Academic Department/Programs:	
Dean of Academic Affairs:	**Mrs. Letupu Moananu**
Director:	**Outgoing- Dr. Lina Galeai-Scanlan, Incoming- Ms. Shirley DeLaRosa**
Department Chairperson/Faculty	

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:

Mission Statement: The American Samoa Community College Education Department provides preparatory courses for pre-service and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Samoan Language and Culture. In addition, Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods and research that will improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices.

Program Learning Outcomes or Learning Outcomes:
   I.   **Competence in Content Area(s):**

      The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
   II. **Competence in the Samoan Language, History, and Culture:**

      The teacher is competent and skillful in utilizing the Samoan language, history, and culture as a responsive teaching foundation to enhance learning.
   III. **Technology:**

      The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

IV. Diversity:

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

V. Designs and Provides Meaningful Learning Experiences:

The teacher consistently plans and implements meaningful learning experiences for students.

VI. Assessment:

The teacher understands and uses formal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

VII. School and Community Relationships:

The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

VIII. Professional Development:

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

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INPUTS MEASURES

Input measures are institutional resources provided for a program of study to achieve stated mission and outcomes. Main resources are facilities, equipment, teacher qualifications and capacity, and professional development.

Facilities *(Please elaborate and/or provide supporting evidence for each response).*		Resource allocation
1. **Are the facilities adequate for current programs / services?** *Response should reflect if the current facilities for instructional use are sufficient for future enrollment. Reference current enrollment trends to project future enrollment growth.*	Yes	**TED 1,TED 2, Room 10, M7B, M7C(future classroom),ERC**
2. **Are the facilities (classroom) clean and well maintained and sufficient?** *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.*	Rooms TED 1&2 are not properly maintained. There is always trash on the floor and desks are moved all over. The students seem to use it for a lounge. Lighting is sufficient, desks and chairs sufficient for students. The challenge is that the rooms are shared with other departments other than TED, thus, rooms may be left open and or desks moved around by different instructors from the different academic departments. Services provided are done after all classes are completed; the end of the school day.	
3. **Is lighting (in classroom) adequate?**	Yes	
4. **Are there any safety hazards?**	**Room 10 needs light covers secured. It is only a matter of time before they fall and break or hurt someone. Yes, job order has been put in for this light cover. Will put another one in today 12/09/2016.**	
5. **Are facilities accessible to students and faculty with disabilities?** *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.*	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?** *Response should indicate if there is enough equipment for instructional purposes.*	Yes	
2. **Do you have textbooks for each course(s)?** *Response should indicate if there are enough textbooks each semester for each course. Identify courses with no textbooks and explain why.*	Yes	

3.	**Do you have adequate *(up to date)* textbooks to support your course(s)/program(s)?** *Response should indicate if textbooks are with in the 5-year limitations. If not explain why?*	**Yes**	
4.	**What additional equipment do you need?**	**Power boxes and power cords**	
5.	**Is the equipment adequately maintained?** *Response should indicate if equipment is adequately maintained for instructional purpose.*	We need a regular maintenance program to upkeep the equipment.	
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…power boxes**	
8.	**Is the equipment accessible for employees with disabilities?**	**Yes**	
9.	**Do you have adequate access to supplies for repairs to keep equipment functioning?**	**No**	
Equipment summary:			
	• Number of computers, laptops, iPad, calculators, etc.	23 computers, 4 laptops, 3 iPads	
	• Number of printers, scanners, fax machine, etc.	3 printers, 1 scanner, 1 fax machine	
	• Number of copiers	2 copiers and or printers are copiers and scanners (have these features on them)	
	• Number of vehicles	1 vehicle for ST and field experiences	
	• Number of ASCC cell phones	Not needed	
	• 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)*	Each faculty or a several have Projectors; projectors are available for TED use. TED 1 has a STARBOARD, Room 10 has a SMARTBOARD. TED 2 will have a STARBOARD installed.	

