



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

<b>Academic Department/Division:</b>	Fine Arts Department/Academic Affairs Division
Dean: Mrs. Letupu Moananu	
<b>Faculty(name &amp; position)</b>  Kuki Motumotu Tuiasosopo, <i>Drama Instructor and Chairperson</i> Regina Meredith – Fitiao, <i>Visual Arts Instructor</i> Poe Mageo, <i>Music Instructor</i> Loretta Leagatonu Puaauli, <i>Music Instructor</i>	
<b>Divisional Learning Outcomes:</b> <i>(Academic Affairs, Teacher Education, Samoan Studies Institute, Trades &amp; Technology, Land Grant)</i>  <u>Curriculum, Instruction, Planning</u> <i>Provide the highest quality programs and courses through on-going review and assessment of student learning outcomes as 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 assessments.</i>  <u>Highest Level of Academic Services</u> <i>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.</i>  <u>Internal and External Partnerships and Entities</u> <i>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, challenged, and non-traditional population and promote diversity and global engagement.</i>  <u>Manage and Allocate Institutional Resources Effectively</u> <i>Collaborate and work as a team with internal divisions, programs and departments in achieving student success and promote opportunity, access, and equity in professional development for faculty and staff both locally and off-island.</i>  <u>Recruit, Retain, Support Faculty and Staff in a Culture of Excellence and Innovation</u> <i>Promote excellent 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.</i>	
<b>Department and/or Program Mission Statement:</b> <i>As the learning outcome centered division, the Academic affairs Division is in alignment with the ASCC Catalog to provide the highest levels of quality academic services for students through on-going analysis, assessment, and improvement of instructional programs and personnel.</i>	



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**Program Learning Outcomes:** *(AA, AS, COP, CAPP LO's, Co- and Core LO's)*

**Fine Arts Program Learning Outcomes**

The Creative Process

*Identify the technical and expressive aspects to create, and the ability to perform while developing competent artistic skills that are essential to the Fine Arts field.*

The Performing/Exhibition

*Enrich the creative process by exhibiting works of art or performing in public places, and demonstrating the study of the Fine Arts discipline while developing lifelong skills in the Arts as a professional.*

The Historical, Cultural, and Social Context

*Appreciate, comprehend, and respect the historical, cultural, and social elements of the respective field in the Fine Arts.*

➤ **Input Measures**

- Facilities
- Equipment
- Materials
- Methods
- Teacher Qualifications
- Faculty Professional Development
- Job Placing and/or Tracking
- Faculty/Student Evaluation



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**INPUTS 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.

<b>Facilities</b> <i>(Please elaborate and/or provide supporting evidence for each response).</i>	
<p><b>1. Are the facilities adequate for current programs / services?</b> <i>Response should reflect if the current facilities for instructional use are sufficient for future enrollment. Reference current enrollment trends to project future enrollment growth.</i></p>	<p><i>The Art facilities (B8) are below the sufficient level for future enrollment. At least 30% of the walls in the interior are termite ridden, and the light fixtures are not working adequately for sufficient light. Because the building is situated close to the hillside, there can be a mosquito problem from time to time. And the run off when it rains continues to saturate the surrounding sidewalk pathways. For safety purposes, there needs to be a full renovation of the entire building. Due to the ongoing technical problems with the A.C. Unit in RM 30, the wall have deteriorated and is unsafe for instructors and students. The ceiling in the fine arts office and storage rooms have been deteriorated as well.</i></p>
<p><b>2. Are the facilities (classroom) clean and well maintained and sufficient?</b> <i>Response should indicate if classrooms are well cleaned and maintained regularly; lighting is sufficient in classrooms. The air should be well circulated, whereby students and instructors are comfortable in the facilities' classroom.</i></p>	<p><i>With the current conditions of our classrooms, the Janitors do the best they can with cleaning and sweeping the floor, but the overall condition of the classrooms need immediate attention. The air condition system in classrooms 29 &amp; 30 doe not work properly most of the time. Offices located in these classrooms also do not have air condition units. The B8 building needs electric fans, and an AC unit in the dark room used by the photography class. The office in that building has an A.C. unit.</i></p>
<p><b>3. Is lighting (in classroom) adequate?</b></p>	<p><i>Lightings works in RM 29 &amp; 30, but B8 needs adequate lights.</i></p>
<p><b>4. Are there any safety hazards?</b></p>	<p><i>Yes, there are issues of safety in RM 29 and 30. The slippery sidewalk at B8 building is due to runoff from roof, and mainly deteriorating walls that may need attention within the year.</i></p>
<p><b>5. Are facilities accessible to students and faculty with disabilities?</b> <i>Response should confirm if there are ramps and other means appropriate for easy movement of the handicapped in and out of the classrooms and</i></p>	<p><i>The classroom entrance is accessible to students and faculty with disabilities, however, the classrooms must be furnished with the necessary desks and chairs for the special needs students or faculty.</i></p>



