



AMERICAN SAMOA COMMUNITY COLLEGE  
ACADEMIC PROGRAM REVIEW  
2016-2018  
**ACADEMIC PROGRAM REVIEW**

<b>Academic Department/Division:</b>	Language and Literature
<b>Dean:</b> Letupu Moananu	
<b>Faculty(name &amp; position)</b>  Melelina Fiaui, Chairperson	
<b>Divisional Learning Outcomes:</b> <i>(Academic Affairs, Teacher Education, Samoan Studies Institute, Trades &amp; Technology, Land Grant)</i>  Academic Affairs	
<b>Department and/or Program Mission Statement:</b>  The Language and Literature Department offers intensive English literature and writing courses to help students develop and strengthen their critical thinking skills, become proficient college-level readers and writers, and clear, effective communicators. Writing courses will focus on helping students become competent and skillful writers by using selective rhetorical strategies. Literature courses will evaluate and examine cultures, issues, and themes in multiple genres by applying a variety of writing methods and styles. Students will demonstrate critical thinking through literary analysis. The courses offered by the Language and Literature Department are designed to prepare students for transfer to a four- year college or university and/or to be successful and contributing members of the modern work force.	
<b>Program Learning Outcomes:</b> <i>(AA, AS, COP, CAPP LO's, Co- and Core LO's)</i>  <b><u>English</u></b> Courses that enable students to demonstrate active listening and speaking abilities, to develop proficiencies in clear and effective written communication, and to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.  <b><u>Humanities</u></b> Courses which enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy, and the arts.	



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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.

**Facilities** *(Please elaborate and/or provide supporting evidence for each response).*

<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>No, we currently only have two designated English classrooms. Since we offer multiple classes concurrently, some of our faculty teach classes out of other classrooms, including the Science labs. The A/C units in the office are often in need to repair as they go out periodically.</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>No, classrooms are often dirty. There is no trashcan in classrooms, so students simply throw their garbage on the floor. The classrooms have a terrible echo which conflicts with student learning. Janitors do a good job with sweeping and straightening desks, however they are not in their all day long and lack of trash cans encourages students to leave their trash in the classrooms.</p>
<p><b>3. Is lighting (in classroom) adequate?</b></p>	<p>Yes.</p>
<p><b>4. Are there any safety hazards?</b></p>	<p>No.</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 within the facilities.</i></p>	<p>Yes, our classrooms are on the ground floor. They are accessible to students with wheelchairs, crutches, etc. There is ample space to maneuver in the classrooms.</p>
<p><b>6. Are the restroom facilities nearby and accessible for both genders?</b></p>	<p>Yes.</p>

**Equipment**

<p><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></p>	<p>No, it would be helpful if all faculty in my department had a laptop. We are constantly trying to schedule the two laptops that we have, and then sometimes we go to AA for additional laptops. It's hard when instructors want to save their data on the dept. laptop. Additionally, I had filled out a PR for an Opaque Projector years ago, yet it was never purchased. This would be a helpful way to showcase student work so the entire class can see what is done well, what needs work, etc. Finally, it is</p>
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	necessary to have an additional department printer (and sufficient toner) as there are six faculty sharing only one.
<p><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></p>	Yes, we have textbooks for each course.
<p><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></p>	Yes, all books are within the 5-year limitation with the exception of our LIT 274 Pacific Literature book. <i>Nuanua, Pacific Writing in English</i> was published in 1995, but is still used because many colleges use this book as part of their curriculum. It is the most complete compilation of Contemporary Pacific Literature available.
<p><b>4. What additional equipment do you need?</b></p>	Laptops for each instructor, additional printer and toners for office, Opaque Projector.
<p><b>5. Is the equipment adequately maintained?</b> <i>Response should indicate if equipment is adequately maintained for instructional purpose.</i></p>	Yes.
<p><b>6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?</b></p>	Yes.
<p><b>7. Are there any safety hazards with the current equipment?</b></p>	No.
<p><b>8. Is the equipment accessible for employees with disabilities?</b></p>	Yes.
<p><b>9. Do you have adequate access to supplies for repairs to keep equipment functioning?</b></p>	Frequent lack of toner for printer; AA office accommodates us by making copies.
<b>Equipment summary:</b>	
<ul style="list-style-type: none"> <li>• Number of computers, laptops, iPad, calculators, etc.</li> </ul>	6 desktop computers, 2 laptops, 1 projector.
<ul style="list-style-type: none"> <li>• Number of printers, scanners, fax machine, etc.</li> </ul>	1 working printer (on loan from AA office);
<ul style="list-style-type: none"> <li>• Number of copiers</li> </ul>	Same as above.
<ul style="list-style-type: none"> <li>• Number of vehicles</li> </ul>	Zero.
<ul style="list-style-type: none"> <li>• Number of ASCC cell phones</li> </ul>	Zero.
<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>	SMART board in room 26.



