



AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF ACADEMIC AFFAIRS
2016-2018

Academic Department/Programs:	Science Department
Dean of Academic Affairs:	Mrs. Letupu Moananu
Director:	
Department Chairperson/Faculty	Dr. Randel DeWees

Divisional Learning Outcomes: *(Academic Affairs)*

Divisional Outcome 1: Curriculum, Instruction, and Planning.

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

Divisional Outcome 2: Highest level of academic services.

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

Divisional Outcome 3: Internal and External Partnerships and Entities.

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

Divisional Outcome 4: Manage and allocate institutional resources effectively.

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.

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

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

Academic Department or Program Mission:

The mission of the Science Department is to inspire the student community through educational services, research, and outreach programs in the broad areas of the basic sciences. Within the Science Department, there is currently one degree program, an Associate of Science degree in Marine Science. The department offers introductory and transferable courses in the areas of Biology, Chemistry, Oceanography, and Physics that fulfill the basic requirements for graduation. In addition, the department offers a two-semester biology sequence for the life sciences such as nursing, pre-medicine, pre-chiropractic, pre-dental, pre-veterinarian, and allied health majors as well as other science majors. By taking advantage of our natural surroundings, the Science Department is proud to offer a hands-on, comprehensive Marine Science program for its students to explore, understand, and appreciate the importance of the influence the ocean has on our planet's climate, as well as learn about marine organisms and habitats both locally and globally. The department is committed to a strong science program that strives to work with the latest technologies, and that explores environmental and human life sustainability issues in order to produce the next generation of leaders.

Program Learning Outcomes:

1. Competence in comprehending, interpreting, evaluating, and applying physical and biological scientific data.
2. Competence in demonstrating logical, conceptual, analytical and critical modes of thinking.
3. Demonstrate logical problem-solving through analyzing data patterns and functional relationships to answer questions and determine causes.
4. Comprehend and apply scientific concepts across disciplines utilizing a variety of techniques and technologies.
5. Demonstrate the ability to function successfully in laboratory and field settings in order to produce quality scientific research following the scientific method.



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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 <i>(Please elaborate and/or provide supporting evidence for each response).</i>		Resource allocation
1. Are the facilities adequate for current programs / services? <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>	The facilities currently are adequate for instructional use. The current trend continues to show a drop in enrollment so the facilities are still sufficient to serve the student population.	\$4,598.59
2. Are the facilities (classroom) clean and well maintained and sufficient? <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>	Facilities are cleaned routinely and are comfortable with working air conditioners.	
3. Is lighting (in classroom) adequate?	Lighting is adequate	
4. Are there any safety hazards?	No apparent safety hazards at this time	
5. Are facilities accessible to students and faculty with disabilities? <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>	Ramps have been installed so facilities are accessible to all those with disabilities.	
6. Are the restroom facilities nearby and accessible for both genders?	Restroom facilities are nearby and accessible to both genders.	

Equipment		Resource Allocation
1. Do you have the necessary equipment to fulfill your responsibilities adequately? <i>Response should indicate if there is enough equipment for instructional purposes.</i>	There is a need currently, to fill orders on a timely basis. However, a great improvement has been seen since the last reporting. There still is an ongoing effort to upgrade the lab equipment.	
2. Do you have textbooks for each course(s)? <i>Response should indicate if there are enough textbooks each semester for each course. Identify courses with no textbooks and explain why.</i>	There are textbooks available for all the courses.	
3. Do you have adequate (up to date) textbooks to support your course(s)/program(s)? <i>Response should indicate if textbooks are within the 5-year limitations. If not explain why?</i>	Some textbooks are not within the 5-year limit. Physical science, Chemistry, and Biology (180) are older books but are adequate for the course material and current	



