



American Samoa Community College

Accreditation Updates

ASCC Fall 2018 Convocation

August 13, 2018



Presentation Outline:

- Status of Accreditation
- Accreditation Updates
- Purpose of Accreditation
 - Mission Effectiveness
 - Institutional Planning, Program Review, and Assessment



Status of Accreditation

Accreditation Updates

- **ASCC Midterm Report:** Institutions are required to submit a Midterm Report midway between comprehensive evaluation visits. The Midterm Report includes a report on the work accomplished in response to the improvement recommendations made by the previous comprehensive evaluation team, an update of how improvement plans arising out of the institution's self-evaluation were integrated into the institution's ongoing planning and implementation processes, and analysis of longitudinal trend data. Institutions that underwent comprehensive visits after spring 2016 will report on the progress and outcomes from the action projects that were identified in the institution's Quality Focus Essay as described in the Institution Self-Evaluation Report.

Midterm Report

- **Commission Report Requirements and Format for Midterm Reports:**
 1. **Cover Sheet:** The Cover Sheet identifies it is a Midterm Report and includes the name and address of the institution and the date of submission.
 2. **Certification Page:** Certifies that there was broad participation in the preparation of the Report and the Report is an accurate reflection of the nature and substance of the institution. The college Chief Executive Officer (CEO), Chair of the Governing Board, and other college personnel as appropriate, sign this certification attesting to the preparation and review of the Report.
 3. **Table of Contents:** The Table of Contents is a listing of the contents of the Report, including appendices.
 4. **Report Preparation:** Describes the process used to prepare the Report and identifies those who were involved in its preparation.
 5. **Plans Arising out of the Self-Evaluation Process:** Reports on the self-identified Improvement Plans from the institution's comprehensive self-evaluation process. The institution should describe how these improvement plans were integrated into the appropriate ongoing planning and implementation processes and report on the outcome of those plans. A chart format is appropriate for this section of the report. Any plans still pending for action should be clearly identified with specific timelines for completion and responsible parties.
 6. **Institutional Reporting on Quality Improvements:**
 - a. Response to Team Recommendations for Improvement: Describe the institutional response to the recommendations of the comprehensive evaluation team meant to increase institutional effectiveness (recommendations to improve). The institution should explain the manner in which each recommendation to improve was considered, and what, if anything, was done by the institution as a result of the recommendation.
 - b. Data Trend Analysis: Provide the institution's data and analyses of trends from the Annual Reports and Annual Fiscal Reports for the years subsequent to the comprehensive evaluation visit. A Data Reporting Form is provided to facilitate this analysis.
 7. **Appendices:** All Midterm Reports shall include appropriate evidence to support the information provided in the Report.



