  - *Facebook*

- BHE 2015-2016 Annual Goals:

The following 2015-2016 Annual Goals have been discussed, review and approved by the Board of Higher Education on the 28th of August 2015.

The goals and objectives are as follow:

Board-ASCC President Relation (Category III)

- ***<u>Goal 1</u>: The Board will develop better working relationships with the President.***
  - *Objective 1: To review the effectiveness of institutional decision making through the implementation of ASCC policies.*
    - *Referencing Governance Policy Manual: 3002, 3002.1, 3002.2, 3003, 3004, 3005*
  - *Objective 2: To enhance teamwork, collaboration, transparency and accountability.*
    - *Referencing Governance Policy Manual: 2013, 3010*

Board Education (Category X)

- ***<u>Goal 2</u>: The Board will receive training in areas required for trusteeship.***
  - *Objective 1: To require all new Board Trustee(s) to attend orientation on:*

- *Board Roles and Responsibilities*
- *Accreditation Basics "Online Course"*
- *History, Culture and Values of the Institution*
- *Mission and Vision Effectiveness*

- *Referencing Governance Policy Manual: 2010, 2010.1*

– *Objective 2: To ensure ongoing training is provided for Board Trustees*
  - *Attend ongoing training/workshops concerning governance, institutional leadership and accreditation.*
  - *Referencing Governance Policy Manual: 2010*

Board Meetings (Category IX)

- ***Goal 3*: The Board will follow parliamentary procedures.**

  – *Objective 1: To set agenda by the Chair and the Board in consultation with the President.*
    - *Referencing Governance Policy Manual: 2001, 2007, 2008, 2009*
    - *Referencing Board Policy Manual -I.F*

  – *Objective 2: To assure Board meetings are open to the public.*
    - *Referencing Governance Policy Manual: 2008.2, 2009.4, 2009.5*

- ***Goal 4*: The Board will review and monitor Institutional Strategic Plan implementation annually.**

  – *Objective 1: To invite committees to provide updates on Strategic Planning implementation.*
    - *Referencing Governance Policy Manual: 2009.3, 1000, 1001, 1004, 5000, 5001*

Community Relations and Advocacy (Category IV)

- ***Goal 5*: The Board will seek community input to determine its needs.**

  – *Objective 1: To survey the community through an annual college and community educational summit.*
    - *Referencing Governance Policy Manual: 2009.4, 2009.5, 2009.6, 8200*

- ***Goal 6*: The Board will work with ASG to ensure PL 22-30 is fully enforced.**

  – *Objective 1: To acquire through a petition the subsidy as determined through the head count.*

- *Referencing Public Law 22-30*

– *Objective 2: To develop academic programs through partnerships with private sectors.*
  - *Referencing Governance Policy Manual: 8000, 8100, 8200*

Board of Higher Education Review of Recommendation 10:

ACCJC Recommendations 10*: In order to meet the Standard, the team recommends that the College establish and implement a Board Code of Ethics and conflict of interest policy that clearly defines conflict of interest and the process for dealing with behavior that violates its code. (Standard IV.C.11; ER 7)*

ER 7: Governing Board*: The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartially of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standards IV.C.1, IV.C.4, IV.C.11)*

Standard IV.C.1: *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.*

Standard IV.C.4*: The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.*

Standard IV.C.11*: The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.*

Board of Higher Education Actions:

- Board meeting with the Governor of American Samoa
- Acceptance of a Board Trustee's resignation
- Review of Board Policies

Board of Higher Education Outcomes:

- Reviewed, Revised and Established the following Board Policies:

Revision to Policy 2001: Board of Higher Education Code of Ethics

Purpose:

The American Samoa Community College Board of Higher Education Trustees shall perform their duties in accordance with their appointment and shall be committed to serving the needs of the College while striving to be responsive to the immediate and long-term needs of the community, regardless of race, color, religion, sex, marital status, national origin, age or disability.

