



# American Samoa Community College

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## 2021 Institutional Self-Evaluation

### 2020-2021 Detailed Calendar

Prepared by the Accreditation Liaison Officers

Review of the Institutional Self-Evaluation Report

*Approved by Dr. Rosevonne M. Pato*

*ASCC President*

*(Refer to 2020-01-28 – President's Memo of Approval)*



**AMERICAN SAMOA COMMUNITY COLLEGE**

**Institutional Self-Evaluation Report (ISER) Calendar – 2020-2021**  
**January 24, 2020 Update:**

<b>2020</b> <b>Important Date(s):</b>	<b>Timetable: Outline of events, meetings, reviews, and tasks.</b>	<b>(✓) Checkmark when completed:</b>
February 14, 2020 <i>(ALOs)</i>	<p><u>ASCC ISER 1<sup>st</sup> Draft submitted for Institutional Review:</u></p> <ul style="list-style-type: none"> <li>• Accreditation Steering Committee</li> <li>• ASCC Constituencies</li> <li>• ASCC Administration</li> </ul> <p>The 1<sup>st</sup> draft of the Institutional Self-Evaluation Report shall be disseminated electronically to all ASCC constituencies for institutional review.</p> <p>ISER Review Period of Comments: February 17, 2020 – March 06, 2020</p>	
March 16 - 20, 2020	<p><u>Accreditation Steering Committee ISER Review: (Open to all ASCC Constituencies)</u></p> <ul style="list-style-type: none"> <li>• Review of ASCC ISER Report               <ul style="list-style-type: none"> <li>○ <u>March 17, 2020</u> – MPC Auditorium – Review of Standard I – 1:00p.m. – 04:00p.m. – Facilitator: Standard Chair</li> <li>○ <u>March 18, 2020</u> – MPC Auditorium – Review of Standard II – 1:00p.m. – 04:00p.m. – Facilitator: Standard Chair</li> <li>○ <u>March 19, 2020</u> – MPC Auditorium – Review of Standard III – 1:00p.m. – 04:00p.m. – Facilitator: Standard Chair</li> <li>○ <u>March 20, 2020</u> – MPC Auditorium – Review of Standard IV – 1:00p.m. – 04:00p.m. – Facilitator: Standard Chair(s)</li> </ul> </li> </ul>	



**AMERICAN SAMOA COMMUNITY COLLEGE**

ASCC-ISER Calendar - 1  
 Updated on the 24<sup>th</sup> of January, 2020



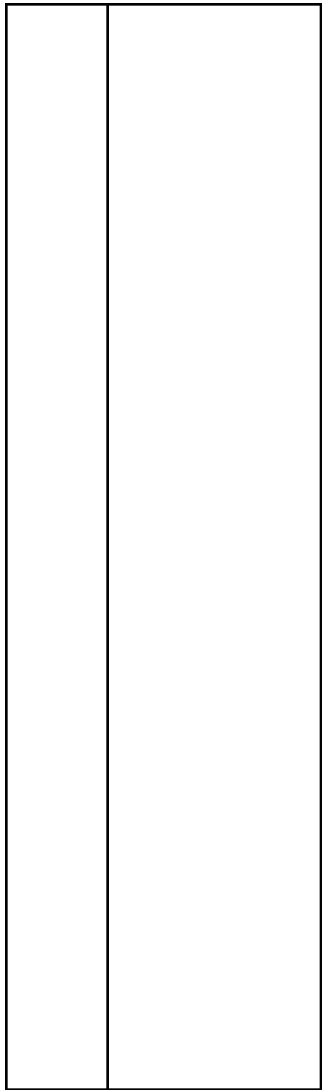
		<i>assessment of the ASCC 2008 Governance</i> <i>Manual must be completed)</i>	III.B.4	
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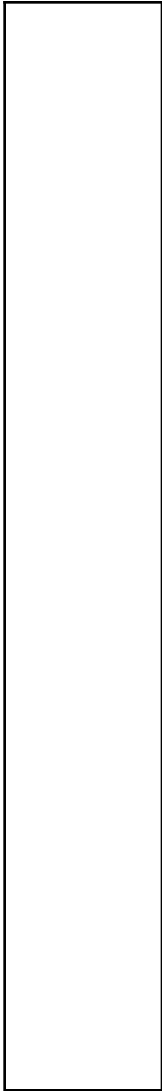
**AMERICAN SAMOA COMMUNITY COLLEGE**

ASCC-ISER Calendar - 2  
*Updated on the 24<sup>th</sup> of January, 2020*

**Institutional Self-Evaluation Report (ISER) Calendar – 2020-2021**  
**January 24, 2020 Update:**



ensure access and acc online registration ser
4. To continue to review a cycle and processes for the ASCC placement test in alignment with the Am Department of Educ exit standards and c standards for all acc and universities.
5. Continue to plan to e services to determine o revenue. Continue to ac American Samoa Government fir of subsidies based on 22-30.



