# Annual Report 2014-2015

## American Samoa Community College
*"Seek the knowledge….. Saili le Atamai"*

# Student

# Life

# AMERICAN SAMOA COMMUNITY COLLEGE

# Annual Report

2014- 2015

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# *President's Message*
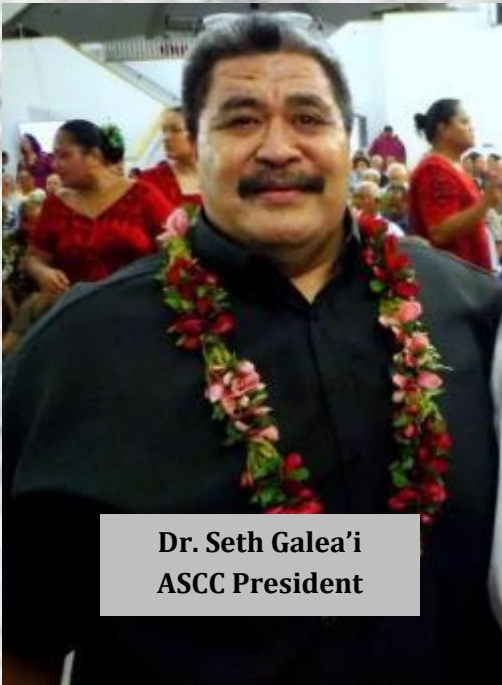
**Dr. Seth Galea'i**
**ASCC President**

*"Society and culture continue to evolve, as do the educational needs of our traditional and non-traditional students"*

**T**alofa and welcome to the ASCC Annual Report for the Academic Year 2014-2015. This edition marks the debut of a new, data-focused format for our Annual Report, which provides a systematic review of our institution in the areas of Institutional Planning, Assessment and Program Review, followed by a thorough reporting of our activities in the categories of Academic and Student Programs and Services.

It is our hope that this modified format will provide a clear illustration of the alignment between our Mission and Core Values and the many activities that take place within our institution in the areas of instruction, extension, and community outreach. In addition to continually striving to improve our educational programs and services, ASCC has traditionally sought to play a vibrant role in the community through collaborative projects and support programs, which you will find highlighted within this edition.

It has been over 40 years since ASCC first opened its doors to the community. Society and culture continue to evolve, as do the educational needs of our traditional and non-traditional students. In response, we strive to hold firm to our Vision even while adapting our methods and approaches to suit the needs of the moment. The new, streamlined focus of our Annual Report reflects our determination to continually refine the quality of our services to our students and community.

# General Information

**ACADEMIC DEPARTMENTS**

Agriculture, Community and Natural Resources
Business
Criminal Justice
C.A.P.P English
Fine Arts
Health & Human Services
Language and Literature
Mathematics
Nursing
Physical Education
Samoan Studies (SSI)
Science
Social Science
Teacher Education
Trades and Technology
Enrichment Courses
➢ College Life Planning (CLP)
➢ Army Reserve Officers Training Corps (ROTC)

**AMERICAN SAMOA BACHELOR OF EDUCATION PROGRAM (ASBEP)**

**STUDENT SERVICES**

College and Life Planning
Counseling Services
You Are Not Alone (YANA)/ Peer mentors
Diversity and Tutorial Services
Disability Access and Accommodation/ Modification Services
Student Learning Assistance (SLA) Center
Financial Aid
The 411 Newsletter
Student Employment and Training Center (SETC)
Student Government Association (SGA)
Phi Theta Kappa Society (PTK)
Service Learning
Veterans Affairs (VA) Student Services
Veterans Educational Assistance
Le College Bookstore
Food Services
Health Services

**INSTITUTIONAL DIVISIONS AND SERVICES**

Department of Finance
Human Resources
Institutional Effectiveness (IE)
Management Information Systems (MIS)
Physical Facilities Management

**RESEARCH AND EXTENSION**

Community and Natural Resources (CNR)/Land Grant Programs
Research Foundation
Samoan Studies Institute

**INSTRUCTIONAL PROGRAMS**

College Accelerated Preparatory Program (CAPP)
Adult Education Literacy and Extended Learning (AELEL)
Apprenticeship & Workforce Development (AWD)
Army Reserve Officers Training Corps (ROTC)

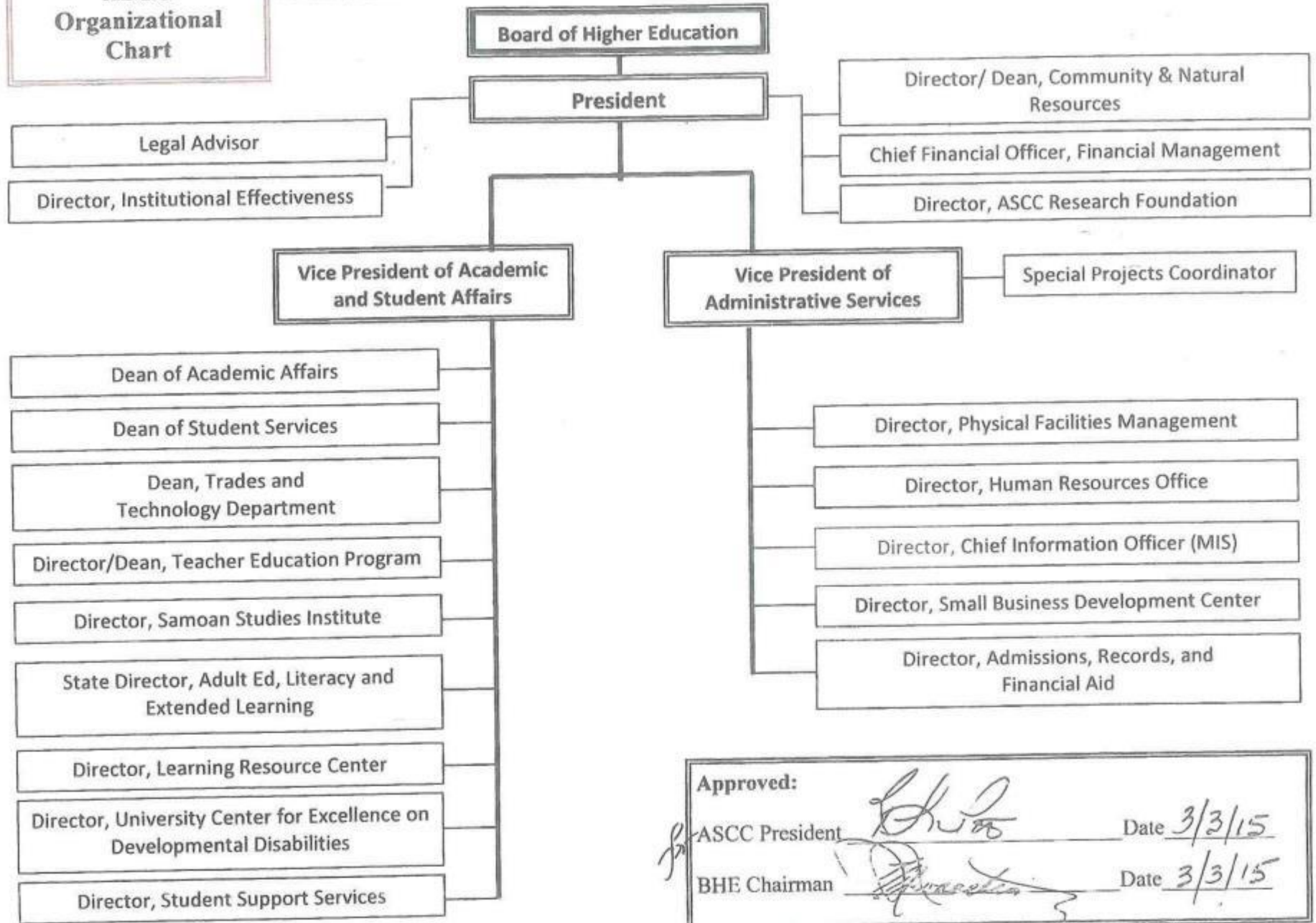**GRANT PROGRAMS**

Small Business Development Center (SBDC)
Student Support Services (SSS)
University Center for Excellence on Development Disabilities (UCEDD)

**ADMISSION, REGISTRAR AND FINANCIAL AID OFFICES**

**LIBRARY/ LEARNING RESOURCE CENTER (LRC)**

# ASCC Organizational Chart

**Board of Higher Education**

**President**

- Legal Advisor
- Director, Institutional Effectiveness

- Director/ Dean, Community & Natural Resources
- Chief Financial Officer, Financial Management
- Director, ASCC Research Foundation

## Vice President of Academic and Student Affairs

- Dean of Academic Affairs
- Dean of Student Services
- Dean, Trades and Technology Department
- Director/Dean, Teacher Education Program
- Director, Samoan Studies Institute
- State Director, Adult Ed, Literacy and Extended Learning
- Director, Learning Resource Center
- Director, University Center for Excellence on Developmental Disabilities
- Director, Student Support Services

## Vice President of Administrative Services

Special Projects Coordinator

- Director, Physical Facilities Management
- Director, Human Resources Office
- Director, Chief Information Officer (MIS)
- Director, Small Business Development Center
- Director, Admissions, Records, and Financial Aid

Approved:

ASCC President _____ Date 3/3/15

BHE Chairman _____ Date 3/3/15

# HISTORY

The American Samoa Community College (ASCC) was established in 1970 to provide postsecondary education opportunities in the liberal arts, teacher training, vocational technical education and general education to the residents of American Samoa. ASCC offers Associate of Arts and Associate of Science degrees, as well as Certificate programs in a variety of academic and technical areas. ASCC is located on Tutuila, the largest of American Samoa's seven islands, in the lush valley of Mapusaga village nine miles west of Pago Pago, the territory's center of trade and commerce. American Samoa lies about 2,500 miles southwest of Hawaii and 1,800 miles northeast of New Zealand. Tutuila comprises approximately three fourths of American Samoa's 76 square miles and is home to 90% of its population of nearly 65,000. The other six islands are Aunu'u, Ofu, Olosega, Ta'u, Swains, and Rose Atoll. In July of 1970, ASCC was established as part of the American Samoa Department of Education. The first freshman class of 131 attended classes in the old Lands and Survey Building (the current site of the Lumana'i Building) in Fagatogo. The following year the College was moved to the old FiaIloa High School building in Utulei. The move to a permanent campus was made in September of 1974 when ASCC took over the site of the former Mapusaga High School. A grant from the U.S. Economic Development Administration in 1979 enabled ASCC to complete five new buildings, with modern facilities for instruction in science, nursing, fine arts and vocational education, as well as a student cafeteria and a gymnasium.

# MISSION STATEMENT

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 wellbeing 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 nontraditional 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.

# 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.

**History**

**Mission**

**Core Values**

# 'ACCREDITATION'

The American Samoa Community College (ASCC) is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and Accrediting Commission.

10 Commercial Boulevard, Suite 204

Novato, CA 94949

Ph: (415) 506-0234

Fax: (415) 506-0238

Email: accjc@accjc.org

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

# Articulation Agreements

The American Samoa Community College (ASCC) has entered into memoranda of agreement with private and public off-island colleges and universities. Therefore, general education credits earned in completion of an Associate of Arts degree may be accepted in these participating colleges and universities.

| Universities | Location | Website |
|---|---|---|
| Chaminade University | Honolulu, HI | www.chaminade.edu |
| Brigham Young University | Laie, HI | www.byuhawaii.edu |
| Hawaii Pacific University | Honolulu, HI | www.hpu.edu |
| University of Hawaii at Manoa | Manoa, HI | www.uhmanoa.edu |
| University of Hawaii at Hilo | Hilo, HI | www.uhh.hawaii.edu |
| Kapiolani Community College | Kapiolani, HI | www.kcc.edu |
| Alfred State College | Alfred, NY | www.alfredstate.edu |
| Dixie State University | St. George, UT | https://bannersec.dixie.edu |

# Degree & Certificates Program of Study

**Associate of Arts Degrees**

Associate of Arts Degree in Liberal Arts
Associate of Arts Degree With an Emphasis in Elementary Education
Associate of Arts Degree With an Emphasis in Human Services
Associate of Arts Degree With an Emphasis in Music
Associate of Arts Degree With an Emphasis in Political Science
Associate of Arts Degree With an Emphasis in Pre-Law
Associate of Arts Degree With an Emphasis in Samoan Studies
Associate of Arts Degree With an Emphasis in Visual Art

**Associate of Science Degrees**

Associate of Science Degrees Associate of Science Degree in Accounting
Associate of Science Degree in Agribusiness
Associate of Science Degree in Architectural Drafting
Associate of Science Degree in Auto Body Repair
Associate of Science Degree in Automotive Technology
Associate of Science Degree in Business Management
Associate of Science Degree in Carpentry
Associate of Science Degree in Civil Engineering Technology
Associate of Science Degree in Criminal Justice
Associate of Science Degree in Electronics
Associate of Science Degree in Electrical Technology
Associate of Science Degree in Family and Consumer Science
Associate of Science Degree in General Agriculture
Associate of Science Degree in Health Science
Associate of Science Degree in Marine Science
Associate of Science Degree in Natural Resources
Associate of Science Degree in Nursing
Associate of Science Degree in Welding