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<i>within the facilities.</i>	
<b>6. Are the restroom facilities nearby and accessible for both genders?</b>	<i>For students, restrooms are nearby for them to use. There is a men's restroom behind the B8 building that needs to be open immediately. The problem is that due to lack of spaces in the B8 building for storage, the men's bathroom behind that building has been used for that purpose. It is highly recommended that this restroom be open for use in the spring semester 2017.</i>

<b>Equipment</b>	
<b>1. Do you have the necessary equipment to fulfill your responsibilities adequately?</b> <i>Response should indicate if there is enough equipment for instructional purposes.</i>	<i>RM 30 only has a smart board that we don't use frequently. One reason is that we don't have a laptop, cords, etc to work with the smart board. Because we offer art history courses that require the presentation of visuals that recount the historical facts, it has always been the desire to have a smart board or a projector exclusively for the Art Department. It would also be ideal to have two more computers on board for graphic design purposes.</i>
<b>2. Do you have textbooks for each course(s)?</b> <i>Response should indicate if there are enough textbooks each semester for each course. Identify courses with no textbooks and explain why.</i>	<i>Yes, for courses that require textbooks.</i>
<b>3. Do you have adequate (up to date) textbooks to support your course(s)/program(s)?</b> <i>Response should indicate if textbooks are within the 5-year limitations. If not explain why?</i>	<i>Yes.</i>
<b>4. What additional equipment do you need?</b>	<i>XROX machine.</i>
<b>5. Is the equipment adequately maintained?</b> <i>Response should indicate if equipment is adequately maintained for instructional purpose.</i>	<i>Sometimes.</i>
<b>6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?</b>	<i>Yes.</i>
<b>7. Are there any safety hazards with the current equipment?</b>	<i>No.</i>



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<b>8. Is the equipment accessible for employees with disabilities?</b>	<i>No.</i>
<b>9. Do you have adequate access to supplies for repairs to keep equipment functioning?</b>	<i>No.</i>
<b>Equipment summary:</b>	
<ul style="list-style-type: none"> <li>Number of computers, laptops, iPad, calculators, etc.</li> </ul>	<i>4 office computer desktops, 1 laptop (stolen), 0 ipad, 0 caluculators.</i>
<ul style="list-style-type: none"> <li>Number of printers, scanners, fax machine, etc.</li> </ul>	<i>3 printers, 0 scanners, 0 fax machine.</i>
<ul style="list-style-type: none"> <li>Number of copiers</li> </ul>	<i>1 copier (this equipment was never relocated the new fine arts office in RM 30. It was in the old fine arts office that was located in the administrative building.</i>
<ul style="list-style-type: none"> <li>Number of vehicles</li> </ul>	<i>0 vehicle</i>
<ul style="list-style-type: none"> <li>Number of ASCC cell phones</li> </ul>	<i>0 cell phones</i>
<ul style="list-style-type: none"> <li>Other major items (<i>tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed</i>)</li> </ul>	

<b>Materials</b>	
<b>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?</b> <i>Response should indicate if all instructional materials such as textbooks, supplementary materials, journals, magazines, etc. are up to date and appropriate for instruction. Explain if such instructional materials reflect the needs of the community.</i>	<i>Yes.</i>
<b>2. What additional supplies and/or materials do you need?</b>	<i>None.</i>
<b>3. Do you have adequate research or resource materials to support your office and instruction?</b>	<i>No.</i>
<b>4. What additional research or resource materials do you need?</b>	<i>An updated Encyclopedia for music, art, and theatre.</i>
<b>5. Can employees with disabilities adequately use the current materials?</b>	<i>No.</i>
<b>6. Do you have adequate supplies and materials?</b>	<i>Yes.</i>
<b>7. Are supportive and reference materials current, relevant, and readily available in</b>	<i>Yes.</i>



