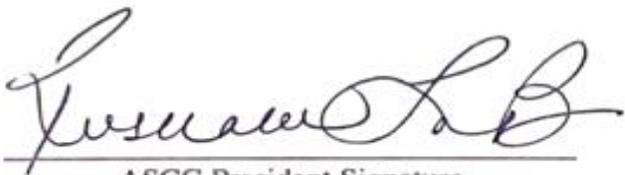




American Samoa Community College

Participatory Governance Structural Manual


ASCC President Signature


Date of Amended Approval

Purpose of Participatory Governance

The purpose of this manual is to describe the principles of participatory governance and the structure for making decisions at the American Samoa Community College (ASCC). This manual encompasses the primary facets of the American Samoa Community College's decision-making processes which includes:

- The principles of participatory governance that organize the College's operating agreements/shared governance;
- The type of groups that develop recommendations to ensure the planning for institutional effectiveness; and,
- The roles and responsibilities of its constituent groups in the implementation, assessment, and evaluation of institutional effectiveness for continuous improvement.

This manual represents ASCC's collegial consultation structure and procedures for decision-making in accordance to Chapter One (1) Board Policies which follow:

Policy 1000- Mission and Vision, Goal(s), Objectives:

Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what cost).

The College mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.

The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members regularly monitor and measure progresses with regard to achievement of its official vision and mission statements.

Vision – The American Samoa Community College holds as its central theme Sailsi Le Atamai or to Seek Knowledge. Our journey pushes us forward to achieve our mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

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

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

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

Policy 1001- College Organizational Structure:

- A. American Samoa Community College shall prepare and publish major organization, department and division charts for the purpose of communicating reporting relationships and functional responsibilities of its employees and more specifically of its management structure. The President shall establish organizational charts that delineate lines of responsibilities, and general duties of employees within the College.*
- B. The Board and President shall have exclusive authority to approve and authorize the major and associated organization charts of the College.*

Policy 1002- College Organization Charts:

- A. The College's organizational charts shall be made available to all division supervisors and the College website. The major organizational chart will be updated as assessed. Divisional organization charts shall be approved to*

include changes by the President and appropriate Vice President and a final approval and copy filed with the President's Office.

Policy 1003- Board Policy and College Regulations/Procedures:

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

Policy 1003.1- College Regulations/Procedures:

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

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

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

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

Definitions:

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

Institutional Assessment and Program Review:

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

Assessment Process:

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

Table of Contents

Purpose of Participatory Governance	2
Section I: Introduction	5
Section II: ASCC Vision	5
Section III: ASCC Mission	5
Section IV: Institution Learning Outcomes	5
Section V: Participatory Governance Core Values	6
Section VI: Constituent Roles in Governance and Decision-Making	6
Section VII: Types of Decision-Making Groups	7
<i>Governance Groups</i>	7
<i>Operational Groups</i>	8
<i>Task Force Groups</i>	11
Section VIII: Roles and Responsibilities of Constituent Groups	11
Section IX: Program Review	11
<i>Institutional Program Review</i>	11
<i>Divisional Program Review</i>	12
Section X: Assessment of Student Learning and Achievement	12
<i>Institutional Learning Outcomes</i>	13
<i>Institutional Student Achievement Standards</i>	13
Section XI: ASCC Organizational Chart and Communication Protocol	13
Section: XII: President’s Authority	13

I. Introduction:

This document maps the American Samoa Community College's approach to governance and decision-making to reflect a participatory process amongst Board members, faculty, staff, administration, and students. The various partnerships of internal stakeholders, through participation in defined constituent groups, are committed to the best interest of the College's students and are unified by ASCC's Vision, Mission, Core Values, and Institutional Learning Outcomes to assure that student success is the focus of all institutional priorities.

This document describes the governance and decision-making processes that ASCC utilizes, as well as the opportunities for meaningful dialogue and collaboration by constituent groups towards making sound decisions. This document includes the purpose, membership and reporting structure.