**Certificate of Proficiency**

Certificate of Proficiency in Accounting
Certificate of Proficiency in Air Conditioning & Refrigeration
Certificate of Proficiency in Architectural Drafting
Certificate of Proficiency in Auto Body Repair
Certificate of Proficiency in Advanced Automotive Technology
Certificate of Proficiency in Business Management
Certificate of Proficiency in Basic Automotive Technology
Certificate of Proficiency in Carpentry
Certificate of Proficiency in Civil Engineering Technology
Certificate of Proficiency in Diesel
Certificate of Proficiency in Electrical Technology
Certificate of Proficiency in Electronics-Consumer
Certificate of Proficiency in Electronics – Communication Systems
Certificate of Proficiency in Electronics – Computer Systems
Certificate of Proficiency in Elementary Education
Certificate of Proficiency in Guidance and Counseling
Certificate of Proficiency in Information Communications Technology (ICT) – Electronic Office
Certificate of Proficiency in Marine Option Program (MOP)
Certificate of Proficiency in Networking and Computing
Certificate of Proficiency in Practical Nursing
Certificate of Proficiency in Public Health
Certificate of Proficiency in Welding

**Certificate of Completion**

Certificate of Completion in Intro to Auto Body Repair
Certificate of Completion in Fundamentals of Automotive
Certificate of Completion in Carpentry Fundamentals
Certificate of Completion in Basic Electrical Theory
Certificate of Completion in Nurse Aide (CNA)
Certificate of Completion in Welding Fundamentals

**Bachelor Degree**

BEd in Elementary Education

Integrated and broad-based planning continues to be the forefront of ASCC's efforts in strategic planning. The Institutional Strategic Plan is reviewed for progress updates through the process of Program Review. The Program Review Process allows the institution to determine its institutional priorities. In 2009, Program Review identified (4) Strategic Focus Areas:

- *Academic Excellence;*
- *Technology;*
- *Physical Facilities and Maintenance;*
- *Staffing*

Annual progress updates were done to monitor the plan. In 2014, an analysis from
Institutional Program Review and Divisional Assessment data identified a new priority in **Total Cost of Ownership** in addition to the previous strategic focus areas. Mechanisms were incorporated to emphasize progress in planning. These mechanisms include divisional accountability, budget integration, and a timeline for outcome completion. The key goals and objectives in the five identified strategic areas of Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, and Total Cost of Ownership are:

### I. Academic Excellence:

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

- ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by outcome qualities and competencies;
- ASCC will assess, evaluate and document recommendations to improve institutional effectiveness;
- ASCC will emphasize high quality teaching and services;
- ASCC will continue to develop, implement, and solidify programs that serve the need of the community;
- ASCC will increase the quality and availability of educational technology;
- ASCC will continue to strengthen its services in academic advising, counseling, tutoring, finances, resources, and campus life;
- ASCC will enhance opportunities for student academic, career and personal success; and,
- ASCC will continue to expand academic programs to meet the needs of the community.

**Goal 2: ASCC will support Faculty and Staff Performance Commitment.**

- ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

### II. Technology:

**Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.**

- ASCC will meet the challenge of current computer and server needs of the its stakeholders;
- ASCC will meet the challenge of future technological needs of ASCC stakeholders.

**Goal 2: ASCC will effectively maintain and develop its Network and Communication assets and services to internal and external stakeholders.**

- ASCC will assess network and telecommunications connectivity and reliability to institutional operations.

**Goal 3: ASCC will effectively maintain and develop its Distance Learning and Online Services to internal and external stakeholders.**

- ASCC will provide opportunities and access for distance learning and online services.

### III. Physical Facilities and Maintenance:

**Goal 1: ASCC will implement the Physical Facilities and Maintenance Plan for new construction, renovation and repair, and maintenance through a formalized process.**

- ASCC will institute a review process to monitor the implementation of the comprehensive preventive maintenance plan;
- ASCC will ensure the quality of its facilities, services, and equipment through its qualified personnel.

**Goal 2: ASCC will continue to plan new construction based on a needs assessment.**

- ASCC will complete all new construction and newly identified construction.

**Goal 3: ASCC will continue to improve our services through renovations by utilization and the allocation of resources.**

- ASCC will continue to maintain our physical assets through renovations and repair.

**Goal 4: ASCC will effectively maintain its facilities and equipment.**

- ASCC will implement and improve the comprehensive preventive maintenance plan.

### *IV. Staffing:*

**Goal 1: ASCC will invest in and promote professional, governance, and employee development to enhance institutional effectiveness.**

- ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

**Goal 2: ASCC will offer competitive and equitable compensation that aligns with employee performance.**

- ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.

**Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.**

- ASCC will budget positions for identified high need areas.

### *V. Total Cost of Ownership:*

**Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.**

- ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement;
- ASCC will implement processes and procedures that address total cost of ownership for physical facilities and equipment used in the provision of services and programs for academic achievement;
- ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel development in the provision of services and programs for academic achievement.



Outcome Dialogue and Planning Process

**Institutional Effectiveness**

**Institution Planning**: ASCC uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. ASCC demonstrates that the dialogue about institutional effectiveness is ongoing, robust and pervasive; data analyses are widely distributed and used throughout the institution. There is ongoing review and adaptation of evaluation and planning processes. There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

**Institutional Assessment:** Student Learning Outcomes and assessment are ongoing, systematic and used for continuous quality improvement. Dialogue about student learning is ongoing, pervasive and robust. Evaluation and fine-tuning of organization structures to support student learning is ongoing. Student learning improvement is a visible priority in all practices and structures across the college. Learning outcomes are specifically linked to program reviews.

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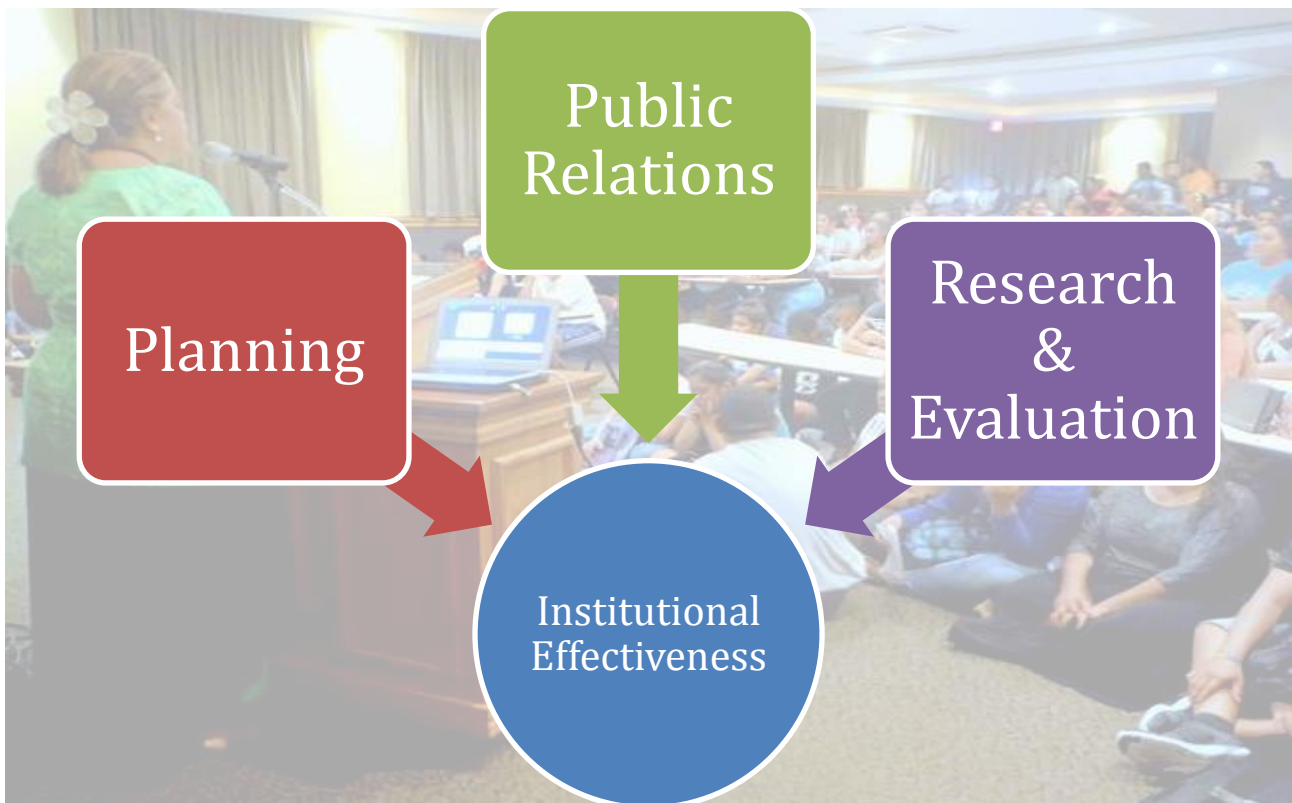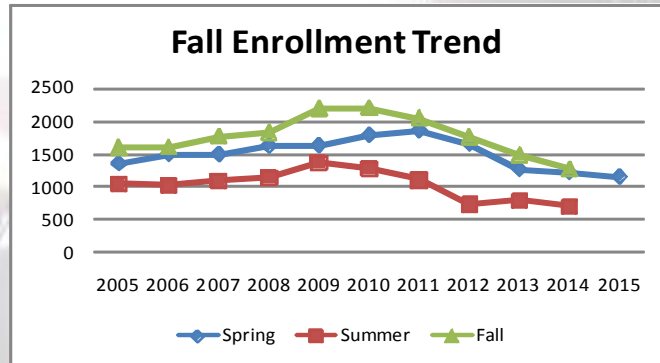
# Student Demographic

**Unduplicated Headcount by Year**

| Year | Spring | Summer | Fall |
|------|--------|--------|------|
| *2005* | 1352 | 1050 | 1601 |
| *2006* | 1495 | 1032 | 1607 |
| *2007* | 1494 | 1100 | 1767 |
| *2008* | 1621 | 1149 | 1826 |
| *2009* | 1631 | 1367 | 2188 |
| *2010* | 1787 | 1276 | 2193 |
| *2011* | 1859 | 1108 | 2042 |
| *2012* | 1659 | 741 | 1759 |
| *2013* | 1262 | 802 | 1485 |
| *2014* | 1220 | 711 | 1276 |
| *2015* | 1152 | | |

### Fall Enrollment Trend



Legend: Spring, Summer, Fall (years 2005–2015)

## ENROLLMENT STATUS

### by Gender

| Enrollment Status | Fall 2014 | | | | Spring 2015 | | | |
|------|------|--------|------|------|------|--------|------|------|
| | Male | Female | Total | | Male | Female | Total | |
| Full Time | 19% | 36% | 691 | 54% | 19% | 30% | 558 | 48% |
| Part Time | 18% | 28% | 585 | 46% | 17% | 35% | 594 | 52% |
| Total | 37% | 63% | 1276 | 100% | 36% | 64% | 1152 | 100% |

### by Age Group

| Age Group | Fall 2014 | | | Spring 2015 | | |
|------|--------|------|-------|--------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| 15-18 | 18% | 10% | 363 | 1% | 0% | 15 |
| 19-25 | 39% | 23% | 788 | 51% | 30% | 938 |
| 26-35 | 4% | 2% | 77 | 7% | 3% | 115 |
| 36-45 | 2% | 1% | 29 | 3% | 1% | 48 |
| 45-55 | 0% | 1% | 14 | 2% | 1% | 30 |
| 56+ | 0% | 0% | 5 | 0% | 0% | 4 |
| Total | 63% | 37% | 1276 | 64% | 36% | 1152 |

### by Citizenship

| Citizenship Status | Fall 2014 | | | Spring 2015 | | |
|------|--------|------|-------|--------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| American Samoa | 50% | 30% | 1016 | 50% | 28% | 894 |
| China | 0% | 0% | 2 | 0% | 0% | 3 |
| Fiji | 0% | 0% | 6 | 1% | 0% | 7 |
| North Korea | 0% | 0% | 1 | - | - | - |
| South Korea | 0% | 0% | 1 | 0% | 0% | 1 |
| Nauru | 0% | 0% | 1 | 0% | 0% | 1 |
| New Zealand | 0% | 0% | 3 | 0% | 0% | 2 |
| Philippines | 1% | 0% | 11 | 1% | 1% | 19 |
| Tonga | 0% | 0% | 2 | 0% | 0% | 3 |
| United States | 8% | 5% | 171 | 7% | 6% | 150 |
| Western Samoa | 3% | 1% | 62 | 5% | 1% | 72 |
| Total | 63% | 37% | 1276 | 64% | 36% | 1152 |

### by Ethnicity

| Ethnicity | Fall 2014 | | | Spring 2015 | | |
|------|--------|------|-------|--------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| Caucasian | 0% | 0% | 2 | 0% | 0% | 2 |
| Chinese | 0% | 0% | 2 | 0% | 0% | 3 |
| Fijian | 0% | 0% | 5 | 0% | 0% | 4 |
| Filipino | 1% | 0% | 13 | 1% | 1% | 19 |
| Japanese | 0% | 0% | 1 | 0% | 0% | 1 |
| Korean | 0% | 0% | 3 | 0% | 0% | 2 |
| Other | 0% | 0% | 3 | 0% | 0% | 1 |
| Samoan | 61% | 36% | 1240 | 62% | 35% | 1113 |
| Tongan | 0% | 0% | 7 | 0% | 0% | 7 |
| Total | 63% | 37% | 1276 | 64% | 36% | 1152 |

