



American Samoa Community College

“Accreditation Guide for Internal and External Constituencies”

September 2025 Edition

American Samoa Community College

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Accreditation Guide for Internal and External Constituencies

A handwritten signature in black ink, appearing to read 'Rosevonne Pato', is written over a horizontal line.

ASCC President Signature
Dr. Rosevonne Pato

September 29, 2025

Date of Amended Approval

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Section 1: Introduction

This guide is intended to provide an overview of Accreditation and guidance for all American Samoa Community College's (ASCC) constituencies outlining the College's purpose, processes, and approach towards achieving its Mission, and its continued efforts to comply with the Standards of Accreditation.

Institutional effectiveness refers to an institution's ability to accomplish its mission and objectives efficiently while positively impacting its stakeholders. It encompasses a systematic approach to planning, assessing, and improving various aspects of the institution.

The Mission of the ASCC is an integral component of all programs and services provided to students. The Mission targets to ensure the College's commitment to the offering of high-quality programs and services in all academic programs and student support services with emphasis on Strategic Planning, Program Review, and ongoing institutional Assessment.

The shared vision of the American Samoa Community College is to provide quality courses, programs and services to students, enabling them to meet the challenges of the 21st Century. That vision continues to guide the development of its Institutional Strategic Five-Year Plan that reflects a comprehensive, institution-wide review of all programs and services and a focused dialogue that shapes the College's institutional priorities and allocation of resources.

Many challenges face the higher education community, as colleges are being asked to provide more and better services with increasingly limited resources. The College participatory governance structure provides the necessary guidance to ensure focus on academic excellence in a student-centered environment and tempered by the realities of limited resources.

The ASCC Accreditation Guidance Manual is advisory and subject to change. This Manual should be read in conjunction with the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Handbook¹ for details on the requirements of accredited institutions.

1.1 College History

For more than 50 years, the American Samoa Community College has been the sole provider of post-secondary education in the Territory. ASCC, founded in 1970, offers certificates and degrees, and education and vocational programs.

In 1974 the American Samoa Government purchased the land and building facilities of a private high school at a site in the village of Malaeimi, about eight miles from the capital, Pago Pago. Around this same time, the Board of Higher Education was established as the governing board of the College independent of the American Samoa Department of Education.

In 1976, ASCC received funding by the United States Economic Development Administration allowing for the expansion of five new buildings for instruction, science laboratories, and student support services. A new Land Grant building was completed in 2000, a new Learning Resource Library was completed in 2003, and in 2009 ASCC completed extensive renovations providing additional classrooms, a lecture hall, teacher education offices and classrooms, new nursing education building, renovated Samoan Studies Institute, renovated Marine Science Program, renovated Institute of Trades and Technology, and renovated administrative offices and new

¹ Accreditation in the United States, [ACCJC Accreditation Handbook](#), June 2025 Edition

facilities for the President, Human Resources, Procurement and archives. In 2013, ASCC's Land Grant/Community and Natural Resources Division completed construction of the ASCC Wellness Center. In 2018, the College dedicated the opening of the Multi-Purpose Center (MPC) which houses majority of the Student Services division staff. The MPC houses six conference rooms, eleven staff offices, and an auditorium that can hold a capacity of 450 people with funds received from the Department of Interior – Capital Improvement Projects.

In March 2024, a dedication ceremony marked the grand opening of ASCC's new Cafeteria and Remote Learning Building, funded by the American Samoa Government. This facility houses four food vendors on the first floor, alongside a student dining/study area, while the second floor accommodates the Financial Aid and Admission offices, aligning with the College's vision to centralize all student services near the MPC.

In March 2024, renovations were completed on the College Accelerated Preparatory Program (CAPP) English building, Teacher Education Building, and Nursing Building, with funding received from HEERF/AANAPISI. These renovations aimed to enhance air quality and provide additional space for social distancing, ensuring compliance with COVID-19 requirements.

ASCC is an-open admissions, co-educational Land Grant institution that provides two-year transfer programs in general education, vocational programs and a B.Ed. teacher education program, as well as Samoan and Pacific Studies, Adult Education and several grant-funded special projects.

The Samoan Culture and Language are important and unique characteristics of the students and the people of the community. As the primary institution of higher learning in American Samoa, it is appropriate for the College to take a leading role in researching and teaching traditional roles and status of the Samoan culture and language.

Section 2: An Overview of Accreditation

2.1 Accreditation at a Glance

The American Samoa Community College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Accreditation is a process that ensures that an institution of higher education meets established standards of quality and provides degrees, certificates, and/or credits that students and the community can trust. The process also verifies that institutions have the resources and infrastructure to sustain and improve the quality of their educational offerings and services. As a result of a successful accreditation process, institutions gain an accredited status that qualifies them for federal grants and contracts, enables them to distribute federal financial aid, and ensures that their students can transfer credits to another accredited institution. Many employers also require credentials from accredited institutions as a condition of employment. Ultimately, an accredited status signifies to all interested parties that an institution meets expectations for educational quality, sound institutional practice, and resources for students' success.²

The ACCJC is recognized as an institutional accreditor by the United States Department of Education (USDE). This recognition signifies ACCJC as a reliable authority regarding the quality of education offered by accredited institutions in keeping with the Higher Education Act of 1965.

Accreditation has a dual purpose of both compliance and improvement. The Commission's Standards provide a framework for best practices that will lead to achievement of the institution's mission and improving educational quality. A key component of accreditation is peer review. Peer review is the most effective approach to evaluating the complex environment of higher education. It serves as a rich and diverse resource for quality improvement as it uses inquiry from peers to gain an accurate understanding of an institution and provide useful feedback.

ACCJC advances educational quality and equitable student learning and achievement by supporting its member institutions. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of defined Standards. ACCJC activates this mission through a set of core values as defined below:³

Integrity: Every interaction with our members is guided by our commitment to the principles of transparency and consistency. This creates mutual and clear understandings and ensures fair and value-adding results for institutions.

Quality Assurance: Because our processes are based on thorough and recognized best practices, our determination that an institution is in fact providing a quality educational experience for its students is respected by multiple stakeholders.

Institutional Improvement: ACCJC Standards create an institutional culture reflective of higher education's best practices to guide and strengthen an ongoing culture of continuous quality improvement.

² Accreditation in the United States, [ACCJC Accreditation Handbook](#), June 2025 Edition, p. 4

³ ACCJC Mission and Core Values, [ACCJC Accreditation Handbook](#), June 2025 Edition, pp. 4-5

Peer Review: One of American’s best contributions to education is the peer review process. Through its proven powers, the peer review process allows members of the academic community to serve their colleagues by providing rich feedback that identifies commendations and areas for improvement.

Student Learning Achievement: Students are the grounding point for every Standard and aspect of the review process, the end goal of each evaluation, and the driving passion of the faculty and staff at our member institutions.

Collegiality: The work of accreditation is mediated through the relationships that are formed among all participants, characterized by mutual respect, collaboration, and engagement around common interests.

The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits institutions in the United States (including its territories and affiliates) with a primary mission of granting associate degrees. Institutions accredited by ACCJC may also award certificates and other credentials, including bachelor’s degrees, if those credentials are within the institution’s mission and authorized by their government authorities.

