



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

Academic Department/Programs:	Social Science Department/ AA emphasis Political Science
Dean of Academic Affairs:	Mrs. Letupu Moananu
Director:	
Department Chairperson/Faculty	L. Temese
<p>Divisional Learning Outcomes: <i>(Academic Affairs)</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Academic Department or Program Mission: The Social Science Department provides students with introductory information in History, Psychology, Sociology, Anthropology, Geography, Philosophy and Political Science. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, cultural, political and technological progress. The department offers the Associate of Arts degree program with an emphasis in Political Science and transferable courses for students planning to further their education at off-island colleges and universities.</p>	
<p>Program Learning Outcomes or Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Analyze and apply classic and contemporary theories, concepts, models, norms, ideas and events in Social Science disciplines. 2. Demonstrate competence in writing, speaking and presenting information effectively for Social Science disciplines. 3. Apply Social Science research methodology to conduct, research, and process and present appropriate findings in the Social Science disciplines. 4. Develop career goals and plans, and apply lifelong learning skills for personal and professional growth. 	



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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>	Yes they are.	
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>	Yes they are.	
3. Is lighting (in classroom) adequate?	Yes.	
4. Are there any safety hazards?	No.	
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>	Yes.	
6. Are the restroom facilities nearby and accessible for both genders?	Yes.	

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>	No. Currently we have 4 instructors with 2 expecting to be hired in the next 1-2 semesters 2017. Most of us use the SmartBoard for our lectures, illustrations, etc. Currently we all share 1 projector and 1 laptop. Most use their own personal laptops. We need 1 additional projector and if feasible each instructor with a laptop.	
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>	No. All the courses have textbooks except for POL 151- Introduction to American Samoa Government. In this course there is no textbook written for the subject matter. Much of the notes come from a compilation of sources such as historical documents, articles, secondary texts, films, hand-outs from local sources. No one has yet	



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	written a textbook for the study of the American Samoa Government at a college level.	
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>	Yes, except for few courses such as POL 151(see previous box) & POL 160. POL 160 course is a political ethics/ theory textbook that is used in the last 10 years. There is no need for an “updated” textbook since the contents and information are applicable for now.	
4. What additional equipment do you need?	A laptop for each instructor & extra AC for the additional unused office. Need another projector, speakers and extensions....	
5. Is the equipment adequately maintained? <i>Response should indicate if equipment is adequately maintained for instructional purpose.</i>	Yes. All of our equipment (laptop,projector,V8 wires, etc.)stored in a metal cabinet.	
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?	No.	
8. Is the equipment accessible for employees with disabilities?	Not sure about this question..	
9. Do you have adequate access to supplies for repairs to keep equipment functioning?	No.	
Equipment summary:		
<ul style="list-style-type: none"> Number of computers, laptops, iPad, calculators, etc. 	5 computer desktops, 1 laptop.	
<ul style="list-style-type: none"> Number of printers, scanners, fax machine, etc. 	1 printer with a dysfunctional scanner, MIS technicians have failed to identify the problem yet printing still taking place. Confusion with toner serial number has led to some delayed issues of acquiring the correct toner for the printer...	
<ul style="list-style-type: none"> Number of copiers 	1	
<ul style="list-style-type: none"> Number of vehicles 	0	
<ul style="list-style-type: none"> Number of ASCC cell phones 	0	
<ul style="list-style-type: none"> Other major items (tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed) 		

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</i>	Yes. Not sure about “instructional materials reflect the needs of the community....”??	



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<i>instructional materials reflect the needs of the community.</i>		
2. What additional supplies and/or materials do you need?	Additional copier machine, 4 laptops, 1 projector, bluetooth speakers,	
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?	None	
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? Response should indicate if reference materials in your academic department library or the institution's library current and relevant for instructional use.	Yes	
	Yes	

Methods		Resource Allocation
1. Is there a written curriculum, which relates to the specific learning outcomes of the program? Response provides an explanation of how your academic curriculum is specifically related to the Program Mission and/or learning outcomes.	Yes.	
2. Do course syllabi have measurable student learning outcomes? Response should indicate if every course offered has identified measurable student learning outcomes achievable by students upon course completion.	Yes	
3. Is the sequence of the course content appropriate and does it provide for program continuity? 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.	Yes. Some examples include PSY 150, PSY 250, HIS 150, HIS 151, POL 150, POL 160, POL 170, POL 250.	
4. What methods of instruction are utilized in teaching your program area (i.e., lecture, 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.	Lecture, news articles, varied rubrics, dvd, group learning/activities, field trips, guest speakers, forums.	
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	No. Evaluation of program solely based on the usual practices of # of enrollment, retention, completion/graduates, graduation program, etc. There is no standard student evaluation for our degree program....may consider for future reference.	