# ENROLLMENT STATUS: Past 10 Years
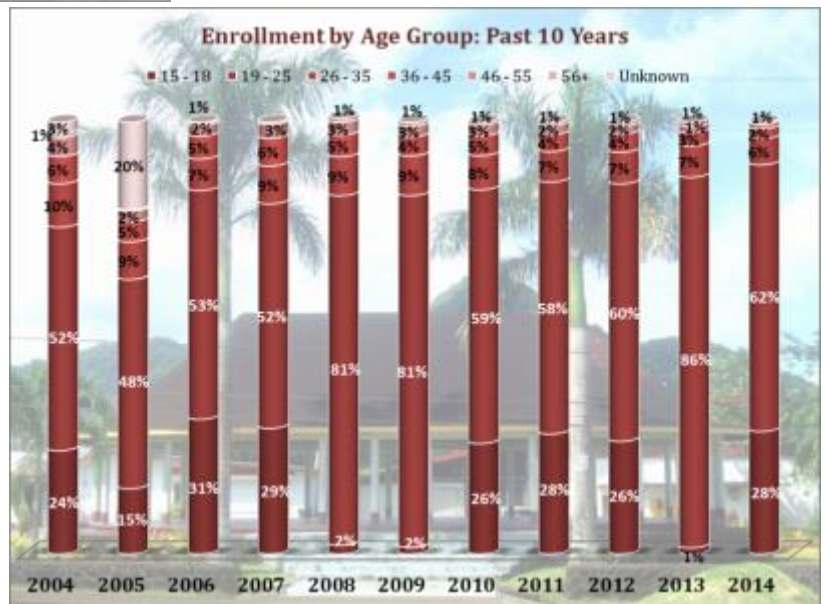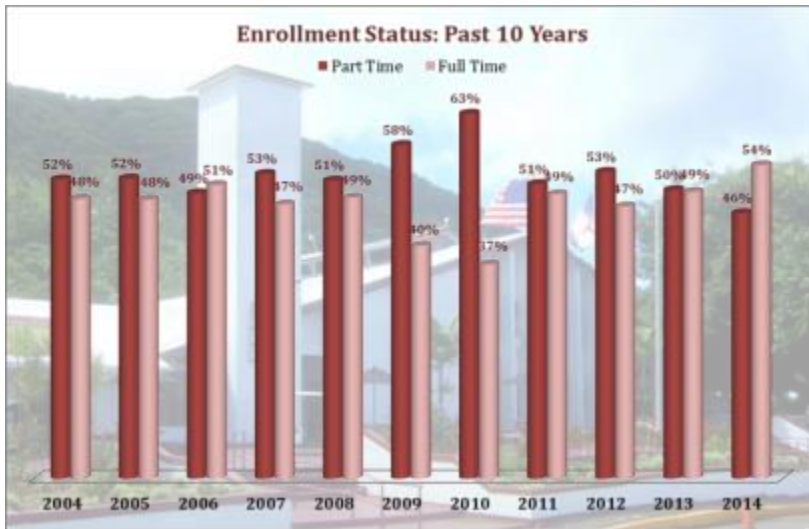




| Country | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| American Samoa | 1110 | 1217 | 1245 | 1354 | 1374 | 1517 | 1610 | 1722 | 1446 | 1024 | 1016 |
| Argentina | 1 | 1 | 0 | | | 2 | | | 0 | | |
| Australia | | 1 | | | | 1 | | | | | |
| Canada | | | | | 1 | | 2 | | | | |
| China | 6 | 8 | 6 | 2 | 4 | | | 1 | 1 | 1 | 2 |
| Ecuador | | 0 | 1 | | | 3 | 3 | | 0 | | |
| Fiji | 3 | 3 | 5 | 2 | 2 | | | 3 | 3 | 3 | 6 |
| Germany | 1 | 0 | 1 | | 1 | 1 | 3 | 1 | 0 | | |
| Japan | | | | | | 1 | | 1 | | | |
| Kiribati | 2 | 5 | 2 | | | | | | 0 | | |
| Korea (North) | | | | | 2 | 2 | 8 | | 2 | 2 | 1 |
| Korea (South) | 1 | 1 | 2 | 2 | 6 | 7 | | 3 | 2 | 2 | 1 |
| Madagascar | | 0 | 0 | 1 | | | | | 0 | | |
| Mexico | 1 | 2 | 1 | | | | | | 0 | | |
| Nauru | | | | | | | | 1 | 2 | 1 | 1 |
| New Caledonia | | 1 | 0 | | | | 1 | | 0 | | |
| New Zealand | 4 | 3 | 6 | 7 | 7 | 5 | | 4 | 3 | 4 | 3 |
| Philippines | 10 | 8 | 12 | 13 | 15 | 12 | 4 | 15 | 13 | 8 | 11 |
| Pohnpei | | | | | | | 13 | 2 | | | |
| Samoa (Independent) | 169 | 133 | 132 | 157 | 143 | 148 | | 103 | 112 | 52 | 62 |
| Sweden | | 0 | 1 | 1 | | | 131 | | 0 | | |
| Solomon Islands | | | | | 1 | 1 | | | | | |
| Tokelau | | | | | | | | 1 | 1 | | |
| Tonga | 5 | 5 | 2 | 3 | 1 | | 2 | 3 | 2 | 2 | 2 |
| Turks and Caicos Isl. | | | | | 1 | 1 | 1 | | | | |
| Tuvalu | 1 | 1 | | | | | | | | | |
| U.K. | 1 | | | | | | | | | | |
| U.S. | 235 | 212 | 190 | 219 | 181 | 195 | 188 | 182 | 208 | 163 | 171 |
| Unknown/Missing data | 0 | | 1 | 6 | 43 | 245 | 187 | 0 | 0 | 0 | 0 |
| TOTAL | 1550 | 1601 | 1607 | 1767 | 1806 | 2141 | 2193 | 2042 | 1795 | 1262 | 1276 |

# Placement

Each semester, ASCC conducts placement test for incoming freshman in Reading, Writing, and Math. The results of the placement tests are used to place students in the appropriate English and Math levels to begin their degree/ certificate program.

| Courses | Fall 2014 291 Participants | Spring 2015 100 Participants |
|---|---|---|
| **Reading** | | |
| ENG 70 | 31% | 26% |
| ENG 80 | 42% | 40% |
| ENG 90 | 20% | 19% |
| ENG 150 | 7% | 15% |
| **Writing** | | |
| ENG 71 | 18% | 19% |
| ENG 81 | 49% | 37% |
| ENG 91 | 30% | 24% |
| ENG 151 | 3% | 20% |
| **Math** | | |
| MAT 80 | 97% | 91% |
| MAT 90 | 1% | 3% |
| MAT 151/155 | 2% | 2% |
| MAT 155/250 | | 4% |



**Placement Results**

Reading ■ Writing ■ Math

272 283 286 — 19 8 9 (Developmental / College Level — Fall 2014)
85 80 94 — 15 20 6 (Developmental / College Level — Spring 2015)
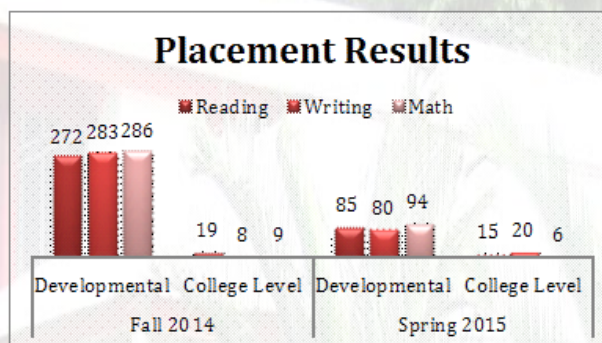
## PLACEMENT: Past 10 Years

### Reading Placement Results: Past 10 Years

| | ENG 70 | ENG 80 | ENG 90 | ENG 150 | None | Total |
|---|---|---|---|---|---|---|
| 2004 | 22% | 40% | 20% | 18% | | 277 |
| 2005 | 33% | 35% | 27% | 4% | | 193 |
| 2006 | 26% | 41% | 24% | 10% | 2% | 249 |
| 2007 | 31% | 42% | 20% | 7% | 1% | 300 |
| 2008 | 27% | 44% | 15% | 14% | | 356 |
| 2009 | 28% | 41% | 19% | 11% | | 356 |
| 2010 | 41% | 39% | 12% | 8% | | 432 |
| 2011 | 35% | 45% | 15% | 5% | | 438 |
| 2012 | 41% | 39% | 14% | 6% | | 411 |
| 2013 | 40% | 36% | 18% | 7% | | 278 |
| 2014 | 31% | 42% | 20% | 7% | | 291 |

### Writing Placement Results: Past 10 Years

| | ENG 71 | ENG 81 | ENG 91 | ENG 151 | NONE | Total |
|---|---|---|---|---|---|---|
| 2004 | 6% | 36% | 42% | 16% | | 277 |
| 2005 | 14% | 58% | 24% | 4% | | 194 |
| 2006 | 10% | 57% | 25% | 6% | 2% | 254 |
| 2007 | 3% | 65% | 28% | 3% | 1% | 303 |
| 2008 | 0% | 0% | 0% | 0% | 1% | 256 |
| 2009 | 17% | 44% | 32% | 7% | | 356 |
| 2010 | 19% | 50% | 20% | 11% | 0% | 433 |
| 2011 | 13% | 55% | 27% | 5% | | 438 |
| 2012 | 21% | 50% | 21% | 8% | | 412 |
| 2013 | 31% | 40% | 26% | 4% | | 278 |
| 2014 | 18% | 49% | 30% | 3% | | 291 |

### Math Placement Results: Past 10 Years

| | MATH | MATH | MATH | MATH | NONE | TOTAL |
|---|---|---|---|---|---|---|
| 2004 | 93% | 5% | 0% | 2% | 0% | 277 |
| 2005 | 93% | 5% | 0% | 2% | 0% | 212 |
| 2006 | 94% | 1% | 0% | 3% | 2% | 254 |
| 2007 | 97% | 2% | 0% | 2% | 0% | 303 |
| 2008 | 92% | 5% | 3% | 0% | 0% | 356 |
| 2009 | 91% | 3% | 3% | 2% | 1% | 356 |
| 2010 | 97% | 1% | 1% | 0% | 1% | 433 |
| 2011 | 98% | 1% | 1% | 0% | 0% | 438 |
| 2012 | 97% | 2% | 1% | 0% | 0% | 412 |
| 2013 | 96% | 3% | 1% | 1% | 0% | 278 |
| 2014 | 97% | 1% | 2% | 0% | 0% | 291 |

# Graduate Profile

| DEGREES AND CERTIFICATES CONFERRED AY (2014-2015) | Fall 2014 | Spring 2015 | Total |
|---|---|---|---|
| **Associates of Arts Degree** | 101 | 76 | 173 |
| **Associates of Science Degree** | 49 | 35 | 84 |
| **Bachelors of Education** | 3 | 5 | 8 |
| **Certificate of proficiency** | 1 | 1 | 2 |



Degrees & Certificates Conferred (AY 2014-2015)
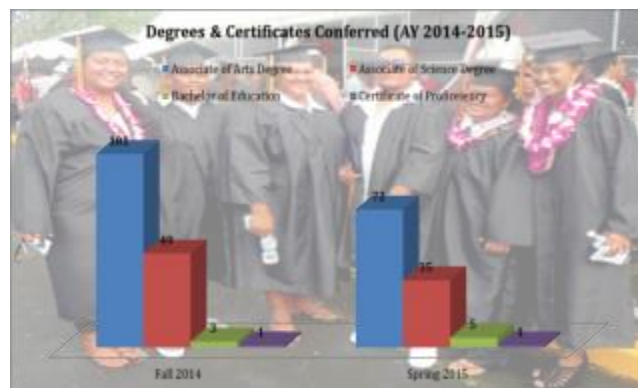
| ASSOCIATE OF ARTS DEGREE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Academic Year | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | |
| Semester | FA | SP | FA | SP | FA | SP | FA | SP | FA | SP |
| Liberal Arts | 84 | 64 | 105 | 76 | 76 | 66 | 84 | 55 | 80 | 66 |
| Art | 1 | - | - | 2 | - | - | - | - | 1 | - |
| Education | 8 | 5 | 6 | 11 | 10 | 14 | 12 | 3 | 4 | 3 |
| Emphasis in Elementary Education | - | - | - | - | - | - | - | 3 | 6 | 4 |
| Emphasis in Visual Art | - | - | - | - | - | - | - | - | 1 | - |
| Human Services | 2 | - | - | - | 1 | 1 | - | - | - | - |
| Marine Science | 1 | - | 1 | 2 | - | 4 | 1 | - | 1 | - |
| Music | - | - | - | - | - | - | 1 | 1 | - | - |
| Political Science | - | 1 | - | - | - | - | - | 1 | - | - |
| Pre-Law | 8 | 5 | 5 | 4 | 2 | 8 | 5 | 1 | 5 | 2 |
| Samoan Studies | 2 | 1 | 3 | 2 | 1 | - | - | 1 | 3 | 1 |

| ASSOCIATE OF SCIENCE DEGREE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Academic Year | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | |
| Semester | FA | SP | FA | SP | FA | SP | FA | SP | FA | SP |
| Accounting | 5 | 6 | 10 | 11 | 12 | 11 | 11 | 10 | 11 | 5 |
| Ag. Business | - | - | - | - | - | - | - | - | 1 | - |
| Architectural Drafting | - | 1 | - | - | 1 | - | 3 | - | 1 | 2 |
| Automotive Body Repair | 1 | - | 1 | - | - | - | - | - | - | - |
| Automotive Mechanic | 1 | - | - | - | 2 | - | - | - | - | - |
| Business Management | 3 | 4 | 6 | 8 | 1 | 4 | 1 | 6 | 2 | 4 |
| Civil Engineering Technology | - | - | - | 3 | - | - | - | - | - | - |
| Criminal Justice | 16 | 13 | 15 | 12 | 13 | 11 | 7 | 11 | 18 | 9 |
| Electronics | - | - | 1 | - | 4 | 1 | 2 | 1 | 1 | 1 |
| Family Consumer Science | 1 | - | - | - | - | - | 1 | - | - | - |
| Forensic Science | 1 | - | - | - | - | - | - | - | - | - |
| General Agriculture | 5 | 1 | 3 | 3 | 3 | 4 | 1 | 3 | 1 | 1 |
| Health Science | 4 | 4 | 4 | 8 | 3 | 6 | 5 | 7 | 9 | 10 |
| Marine Science | - | - | - | - | - | - | - | - | - | 1 |
| Nursing | - | - | - | - | 1 | - | - | 4 | 5 | 1 |
| Natural Resources | - | - | - | - | - | 2 | - | 3 | - | 1 |
| Welding | - | - | - | - | - | 1 | - | - | - | - |

| CERTIFCATE OF PROFICIENCY | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Academic Year | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | |
| Semester | FA | SP | FA | SP | FA | SP | FA | SP | FA | SP |
| Automotive Tech | - | - | - | 1 | - | 2 | - | - | 1 | - |
| Business Management | - | - | - | - | - | - | - | - | - | - |
| Civil Engineering Tech | - | - | - | - | - | - | - | - | - | - |
| Guidance & Counseling | - | 1 | - | - | - | - | - | - | - | - |
| Information & Communication Tech | - | - | - | - | - | - | - | - | - | 1 |
| Marine Option Program | - | - | - | - | - | - | - | - | - | - |
| Practical Nursing | 9 | - | 6 | - | 2 | 3 | - | 9 | - | - |

**Setting the Standard for Student Achievement**

In recent years, US accredited postsecondary institutions have been under pressure to be more accountable for student progress and educational excellence. To ensure students receive quality education, accrediting agencies are entrusted to assess postsecondary institutions to certify whether they meet these criteria. This includes evaluating the institution on set student achievement standards that raises the bar in academics.