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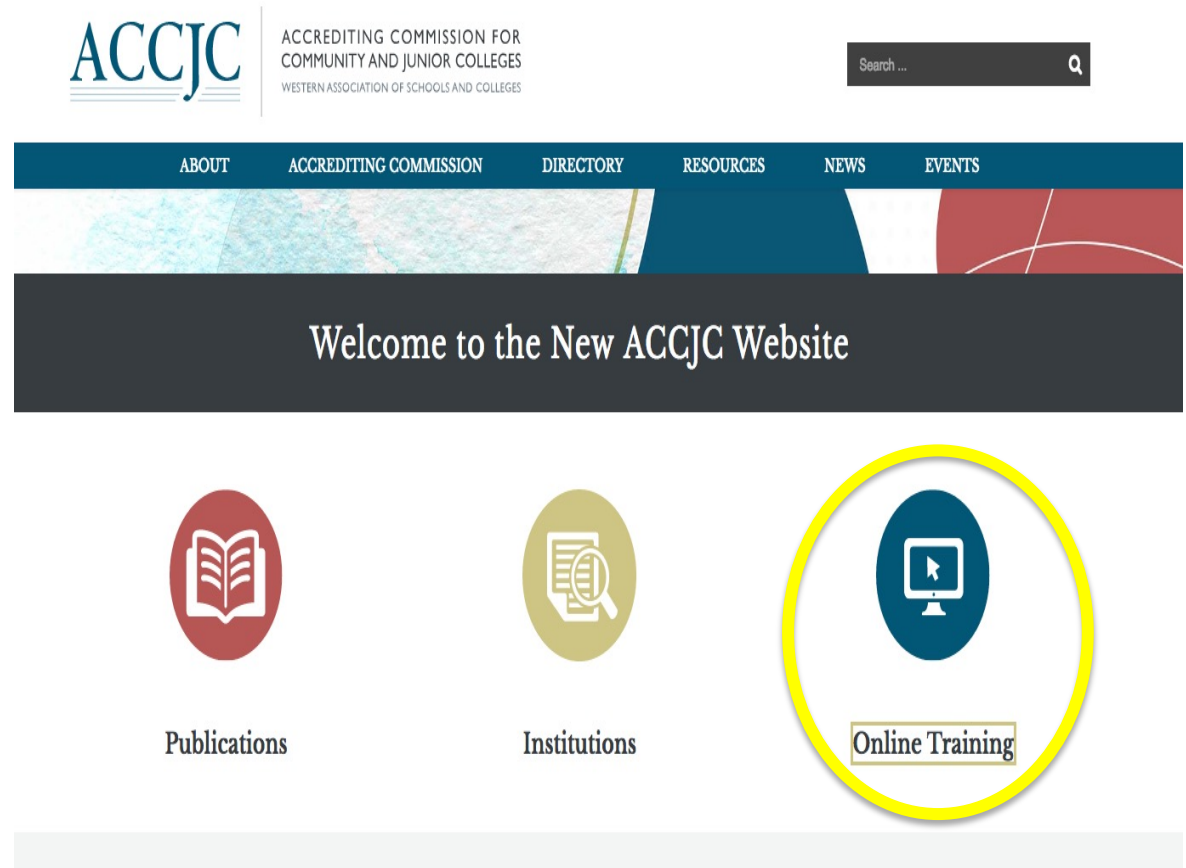
ACCJC Updates

- 2017-11-09: January 2019 Accreditation Standards and Policy Workshop/Presentation – ACCJC Vice President Dr. Stephanie Droker.
- 2018-03-02: ACCJC announces Dr. Jim Austin as the Financial Review Consultant for the Commission.
- 2018-04-02: ACCJC Annual and Fiscal Reports Completed (*Accessible via Compliance Assist*)



- **Accreditation Online Quiz:**

1. Access online quiz at www.accjc.org
2. Click on Online Training on Commission's Homepage





Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

- **Updates from the Commission:**

1. Access is provided on our ASCC Website:
www.amsamoa.edu

Support ASCC **Campus Directory** **Campus Map** **Employment Opportunities** **Contact ASCC**

ASCC
AMERICAN SAMOA COMMUNITY COLLEGE

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ACCREDITATION

The American Samoa Community College (ASCC) is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). 10 Commercial Boulevard, Suite 204, Novato, CA 94949. Ph: (415) 506-0234 Fax: (415) 506-0238

In compliance with the United States Department of Education (USDE) policies and regulations effective December 2014, the Western Association for Schools and Colleges (WASC), Accrediting Commission of Community and Junior Colleges (ACCJC) is accrediting the baccalaureate offered at the American Samoa Community College. USDE has ruled that no institution can have more than one accreditor.

ASCC 2017 Accreditation Status: Reaffirmed Accreditation

The WASC-ACCJC action to Reaffirm Accreditation is issued when an institution is in compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards). The institution is required to submit a Midterm Report midway through the seven-year accreditation cycle.