II. ASCC Vision:

The American Samoa Community College holds as its central theme "Saili le Atamai" or to "seek knowledge." Our journey pushes us forward to achieve our mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

III. ASCC Mission:

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

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

- **S**uccessful entry into the workforce
- **T**ransfer to institutions of higher learning
- **A**wareness of the Samoan Culture and the Pacific
- **R**esearch and extension in human and natural resources

IV. Institutional Learning Outcomes:

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

1. Effective Communicators: ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies.
2. Quantitative Competent Individuals: ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, or proprietary information.
3. Critical Thinkers: ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternative strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.
4. Global Citizens: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.

5. Responsible Leaders: ASCC graduates act with integrity and take ethical and equitable responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.

V. Participatory Governance Core Values:

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

1. Student Centeredness: ASCC commits to provide high quality programs and services focusing on student learning. Leaders and members of all constituent groups are committed to:
 - Provide instructional programs and courses of highest quality, regardless of mode of delivery, location or level;
 - Promote academic integrity, scholarship, and empowerment.
2. Respect for Diversity: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality in life. Leaders and members of all constituent groups are committed to:
 - Promote diversity in education needs of the community and to assist individual students in realizing their maximum potential in a setting of cultural changes;
 - Promote opportunities, access, and equity.
3. Collaboration and Teamwork: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth. Leaders and members of all constituent groups are committed to:
 - Focus on proactive and innovative initiatives for student success.
4. Respect for Tradition and Culture: ASCC embraces cultural heritage, traditions, language, and customs and their impact on education and research. Leaders and members of all constituent groups are committed to:
 - Understand its role as an essential component of the economic growth of American Samoa.
5. Lifelong Learning: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth. Leaders and members of all constituent groups are committed to:
 - Nurture the environment where students will acquire marketable skills, develop self confidence, widen their interests, come to value the search for truth, deepen an appreciation for cultural diversity, and equipped to cope with their own social challenges. Individual student growth in this area is the paramount goal.

ASCC strives to improve its governance and decision-making processes, which are based on recognition of and respect for the interrelationships of its constituents.

VI. Constituent roles in Governance and Decision-Making:

Provided are descriptions of constituents and their respective roles in decision making:

1. Board of Higher Education: The Board's role in decision-making is to determine policies and to serve as the governing and fiduciary body for the American Samoa Community College. The Board of Higher Education's ultimate responsibility is that the Mission of the College is fulfilled and that financial resources are sufficient for the continuous improvement and expansion of the College's educational programs and services.
2. President: In accordance to Policy 3001, the President's Role is the Chief Executive Officer (CEO) of the College and serves as an ex-officio member to the Board. The President is the Board's single official link to the operations of the College. The Board hires the President for the administration of the College to develop a system of rules, procedures, and guidelines necessary to implement the Board's policies consistent with all applicable laws.
3. Students: The role of students in decision-making is to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations. Students are represented through the Student Government Association.

- The student body elects the President of the Student Government Association, the officers and the representatives.
 - A student representative is also elected by the student body (*all enrolled*) students to serve a one-year term as a Trustee on the Board of Higher Education.
4. **Faculty:** Full-time and adjunct faculty members may provide policy recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate.
 - Faculty and adjunct faculty elect Senator(s) to serve in the Faculty Senate. Faculty Senate elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate’s by-laws.
 5. **Staff:** Staff members may provide policy recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations.
 6. **Administrators:** The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in their job descriptions. Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to their functions. In addition, administrators are responsible for:
 - Planning and implementing standing procedures aligned accordingly to their department/program mission and/or outcomes.
 - Monitoring and assessing (Program Review) their outcomes, goals, objectives, activities, and department/program functions to determine department/program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
 - Developing an annual preliminary budget for their operations based on data and analyses that will result in continuous improvements.
 - Participating in the hiring processes for potential employees in accordance to expertise and qualifications.
 - Supervising and evaluating the performance of their personnel to assure that established outcomes, goals, objectives, activities, and department/program functions are acceptably met.
 - Providing consultation and technical expertise to internal and external stakeholders regarding department/program mission and outcomes.
 - Administrators’ recommendations regarding divisional operations follow the ASCC’s Organization Chart on communication protocol.