In spring of 2015, ASCC engaged in a college wide effort to set institutional standards for Student Achievement that would help the college assess student progress along degree and certificate pathways. By monitoring progress, ASCC can identify factors that delay student advancement through the pathway and set thresholds that would challenge the institution to implement best practices to improve student achievement. This process would require a broad based participation from all the institution's main committees, consisting of constituents from all over the college, for consensus and approval. The dialogue began with the Academic Excellence (AE) committee, originally a subcommittee of the college's Integrated Planning Committee (IPC) reconfigured with representation of constituents that could lead the institution in the effort to set the standards.

In order to develop these standards, the college had to first determine what outcomes they expected to achieve with these standards that could be applied across the board to include every student. It is known that all students follow the same degree/certificate pathway from matriculation to graduation regardless of student demographics, the level of learning in which they entered the institution, the discipline they chose, or their enrollment status. The college at the planning level could explore these important factors in more detail once student achievement data is collected and disaggregated, however in order for the institution to meet its outcomes, the standards in general should not discriminate on the basis of these differences. The path, which every student follows according to college's policies and procedures, is diagrammed in the model below.



MILESTONES

Placement — Developmental — Gateway Courses — Program Degree Requirements — Graduation — Transfer and transition into the Workforce

Persistence

In the model, persistence is an outlying factor that measures endurance through the pathway. The milestones are the outcomes of every level a student progresses through on the way to degree/certificate attainment. These milestones are further defined as follows:

- **Placement:** All students must go through placement in the appropriate English or Math by taking the placement test or using SAT scores. Transfer-in students are also placed based on credits they received from previous institution/s.

- **Developmental:** Not all students are placed in developmental courses but majority of students entering ASCC take at least one developmental course. These courses are designed to prepare students for college level courses. They are offered by the College Accelerated Preparatory Program (CAPP) in two sessions per semester. Developmental courses include Math 80 and 90, ENG reading levels 70, 80, and 90, and ENG writing levels 71, 81, and 91.

- **Gateway Courses:** Gateway courses are courses designed to matriculate students into the General Education (GenEd) group of courses. All students earning a degree or certificate must complete GenEd requirements before fulfilling program requirements. The Gateway courses are ENG 150 and 151 and Math 151, or for students enrolled as ICT majors, Math 155.

- **Program Degree Requirements:** Program Degree Requirements are GenEd courses, Core foundational courses and Co-Foundational Courses defined below:
  - **General education program**
    The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility.
  - **Core foundational areas**
    These are courses that enhance content foundational competencies in core disciplinary areas of study.
  - **Co-foundational areas**
    Co-Foundational consists of courses specific to a discipline or area of specialization, These courses are program focused with emphasis in specialized areas.
- **Graduation:** Graduation is the result of students completing all courses required to receive a degree or certificate.

- **Transfer and Transition into the Workforce:** As part of the ASCC mission, upon graduation, students are expected to either transfer to an institution of higher learning or transition into the workforce.

To improve the outcomes of these milestones, the college had to express the milestones into action statements, which would show ASCC's commitment to improving how students achieve. The statements were arranged as follows:

- ❖ Developmental Courses: The successful Completion of highest non-credit bearing 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.

The quantitative terms below were applied to the standards.

**Developmental Courses**
- % of students who successfully complete the highest level of Developmental Reading (ENG 90)
- % of students who successfully complete the highest level of Developmental Writing (ENG 91)
- % of students who successfully complete the highest level of Developmental Math (MATH 90)

**Gateway Courses**
- % of students who Successfully complete a Gateway English Reading with a Grade "C" or better (ENG 150)
- % of students who Successfully complete a Gateway English Writing with a "C" or better (ENG 151)
- % of students who Successfully complete a Gateway Math with a "C" or better (Math 151/155)

**Program Requirements**
- % of students who Successfully complete General Education Courses with a "C" or better
- % of students who Successfully complete Core Foundational Courses with a "C" or better
- % of students who Successfully complete Co-Foundational Courses with a "C" or better

**Persistence**
- % of FTIC students retained within the first year
- % of FTIC students retained within the first year up to the second year
- % of FTIC students who persisted to graduation within 150% time to completion

**Graduation**
- % of students who attained an AA
- % of students who attained an AS
- % of students who attained a Certificate
- % of graduates who transfer
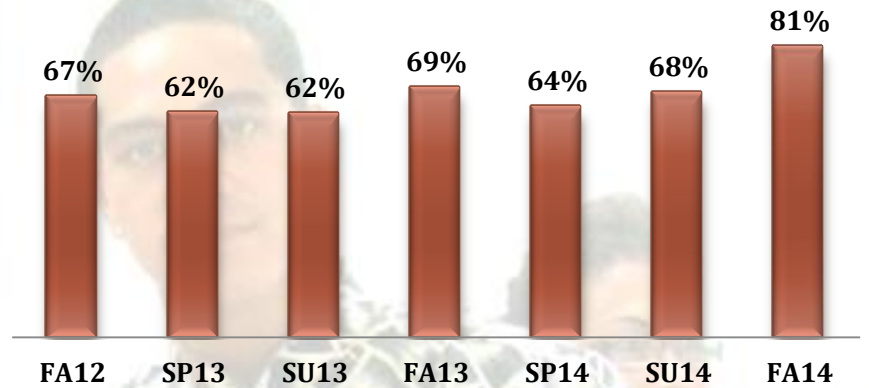- % of graduates who transition into the workforce

To finalize the standards, ASCC set benchmarks to gauge student success. The college would use these benchmarks to determine where they needed to improve processes and services that would increase student achievement. Benchmarks were based on a combination of historical performance data provided by the division of Institutional Effectiveness (IE) and reviewed and approved by the committees. A sample of the data used is presented in the following pages.
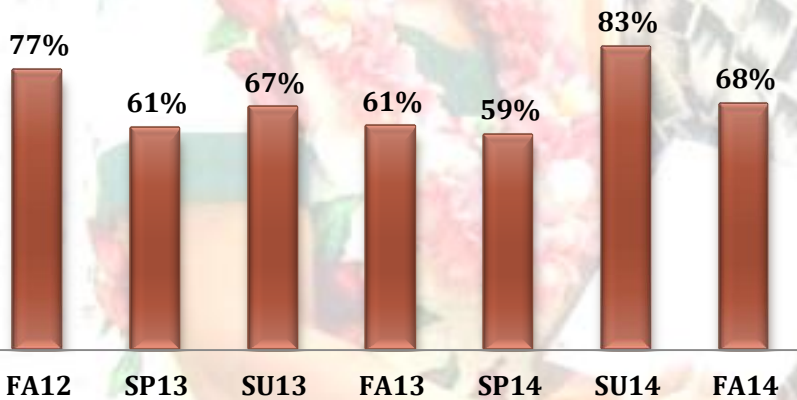
# Student Achievement Standard 1: Developmental Courses

**ENG 90 Average Passing Rate=70%**

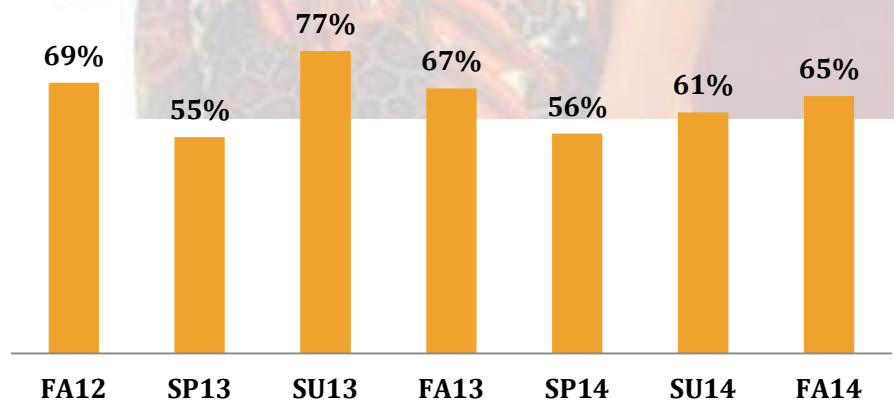| FA12 | SP13 | SU13 | FA13 | SP14 | SU14 | FA14 |
|------|------|------|------|------|------|------|
| 67% | 62% | 62% | 69% | 64% | 68% | 81% |

**Benchmark I:** Percentage of students who successfully complete the highest level of Developmental Reading (ENG 90).

**Passing Rates = 70%**

**ENG 91 Average Passing Rate=70%**

| FA12 | SP13 | SU13 | FA13 | SP14 | SU14 | FA14 |
|------|------|------|------|------|------|------|
| 77% | 61% | 67% | 61% | 59% | 83% | 68% |

**Benchmark II:** Percentage of students who successfully complete the highest level of Developmental Writing (ENG 91).
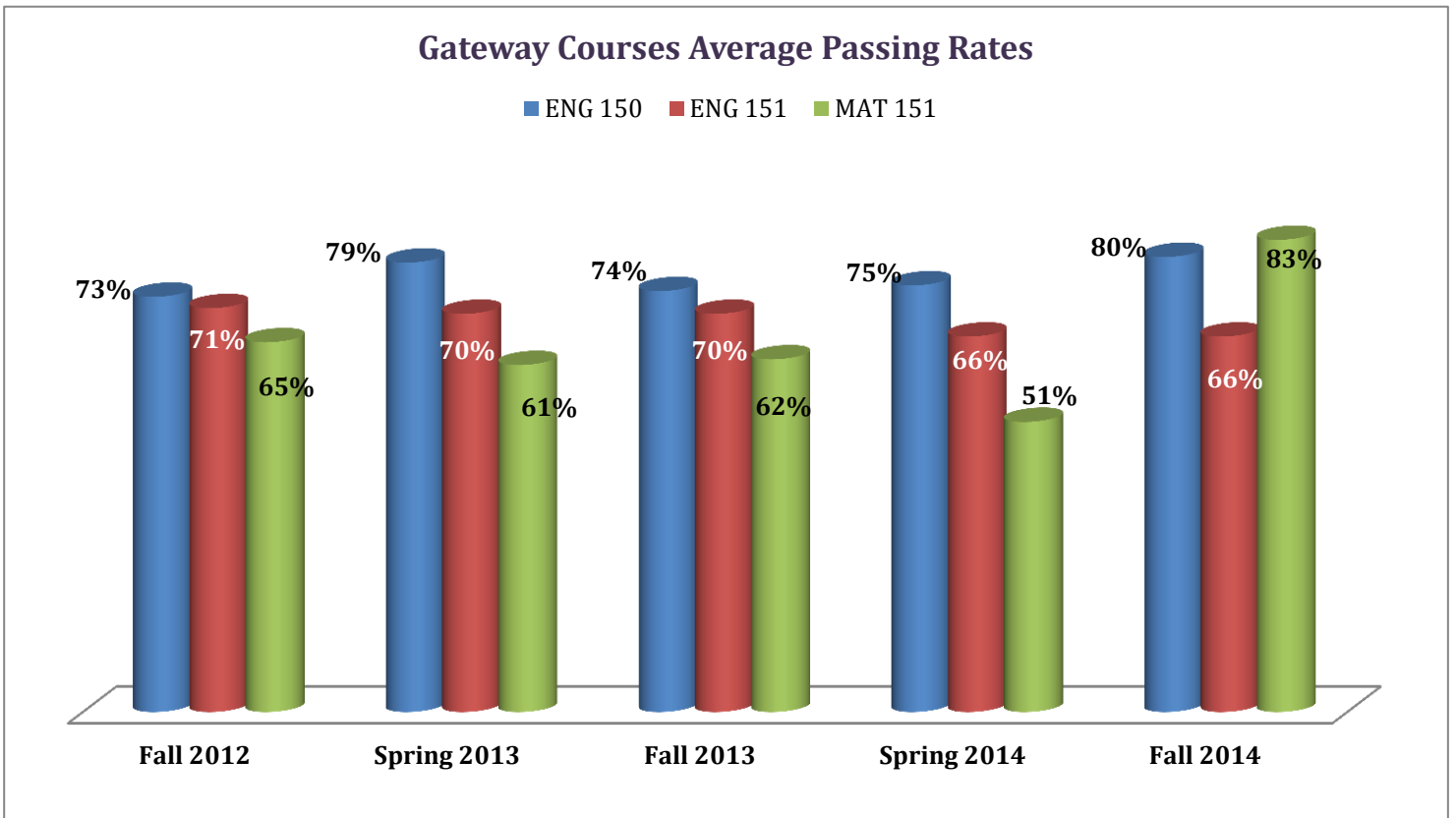
**Passing Rates = 70**