Samoan Translation:

Tulaga Tauloa ASCC 2017: Faamaonia le Tauloa

O le faamatuu atu o le Faamaonia o le Tulaga Tauloa e le WASC-ACCJC, e faataunu'uina pe a mulimulita'i se aoga i Agavaa Mo'omia, Aláfua Tauloa, ma faiga faavae a le Komisi (atoa ma Aláfua a le Komisi). E moomia ona tuuina atu e le aoga se Ripoti i le ogatotonu o le taamilosaga e fitu tausaga, lea e tauloa ai.

- **ACCJC Commission Action Letter, February 3, 2017**
- **ASCC Warning Follow-Up Report**

Accreditation Information & Resources

ACCJC Commission Updates

ASCC-ACCJC Annual Report Archive

Accreditation History & Actions Taken

Accreditation Basics (Online Course)

Evidence for 2016 Accreditation



Purpose of Accreditation

Institutional Program Review, Institutional Planning,
and Institution Assessment

Institutional Effectiveness

- The degree to which institutions can harness their resources to achieve their objectives/outcomes will depend upon the clarity of these objectives and the institution's willingness to set priorities and solve its problems.
- Institutional Effectiveness requires assessing its current status, designing a change process, developing and educating senior leaders, and the obligation and nimbleness to make significant widespread change at all levels.

Institutional Effectiveness

- What processes are used by the College to determine the needs and priorities of the College? (educational programs, expansion of services, etc.) **Institutional Planning**
- What processes are used by the College to determine the status or achievement of the College's Mission? **Institutional Assessment**
- What processes are used by the College to determine the quality of services and the evaluation of those services at the College? **Institutional Program Review**
- What processes are used by the College to determine continued compliance with its definition of Institutional Effectiveness? **Definition of ASCC's Mission** (*ASCC Board Policies and Administrative Governance*)