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<p><i>done and the evaluating instrument that is being used by student to evaluate your program(s)/course(s).</i></p>		
<p>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></p>	<p>Current use of registration processes, orientation for new students, student services open-house, use of flyers, brochures for psychology & polisci program, potential internships with local Congresswoman’s office, Asian-Pacific Studies Internship,etc.</p>	
<p>7. Has the program been actively utilizing recruitment strategies? <i>Response should indicate how your department/programs recruitment strategy is implemented.</i></p>	<p>Yes. Some examples include Psychology courses and Club with Service Learning projects, History courses GER’s and PoliSci internships & its new Club. In addition to the college’s programs such as Orientation, Registration-Advising,Open-House, Student Government Association functions and activities etc.</p>	
<p>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></p>	<p>Because ASCC is an open enrollment institution, many of our students follow a sequence of passing & grading scale of pre-requisites.</p>	
<p>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></p>	<p>Past enrollment between 4-5 students per semester, current enrollment 6-7 students for this Fall 2016. 1 graduating this Fall 2016. 4 potential graduates in Spring 2017. 2 continuing students.....</p>	
<p>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></p>	<p>Adequate....not too low nor too high.</p>	
<p>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></p>	<p>Yes. Most of the liberal arts majors are assigned to “any” of the social science instructors. Most of the political science majors are assigned to the political science advisor. Only if there are too many students than we can all share in the advisement process.</p>	
<p>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></p>	<p>Yes. Each instructor was given a flash drive with an e-copy of the 2016-2018 Catalog during Faculty Orientation and a ASCC 2016-2018 Catalog manual.</p>	
<p>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></p>	<p>No. much of the “process” is often informal and one-on-one with students.</p>	
<p>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 programs.</i></p>	<p>There is no formal written strategy for retention. Just information/data from the Registrar’s office, Admissions office and informal discussions with students who continue with the program. The department “freely” allows students to make their own decisions based on what is available and pragmatic for their own future.</p>	



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<p>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></p>	<p>Yes. CAPP program supports those students who need the extra 1-2 semester to “accelerate” their learning capacity into college appropriate courses.</p>	
<p>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></p>	<p>Approximate retention rate is average, meaning if there are 6 PoliSci majors, most likely based on past factors 4-5 will complete their requirements in the 2-3 years.</p>	
<p>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></p>	<p>90% most likely complete unless transfer off-island, job employment, or personal issues leading to withdrawing from the college.</p>	

Teacher Qualifications	Resource Allocation	
<p>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></p>	<p>Yes. All are qualified.</p>	
<p>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></p>	<p>Yes.</p>	
<p>3. Is there adequate number of personnel to support your department/programs? <i>If no, please explain.</i></p>	<p>No. Previously before 2016 we had 6 faculty. Then 1 resigned for medical reasons, 1 transferred to another department and 1 will retire at end of Fall 2016. Currently we have 4 faculty, we’re still short of 2. However arrangements have been made for 1 position that will be filled, and 1 more position to be advertised before of Spring 2017.</p>	

Faculty/Professional Development:	Resource allocation	
<p>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></p>	<p>Yes. Not quite sure if Faculty Senate distributed to the faculty.</p>	