VII. Types of decision-making groups that provide recommendations:

The American Samoa Community College ensures that effective communication reflects sound decision-making processes with emphasis on inclusiveness and transparency for its constituencies. Members of all constituencies provide essential input to the dialogue on Mission effectiveness with a focus on the quality of the College’s educational programs and services. Listed below are the different groups and their functions defined by purpose, composition, and outcomes.

1. **Governance Groups:** Consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Executive Leadership, President’s Advisory Council (PAC), Accreditation Steering Committee, and Institutional Planning Committee.

Governance Group:	Purpose:	Outcome:	Members:
Executive Leadership Reporting Protocol: President	<ul style="list-style-type: none"> • To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission. 	<ul style="list-style-type: none"> • ASCC Procedural Manual updates in alignment with ASCC policies; • Institutional Set Achievement Standards; 	<ul style="list-style-type: none"> • President • Vice President of Academic Community & Student Affairs • Vice President of Administration & Finance • Executive Director of Institutional Effectiveness

		<ul style="list-style-type: none"> • Institutional Learning Outcomes; • Mission Effectiveness. 	
<p>President’s Advisory Council</p> <p>Reporting Protocol: President</p> <p><i>(By-Laws not required for advisory)</i></p>	<ul style="list-style-type: none"> • To advise the President on plans, issues, and challenges. • To implement plans specified by the President congruent to the Mission of the College that may include internal and external stakeholders. 	<ul style="list-style-type: none"> • Outcome is determined based on assigned tasks. 	<ul style="list-style-type: none"> • Vice President of Academic, Community and Student Affairs • Vice President of Administration & Finance • Executive Director of Institutional Effectiveness • Director of Agriculture, Community and Natural Resources • Director of Samoan Studies Institute • Dean of Academic Affairs • Dean of Student Services
<p>Accreditation Steering Committee</p> <p>Reporting Protocol: President</p>	<ul style="list-style-type: none"> • To define and review the institutional processes for accreditation and reporting; • To define and implement the integrated framework for drafting the College’s Institutional Self Evaluation Report (ISER); • To define and review the cycle and timeline for reviewing reports and plans; and • To define and review the steps to address WASC-ACCJC recommendations. 	<ul style="list-style-type: none"> • Compliance to Eligibility Requirements and Commission Policies; • Mission, Academic Quality and Institutional Effectiveness, and Integrity; • Student Learning Programs and Support Services; • Institutional Resources; • Leadership and Governance. 	<ul style="list-style-type: none"> • Accreditation Liaison Officer • Assistant Accreditation Liaison Officer • Vice President of Academic, Community and Student Affairs • Vice President of Administration and Finance • Executive Director of Institutional Effectiveness • Dean of Academic Affairs • Deans of Student Services • Institutional Effectiveness Officer • Program Director of Library Services • Program Director of Counseling and Learning Services • Director of Agriculture, Community and Natural Resources • Director of Samoan Studies Institute • Program Director of Teacher Education • Program Director of Nursing • Program Director of Trade and Technical • Financial Officer • Information Officer • Human Resources Officer
Governance Group:	Purpose:	Outcome:	Members:
<p>Institutional Planning Executive Core Committee</p> <p>Reporting Protocol: President</p>	<ul style="list-style-type: none"> • To plan the process of Program Review; • To monitor the progress of all departments and programs as they undergo the institutional wide Program Review; • To identify and propose recommendations on Strategic Priorities based on Program Review data; • To monitor the implementation of Strategic Priorities through institutional defined data collection mechanisms; • To report biennially on the status of the Institutional Strategic Plan. 	<ul style="list-style-type: none"> • Program Review and Planning Calendar, Instruments, and Processes; • Institutional Strategic Plan; • Biennial Status Report on Mission Effectiveness. 	<ul style="list-style-type: none"> • Dean of Academic Affairs • Dean of Student Services • Director of Agriculture, Community and Natural Resources • Director of Samoan Studies Institute • Executive Director of Institutional Effectiveness (<i>Chairperson</i>) • Program Director of Teacher Education • (2) Faculty Selected by the Faculty Senate

