

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. Seth Galea'i <s.galeai@amsamoa.edu> on 04/22/2014. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



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

**2014 Annual Report**

**Final Submission**

04/22/2014

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

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Kathleen Kolhoff
3.	Phone number of person preparing report:	684-699-2182
4.	E-mail of person preparing report:	k.kolhoff@amsamoa.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.amsamoa.edu/catalog/2012-2014/General_Information.pdf">http://www.amsamoa.edu/catalog/2012-2014/General_Information.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.amsamoa.edu/catalog/2012-2014/General_Information.pdf">http://www.amsamoa.edu/catalog/2012-2014/General_Information.pdf</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 1,489 Fall 2012: 1,795 Fall 2011: 2,042
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	1,211
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	278
9.	Number of courses offered via distance education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: n/a Fall 2011: n/a

13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	Yes
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### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2013 semester:	74%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>N/A</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>N/A</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	N/A	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	243									
16b.	Number of students who received a degree in the 2012-2013 academic year:	237									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	6									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	43									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No									
18b.	If yes, please identify them:	n/a									
19a.	Number of career-technical education (CTE) certificates and degrees:	31									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	5									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2									

19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2																
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																	
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Registered Nursing</td> <td>3801</td> <td>national</td> <td>50 %</td> <td>0 %</td> </tr> <tr> <td>Practical Nursing</td> <td>3999</td> <td>national</td> <td>50 %</td> <td>52 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Registered Nursing	3801	national	50 %	0 %	Practical Nursing	3999	national	50 %	52 %		
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Registered Nursing	3801	national	50 %	0 %														
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:																	
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22.	Please list any other institution set standards at your college:																	
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23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).																	
	<table border="1"> <tr> <td>ASCC faces a critical problem with underprepared students. Recent high school graduates would often spent up to two years trying to complete remedial courses before they could enroll in college-level courses. This created problems not only with persistence and success rates, but with changing financial aid limits. Under the previous "English Language Institute" program, pass rates for Reading, Writing and Math averaged in the low 40s. This information was brought forward during an assessment review cycle, deemed unacceptable, and the college took action to improve the program. ASCC revamped the old ELI curriculum into CAPP -- College Accelerated Preparatory Program, which is an intensive and focused remedial effort. Reading, writing and math classes meet daily for seven weeks (similar to the traditional summer school schedule), with mandatory lab and tutoring support. Students are now moving through the remedial curriculum in half the time and the success rate has improved to 62-65% for math and 72-75% for Reading and Writing.</td> </tr> </table>	ASCC faces a critical problem with underprepared students. Recent high school graduates would often spent up to two years trying to complete remedial courses before they could enroll in college-level courses. This created problems not only with persistence and success rates, but with changing financial aid limits. Under the previous "English Language Institute" program, pass rates for Reading, Writing and Math averaged in the low 40s. This information was brought forward during an assessment review cycle, deemed unacceptable, and the college took action to improve the program. ASCC revamped the old ELI curriculum into CAPP -- College Accelerated Preparatory Program, which is an intensive and focused remedial effort. Reading, writing and math classes meet daily for seven weeks (similar to the traditional summer school schedule), with mandatory lab and tutoring support. Students are now moving through the remedial curriculum in half the time and the success rate has improved to 62-65% for math and 72-75% for Reading and Writing.																
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### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning

support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	277
	b.	Number of college courses with ongoing assessment of learning outcomes	132
	Auto-calculated field: percentage of total:		47.7
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	48
	b.	Number of college programs with ongoing assessment of learning outcomes	48
	Auto-calculated field: percentage of total:		100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	17
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	17
	Auto-calculated field: percentage of total:		100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	not yet available	
28.	Number of courses identified as part of the GE program:	13	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	13	
32.	Number of Institutional Student Learning Outcomes defined:	5	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	60%	
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>The ASCC community received regular updates on SLO and ILO progress during the week of Faculty Orientation at the beginning of each semester.</p>		

Throughout the semester, the Curriculum Committee and the Assessment Planning Core Committee provide information to faculty and administration.

**Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.**

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

ASCC benefits from its relatively small size. Nearly all faculty and many administrators have been involved in the discussions and decisions regarding not just alignment, but the entire SLO proces. The biggest impacts have been with the previously described CAPP program for developmental and with the third and fourth year courses of the B.Ed. program.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

This process is still evolving at ASCC. There is considerable discussion among faculty, staff and administration; students are made aware of SLO assessment through course syllabi and interaction with instructors, but there is not yet a widespread concern for or understanding of the issue in the larger community.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

All departments have completed assessment plans. Dialog regarding assessment, including data collection and interpretation of results, is an on-going topic of discussion at the College's Curriculum Committee meetings, at the Standard 2 Self Study subcommittee meetings, and during the Faculty Orientation workshops at the beginning of each semester. In addition, ASCC has provided professional development opportunities for faculty and key administrators to improve SLO/assessment practices.

39. Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

The B.Ed. program was developed with a focus on student learning, achievement and institutional effectiveness. It was the model for development and implementation of assessment practices for ASCC's other academic programs. B.Ed. students have a very clear and detailed map of expectations and achievements, which is aligned to practical experiences and actual classroom needs. At the other end of the spectrum, the CAPP program was ASCC's first major program change based on assessment data. At the time of the SLO presentation to the faculty, there was a better understanding of the problem and agreement that immediate action was necessary. A task force was convened to develop the CAPP program,

	funding was secured and the program was implemented. Results document significant student improvements under CAPP.	
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**Substantive Change Items**

**NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 1 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Scope and/or Name
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Name change to reflect addition of Baccalaureate program

**Other Information**

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	none
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	none
43.	List all of the institution's instructional sites out of state and outside the United States:	none

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

If you need additional assistance, please contact the commission.

Sincerely,

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10 Commercial Blvd., Suite 204  
Novato, CA 94949  
email: [support@accjc.org](mailto:support@accjc.org)  
phone: 415-506-0234