Trustees shall adhere to the following principles. It is the Trustees' responsibility to:

- *Devote time and effort to their duties as board members so that they may render effective and creditable service*
- *Work well with fellow trustees in a spirit of cooperation so that all issues, especially those which are controversial are debated openly and fairly*
- *Base personal decisions upon all available facts, vote their honest convictions without bias, abide by and uphold the final majority decision of the Board*
- *Recognize that the primary duty of the Board is to represent the entire College while maintaining independence from special interests or other politically-active, narrowly focused groups*
- *Conduct business, taking official actions in public sessions, yet maintaining the confidentiality of closed session deliberations by not releasing or discussing confidential matters or information*
- *Recognize that, absent a financial conflict of interest, every Board member has a legal duty to vote affirmatively or negatively on all action items that as a member of a legal entity, the Board member can neither relinquish nor delegate this responsibility to any other individual or group*
- *Remember that as an individual, a trustee has no legal authority outside the meetings of the Board.*
- *Confine Board action to policy determination, planning, and evaluation. Delegate to and support the authority of the CEO/President for the execution of these items on the day-to-day basis.*
- *Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to the College, and the needs of the College to the community.*
- *Encourage the active involvement, within the shared governance process, of students, employees and College Community with respect to their recommendations on policy development and regulations and consider other's perspectives as issues are discussed.*

- *Enhance potential as Board members by participating in educational conferences, workshops and training sessions offered by local and regional organizations and are informed about the actions of the Federal Government and the positions taken by the Association of Community College Trustees (ACCT), on those actions.*
- *Support the College's Mission and Vision statements by working in harmony as a Board, bearing in mind public education is most effective means by which our representative democracy is preserved and perpetuated.*

Revision of Policy 2002: Board of Higher Education Code of Conduct

Purpose:

Board Trustees shall conduct themselves with proper authority and appropriate decorum as individuals or as a group when serving in the capacity of a Board member.

Trustees shall conduct themselves with:

- *Board members will participate in education activities, including territorial, state, regional and national meetings to enhance their ability to serve effectively as members of the College's governing Board.*
- *Board members will not permit themselves to be used to circumvent established lines of authority or interfere in the normal procedures for the processing of complaints or grievances.*
- *Board members will not violate confidentiality including discussions, which occur at closed meetings of the Board.*
- *Board members will not present an item for action or discussions at the Board meeting, which is not on the agenda unless agreed to by a vote of the majority present.*

New Policy 2002.1: Board of Higher Education Violation of the Law, Codes of Ethics and Conduct

Purpose:

Violation of Law:

- *In the event that the CEO/President and Chair/Chairperson of the Board becomes aware of or is informed of an actual or perceived violation of pertinent laws and or regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources, this information shall be consulted with legal counsel and appropriate action taken according to the laws of the state and or territory.*

Violation of Codes of Ethics and Conduct:

- *Any violation or perceived violation of the Board's Code of Ethics and or Code of Conduct policy shall be addressed to the Board's Chair/Chairperson.*

- *An opportunity shall be given to the trustee perceived to be in violation of the Board's Code of Ethics and or Code of Conduct to explain his or her perspective and motives, and to set the record straight or come to an agreed resolution.*
- *If a resolution is not achieved and further action is deemed necessary, the Board's Chair/Chairperson may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board.*
- *Sanctions will be determined by the Chair/ Chairperson (or committee) and may include a recommendation to the Board to censure the Trustees. If the Chair/Chairperson of the Board is perceived to have violated the Board's Code of Ethics and or Code of Conduct, the Vice Chair/Chairperson is authorized to pursue resolution.*

(Censure shall be expressed by reprimand, suspension or termination.)

New Policy 2002.2: Board of Higher Education Conflict of Interest

Purpose:

The Board expects ethical conduct by itself and its members. This includes proper use of authority and appropriate decorum in-group and individual behavior when acting as Board members.

1. *Board members must maintain un-conflicted loyalty to the interests of the ownership. This account supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of College services.*

2. *Board members must avoid any conflict of interest with respect to their Board responsibility*

    a. *There must be no self-dealing or any conduct of private business or personal services between any Board member and the college except as procedurally controlled to assure transparency, competitive opportunity and equal access to "inside information"*
    b. *Board members must not use their positions to obtain employment by the college or the furnishing of services or goods to the College for or by themselves, family members, friends or associates.*

3. *Board members will not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies*

    a. *Board members interaction with the President or staff must recognize the lack of authority in any individual Board member or group of Board members except as noted in Board policies.*
    b. *Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any Board member or Board members to speak for the Board*

c. *Procedure and action in Section 2002.1 (Violation of Law, Board Code of Ethics and/or Board Code of Conduct) will be used to address Board Conflict of Interest.*

Revision of Policy 2005: Establishment of Board and College Policies

Written policies shall constitute the basic method by which the Board effectively discharges its responsibilities with regard to policies, rules and regulations as defined by law or which are required in its judgment for the effective operation of the College. The Board adopts policies; the College President guides the development and implementation of administrative procedures, which do not require Board approval.