Materials		Resource Allocation
1. **Are the instructional materials in the courses and program are up to date and do they reflect the needs of the industry and the community?** *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.*	Yes	
2. **What additional supplies and/or materials do you need?**	**Access to internet websites and or related sites that offer access to documentaries. Almost all such sites that offer educational support are BLOCKED. We need ink cartridges for printers, supply of copy papers, and expo markers.** **There is paper available, cartridges etc. Each semester**	

APR revised Spring 2015
Revised Spring 2016 added Resource Allocation

		instructors are given supplies for the semester. Expo markers are not needed since most use projectors and or they can purchase their expo markers versus having it supplied to them each year.	
3.	**Do you have adequate research or resource materials to support your office and instruction?**	**We need a software to help our students with writing. Students can go to the SLAC Center for assistance.**	
4.	**What additional research or resource materials do you need?**	**Grammarly, Turnitine**	
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.*	We have textbooks…that's it… To my surprise with the above, there is the ERC located at the Library for reference materials, etc. Students can go there for additional materials.	

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, it's in our Conceptual Framework that maps out our program.	
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**	
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, field practicum, presentation (individual & group), guest speakers, audiovisuals, online(MOODLE), etc..	
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*	Yes, usually at the end of the semester.	

and English courses before enrolling in college bound courses.		
16. What is the retention rate for the program? *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.*	**Not sure** **100% retention**	
17. What percentage of entering students graduate? *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.*	**Not sure** **100% all graduate with the exception of 2 this semester for the B.Ed. Program.**	

Teacher Qualifications		Resource Allocation
1. Are the instructors in the program qualified to teach their particular courses? *Response should indicate of the instructor currently teaching in your academic department are qualified to teach assigned courses, through degrees and certifications.*	**Yes** **Faculty are qualified to teach at the college however there are a few areas of need that need degrees in a particular content along with years of teaching experience.**	
2. Does the faculty have appropriate on the job training or work experience? *Responses should indicate if instructors in your department receive on the job training through in service workshops, faculty orientations, off-island conferences, etc.*	**Yes**	
3. Is there adequate number of personnel to support your department/programs? *If no, please explain.*	**We need more. Yes, TED needs at least 3 more. Each year, there are too many courses to cover and faculty are overload with at least one of two courses.**	

Faculty/Professional Development:		Resource allocation
1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures? *Response should indicate if there is a Faculty Handbook outlining ASCC policies and procedures.*	**Yes**	
2. Does the institution require any in service training for new or adjunct instructors? *Response should indicate if all new faculties' new or adjunct instructors hire by the College requires in service training.*	**Yes**	
3. Do the instructors attend workshops and professional committee meetings? *Response should indicate if instructors are given the opportunity to attend off-island conferences and if the College provides financial assistance for off-*	**Yes**	

	island trainings, seminars, workshops, and conferences		
4.	**Does the institution provide financial assistance and release time?** *Response should indicate if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences*	Yes	
5.	**Do instructors regularly communicate with program-related business or industries'?** *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.*	**Not regularly**	
6.	**Is there an advisory council for the program?** *Response should indicate if your department currently has Advisory Council members.*	**Yes**	
a.	**Does the membership represent local business and industry**? 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.	Yes	
b.	**How often does the local advisory council meet?**	**Twice a semester**	
c.	**Are minutes of the advisory council meetings kept on file?**	**Yes**	
d.	**In what ways has the committee helped to plan, develop, and evaluate and promote the program?** *Response should indicate the committee's involvement planning, developing, evaluating, and promoting the department's academic program(s).*	**They have discussed methods to increase the enrollment in the program and how to find resources to help fund the needs of the department. They have also helped to bring awareness of the government help that is out there for teachers.**	
e.	**How has the local advisory council assisted the program?** *Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.*	**They have been recruiting students from the schools in their districts.**	
f.	**What program improvements has the council recommended?** *Response should indicate recommendations that were made by your advisory council leading to program improvements.*	**They have recommended that the local population should be bombarded with adverts to promote the college and program.**	
g.	**In what ways have the instructors and administration acted on these suggested improvements?** *Response should indicate recommendation that were made by your advisory council leading to program improvements.*	**Everyone is working on recruiting.**	