- Accreditation Steering Committee Review of Improvement Plans:
  - College Mission:
  - Expanding of Academic Programs and Services
  - Capital Improvement Plans
  - Institutional Resources
- Linked to Institutional Planning and Resource Allocation:
  - ASCC Institutional Strategic Plan – Facilitators IPECC Chair and Committee (Evaluation and New Plan)
  - ASCC Comprehensive Maintenance Plan – Vice Presidents and Resource Management Committee (Evaluation and New Plan)
  - ASCC Budget Planning
    - Outcome Plans
    - Divisional Budget Proposals
    - Planned Purchases
- Identify ASCC Quality Focus Improvement Plans:
  - Short Term Plans Arising from the 1<sup>st</sup> Draft (6 months – 1 year)

3. ASCC Website: Contin  
the processes for timel  
compliance for all pub  
placed on the College



### January 24, 2020 Update:

ment of Quality Focused Essays (OFF): “The College is to identify two or three projects

<div data-bbox="88 162 144 357" data-label="Text"> <p>6 3 4 5 6 7</p> </div> <div data-bbox="212 180 359 204" data-label="Text"> <p>July 24, 2020</p> </div>	<div data-bbox="464 180 1837 399" data-label="List-Group"> <ul style="list-style-type: none"> <li>• <u>Development of Quality Focused Essays (QFE)</u>: “The College is to identify two or three projects it has identified to improve student learning and/or student achievement.” and “The QFE will also be of interest to the institution’s leadership, who will want to ensure the completion of the projects identified in the QFE. The college will also report progress on these initiatives in its Midterm Report” (<i>Referencing the ACCJC Guide to Institutional Self-Evaluation Improvement and Peer Review Manual</i>, pp. 19-20).</li> <li>• <u>ACCJC QFE Requirement</u>: (<i>Referencing the ACCJC Guide to Institutional Self-Evaluation Improvement and Peer Review Manual</i>, Section 5.3.M, pp. 26-27).</li> </ul> </div> <div data-bbox="609 435 1799 522" data-label="Text"> <p><i>The Quality Focus Essay is the component of the ISER which provides the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.</i></p> </div> <div data-bbox="609 558 1818 842" data-label="Text"> <p><i>Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. During that institutional self-examination, it will identify policies, procedures, or practices in need of change that directly relate to the improvement of student learning and/or student achievement. Consequently, the institution will identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement. Based on the areas identified, the institution will plan two or three action projects which are intended to have a positive impact on improving student learning and/or student achievement over a multi year period. These projects will be described in a Quality Focus Essay (QFE).</i></p> </div> <div data-bbox="609 876 1837 1161" data-label="Text"> <p><i>The Essay will include for each project an introductory discussion of the student learning or student achievement data that led to identifying the area of need or area of interest, a brief discussion of the anticipated impact of the project on student learning and/or student achievement, a description of anticipated measurable outcomes, and a detailed description of each project. The description of each project should include specific activities to be completed, responsible parties, resources needed, and a timeline for completion. The projects described in the QFE should be realistic and workable and should culminate in a set of observable and measurable outcomes. The QFE’s factual basis and data analysis should be consistent with the other portions of the college’s ISER, notably the student achievement data presented as outline item B (above).</i></p> </div> <div data-bbox="609 1196 1799 1313" data-label="Text"> <p><i>The QFE will provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and will demonstrate the institution’s commitment to excellence. The peer review team will review and provide constructive feedback on the QFE, with the goal of supporting institutional efforts to enhance student learning and achievement.</i></p> </div>
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## Institutional Self-Evaluation Report (ISER) Calendar – 2020-2021

### January 24, 2020 Update:

		<p><i>The Commission does not evaluate the QFE to determine the institution's accreditation status. Rather, the Commission uses the QFE as a means to encourage institutional development and innovation, advance educational quality, foster institutional excellence, and support improvement of member institutions. The areas identified in the QFE will become critical focal points for the institution's Midterm Report. In the Midterm Report, the institution will provide a progress report or, if the projects are completed, a final report on the outcomes of the projects.</i></p> <p><b>Quality Focus Essay Template:</b></p> <p><i>Introductory statement of the student learning</i></p> <p><i>Statement of anticipated</i></p> <p><i>Statement of anticipated</i></p> <p><i>Detailed description of</i></p> <p><i>or student achievement data that led to</i></p> <p><i>impact:</i></p> <p><i>measurable outcomes:</i></p> <p><i>project:</i></p> <p><i>identifying the area of need or area of interest:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
<small>           *            2            *            2            *            5            *            6            *            6            *            6         </small>	August 28 and August 31, 2020	<p><u>ASCC ISER 2<sup>nd</sup> Draft Due to ALOs:</u></p> <ul style="list-style-type: none"> <li>Standard Chairpersons and Leads provide update to the ASCC-ISER based on the status of:             <ul style="list-style-type: none"> <li>Updates to Standards that include:                 <ul style="list-style-type: none"> <li>College short and long-term plan updates;</li> <li>Governance policy reviews</li> <li>Institution-Set Standards Updates</li> <li>College manuals and handbooks</li> </ul> </li> </ul> </li> </ul>	



