AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF ACADEMIC AFFAIRS
2014-2016

Academic Department Division: BUSINESS Department

Dean: Mrs. Letupu Moananu

Faculty: (name and position)'
1. Dr. Faofua Faatoafe- Chairperson, and fulltime business instructor
2. Mr. Lam Yuen Jr. Fulltime business instructor
3. Mr. Ioapo Taua'i. Fulltime business instructor

Division Learning Outcomes (Page 6)

1. Curriculum Instruction, and Planning:

Provide the highest quality programs and courses through on-going review and assessment of student learning outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcome assessment.

2. Highest level of academic services.

Provide opportunities to establish quality academic and student programs. Provide academic services and be accountable for maintaining the academic integrity of programs for students and faculty.

3. Internal and External Partnerships and entities.

Provide quality academic programs and services to meet transferability requirements and to coordinate programs and activities for workforce development. Provide opportunities and resources for the underserved, challenging, and non-traditional population and promote diversity and global engagement.

4. Manage and allocate institutional resources effectively.

Collaborate and work as a team with internal divisions, programs in achieving student success and promote opportunity , access, and equity in professional development for faculty and staff both locally and off-island.

5. Recruit, retain, and support faculty and staff in a culture of excellence and innovation.

Promote excellence in teaching pedagogy through continuous evaluation of the teaching and learning process, provide professional development to equip instructors with technological skills necessary in the high technological world. Support instructors with appropriate teaching classification and ranks in alignment with the hiring process. Demonstrate continuous commitment to student learning by upgrading skills in teaching and learning
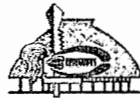
Department/Program Mission Statement

The mission of the Business Department is to develop and offer high quality business educational programs and services that will enable students to enter the workforce, continue their education, start a business, and become productive citizens in today's global and high tech-workforce. Moreover, the programs enable students to build strong partnerships with both the public and private sectors in job placement and educational improvement opportunities.

To meet this mission, the department offers the following degree and certificate programs of studies:

- Associate of Science in Accounting
- Associate of Science in Business Management
- Certificate of Proficiency in Accounting
- Certificate of Proficiency in Business Management.

The curriculum provides for career mobility. Business majors must complete all the business course in each program with a "C" grade or better. A Business degree in Accounting or Management requires students to supplement classroom learning with practical experience of at least 30 to 40 hours. This may be gained through work, internships in firms and organizations, or special projects as directed by Business faculty. Student may complete these requirements by taking ACC152A for Accounting and MKT212 FOR Management. Both courses will offer a practicum during the fourth semester. A field trip either on or off-island is required for Management majors to observe and collect data on the importance of mass production, channels of distribution, office procedures and protocol, and valuing diversity in the workplace, (A National requirement)

Program Learning Outcomes:

1. Demonstrate competency in the fundamental areas of business, including accounting, marketing, management, economics, business law, organizational behavior, ad appl effective business communication skills.
2. Demonstrate knowledge and practice of business etiquette and ethics to create positive image of individual and organizational in learning theories and practical training opportunities/
3. Create, analyze, and interpret written and verbal communication in business applications, with use of appropriate technologies, and to make effective business decisions.
4. Value diversity in work setting to foster teamwork to develop strategies and meet organizational challenges with innovative solution in a rapidly changing local and global business environment.
5. Apply the use or computer productivity application to create business and accounting related reports and presentations effectively and ethically.
6. Demonstrate attained knowledge and clear understanding and practice of Generally Accepted Accounting Principles. (GAAP); use the accounting cycle to prepare financial statement fro raw data, and analyze information to assist in making managerial decisions and control financial aspects of business operation.
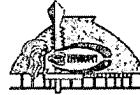
7. Assess and apply management principles and practice in the creating of business plans; display leadership and motivational skills, critical thinking, data interpretation and analytical skills, and a global perspective on business to manage and achieve business and organizational effectiveness.

INPUT MEASURES

Input measures are institutional resources provided for a program of study to achieve stated mission and outcomes. Main resources are facilities, equipment, teacher qualifications and capacity, and professional development.

FACILITIES: (Please elaborate and provide support evidence for each respsonse)	
1. Are the facilities adequate for current programs/services? Project future enrollment.	Ok for now. But for future enrollment, needs more room and better desks. *Room 23) Room 19/20 needs improvement. Too much echo and its an external/internal barriers.
2. Are the facilities (classroom) clean and well maintained and sufficient?	Doing Ok, but needs to improve and maintain cleanliness, the floor needs to be mopped at least weekly. Presently, the floor is not mopped unless we ask for it. The department mops and sweeps the room.
3. Is lighting adequate?	Ok. But needs to use more strong lights for students and faculty with vision disability
4. Are there any safety hazards?	NOT at ALL Needs urgent attention.
5. Are facilities accessible to students and faculty with disabilities?	NOT at ALL. Only one ramp, but not wide enough for big client's wheel chair. Nothing in the classroom to assist studetns and faculty.
6. Are the restroom facilities nearby and accessible for both genders?	Yes. Very accessible, but needs to up-grade the Toilet seats and bowls Too old and rusty. The doors to each bowl, some are broken and could not be locked. Almost the whiole two semester in 2016, no hand soap and hand towels. Very bad for personal hygiene.
EQUIPMENT	
1. Do you have the necessary equipment to fulfill your responsibilities adequately?	Office supplies-YES. But needful equipment like laptops and projectors, needs to have more