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<p>2. Does the institution require any in service 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>Yes. During faculty orientation and assessment training/workshops for new instructors.</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 in the past and at the beginning of this year, especially during the pre WASC visitations of during the probationary-warning periods from before/after 2012 till 2016. However since Summer & Fall 2016, memos of financial shortage has caused budgetary cuts & limited spending.</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. Often in the form of stipends and travel allowances.</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. Two instructors have ongoing programs and more in the future if all goes well that would help in finding ways to not only allow students to have financial incentives in their classwork but expose students to off-island opportunities for further schooling or careers.</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>Yes. Our Advisory committee consist of 3members. One works for a private non-profit organization servicing Victims of Domestic Abuse &Violence. Second member is our current honorable Congresswoman and the third member is a well-respected ASCC director with extensive 20+ years of instructional and professional experience in Pacific studies.</p>	
<p>b. How often does the local advisory council meet?</p>	<p>No meeting since this semester Fall 2016.</p>	
<p>c. Are minutes of the advisory council meetings kept on file?</p>	<p>Yes, in the past there were minutes kept for each meeting.</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>There have been forums held with members being invited as guest speakers, guest lecturers. One of our members is an adjunct for our Pacific history course and was a former chairperson of our department.</p>	
<p>e. How has the local advisory council</p>	<p>Ex: Since Fall 2014, Psychology instructor/Club hold</p>	



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<p>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>forums on Domestic Violence, donations to Hope House, cleaning roadside areas, educational guest speakers invited, etc. Government/History/Psychology classes assist SGA in providing questions for forums in the past 20+ years of ASCC. Current advisory council members have also verbally shared “internships” for students. Members also assist in providing recommendation/reference letters for ASCC students for off-island colleges/universities.</p>	
<p>f. What program improvements has the council recommended? <i>Response should indicate recommendations that were made by your advisory council leading to program improvements.</i></p>	<p>None so far...</p>	
<p>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></p>	<p>None so far....</p>	
<p>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></p>	<p>Informally it would report its findings to our chairperson.</p>	
<p>i. Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?</p>	<p>I believe there is....but not sure.</p>	
<p>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></p>	<p>A letter was addressed to new members inviting them to be part of the Advisory Committee and included was the statement that they are “free to attend our meetings if available, but if not our minutes for our meetings can be sent to their emails if requested.” Our department practices an open door policy for all its members.</p>	
<p>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>)</p>	<p>Yes. If not, they can be requested from the appropriate departments & personnel.</p>	
<p>8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?</p>	<p>Yes. Many of the correspondence are done electronically through the college email system.</p>	
<p>9. Is adequate in-service or local training provided?</p>	<p>Yes. Much of the service can be requested from the appropriate personnel.</p>	
<p>10. What opportunities are provided for off-island professional development?</p>	<p>This is temporarily out-of-service!</p>	



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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. Deans & Directors who are required for assessment purposes.	
12. Does the administration support professional development activities training for your department / programs?	Yes it does.	
13. Are department / programs meetings held regularly?	Not for this Fall semester 2016.	
14. Are there minutes of these meetings with a sign in sheet for attendance?	Not for this Fall semester 2016.	
15. Are guidelines for procedures and relevant information presented in a timely and consistent manner?	Yes. Informally thru the email.	

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>	No. Not for our department.	
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>	No. Not for our department.	
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>	No. Not for our department but perhaps in other departments with consistent data collection.	
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>	Although rarely will the program get students who are part-time, there have been few in the past either returning ASG employees or off-island students enroll in summers wanting to "save" money by completing their GER's on island.	
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</i>	Yes. Once a year for faculty. Once a semester for students.	



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<p><i>student evaluate faculties on a regular basis, include when evaluations are done.</i></p>		
<p>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></p>	<p>The Psychology courses/club popularly holds 1-2 forums during a semester, many of its guest speakers are private non-profit organizations that deal with domestic violence, child abuse, etc. Dept. of Social Services, Public Health are few of the many government agencies that collaborate in getting the information to our students and the community. There are federal grants, internships that allow some students to travel off-island (all-expenses paid) Student Government Association works closely with our dept. in the last 10 years to hold political forums for the students and the community during election years. Criminal Justice program requires our courses (POL150) and vice-versa (CJ 250) for enhancement of both programs. Health Science programs also requires our courses (PSY150or250)for their degree program and vice-versa if necessary.</p>	
<p>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></p>	<p>Yes. All agree it is an integral and necessary part of assessing not only what & why we teach but more importantly how will this equip our students to survive in the real world.</p>	



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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. Seek to acquire qualified specialized content area instructors who aspire to inspire.
2. Encourage ethical conduct of attendance, innovation & creativity, and effective teaching.
3. Be wise and prudent in use of time management & Be open to “think outside the box.”