A. ***Policy initiation, Development and Review:*** *Policies shall be reviewed by the Board as necessary for the operation of the college. Policies and policy changes may be suggested by Board members, the president, faculty, staff and citizens within the community.*

B. ***Repeal and Amendment:*** *Through the adoption of these policies, all previously adopted policies may be repealed or amended and be of no force or effect if in conflict with other adopted policies. Any amendment of or addition to these policies shall supersede any previous policies.*

C. ***Official Policy Manual:*** *The Board shall designate responsibility to the President the official policy manual for the College. The official copy shall be kept in the President's office and the President or designee shall be responsible for its accuracy and currency as approved by the Board.*

D. ***Harmony with Law:*** *No policy or regulations, nor any portion thereof, shall be operative if it is found to be in conflict with applicable law.*

The Board of Higher Education in review of ACCJC Recommendations 1, 2, 3, 4, 5, 6, 7, and 8 as presented by the Leadership Triangle have review, revised, and adopted the following policies:

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

Purpose:

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

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

Definitions:

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

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

Assessment Process:
Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction or services that will move the institution forward to meet the overall goal of continuous improvement.

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

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

Roles & Responsibilities:

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

Revision of Policy 3007: Budgeting and Forecasting

Purpose:

Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate from institutional priorities, risk fiscal jeopardy or be unrealistic in projections of income and expenses. No budget will become effective until approved by the Board. The President may not:

A. *Propose a budget without information to enable accurate projection of revenues and expenses, separation of capital and operation items, cash flow, and disclosure of planning assumptions.*
B. *Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received during that year.*
C. *Propose a budget, which does not provide the annual operating funds for Board prerogatives, such as costs of fiscal audit, Board development and training and Board professional fees.*
D. *Propose a budget, which does not have a broad base input.*
E. *Propose a budget, which fails to take into account Board priorities.*
F. *Propose a budget, which fails to include adequate amounts of plants and facilities maintenance instructional equipment, new program and course development, staff development, and institutional research.*

Revision of Policy 4006.1: Degree Requirements

Purpose:

All degrees earned by ***a*** *faculty member must be either from a U.S. regionally accredited institution or a non-U.S. institution equivalent to U.S. qualifications. Applicants with degrees from a non-U.S. institution must be recognized and verified by a third party evaluator that ensures the equivalent qualifications. Presentation of transcript is required prior to employment. The employee will pay for the official transcript that will be mailed directly to ASCC Human Resources. In addition, any staff position requiring an education degree as a qualification shall be a requirement for employment with ASCC.*

Revision of Policy 4008.1: Staff Appointment Types

Purpose:

The President of the College or designee(s) is (are) authorized to employ, set the terms of employment, terminate, suspend, and otherwise make personnel decision concerning personnel for Board approved Staffing Plan and temporary positions. No employee of the college other than the President has any authority to make oral or written representations or agreements with an employee for employment for any specified length of time or for employee benefits. ASCC shall make appointments of eligible applicants based on the requirements of the appointment. Appointment types will be made as per the following:

A. Career service or permanent appointments are made through open competitive examination from a regularly budgeted position. It requires a probationary period of one year, with a satisfactory performance evaluation as a requirement for permanent status in the position during this period.

B. Temporary appointment when work of a temporary nature, at the completion of which the services of an additional employee will not be required. The President may authorize a temporary appointment for a period not exceeding on year.

C. Emergency appointment when an emergency occurs requiring the immediate service of a person or persons, the President may approve such appointment not to exceed 60 days, based on the agency justification of the continuing state of emergency. If a person other than an U.S. citizen, U.S. national or permanent resident of American Samoa is to be appointed, immigration clearance must be secured prior to entrance on duty, but police and medical clearances may be furnished during the 30-day emergency period.

D. Disaster Emergency Appointment occurs in the case of disaster, the President is authorized to make direct emergency appointments without any clearance, for a period not to exceed ten (10) working days.

Revision of Policy 4200: Employment of Non Residents

Purpose:

ASCC shall comply with the federal law and based on the Immigration Reform and Control Act (IRCA) of 1986 requires agencies funded by federal grants to ensure employees are authorized for employment in the A.S. Therefore, only individuals lawfully authorized for employment in the A.S. will be employed.

Revision of Policy 4208.1: Employment Preference

Purpose:

A. With the exception of the President all employment matters concerning employees of the college are to be continuously governed by policies, regulations and administrative rules adopted by the American Samoa Community College and no longer under A.S.C.A § 7.0101 et.seq..