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	standards.	
4. What additional equipment do you need?	glassware is needed along with more physical science lab materials	
5. Is the equipment adequately maintained? <i>Response should indicate if equipment is adequately maintained for instructional purpose.</i>	The equipment is adequately maintained with the exception of the fume hood in A17 which remains nonfunctional and has been since it was installed. Discussions with the contractor have yielded nothing as far as repairs are concerned and at this time other options are being considered.	
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?	Yes	
7. Are there any safety hazards with the current equipment?	Yes	
8. Is the equipment accessible for employees with disabilities?	Yes	
9. Do you have adequate access to supplies for repairs to keep equipment functioning?	Yes	
Equipment summary:		
<ul style="list-style-type: none"> Number of computers, laptops, iPad, calculators, etc. 	64 laptops, 6 desktop computers	
<ul style="list-style-type: none"> Number of printers, scanners, fax machine, etc. 	1 printer	
<ul style="list-style-type: none"> Number of copiers 	1 copier	
<ul style="list-style-type: none"> Number of vehicles 	0 vehicles	
<ul style="list-style-type: none"> Number of ASCC cell phones 	0 ASCC cell phones	
<ul style="list-style-type: none"> 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>) 	Generator, water testers (YSI Saunde), various lab equipment for Marine Science	

Materials		Resource Allocation
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? <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	



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2. What additional supplies and/or materials do you need?	Chemicals, overhead projector bulbs, external hard drives, plastic dropper bottles, spring scales, barometer, and weights	
3. Do you have adequate research or resource materials to support your office and instruction?	Yes	
4. What additional research or resource materials do you need?	N/A	
5. Can employees with disabilities adequately use the current materials?	Yes	
6. Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities? <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 internet provides adequate reference information at this time	

Methods		Resource Allocation
1. Is there a written curriculum, which relates to the specific learning outcomes of the program? <i>Response provides an explanation of how your academic curriculum is specifically related to the Program Mission and/or learning outcomes.</i>	Yes, critical thinking is employed which is part of our program learning outcomes #1	
2. Do course syllabi have measurable student learning outcomes? <i>Response should indicate if every course offered has identified measurable student learning outcomes achievable by students upon course completion.</i>	Yes, the syllabus outlines these outcomes for each student	
3. Is the sequence of the course content appropriate and does it provide for program continuity? <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>	The sequence of courses is designed to augment and support the student's knowledge base in a particular course of study. For example Chemistry I is required before chemistry II which is an obvious benefit.	
4. What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field trips, guest lecturers, etc.)? <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>	Lectures along with audiovisuals and hands on lab work, presentations, question/answer sessions, and reteaching the more difficult scientific concepts to aid in student retention.	
5. Is the institution and programs evaluated by students or peers on a regular basis? <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</i>	Yes, end of semester student evaluations are conducted to gain feedback concerning the respective courses.	



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<i>used by student to evaluate your program(s)/course(s).</i>		
6. Does the program have a comprehensive strategy for recruitment? <i>Response should indicate if your department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/PROGRAMS.</i>	When needed, the department contacts the dean of academic affairs to place ads in the local media and to accept recommendations on potential instructor candidates typically from in house recommendations. This continues to be the current method for departmental recruitment	
7. Has the program been actively utilizing recruitment strategies? <i>Response should indicate how your department/programs recruitment strategy is implemented.</i>	Yes, see #6 above	
8. What criteria does the instructor or advisor use to place student in the classroom? <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>	Prerequisites, declared majors and individual interests continue to be the primary criteria for placing students in various science courses.	
9. What is the current and past enrollment of the program? <i>Response should strictly include past enrollment of the last review cycle and current enrollment.</i>	Currently (Fall of 2016): 197 students <i>These numbers are based on student counts in each of the classes offered in the Science Department.</i> Past: 247 students	
10. Is the enrollment in the program too high or too low for current resources? <i>Response should indicate if programs student enrollment is too high or too low for current physical, financial, and human resources.</i>	The enrollment is currently adequate but there exists more room for additional students at this time.	
11. Do all students have a designated advisor? <i>Response should indicate if all students are assigned with an advisor and if all instructors in your department are assigned.</i>	Yes, and all science instructors are still assigned as advisors	
12. Are the advisors and faculty knowledgeable concerning program curriculum? <i>Response should indicate if all your department faculties are well versed with the curriculum and or academic offerings of your academic programs.</i>	Yes, all faculty are knowledgeable concerning program curriculum and use advising sheets to aid in the advisement of students for their desired course of study along with career decisions.	
13. Is there a formal faculty advisement mechanism in place to assist student with program and career decisions? <i>Response should indicate if there is a mechanism or process in place in helping student who are seeking degrees within your program as well as assisting them in making choices on career paths.</i>	Yes, see #12 above	
14. Does the program have a comprehensive strategy in place for retention? <i>Response should indicate an explanation or how your academic department/programs are retaining students in your</i>	Only a rudimentary strategy is currently in place but a high percentage of students that declare a science major is committed and	



