



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

<b>Academic Department/Division:</b>	<b>MATHEMATICS DEPARTMENT</b>
<b>Dean: Tauanu'u-Moananu, Letupu</b>	
<b>Faculty(name &amp; position)</b>	
<p><b>Mr. Tunufai Leiato, Chairperson</b>  <b>Mrs. Sinaitaaga J. Mose; Mr. Emau Tofilau; Mr. Laau Liufau; Mr. Marston Porter; Mr. Avele Mata'utia; Mrs. Amete Moefiainu; Mr. Anthony Felise, Faculty.</b></p>	
<b>Divisional Learning Outcomes:</b> <i>(Academic Affairs, Teacher Education, Samoan Studies Institute, Trades &amp; Technology, Land Gra</i>	
<b>Department and/or Program Mission Statement:</b>	
<p>The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math Department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.</p>	
<b>Program Learning Outcomes:</b> <i>(AA, AS, COP, CAPP LO's, Co- and Core LO's)</i>	
<b>Math 151- Co LO's</b>	
<b>Course Learning Outcomes:</b>	<b>Assessment Instruments:</b>
<b>Construct graphs of linear equations and inequalities and its application to problem solving</b>	<p>CLO will be assessed using the following instruments:          Homework problems          Group discussion          Quizzes and exams          Presentations</p>



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

	Student portfolios
<b>Apply linear programming method, intermediate algebra properties and operations to problem solving</b>	Homework problems Group discussion Quizzes and exams Presentations Student portfolios
<b>Demonstrate knowledge of the application of polynomial, exponential, logarithmic, and rational functions to solve real life problems</b>	Homework problems Group discussion Quizzes and exams Presentations Student portfolios

**Math 250 Core LO's**

**Learning Outcomes (LO's)**

<b>Course Learning Outcomes:</b>	<b>Assessment Instruments:</b>
1. Demonstrate knowledge of the application of algebra and trigonometry to problem solving	The course learning outcomes are assessed based on students' performances on the summative and formative assessment instruments: Homework problems In class quizzes and exams Student presentations (Group or individual) Class discussion
2. Develop skills in the interpretation of polynomial, rational, exponential, and logarithmic functions to model real life situations	Homework problems In class quizzes and exams Students power-point presentations Class discussion
3. Construct graphs of polynomials and trigonometric functions using technology, and relate it to real life phenomenon	Homework problems In class quizzes and exams Students power-point presentations Students demonstration the use TI-83 graphing calculators
4. Demonstrate the ability to analyze, synthesize, and evaluate algebraic and trigonometric problems and formulate effective solutions	Homework problems In class quizzes and exams Students power-point presentations Class discussion on problem solving
5. Apply conics, sequences and series in problem solving	Homework problems In class quizzes and exams Students power-point presentations

**CAPP (Math) Learning Outcomes:**

- Develop a general understanding of basic operations of real numbers and algebraic expressions to gain a solid foundation of basic mathematical concepts.**



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

2. **Develop and demonstrate the basic computational skills in arithmetic and elementary algebra necessary to be successful in college level math.**
3. **Demonstrate the ability to read, interpret, and construct tables, basic graphs, and linear equations.**
4. **Use technology to practice, solve, and verify basic arithmetic problems and linear equations.**



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

**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>	
<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>	<b>Yes; three smart boards were installed in Rm: A-5, A-35, and A-1 from previous school year. Unable to use it due to technical problems.</b>
<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>	<b>Yes; Job order request form is submitted when the facilities are not well maintained.</b>
<b>3. Is lighting (in classroom) adequate?</b>	<b>Yes</b>
<b>4. Are there any safety hazards?</b>	<b>Yes</b>
<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>	<b>Yes</b>
<b>6. Are the restroom facilities nearby and accessible for both genders?</b>	<b>Yes</b>

<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>	<b>Yes</b>
<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</i>	<b>Yes</b>