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<p><b>order to carry out instructional activities?</b> <i>Response should indicate if reference materials in your academic department library or the institution's library current and relevant for instructional use.</i></p>	
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<b>Methods</b>	
<p>1. <b>Is there a written curriculum, which relates to the specific learning outcomes of the program?</b> <i>Response provides an explanation of how your academic curriculum is specifically related to the Program Mission and/or learning outcomes.</i></p>	<p><i>Yes. Our curriculum is align to all of program learning outcomes, and therefore relates to our program mission.</i></p>
<p>2. <b>Do course syllabi have measurable student learning outcomes?</b> <i>Response should indicate if every course offered has identified measurable student learning outcomes achievable by students upon course completion.</i></p>	<p><i>Yes.</i></p>
<p>3. <b>Is the sequence of the course content appropriate and does it provide for program continuity?</b> <i>Response should indicate if appropriate sequencing of courses is in place, which allows for knowledge being built upon previous knowledge. Sequencing involves lower level courses as offered as required before students take upper level courses.</i></p>	<p><i>Yes.</i></p>
<p>4. <b>What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field trips, guest lecturers, etc.)?</b> <i>Response should indicate arrays of instructional methodologies and strategies used by faculties in delivering instruction. Instructional methods may not be limited to those mentioned in the question but also drawn from faculties' course syllabi.</i></p>	<p><i>Course Lecture, Audiovisual Examples, Classroom Interactions, Rehearsals, Art Studio Work, Public Speaking Activities, Impromptu Activities, Peer Reviews.</i></p>
<p>5. <b>Is the institution and programs evaluated by students or peers on a regular basis?</b> <i>Response should indicate if student enrolled in your degree and/or certificate programs of study evaluate your academic program. Explain how this process is done and the evaluating instrument that is being used by student to evaluate your program(s)/course(s).</i></p>	<p><i>Yes. Our students are encouraged to voice their opinions through our course and program evaluation.</i></p>
<p>6. <b>Does the program have a comprehensive</b></p>	<p><i>Yes.</i></p>





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<p><b>strategy for recruitment?</b> <i>Response should indicate if your department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/division.</i></p>	
<p>7. <b>Has the program been actively utilizing recruitment strategies?</b> <i>Response should indicate how your department/division recruitment strategy is implemented.</i></p>	Yes.
<p>8. <b>What criteria does the instructor or advisor use to place student in the classroom?</b> <i>Response should explain how student are placed in courses that are taught in your academic departments: placement tests, standardized test scores, pre-requisites, etc.</i></p>	Pre-requisites.
<p>9. <b>What is the current and past enrollment of the program?</b> <i>Response should strictly include past enrollment of the last review cycle and current enrollment.</i></p>	Approximately 5 – 10 students majoring in Music and Visual Arts. However, other students enroll in our courses to fulfill the ARTS requirement for Co-Foundational Areas in their degree programs.
<p>10. <b>Is the enrollment in the program too high or too low for current resources?</b> <i>Response should indicate if programs student enrollment is too high or too low for current physical, financial, and human resources.</i></p>	Enrollment in our programs has been low since 2012, however the financial and human resources are still adequate to run the program. It is the physical resource (physical facility) that is not good enough for the program.
<p>11. <b>Do all students have a designated advisor?</b> <i>Response should indicate if all students are assigned with an advisor and if all instructors in your department are assigned.</i></p>	Yes.
<p>12. <b>Are the advisors and faculty knowledgeable concerning program curriculum?</b> <i>Response should indicate if all your department faculties are well versed with the curriculum and or academic offerings of your academic department/division.</i></p>	Yes.
<p>13. <b>Is there a formal faculty advisement mechanism in place to assist student with program and career decisions?</b> <i>Response should indicate if there is a mechanism or process in place in helping student who are seeding degrees within your program as well as assisting them in making choices on career choices and paths.</i></p>	Yes.
<p>14. <b>Does the program have a comprehensive strategy in place for retention?</b> <i>Response</i></p>	Yes.