	so we don't have to wait inline to get one for class presentations. Sometimes, such projects got cancelled since we do not get the equipment on time to fulfill students learning outcomes
2. Do you have textbooks for each course (s)?	YES! This is a great improvement.
3. Do you have adequate (up to date) textbooks to support your courses programs	YES. All textbooks are up-to-date.
4. What additional equipment do you need?	A laptop for the office for students' faculty and presentation. An up-to-date, computer for faculty, A good printer for office and students' business documents production and a big screen computer for vision disabled faculty.
5. Is the equipment adequately maintained?	Yes. What we had for many years, we kept them well to meet our educational needs
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?	Yes, all of them in our office.
7. Are there any safety hazards with the current equipment?	No. Faculty were not told or given any manuals to read about safety hazards.
8. Is the equipment accessible for employees with disabilities?	NOT at ALL. Not for our department.
9. Do you have adequate access to supplies for repairs to keep equipment functioning? NEEDS SPECIAL CERTIFIED MIS TECHNICIAN TO PROVIDE A TIMELY MANNER SERVICE.	For small and minor technology repair and quick fix, YES. But for major repairment Needs great improvement. Example. The Business Dept's Lab. Took two full uears to repair the 20 computers, only two were fixed/ We could not assess our students' learning outcomes on technology???`
Equipment Summary:	
• Number of computers, laptops, iPad, calculators, etc.	3 computers for faculty, 20 computers Bus. Lab. No laptop, no iPad, and no calculators.
• Number of printers, scanners, fax machine, etc.	1 printer (old), no scanners, no fac machine
• Number of copiers	None
• Number of vehicles	None
• Number of ASCC cell phones	None
Other major items(tools, instruments etc.	None
Materials:	
1. Are the instructional materials in the courses and program are up to date and do they reflect the needs of the industry and the community?	Yes, all up-to-date materials, esp, practical working site experience and community outreach and research projects. Textbook-great
2. What additional supplies and or materials do you need?	Up-to-date faculty computers, office laptops (2) Cable availability to listen to current business issues and economics for business students.
3. Do you have adequate research or resources materials to support your office and	Curriculum development and assessment-Yes. But other resources and materials to support

instruction?	instructions-NO.
4. What additional research or resource materials do you need?	Current Wall street journals, business magazines, economics journals, business education journals and current publications
5. Can employees with disabilities adequately use the current materials?	Yes, if the tools are provided for friendly reading.
6. Do you have adequate supplies and materials?	For now, books are Ok, office supplies, OK Computers for students? Not at All.
7. Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities?	Library resources; not current. Need to work with Librarian to up-date resources.
Methods:	
1. Is there a written curriculum, which relates to the specific learning outcomes of the program?	Yes, inside the catalog, being approved by the curriculum committee.
2. Do course syllabi have measurable student learning outcomes?	Yes, all approved by the Director of Assessment and in file for furre assessment.
3. Is the sequence of the course content appropriate and oes it provide for program continuity?	Yes, all the courses provide spaces for changes for program continuity. We wish to offer a BS in Accounting and Management, but ASCC is not ready for it. (resources, capital, and personnel)
4. What methods of instruction are utilized in teaching your program area?	Lecture, audiovisual, individualized instructions, group work, field trips, guest speakers, buzz session, individual oral presentation
5. Is the Institution and program evaluated by	
Students or peers on a regular basis?	Yes, Every semester a student evaluation is given to students to complete.
6. Does the program have a comprehensive strategy for recruitment?	Used to have a very active comprehensive strategy to recruit potential seniors for over 15 years. Since 2014, the ASCC Pres. Stopped all essential club fundraiser activities to sponsor such strategy. Now, we had nothing!!
7. Has the program been actively utilizing recruitment strategies?	Yes, for the past 15 years, but since we stopped raising money to feed the participants, we do not have any more active strategy. But we are very active participating and presenting at many high schools Career and Business Programs.
8. What criteria does the instructor or advisor use to place student in the classroom?	Students must meet the program pre-requisites, after they had met all the ASCC admission and placement requirements.
9. What is the current and past enrollment of the program?	Since 2012 to 2014, we had at least 120-students. For 2014 to 2016, we have increased to almost 180 students, including students who are taking business courses as electives.