2. Operational Groups: Consists of members who are given the authority by the President to implement institutional functions to carry out the College’s rules and regulations. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Leadership Team, Institution-Set Standard Committee, Core Curriculum Committee, General Curriculum Committee, Assessment Committee, and Resource Committee.

Operational Group:	Purpose:	Outcome:	Members:
<p>Leadership Team</p> <p>Reporting Protocol: Executive Leadership</p> <p><i>(Bi-laws not required for awareness)</i></p>	<ul style="list-style-type: none"> To assure that operational functions and processes are defined, implemented, monitored, and assessed in accordance to policies as defined in their job descriptions. 	<ul style="list-style-type: none"> Program Review of department and program functions: implementation, monitoring, assessment, and evaluation; Assessment of Policies linked to department/program; Mission Effectiveness. 	<ul style="list-style-type: none"> President Vice Presidents Executive Director Deans Directors Academic Program Directors Institutional Effectiveness Officer Service Program Directors and Officers Administrative Services Officers State Directors
<p>Core Curriculum Committee</p> <p>Reporting Protocol: Vice President of Academic and Student Affairs</p>	<ul style="list-style-type: none"> To facilitate the dialogue on Institution-Set Standards; To review all General Education and Program Requirements for all degrees and certificates; To provide recommendations to members of the General Curriculum Committee (GCC) on options and ways to improve and expand academic programs; To provide a calendar and schedule of meetings for the review of the academic catalog for all instructional and academic programs and departments. To provide guidance to the GCC and Student Support Services on curricular issues that may impact academic policies; To provide recommendations to the Dean of Academic Affairs and Dean of Student Services on ways to improve academic services. 	<ul style="list-style-type: none"> The Core Curriculum Committee shall provide written Semester reports to the Dean of Academic Affairs each spring and fall term that will include the Committee’s recommendations on academic policies, curriculum development, and the academic catalog. 	<ul style="list-style-type: none"> Executive Director of Institutional Effectiveness Dean of Academic Affairs Dean of Student Services Program Director of Teacher Education Program Director of Nursing Program Director of Trade and Technical Senior Faculty Representative(s)
Operational Group:	Purpose:	Outcome:	Members:
<p>General Curriculum Committee</p> <p>Reporting Protocol: Core Curriculum Committee</p>	<ul style="list-style-type: none"> To review and approve new or revised courses, program revisions, establishing pre-requisites; To review and approve Student Learning Outcomes; To review and recommend the accurateness of Institutional Set Achievement Standards; To implement, assess, and recommend improvements on academic policies; To review ASCC’s Mission; The Curriculum Committee. 	<ul style="list-style-type: none"> ASCC Catalog; Academic Policies; Institutional Set Achievement Standards; Student Learning Outcomes Mission Effectiveness. 	<ul style="list-style-type: none"> Dean of Academic Affairs Dean of Student Services Executive Director of Institutional Effectiveness Academic and Program Chairpersons (16) ROTC Representative College & Life Planning Representative