2.3 The Principles underpinning Accreditation

The Commission expects that all its ACCJC member institutions will continue to sustain compliance with Eligibility Requirements, Accreditation Standards, and Commission Policies. ACCJC member institutions participate in a seven-year accreditation cycle. The institution will be required to submit a Midterm Report four years after receiving initial accreditation, submit annual reports, and will undergo a comprehensive review in support of reaffirmation of accreditation no more than seven years from the date of its initial accreditation.

Accreditation is a process that ensures that an institution of higher education meets established standards of quality and provides degrees, certificates, and/or credits that students and the community can trust. An accredited status from an institutional accreditor enables an institution to qualify for federal grants and contracts, and to distribute federal financial aid to its students.

2.4 The Accreditation Criteria

Eligibility Requirements: The Commission’s [Eligibility Requirements](#) (ER) represent the minimum qualifications for institutions seeking an accredited status with ACCJC.⁴ An institution must first demonstrate that it meets all of the ER in order to be eligible to apply for Candidacy status (also referenced as “preaccreditation” in federal regulations).

The ACCJC only awards Candidacy status (preaccreditation) to those institutions it determines are likely to be successful in obtaining initial accreditation and sustaining compliance with the Commission’s ER, Accreditation Standards, and Policies (hereafter referred to as the Commission’s Standards). Therefore, institutions preparing for Eligibility are advised to become familiar with the Accreditation Standards and Commission policies, in addition to the ER. Application procedures and information about the Commission’s eligibility and candidacy review processes can be found in ACCJC’s guides and manuals.

⁴ [ACCJC Eligibility Requirements for Accreditation](#), January 2024 Version, pp. 01-05

Member institutions are expected to maintain compliance with the ER at all times. Ongoing compliance with ER will be monitored during an institution's comprehensive review process.

[Accreditation Standards](#): The Primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services whenever, wherever and however delivered, support student learning achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation. There are four Standards of Accreditation that work together to define and promote student success, academic quality, institutional integrity, and excellence.⁵ The Accreditation Standards include: Institutional Mission and Effectiveness, Student Success, Infrastructure and Resources, and Governance and Decision-Making.⁶

[Commission Policies](#): Describe the procedural requirements for institutions and for the Commission, elaborate upon the Accreditation Standards, and align with federal requirements. ACCJC continuously revises its existing policies and develops new policies as needed.

2.2 Management of the Accreditation Process

The President appoints the Accreditation Liaison officers (ALO) to lead the College's Accreditation process. The President and ALO meet with the College's Accreditation Steering Committee to plan and schedule meetings to prepare for the Institution Self-Evaluation Report and other requirements as received by the Commission.⁷ The ASCC President designates the ALO as the point of contact in communication with the Institution and its constituents in spearheading the College's Accreditation Processes.

The ALO as designated by the President has the time, knowledge, and authority to engage in regular communication about Accreditation-related issues with the institution's president, other offices and individuals on campus, and with the Commission.

The ALO is the point of contact with the Commission, to maintain institutional records of accreditation activities, and to remain current on Commission policies and practices.

⁵ [ACCJC Accreditation Standards](#), June 2025 Version, pp. 01-08

⁶ [ACCJC Accreditation Standards with Review Criteria and Suggestion for Evidence](#), June 2025 Version, pp. 01-08

⁷ [ACCJC Accreditation Handbook - Accreditation Liaison Officer \(ALO\)](#), June 2025 Version, pp. 19-20

Section 3: ASCC Planning for Institutional Effectiveness

3.1 Mission, Vision, Core Values, and Institutional Learning Outcomes

The Mission statement of the ASCC is written in both English and Samoan to describe its broad educational purposes of fostering successful student learning by providing high quality educational programs and services that allows students to achieve their educational goals and contribute to the well-being of American Samoa. ASCC is guided by its Mission and Vision, and accountable to its Institutional Core Values.

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 admission, 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

ASCC Manulauti

O le manulauti a le Kolisi Tu'ufaatasi o Amerika Samoa, o le tu'uina atu o polokalama ma tautua fa'alea'oa'oga i se tulaga maoa'e ina ia manuia ai a'oa'oga a tagata a'oga ma mafai ai ona 'ausia sini fa'alea'oa'oga ma tofua sao i le soifua manuia tau i le vafealoai, fa'aleaganu'u, fa'afaigamalo, fa'atamāoāiga, fa'atekonolosi, ma le si'osi'omaga o Amerika Samoa.

Ina ia taunu'u lena manulauti, o le Kolisi, ona o se a'oga e tatala le ulufale i so'o se tagata, e taualoa i tulaga taua'oa'oga a le Iunite Setete, ma o se a'oga tau Laufanua ma Atinae, e tu'uina atu avanoa mo tikeri pakaloli ma tikeri fa'avae fa'apea tusipasi. O nei polokalama o lo o saunia ai tagata a'oga uma e aofia ai ma i latou e faigata ona maua avanoa, lu'itauina, po'o i latou sa le'i masani ona avea ma tagata a'oga i se kolisi mo le:

- Faamanuiaina i galuega
- Faaauau atu i iunivesite ma aoaga maua luga atu
- Silafia o Aganu'u Samoa ma le Pasefika
- Sailiiliga ma le faalautelega i mataupu tau tagata ma punaoa faalenatura

The mission further clarifies the Bachelor of Education (B.Ed.) in Elementary Education Program as the only Bachelor Degree offered at ASCC, which follows:

The mission of the American Samoa Bachelor of Education in Elementary Education is to meet the professional development needs of pre-service and in-service teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the twenty-first century.

The program aims to:

- Prepare and provide ongoing professional development of Early Childhood Education and Elementary Education teachers at the undergraduate level;
- Apply knowledge in education that is research based, innovative and appropriate for the American Samoa society;
- Provide service for and support to the local and regional education communities.

Program graduates will be competent in:

- Teaching content area and the fundamental principles, theories and methodologies in elementary (K-8) education;
- The traditional and transitional perspectives of the Samoan culture/language and their implication in teaching and learning;
- The current technology and the application of technology.

As an institution with one bachelor degree under the purview of the Accreditation Commission for Community and Junior Colleges (ACCJC), the bachelor degree program operates accordingly to the overall Mission of ASCC.

All of the College's educational programs are aligned to the Mission statement. Educational programs are designed whereas its associate of arts degrees is to prepare students to transfer to institutions of higher learning, which includes the College's bachelor program in elementary education. Associate of science degrees and certificates of completion and certificates of proficiency prepare students to enter into the workforce. Its bachelor degree in elementary education provides a student the opportunity to enter the workforce.

The Mission statement is articulated and reviewed biennially, coinciding with the review of the College catalog cycle and is approved by the Board of Higher Education.

The ASCC Vision holds as its central theme "Saili le Atamai" or to "Seek Knowledge" as an institutional foresight towards achieving its Mission and guiding principles of participatory governance that organizes the College's operating agreements and shared governance.

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.

Furthermore, highlighting the ASCC's commitment to student learning is stated in its institutional Core Values, which are the characteristics for internal constituents to ensure their support to student learning. The institutional Core Values are as follows; Student Centeredness, Respect for Diversity, Collaboration and Teamwork, Respect for Tradition and Culture and Lifelong Learning.

ASCC Core Values

Through the missions of its programs and services, the ASCC holds all personnel accountable to the following Core Values:

- 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.