10. Is the enrollment in the program too high or too low for current resources?	Just about right for only 3 instructors. Resources are OK..since instructors are creative in supplying extra resources.
11. Do all students have a designated advisor?	Yes. We do. Advisor are assigned mostly by the time they registered at ASCC by the registrar's office. When the students come to us, faculty's names are already written on their student class schedule.
12. Are the advisors and faculty knowledgeable?	Yes, all of them have actively participated with the department's curriculum development.
13. Is there a formal faculty advisement mechanism is in place to assist student with program and career decisions?	Yes. Personal counseling, a mentor, and assisting students connecting to their chosen off-island university for furthering their education,
14. Does the program have a comprehensive strategy in place for retention.	Yes, we have established a strong business club to keep the students involved and connected to many local businesses for pratical work sties,
	Service Learning Projects, Community Outreach services, off-island trips to see the real work of work, locally, nationally/globally.
15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels?	Yes it does for all students in our program.
16. What is the retention rate for the program?	98% at the present time.
17. What percentage of entering students graduate?	99%
Teacher Qualifications:	
1. Are the instructor in the program qualified to teach their particular courses?	Yes. All the current instructors are highly qualified to teach in their particular courses.
2. Does the faculty have appropriate on the job training or work experience?	Within ASCC training and workshops-Yes. But with off-island, we do not get any professional support. Since two of the instructors were hired back in 2007, none of them had been sent or participated in any off-islnd trainings.
3. Is there adequate number of personnel to support your department/programs?	Yes. But in the future, if we can add more courses, it will give a new instructor a full teaching load. Now, we have only 3 extra courses.
Faculty /Professiional Development	
1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures?	No.
2. Does the institution require any in service training for new or adjunct instructor.	Yes, only for ASCC training and workshops. Off-island trainings-Not for many years.
3. Do the instructors attend workshops and professional committee meetings?	Yes,
4. Does the institutions provide financial	Yes.

assistance and release time?	
5. Do instructors regularly communicate with programs-related business or industries.	Yes. That is one of our main external goals and strengths. We build strong partnerships with most businesses and industries with job opportunities and educational opportunities.
6. Is there an advisory council for the program.	Yes. They provide very current employability skills and competencies needed by most employers both locally and off-island.
A. Does the membership represent local business and industry?	Yes, across the discipline. Represent the whole Scope of the program.
B. How often does the local advisory council meet?	Twice a semester, but since 2015-Spring Semester, we did not meet at all. We have no time due to teaching and on-ging different committee meetings and assessment reports/data collection, trying to beat the frequent dead-lines
C. Are minutes of the advisory council meetings kept on file?	Past years we used to. Since Spring 2015-No.
D. in what ways has the committee helped to plan, develop, and evaluate and promote the program?	Revision for the Depat. Mission and Learning Outcomes, Recommendations on pre-requisites, Provide needed employability skills, and connect graduates to job in the workforce.
E. How has the local advisory council assisted the program?	Recommending the skills and competencies needed from business graduates, connecting students to job opportunities, and became worksite mentors and evaluators.
F. What program improvements ahs the council recommended?	Adding few courses to the program (Statistics, Ethics in the Workplace, and Behavior Organization), simplified the Program Course Learning Outcomes from more than 12 to 7 PLOs.
G. In what ways have the instructors and administration acted on these suggested improvement?	The department or instructors tried to act upon some of the recommendations, but the administration did not give the needed support on a timely manner. So it got hidden and never heard of them again.
H. To whom does the advisory council report its findings?	To the Department or Business faculty and its Chairperson
I. Is there an advisory council handbook detailing guidelines available to instruction and advisory council members.	NO physical hand book available. But there were some guidelines developed since 2010.
J. Is there advisory council provided related program information to help tem assist with program recommendations?	Yes. We provided them with a copy of the program approved in the catalog, business club projects, information from curriculum meetings and SLOS related to PLOS AND ILOs.
7. Are institutional manuals or handbooks available to all faculty?	NO. We did not see any Institutional hand book given to us. Faculty Handbook-Not yet.

	maybe in its first stage development. No copies available to instrucotors yet.
8. Is here adequate communication from supervisory and other division/departments, including sharing of pertinent data, reports, and survey and needs assessment?	Yes, during designated meetings, but limited to Academic Affairs Divison only; not from other Divisions or department of ASCC. Internal communication is very WEAK!!
9. Is adequate in-service or local training provided?	NO. Only on Faculty Orientation Week. But no overall local training as an institutiona level.

10. What opportunities are provided for off-island professional development?	NONE AT ALL for us. As mentioned earlier. Since 2006 to 2016, none of our two instructors had a chance, only one instructor had gone only twice since 1993 to 2016. Much is needed from the instructors, but very little is given for their professional growth. So far, there is NO ASCC support at all Professional development in instructors' areas of specialties; all the off-islnd trainings has to to do with the College itself and its Accreditation. ASCC needs to pay for professional memberships for faculty in their areas of disciplines, at least, if there are no off—island professional development.
11. Do employees have the opportunities to visit Other post-secondary institutional?	Yes,, but very little or limited time to actively involved and participated due to spare-time available for instructors.
12. Does the administration support professional development activities training for your department/division	Not All since 2013-2016. Our activities were banned and all those activities came to a halt. But 2004 to 2013, the Aadministration was in full-support of our program prof. development activities.
13. Are department/division meetings held regulary?	Yes.
14. Are there minutes of these meetings with a sign in sheet for attendance?	Yes. Please we do not have a sign in sheet. We meet face-to-face, these instructors are professional, with their presence in the meeting, is an ethical commitment; I do not see the need of a sign in sheet for attendance. It's Bad-taste, and show no trust between instructors.
15. Are guidelines for procedure and relevant information presented in a timely and consistent manner?	Most procedures and guidelines are done indoors and published before the instructors have any input or feedback. Example. This whole report and all the questions. Instructors do not have ownerships or being part of the development process of these guidelines.
Job Placing and/or Tracking	
1. Is placement data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation.	Yes. We have all the placement data up-to-date, ready to be used at any time. Data included: Employment (both pubic/private sectors, military, degrees completed, degrees