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<i>programs.</i>	complete that major.	
15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels? <i>Responses should indicate of your academic department requires students to take remedial Math and English courses before enrolling in college bound courses.</i>	Yes, the CAPP is a program that provides remediation in mathematics and English/reading skills that are required before taking regular college courses if SAT results or college entrance exam indicates the need.	
16. What is the retention rate for the program? <i>Response should indicate the number of students retained in you degree program(s). If your department/programs does not offer a degree/certificate program, you still have to identify your program's retention rate.</i>	At this time, 18 students declare Marine science as their major. However, only 8 students are actively engaged in the courses. Based on this data it would appear to be about 44%. This is a rough estimate and will be amended as more data is made available	
17. What percentage of entering students graduate? <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>	See # 16 above	

Teacher Qualifications		Resource Allocation
1. Are the instructors in the program qualified to teach their particular courses? <i>Response should indicate of the instructor currently teaching in your academic department are qualified to teach assigned courses, through degrees and certifications.</i>	All teachers currently in the Science Department have advanced degrees and have extensive science instructor training.	
2. Does the faculty have appropriate on the job training or work experience? <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>	Currently, training is limited and is provided by veteran teachers in science guiding the new teachers i.e. lab experiments, syllabus requirements, and aid in the current curriculum used for each course.	
3. Is there adequate number of personnel to support your department/programs? <i>If no, please explain.</i>	No. At this time we are actively seeking a new Marine science Coordinator for the Spring 2017 semester.	

Faculty/Professional Development:		Resource allocation
1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures? <i>Response should indicate if there is a Faculty Handbook outlining ASCC policies and procedures.</i>	One is available through the faculty senate	
2. Does the institution require any in service	Yes. Assessment training is currently	



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<p>training for new or adjunct instructors? <i>Response should indicate if all new faculties' new or adjunct instructors hire by the College requires in service training.</i></p>	<p>provided for our new teachers.</p>	
<p>3. Do the instructors attend workshops and professional committee meetings? <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>Yes, assessment, some environmental conferences, and LSAMP workshops</p>	
<p>4. Does the institution provide financial assistance and release time? <i>Response should indicate if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences</i></p>	<p>Yes</p>	
<p>5. Do instructors regularly communicate with program-related business or industries?? <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/programs.</i></p>	<p>Yes, for example, the hospital communicates their needs as does ASPA.</p>	
<p>6. Is there an advisory council for the program? <i>Response should indicate if your department currently has Advisory Council members.</i></p>	<p>Yes</p>	
<p>a. Does the membership represent local business and industry? <i>Response should indicate if your Academic department/programs' Advisory Council membership is well represented with local business leaders and related industries particular to your program(s) of study.</i></p>	<p>Theoretically yes, practically the meetings tend to by phone conversations</p>	
<p>b. How often does the local advisory council meet?</p>	<p>As needed</p>	
<p>c. Are minutes of the advisory council meetings kept on file?</p>	<p>Not currently</p>	
<p>d. In what ways has the committee helped to plan, develop, and evaluate and promote the program? <i>Response should indicate the committee's involvement planning, developing, evaluating, and promoting the department's academic program(s).</i></p>	<p>Limited to offering advice when questions arise</p>	
<p>e. How has the local advisory council assisted the program? <i>Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.</i></p>	<p>See above</p>	
<p>f. What program improvements has the council recommended? <i>Response should indicate recommendations that were made</i></p>	<p>None as of this reporting</p>	



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<i>by your advisory council leading to program improvements.</i>		
g. In what ways have the instructors and administration acted on these suggested improvements? <i>Response should indicate recommendation that were made by your advisory council leading to program improvements.</i>	N/A	
h. To whom does the advisory council report its findings? President, VP, Chairperson, Instructors? <i>Response should indicate whom the advisory council directly reports its findings to.</i>	Chairperson	
i. Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?	Yes	
j. Is there advisory council provided related program information to help them assist with program recommendations? <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/programs has provided the council.</i>	No	
7. Are institutional manuals or handbooks available to all faculty? Please specify by name and accessibility (<i>i.e. Policy / Personnel Manual, Governance Manual, Faculty Handbook, Student Handbook</i>)	Yes	
8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?	Yes	
9. Is adequate in-service or local training provided?	Yes	
10. What opportunities are provided for off-island professional development?	Content area and assessment Workshops	
11. Do employees have the opportunity to visit other post-secondary institutions? <i>Response should indicate local and non-local MOU's, Articulation Agreements...</i>	Yes	
12. Does the administration support professional development activities training for your department / programs?	Yes	
13. Are department / programs meetings held regularly?	Yes	
14. Are there minutes of these meetings with a sign in sheet for attendance?	Yes	
15. Are guidelines for procedures and relevant information presented in a timely and consistent	Yes	