<p>Academic Assessment Committee</p> <p>Reporting Protocol: Core Curriculum Committee</p>	<ul style="list-style-type: none"> • To review and monitor the dialogue on assessing student learning outcomes; • To discuss and review student learning outcomes and present findings to the Curriculum Committee; • To identify strengths and weaknesses of current student learning outcomes; • To review the data from Academic Program Review on course learning outcomes; • To initiate the process of developing an appropriate assessment plan for the College; • To present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan; • To monitor ongoing assessment; • To review the College Mission according to SLO findings and present to the Curriculum Committee. 	<ul style="list-style-type: none"> • Analysis of SLOs; • Academic Assessment Processes; • Mission Effectiveness. 	<ul style="list-style-type: none"> • Executive Director of Institutional Effectiveness • Dean of Academic Affairs • Dean of Student Services • Faculty Representatives from Academic Program and Departments (16) • Institutional Assessment Researcher • ROTC Representative • College & Life Planning Representative
<p>Institution-Set Standard Committee</p> <p>Reporting Protocol: Executive Director of Institutional Effectiveness</p>	<ul style="list-style-type: none"> • To establish a processes in which institutional data/information can be collected and released as required by law and as required by our governing agencies in a timely manner; • To collect and release information to the requesting divisions (internally and externally) in a timely manner by setting a data time-schedule (monthly, quarterly, semester, annual); • To collaborate to integrate existing data systems to provide a more accurate, up-to-date, and synchronized reporting; • To provide sound decisions regarding institutional data/information requests, release, collection, reporting, and compliance. 	<ul style="list-style-type: none"> • Data analyses, collection and dissemination. 	<ul style="list-style-type: none"> • Executive Director of Institutional Effectiveness • Dean of Academic Affairs • Dean of Student Services • Core Curriculum and General Curriculum members • Institutional Researcher • Program Director of Counseling • Financial Aid Officer • Admissions Officer • Records Officer • Program Director of Library Services
<p>Resource Committee</p> <p>Reporting Protocol: Vice President of Administration and Finance</p>	<ul style="list-style-type: none"> • To develop sustainable plans (Comprehensive Maintenance Plans) that encompasses a cycle and timeline for all ASCC resources. 	<ul style="list-style-type: none"> • Local, Federal, Accreditation Compliance • Comprehensive Maintenance Plans 	<ul style="list-style-type: none"> • Finance Officer • Information Officer • Physical Facilities Management Officer • Procurement Officer • Human Resources Officer

	<ul style="list-style-type: none"> To plan, monitor, assess, and evaluation the resource needs of the College as well as seeking potential funding through eligible grant programs that may assist the College to address its Institutional Strategic Plan. 		<ul style="list-style-type: none"> Bookstore Officer
--	--	--	---

3. **Task Force Groups:** Are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. These groups are charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

VIII. Roles and responsibilities of constituent groups:

The role of constituent groups in decision-making is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

- Institutional Program Review;
- Institutional Assessment of Student Learning Programs and Services; and,
- Institutional Planning.

IX. Program Review:

ASCC ensures that Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement. The College 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.

Accountability: President

Charge: Executive Leadership

Types of Program Reviews:

1. **Institutional Program Review:** An institutional review of planning processes to provide access to institutional data; to provide assistance in the analysis of data for decision-making and to improve ASCC's operations through Strategic Planning.
 - A. **Assessment Cycle:** Biennially
 - B. **Instrument:** Institutional Program Review Survey
 - a. Review of Instrument: Biennially (Institutional Planning Executive Core Committee)
 - C. **Areas for Review:**
 - a. ASCC Mission Effectiveness
 - b. Student Learning Programs and Services
 - c. Resources
 - d. Governance
 - D. **Participants:** Administrators, Faculty, Students, Staff
 - E. **Focus:**
 - a. Institutional Set Achievement Standards
 - b. Institutional Learning Outcomes
 - c. Review of Institutional Strategic Plan Priorities
 - F. **Procedures and Roles:**
 - a. Dissemination and implementation of Program Review Surveys (Institutional Effectiveness Division);
 - b. Compilation of data summaries (Institutional Effectiveness Division);
 - c. Dissemination of Program Review summaries to the Institutional Planning Executive Core Committee (IPECC);
 - d. Analysis of data (IPECC);
 - e. Compilation and submission of analysis to the Leadership Triangle (IPECC);

- f. Review of Analysis by the Leadership Triangle with recommendations and/or approval (Leadership Triangle);
- g. Submission of analysis and action plans to the Board of Higher Education (President)
- h. Review by Board of Higher Education of analysis and action plans, followed by the Board's recommendations and/or approval (Board of Higher Education); and
- i. Analysis and Action Plans are approved and disseminated for institutional access, implementation, and archiving (President).