	pursue, universities attended, Degrees earned, Genders, majors, and others. NOTE: This data is up-dated annual-every Spring semester.
2. Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation?	Yes, We collect employr satisfaction data annually, every Spring Semester for both Accounting and Management majors.
3. Is there a mechanism in place to receive feedback from four-year institutions on transfer students.	No, Hope the ASCC, Division of Academic Affairs will establish one so it can be standard for all degree programs.
4. Can the program justify non-degree student placement?	Yes. We took their names and work with their department advisors on needed courses.
5. Is your program required to sit any type on national exam for licensure? Identify which national exam and explain in detail the process and protocol, as to administer this exam.	No.
Faculty/Student Evaluations	
1. Are faculty performance evaluations conducted on a regular basis?	Yes.
2. Are the cooperative limkage with other programs/department employment services, or vocational training programs relevant to stuents?	Yes, very much.
3. Do instructors view assessment as an integral and necessary par of instruction?	Yes. All he instructors actively participated in the assessment processes.
VII. Priorities for Improvement: Please list the three most important changes that should be made to your department to improve operations.	1. Develop an AA degree in Business Administration by adding 3 more courses to the existing programs. 2. Develop BA in Business Administration, BS in Accounting and Management. 3. Ensure improvement of technological needs to improve instructions-fix and make the Business Lab fully operated
VIIi. Based on the data collected, what are the department's plans (including objectives, activities, and outcomes) for improvement in the next months.	To open the door again for our program Outreach program and marketing the progams. To re-establish fundraiser activities to finance Community outreach activities and services. To seek commitment from the administration to improve educational support by fixing and see the Business Lab (18 dead computers) fully worked for students to accomplish the SLOS, PLOs and ILOs. It has been left without immediate action and support for more than two full years. Only 2 computers that work. Most textbooks come with the software for

	applications and simulations activities. Most of them got expired since the computers in the Bus. Lab. Were not being fixed after so many requests.
	To set a meeting with all the DOE business instructors. Probe and examine how we can better prepare the seniors to enter ASCC-as business majors.
	To ensure that Assessing Cycle of assigned course must be completed thoroughly and documentd.

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF ACADEMIC AFFAIRS
2014-2016

PROGRAM OPERATIONS

Program Operation is a description review of the curricular and instructional organization of a program of study. Program operation include the following components: scheduling history, student learning outcomes, methods of instruction, assessment methods, articulation, academic focus, and enrollment.

The program operation criteria required information that is directly related to the instructional program (s) of the College. The instrument (curriculum matrix) was designed to obtain information on academic areas as listed above. The reports should indicate the number of courses that were offerd during each semester on the cycle by each academic department.

Academic Department: BUSINENESS	
Dean/Director: Mr. Letupu Moananu	
MISSION	
1. Do you know the mission of your division	Yes. Very well.
2. Did you participate in the development of the mission of your division?	Yes
3. How does the mission of your division support the College's mission?	It is align to the ASCC mission, its Core Values And it supports and meets the college's main five ILOs.
GOALS:	
1. Do you know the DLO of your division?	Yes. (page 6) of the 1016-2018 catalog)
2. Did you participate in the development of the DLO of your division?	No. I was away for medical treatments.
3. Are you directly involved in the implementing of the outcomes of your department and division?	Yes.
OBJECTIVES:	
1. Do you know the objectives of your division?	Yes
2. Did you participate in the development of the objectives of your division?	No.
3. Are you directly involved in the implementation of the objectives of your division?	Yes
PROCESS:	
1. How many departments are within your division?	17
2. What is the function of each department in	To work collaboratively with the division

the division.	leaders and other division departments in meeting their missions while supporting and promoting high quality student learning outcomes.
3. How does each department of the division susposrt the division's mission?	By aligning and connecting each departments' mission, PLOs and SLOS to show coherence and connectivity, thus, support and drive the division' mission. Also, my using the ongoing assessment data to review and strengthen the division mission.
4. Are you involved in the planning of your department or division?	Yes, By actively participated and involved in Division workshops, curriculum meetings and all other meetings related to the division.
JOB DESCRIPTION	
1. Number of years in this current position.	Mr. Ioapo Taua'i: 5 years (2011-present)
	Less 10 years
2. How many years fhave your worked for ASCC?	Mr. Lam Yuen Jr. 10 years (2006-presen) Less than 15 years
	Dr. Faofua Faatoafe: 23 years (1993-present) Less than 25 years
3. Do you know your current job description?	Yes, we all do.
4. Do most of your duties fall within your job description?	Yes
5. What role do you play in supporting student learning?	Chairperson for the programs/ Fulltime instructor, advisor-Business Club Academic Advisor, mentor for all on-campus and off-campus projects, activities nad field trips.
TIME ON TASK:	
1. Does your department/division have a flow chart?	The division has one but not in our department.
2. What role/task do you have in the flow of responsbiliities of your division?	Served as a chairperson. Supervise and work collaboratively with 2 instructors, oversees the department curriculum development, cataloging, textbooks are current, and meet all reports and deadline as instructed by the division dean and the assessmenetr director.
3. What is the length of time you spend on a particular task in your scope of work?	Due to my visioin disability, it takes almost 4 to 5 hours to complete a one course syllabus. Anyting that takes inputting of data (keying) or reading and analyzing data, it takes me twice the time to compele a given task.
4. What is expected of you to compete at the end of the day? The week?	To effectively and productively taught all my assigned courses per day, and be able to know my students who had attended and those we did not. The week, I expected to have informal briefing with my instructors and thank them for the week's performance. Overall, trying