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h. **To whom does the advisory council report its findings? President, VP, Chairperson, Instructors?** *Response should indicate whom the advisory council directly reports its findings to.*	**The reports are sent to the Director of TED and to the Dean of Academic Affairs.**	
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?** *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.*	**Yes…the Advisory Council is updated every time they meet on what is happening in the department.**	
7. **Are institutional manuals or handbooks available to all faculty?** Please specify by name and accessibility *(i.e. Policy / Personnel Manual, Governance Manual, Faculty Handbook, Student Handbook)*	Yes, they are available via our college website.	
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?**	**This depends on budget. All off-island travel is suspended right now.**	
11. **Do employees have the opportunity to visit other post-secondary institutions?** *Response should indicate local and non-local MOU's, Articulation Agreements…*	**Not all**	
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 manner?**	**Yes**	

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?** *Response should indicate if data relating to job placement is*	**One has to ask for it.** **Data is collected on a continuing basis and available to faculty. Due to course schedules it is often a challenge to get all faculty together to discuss program related**	

collected on a regular basis and your department for planning and evaluating your programs uses such data.	**issues. A change in duties of faculty is another issue that makes it a challenge to meet.**	
2. **Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation?** *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.*	**No** **Monthly department meetings allow for employees to express their satisfaction. These are noted in minutes and via emails from faculty when they are not happy with certain issues. These are used for planning by the Director however, with the limited number of faculty, program planning and evaluation is a challenge with faculty.**	
3. **Is there a mechanism in place to receive feedback from four year institutions on transfer students?** *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.*	**No** **Yes, there is the course evaluation forms used by the Academic Affairs Office and the TED Department.**	
4. **Can the program justify non-degree student placement?** *Response should indicate how your academic program can justify those students non-degree seeking student placement in your program.*	**Yes. There are in-service teachers who take courses only for teacher certification.**	
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.**	**Yes. Praxis**	

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

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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. .Review entire program from 100-400 for accuracy of matrixes, rubric dimensions and SPED and ECE components of
2. the TED Mission Statement.
3. .Hire more faculty to help ease the course load of faculty and avoid burnout of faculty.
4. Review field work experiences to ensure a smoother process for students in the field work and avoid student burnout from assignments at the field work.
5. .Work on improving services for ASDOE; and offering courses at designated school sites.

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:	**Letupu Moananu**
Director:	**Dr. Lina Galeai-Scanlan(outgoing) Shirley DeLaRosa (incoming)**
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?	It is directly aligned to it.
Division Learning Outcomes	
1. Do you know the DLOs of your division? *(Division Learning Outcomes)*	Yes
2. Did you participate in the development of the DLOs of your division? *(Division Learning Outcomes)*	Yes
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?	To assure student learning is taking place
3. How does each department of the division support the division's mission?	Yes
4. Are you involved in the budget planning of your department or division? If yes, please explain.	Yes. I work on the budget for the Department and share it with the VP and Dean for their review and approval.
JOB DESCRIPTIONS:	
1. Number of years in this current position	10
2. How many years have you worked for ASCC?	14
o *AT ASCC ONLY:*	
▪ Less than one year	