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<p><i>should indicate an explanation or how your academic department/division is retaining students in your department/division program.</i></p>	
<p><b>15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels?</b> <i>Responses should indicate of your academic department requires students to take remedial Math and English courses before enrolling in college bound courses.</i></p>	<p>Yes.</p>
<p><b>16. What is the retention rate for the program?</b> <i>Response should indicate the number of students retained in you degree program(s). If your department/division does not offer a degree/certificate program, you still have to identify your program's retention rate.</i></p>	<p>100%</p>
<p><b>17. What percentage of entering students graduate?</b> <i>Response should indicate the percentages of student that enter your program that actually complete with an Associate of Arts/Science or Certificate of Proficiency. If your department does not offer a degree or certificate, identify the number of student that actually complete courses that are required for degree or certificate programs.</i></p>	<p>90%</p>

Teacher Qualifications	
<p><b>1. Are the instructors in the program qualified to teach their particular courses?</b> <i>Response should indicate of the instructor currently teaching in your academic department are qualified to teach assigned courses, through degrees and certifications.</i></p>	<p>Yes.</p>
<p><b>2. Does the faculty have appropriate on the job training or work experience?</b> <i>Responses should indicate if instructors in your department receive on the job training through in service workshops, faculty orientations, off-island conferences, etc.</i></p>	<p>Yes.</p>
<p><b>3. Is there adequate number of personnel to support your department/program/division?</b> <i>In no, please explain.</i></p>	<p>Yes.</p>





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<b>Faculty/Professional Development:</b>	
<b>1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures?</b> <i>Response should indicate if there is a Faculty Handbook outlining ASCC policies and procedures.</i>	Yes.
<b>2. Does the institution require any in service training for new or adjunct instructors?</b> <i>Response should indicate if all new faculties' new or adjunct instructors hire by the College requires in service training.</i>	Yes.
<b>3. Do the instructors attend workshops and professional committee meetings?</b> <i>Response should indicate if instructors are given the opportunity to attend off-island conferences and if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences</i>	Yes.
<b>4. Does the institution provide financial assistance and release time?</b> <i>Response should indicate if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences</i>	No.
<b>5. Do instructors regularly communicate with program-related business or industries'?</b> <i>Response should indicate if the department faculties are in contact with the local business community on issues related to instruction, career paths, community needs, and all activities related to the programs of your department/division.</i>	Yes.
<b>6. Is there an advisory council for the program?</b> <i>Response should indicate if your department currently has Advisory Council members.</i>	Yes.
<b>a. Does the membership represent local business and industry?</b> <i>Response should indicate if your Academic department/divisions' Advisory Council membership is well represented with local business leaders and related industries particular to your program(s) of study.</i>	Yes.



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b. <b>How often does the local advisory council meet?</b>	<i>Once a semester.</i>
c. <b>Are minutes of the advisory council meetings kept on file?</b>	<i>Yes.</i>
d. <b>In what ways has the committee helped to plan, develop, and evaluate and promote the program?</b> <i>Response should indicate the committee's involvement planning, developing, evaluating, and promoting the department's academic program(s).</i>	<i>The committee advises and provides insights that are useful for the programs.</i>
e. <b>How has the local advisory council assisted the program?</b> <i>Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.</i>	<i>Promotion, and advertising our events.</i>
f. <b>What program improvements has the council recommended?</b> <i>Response should indicate recommendations that were made by your advisory council leading to program improvements.</i>	<i>Events.</i>
g. <b>In what ways have the instructors and administration acted on these suggested improvements?</b> <i>Response should indicate recommendation that were made by your advisory council leading to program improvements.</i>	<i>The administration, through the DOAA has provided adequate financial support for our events.</i>
h. <b>To whom does the advisory council report its findings? President, VP, Chairperson, Instructors?</b> <i>Response should indicate whom the advisory council directly reports its findings to.</i>	<i>Chairperson.</i>
i. <b>Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?</b>	<i>Yes.</i>
j. <b>Is there advisory council provided related program information to help them assist with program recommendations?</b> <i>Response should indicate if the department provides the advisory council with all related information that helps them with</i>	<i>Yes.</i>