	very hard to complete all grading and recording for students' weekly tests and assignments./
5. What prevents you from effectively performing your duties?	Technologies: I do not have thr right type of computer to accommodate my vision impaied and low, ow vision with one eye. The computer is too old, I did not have access to my email for more than 2 momths of the Fall-2016 semester. There are no tools or equipment to assist faculty with vision disability, so they perform their tasks without strugging.
6. What other duties are you involved in that occupy your time on task?	Meeting with my students on a one-to-one approach,(those who need extra help), planning and supervising extra activities for Business Club students, meeting with instructors, visiting work-sites that assigned students are working to complete their practical working experiences, writing job and character references for former business graduates and continuing students, and oversees the entire opration in our deparment.

OUTPUT MEASURES

Mission:

1. List the achievements of each DLO and/or PLO within your division.

PLO 1-Achieved the skills, abilities, and knowledge to perform written business forms and conduct presentations. It meets the DLO1- by offering and providing high quality program courses and improve students' performances, and effective planning.

. PLO-2w-Acquired extensive knowledge in a variety of business practices and business ethical concepts. Thus it supports DLO2-students were able to performed various services both academically in-class and community projects, but prepared for the workforce.

PLO3-Achieved the knowledge and skills to interpret business reports, financial statement to make ethical and effective business decisions. This supports and strengthen both DLO1/2 and Part of DLO3. The PLOs 1, 2,/3 both provide curriculum instruction and planning, academic services both on-campus and off-campus, and assist students to enter the real world of work.

PLO4-Developed a great awareness about human resources diversity in the business world, including the importance of teamwork, and the challenge to quality output. This PLO supports DLOs 3/4/

PLO 5-Achieved the proficiency and knowhow to use technology to prepare business reports, deliver presentations, and disseminate information. This connects DLOs 3 /4, both internally and externally. More businesses in the community are calling for workers from our department, instead, of business students actually get out and look for jobs. We have strong partnerships with many public and private entities who allow our business majors to work for them prior to graduation without compensations.

PLO 6-Attained the experience in the preparation of financial statement in accordance with the general accepted accounting principles (GAAP). This links to DLOS; 3, 4, 5 in general.

PLO 7-Achieved the knowledge and skils to plan, coordinate, and direct business operations,. Eqiipped with business tools of interpreting business data to make ethical and effective decisions, improving business operations, and achieving business goals, objectives, and missions. This achieves DLOs. 2, 3, 4, and 5/

2. What do you use to measure "each" each achievement?
Rubric: Please refer to our Department sets of rubrics
Work-site-Real work Experience
Community Guest Presenters (Questions and Answers
Off-island trips-meetng with business leaderssss
Department-Up-to-date Tracking Records (Spring 2004 to Spring 2016) on file.
Research, Community Projects, Group/Individual Presenttions, and Debates
Exams and Case Study

Output Measures: Mission

3. What DLO and/PLO "wre not" achieved within the division?: (None. All were achieved)

4. What impediments contributed to not achieving these department?
    Treating business courses like an English course, where you can mostly teach in class. The restrictions that placed on our hands-on activities such as Outreach Progarms, National requirements-Off-islnd business meetings and field trips to have direct observation and learn first-hand the real business world in different industries, settings, environments, social factors and legal requirements and protocols.

5. Identify how your achievement are connected (aligned) to:
a. Transfer to instituions of higher learning-Yes. About 25% of our graduates continue their education
    (please see Table 8-Tracking Section of this report)
B. Successful entry to the workforce-Yes. About 70% of our graduates after every graduation (See Table 8)
C. Technology (High or Low) Not sure. Our business lab was not being up-graded for 2 years
    (Note: ICT 150 does not meet the required skills needed in the real world of work)
D. Facilities: Need to improve rooms 19/20. Too much echo sounds. Room 23, needs more god Tables and safety.
ABOVE ALL: Please we need to change the setting of the cable and telephone lines or wire that are hanging against the wall, and on the floor of our main office. Very dangerous and high risk.
E. Budgeting-We do not have any voice or active participation with our department's bugeting processes.
F. Other resources: The department needs at least 2 laptops for teachers and students for presentations.
                    Up-date computer,   Right computer for faculty with vision disablilty.
                    A good printer

Effectiveness

1. What services/programs does your division provide that affect (respond to all areas)
   a. Academic /Education-We have a high quality programs that link to many off9islandcolleges
   b. Staffing-Qualified instructors who are committed tott the programs and build strong
       partnerships with many local and off-island business owners and managers.
   c. Techology –Needs a lots of improvement and upgrading. But our students our still offering
       technological skills by serving and performing many business transactions and projects
       using technology by helping many private and public entities.
   d. facilities- We utilized the Smart Board in Room 19, and cope with the echo sound in Rooms:
       19 and 20. Room 23 needs to decrease the enrollment to only 18.
   e. Budgeting-provides office supplies on time and textbooks as well to provide high quality
       instructions.
   f. other resources: Group or BAOA (Business Club) members are used as mentors and offer free
           tutorial sessions, and provide an open-door policy for personal academic and career
           counseling.