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

We look forward to qualified specialized content instructors for 2017. We hope to share new ethical ways of thinking in our profession, consistency in our role as educators, refresh and incorporate our vocation with new pedagogies, and become more inclusive and prudent with allocating our time since it is our most precious asset.

We hope to recruit and expose more interests for our political science program. Retain and expand more interests in the liberal arts programs since most of our courses are required in this degree program. Specific proposal for a Political Status Forum was requested and will be in Spring 2017 in collaboration with the local Political Status office under Dr. Daniel Aga.

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	Social Science Department
Dean:	
Director:	
1. Do you know the mission of your program(s)?	Yes
2. Did you participate in the development of the mission of your programs?	Yes
3. How does the mission of your division support the College’s mission?	Our department develops and fosters successful student learning providing quality education programs in courses such as history, psychology, sociology, philosophy and political science.
Division Learning Outcomes	
1. Do you know the DLOs of your division? (<i>Division Learning Outcomes</i>)	Yes.
2. Did you participate in the development of the DLOs of your division? (<i>Division Learning Outcomes</i>)	No.
3. Are you directly involved in the implementation of the outcomes of your department/division?	Yes.
PROCESS:	
1. How many departments are within your division?	1
2. What is the function of each department in the division?	Instructional
3. How does each department of the division support the division’s mission?	NA
4. Are you involved in the budget planning of your department or division? If yes, please explain.	Yes.
JOB DESCRIPTIONS:	
1. Number of years in this current position	1



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2. How many years have you worked for ASCC?	11
o AT ASCC ONLY:	
▪ Less than one year	
▪ Less than 5 years	
▪ Less than 10 years	
▪ Less than 15 years	Yes.
▪ Less than 20 years	
▪ Less than 25 years	
▪ Less than 35 years	
3. Do you know your current job description?	Yes.
4. Do most of your duties fall within your job description? If no, explain.	Yes.
5. What role do you play in supporting student learning?	As a faculty member and a department chairperson.
TIME ON TASK:	
1. Does your department/division have a flow chart?	No.
2. What role/task do you have in the flow of responsibilities of your division?	As a faculty member and a department chairperson.
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.	As a faculty I must spend more time in facilitating my students & teaching the content. As a chairperson there is additional responsibilities/services that are necessary for the administrative processes of the department. Be it in serving the students, colleagues & other depts, AA office, and the institution as a whole.
4. What is expected of you to compete at the end of the day? The week?	Often I find that I am more incline to first complete the tasks of the chairperson and then make the effort to complete my teaching responsibilities such as reading, checking & grading my students' work....I confess that sometimes I fail to "catch up!"
5. What prevents you from effectively performing your duties?	For myself it is the time management....I simply need to allocate my time wisely as a faculty & chairperson.
6. What other duties are you involved in that occupy your time on task?	Advising students, open door policy for both students & colleagues.

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 of 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.	PLO #1,2&3 As a department we notice the tendency for students to do well in group activities & presentations. PLO #4 As a department we find that interviews, portfolios, guest speakers, forums, field trips, internships allow our students to be exposed, to experience, practice and apply the world of work.
2. What do you use to measure 'each' achievement?	Each instructor has their own Rubrics which allows them to assess these achievements. Due to different content disciplines in our department, each instructor has own teaching methods that is utilized within his/her own classroom.
3. What DLO and/or PLO 'were not' achieved within your division?	None.
4. What impediments contributed to not achieving the DLO and/or PLO?	None.
5. Explain/Identify how your achievements are connected (aligned) to the 4 bullets of the Institutional Core Values:	PLO #1,2&3 Aligns with ILO Student Centeredness, this allows students to be self-learners, cooperate & focus on high quality learning by analyzing, demonstrate and apply the content. Aligns with ILO Collaboration and Teamwork, this allows opportunities for open communication, partnering with other students, and healthy competition of diverse views and growth. PLO #4 Aligns with Lifelong Learning, this allows and encourages higher learning of skills, knowledge and ethics necessary to survive in the world of work. Group participation also fosters a tolerance for differences among people and a diversity of ideas.
a. Transfer to institutions of higher learning	Mission
b. Successful entry into the workforce	Mission
c. Research and extension in human and natural resources	Mission
d. Awareness of Samoa and the Pacific	Mission
Effectiveness	
1. What services/programs does your division provide that affect: (must respond to all areas).	
a. Academic/Education?	Instructional
b. Staffing?	None
c. Technology (high or low tech)?	None
d. Facilities?	None
e. Budgeting?	None
f. Other Resources?	Not sure.
2. How is feedback from internal/external stakeholders used to make changes or improvements? (e.g. <i>Advisory Council Members</i>)	The Advisory Council members are free to join our meetings. Members are not required to attend our meetings but if available are welcome to attend. Or can request by email minutes or agenda of meetings.
a. What other methods (<i>data, reports, memo 's, etc.</i>) are used to make changes to improve your	Still work in progress...most are often informal correspondence or just by verbal communication.