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<i>program recommendations. Explain what kind of information your department/division has provided the council.</i>	
<b>7. Are institutional manuals or handbooks available to all faculty?</b> Please specify by name and accessibility ( <i>i.e. Policy / Personnel Manual, Governance Manual, Faculty Handbook, Student Handbook</i> )	<i>Yes.</i>
<b>8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?</b>	<i>Yes.</i>
<b>9. Is adequate in-service or local training provided?</b>	<i>Somewhat.</i>
<b>10. What opportunities are provided for off-island professional development?</b>	<i>None.</i>
<b>11. Do employees have the opportunity to visit other post-secondary institutions?</b> <i>Response should indicate local and non-local MOU's, Articulation Agreements...</i>	<i>No.</i>
<b>12. Does the administration support professional development activities training for your department / division?</b>	<i>No.</i>
<b>13. Are department / division meetings held regularly?</b>	<i>Of course!</i>
<b>14. Are there minutes of these meetings with a sign in sheet for attendance?</b>	<i>Yes.</i>
<b>15. Are guidelines for procedures and relevant information presented in a timely and consistent manner?</b>	<i>Yes.</i>

<b>Job Placing and/or Tracking</b>	
<b>1. Is placement data collected on a continuing basis, readily available to instructor, and used in program planning and evaluation?</b> <i>Response should indicate if data relating to job placement is collected on a regular basis and your department for planning and evaluating your programs uses such data.</i>	<i>No.</i>
<b>2. Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning</b>	<i>No.</i>



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<p><b>and evaluation?</b> <i>Response should indicate if your academic department has collected an employer satisfaction survey on a continuous basis and if the data were made available to your instructor for planning and evaluation.</i></p>	
<p><b>3. Is there a mechanism in place to receive feedback from four year institutions on transfer students.</b> <i>Response should indicate if there is a process currently in place obtaining information from four-year colleges of past ASCC student transferred to those institutions.</i></p>	No.
<p><b>4. Can the program justify non-degree student placement?</b> <i>Response should indicate how your academic program can justify those students non-degree seeking student placement in your program.</i></p>	No.
<p><b>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.</b></p>	Not Applicable.

Faculty/Student Evaluations	
<p><b>1. Are faculty performance evaluations conducted on a regular basis?</b> <i>Response should indicate if student evaluate faculties on a regular basis, include when evaluations are done.</i></p>	Yes.
<p><b>2. Are the cooperative linkages with other programs/departments, employment services, or vocational training programs relevant to students?</b> <i>Response should indicate how your program is linked to other academic departments' programs, government/private sector agencies and/or other vocational training programs.</i></p>	Yes.
<p><b>3. Do instructors view assessment as an integral and necessary part of instruction?</b> <i>Response should indicate if your department faculties view assessment as an integral and necessary part of instruction.</i></p>	Yes.



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*(THIS SECTION CAN BE COMPLETED BY THE DEAN OR DIRECTOR UPON COMPLETION OF ALL SURVEY QUESTIONS, BY ALL STAFF AND FACULTY WITHIN THE DIVISION).*

**VII. Priorities for Improvement**

Please list the three most important changes that should be made to your department/division to improve operations:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**VIII.** Based on the data collected, what are the department / division's plans (including objectives, activities, and outcomes) for improvement in the next six months?



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➤ **Program Operations**

- Mission
- Goals
- Objective
- Process
- Job Descriptions
- Time on Task





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**PROGRAM OPERATIONS**

Program Operation is a descriptive review of the curricular and instructional organization of a program of study. Program operation includes 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 offered during each semester of the cycle by each academic department.