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Job Placing and/or Tracking		Resource Allocation
1. Is placement data collected on a continuing basis, readily available to instructor, and used in program planning and evaluation? <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	
2. Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation? <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	
3. Is there a mechanism in place to receive feedback from four year institutions on transfer students? <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	
4. Can the program justify non-degree student placement? <i>Response should indicate how your academic program can justify those students non-degree seeking student placement in your program.</i>	N/A	
5. Is your program required to sit any type on national exam for licensure? Identify which national exam and explain in detail the process and protocol, as to administer this exam.	No	

Faculty/Student Evaluations		Resource Allocation
1. Are faculty performance evaluations conducted on a regular basis? <i>Response should indicate if student evaluate faculties on a regular basis, include when evaluations are done.</i>	Each year faculty performance evaluations are conducted by the department chair	
2. Are the cooperative linkages with other programs/departments, employment services, or vocational training programs relevant to students? <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>	Yes, a science background is required by many degree programs such as nursing, marine science, and trades and technology to name a few	
3. Do instructors view assessment as an integral and necessary part of instruction? <i>Response should indicate if your department faculties view assessment as an integral and necessary part of instruction.</i>	Mostly	



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Priorities for Improvement

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

- 1.
- 2.
- 3.

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

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 instruments, 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/programs.

Academic Department/Programs	
Dean:	
Director:	
1. Do you know the mission of your program(s)?	
2. Did you participate in the development of the mission of your programs?	
3. How does the mission of your division support the College's mission?	
Division Learning Outcomes	
1. Do you know the DLOs of your division? (<i>Division Learning Outcomes</i>)	
2. Did you participate in the development of the DLOs of your division? (<i>Division Learning Outcomes</i>)	
3. Are you directly involved in the implementation of the outcomes of your department/division?	
PROCESS:	
1. How many departments are within your division?	
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.	
JOB DESCRIPTIONS:	
1. Number of years in this current position	
2. How many years have you worked for ASCC?	
o AT ASCC ONLY:	
▪ Less than one year	
▪ Less than 5 years	
▪ Less than 10 years	
▪ Less than 15 years	



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▪ 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?	
TIME ON TASK:	
1. Does your department/division have a flow chart?	
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 complete 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)



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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

Report on students that are currently enrolled in your academic programs of study.

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.

PROGRAM COMPLETION: Report 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.



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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.

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 the DLO and/or PLO?	
5. Explain/Identify how your achievements are connected (aligned) to the 4 bullets of the Institutional Core Values:	
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 (<i>data, reports, memo's, etc.</i>) 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/PROGRAM:

Name of Program:						
<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>
1.						
2.						
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Table 3: Identify the assessment instrument(s) used by instructors in your academic department in assessing course-learning outcomes. Assessment instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects... that are used and/or practiced by your instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION _____

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
<i>Ex: ICT 150</i>	<i>x</i>	<i>x</i>		<i>x</i>	

Course	Special Projects	Others (specify)			

Course					



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Table 4: Identify your 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 identified on this table.

ACADEMIC DEPARTMENT/PROGRAM:

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
<i>Ex: ICT 150</i>	<i>x</i>				

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

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



AMERICAN SAMOA COMMUNITY COLLEGE
 ACADEMIC PROGRAM REVIEW
 DIVISION OF ACADEMIC AFFAIRS
 2016-2018

Table 11: Degree/Certificate Completion grid

PROGRAM COMPLETION

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.

ACADEMIC DEPARTMENT/PROGRAM:

Degree/Certificate	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<i>Ex: AS Automotive Technology</i>	<i>4</i>			
<i>Ex: COP in Advanced Automotive Technology</i>	<i>2</i>			

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