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division?	
b. Identify the changes or improvements made as a result of feedback or methods used?	Director of Curriculum & Assessment implemented a Moodle Writing lab w/ both Dean & Director volunteering their personal time/skills to assist students improve basic writing formats.
c. How are these changes communicated to internal/external stakeholders for quality assurance?	Not sure what is meant by the question.
3. How do you evaluate your services?	Student evaluation/faculty performance evaluation/course evaluation (optional)
4. How will your division use program review results to evaluate your program or services?	Summaries from this report will assist in improving the current services for our dept., faculty, courses and students. In other words, good practices can be retained & improved if necessary. Not so good practices need to be revisited, reviewed, revise or only as a last resort remove or terminate .



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

ACADEMIC DEPARTMENT/PROGRAM:

Name of Program:							
Courses		Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018
1.	ANT 150			X			X
2.	ANT 153						
3.	ANT 154						
4.	ANT 210						
5.	GEO 150			X	X		X
6.	GEO 160	X	X			X	
7.	GEO 161			X	X		X
8.	HIS 150	X	X	X	X	X	X
9.	HIS 151	X	X	X	X	X	X
10.	HIS 160	X	X			X	
11.	HIS 161				X		
12.	HIS 162	X	X	X	X	X	X
13.	HIS 170	X	X	X	X	X	X
14.	HIS 171	X	X	X	X	X	X
15.	PAD 150	X			X		
16.	PHIL 150	X	X		X	X	
17.	POL 150	X	X	X	X	X	X
18.	POL 151		X	X	X	X	
19.	POL 160	X			X		X
20.	POL 170		X			X	
21.	POL 250	X			X		
22.	POL 251		X			X	
23.	PSY 150	X	X	X	X	X	X
24.	PSY 250	X	X	X	X	X	X
25.	REL 150	X	X		X	X	
26.	SOC 150	X	X		X	X	



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Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the assessment review cycle that will help student achieve student-learning outcomes. Methods of instructions such as lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc.

ACADEMIC DEPARTMENT/DIVISION __SOCIAL SCIENCE/ACADEMIC AFFAIRS

Academic Department/Division (Place a check mark)							
Courses (List all courses in each program)	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning		
Ex: ICT 150	x	x	x				
ANT 150	x	x	x	x			
GEO 150	x	x	x	x			
GEO 160	x	x	x				
GEO 161	x	x	x				
HIS 150	x	x	x				
HIS 151	x	x	x				
HIS 160	x	x	x				
HIS 161	x	x	x				
HIS 162	x	x	x	x			
HIS 170	x	x					
HIS 171	x	x					
PAD 150	x	x	x				
PHIL 150	x	x	x				
POL 150	x	x	x				
POL 151	x	x	x				
POL 160	x	x	x				
POL 170	x	x	x				
POL 250	x	x	x				
POL 251	x	x	x				



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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 **SOCIAL SCIENCE**