<b>Academic Department/Division</b>	
<b>Dean/Director</b>	
<b>MISSION</b>	
1. Do you know the mission of your division?	<i>Yes.</i>
2. Did you participate in the development of the mission of your division?	<i>No.</i>
3. How does the mission of your division support the College's mission?	
<b>GOALS:</b>	
1. Do you know the DLO of your division? <i>(Division learning Outcomes)</i>	<i>Yes.</i>
2. Did you participate in the development of the DLO of your division? <i>(Division learning Outcomes)</i>	<i>Yes.</i>
3. Are you directly involved in the implementation of the outcomes of your department/division?	<i>No.</i>
<b>OBJECTIVES:</b>	
1. Do you know the objectives of your division?	<i>Yes.</i>
2. Did you participate in the development of the objectives of your division?	<i>Yes.</i>
3. Are you directly involved in the implementation of the objectives of your division?	<i>No.</i>
<b>PROCESS:</b>	
1. How many departments are within your division?	<i>16.</i>
2. What is the function of each department in the division?	<i>Instructional.</i>
3. How does each department of the division support the division's mission?	<i>Instructions and assessments.</i>
4. Are you involved in the budget planning of your department or division? If yes, please explain.	<i>No.</i>



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<b>JOB DESCRIPTIONS:</b>	
1. Number of years in this current position	<i>4 years.</i>
2. How many years have you worked for ASCC?	
o <b>AT ASCC ONLY:</b>	
▪ Less than one year	
▪ Less than 5 years	
▪ Less than 10 years	
▪ Less than 15 years	<i>X</i>
▪ Less than 20 years	
▪ Less than 25 years	
▪ Less than 35 years	
3. Do you know your current job description?	<i>Yes.</i>
4. Do most of your duties fall within your job description? If no, explain.	<i>No.</i>
5. What role do you play in supporting student learning?	<i>Instructional.</i>
<b>TIME ON TASK:</b>	
1. Does your department/division have a flow chart?	<i>No.</i>
2. What role/task do you have in the flow of responsibilities of your division?	<i>Chairperson Duties.</i>
3. What is the length of time you spend on a particular task in your scope of work? Describe the task and the time it takes.	<i>90% on instructions, and 10% on administrative duties.</i>
4. What is expected of you to compete at the end of the day? The week?	<i>Gradings.</i>
5. What prevents you from effectively performing your duties?	<i>Too many administrative duties during instructional time.</i>
6. What other duties are you involved in that occupy your time on task?	<i>Being head advisor of Phi Theta Kappa, Curriculum Committee meetings and duties.</i>

*Referencing: (Academic Program Review Manual, nd. pg. 14-29)*



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## ➤ **Output Measures**

- Tracking
- Program Retention
- Program Completion
- Course Completion
- Scheduling History
- Assessment of SLO
  - Developmental
  - Gateway Courses
  - General Education
  - Core Foundational Area
  - Co-Foundational Area
- Summary
- Findings



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**OUTPUT MEASURES**

Output measures are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate, retention/completion rates, and the assessment of student learning outcomes (*Academic Program Review-Third Cycle Report, Fall 2006-Summer 2008*).

**TRACKING:**

Identify the following areas in tracking students: those who have continued their studies at off-island colleges/universities, vocational/technical institutions off island, those currently serving in the armed forces, and those who are currently employed (*Academic Program Review Manual, nd*).

This is the most important challenging part of the academic program review report since its inception. Because of requirements set by the accrediting commission to provide evidence of successful academic student achievements from their college experience, this portion of the curriculum grid was added to the review. The required tracking students that have completed their studies at the American Samoa Community College. The instrument identified the following area in tracking students: those who have continued their studies at off-island colleges/ vocational/ technical institutions, those currently serving in the armed forces, and those who are currently employed (*Academic Program Review-Third Cycle Report, Fall 2006-Summer 2008, pg. 33*).

**PROGRAM RETENTION and PROGRAM COMPLETION:**

Report on students that are currently enrolled in your academic programs of study. Reports should indicate students enrolled, the number of students that have actually graduated (completion) in the respective semesters of the review cycle and students who remain (retention) in their academic programs.

**COURSE COMPLETION:**

Report on students who have enrolled in your academic program courses per semester of the review cycle during the pre-registration period. The number of student that actually completes the courses reflects retention. The terms “course completion” and “course retention” are synonymously used in this case.



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➤ **Matrix**

- Table 1: Course Offering
- Table 2: Methods of Instruction
- Table 3: Assessment Instruments
- Table 4: Course Articulation
- Table 5: Course Requirement
- Table 6: Course Enrollment Process
- Table 7: Recruiting
- Table 8: Tracking
- Table 9: Program Retention
- Table 10: Program Completion
- Table 11: Course Completion
- Table 12: Scheduling History



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## OUTPUT MEASURES

Output measures are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate, retention/completion rates, and the assessment of student learning outcomes.

