American Samoa Community College

Fall 2015 Convocation

"Accreditation Status"

August 10, 2015

Our purpose is our "Mission"

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

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

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

ASCC Core Values:

- **Through the missions of our programs and services, we hold ourselves accountable to the following:**
    - **Student Centeredness**: ASCC commits to provide high quality programs and services focusing on student learning;
    - **Respect for Diversity**: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life;
    - **Collaboration and Teamwork**: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.
    - **Respect for Tradition and Culture**: ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research.
    - **Lifelong Learning**: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.

Forms of Commission Action

- Reaffirm Accreditation

- Issue a Formal Notice of Concern

- Issue a Warning

- Impose Probation

- Issue an Order to Show Cause

- Terminate Accreditation

Order to Show Cause

- The Commission finds an institution to be in substantial noncompliance with ACCJC Eligibility Requirements, Accreditation Standards, or Commission policies.

- ASCC is required to submit a Show Cause Report by October 15, 2015. The report will be followed by a visit by a show cause external evaluation team.

- The Commission requires the institution to Show Cause why its accreditation should not be withdrawn by demonstrating that it has corrected the deficiencies noted by the Commission and is in compliance with the Eligibility Requirements, Accreditation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.**

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)

Recommendation 7:

- 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)

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)

Recommendation 9:

- The College use and publish the results of Board of Higher Education self-evaluation to improve Board performance. (WASC ACCJC Standard: IV)

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)

Cited Eligibility Requirements (ER)

- ER-7: Governing Board

- ER-11: Student Learning and Student Achievement

- ER-14: Faculty

- ER-18: Financial Resources

Cited Accreditation Standards

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity. (A.2, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9)

- Standard II: Student Learning Programs and Support Services. (A.2, A.10, B.3, C.2, C.3)

- Standard III: Resources. (A.6, A.12, D.9, D.11)

- Standard IV: Governance. (A.1, A.2, A.3, B.2, B.3, C.8, C.10, C.11)

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Perspectives of Best Practice

August 10, 2015

Best Practice for the Accreditation Process

- Best Practices provide valuable guidance to our institution and these Best Practices will serve as a reference for measuring overall operational execution and performance in the the accreditation process and used as guiding principles for developing and initiating appropriate actions or improvements.

Best Practices in the Accreditation Process

1. That the institution understands the accreditation process.

    A. Steps in the Accreditation Process

    B. Resources Available

Best Practices in the Accreditation Process

2. Institutional Commitment:

    A. Role of the CEO

    B. Institutional Partnership in Accreditation

    C. The Role of the Liaison Officer (ALO)

Best Practices in the Accreditation Process

3. Eligibility Requirements, Accreditation Standards, and Commission Policies

What are:

   A. Eligibility Requirements?

   B. Accreditation Standards?

   C. Commission Policies?

Best Practices in the Accreditation Process

4. Self Evaluation Process

    A. Purpose of the Self Evaluation Process

    B. Organization of the Self Evaluation Process/Roles of Campus Groups

Best Practices in the Accreditation Process

5. The Self Evaluation Report of Educational Quality and Institutional Effectiveness

  A. Purpose of the Institutional Self Evaluation Report

  B. Evidence and Data

  C. Content for the Institutional Report

  D. Requirements for Evidentiary Information

  E. Submission and Format of the Institutional Self Evaluation Report

American Samoa Community College

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Review of ASCC 2014 Self Study – External Perspective

August 10, 2015

A. Integrity: Ethical and Responsible Conduct

B. Teaching and Learning: Quality, Resources, and Support

C. Teaching and Learning: Evaluation and Improvement

D. Resources, Planning, and Institutional Effectiveness

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Accreditation – A Voluntary Process

August 10, 2015

BENEFITS OF ACCREDITATION

- The Commission and its accreditation provide to students an assurance that the educational activities of the accredited institution have found to meet Accreditation Standards and are satisfactory.

BENEFITS OF ACCREDITATION

- Accreditation Status provide students the following benefits:

  1. Easier transfer of earned academic credits when those credits are appropriate to the receiving institution;

  2. Greater acceptance of the students' credits, certificates and degrees by employers, and other institutions of higher education.

Benefits of Accreditation

- The Commission provides:
  1. Provides an incentive for self evaluation and self-directed institutional improvement through the institutional self evaluation of educational quality and effectiveness.
  2. Provides valuable information and recommendations for improvement through the external evaluation process

Benefits of Accreditation

4. Provides to its member institutions a guard against external encroachment harmful to the institutional quality.

5. An enhanced reputation of the accredited institution because of its voluntary participation in peer review.

6. Access to federal programs and private support that aid postsecondary education.

Benefits of Accreditation

7. Provides to the public an assurance that through external evaluation the institution conforms to established standards of good practice in higher education.