APR revised Spring 2015
Revised Spring 2016 added Resource Allocation

	▪ 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?	Yes
4.	Do most of your duties fall within your job description? If no, explain.	No, I do a bit more.
5.	What role do you play in supporting student learning?	I help to ensure that faculty deliver quality instruction, that the TED Program is aligned to the AA Office, the College.
TIME ON TASK:		
1.	Does your department/division have a flow chart?	Director, Chairperson, Faculty, Administrative Assistants
2.	What role/task do you have in the flow of responsibilities of your division?	Head of the Department, then Chairperson who is also faculty, then Faculty.
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.	Operations: 80%, Administrative: 10%, Teaching: 10%
4.	What is expected of you to compete at the end of the day? The week?	I must submit a bi weekly report of all activities.
5.	What prevents you from effectively performing your duties?	Nothing prevents me from performing my duties.
6.	What other duties are you involved in that occupy your time on task?	Attending meetings

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

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.

All students in either the AA and or the B.Ed. Program remain in the program until the final stage; Student Teaching. TED has a 100% retention rate based on the number of graduates who graduate with the B.Ed. degree after receiving their AA Ed degree.

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.

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.	1 B.Ed. Graduate Fall Semester 2016 Revised the Practicum components of all practicum courses for 300-400 level; completed by Leadership Triangle
2. What do you use to measure 'each' achievement?	Meeting of all ST requirements for B.Ed. Program Passing of course requirements Passing GPA
3. What DLO and/or PLO 'were not' achieved within your division?	Need to address the Special Education component as well the Early Childhood component of the TED Mission Statement.
4. What impediments contributed to not achieving the DLO and/or PLO?	Department discussion for the two components; review of CAF's for the courses as well getting qualified faculty to teach courses in those areas.
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	AA Program courses serve as B.Ed. Admissions requirements of B.Ed. Program under ASCC
b. Successful entry into the workforce	B.Ed. degree is accepted for work under ASDOE as well as the AA Ed degree.
c. Research and extension in human and natural resources	
d. Awareness of Samoa and the Pacific	AA and B.Ed. Program courses has embedded into the coursework the Samoan Language and Culture. There are courses that teach strategies to address the Samoan Child. Samoan Language and Culture is one of the 8 pillars of the TED Conceptual Framework of an effective teacher.
Effectiveness	
1. What services/programs does your division provide that affect: **(must respond to all areas).**	
a. Academic/Education?	AA and B.Ed. instruction for AA ED degree and B.Ed. degree; both in service and pre service; both public and private school teachers Teacher Certification courses for Elementary and Secondary ASDOE in service teachers Praxis Tutorials/Modules for Pre service students Literacy Workshop (Spring Semester 2017 for ASDOE teachers and Private School teachers GE courses for UH Manoa Cohort teachers Outreach sessions for ASDOE teachers on TED Programs Outreach sessions for High School Seniors
b. Staffing?	Need an TED administrative assistant
c. Technology (high or low tech)?	Our courses need technology for MOODLE ED courses
d. Facilities?	B.Ed. program needs to have sufficient classrooms
e. Budgeting?	B.Ed. program needs additional funding for faculty and program needs such updated computers, textbooks, internet access
f. Other Resources?	Tuition assistance for Non-Pell students

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Revised Spring 2016 added Resource Allocation

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2.	How is feedback from internal/external stakeholders used to make changes or improvements? *(e.g. Advisory Council Members)*	Feedback from external stakeholders help TED to revisit areas of need for improvement. For example, student feedback on instruction helps faculty to review their methodology used in the class.
	a. What other methods *(data, reports, memo's, etc.)* are used to make changes to improve your division?	Reports from assessment data help the program to review its curriculum for overall program improvement and sharing.
	b. Identify the changes or improvements made as a result of feedback or methods used?	Practicum courses were changed to reflect less stress on students due to review of time in the field. Certain course assignments were revisited for assessment assignments as a result of reviewing assessment data.
	c. How are these changes communicated to internal/external stakeholders for quality assurance?	All changes are discussed at department meetings and shared with the Advisory Council.
3.	How do you evaluate your services?	Use Student Satisfaction Surveys/TED
4.	How will your division use program review results to evaluate your program or services?	The program review will be used to assess how to move forward with needed improvements for the program.