### **Mission**

1. List the achievements of each DLO and/or PLO within your division.
2. What do you use to measure 'each' achievement?
3. What DLO and/or PLO 'were not' achieved within your division?
4. What impediments contributed to not achieving these department/division?
5. Identify how your achievements are connected (aligned ) to:
  - a. Transfer to institutions of higher learning
  - b. Successful entry into the workforce
  - c. Research and extension in human and natural resources
  - d. Awareness of Samoa and the Pacific

### **Effectiveness**

1. What services/programs does your division provide that affect: (must respond to all areas).
  - a. Academic/Education?
  - b. Staffing?
  - c. Technology (high or low tech)?
  - d. Facilities?
  - e. Budgeting?
  - f. Other Resources?
2. How is feedback from internal/external stakeholders used to make changes or improvements? (*e.g. Advisory Council Members*)
  - a. What other methods (*data, reports, memo's, etc.*) are used to make changes to improve your division?
  - b. Identify the changes or improvements made as a result of feedback or methods used?
  - c. How are these changes communicated to internal/external stakeholders for quality assurance?
3. How do you evaluate your services?
4. How will your division use program review results to evaluate your program or services?





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**Table 1:** Identify all academic department courses offered in the academic review cycle/timeline.

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

<b>Name of Program:</b>						
<i>Courses</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Summer 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Summer 2016</i>
ART 150	X			X		
ART 151		X			X	
ART 160	X			X		
ART 161		X			X	
ART 165	X			X		
ART 170	X	X		X		
ART 171						
ART 172	X	X		X		
ART 180		X				
ART 299						
DNC 150					X	
DRA 150	X	X		X		
DRA 151	X	X		X	X	
DRA 170				X		
DRA 250						
DRA 251						
MUS 150	X	X		X		
MUS 160	X		X	X		
MUS 165	X	X		X		
MUS 170	X	X		X		
MUS 180	X	X		X		
MUS 181				X		
MUS 187		X		X		
SPH 153	X	X	X	X	X	X



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**Table 2:** Identify instructional methods reflecting effective teaching 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 instrument are lectures, group discussions, hands on activities, guest speaker, service 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/DIVISION Fine Arts Department**

Academic Department/Division					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
ART 150	X			X	
ART 151	X			X	
ART 160	X		X		X
ART 170	X		X		X
ART 172	X		X		X
ART 180	X		X		X
DRA 150	X	X			
DRA 151	X		X	X	

Continue:

Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
MUS 150	X	X			
MUS 160	X	X	X		
MUS 165	X	X			
MUS 170			X		X
MUS 180			X		X
MUS 181			X		X
MUS 187			X		X

Continue:

Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
SPH 153	X		X	X	



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

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
ART 150	X	X		X	X
ART 151	X	X		X	X
ART 160				X	X
ART 170				X	X
ART 172				X	
ART 180				X	

Course	Special Projects	Others (specify)			
ART 150	Art Exhibition	Research/Presentation			
ART 151	Art Exhibition	Research/Presentation			
ART 160	Art Exhibition	Research/Presentation			
ART 170	Art Exhibition	Research/Presentation			
ART 172	Art Exhibition	Research/Presentation			
ART 180	Art Exhibition	Research/Presentation			
DRA 151	Musical Production				

Course	Test	Exams	Homework	Rubrics	Portfolio
DRA 150		X			
MUS 150	X	X	X	X	
MUS 160	X	X	X	X	
MUS 165			X	X	
SPH 153				X	X

Course	Special Projects	Others (specify)			
DRA 150		Research/Presentation			
DRA 151	Rehearsals/Performance				
MUS 165		Research/Presentation			
MUS 170	Rehearsals/Performance				
MUS 180	Rehearsals/Performance				
MUS 181	Rehearsals/Performance				
MUS 187	Rehearsals/Performance				
SPH 153		Public Speaking			



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**Table 4:** Identify your academic department/division courses that are articulated with other colleges 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 ones identifies by the instrument.