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<b>Materials</b>	
<b>1. Are the instructional materials in the courses and program 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>	Yes, all textbooks are current and adequately reflect the needs of the community.
<b>2. What additional supplies and/or materials do you need?</b>	None.
<b>3. Do you have adequate research or resource materials to support your office and instruction?</b>	Yes.
<b>4. What additional research or resource materials do you need?</b>	None.
<b>5. Can employees with disabilities adequately use the current materials?</b>	Yes.
<b>6. Do you have adequate supplies and materials?</b>	No, toner for the printer is frequently not stocked/ordered.
<b>7. Are supportive and reference materials current, relevant, and readily available in 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>	Yes, the library has copies of all textbooks and they were going to subscribe to the Journal of South Pacific Association for Commonwealth Language and Literary Studies.

<b>Methods</b>	
<b>1. 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>	Yes, all course curriculum directly relates, supports, and assesses out Student Learning Outcomes.
<b>2. 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>	Yes, all course syllabi have measurable student learning outcomes.
<b>3. Is the sequence of the course content appropriate and does it provide for program</b>	Yes, our freshman-level courses directly support, scaffold, and segue to our sophomore-level courses.



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<p><b>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>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>Methods of instruction include lectures, group assignments, individual presentations, audiovisual, individualized instruction (when necessary), pair assignments.</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>Students complete a course evaluation form at the conclusion of every semester. Department-wide evaluation of courses takes place regularly during department meetings.</p>
<p>6. <b>Does the program have a comprehensive 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>There is not a strategy for recruitment due to fact that our courses are General Education/ CORE courses.</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>	<p>No.</p>
<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>	<p>Initial placement into English 150 and English 151 is based on either the student's placement test scores (SAT, placement test) or successful completion of CAPP 90 and/or 91 classes. For the sophomore-level courses, students must pass the prerequisite courses in order to enroll.</p>
<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>	<p>All students.</p>
<p>10. <b>Is the enrollment in the program too high or too low for current resources?</b> <i>Response</i></p>	<p>N/A</p>



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<p><i>should indicate if programs student enrollment is too high or too low for current physical, financial, and human resources.</i></p>	
<p><b>11. 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>	<p>Students do have a designated advisor if they are a Liberal Arts major, however if that specific instructor is unavailable, any faculty can advise/ sign off any Liberal Arts student.</p>
<p><b>12. 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>	<p>Yes.</p>
<p><b>13. Is there a formal faculty advisement mechanism is 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>	<p>N/A</p>
<p><b>14. Does the program have a comprehensive strategy in place for retention?</b> <i>Response should indicate an explanation or how your academic department/division is retaining students in your department/division program.</i></p>	<p>N/A</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, the CAPP English and Math.</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>N/A</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</i></p>	<p>N/A</p>



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<p><i>certificate, identify the number of student that actually complete courses that are required for degree or certificate programs.</i></p>	
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<b>Teacher Qualifications</b>	
<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, faculty in Language and Literature have degrees in English or a closely related field. Additionally, they have prior experience teaching English.</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>Faculty regularly receive professional development through faculty orientations. This PD is not content specific, but more general.</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>

<b>Faculty/Professional Development:</b>	
<p><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></p>	<p>Yes there is a Faculty Handbook, although it was last approved in 2008.</p>
<p><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></p>	<p>One short orientation for new/ adjunct instructors.</p>
<p><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></p>	<p>Language and Literature instructors have only ever attended WASC trainings off-island and the last training attended was in 2012. We would like to attend conferences related to our content area.</p>
<p><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,</i></p>	<p>Yes.</p>