The College has defined outcomes at all levels to emphasize the effectiveness of its Mission. These outcomes are assessed periodically following an annual or biennial assessment cycle that coincides with the catalog review and approval.

The ASCC Mission is essential to institutional program review, student learning outcomes, and strategic planning through its emphasis on student learning and student achievement. All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, participatory governance Core Values, and achievement of its Institutional Learning Outcomes (ILOs) in assuring that student centeredness is central to institutional planning and the setting of institutional priorities. The College sets its long-range priorities, which allow the institution to implement and evaluate its defined goals and objectives for ongoing improvement. The institutional strategic plan serves as the mechanism used to monitor the progress of achieving the College's Mission.

Institutional Learning Outcomes:

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

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.

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, and proprietary information;

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 alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.

Global Citizens: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.

Responsible Leaders: ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

3.2 Stakeholder Engagement: Shared Governance

Shared governance in higher education refers to structures and processes through which students, faculty, staff, administration, and governing boards participate in the development of policies and in decision-making that affect the institution.⁸

The ASCC strives to improve its governance and decision-making processes, which are based on recognition of and respect for the interrelationships of its constituents. Listed below are types 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 representatives elect the President of the Student Government Association and officers.
 - 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.

⁸ [ASCC Participatory Governance Structural Manual](#), 2024 Version, Constituent Roles, pp. 07-08

5. Staff: Staff members elect representatives to serve on the Staff Senate to address issues of concern and may recommend changes that address these concerns 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.

Leadership and Governance

The College through its Mission statement highlights its commitment to student learning and achievement. All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance, Core Values, and achievement of its Institutional Learning Outcomes in assuring that student centeredness is central to institutional planning and the setting of institutional priorities. The College has in place processes and procedures that encourage individuals to bring forward ideas for instructional improvement.

The College's Institutional Strategic Plan (ISP) focuses on its priority areas emphasizing the Mission of the College. The ISP is a living document that all divisions follow in planning, resource allocation, and in decision-making processes. To continually improve on communication protocol within the college, an organizational chart is in place as it delineates the communication protocol within all divisions and decision-making protocol. The Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to Board Policy 3021 Communication Protocols detailing the open discussion among staff and faculty.

College staff have identified roles and responsibilities detailed in their job descriptions. Divisional Standard Operating Procedures (SOP) outlines the processes to carry out divisional goals that are aligned to institutional goals. Each division has a mission aligned to the

institutional Mission. It is the responsibility of the Dean, Director, Officer or supervisor to work with staff in the training and orientation to the division's mission, goals and outcomes. The individual is held responsible for carrying out the roles and responsibilities of the position. Strengths and weaknesses of employees are addressed within their annual performance evaluation. Also outlined in the performance evaluation is the Plan of Action for improvement where both supervisor and employee discuss ways to work on improvement.

Staff, faculty, students, and administrators are encouraged to bring forward ideas for institutional improvement either through student government organizational clubs, departmental discussions, divisional meetings, committee meetings, or through their supervisors.

The institution encourages participation in committees. Faculty are encouraged to be active in the Faculty Senate and if appointed to committees. Staff are encouraged to participate in committees and to represent the divisions of the College. Divisional and departmental meetings are held regularly and provide a venue for sharing and bringing forth ideas for divisional and institutional improvement. Individuals can participate in the development, recommendation, and implementation of approved policy. Ideas and suggestions can be reported in monthly and quarterly reports.

The College has in place systems and participative processes for effective planning through its Participatory Governance Structural Manual, Institutional Strategic Plan, and Organization chart(s). The Participatory Governance Structural Manual details the roles and responsibilities of all constituents' groups in planning, program review, and implementation of processes and procedures for continuous improvement.

The governance process at the ASCC is carried out through leadership and meaningful participation of employees in daily operations and committee involvement. All programs and services are provided directly or indirectly to serve students and to promote student learning. All personnel follow the protocol of the organizational structure. Each division has its divisional organization with a director, dean, or officer as its head with all delineation of authority outlined. Divisions follow SOP detailing each major task of the division. SOP are aligned to institutional policies and include the approval process. All employees are governed by policies that guide and direct operations and roles within the division.

3.3 Data-Driven Decision Making: Institutional Strategic Planning

Roles and Responsibilities of Constituent Groups:

Dialogue is essential to decision-making and institutional effectiveness. The College's emphasis on dialogue is linked to three levels of structural planning encompassing dialogue at the department/program level, committee level, and institutional level.

Integrated Planning Dialogue

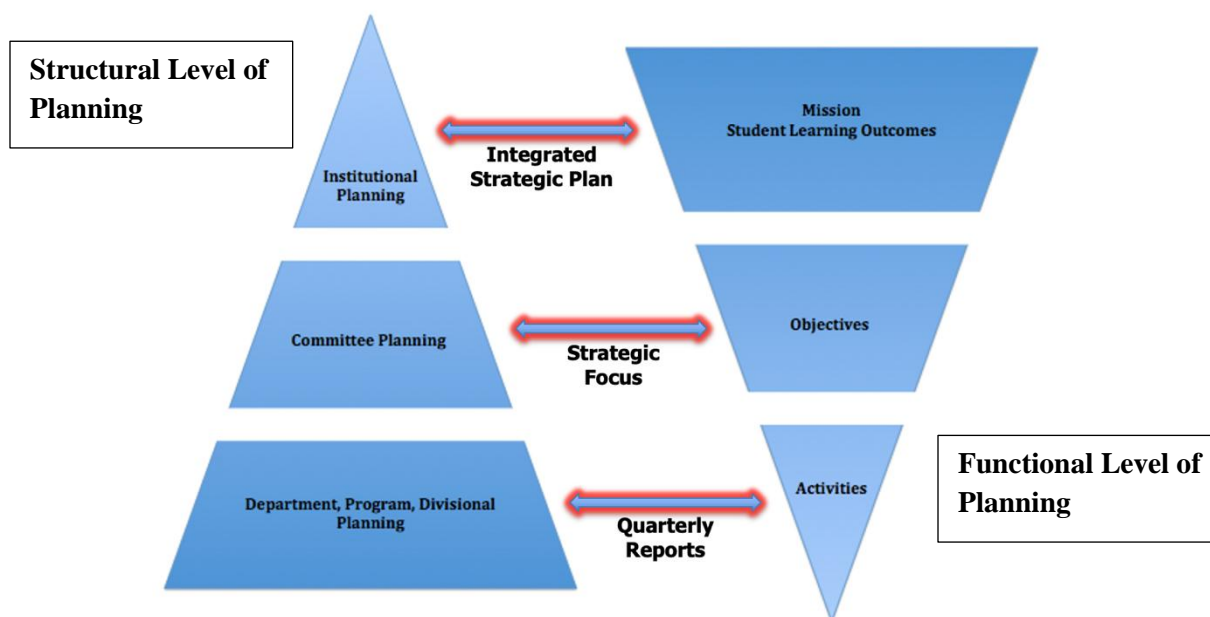


Diagram 1: Institutional Strategic Planning Dialogue

Decision-Making Groups

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 at the functional levels of planning consists of broad-based representation to 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 expected 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, Institutional Planning Committee, and the Distance Education Committee.
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 and Assessment Committee, General Curriculum Committee, Assessment Committee, and Resource Committee.
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.