**Benchmark III:** Percentage of students who successfully complete the highest level of Developmental Math (MAT 90).

**Passing Rates = 60%**

**MAT 90 Average Passing Rate = 66%**

| FA12 | SP13 | SU13 | FA13 | SP14 | SU14 | FA14 |
|------|------|------|------|------|------|------|
| 69% | 55% | 77% | 67% | 56% | 61% | 65% |

# *Student Achievement Standard 2: Gateway Courses*

## Gateway Courses Average Passing Rates

■ ENG 150  ■ ENG 151  ■ MAT 151



| | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 |
|---|---|---|---|---|---|
| ENG 150 | 73% | 79% | 74% | 75% | 80% |
| ENG 151 | 71% | 70% | 70% | 66% | 66% |
| MAT 151 | 65% | 61% | 62% | 51% | 83% |

**Benchmark I:** Percentage of students who successfully complete the Gateway English Reading with a Grade "C" or better (ENG 150)

**Passing Rates = 76%**

**Benchmark II:** Percentage of students who successfully complete the Gateway English Writing with a Grade "C" or better (ENG 151)

**Passing Rates = 74%**

**Benchmark III:** Percentage of students who successfully complete the Gateway Math Reading with a Grade "C" or better (MAT 151)

**Passing Rates = 64%**

# *Student Achievement Standard 3: Program Requirements*

## General Education Courses

| Course | Summative Data Fall 2012-Fall 2014 (Excluding Summer) | | Formative Data Fall 2012-Summer 2014 (Gen-Ed Assessment Cycle) | | | | |
|---|---|---|---|---|---|---|---|
| | Total Students | C or Higher | Students Assessed | Beginning | Developing | Proficient | Total D-P |
| ENG 150 | 874 | 76% | 153 | 18% | 39% | 43% | 82% |
| ENG 151 | 812 | 74% | 165 | 14% | 36% | 49% | 85% |
| SPH 153 | 403 | 97% | 153 | 10% | 41% | 49% | 90% |
| ICT 150 | 830 | 71% | 731 | 13% | 21% | 66% | 87% |
| MAT 151 | 888 | 64% | 131 | 14% | 31% | 55% | 86% |
| PHSCI 150 | 539 | 67% | 397 | 29% | 28% | 42% | 70% |
| HIS 150 | 193 | 59% | 88 | 16% | 37% | 47% | 84% |
| HIS 151 | 172 | 68% | 43 | 6% | 46% | 48% | 94% |
| HIS 162 | 336 | 93% | 234 | 4% | 68% | 28% | 96% |
| HIS 170 | 313 | 69% | 169 | 17% | 30% | 53% | 83% |
| HIS 171 | 303 | 66% | 77 | 12% | 21% | 68% | 89% |
| PSY 150 | 327 | 85% | 152 | 31% | 36% | 34% | 70% |
| HEA 150 | 164 | 56% | 100 | 15% | 29% | 56% | 85% |
| **Total Average** | **6154** | **73%** | **2593** | **15%** | **36%** | **49%** | **85%** |

**Benchmark I:** Percentage of students who successfully completed General Ed courses with a "C" or better (summative data) used in combination with General Education Outcomes assessment (formative data).
**Passing Rates = 75%**

**Benchmark II:** Percent of students who successfully completed core-foundational courses with a "C" or better (summative data) in combination with Outcome assessment results for Core-Foundational Courses (formative data)
**Passing Rates = 80%**

## Core Foundational Courses

| Course | SUMMATIVE DATA Fall 2012-Fall 2014 (Excluding Summer) | | | FORMATIVE DATA Fall 2014 | | | | |
|---|---|---|---|---|---|---|---|---|
| | Semesters | Students Enrolled | C or Higher | FA 14 Students Assessed | Beginning | Developing | Proficient | Total D-P |
| HEA151 | 5 | 65 | 57% | 7 | 38% | 24% | 38% | 62% |
| HEA 152 | 4 | 32 | 100% | 8 | 0% | 6% | 94% | 100% |
| HEA 299 | 5 | 33 | 100% | 8 | 3% | 25% | 72% | 97% |
| HSV 150 | 1 | 15 | 100% | 15 | 27% | 42% | 31% | 73% |
| ENG 250 | 5 | 403 | 89% | 62 | 16% | 42% | 42% | 84% |
| ENG 251 | 5 | 591 | 82% | 67 | 8% | 49% | 43% | 92% |
| BIO 150 | 5 | 229 | 73% | 9 | 11% | 41% | 48% | 89% |
| BIO 155 | 5 | 101 | 98% | 20 | 17% | 32% | 52% | 84% |
| BIO 251 | 1 | 7 | 100% | 4 | 0% | 35% | 65% | 100% |
| MAT 250 | 5 | 502 | 58% | 51 | 22% | 38% | 40% | 78% |
| SAM 101A | 5 | 69 | 93% | 10 | 20% | 60% | 20% | 80% |
| SAM 101B | 3 | 35 | 94% | 16 | 5% | 7% | 88% | 95% |
| SAM 151 | 5 | 167 | 87% | 10 | 4% | 48% | 48% | 96% |
| SAM 152 | 5 | 132 | 91% | 11 | 41% | 36% | 23% | 59% |
| MUS 150 | 5 | 96 | 95% | 23 | 9% | 0% | 91% | 91% |
| MUS 160 | 5 | 135 | 98% | 16 | 0% | 5% | 95% | 100% |
| MUS 170 | 5 | 32 | 98% | 8 | 0% | 0% | 100% | 100% |
| ED 150 | 5 | 132 | 82% | 7 | 7% | 18% | 75% | 93% |
| ED 157 | 5 | 85 | 75% | 7 | 18% | 25% | 57% | 82% |
| ED 215 | 4 | 58 | 83% | 8 | 13% | 23% | 71% | 94% |
| AUTO 172 | 1 | 5 | 100% | 5 | 20% | 46% | 41% | 87% |
| AUTO 176 | 1 | 6 | 100% | 6 | 9% | 56% | 35% | 91% |
| ELE 151 | 2 | 11 | 100% | 8 | 44% | 56% | 0% | 56% |
| ELE 170 | 2 | 11 | 100% | 7 | 36% | 64% | 0% | 64% |
| POL 150 | 5 | 78 | 72% | 13 | 0% | 56% | 44% | 100% |
| **Total Average** | | **3030** | **89%** | **406** | **15%** | **33%** | **53%** | **86%** |

## Summative for Co-Foundational Courses

| "C" of Higher Passing Rates | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Average |
|---|---|---|---|---|---|---|
| Acedemic Year (AY 13-AY14) | 89% | 88% | 93% | 91% | 91% | 90% |
| Fall Semesters Only (Fa12-Fa13-Fa14) | 89% | | 92% | | | 90% |
| Spring Semests Only (Spr.13-Spr.14) | 89% | | 93% | | 91% | 91% |
| Fall 2014 Only | | | | | 91% | 91% |

**Benchmark III:** Percentage of students who successfully completed co-foundational courses with a "C" or better (Summative data). Co-foundational outcome assessment results were not available at the time this rate was set. **Passing Rates = 90%**

# *Student Achievement Standard 4: Persistence*

**Persistence**: The Retention of Students in their First Year and Second Year

| Semester | Total Enrollment | New Students | | FA-SP (1st Year) | | FA-FA | | FA-SP-FA (2nd Year) | |
|---|---|---|---|---|---|---|---|---|---|
| **Retention Rates** | | | | | | | | | |
| Fall 2011 | 2042 | 813 | 40% | 479 | 59% | 333 | 41% | 286 | 35% |
| Fall 2012 | 1795 | 702 | 39% | 371 | 53% | 287 | 41% | 139 | 20% |
| Fall 2013 | 1488 | 444 | 30% | 293 | 66% | 194 | 44% | 174 | 39% |
| Fall 2014 | 1276 | 494 | 39% | 321 | 65% | | | | |
| **Averages** | **1650** | **613** | **37%** | **366** | **61%** | **271** | **42%** | **200** | **31%** |

1. **Total Enrollment:** Official unduplicated headcount of students enrolled

2. **New Students:** Students enrolled for the first time in ASCC during Fall or previous Summer

3. **% of Enrollment:** Percentage of "New Students" over the "Total Enrollment".

4. **1st Year Retention:** New students in Fall enrolled in following Spring

5. **FA-FA:** New students in Fall enrolled again in following Fall

6. New students in Fall enrolled in the following Spring and again in following Fall.

# Student Achievement Standard 5: Graduation Rates

**150% of Normal Time to Completion**

Normal time to completion (100%) for a community college is 2 years. Although most community colleges offer two year programs, studies show that the majority of students actually complete a 2 year degree within a 3 year period or within 150% time to normal completion. ASCC has used this measure to determine a student achievement target for the college. To determine an appropriate rate, the college looked at completers from the last five years and isolated graduates who completed within 150% of normal time.

| 3 Year Completers over the last 5 Years | | | |
|---|---|---|---|
| Academic Year | Fall Graduates | Spring Graduates | Total per Academic Year |
| AY 11 | 36% | 36% | 36% |
| AY 12 | 33% | 41% | 37% |
| AY 13 | 44% | 39% | 41% |
| AY 14 | 42% | 34% | 38% |
| AY 15 | 44% | 38% | 41% |
| Average | 40% | 37% | 39% |



Graduates who complete in 3 years

■ Fall Graduates   ■ Spring Graduates

AY 11: 36% / 36%; AY 12: 33% / 41%; AY 13: 44% / 39%; AY 14: 42% / 34%; AY 15: 44% / 38%
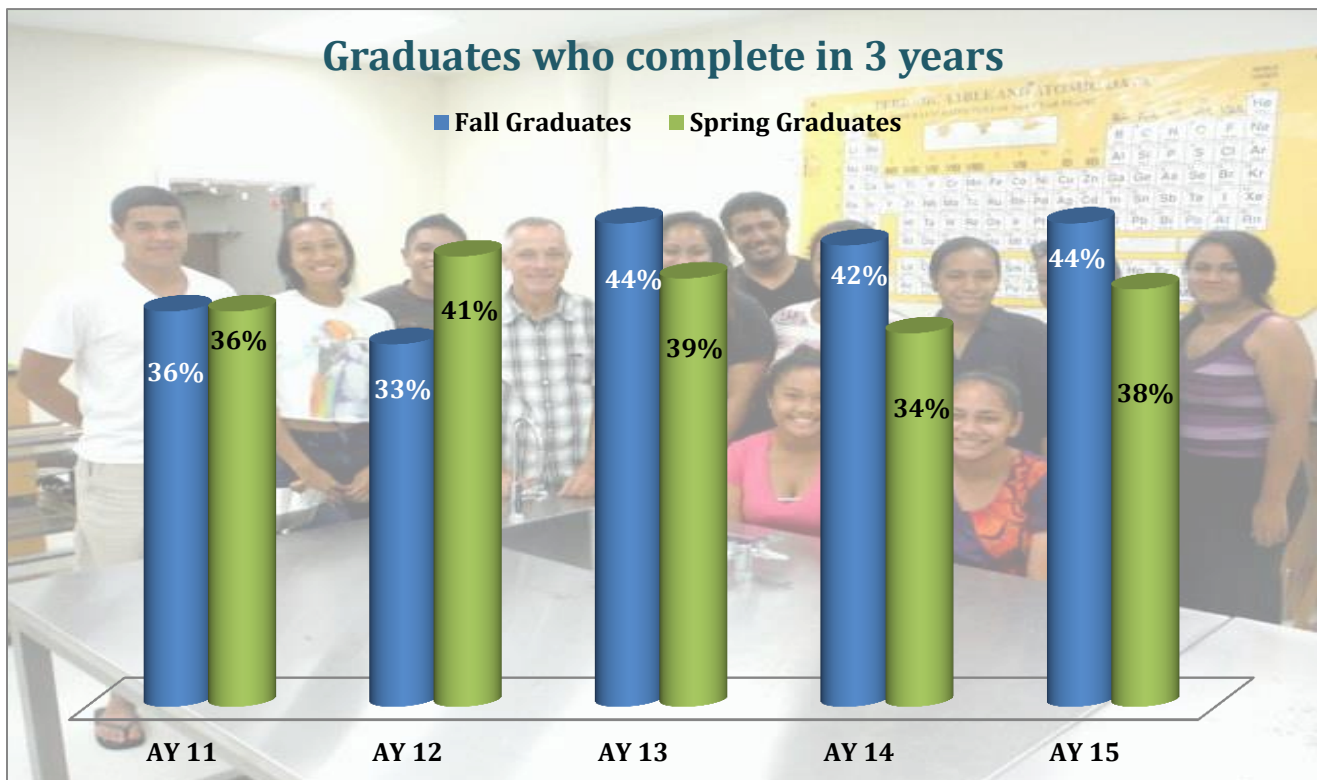
# *Student Achievement Standard 6: Transfer Rates*

## Transfer to institutions of Higher Learning

Graduates who transfer to institutions of higher learning through ASG affirmed scholarships and loans.