2. How is feedback from internal and external stakeholders used to make changes or improvements?
The feedback are discussed during department meetings and the decision (s) is made after the discussion
The decisions by the department will be shared with the Dean of Academic Affairs for insights. Later,
if any results can be used for positive changes for the programs, they can be used for changes in the
next two year cycle (ex: course descriptions, pre-req., or course titles, even class projects/activities.
a. What other methods (data, reports, memos, etc) are used to make changes to improve your
divisions?
1. Employer-Student Work Performance Evaluation, enrollment, tracking outcomes (2year cycle)
   Low grades-list, students' feedback, former graduates input, former graduates input and
recommendations, and our Community Advisory Committee.
b. Identity the changes or improvements made as a result of feedback or methods used?
   1. For three four years now, all the business 17 courses had been offered.
   2. Increased numbers of graduates since then.
   3. Since 2010 to 2016, we have added 3 new courses, ALL transferable:
      BUS 170-Ethics in the Workplace; BUS 180 Statistics, and MGT 255-Organizational Behavior
   4. We have deleted 2 fundamental business course since 2010: OAT101-Keyboard and
      BUS102-Business Math.
   5. We requested for a Business Lab for hands- on applications in Accounting, Management and
      Marketing course: In 2010, we received 20 computers from the special grants.
C. How are these changes communicated to internal/external stakeholder fo quality assurance?
   1. Internally-Proposed changes for the programs, discussed in the Curriculum meetings, approved
      and added to the existing business programs/ Shared with students, faculty and staff the success
      rate of graduates. Allowed students to offer free services both on campus and off campus.
      Externally; shared with Advisory Committee members, managers and leasers of different entities.
      Both public and private. Allowing our students to file government taxes since 2006(MOU) until
      now. Allowing students to work in various firms that are directly related to their areas of
      specialization. Especially, we have general department every semester with all business students
      and non-busness majors, sharing all the success, mission, and activities.
D. **How do you evaluate your services?**
   Students' feedback, paernts; participation and input; administration feedback and recommendations;
   Faculty and staff suggestion and feedback; faculty and staff participation in our program activities,
   Feedback and memos from administration, esp, feedback and recommendation from various
   employers, both locally and off-island. Additionally; the success rate of BS degrees both in
   Accounting, Marketing, Management, and Technology completed by our ASCC business graduates.
E. **How will your division use program review results to evaluate your program or services:** .
   The faculty will examine the results and develop a SWOT- identify the Strengths, Weaknesses,
   Opportunities, and Threats. From their will long for commonalities and how they align to other
   programs for support and who it supports the college's mission, core values, and the DLOS. as
   wells. As a results, we will make essential changes to improve course offerings, develop more high
   quality PLOs, SLOx and looking at new tools for assessment, and try to align course projects and
   hands-on actitivies to align with the Business Education National Standards.

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF ACADEMIC AFFAIRS
2014-2016

TABLE 1: Identify all academic department courses offered in the academic reviewcycle/time/timeline

ACADEMIC DEPARTMENT/DIVISION: BUSINESS DEPARTMENT

Name of Program: Accounting

Courses	Fall 2014	Spring 2015	Summer2015	Fall 2015	Spring 2016	Summer2016
BUS103	X	X	X	X	X	X
BUS 150	X	X	X	X	X	X
BUS 160	X	X		X	X	
BUS 170	X	X		X	X	
BUS 180	X	X		X	X	
BUS 260	X	X		X	X	
MGT 250	X	X		X	X	
ACC 150	X	X		X	X	
ACC 151	X	X		X	X	
ACC 152A	X	X		X	X	
ACC 210A	X	X		X	X	
ACC 220	X	X		X	X	
ECO 250A	X	X		X	X	

AMERICAN SAMOA COMMJNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF ACADEMIC AFFAIRS
2014-2016

TABLE 2: Identify instructional methods reflecting effective practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrucment are lectures, group discussions, hands on activities, guest speaker, serve learning, technology, field excursions, etc. and/or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT: <u>BUSINESS DEPARTMENT</u>

COURSES	Lecture	Group Discussion	Hands on Activities	Guest Speaker	Skit and role playi	Service Learning	<u>Work Site</u> Practical
ACC150	X	X	X		Research Paper		X
ACC151	X	X	X		Research Paper	X	X
ACC152A	X	X	X	X	Research Paper	X-Tax Office	X
ACC210A	X	X	X		Research Paper		
ACC220	X	X	X	X	Research Paper		
BUS103	X	X	X	One-to One	Critical Analytical	Paper	
BUS150	X	X	X	One-to-One		Comm. Project	
BUS160	X	X	X	X	X	Comm Project	
BUS170	X	X	X	X	X	Comm. Project	
BUS180	X	X	X	X	X	Field Work	
BUS260	X	X	X	Field Work	Research Paper	Debate	
ECO250A	X	X	X	Field Work	Reseach Paper	Debate	
ECO250B	X	X	X	Field	Research	Debate	