Department and Program Decision-Making

Dialogue at the program and department level focuses on the quality of services provided by each department or program that is supervised by a manager or administrator. Program and department dialogue results in the improvement of department or program outcomes that pertain to instruction, support services, or administrative services and aligned to the College's Institutional Strategic Plan as illustrated in Diagram-2.

Section IV.A: Unit, Program or Divisional Planning Context

Section IV.A: Unit, Program, or Division Planning Context "Where we are Going?"

The following sections will serve as the 'Planning' function for the unit, program or division 'Fiscal Year 2024' planning and budget annual cycle. Ongoing or New Outcomes and planning activities and resources needed should be described in the following tables provided. For units, programs, or divisions requesting for additional financial resources, additional information will be needed as well as, justifications based on program review and assessment findings.

A. Planning FY 2024 Outcomes:			
Please list the unit, program or divisions Outcome(s) for Fiscal Year 2023. Please indicate whether the outcomes are ongoing or new. If new, please provide additional information for the changes made.			
Outcome Statements:	Outcome Status:	Purpose of Changes:	2021-2026 ISP Alignment:
Outcome 1:	<input type="checkbox"/> Ongoing Outcome		<input type="checkbox"/> Successful entry into the workforce <input type="checkbox"/> Transfer to institutions of higher learning <input type="checkbox"/> Awareness of the Samoan Culture and the Pacific <input type="checkbox"/> Research and extension in human and natural resources.
	<input type="checkbox"/> New Outcome		
Outcome 2:	<input type="checkbox"/> Ongoing Outcome		<input type="checkbox"/> Successful entry into the workforce <input type="checkbox"/> Transfer to institutions of higher learning <input type="checkbox"/> Awareness of the Samoan Culture and the Pacific <input type="checkbox"/> Research and extension in human and natural resources.
	<input type="checkbox"/> New Outcome		
Outcome 3:	<input type="checkbox"/> Ongoing Outcome		<input type="checkbox"/> Successful entry into the workforce <input type="checkbox"/> Transfer to institutions of higher learning <input type="checkbox"/> Awareness of the Samoan Culture and the Pacific <input type="checkbox"/> Research and extension in human and natural resources.
	<input type="checkbox"/> New Outcome		

Diagram 2: Program/Department Annual Planning

At the program and department level, decision-making is essential to divisional planning and the services offered. Departments are based on the organizational structure of the College as proposed by the President and approved by the Board of Higher Education to assure that services pertinent to the Mission are implemented, monitored, assessed, and improved. The Leadership Team includes the vice presidents, deans, directors, and officers who are given the authority to implement, assess, and evaluate the mission and outcomes of each department and program operations.

Department and program SOP are used to implement its goals and objectives in assessment of its department or program mission and outcomes, and is monitored through monthly and quarterly reports. Data gathered from monthly reports, quarterly reports, Institutional Data Sets (IDS) and annual divisional assessments are used to justify annual department budget proposals as illustrated in Diagram-3 with emphasis on the department or program needs, which may include the reallocation of resources, personnel, and alignment to the College's Institutional Strategic Plan (ISP).

Section IV.B: Unit, Program or Divisional Planning Context

Section IV.B: Program or Division Planning Context “How do we get there?”

B. Unit, Program, or Division Plans/Activities, and Requests for additional Resources:						
<i>Use the following spaces below to describe the unit, program or divisional plans and activities, and requests for additional Resources needed for Fiscal Year 2024.</i>						
FY 2024 Outcome:	Additional Proposed Funding: <i>(Indicate dollar amount only)</i>	Explanation of Costs: <i>(Explain the outcome plans for your request)</i>	Funding Source:	Unit or Program Approval: <i>(Deans and Directors)</i>	Divisional Approval: <i>(Vice Presidents, Executive Director)</i>	President Approval:
Outcome 1:			<input type="checkbox"/> Local <input type="checkbox"/> Grants	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:
Outcome 2:			<input type="checkbox"/> Local <input type="checkbox"/> Grants	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:
Outcome 3:			<input type="checkbox"/> Local <input type="checkbox"/> Grants	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:
Outcome 4:			<input type="checkbox"/> Local <input type="checkbox"/> Grants	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:
Outcome 5:			<input type="checkbox"/> Local <input type="checkbox"/> Grants	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Justification:

Section V: Unit, Program or Divisional Planning Context

Section V: Improving the Planning Process

Utilize the spaces below to comment on recommendations that may improve the College's budget planning process for Unit, Program or Division planning.
1.
2.
3.

Diagram 3: Program/Department Annual Resource Allocation

Annual divisional assessment program review data are made available on the IDS webpage for program and department administrators with authority by title to engage and involve staff and faculty to assess, evaluate, and make recommendations to improve its program mission, services offered, and outcomes.

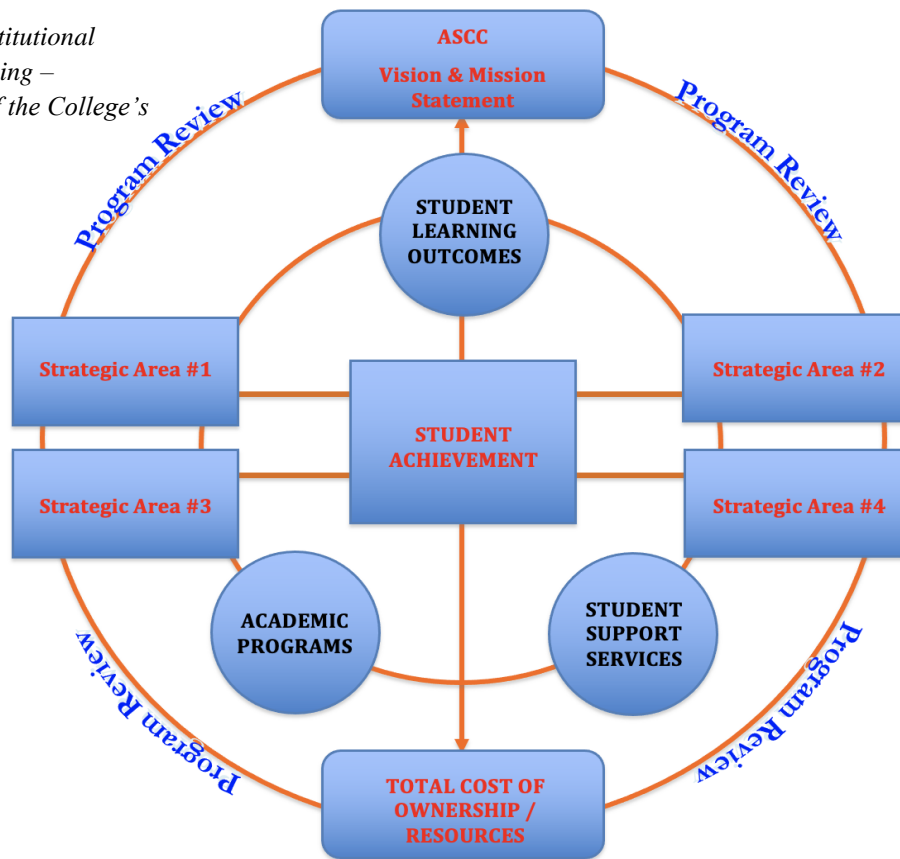
Guidance for the College's annual budget planning is a standardized collaborative process conducted by the Executive Director of Institutional Effectiveness in collaboration with the Vice President of Administration and Finance and the Vice President of Academics, Community and Students Affairs for the alignment of program or department goals and objectives to the College's Institutional Strategic Plan, the Financial Officer for budget submission requirements, the Procurement Officer for Planned Purchases, and the Human Resources Officer for inquiries or requests pertaining to personnel procedures. This is evident in the SOP of the Institutional Effectiveness division titled Program and Department Planning. All proposed annual department budgets are submitted to the appropriate vice presidents for review, finalized by the President, and forwarded to the Board of Higher Education for review and approval.