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

ACADEMIC DEPARTMENT/PROGRAM: TEACHER EDUCATION

Name of Program:	Teacher Education 100-400 level courses					
	Courses	*Fall 2016*	*Spring 2017*	*Summer 2017*	*Fall 2017*	*Spring 2018*	*Summer 2018*
1.	ED 150	X	X				
2.	ED 157	X	X				
3.	ED 215	X	X				
4.	ED 240	X	X				
5.	ED 257/257P	X	X				
6.	ED 280	X	X				
7.	ED 285/285P	X	X				
8.	ED 300	X	X				
9.	ED 301	X	X				
10.	ED 305	X	X				
11.	ED 312	X	X				
12.	ED 319	X	X				
13.	ED 325	X	X				
14.	ED 330	X	X				
15.	ED 335	X	X				
16.	ED 340	X	X				
17.	ED 350	X	X				
18.	ED 391	X	X				
19.	ED 410	X	X				
20.	ED 425	X	X				
21.	ED 440	X	X				
22.	ED 491A	X	X				
23.	ED 491B	X	X				
24.							
25.							
26.							

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 TEACHER EDUCATION

Academic Department/Division (Place a check mark)							
Courses *(List all courses in each program)*	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning Field Excursions	Individual Presentations	Other
Ex: ICT 150	*x*	*x*	*x*				
ED 150	X	X	X			X	X
ED 157	X	X	X			X	X
ED 215	X	X	X			X	X
ED 280	X	X	X			X	X
ED 285/285P	X	X	X		X	X	X
ED 240	X	X	X			X	X
ED 300	X	X	X			X	X
ED 301	X	X	X		X	X	X
ED 305	X	X	X			X	X
ED 312	X	X	X		X	X	X
ED 319	X	X	X			X	X
ED 325	X	X	X			X	X
ED 330	X	X	X		X	X	X
ED 335	X	X	X		X	X	X
ED 350	X	X	X		X	X	X
ED 340	X	X	X		X	X	X
ED 410	X	X	X		X	X	X
ED 440	X	X	X		X	X	X
ED 435	X	X	X		X	X	X

ED 391A			X		X	X	X
ED 391B			X		X	X	X
ED 491A			X		X	X	X

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   TEACHER EDUCATION

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
Ex: ICT 150	*x*	*x*		*x*	
ED 150	X	X	X	x	
ED 157	X	X	X	x	
ED 215	X	X	X	x	
ED 240	X	X	X	x	
ED 280	X	X	X	x	
ED 285/285P	X	X	X	x	

Course	Tests	Exams	Homework	Rubrics	Portfolio
ED 300	x	x	x	x	x
ED 301	x	x	x	x	x
ED 305	x	x	x	x	x
ED 312	x	x	x	x	x
ED 319	x	x	x	x	x
ED 325	x	x	x	x	x
ED 330	x	x	x	x	x
ED 335	x	x	x	x	x
ED 340	x	x	x	x	x
ED 350	x	x	x	x	x

Course					
ED 410	x	x	x	x	x
ED 440	x	x	x	x	x
ED 435	x	x	x	x	x
ED 391A	x	x	x	x	x
ED 391B	x	x	x	x	x
ED 491A	X	Student Teaching	X	X	X

Assignments at the upper-level courses may vary from homework, etc. Syllabi reflect the assignments and matrixes for B.Ed. reflect those assignments as well.