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

<i>why.</i>	
<b>3. Do you have adequate (<i>up to date</i>) 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>	<b>Yes; mostly every 3 years textbooks are updated in terms of its edition.</b>
<b>4. What additional equipment do you need?</b>	<b>None; all other additional equipment will be installed when the new mathematics lab opens.</b>
<b>5. Is the equipment adequately maintained?</b> <i>Response should indicate if equipment is adequately maintained for instructional purpose.</i>	<b>Yes. Important issue that will be discussed by Mathematics department.</b>
<b>6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?</b>	<b>Yes; refer to the attachment of mathematics inventory.</b>
<b>7. Are there any safety hazards with the current equipment?</b>	<b>No</b>
<b>8. Is the equipment accessible for employees with disabilities?</b>	<b>N/A</b>
<b>9. Do you have adequate access to supplies for repairs to keep equipment functioning?</b>	<b>Yes</b>
<b>Equipment summary:</b>	
• Number of computers, laptops, iPad, calculators, etc.	<b>Instructors: 8 desktop computers. 1 department laptop.</b>
• Number of printers, scanners, fax machine, etc.	<b>4 printers</b>
• Number of copiers	<b>2 copiers machine</b>
• Number of vehicles	<b>None</b>
• Number of ASCC cell phones	<b>none</b>
• 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> )	<b>Other equipment including laptops for CAPP: refer to inventory attachment.</b>

<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</i>	<b>Yes</b>



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

<i>instruction. Explain if such instructional materials reflect the needs of the community.</i>	
<b>2. What additional supplies and/or materials do you need?</b>	<b>Graphing calculators for upper math courses.</b>
<b>3. Do you have adequate research or resource materials to support your office and instruction?</b>	<b>Yes</b>
<b>4. What additional research or resource materials do you need?</b>	<b>None</b>
<b>5. Can employees with disabilities adequately use the current materials?</b>	<b>N/A</b>
<b>6. Do you have adequate supplies and materials?</b>	<b>Yes</b>
<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>	<b>N/A</b>

<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>	<b>Yes</b>
<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>	<b>Yes</b>
<b>3. 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>	<b>Yes</b>
<b>4. What methods of instruction are utilized in teaching your program area (i.e., lecture,</b>	<b>Lecture Individualized instruction</b>



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

<p><b>audiovisual, individualized instruction, field trips, guest lecturers, etc.)? 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.</b></p>	<p><b>Students power-point presentations Students demonstration the use TI-83 graphing calculators Cooperative learning Case study</b></p>
<p><b>5. Is the institution and programs evaluated by students or peers on a regular basis? 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).</b></p>	<p><b>Yes; courses that are assessed such as Math 151 and Math 250 are evaluated by students toward the ending of each semester on a regular basis.</b></p>
<p><b>6. Does the program have a comprehensive strategy for recruitment? Response should indicate if your department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/division.</b></p>	<p><b>N/A</b></p>
<p><b>7. Has the program been actively utilizing recruitment strategies? Response should indicate how your department/division recruitment strategy is implemented.</b></p>	<p><b>N/A</b></p>
<p><b>8. What criteria does the instructor or advisor use to place student in the classroom? Response should explain how student are placed in courses that are taught in your academic departments: placement tests, standardized test scores, pre-requisites, etc.</b></p>	<p><b>Placement test or SAT (standardized test scores)</b></p>
<p><b>9. What is the current and past enrollment of the program? Response should strictly include past enrollment of the last review cycle and current enrollment.</b></p>	<p><b>Data can be provided by department of Effectiveness Institutional.</b></p>
<p><b>10. Is the enrollment in the program too high or too low for current resources? Response should indicate if programs student enrollment is too high or too low for current physical, financial, and human resources.</b></p>	<p><b>Percentage of students enrolled in CAPP is very high.</b></p>
<p><b>11. Do all students have a designated advisor? Response should indicate if all students are assigned with an advisor and if all instructors in your department are assigned.</b></p>	<p><b>Yes</b></p>