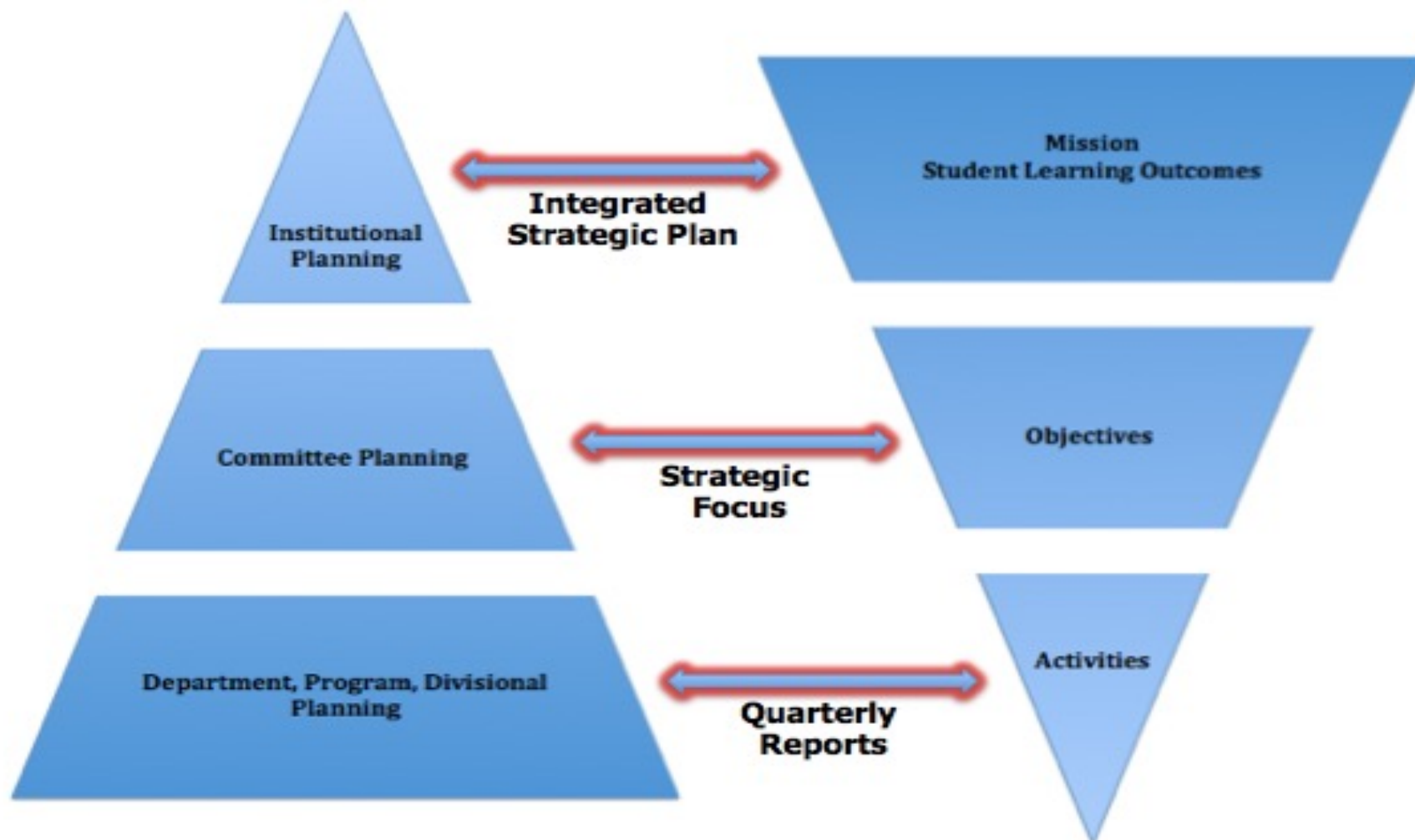
Institutional Planning

- **ASCC's Practice:**

- Strategic planning ensures that ongoing and systematic evaluation and planning processes are used to improve student learning. The College evaluates its ongoing processes for long range planning through its implementation of program review, and assessment of student learning outcomes to determine its priorities.
- Planning at the program and department level focuses on the improvement of services offered in the areas of academic services (instruction), student support services, research services, outreach services, and administrative services. Data from Institutional Program Review, Divisional Assessment (instructional and non-instructional program reviews) and SLO assessments are used for decision-making to improve the services it provides and allocation or reallocation of its program and department resources to meet its needs. Program and department planning is monitored by the appropriate Dean, Director, or Officer of the respective department or program.

Institutional Planning

- Outcome based Dialogue and Planning:



Institutional Assessment

- **ASCC's Practice:**

- The assessment of student learning ensures that Student Learning Outcomes (SLOs) and student achievement assessments 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 the achievement of those 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.