				Work	Paper		
MG250	X	X	X	Field Work	Research Paper	Debate	
MGT255	X	X	X	Field Work	Research Paper	Debate	
MKT195	X	X	X	Field Work	Research Paper		
MKT212	X	X	X	X	Comm. Project	X	X-30-40 hours

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF ACADEMIC AFFAIRS
2014-2016

TABLE 3: Identify assessment methods/instruments used by instructors in our academic department to assessing course-learning outcomes. Assessment metods identified by instrument includes: test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment not identified in tis list that are used and/or practiced by your academic department instructors for assessing course-learning outcomes.

ACADEMIC DEPARTMENT: <u>BUSINESS DEPARTMENT</u>

COURSES	Test/Exam	1,Quizzes 2.Homwork	Portfolio	Comm.Project	Field Work	Real Work	Rubrics
ACC150	X / X	1/ 2					X
ACC151	X / X	1 / 2					XCase studiy
ACC152	X / X	1 / 2				X	X
ACC210A	X /X	1 / 2					X
ACC220	X / X	1 / 2					X
BUS103	X / X	1 / 2		X	X		X
BUS 150	X / X	1 / 2	X	X	X		X
BUS 160	X / X	1 /2		X	X		X
BUS 170	X X	1 / 2	X	X			X
BUS 180	X / X	1 / 2		X	X		X
BUS 260	X/ X	1 / 2		X	X	Speical Project	X
ECO250A	X / X	Q / 2		X	Special Project		X
ECO 250B	X / X	1 / 2		X	Speical Project		X
MGT 250	X / X	1 / 2		X	Special Project		X
MGT 255	X / X	1 / 2		X	Special Project		X
MKT 195	X / X	1 / 2		X	Special Project		X
MKT 212	X / X	1 . 2	X	X	X	X	X

Table 4: Identify your academic department/division courses that are articulated with other college and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the one identifies by the instruments?

ACADEMIC DEPARTMENT/DIVISION: BUSINESS DEPARTMENT

Note: Our department did not officially have in writing any articulation on our courses.

But the universities listed below have accepted all our courses both in Accounting and management into their programs, based on our students' feedback when they got accepted into these colleges.

Academic Departmnt Courses:	College Universities	Vocational/Technical Institutions	Professional Development	Certification	Others (Specify)
AS: Accounting and Managment	Chaminade				
	Univ. of Hawaii-Hilo				
	Univ. of Hawaii-Oahu				
	Hawaii Pacific Univ.				
Bus103, BUS 150, Bus 160, Bus170, Bu180 Acc150, Acc151, Acc152A, Acc 210, ACC220 BUS 260 ECO 250A	ALL				

ECO 250B MGT250 MGT 255 MkT 195 MKt 212	ALL				

TABLE 5: Identify courses in your academic department that satisfy General Education requirements. Core foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing students for upper level courses. Identify the course if it isa developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT: <u>BUSINESS DEPARTMENT</u>

Courses	Development Coures	General Education	Core Foundational	Co-Foundational	Program Requirement	Electives
ENG150		X				
ENG151		X				
SPH 153		X				
ICT 150		X				
MATH151		X				
PHY SCI 150/150L		X				
HIS 150		X				
HIS 151		X				
HIS 170		X				
HIS 171		X				
PHY. 150		X				
ACC 150				X		
ACC 151				X		
ACC 152A``					X	
ACC 210A					X	
ACC 220					X	
BUS 103				X		
BIS 150				X		
BUS 160				X		
BUS 170				X		
BUS 180				X		
BUS 260				X		
MGT 250				X		

MGT 255					X	
MKT 195					X	
MKT 212					X	

TABLE 6: Identify courses in your curriculum programs that are open enrollment, special entrance, and/or identify developmental English and math courses.

Academic Department: <u>BUSINESS DEPARTMENT</u>

Courses	Open Enrollment	Special Entrance	Remedial English	Remedial Math
ACC150 Principles of Accounting I		X		
ACC151 Financial Accounting		X		
ACC152A Payroll & Income Tax		X		
ACC210A Managerial Cost Accounting		X		
ACC 220 Automated Accounting		X		
BUS103 Introduction to Business		X	X	
BUS150 Financial Math		X		X
BUS160 Business Communication		X		
BUS170 Ethics in the Workplace		X		
BUS180 Applied Business Statistics		X		
BUS260 Business Law		X		
ECO250A Principles of Microeconomics		X		
ECO250B Principles of Macroeconomics		X		
MGT250 Principles of Management		X		
MGT 255 Human Relations & Organizational Behavior		X		
MKT195 Principles of Marketing		X		
MKT212 Marketing & Management Practicum		X		

TABLE 7: Recruiting Methods (2014-2016)

Academic Department: BUSINESS DEPARTMENT

Courses or Programs	Outreach
Associate of Science in Accounting	High School & ASCC Career Day/Job Fair
Associate of Science in Business Management	High School & ASCC Career Day/Job Fair

Note: Restrictions limiting efforts to market program to high schools as had been the Business Department's practice in the past has basically discouraged department from being proactive in community outreach and recruiting activities during this period (2014-2016). Business courses require practical applications in business planning, product development, marketing, salesmanship, bookkeeping and accounting, worksite internship in related career fields, etc. ASCC policies must allow for creating learning environment on campus first, then actual field worksites. At this time, we rely strictly on whatever ASCC does with high schools. Without support of the college, Business program will deteriorate out of existence if that's the intention and outcome desired.