G. Outcomes:

- a. Institutional Strategic Plan Priorities
- b. Board Policies

2. Divisional Assessment- Program Review: Assesses the quality of ASCC's instructional and non-instructional programs/departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment- Program Review is to assure that ASCC provides high quality programs for students and to identify opportunities for improvement for each academic program and service department.

A. Assessment Cycle: Annually

B. Instrument: Divisional Assessment- Program Review Survey

- a. Review of Instrument: Annually (Programs/Departments)

C. Areas for Review:

- a. Divisional Mission and Outcomes
- b. Evaluation of Program/Department Effectiveness and Improvements
- c. Decision Making
- d. Personnel
- e. Staff Development and Facilities
- f. Equipment & Technology
- g. Student Support Services
- h. Safety and Emergency Procedures
- i. Divisional Planning and Resource Allocation

D. Participants: Programs and Departments

- a. Students
- b. Faculty
- c. Staff
- d. Administrators

E. Procedures and Roles:

- a. Implementation of Divisional Assessment Surveys (Institutional Effectiveness Division)
- b. Compilation of data summaries (Institutional Effectiveness Division);
- c. Dissemination of Program Review summaries accordingly to each department/program (Institutional Effectiveness Division);
- d. Analysis of data (Program/Department);
- e. Analysis is compiled and submitted to respective Vice President for review, recommendations, and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
- f. Analysis is submitted and reviewed by the President with recommendations and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
- g. Analyses, Resource Allocation Plans are submitted to the Board of Higher Education (President)
- h. Board of Higher Education Reviews Analysis and Resource Allocation Plans, and provides recommendations and/or approval (Board of Higher Education); and
- i. Analysis and Action Plans are disseminated for institutional access, implementation, and archiving. (President)

F. Outcomes:

- a. Planning and Resource Allocation Analysis of ASCC Operations

X. Assessment of Student Learning and Achievement:

ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that supports student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Executive Leadership

Types of Student Learning Assessments:

1. Institutional Learning Outcomes: Reflects a shared institutional articulation of expectations for all certificate and recipients.
2. Institutional Student Achievement Standards: Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. Defined standards and data are used as a basis to focus the institutional dialogue on improving student learning and student achievement through ASCC's assessment practices.

XI. ASCC Organizational Chart and Communication Protocol:

ASCC is committed to improving the quality of its educational programs and services through its communication protocol. ASCC's Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to Board Policy 3022- Communication Protocols, which states:

Policy 3021 Communication Protocols:

The College's approved organizational and department charts shall be used and implemented as the guide for communication protocols. This will ensure proper chain of command, respectful communications and effective management of the college's administration. Communication protocols shall abide by the major organizational chart as a fundamental rule for college-wide matters, or a department organizational chart when an issue requires the attention of a department only.

The President maintains a system of periodic review to determine that all rules relating to administrative responsibilities are fully implemented and assessed for quality assurance and mission effectiveness.

XII. President's Authority:

Board Policy 3000- Delegation to the President states that:

The Board of Higher Education's authority to the overall operations of the college is delegated through the President. All authority and accountability of the staff/faculty members as defined by the Board is considered to be the authority and accountability of the President. The Board delegates to the President of the College the function to implement policy decisions and to designate the detailed arrangements under which the College will be operated.

The President ensures that all services and operations exist for the achievement of ASCC's Mission and implementation of Board Policies through the designated administrative positions. Administrative positions are overseen by the President through the Vice President of Academic, Community and Student Affairs, and Vice President of Administration and Finance, who monitor the effectiveness of services offered for programs and departments under their purview.