Committee Decision-Making

Committee level dialogue focuses on a more direct scope of responsibility. At the committee level, dialogue is central to data analysis, planning, and the developing of recommendations for decision-making regarding institutional and mission effectiveness.

Decision-making at the committee level is based on data analysis, strategic planning, and the developing of recommendations for decision-making as illustrated in Diagram-4.

Diagram 4: Institutional Strategic Planning – Development of the College’s five-year plan.



Institutional Planning Committee 3/02/09

The roles of the constituencies as well as standing committees that include governance and operational groups in decision-making, is to ensure that the College defines, implements, assesses, and evaluates the achievement of the Mission through institutional program review, institutional assessment of SLO and services, and strategic planning. Recommendations at this level which provide status on the College’s strategic planning priorities are referred to the President for institutional decision-making. The College’s Participatory Governance Structural Manual (PGSM) delineates the roles and responsibilities of constituencies and decision-making groups in governance.

Institutional Decision-Making

At the institutional level, dialogue is central to decision-making. Institutional level dialogue centers on the achievement of the College’s Mission through dialogue and data at all levels for continuous improvements of institutional processes, planning and assessment, setting of priorities, shared governance, policies, and Mission effectiveness.

Institutional decision-making is conducive to institutional effectiveness and Mission achievement. The President, Executive Director of Institutional Effectiveness, and vice presidents utilize the recommendations at the program and department level and committee level to assess the College’s structure of shared governance and Board policies. The President of the College provides the final draft of the College’s strategic plan and updates, institutional priorities, policy updates, accreditation annual and required reports, shared governance, organizational chart, allocation of all resources, and the ASCC catalog to the Board of Higher

Education. Necessary changes are implemented upon approval of the Board following a fiscal, academic, or biennial assessment cycle.

3.4 Student Learning Outcomes and Achievement: Institutional Assessment

The ASCC Board Policy 1004 titled Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services guides the College's procedures in planning, assessment, and program review processes that measure the College's progress towards the achieving of the ASCC Mission.

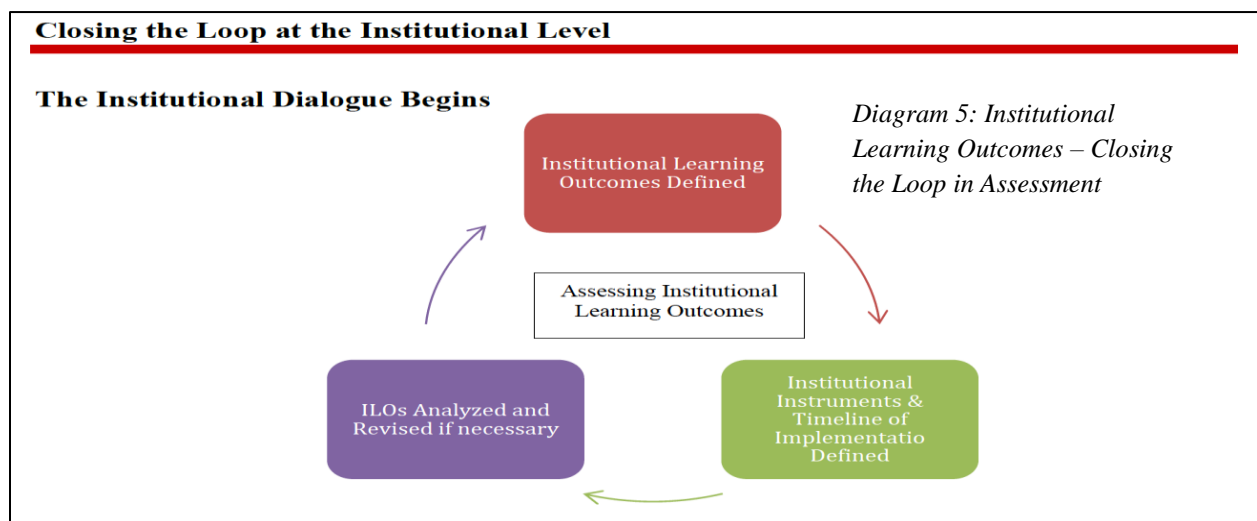
The College continues to implement, monitor, assess, and evaluate the achievement of student learning through program review, assessment of student learning programs and services, and institutional planning through the roles of particular constituents and decision-making groups defined in the PGSM.

Instructional Programs and Student Learning Outcomes

The ASCC's assessment of student learning ensures that SLOs are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of SLOs is determined by the ongoing student learning dialogue on institution-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.

The College defined four levels of SLOs that include Institutional Learning Outcomes (ILO), General Education Outcomes (GEO), Program Learning Outcomes (PLO), and Course Learning Outcomes (CLO). The ILOs reflect a shared institutional articulation of expectations for all certificate and degree recipients. These institutional expectations for all students that complete or receive an ASCC degree are to acquire or demonstrate proficiencies as effective communicators, quantitative competent individuals, critical thinkers, global citizens, and responsible leaders.

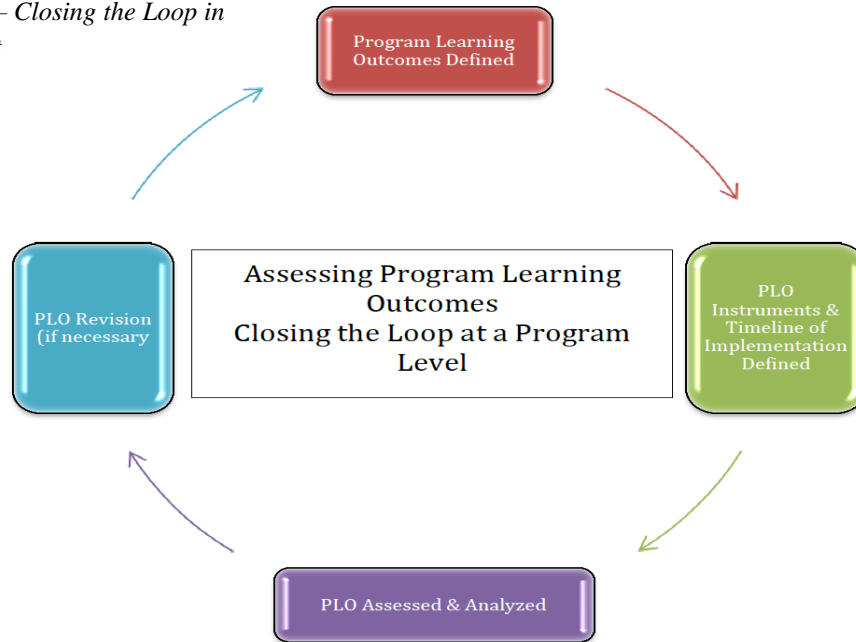
The GEO describe the first, second, and third-year qualities and competencies defined by the institution for students to be able to demonstrate in completion of the general education program for AA, AS, or B.Ed. degrees. Outcome qualities and competencies for ILOs are assessed through the general education program outcomes also referred to as the ILO outcome qualities. These competencies are central to the five general education domains that include communication, information and technology literacy, critical thinking, global awareness and cultural competence, and personal development and responsibility.