### Percentage of Graduates who receive ASG Scholarships & Loans     (Average = 18%)

- AY 10: 18%
- AY 11: 21%
- AY 12: 17%
- AY 13: 18%
- AY 14: 15%
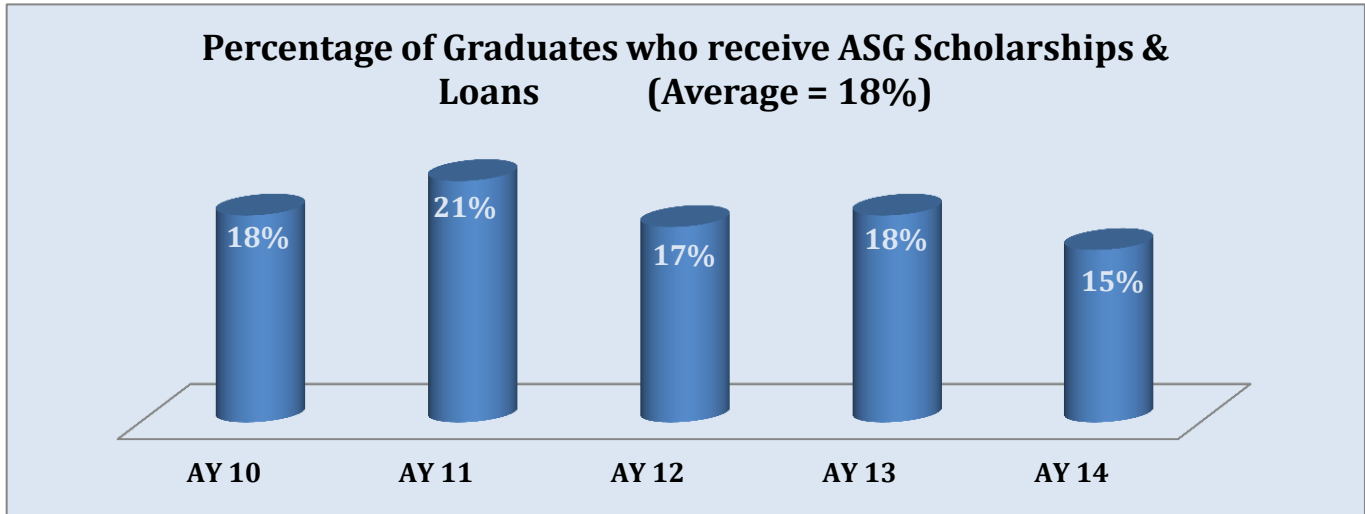
## Transition into the Workforce

Graduates in the workforce confirmed by program tracking.

### Percentage of Graduates in the Workforce

■ TTD  ■ TED  ■ Nursing

- AY 10: TTD 0%, TED 92%, Nursing 93%
- AY 11: TTD 25%, TED 38%, Nursing 10%
- AY 12: TTD 17%, TED 95%, Nursing 10%
- AY 13: TTD 27%, TED 69%, Nursing 83%
- AY 14: TTD 67%, TED 89%, Nursing 92%
- AY 15: TTD 14%, TED 33%
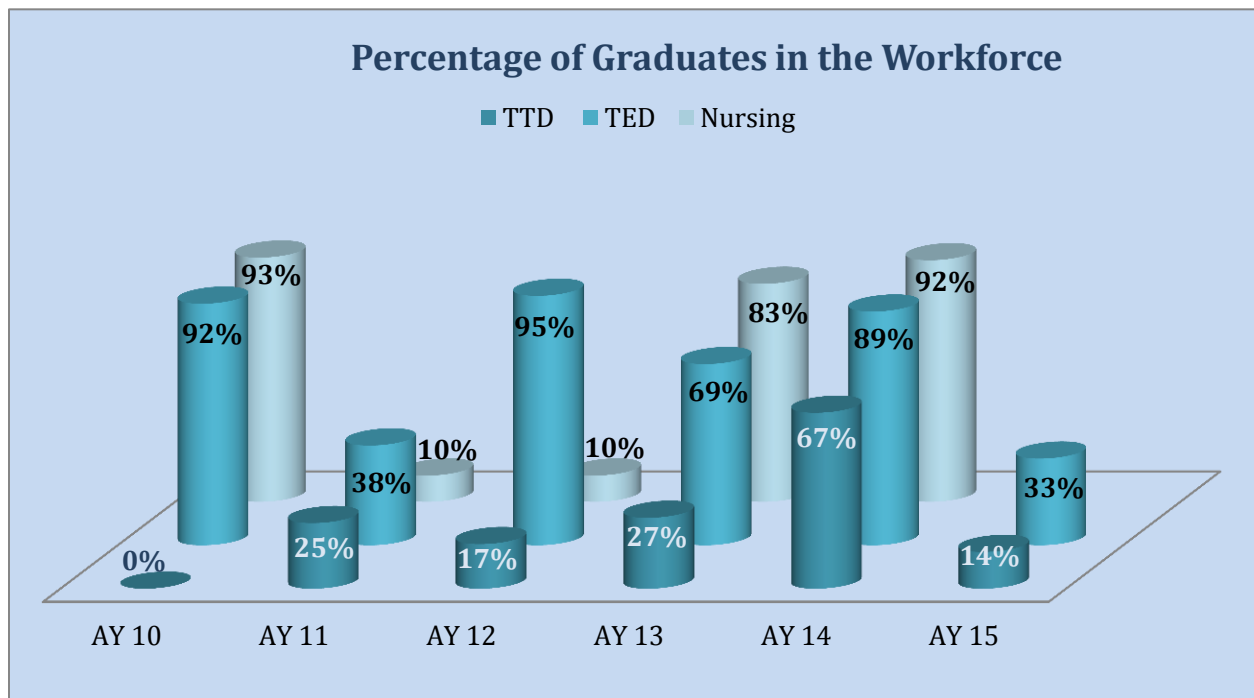
# Student Achievement Targets

After months of review and dialogue on student achievement standards the institution reached a consensus on targets described below:

**Standard 1:** Developmental Courses- Percent of student population who successfully pass their developmental courses each semester = **70%**

**Standard 2:** Gateway Courses - percent of student population who successfully complete gateway courses with a "C" or better each semester =**72%**

**Standard 3:** Program requirements - percent of student population who successfully complete all program requirements with a "C' or better each semester = **80%**
For each requirement, targets were also set

- General Education Target: **75%**
- Core Foundational Target: **80%**
- Co-Foundational Target: **90%**

**Standard 4:** Persistence Rates-percent of student population who were retained in the first year and 2nd year.

- **1st Year (Fall to Spring) Retention Target:** 50% with a stretch goal of 60%
- **2nd  Year (Fall to Spring to Fall) Retention Target:** 30% with a stretch goal of 40%

**Standard 5:** Graduation and Transfer

- **Graduation Rate:** Percent of students who complete degree or certificate within 150% of normal time to completion = 39%
- **Transfer Rate:** Percent of graduates who  transfer to other institutions of higher learning = 18%
- **Workforce Rate:** Percent of CTE graduates who transition into the workforce = 50% with a stretch goals of 63%
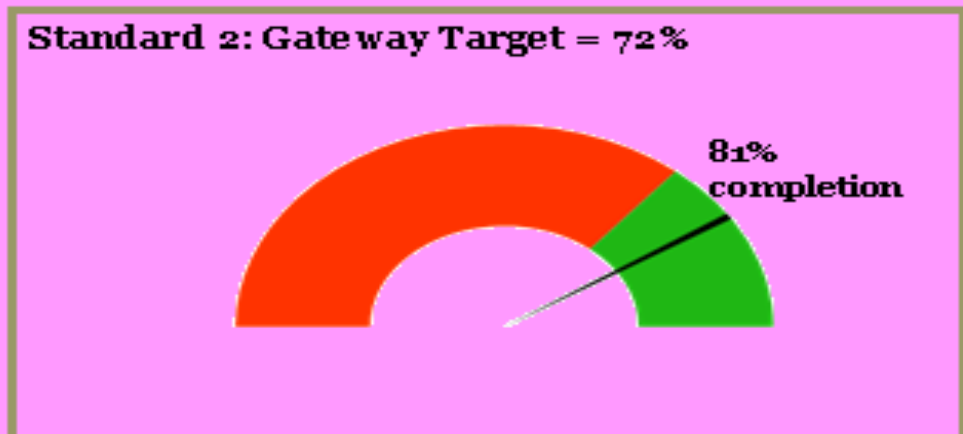
# *Student Achievement Targets*

Although the standards will be institutionally assessed on a biennial basis, the targets will be monitored every semester. Below is a sample of the target performance of the first three standards based on data collected for Spring 2015.
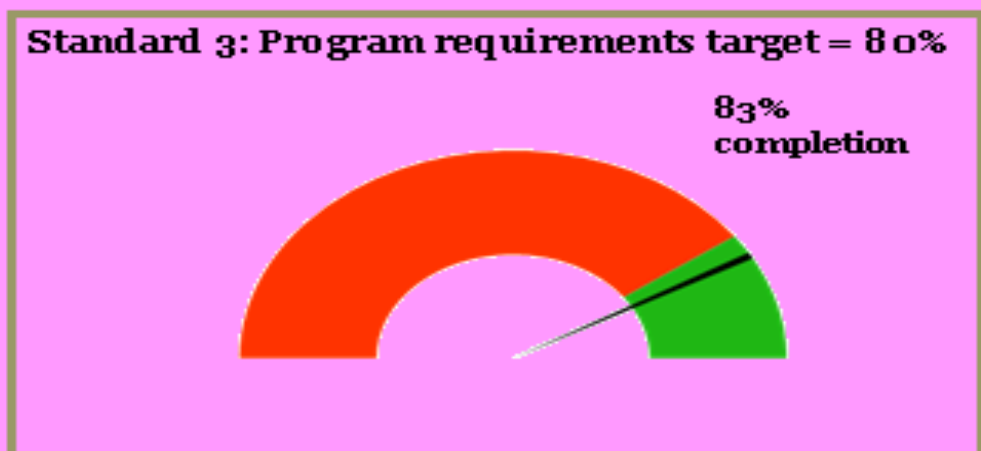
**Does not Meet Standard**

**Standard 1: Developmental target = 70%**

66% completion

**Meets the Standard**

**Standard 2: Gateway Target = 72%**

81% completion

**Meets the Standard**

**Standard 3: Program requirements target = 80%**

83% completion
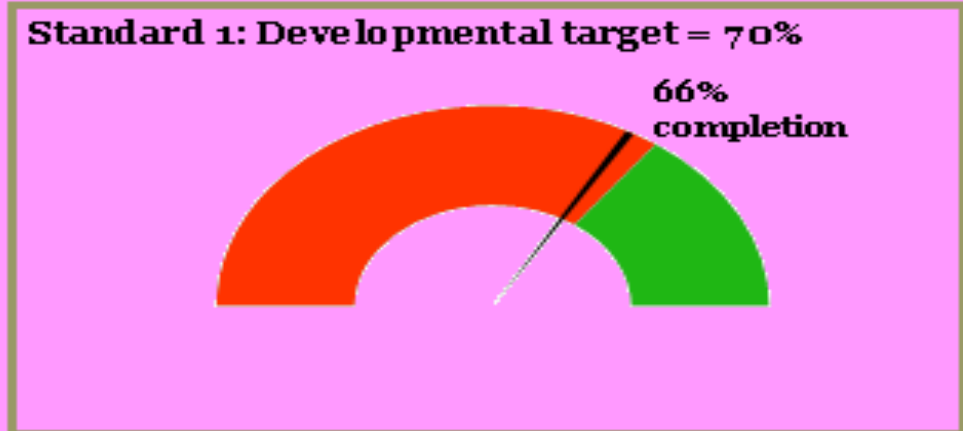
# Financial Data

| American Samoa Community College Budget vs. Expenditure Report 31-Dec-14 | | | | | |
|---|---|---|---|---|---|
| **LOCAL** | **BUDGET** | **ACTUAL EXP.** | **O/S   ENC** | **TOTAL EXP. & ENC** | **BALANCE** |
| Personnel | 6,668,000 | 1,206,626 | - | 1,206,626 | 5,461,374 |
| Supplies | 189,500 | 23,847 | 32,185 | 56,033 | 133,467 |
| Contractual | 195,000 | 61,499 | 4,530 | 66,029 | 128,971 |
| Travel | 167,000 | 87,131 | - | 87,131 | 79,869 |
| Others | 1,031,000 | 338,576 | 32,185 | 370,762 | 660,238 |
| Equipment | 67,000 | 15,770 | -1,376 | 14,394 | 52,606 |
| **TOTAL** | **8,317,500** | **1,733,449** | **67,525** | **1,800,974** | **6,516,526** |
| **GRANTS** | **BUDGET** | **ACTUAL EXP.** | **O/S   ENC** | **TOTAL EXP. & ENC** | **BALANCE** |
| Personnel | 3,221,000 | 565,237 | - | 565,237 | 2,655,764 |
| Supplies | 173,000 | 27,345 | -4,159 | 23,186 | 149,814 |
| Contractual | 257,500 | - | 1,731 | 1,731 | 255,769 |
| Travel | 210,000 | 44,329 | - | 44,329 | 165,671 |
| Others | 698,500 | 133,047 | 31,172 | 164,219 | 534,281 |
| Equipment | 114,000 | 21,133 | 30,333 | 51,466 | 62,534 |
| **TOTAL** | **4,674,000** | **791,091** | **59,077** | **850,168** | **3,823,832** |
| **ENTERPRISE** | **BUDGET** | **ACTUAL EXP.** | **O/S   ENC** | **TOTAL EXP. & ENC** | **BALANCE** |
| Personnel | 117,000 | 19,809 | - | 19,809 | 97,191 |
| Supplies | 9,000 | 1,197 | - | 1,197 | 7,804 |
| Contractual | 0 | - | - | - | - |
| Travel | 10,000 | - | - | - | 10,000 |
| Others | 31,000 | 3,003 | -489 | 2,514 | 28,486 |
| Equipment | 8,000 | - | - | - | 8,000 |
| **TOTAL** | **175,000** | **24,008** | **-489** | **23,519** | **151,481** |
| **GRAND TOTAL** | **13,166,500** | **2,548,548** | **126,113** | **2,674,661** | **10,491,839** |