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<i>workshops, and conferences</i>	
<p><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></p>	Not formally, but I was a member of the Career and College Readiness Committee through the DOE. My goal of membership on this committee was to help the DOE better prepare students for credit-bearing college courses.
<p><b>6. Is there an advisory council for the program?</b> <i>Response should indicate if your department currently has Advisory Council members.</i></p>	Yes and they are from a diverse background and well-qualified to provide assistance.
<p>a. <b>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></p>	Yes.
<p>b. <b>How often does the local advisory council meet?</b></p>	They do not have formal meetings, but we counsel with them when specific questions/ concerns arise.
<p>c. <b>Are minutes of the advisory council meetings kept on file?</b></p>	No.
<p>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></p>	Lani Wendt Young allows our students to photocopy her stories and she and I have discussed the needs of our students and how best to serve them.
<p>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></p>	Feedback and advice.
<p>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></p>	None.
<p>g. <b>In what ways have the instructors and administration acted on these</b></p>	N/A





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<p><b>suggested improvements?</b> <i>Response should indicate recommendation that were made by your advisory council leading to program improvements.</i></p>	
<p><b>h. 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></p>	N/A
<p><b>i. Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?</b></p>	I do not know.
<p><b>j. 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 program recommendations. Explain what kind of information your department/division has provided the council.</i></p>	We would if there was a specific question or concern that we needed assistance with.
<p><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>)</p>	The only manuals that I know are available are the Policy/Personnel Manual, Faculty Handbook, and Student Handbook.
<p><b>8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?</b></p>	Not as much as should be. For example, I do not even know my department budget, so how can I know whether or not we have funds to attend workshops, etc.? Very little transparency.
<p><b>9. Is adequate in-service or local training provided?</b></p>	In a general sense, but not content-area specific.
<p><b>10. What opportunities are provided for off-island professional development?</b></p>	None that I know of.
<p><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></p>	Not to my knowledge.
<p><b>12. Does the administration support professional development activities training for your department / division?</b></p>	If it is in the budget and does not interfere too much with teaching schedules.



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<b>13. Are department / division meetings held regularly?</b>	Yes, monthly.
<b>14. Are there minutes of these meetings with a sign in sheet for attendance?</b>	Yes.
<b>15. Are guidelines for procedures and relevant information presented in a timely and consistent manner?</b>	Yes.

<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>	N/A
<b>2. Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning 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>	N/A
<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>	N/A
<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>	N/A
<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>	N/A

<b>Faculty/Student Evaluations</b>	
<b>1. Are faculty performance evaluations conducted on a regular basis?</b> <i>Response</i>	Students do not ever evaluate faculty; they only evaluate the course.



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<i>should indicate if student evaluate faculties on a regular basis, include when evaluations are done.</i>	
<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>	N/A
<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>	Yes.

*(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:

With regards to the Lang. and Lit. department, we are always improving and aligning our teaching practices, assessments, and standards for student work and learning. For the Academic Affairs division, we suggest:

1. Update facilities, support equipment.
2. Faculty are becoming resentful of the constant and additional workload (not included in job description) without just and fair compensation. Many of the new requirements have no practical applicability to helping faculty be better instructors or students better learners. An example of this would be the new rubric summary forms.
3. Little to no teacher appreciation is resulting in low morale; disconnect between administration and faculty.

**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

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>	Languages and Literature
<b>Dean/Director</b>	Dean Letupu Moananu
<b>MISSION</b>	
1. Do you know the mission of your division?	Yes.
2. Did you participate in the development of the mission of your division?	No.
3. How does the mission of your division support the College's mission?	Direct relation to the Mission statement of ASCC.
<b>GOALS:</b>	
1. Do you know the DLO of your division? <i>(Division learning Outcomes)</i>	Yes.
2. Did you participate in the development of the DLO of your division? <i>(Division learning Outcomes)</i>	No.
3. Are you directly involved in the implementation of the outcomes of your department/division?	In my role as Department chairperson.
<b>OBJECTIVES:</b>	
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.
<b>PROCESS:</b>	
1. How many departments are within your division?	N/A
2. What is the function of each department in the division?	N/A
3. How does each department of the division support the division's mission?	N/A
4. Are you involved in the budget planning of your department or division? If yes, please explain.	No.
<b>JOB DESCRIPTIONS:</b>	
1. Number of years in this current position	As Chairperson: 5