The PLOs describes the outcome qualities and competencies requirement that enhance content in core disciplinary areas of study and the qualities and competencies specific to a discipline or area of specialization. These outcome qualities and competencies are categorized in the second-year general education and program core requirements as requirements during the second, third, and fourth-year of a student's degree pathway.

Closing the Loop at a Program Level

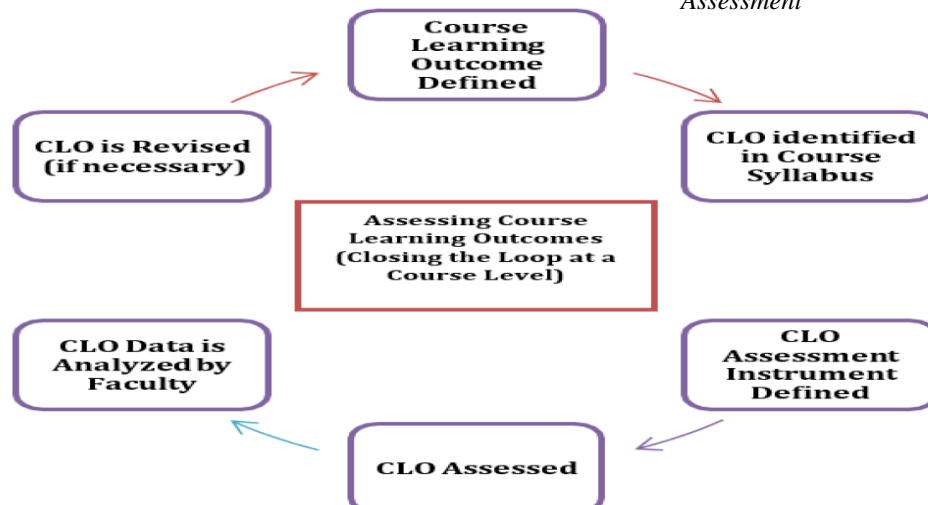
Diagram 6: Program Learning Outcomes – Closing the Loop in Assessment



(Referencing: Guidelines for Closing the Assessment Loops, 2010, p. 13)

Course Learning Outcomes (CLO)

Diagram 7: Course Learning Outcomes – Closing the Loop in Assessment



(Guidelines for Closing the Assessment Loop, Spring 2010, p. 6)

The College's CLOs describes the competencies particular to content, behavior, attitudes, or skills required for students to demonstrate in completion of any course. Courses offered at the College are required to clearly state CLOs. This includes all courses in the first and second-year General Education program, and program requirements. CLOs are documented in Course Approval Form (CAF) that are approved by the Curriculum Committee and noted in all faculty course syllabi. All original CAF are archived at the Office of Academic Affairs upon completion of the signature approval process.

SLOs are implemented and assessed each semester by academic department and program faculty. The Academic Assessment Committee approved a two-year assessment cycle for all developmental courses, first, second, and third-year (bachelor degree) General Education, and program required courses divided into four semesters.

All faculty are required to submit data sheets based on competencies assessed for courses taught on a semester basis. Data sheets indicate CLO competencies assessed using rubrics defined by faculty per course. Course data sheets are submitted to the program chairperson that compiles the data and presents the data to the Curriculum Committee in preparation for the review of the College catalogue.

Assessment findings allow academic departments and/or programs to evaluate the necessary improvements of learning outcomes at the course and program level congruent to each respective degree(s) offered. Recommended changes to ILOs, PLOs, GEOs, or CLOs are required for the review and approval of the Curriculum Committee and then forwarded to the Academic Assessment Committee for monitoring.

Student Learning Services and Student Learning Outcomes

The College assures that student and learning support services are defined and regularly assessed and reviewed. The division of Student Services offers mission defined services particularly in the areas of admissions, records, counseling, financial aid, library services, student support and learning services, and student organizations.

Congruent to the role of student learning outcomes, the division of Student Services administrators also play an instrumental role in the dialogue that impacts career pathways for students. Student Services officers, program directors, and the Dean of Student Services serve as members of the Institution-Set Standards (ISS) Committee and contribute to data dialogue, analysis, data collection, and data dissemination. The review process coincides with the College's biennial catalogue review process as well as the College's annual review of the required ASCC Annual Report(s) which feature segments of information on student achievement.

Student Achievement – Institutional-Set Standards

Student achievement standards provide meaningful data to determine the academic content a student learns in a determined amount of time. The College initially established its ISS in the spring of 2015. The College's standards and data are used as a basis to focus institutional dialogue to improve student learning and student achievement through its assessment practices.

Beginning in the spring of 2015, the College defined pathways to success, as an avenue to determine milestones based on the path a student would experience in order to attain a certificate or degree. These milestones include developmental course completion, gateway course

completion, program and degree requirement course completion, persistence rates, and graduation and transfer rates. The College's milestones for the pathway to student success led to rigorous discussions revolving on ISS.

In Fall 2024, the Institutional-Set Standards for Student Achievement Committee met for its Fourth Biennial review of the ISS Standards established in 2015. Subsequent reviews were completed in 2017, 2020, and 2022.