Institutional Effectiveness

PATHWAY TO STUDENT SUCCESS

MILESTONES



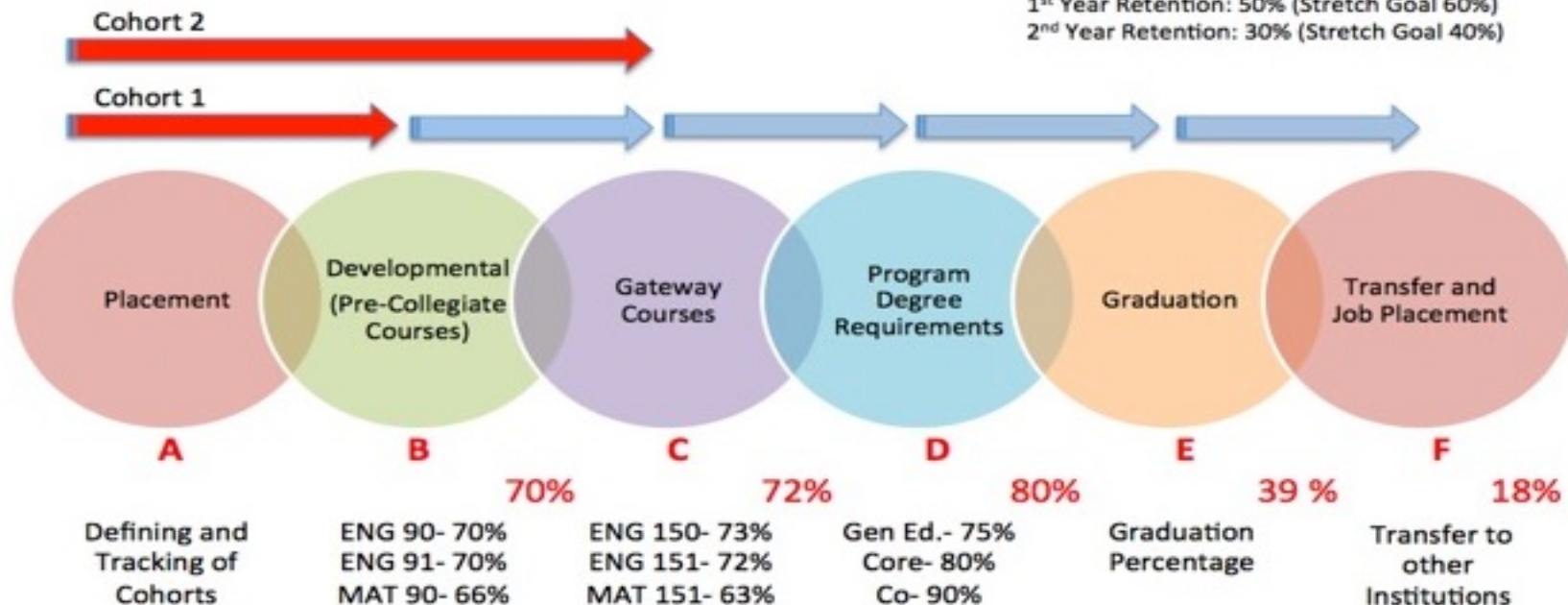
- Cohort 1- Profile: Students Seeking Degree(s) **and/or** Certificate(s)
- Cohort 2- Profile: Students Seeking Degree(s) **and/or** Certificate(s)



- Cohort Retention Rates:
 - Cohort 1: B-C, C-D, D-E, E-F.
 - Cohort 2: (A) C-D, D-E **or** (B) C-D, D-E, E-F.

Persistence

Institutional Set Standards for Retention:
 1st Year Retention: 50% (Stretch Goal 60%)
 2nd Year Retention: 30% (Stretch Goal 40%)



Institutional Program Review

- **ASCC's Practice:**

- Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually to refine and improve program practices resulting in appropriate improvement of the Colleges Mission.
- The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the *Institutional Program Review* and the *Divisional Assessment* program review.
- Divisional Assessment program review was developed to assess the quality of the College's 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 services that support academic programs for students and to identify opportunities for improvement for each service department.

Open Discussion Forum

– Comments/Questions: ☺

Have a Great Semester





Reference:

Improving Institutional Effectiveness

- *Visiting Team's Recommendations to improve Institutional Effectiveness:*
 11. In order to improve institutional effectiveness, the team recommends that the College analyze available data to assess technology resources and improve college wide and public access to data and information. (Standards I.B.6, I.B.7, I.B.8, I.B.9, I.C.3, III.C.1)
 12. In order to improve institutional effectiveness, the team recommends that the College proactively plan for the maintenance of physical resources and project prioritization. (Standard III.B.2)
 13. In order to improve institutional effectiveness, the team recommends that the College publish and implement a systematic review of board policies and archive outdated policies. (Standards IV.A.7, IV.C.7)
 14. In order to improve institutional effectiveness, the team recommends that the College develop and implement a continuous training program for board development regarding the roles and responsibilities of board members and implement the process intended to ensure continuity of board membership and staggered terms. (Standard IV.C.9)