8. Provides assurance that an institution of higher education is committed to improving the quality of its educational offerings and an assurance that the institution is operating with in the legal and fiscal practices of good conduct appropriate to an institution of higher education.

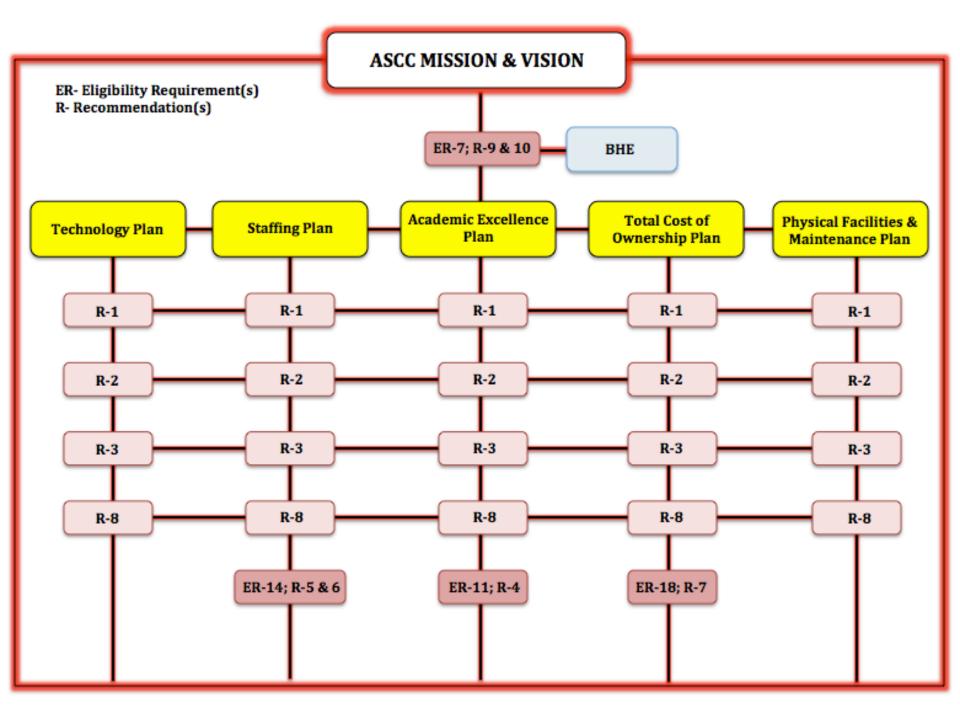# American Samoa Community College

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Institutional Review Process to address ACCJC Recommendations

August 10, 2015

Addressing ACCJC Recommendations

- What institutional documents does ASCC have in place to guide us through the process of planning to address ASCC's Show Cause Sanction?

- What are the roles of ASCC internal stakeholders during the process of addressing each of the recommendations?

- How long will it take to achieve each of the Recommendations?

ASCC MISSION & VISION

ER- Eligibility Requirement(s)
R- Recommendation(s)

ER-7; R-9 & 10 — BHE

Technology Plan	Staffing Plan	Academic Excellence Plan	Total Cost of Ownership Plan	Physical Facilities & Maintenance Plan
R-1	R-1	R-1	R-1	R-1
R-2	R-2	R-2	R-2	R-2
R-3	R-3	R-3	R-3	R-3
R-8	R-8	R-8	R-8	R-8
	ER-14; R-5 & 6	ER-11; R-4	ER-18; R-7	

Subcommittee(s) Charge

- The Subcommittee(s) purpose is to review, plan, and address ACCJC Recommendations through ASCC's 2015-2020 Institutional Strategic Plan. The Committee's composition consist of representatives that are involved directly or indirectly towards achieving the goals and objectives as noted in the Strategic Plan.
  - **Subcommittee(s)**
    - Academic Excellence
    - Total Cost of Ownership
    - Staffing
    - Leadership Triangle *(Added Subcommittee)*
    - Board of Higher Education

Subcommittee(s) Scope of Responsibility

- Subcommittee Facilitators: Chairperson(s) of each Strategic Focus *(Refer to 2015-2020 Institutional Strategic Plan, p. 20)*
- To review committee membership to include key ASCC internal stakeholders pertinent to the addressing of each recommendation.
- To develop a working plan to address the assigned recommendations and review of Eligibility Requirements and Accreditation Standards that includes:
  - Guiding Questions
  - Action Plan
  - Expected Outcomes
- Subcommittee Facilitator(s) Responsibilities: *(Refer to Guideline Template for Subcommittees)*
  - Subcommittee Participation List
  - Monthly Focus Updates: Eligibility Requirement ____ Accreditation Standard ____ :
    - Addressing Outcome #_____:
    - Agenda:
    - Outcome Status:
    - Challenges:
    - Next steps in Planning:

Subcommittee(s) Meeting Dates:

- Set Schedule for Subcommittee Meetings:
  - Academic Excellence:
    - Wednesdays of each week:
      - 2:00pm – 4:00pm
  - Total Cost of Ownership:
    - Tuesdays of each week:
      - 1:00pm – 2:00pm
      - 9:00am – 10:00am
  - Staffing Committee:
    - Thursdays of each week:
      - 8:30am – 12:00pm
  - Facilitators Meeting (IPECC)
    - Wednesdays of each week:
      - 9:00am – 11:00am
  - Board of Higher Education
    - No set date

Culminating Subcommittee(s) Charge and Scope of Responsibilities

- **Committee 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 Plans of Action:

Academic Excellence Subcommittee:

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 3: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- Action Plan- 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 Educational Student Achievement Indicators
      - Co Foundational Student Achievement Indicators
    - Preparatory
      - Math, Reading, and Writing

Recommendation 3: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- Action Plan- 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

Recommendation 3: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- Action Plan- Outcome (3):
  - All Performance Evaluations for Faculty and Adjunct Faculty are linked to:
    - Academic Program/Department 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.

Recommendation 3: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- Action Plan- 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
        - » Certificates
          - General Education
          - Co Foundational

Recommendation 3: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- Action Plan- 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's Recommendations to address ACCJC 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

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 4: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- Recommendation 4: Expected 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 program, departments, divisions, etc. are defined

Recommendation 4: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- ## Recommendation 4: Expected 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

Recommendation 4: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- Recommendation 4: Expected Outcome (3)
  - A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
    - Access to Services **Off-Campus** which include Disabilities, Transfer and Career Counseling.
      - Information for ALL Student Services are Updated and Centralized and Available.

Recommendation 4: (WASC ACCJC Eligibility Requirement: #11 and Standards: I, IV)

- Recommendation 4: Expected 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

Academic Excellence's Recommendations to address ACCJC Recommendation #4

- Recommendations:
  - 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;
    - Student App → Counseling → Grad App → Counseling → Alumni
  - Establish a Standing Committee to monitor ASCC's Comprehensive Student Support Services that includes:
    - Transferability
    - Employment
    - Tutoring
    - Counseling
    - Graduation
    - Admissions
    - Financial Aid
    - Library Services

Total Cost of Ownership Subcommittee:

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. (WASC ACCJC Eligibility Requirement: #18 and Standards: III.D.9, III.D.11)

Recommendation 7: (WASC ACCJC Eligibility Requirement: #18 and Standard III.D.9, III.D.11)

- TCO Outcome (1):
  - Define the <u>processes</u> the institution should have in place to manage its fiscal resources effectively to meet its mission, and for financial stability;

- TCO Outcome (2):
  - Define the <u>policies</u> the institution should have in place to manage its fiscal resources effectively to meet its mission, and for financial stability;

- TCO Outcome (3):
  - Define <u>plans</u> the institution should have in place to manage its fiscal resources effectively to meet its mission, and for financial stability.

Total Cost of Ownership Subcommittee Recommendations:

- **Processes:**
  - 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

Total Cost of Ownership Subcommittee Recommendations:

- **Policies:**
  - 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 pertains 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)

Total Cost of Ownership Subcommittee Recommendations:

- **<u>Plans:</u>**
  - 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 Process into the Maintenance and Replacement Plan

Staffing Subcommittee:

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: IIIA.6, Eligibility Requirement 14)

Recommendation 6: (WASC ACCJC Standards: III.A.6, Eligibility 14)

- Action Plan – Outcomes 1-3:
  - ASCC has defined a comprehensive performance evaluation process.
    - Evaluation instruments are defined.
    - Comprehensive performance evaluation process is defined, emphasizing the following:
      - Review process for performance evaluation instruments.
        - » All instruments use the results of Student Learning Outcomes in decision-making.
        - » All instruments include a component that evaluates extracurricular involvement and participation in institutional committee(s).
      - Performance evaluation analyses are disseminated and utilized in strategic prioritization to improve teaching and learning.
    - A cycle and timeline for performance evaluations is set and implemented.

Recommendation 5:

- The team recommends that the College revise its employment policies to ensure equity, diversity, and fairness. *(Reference Standards: III.A.12)*

Recommendation 5: (WASC ACCJC Standards: III.A)

- Action Plan – Outcomes 1-5:
  - 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.

Staffing Subcommittee Recommendations:

- 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.

Review of ACCJC Recommendations 8, 1 & 2:

Leadership Triangle

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)

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)