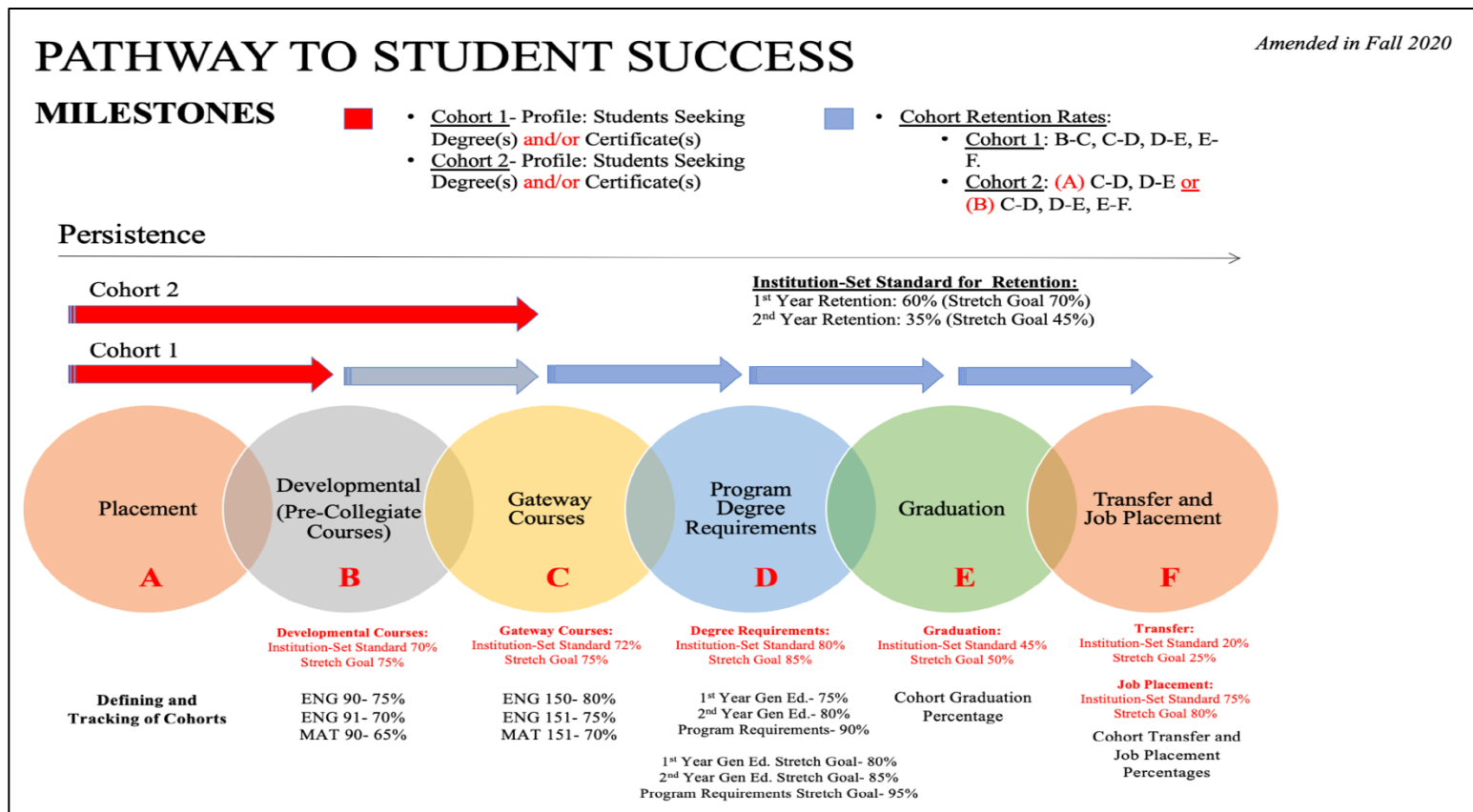


Diagram 8: Student Achievement – Institution-Set Standards (ISS)

Developmental Courses

Developmental courses also known as pre-collegiate courses are designed to prepare students for college competency-based courses. Developmental courses are offered under the College Accelerated Preparatory Program (CAPP). Course offerings for developmental courses follow a two six-week accelerated session in the fall and spring semesters.

Developmental course completion rates indicate the number of students who successfully complete the highest non-credit bearing English and Math courses, which transition students into college readiness. Courses assessed include Math 90, English 90 and English 91. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for developmental course completion for all developmental courses (combined average for Math 90 and English 90 and 91) is 70 percent. The institution-set standard for the successful completion of English 90 and English 91 is 70 percent, and for Math 90 is 66 percent.

In the 2024 ISS Review, the College's institution-set standard for developmental course completion for all developmental courses (combined average for Math 90 and English 90 and 91)

is 70 percent with a stretch goal of 75 percent. The institution-set standard for the successful completion of English 90 and English 91 is 75 percent with a stretch goal of 80 percent, and for Math 90 is 65 percent.

The College continues to monitor its developmental courses each semester to review student completion trends. The data for higher-level developmental courses are also disaggregated by gender, age, and ethnicity. Data for lower-level developmental English and math courses are compiled separately in the IDS toolkit on the College's website. The Institutional Effectiveness division continues to monitor the College's achievement targets for developmental courses.

Gateway Courses

Gateway courses are designed to matriculate students into general education courses. All degree-seeking students must complete the gateway courses as pre-requisites for majority of the Core Foundational Areas (second-year general education courses) and Co-Foundational Areas (program required courses) courses. Students seeking a certificate of proficiency are required to take one Math and one English gateway course.

Gateway course completion rates indicate the number of students who successfully complete college level English and Mathematics courses as required by all degrees to transition into general education and program requirements. Courses assessed include Math 151, English 150, and English 151. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for gateway courses (combined average for Math 151, English 150 and 151) is 72 percent. The institution-set standard for successful completion for English 150 is 73 percent; English 151 is 72 percent, and for Math 151 is 63 percent.

In the 2024 ISS Review, the College's institution-set standard for gateway courses (combined average for Math 151, English 150 and 151) is 72 percent and stretch goal of 75 percent. The institution-set standard for successful completion for English 150 is 80 percent; English 151 is 75 percent, and for Math 151 is 72 percent.

The Institutional Effectiveness division continues to monitor the College's achievement targets for gateway courses. Achievement targets are also featured in the College's annual fact books.

Program and Degree Requirements

Program and degree required courses are categorized in three main categories that include first-year general education courses, second-year general education courses, and program required courses.

General education courses are required courses for all degree-seeking students. General education courses emphasize learning outcomes that describe the College's expectations for all students in completion of the general education program.

First-year general education course completion rates indicate the number of students who successfully complete general education courses. Courses assessed vary depending on the general education domains and outcomes assessed. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for general education courses – combined average for all general education courses is 75 percent and stretch goal of 80 percent.

The second-year general education courses (content enrichment courses) consist of courses identified to enhance content foundational competencies in the core disciplinary areas of study. Second-year general education course requirements are determined by the College's degree programs based on core content competencies.

Second-year and third-year general education course completion rates indicate the number of students who successfully complete second-year general education courses. Courses assessed vary depending on the second-year general education disciplines and outcomes assessed. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for second-year general education courses (combined average for all second-year general education courses) is 80 percent and stretch goal of 85 percent.

Program required courses (program-based courses) consist of courses identified specific to a discipline or specialized area. Program required courses are program specific and serve as required courses for degree emphasis areas or for a certificate of proficiency requirement in a specialized area.

Program required course completion rates indicate the number of students who successfully complete program required courses. Courses assessed vary depending on the academic program requirements and outcomes assessed. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for program required courses (combined average for all program required courses) is 90 percent and stretch goal of 95 percent. The College's institution-set standard for Overall Degree Program Requirements (combined average for First Year General Education, Second General Education, and Program Requirements) of 80 percent and stretch goal of 85 percent.

Persistence Rates

Persistence rates are defined by the College to determine the retention of students in the first, second, third, and fourth year. These rates are measured using fall cohorts. Rates are determined by the number of students enrolled consecutively from fall to spring semesters. First year cohorts are First Time in College (FTIC) students that are tracked from fall to the following spring semesters regardless of full time or part time status. The institution-set standard for first year retention is 60 percent with a stretch goal set at 70 percent. The same cohorts are then tracked from fall to spring semesters and again in the following fall semester to determine the second-year retention. The institution-set standard for second year retention is 35 percent with a stretch goal set at 45 percent.