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
ART 150	X				
ART 151	X				
ART 160	X				
ART 170	X				
ART 172	X				
ART 180	X				

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
DRA 150	X				
DRA 151	X				
MUS 150	X				
MUS 160	X				
MUS 165	X				
MUS 170	X				

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
MUS 180	X				
MUS 181	X				
MUS 187	X				
SPH 153	X				



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**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 student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
ART 150			X	X		X
ART 151			X			X
ART 160			X	X		X
ART 170			X	X		X
ART 172				X		X
ART 180				X		X
DRA 150			X			X
DRA 151			X			X
MUS 150			X	X		X
MUS 160			X	X		X
MUS 165			X	X		X
MUS 170			X	X		X
MUS 180			X	X		X
MUS 181						X
MUS 187			X	X		X
SPH 153		X				



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

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
ART 150	X			
ART 151	X			
ART 160	X			
ART 170	X			
ART 172	X			
ART 180	X			
DRA 150	X			
DRA 151	X			
MUS 150	X			
MUS 160	X			
MUS 165	X			
MUS 170	X			
MUS 180	X			
MUS 181	X			
MUS 187	X			

**Define:**

Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.

Special Entrance (pre-requisite)

Remedial Math-developmental math courses

Remedial English-developmental English courses.





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**Table 7:** Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/division.*

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Academic Department/Division									
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/Job Fair	Community Service	TV/Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
Music Program		X	X	X	X	X	X	X	
Visual Arts Program		X	X	X	X	X	X	X	
Drama Courses				X	X	X	X	X	
Speech		X					X	X	



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Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION **Fine Arts Department**

<b>Degree/Certificate Programs</b>	<b>Workforce/ Employment</b>	<b>Colleges/ Universities</b>	<b>Vocational/ Trades Institutions</b>	<b>Armed Forces (specify)</b>	<b>Other (specify)</b>
Associate of Arts with an Emphasis in Music	4	2		1	
Associate of Arts with an Emphasis in Visual Arts	3	2			



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**Table 9: Program Retention grid**

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>
1. Music	N/A	N/A								
2. Visual Arts	N/A	N/A								
3.										
4.										
5.										



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**Table 10: Program Completion grid**

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	Priority Registration to Withdrawal Period Enrollment	End of Semester Enrollment	Priority Registration to Withdrawal Period Enrollment	End of Semester Enrollment	Priority Registration to Withdrawal Period Enrollment	End of Semester Enrollment	Priority Registration to Withdrawal Period Enrollment	End of Semester Enrollment	Priority Registration to Withdrawal Period Enrollment	End of Semester Enrollment
ART 150	23	19	N/A	N/A						
ART 151	N/A	N/A	6	6						
ART 160	11	11	N/A	N/A						
ART 170	6	5	6	6						
ART 172	6	6	1							
ART 180	N/A	N/A	1							
DRA 150	8	8	4	4						
DRA 151	0		14	14						
MUS 150	23	23	25	24						
MUS 160	16	16	0	0						
MUS 165	6	6	9	9						
MUS 170	8	8	9	9						
MUS 180	9	8	2	2						
MUS 181	N/A	N/A	N/A	N/A						
MUS 187	N/A	N/A	5	5						
SPH 153	145	145	125	122						



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**Table 11: Course Completion grid**

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
Music	N/A	N/A	N/A	N/A								
Visual Arts	N/A	N/A	N/A	N/A								

- a. Identify the AA/AS/COP/COC
- b. Identify how many students that have completed the course each semester.



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**Table 12: Scheduling History**

**ACADEMIC DEPARTMENT/DIVISION Fine Arts Department**

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
ART 150	X			X	
ART 151		X			X
ART 160	X			X	
ART 170	X	X		X	X
ART 172	X	X		X	X
ART 180					
DRA 150	X	X		X	X
DRA 151		X			X
MUS 150	X	X	X	X	X
MUS 160	X		X	X	
MUS 165	X	X		X	X
MUS 170	X	X		X	X
MUS 180	X	X		X	X
MUS 181					
MUS 187	X	X		X	X
SPH 153	X	X	X	X	X

Reference

Data Collection Template for Program Review Template (2008-2009)

Etuale, M. (nd). Academic Program Review Manual, American Samoa Community College.

Student Learning Outcome Report Fall 2007- Summer 2008

Assessment Report Template (2010-2012; 2012-2014)