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

<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 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>Yes; Academic advising during registration period to assist students especially those taking General Education courses leading towards their degree programs.</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>Yes; data provided by the Institutional Effectiveness Department.</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><b>Yes: CAPP</b></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><b>Data are provided by the Institutional Effectiveness.</b></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><b>Data are provided by the Institutional Effectiveness.</b></p>

<b>Teacher Qualifications</b>	
<b>1. Are the instructors in the program qualified</b>	<b>Yes</b>





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

<p><b>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><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><b>Yes, Recently, CAPP Instructors attended one of the Workshops Off Island on data and assessment.</b></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><b>Yes.</b></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><b>Yes; Faculty Senate.</b></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><b>Yes</b></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><b>Yes; there is a representative for the math department attending in various institutional committees such as faculty senate and assessment. College provides financial assistance for CAPP instructors recently to attend workshops off island. Additionally, college offer faculty orientation at the start of each semester to prep and update instructors.</b></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, workshops, and conferences</i></p>	<p><b>Yes; fully paid by the Institution.</b></p>
<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</i></p>	<p><b>N/A</b></p>



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

<p><i>community on issues related to instruction, career paths, community needs, and all activities related to the programs of your department/division.</i></p>	
<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>	<p><b>Yes; information available in the catalog.</b></p>
<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>	<p>Yes</p>
<p>b. <b>How often does the local advisory council meet?</b></p>	<p><b>Contact electronically.</b></p>
<p>c. <b>Are minutes of the advisory council meetings kept on file?</b></p>	<p>Yes</p>
<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>	<p><b>Department meets once a month; the minutes are documented and forwarded to the Advisory Council.</b></p>
<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>	<p><b>Share and address inputs electronically.</b></p>
<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>	<p><b>More into the content areas in terms of teaching and learning mathematics to improve student learning.</b></p>
<p>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></p>	<p><b>Introduced those new changes in their classrooms.</b></p>



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

<p>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></p>	<p><b>Mathematics Department Chairperson.</b></p>
<p>i. <b>Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?</b></p>	<p><b>Yes; handbook</b></p>
<p>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 program recommendations. Explain what kind of information your department/division has provided the council.</i></p>	<p><b>Yes</b></p>
<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>	<p><b>Yes</b></p>
<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>	<p><b>Yes</b></p>
<p><b>9. Is adequate in-service or local training provided?</b></p>	<p><b>Yes</b></p>
<p><b>10. What opportunities are provided for off-island professional development?</b></p>	<p><b>Innovative tools to analyze data and awareness of WASC objectives.</b></p>
<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>	<p><b>N/A</b></p>
<p><b>12. Does the administration support professional development activities training for your department / division?</b></p>	<p><b>Yes, Academic Affairs.</b></p>
<p><b>13. Are department / division meetings held regularly?</b></p>	<p><b>Yes, once a month. Minutes/Agenda are documented and forwarded to the office of Academic Affairs.</b></p>
<p><b>14. Are there minutes of these meetings with a</b></p>	<p><b>Yes</b></p>



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

<b>sign in sheet for attendance?</b>	
<b>15. Are guidelines for procedures and relevant information presented in a timely and consistent manner?</b>	<b>Yes</b>

<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>	<b>Yes, data are collected towards the ending of each semester including the student evaluation forms.</b>
<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>	<b>Yes.</b>
<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>	<b>N/A</b>
<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>	<b>N/A</b>
<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>	<b>N/A</b>

<b>Faculty/Student Evaluations</b>	
<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</i>	<b>Yes, students evaluation forms are distributed towards the ending of each semester.</b>



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

<i>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>	<b>Yes, Math 151 is mostly required for other majors as prerequisite.</b>
<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>	<b>Yes</b>

*(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. **Mathematics Computer Lab**
2. **Using data to improve teaching performance**
3. **Avoid delays in teaching/office supplies maintain flow of operations during instruction (e.g. Xerox toner, papers)**

**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?

- The installation of the Mathematics Computer Lab to enhance student learning especially those enrolled in CAPP. It will enable them to access mathematical software programs such as Math Algebra and MathTrek thus addressing the needs of varied learners (for audio, visual and hands-on learners) towards mastering arithmetic problems and linear equations.
- Maintain the collection of data in assessing student performance in order to identify the areas of learning that needs to be improved. This will also promote the institutional mission to offer students with higher quality education.