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
<i>Ex: ICT 150</i>	<i>x</i>	<i>x</i>		<i>x</i>	
HIS 150	x	x	x	x	
HIS 151	x	x	x	x	
HIS 162	x	x	x	x	
HIS 170	x	x	x	x	
HIS 171	x	x	x	x	
PAD 150	x	x	x	x	
PHIL 150	x	x	x	x	
POL 150	x	x	x	x	
Indep.Study POL251				x	x

Course	Special Projects	Others (specify)			
PSY 150	x				
PSY 250	x				
SOC 150	x				

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>				
POL 150	x				
POL 250	x				
POL 251	x				



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Table 5: Identify courses in your academic department/program 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/PROGRAMS:

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
<i>Ex: ICT 150</i>		<i>x</i>		<i>x</i>		
HIS 150		x	x			x
HIS 151		x	x			x
HIS 162		x				x
HIS 170		x	x			x
HIS 171		x	x			x
PAD 150			x		x	x
PHI 150			x			x
POL 150			x		x	x
POL 151				x	x	x
POL 160			x	x	x	x
POL 170			x		x	x
POL 250				x	x	x
POL 251				x	x	x
PSY 150		x	x			x
PSY 250			x			x
REL 150			x			x
SOC 150			x			x
GEO 160						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 _____

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
Ex: ENG 70			X	
Ex: MAT 90			X	

- Definition:**
- 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 department/programs in recruiting perspective students' into your degree/certificate programs. These recruiting methods include Outreach, Media, and other means used by academic departments/programs. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/programs.*

ACADEMIC DEPARTMENT/PROGRAMS _____ **SOCIAL SCIENCE** _____

Academic Department/Division		Outreach			Media			Social Networking		
Courses or Programs	School Visitations	Career Day/ Job Fair	Community Service	TV/ Cable	Radio	Newspaper	Facebook	ASCC website	Twitter	
	<i>Ex: AS Automotive Technology</i>	x	x		x			x		
AA with emphasis in Political Science		x		x	x	x		x		



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Table 8: Tracking Grid

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 indicates 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*).

ACADEMIC DEPARTMENT/PROGRAMS:

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
<i>Ex: AS Automotive Technology</i>	<i>1</i>				
AA with emphasis in Political Science	10	4			



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Table 9: Program Retention grid

PROGRAM RETENTION:

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

ACADEMIC DEPARTMENT/PROGRAMS:

Degree/Certificate	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
	<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>Ex: AS Automotive Technology</i>		1						
<i>Ex: AS Architectural Drafting Technology</i>	1							
AA with emphasis in Political Science	6	1	5	4				



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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>			
AA with emphasis in Political Science	1			

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



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Table 12: Scheduling History

ACADEMIC DEPARTMENT/PROGRAMS:

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<i>Ex: AUTO 100 Fundamentals of Automotive Mechanics</i>	x	x	x	x
<i>Ex: AUTO 172 Automotive Engine Performances</i>	x			
<i>Ex: AUTO 174 Automotive Braking Systems</i>	x			
<i>Ex: AUTO 176 Automotive Steering and Suspension</i>		x		
<i>Ex: AUTO 178 Automotive Electrical/Electronics</i>		x		
<i>Ex: AUTO 250 Advanced Auto Engine Performances</i>			x	
<i>Ex: AUTO 280 Automotive Engine Diagnosis & Repair</i>			x	
<i>Ex: AUTO 282 Automotive Transmission, Transaxle, and Drive Trains</i>				x
<i>Ex: AUTO 284 Automotive Cooling/Heating & Air Conditioning</i>				x

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
PAD 150 Intro. Public Administration	x		x	
POL 150 Intro. American Government	x	x	x	x
POL 151 Intro. American Samoa Government (offer in Spring semesters NOT Fall semesters. Will rotate w/ POL 160)		x		x
POL 160 Intro. to Politics (revised from 12/2015 ASCC Student Planning Sheet. Will offer in Fall semesters NOT Spring semesters)	x		x	
POL 170 Public Policy		x		x
POL 250 Comparative Politics	x		x	
POL 251 International Relations		x		x

Reference

- Data Collection Template for Program Review Template (2008-2009)
- Etuale, M. (nd). Academic Program Review Manual, American Samoa Community College.
- Student Learning Outcome Report Fall 2007- Summer 2008
- Assessment Report Template (2010-2012; 2012-2014)