| American Samoa Community College Budget vs. Expenditure Report 31-Mar-15 | | | | | |
|---|---|---|---|---|---|
| **LOCAL** | **BUDGET** | **ACTUAL EXP.** | **O/S   ENC** | **TOTAL EXP. & ENC** | **BALANCE** |
| Personnel | 6,668,000 | 2,559,514 | - | 2,559,514 | 4,108,486 |
| Supplies | 189,500 | 83,322 | 197,416 | 280,737 | -91,237 |
| Contractual | 195,000 | 73,227 | 19,615 | 92,842 | 102,158 |
| Travel | 167,000 | 166,908 | 35 | 166,943 | 57 |
| Others | 1,031,000 | 505,645 | 140,026 | 645,671 | 385,329 |
| Equipment | 67,000 | 34,413 | 20,724 | 55,138 | 11,862 |
| **TOTAL** | **8,317,500** | **3,423,029** | **377,816** | **3,800,846** | **4,516,654** |
| **GRANTS** | **BUDGET** | **ACTUAL EXP.** | **O/S   ENC** | **TOTAL EXP. & ENC** | **BALANCE** |
| Personnel | 3,221,000 | 1,275,663 | - | 1,275,663 | 1,945,337 |
| Supplies | 173,000 | 56,492 | 81,601 | 138,092 | 34,908 |
| Contractual | 257,500 | 1,731 | 1,188 | 2,919 | 254,581 |
| Travel | 210,000 | 104,450 | 3,060 | 107,510 | 102,490 |
| Others | 698,500 | 373,181 | 178,922 | 552,104 | 146,396 |
| Equipment | 114,000 | 37,112 | 24,524 | 61,636 | 52,364 |
| **TOTAL** | **4,674,000** | **1,848,630** | **289,294** | **2,137,924** | **2,536,076** |
| **ENTERPRISE** | **BUDGET** | **ACTUAL EXP.** | **O/S   ENC** | **TOTAL EXP. & ENC** | **BALANCE** |
| Personnel | 117,000 | 45,418 | - | 45,418 | 71,582 |
| Supplies | 9,000 | 3,113 | 3,000 | 6,113 | 2,887 |
| Contractual | 0 | | | - | - |
| Travel | 10,000 | 7,958 | - | 7,958 | 2,043 |
| Others | 31,000 | 6,426 | 1,564 | 7,990 | 23,010 |
| Equipment | 8,000 | - | 4,142 | 4,142 | 3,858 |
| **TOTAL** | **175,000** | **62,914** | **8,706** | **71,620** | **103,380** |
| **GRAND TOTAL** | **13,166,500** | **5,334,573** | **675,816** | **6,010,389** | **7,156,111** |

# Highlights & Accomplishments

## ASCC Archaeology Students Participate in SCIII

"It inspired me to pursue my future degrees in Archaeology and to become one of the professionals presenting research," enthused American Samoa Community College (ASCC) spring 2014 graduate Lindsay Ailima, describing her participation in the recent Third Samoa Conference (SCIII) at the National University of Samoa (NUS) in late August. Following her graduation from ASCC, Lindsay plans to go on a mission for her church before continuing her college education at the University of Hawaii. While waiting for her mission to begin, Lindsay has taken the opportunity to further her knowledge of Archaeology, a subject which she recently developed a very keen interest in, by joining Dr. David Addison of ASCC; fellow ASCC graduate Nolita Motu, now attending North Dakota State University; and current ASCC student Visesio Hope for the Archaeology component of SCIII.



Archaeology students from American Samoa, including ASCC graduates Nolita Motu and Lindsay Ailma, and current ASCC student Visesio Hope, socialize with colleagues from overseas during the Third Samoa Conference held last month. (Courtesy Photo)

## ASCC Holds 5th Annual LSAMP Science Symposium



Louis Stokes Alliance for Minority Participation 5th Annual Science Symposium held last week at the College. (l-r) Liana Gurr (Tafuna HS), Tiara Drabble (SPA), and from ASCC, Ruta Rppeti, Mona Chang, Evelyn Smith-Atonio, Mine Lilomaiava, and ChastityTuiolosega. *(Photo: J. Kneubuhl)*

Four students at the American Samoa Community College (ASCC), along with two from the local high schools, shared their scientific research and projects during the Louis Stokes Alliance for Minority Participation (LSAMP) 5th Annual Student Science Symposium this past Tuesday, October 28th. The LSAMP program supports students with a serious interest in the STEM (Science, Technology, Engineering and Math) areas, and the symposium provided current LSAMP participants, as well as promising high school students, with an opportunity to showcase the results of their work.

## ASCC Music Instructor Published in NZ Literary Journal

Poe Mageo, music instructor at the American Samoa Community College (ASCC), can now add "published author" to his already impressive list of credentials, after having a short fiction piece published in SPAN 64: Journal of the South Pacific Association for Commonwealth Literature and Language Studies. An academic publication which focuses on postcolonial, neocolonial and diaspora literature in English, mostly from the British Commonwealth nations, SPAN is issued biannually by SPACLALS, a sub-group of the Association for Commonwealth Language and Literature Studies. Widely referenced by literary scholars for its critical articles and book reviews on postcolonial literature of the South Pacific, a typical edition of SPAN will contain eight to ten scholarly articles, one or two book reviews, and a wide selection of poetry and fiction.

ASCC Fall 2014 graduate Miss Lelia Mona Chang was recently chosen as a New Century Scholar through a program sponsored by the Coca-Cola Scholars Foundation, Phi Theta Kappa, and the American Association of Community Colleges. Miss Chang, currently working for a semester, will begin classes at UH Manoa this fall towards her Bachelor's degree in Biology. (Photo: Katrina Garcia)

# ASCC Graduate Chosen as New Century Scholar

Fifty community college students from the United States and American Samoa have been named 2015 New Century Scholars – receiving a total of $100,000 in scholarships. The New Century Scholars Program is sponsored by the Coca-Cola Foundation, Coca-Cola Scholars Foundation, Phi Theta Kappa, and the American Association of Community Colleges. The New Century Scholars program and All-USA Community College Academic Team, which is sponsored by Follett Higher Education Group and presented by USA TODAY and Phi Theta Kappa, share a common application and together recognize outstanding community college students. More than 1,700 students from more than 1,000 community colleges were nominated for this recognition.

Among the factors considered by the judges for the scholarship were each nominee's grades, leadership, activities, and most importantly, how they extend their intellectual talents beyond the classroom. The student from American Samoa deemed to best fit this criteria is ASCC fall 2014 graduate Miss Leli'a Mona Chang, who is currently spending a semester working for the College in its Financial Aid Office before she begins classes this fall at UH Manoa towards a Bachelor's degree in Biology.

Miss Chang, 23, who is of Samoan, Tongan, Chinese and Niuean ancestry, hails from American Samoa and attended Manumalo Baptist Academy, but completed high school on the island of Vava'u in Tonga. After high school, she came very close to beginning college in New Zealand before fate, in the form of her passport, directed her back to American Samoa. "I was offered a full-ride scholarship to the University of Canterbury in Christchurch, New Zealand because I caught their attention with my Biology Research Paper, 'The Effect of Phototropism on Mung Beans,'" she explained, "but I found out that I wasn't eligible for it because I had an American passport and the scholarship was only for Tongan passport holders. So instead, I returned to American Samoa and enrolled in ASCC.

# 10 ASCC Students Awarded Asian & Pacific Islander American Scholarships



Students at the American Samoa Community College (ASCC) can now access a new financial resource in the form of the Asian & Pacific Islander American Scholarship Fund (APIASF). On Friday, March 6th, ASCC held a recognition ceremony for the first ten students from the College to receive this award. APIASF received applications, advertised in the ASCC in-house publication 411 between July and October of last year, and last month the organization announced the award recipients from ASCC. APIASF stipulates that these students must apply their award of $2,500 each to educational expenses/cost of college attendance (i.e. the cost of tuition, fees, housing, local transportation, books and allowable expenses).

The initial ten ASCC recipients of the scholarship are Kimberly Duterte, Uperesa Fakava, Kimberly Iosefo, LeOndre Leau, Anne-Marie Seui, Dominic Shimasaki, Ina Tupufia, Siuila Frances Uele, Suitonu Ofisa and Imelda Te'o. At the recognition ceremony, organized by the ASCC Student Services Division, the group received commendations from ASCC Acting President Dr. Rosevonne Pato, ASCC Vice President of Academic and Student Affairs Dr. Kathleen Kolhoff-Belle, and APIASAF President and Executive Director Mr. Neil Horikoshi. Though not physically present, Mr. Horikoshi conveyed his greetings and congratulations all the way from Washington, D.C. via the internet.

## LBJ M.D. Ledua to Speak at 61st ASCC Commencement

On Friday, December 12th, the American Samoa Community College (ASCC) will hold its 61st Commencement Ceremony at 10 a.m. in the College Gymnasium. The ASCC Division of Student Services places this semester's tally of perspective graduates at 144, with the final count depending on examination results. Hon. Gov. Lolo Moliga has been invited to provide Special Remarks. Other honored guests will include Rev. Dr. Leanavaotaua Sekuini Seva'aetasi, Chairman of the Board of Higher Education, and Rev. Kalepo Vaitautolo, ASG Financial Aid Board Chairman. Very Rev. Monsignor Father Viane Etuale-V.G. will give the opening Invocation and closing Benediction.

Born in Fiji, Dr. Ledua's wide range of education has included training in his homeland, New Zealand and Australia. His earliest professional experience dates back to the 1990s while serving in the Fiji Military, where he rose to the rank of Major. While serving at the Fiji Military Hospital in Suva, eventually as Chief Medical Officer and Commanding Officer, he concurrently spent a year as Senior Medical Officer of the United Nations Interim Force (UNIFIL) Hospital in Qana, Lebanon from 1994 to 1995. Dr. Ledua spent the second half of the 1990s as a civilian Orthopedist in several Fiji Hospitals before starting work at LBJ in 2003. Since then, in addition to overseeing his department he has also served in administrative capacities including Vice Chief of Staff between 2010 and 2012, Acting Chief Executive Officer on several occasions, and Chief Medical Officer from 2012 to 2013.

# ASCC Graduate Banquet Celebrate Scholastic Achievement

The Division of Student Services at the American Samoa Community College (ASCC) holds its Graduate Banquet each semester several days prior to the official Commencement Ceremony. The Banquet gives the pending graduates an opportunity to enjoy a social occasion where members of their class receive recognition for outstanding scholastic achievements. The fall 2014 Banquet took place this past Wednesday, December 10th, at Seafood Restaurant, and highlighted the accomplishments of the most recent group of young men and women transitioning from ASCC into the next phase of their academic or professional careers.

With student Princess Auava'a serving as the evening's MC, and student Peter Mata'utia leading the opening prayer, Vice President of Academic and Student Affairs Dr. Kathleen Kolhoff-Belle welcomed the students by congratulating them and wishing them well on behalf of the entire ASCC administration, faculty and staff. Representing the Alumni Association, Mrs. Amio Luvu and Mr. Evile Feleti announced the recipients for this semester's outstanding achievement awards as Lelia Mona Chang for Science, Anna Elizabeth Taimane Iosefo for Math, Patricia Tofilau for English and Anna Imelda Afoa for Samoan Studies.

On behalf of the Business Department, Mr. Ioapo Taua'i recognized Miranda Galo as this semester's student with outstanding achievement in Business. Community & Natural Resources representative Mrs. Pauline McFall continued with awards for exemplary scholarly performance for Jacinta Uelese and Meighen Fanolua, followed by Fine Arts chairman Kuki Tuiasosopo announcing the Fine Arts Award recipients as Irae Fuimaono, Jasmine Muasau, Ruta Ropeti and Molly Asifoa. Angelique Ma'ae represented the American Samoa College Research Foundation (ASCRF) to present its award

for outstanding achievement to Anna Elizabeth Taimane Iosefo, and also to recognize ASCRF Student Organization graduates Athena Fa'anoi Lefano Savali, Ching-Ho Malua Hunkin, Jasmine Muasau, and Lana Toia.

Samoan Studies Institute chairman Teleiai Christian Ausage announced this semester's students with exemplary accomplishments as Anna Imelda Afoa, Toni-Marie Hollister and Lana Toia. On behalf of the Teacher Education Department, Mrs. Feleni Petelo recognized this semester's three graduates with Bachelor in Education degrees, Amarantos Faalevao, Lene Matila-Chanel, and Vanila Ta'ai.

On behalf of SGA Coordinator Maxine Tuiolemotu, Student Representative to the Board of Higher Education Jessebeth Ropeti, along with Archivist Princess Auva'a next announced the Student Government Association (SGA) Award of Recognition going to former members in recognition of their services. For fall 2012 to spring 2013, SGA awards went to Irae Fuimaono, Filemoni Faleali'i, and Peter Mata'utia, while the recipients for service from fall 2013 to spring 2014 were Lana Toia, Athena Savali, Mereina Laumatia, Arona Toalepai, and Tony Bishop. The SGA also presented Dr. Kolhoff-Belle with a gold "thank you" plate and a personalized coffee cup for "endless support, words of wisdom, and inspiration."