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



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

**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>Mathematics CAPP</b>
<b>Dean/Director</b>	<b>Mrs. Letupu Moananu</b>
<b>MISSION</b>	
1. Do you know the mission of your division?	N/A
2. Did you participate in the development of the mission of your division?	
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>	N/A
2. Did you participate in the development of the DLO of your division? <i>(Division learning Outcomes)</i>	
3. Are you directly involved in the implementation of the outcomes of your department/division?	
<b>OBJECTIVES:</b>	
1. Do you know the objectives of your division?	N/A
2. Did you participate in the development of the objectives of your division?	
3. Are you directly involved in the implementation of the objectives of your division?	
<b>PROCESS:</b>	
1. How many departments are within your division?	N/A
2. What is the function of each department in the division?	
3. How does each department of the division support the division's mission?	
4. Are you involved in the budget planning of your department or division? If yes, please explain.	



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

<b>JOB DESCRIPTIONS:</b>	
1. Number of years in this current position	N/A
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	
▪ Less than 20 years	
▪ Less than 25 years	
▪ Less than 35 years	
3. Do you know your current job description?	
4. Do most of your duties fall within your job description? If no, explain.	
5. What role do you play in supporting student learning?	
<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?	
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.	
4. What is expected of you to compete at the end of the day? The week?	
5. What prevents you from effectively performing your duties?	
6. What other duties are you involved in that occupy your time on task?	

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





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

## **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.



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

## 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?





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

**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 Mathematics

Academic Department/Division					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
Mat 80	*	*			
Mat 90	*	*			
Mat 151	*	*	*		*
Mat 155	*	*	*		*
Mat 250	*	*	*		*
Mat 260	*	*			*
Mat 280	*	*			*



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

**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** Mathematics

Academic Department/Division		CAPP			
Course	Test	Exams	Homework	Rubrics	Portfolio
Mat 80	*	*	*	*	
Mat 90	*	*	*	*	

Course	Special Projects	Others (specify)			
Math 80/90	*Presentation	Lab			

Course	Test	Exams	Homework	Rubrics	Portfolio
Mat 151	*	*	*	*	*
Mat 155	*	*	*	*	*
Mat 250	*	*	*	*	*
Mat 260	*	*	*	*	*
Mat 280	*	*	*	*	*
	Projects	Others			
	*Power-point	*Imovie			



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

**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**                     **Mathematics**                    

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
Mat 80		*		*	
Mat 90		*		*	
Mat 151		*			
Mat 155		*			
Mat 250	*	*			

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
Mat 260	*				
Mat 280	*				

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













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

**Table 9: Program Retention grid**

**ACADEMIC DEPARTMENT/DIVISION**           N/A          

<b>Degree/Certificate</b>	<b>Fall 2014</b>		<b>Spring 2015</b>		<b>Summer 2015</b>		<b>Fall 2015</b>		<b>Spring 2016</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.										





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

**Table 11: Course Completion grid**

**ACADEMIC DEPARTMENT/DIVISION** \_\_\_\_\_ **MATHEMATICS** \_\_\_\_\_

<b>Degree/Certificate</b>	<b>Fall 2014</b>		<b>Spring 2015</b>		<b>Summer 2015</b>		<b>Fall 2015</b>		<b>Spring 2016</b>		<b>Summer 2016</b>	
Developmental Courses							<b>850</b>	<b>850</b>	<b>288</b>	<b>288</b>		
Gateway Courses							<b>121</b>	<b>121</b>	<b>150</b>	<b>150</b>		
Core-Foundational Course							<b>90</b>	<b>90</b>	<b>N/A</b>	<b>N/A</b>		

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