B. The ASCC shall adhere to all applicable local immigration qualifications law pertaining to the employment of non-residents.

C. If no resident can be found who meets the minimum qualifications for employment established for a particular Staff Appointment Type as defined in #4.008.1, the ASCC may employ nonresidents.

Revision of Policy 5108: Faculty Teaching Load

Purpose:

The teaching load per faculty member is 15 credit hours or two hundred twenty-five contact hours per semester. However loads may vary between 12 and 16 credit hours (or 180 to 240 contact hours) per semester or an average of from 24 to 32 credit hours (or 360 to 480 contact hours) per academic year. A faculty's load must be computed either by credit hours or be contact hours but not a combination of both.

Note: Any course with lab credits will be computed using contact hours to calculate faculty teaching loads.

New Policy 7000.5: Financial Emergency Plan

Purpose:

The President and the Vice Presidents of the College shall, after approval from the Board, be authorized to implement the ASCC Financial Emergency Plan, which shall be used to sustain institutional effectiveness in meeting its mission. The Financial Emergency Plan shall provide ASCC with guidance on how to proceed during a financial crisis whenever it becomes necessary that such a state be declared at the American Samoa Community College.

Revision of Policy 7001: Budget

Purpose:

A. The President shall adopt a budget for the upcoming fiscal year and forward to the Board for approval no later than June 15th.

B. The College budget functions shall be approved by the Board of Higher Education. These functions are divided into- Executive Administrative, Student Services, Instructional, and Research.

C. Each department is allotted apportion of the College budget in accordance with its needs established annually. The budget is divided into six major cost centers or categories – Personnel Services (5100); Material & Supplies, and Postage are line items within the Material & Supplies (5200); Contractual Services (5300); Travel (5400); All Others (5500); and Equipment (5600).

D. Budget expense within each cost center are classified further by line item (i.e. Office Supplies, Photocopy Supplies, and Postage are line items within the Material & Supplies (5200) cost center). Departments are responsible for spending within the limits of each major cost center.

E. Disbursements shall not exceed the revenue raised or the expenses budgeted, except by approval of the Board.

F. The Chief Financial Officer will initiate changes in the budget after consultation with the Vice President(s), President and the Board.

New Policy 7212: Reserve Funds

Purpose:

In an effort to assure effective management of fiscal resources, the institution shall establish and maintain a minimum 5% reserve of local funds from the current fiscal year to ensure financial stability.

The American Samoa Community College Cash Reserves is to ensure long-term financial stability for the institution, and may be called upon in cases where other reasonable methods of revenues are insufficient to maintain a balanced budget. Reserves are not funds set aside for specific expenditures or commitments, but serve as an operating contingency.

Generally, there are three primary uses for the reserves:

4. *To protect ASCC in cases of sudden shortfalls in revenue (e.g. unforeseen shortfall in enrollment or reduction in ASG appropriation)*
5. *To cover unanticipated expenses (e.g. one-time legal fees, major disasters, unanticipated increases in utility costs)*
6. *To provide for extraordinary one-time investments*

ASCC Cash Reserve Fund Balance

ASCC Cash Reserve fund balance is $415,875.00, based on 5% of the 2015 FY local budget of $8,317,500.00. This amount is the baseline for ASCC Cash Reserve Funds.

In the event that the institution's Fiscal Year budget decreases, ASCC Cash Reserve must maintain the set baseline identified above. However, if the future Fiscal Year budget increases, ASCC must maintain a minimum of 5% of the local budget in cash reserve funds.

This reserve is funded on an ongoing basis by the General Fund and is based on ASCC monthly cash flow. The different funding sources that make up the General Funds include the following:

- *ASG Appropriations*
- *Tuition & Fees*
- *College Foundation*
- *Other Fees (e.g. Facility rentals, cafeteria rentals, and other program fees)*

Authority and Conditions of Use

Prior to the unanimous agreement on the usage of the institution's cash reserve funds, the Leadership Triangle must have a repayment plan to accompany the request/approval letter of the usage of these funds.

The President must obtain the approval of the Board of Higher Education of the usage and repayment plan regarding the financial state of the college and the planned usage of the Cash Reserve funds. The ASCC Cash Reserve funds may be accessed only after approval from the Board of Higher Education.