Dean of Student Services Dr. Emilia Le'i provided the closing remarks, wishing the graduates a bright and prosperous future, and Dr. Repeka Nuusa led everyone in prayer to end an enjoyable evening.

# V: Grant Community Highlights

## Former ASCC MSP Students Continue Research, Community Service

Students often wonder where their chosen paths will take them after their time at the American Samoa Community College (ASCC). With so many options available to them today, the possible pathways are endless, and these choices can feel overwhelming. Several former ASCC students returned home for the summer, each of them currently pursuing a Bachelors or Masters degrees in Marine Science at the University of Hawai'i at Hilo (UHH), and they shared the positive experiences that have resulted from their choice to enter the field of Marine Science.

June Fuifatu graduated from ASCC in 2011 with an AA in Liberal Arts, and transferred to UHH in 2012. She interned this summer at the American Samoa Power Authority Archeology Lab, an opportunity funded through the Highly Engaged Learning Program. "I got interested in Marine Science when I took a Special Project class and conducted research on coral reefs," she recalled. June subsequently applied this knowledge to historic artifacts such as fishhooks, fish traps, and fish bones, which was her introduction to Maritime Archeology, a field that UH offers several courses in. "My educational goal is to get my BA in Marine Biology and then a Masters degree in Marine Science," said June. "I want to return to the island and assist in protecting our coral reefs and our ocean which gives us so much."

Charles Miller interned this summer at the National Marine Sanctuary of American Samoa (NMSAS) as part of the NMSAS scholarship to support his pursuit of a Bachelors degree in Marine Science. While interning with NMSAS, Charles coordinated the Ocean Star summer camp program for middle school students, facilitating all camp activities. A former Criminal Justice major, Charles took MSC280 (Marine Science Special Projects) and completed the Quantitative Underwater Ecological Survey Techniques (QUEST) field program to earn credit for MSC280, both of which sparked his interest in Marine Science.

Natosha Ripley also interned with the NMSAS while on summer break from pursuing her Masters degree in Marine Science from UHH. While earning her Associates of Science in Natural Resources from ASCC, Natosha took MSC160 (Natural Marine Resources) as a required course, which led her to additional courses and a Marine Science Program (MSP) internship. Take advantage of any Marine Science classes, programs, and workshops!"

she advises interested students. "Volunteer and search for internships with any departments or agencies associated with Marine Science." As part of her internship, Natosha worked with NMSAS research/scientist Dr. Wendy Cover at Fagatele Bay in the Sanctuary Climate Monitoring Project, helped the other interns with their tasks in the Ocean Star Program, gave tours at the Ocean Center, and helped plan the Hokule'a and Hikianalia arrivals that the NMSAS hosted.

Leilua Willis Watson, the third NMSAS summer intern, graduated from ASCC this spring with an AA in Marine Science. "Marine Science is one of the most challenging majors at UHH," she reflected. "The professors challenge you because they want you to succeed and carry on the work they've started." Leilua reflected that her interest in Marine Science came quite naturally. "I've always been surrounded by the ocean and always interested in it," she said. Leilua advises ASCC interested in the field to "stay focused, because marine science isn't an easy major." Leilua hopes to one day work for the NMSAS as a way of giving back to her community.

Valentine Vaeoso, recipient of the Marine Science scholarship funded by the Governor's Coral Reef Advisory Group and the Western Pacific Regional Fisheries Management Council, interned over the summer with the Department of Marine and Wildlife Resources). In addition to assisting with DMWR programs, Valentine also worked with Dr. Thomas Oliver, a UH researcher conducting coral studies. After several weeks learning research techniques from Dr. Oliver, Valentine successfully conducted coral temperature-tolerance experiments on two local coral species using water tanks with controllable temperature set up at the ASCC MSP wet lab. Results from this research can help determine which corals will be most likely to survive in warmer ocean temperatures.

Rex Lokeni, recently highlighted in Samoa News as the first Samoan crew member on the Hokule'a, is the fourth summer intern with NMSAS. Rex also started out as a Marine Science student at ASCC. "Everyday life on an island has to do with the ocean, and I want to learn to preserve it," explained Rex of his interest in the field.

These stories illustrate some of the pathways open to ASCC students interested in Marine Science. If any current or future students would like more information, they can contact Sea Grant Extension Agent Kelley Anderson Tagarino at 699-3353/258-2967 or email her at KelleyAT@hawaii.edu

## ASCC-CNR EFNEP Takes Healthy Cuisine to Community

The Community & Natural Resources (CNR) Division of the American Samoa Community College (ASCC) offers a number of regular classroom courses for students, but its staff also makes regular excursions into the community to make learning available to the general public. One such community-oriented initiative is the Expanded Food Nutrition Education Program (EFNEP), which involves CNR staff taking information on nutrition, healthy cooking, and healthy lifestyles directly to American Samoa's villages, community groups, public centers and businesses.

"Our goal is to provide nutrition education to the low-income families with young children who want to learn to improve their quality of life," explained Acting EFNEP Program Manager Mrs. Rebecca Fiame. "We teach individuals or groups basic nutrition concepts, food buying skills, proper food storage, sanitation, and management of available resources and food stamps, and give cooking demonstrations promoting the use of local produce." Mrs. Fiame and her colleagues can usually be found in villages sharing this knowledge with mothers of young children who spend most of their time at home. They also make regular visits to public locations such as the Food Stamp Office, with the goal of helping recipients make economical and healthy use of their resources.
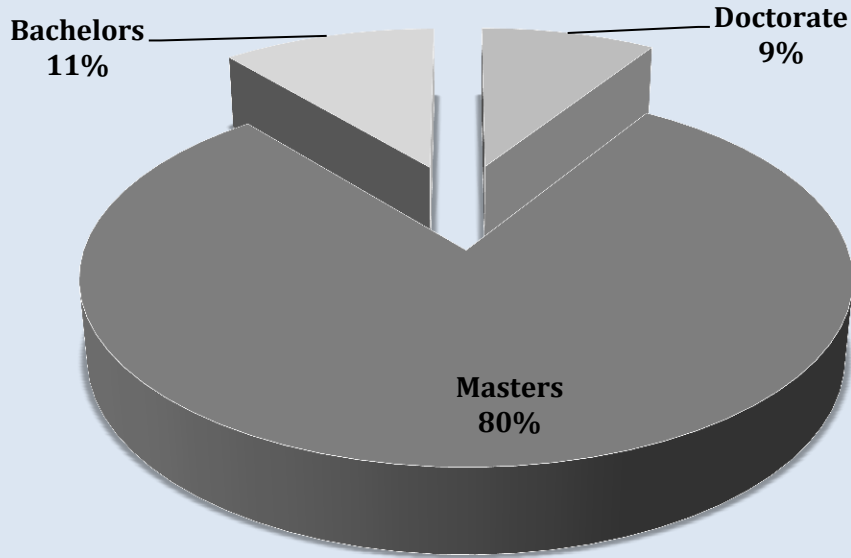


Mrs. Rebecca Fiama of the ASCC/CNR shares the EFNEP message about nutrition and healthy eating with Tutuila school children. (Photo: D. Helsham/CNR)

Mrs. Rebecca Fiame (right) of ASCC/CNR does in ain-store food demonstration and survey as part of the EFNEP team's mission to directly inform the public about nutrition and healthy eating. (Photo: D. Helsham/CNR)
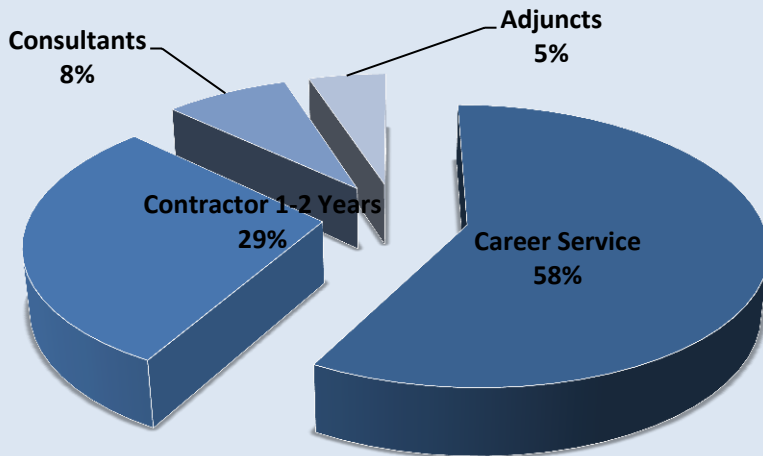
# ASCC Personnel

## Faculty Credentials

Bachelors
11%

Doctorate
9%

Masters
80%

## Summary of Personnel for FY 2015 1st Quarter

Consultants
8%

Adjuncts
5%

Contractor 1-2 Years
29%

Career Service
58%

| Summary of Personnel for FY 2015 1st Quarter | | |
|---|---|---|
| Career Service | 174 | 58% |
| Contractor 1-2 Years | 87 | 29% |
| Consultants | 25 | 8% |
| Adjuncts | 16 | 5% |
| **Total Personnel** | **302** | **100%** |

| No. of Vacant Positions | 17 |
|---|---|
| No. of Budgeted Positions | 327 |
| No. of JTPA | 0 |

# Institutional Committees and Chairs

**Board of Higher Education**
Rev. Dr. Leanavaotaua Sekuini Seva'aetasi

**Leadership Triangle**
Dr. Seth Galea'i, President

**Leadership Team**
DrRosevonnePato, VP of Academic and Student Affairs
Mr. MikaeleEtuale, VP of Administrative Services

**Data Committee**
Ms. Grace Tulafono, Chief information Officer

**IPECC**
Mr. Sonny Leomiti, Director of institutional Effectiveness
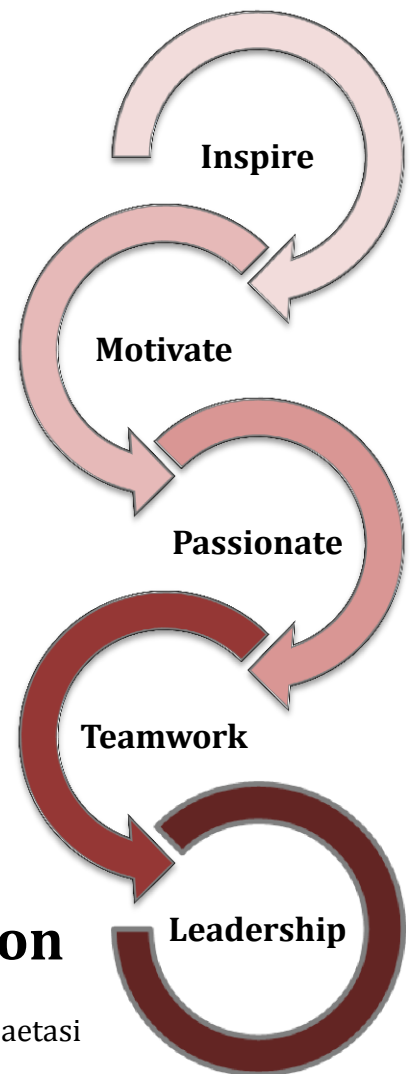
**Faculty Senate**
Mr. Poe Mageo, Faculty

**Curriculum Committee**
Mrs. Evelyn Fruean, Associate Dean of Academic Affairs

**Marketing Committee**
Mrs. LetupuMoananu, Dean of Academic Affair



Inspire

Motivate

Passionate

Teamwork

Leadership

# Board of Higher Education

Chairman Rev. Dr. LeanavaotauaSekuiniSeva'aetasi

Vice Chairman Fanuatele Dr. To'afaVaiaga'e

Member HC Tauili'iliLauifi

Member Vaitinasa Dr. SaluHunkinFinau

Member Monsignor VianeEtuale

Member Dr. Annie Fuavai

Member Rev. Elder Dr. Si'ulagiSolomona Jr.

Student Representative Member

# Leadership Team

**ASCC President:**
*Dr. Seth Galea'i*

**Vice President of Academic & Student Affairs:**
*Dr. RosevonneMakaiwi-Pato*

**Vice President of Administrative Services:**
*Mr. MikaeleEtuale*

**Dean and Director of Community &Natural Resources:**
*TC Tapa'au Dr. Dan Aga*

**Dean of Academic Affairs:**
*Mrs. LetupuTauanu'u-Moananu*

**Dean of Student Services:**
*Dr. Emilia Sabado-Le'i*

**Dean of Trades & Technologies:**
*Mr. Michael Lea'u*

**Chief Financial Officer:**
*Mrs. EmeySilau-Toa*

**Dean of Teacher Education:**
*Dr. Lina Galea'i-Scanlan*

**Chief Information Officer (MIS):**
*Ms. Grace Tulafono*

**Director of ASCC Research Foundation:**
*Mrs. MatesinaAseta-Willis*

**Director of Samoan Studies Institute:**
*Mrs. KesetaOkenaisaFauolo-Mani*

**Director of Institutional Effectiveness:**
*Mr. Sonny J. Leomiti*

**Director of Admissions, Records &Financial Aid:**
*Mrs. Sifagatogo S. Tuitasi*

**Director of HRO:**
*Mrs. SereimaSitanilei-Asifoa*

**Director of AELEL:**
*Mr. FaleTauvela*

**Director of Learning Resource Center:**
*Mr. Elvis Zodiacal*

**Director of Small Business Development Center:**
*Mr. Herbert Thweatt*

**Director of UCEDD:**
*Ms. TafaimamaoTupuola*

**Director of Physical Facilities & Maintenance:**
*Mr. LoligiSeumanutafa*

**Director of Student Support Services:**
*Ms. Annie Panama*

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