TABLE 8: TRACKING GRID:

ACADEMIC DEPARTMENT; BUSINESS

NOTE: Spring 2014 to Spring 2016: Total Graduates: 56

Degree/Cert Program	Workforce Employment	College Universities	Vocational Trades Institutions	Armed Force (specify)	Other (2pecify)
BS Accounting	14	2 completed Chaminade		3-Army	12 10 pursing BS Degrees 2-selfemployed
BS Management	4				5 pursing BS degrees
BS Marketing		Oregon State University		1-Army	1 pursing BS in Marketing
BS Administration	4	2 Chaminade Completed			9 pursuing BS Bus. Administration
BS in Business or Commerce		1 completed Univ. of Samoa			
OTHER DEGEES:					
1. BA Math		Cameron University			1 pursue BA Math
2. BS Computer Engineering		University of Utah			1 pursue BS Computer Engineering

TABLE 9: Program Retention Grid

Academic Department: <u>BUSINESS DEPARTMENT</u>

DEGREE/CERT	Fall 2014		Spring 2015		Fall 2015		Spring 2015		Fall 2016	Spring 2016
	Beginning	Completed	Beginning	Completed	Beginning	Completed	Beginning	Completed	Completed	Completed
Associate in Science – Accounting	11	10	6	6	9	8	5	5	5	5
Associate in Science – Business Management	3	1	3	2	3	1	4	4	1	8
Double Majors (AS Accounting & AS Business Management		1		3						2

Academic Department: <u>BUSINESS DEPARTMENT</u>

DEGREE/CERT	Fall 2014		Spring 2015		Fall 2015		Spring 2015		Fall 2016	Spring 2016
	Beginning	Completed	Beginning	Completed	Beginning	Completed	Beginning	Completed	Completed	Completed
Associate in Science – Accounting	11	10	6	6	9	8	5	5	5	5
Associate in Science – Business Management	3	1	3	2	3	1	4	4	1	8
Double Majors (AS Accounting & AS Business Management		1		3						2

Table 10: Program Completion Grid

Academic Department: **BUSINESS DEPARTMENT**

COURSES	FALL 2015		SPRING 2016	
	Priority Registration to Withdrawal Period Enrolment	End of Semester Enrolment	Priority Registration to Withdrawal Period Enrolment	End of Semester Enrolment
ACC150 Principles of Accounting I	19	17	26	24
ACC151 Financial Accounting	12	11	8	8
ACC152A Payroll & Income Tax	6	6	7	7
ACC210A Managerial Cost Accounting	6	6	9	9
ACC 220 Automated Accounting	6	6	9	9
BUS103 Introduction to Business	20	18	21	21
BUS150 Financial Math			19	17
BUS160 Business Communication			16	16
BUS170 Ethics in the Workplace			8	8
BUS180 Applied Business Statistics	23	21	10	9
BUS260 Business Law	5	5	17	16
ECO250A Principles of Microeconomics	8	6	5	4
ECO250B Principles of Macroeconomics	7	7	8	7
MGT250 Principles of Management	11	10	10	9
MGT 255 Human Relations & Organizational Behavior	8	8	12	12
MKT195 Principles of Marketing	7	7	7	6
MKT212 Marketing & Management Practicum			13	12

Table 11: Course Completion Grid

Academic Department: **BUSINESS DEPARTMENT**

DEGREE	FALL 2014	SPRING 2015	SUMMER 2015	FALL 2015	SPRING 2016	SUMMER 2016
Associate of Science in Accounting	10	6		8	5	
Associate of Science in Business Management	1	2		1	8	
Double Majors (AS in both Accounting and Business Management	1	3			2	

TABLE 15: Scheduling History

Academic Department: <u>BUSINESS DEPARTMENT</u>

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
ACC150 Principles of Accounting I	X	X		X	X
ACC151 Financial Accounting	X	X		X	X
ACC152A Payroll & Income Tax	X	X		X	X
ACC210A Managerial Cost Accounting	X	X		X	X
ACC 220 Automated Accounting	X	X		X	X
BUS103 Introduction to Business	X	X	X	X	X
BUS150 Financial Math	X	X	X	X	X
BUS160 Business Communication					
BUS170 Ethics in the Workplace		X		X	X
BUS180 Applied Business Statistics	X			X	X
BUS260 Business Law	X	X		X	X
ECO250A Principles of Microeconomics	X	X		X	X
ECO250B Principles of Macroeconomics	X	X		X	X
MGT250 Principles of Management	X	X		X	X
MGT 255 Human Relations & Organizational Behavior		X		X	X
MKT195 Principles of Marketing	X	X		X	X
MKT212 Marketing & Management Practicum		X		X	X