Restoring Funds

Funding sources for repayment of cash reserve funds used will be drawn from:

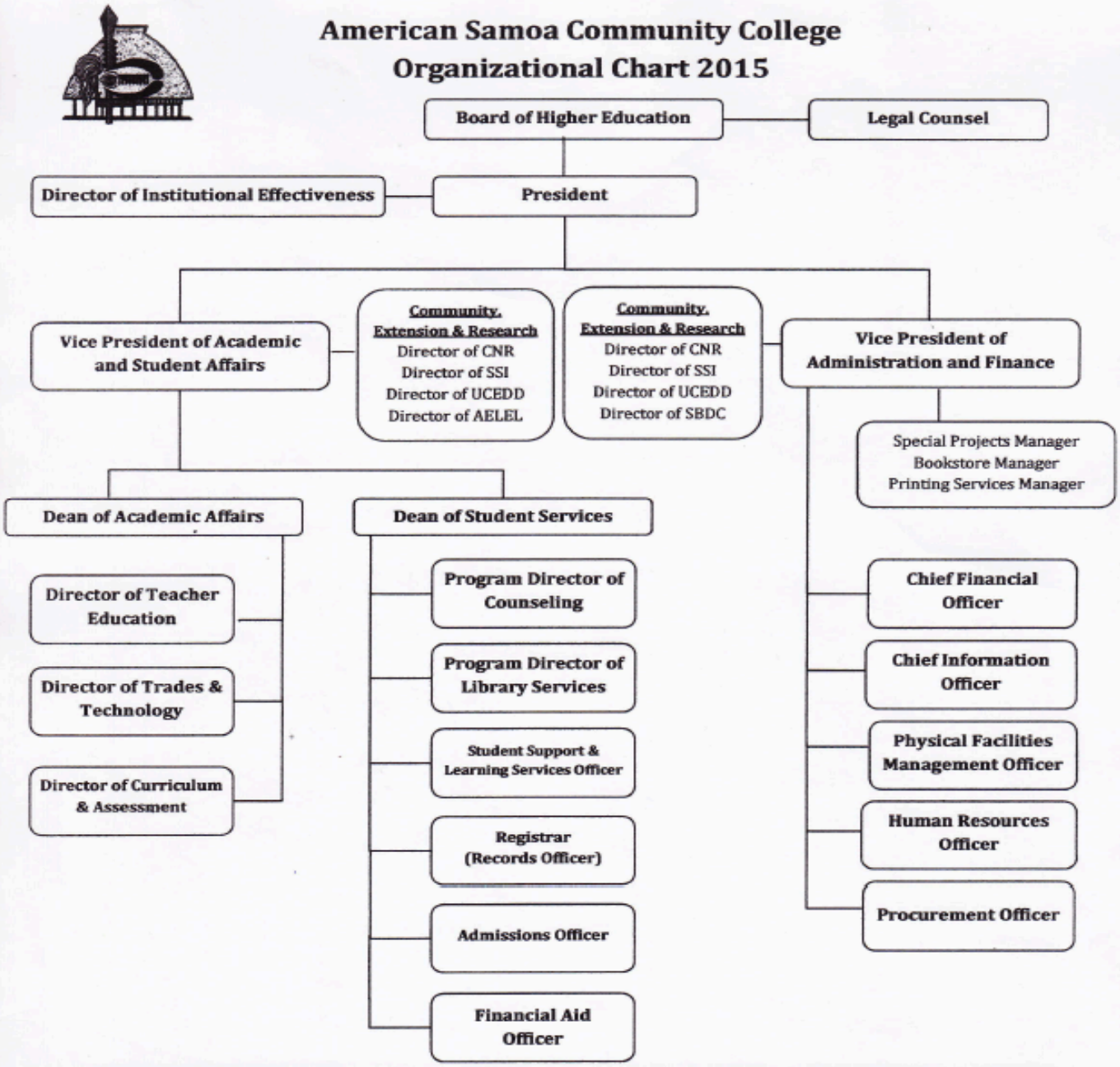
- *College Foundation*
- *Procurement Auction*
- *Property Rental Fees*
- *Others*

ASCC must replenish the borrowed amount of cash reserve funds within 90 days of receipt of those funds.

A monthly payment must be made by ASCC into the institution's Cash Reserve Funds. Incremental repayment amount must be the dividend of the amount borrowed by three, or may be more than the dividend amount if possible.

As a result of the Board of Higher Education's review of all ACCJC Recommendations and subcommittee recommendations, the following revisions were made to the ASCC Organizational Chart:

American Samoa Community College
Organizational Chart 2015



APPROVED:

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

BHE Chairman: _____ **Date:** 9/28/15