Degree/Certificate Completion and Career Technical Education

In 2020 ISS review, the College replaced the previous Standard 5 which is now Standard 6 with the Degree/Certificate Completion and Career Technical Education. This new Standard 5 observes the completion of degrees and certificates by measuring the percentage of Associates Degrees, Bachelor's Degrees and Certificates of Proficiency (COP) awarded per Academic Year. In the 2024 review of ISS, the College agreed to use the average number of degrees awarded over the past 5 academic years for Associates, Bachelors and Certificates. The institution-set standard for Associate Degrees Set target of 170 and a stretch goal of 180 degrees awarded, the Bachelor's Degree Set target of 10 and a stretch goal of 11 degrees awarded, and Certificates of Proficiency Set target of 11 and a stretch goal of 14 certificates awarded.

Graduation and Transfer

Graduation and transfer rates are defined by the College to determine the successful completion of a degree or certificate requirement, and the percentages of students who transfer to institutions of higher learning or transition into the workforce.

Graduation rates for student achievement are based on cohort data captured by the College on percentages of cohort completion within a 150 percent of Normal Time of Completion (NTC). Percentages are aggregated according to cohort completion within a two-year, three-year NTC, four-year, and six-year timeframe, excluding summer sessions. The institution-set standard for Normal Time to Completion with a Target of 45 percent and stretch goal of 50 percent.

Transfer to institutions of higher learning is measured by the College based on the percentages of student graduates that transfer to other institutions of higher learning. Data collected and used to determine the percentage is based on potential graduates tracked through advising, students who receive scholarships and student loans, and graduates tracked through counseling services. The institution-set standard for transfer to institutions of higher learning is 25 percent and stretch goal of 30 percent.

Transition into the workforce or gainful employment data is measured by the College to determine the percentages of students that transition into the workforce. Data used to determine the percentage is based on graduates tracked through advising and graduates tracked through counseling services. The institution-set standard for transition into the workforce is 75 percent and stretch goal of 80 percent.

Institutional Data and Access

The Division of Institutional Effectiveness also provides access to institutional data used to aid in decision-making for internal stakeholders, and for access and transparency purposes for external stakeholders. Institutional data includes aggregated and disaggregated data on student achievement, institution-set standards, student learning outcomes, strategic planning, and program review.

The College also features its institution-set standard achievement targets in several of its publications that include its annual reports and fact books. The College has completed its second academic cycle of assessing its institution-set achievement standards.

The ASCC's standards for student achievement guarantee that the College's Mission is implemented and accountable for the offering of high-quality educational programs and services for students to achieve the desired career pathway.

The emphasis on career pathways for student success allowed the College to capture the needs of students and to monitor student-learning experiences upon completion of a certificate or degree. The College identified the types of student cohorts, which include certificate seeking students and degree seeking students, and the path towards achieving their educational goals.

The College emphasizes its broad-based understanding of priorities and processes to implement strategies to achieve its outcomes through its PGSM. The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement.

All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of its Institutional

Learning Outcomes to assure that student centeredness is central to institutional planning and the setting of institutional priorities.

The College utilizes the accreditation annual reports as a mechanism to guide its review of institutional data sets, institution-set standards, stability of its financial resources, and definitions of best practices.

Evaluation of the College's Institution-set Standards

The College compiled a Student Learning Outcome (SLO) Handbook to include all student learning assessments processes, cycles, and identified courses based on competencies equivalent to general education outcomes, and program requirements linked to the College's Institutional Learning Outcome (ILO) qualities and competencies.

Courses assessed for the first-year ILO qualities are well defined in the general education program as detailed in the ASCC PGSM. General education course competencies are aligned to the general education domains that define the first-year level of ILO competencies required for all degree-seeking students. The second, third, and fourth-year ILO qualities are program-based competencies in courses offered in the core and co-foundational areas, which are now considered second and third year general education (including the Bachelors program) and program requirements.

Academic degree programs identify the competency levels for the second, third, and fourth-year ILO qualities through Curriculum Committee reviews with identified courses as detailed in the ILO Qualities and Competencies Report.

The College through its participatory governance structure continues to hold presentations during the ASCC Convocation on accreditation, institutional priorities, assessment, institution-set standards, and other related student achievement data presentation so the faculty and staff are informed for continuous improvement of operations. Presentations are also ongoing within divisions to orient new faculty and new staff in assessment, student learning outcomes, and responsibilities.

3.5 Continuous Improvement: Program Review

Program Review is defined as a process that evaluates the status, effectiveness, and progress of academic programs and helps identify the future direction, needs, and priorities of those programs.

ASCC has a comprehensive program review process in place supported by Policy 1004.⁹ The College defines two informal types of program review mechanisms to review its decision-making processes and Mission, which include the biennial Institutional Program Review (IPR) and the annual Divisional Assessment Program Review (DAPR). These mechanisms allow internal constituents to provide direct feedback to the institution.

The IPR is used as an institutional review process to provide access to institutional data, assistance in the analysis of data for decision-making, and to improve the ASCC's operations through strategic planning. The Institutional Program Review is conducted biennially and monitored by the Institutional Planning Executive Core Committee (IPECC) – Governance Group. The IPECC's findings are disseminated to the Leadership Team and posted on the

⁹ ASCC Board of Higher Education, [Policy Governance Manual](#), Policy 1004, pp. 16-17

College Website to aid in the review of the College's priorities, budget planning processes, and allocation of resources.

The DAPR is used to assess the quality of the College's instructional and non-instruction programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the ASCC provides high quality programs and services for students and to identify opportunities for improvement for each academic program and service department.

The DAPR for instructional and non-instructional programs and divisions are conducted annually and monitored by the IPECC. Data reviewed include department and program mission and outcomes, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resources allocation. Data collected from DAPR is compiled and disseminated to all internal stakeholders. Results are analyzed by programs and departments in preparation of the annual outcome planning and budget review.

Program review is not limited to the College's defined instruments as described in the IPR and DAPR. The College's Participatory governance committees – governance and operational groups are linked to program review based on the expected outcomes and requirements as detailed in the committees' bylaws.

Data resulting from program review are used for planning and decision-making that include department annual planning, resource allocation or reallocation, and review of department operations and procedures for services offered. Annual budget review also referred to as the College's Budget Call processes, require programs and divisions to submit Outcome Planning and Resource Allocation (OPRA) plans to support annual budget proposals based on program review data. Budget proposals are reviewed following the College's organizational chart protocol and presented to the Board of Higher Education for approval.

List of Acronyms

1. ACCJC	Accrediting Commission for Community and Junior Colleges
2. ALO	Accreditation Liaison Officer
3. ASCC	American Samoa Community College
4. CAF	Course Approval Form
5. CAPP	College Accelerated Preparatory Program
6. CEO	Chief Executive Officer
7. CLO	Course Learning Outcomes
8. DAPR	Divisional Assessment Program Review
9. ER	Eligibility Requirements
10. FTIC	First Time in College
11. GEO	General Education Outcomes
12. IDS	Institutional Data Sets
13. ILO	Institutional Learning Outcomes
14. IPECC	Institutional Planning Executive Core Committee
15. IPR	Institutional Program Review
16. ISP	Institutional Strategic Plan
17. MPC	Multi-Purpose Center
18. NTC	Normal Time of Completion
19. ORPA	Outcome Planning and Resources Allocation
20. PAC	President's Advisory Council
21. PGSM	Participatory Governance Structural Manual
22. PLO	Program Learning Outcomes
23. SLO	Student Learning Outcomes
24. SOP	Standard Operating Procedures
25. USDE	United States Department of Education