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2. How many years have you worked for ASCC?	10
○ <b>AT ASCC ONLY:</b>	
▪ Less than one year	
▪ Less than 5 years	
▪ Less than 10 years	X
▪ Less than 15 years	
▪ Less than 20 years	
▪ Less than 25 years	
▪ Less than 35 years	
3. Do you know your current job description?	No.
4. Do most of your duties fall within your job description? If no, explain.	Many of my duties DO NOT fall under my original job description.
5. What role do you play in supporting student learning?	Academic Advisor.
<b>TIME ON TASK:</b>	
1. Does your department/division have a flow chart?	N/A
2. What role/task do you have in the flow of responsibilities of your division?	N/A
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.	N/A
4. What is expected of you to compete at the end of the day? The week?	Instructing classes, providing and grading assessments, keeping grading up to date, managing the department, keeping track of data.
5. What prevents you from effectively performing your duties?	Constant increase in administrative duties such as tracking student achievement data, filling out Academic Program Review form, keeping WASC data, etc.
6. What other duties are you involved in that occupy your time on task?	Managing the department, ordering textbooks, getting supplies for faculty, making schedules, handling day-to-day problems that arise with students, preparing meeting minutes for faculty meetings, attending Curriculum Committee meetings, etc.

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



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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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## 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-** Languages and Literature Department

<b>Name of Program:</b>						
<i>Courses</i>	<i>Fall 2016</i>	<i>Spring 2017</i>	<i>Summer 2017</i>	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>Summer 2018</i>
English 150	X		X	X		X
English 151	X		X	X		X
English 250		X			X	
English 251		X			X	
Lit. 247	X (cancelled)			X		
274						





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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-** Language and Literature

Academic Department/Division					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
English 150	X	X	X		
English 151	X	X	X		
English 250	X	X	X		
English 251	X	X	X		
Lit. 274	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** Language and Literature Department

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
English 150	X	X	X	X	
English 151	X	X	X	X	
English 250	X	X	X	X	
English 251	X	X	X	X	
Lit. 274	X	X	X	X	

Course	Special Projects	Others (specify)			



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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** Language and Literature Department

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
English Gen Ed. courses for AA degree	X				

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)



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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** Language and Literature Department

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
English 150		X				
English 151		X				
English 250			X			
English 251			X			
Literature 274			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** Language and Literature Department

Academic Department/Division		Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
Courses					
English 150		X			
English 151		X			
English 250			X		
English 251			X		
Literature 274			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 prospective 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** N/A

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



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**Table 8: Tracking Grid**

ACADEMIC DEPARTMENT/DIVISION N/A

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)



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**Table 9: Program Retention grid**

**ACADEMIC DEPARTMENT/DIVISION N/A**

<b>Degree/Certificate</b>	<b>Fall 2016</b>		<b>Spring 2017</b>		<b>Summer 2017</b>		<b>Fall 2017</b>		<b>Spring 2018</b>	
	<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.										
2.										
3.										
4.										
5.										





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**Table 10: Program Completion grid**

**ACADEMIC DEPARTMENT/DIVISION N/A**

<b>Courses</b>	<b>Fall 2016</b>		<b>Spring 2017</b>		<b>Summer 2017</b>		<b>Fall 2017</b>		<b>Spring 2018</b>	
	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>



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**Table 11: Course Completion grid**

**ACADEMIC DEPARTMENT/DIVISION N/A**

Degree/Certificate	Fall 2016		Spring 2017		Summer 2017		Fall 2017		Spring 2018		Summer 2018	

- 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** Languages and Literature Department

<b>Courses</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Summer 2017</b>	<b>Fall 2017</b>	<b>Spring 2018</b>
English 150	X	X	X	X	X
English 151	X	X	X	X	X
English 250	X	X	X	X	X
English 251	X	X	X	X	X
Literature 274	X (cancelled due to low enrollment)			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)