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)
Ex: ICT 150	*x*				
ED 150				ASDOE	
ED 157				ASDOE	
ED 215				ASDOE	
ED 280				ASDOE	
ED 240				ASDOE	

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
ED 285/285P				ASDOE	
ED 300				ASDOE	
ED 301				ASDOE	
ED 305				ASDOE	

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

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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
Ex: ICT 150		*x*		*x*		
ED 150				X	X	X
ED 157				X	X	
ED 215				X	X	
ED 240				X	X	
ED 280				X	X	
ED 285/285P				X	X	
ED 300				X	X	
ED 301				X	X	
ED 305				X	X	
ED 312				X	X	
ED 319				X	X	
ED 325				X	X	
ED 330				X	X	
ED 335				X	X	
ED 340				X	X	
ED 350				X	X	
ED 410				X	X	
ED 435				X	X	
ED 440				X	X	
ED 391A				X	X	
ED 391B				X	X	
ED 491A				X	X	

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

ACADEMIC DEPARTMENT/DIVISION TEACHER EDUCATION

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
Ex: ENG 70			*X*	
Ex: MAT 90			*X*	
B.Ed. Program		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   TEACHER EDUCATION

Academic Department/Division									
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/ Job Fair	Community Service	TV/ Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
Ex: AS Automotive Technology	*x*	*x*		*x*			*x*		
AA Degree Program	X	X	X	X	X	X			
B.Ed. Program	X	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 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)
Ex: AS Automotive Technology	*1*				
B.Ed. Program	24			1	

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	
	Beginning of the Semester	*Graduated at the End of Semester*	*Beginning of the Semester*	*Graduated at the End of Semester*	*Beginning of the Semester*	*Graduated at the End of Semester*	*Beginning of the Semester*	*Graduated at the End of Semester*
Ex: AS Automotive Technology		*1*						
Ex: AS Architectural Drafting Technology	*1*							
B.Ed. Program	27	1						
AA Degree Education	41	16						

Table 10: Course Completion grid
COURSE COMPLETION:
Report on students who have enrolled in your academic program/courses per semester during the priority-registration period. The number of student that actually completes the course(s) reflects retention. The term "course completion" and "course retention" are synonymously used in this case.

ACADEMIC DEPARTMENT/DIVISION:

Courses	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
	Priority Registration to Withdrawal Period Enrollment	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*
Ex: ICT 150-01	*20*	*18*						
Ex: ICT 150-02	*25*	*24*						
ED 150	**16/10**	**16/?**						
ED 157	**4/9**	**4/9**						
ED 215	**15/5**	**15/5**						
ED 240	**Not offered/11**	**Not offered/11**						
ED 280	**5**	**5**						
ED 285/285 P	**Not offered**	**Not offered**						
ED 257/257 P	**Not offered/19**	**Not offered/13**						
ED 300	**Cancelled/13**	**Cancelled/13**						
ED 301	**Cancelled/7**	**Cancelled/5**						
ED 305	**Cancelled/Cancelled**	**Cancelled/Cancelled**						
ED 312	**2/Not offered**	**1/Not offered**						
ED 319	**1/Not offered**	**1/Not offered**						
ED 325	**Cancelled/3**	**Cancelled/3**						
ED 340	**3/10**	**3/9**						
ED 350	**1/Cancelled**	**1/Cancelled**						
ED 330	**Cancelled/13**	**Cancelled/13**						
ED 335	**Cancelled/11**	**Cancelled/11**						
ED 410	**7/Not offered**	**7/Not offered**						
ED 435	**7/Not offered**	**7/Not offered**						
ED 440	**8/Not offered**	**?/Not offered**						
ED 491A	**3/offered under Regular**	**1/offered under Regular**						
ED 490	**3**	**1**						

APR revised Spring 2015
Revised Spring 2016 added Resource Allocation

ED391A	**Cancelled/13**	**Cancelled/13**						
ED 391B	**1/Not offered**	**1/Not offered**						

*Please note: numbers after the / are ASDOE counts. For 491A, in service teachers must register under the Regular Session because we cannot offer under the ASDOE hours due to time/contact hours needed for ST.

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
Ex: AS Automotive Technology	*4*			
Ex: COP in Advanced Automotive Technology	*2*			
B.Ed. Degree	1			
AA Ed Degree	16			

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/PROGRAMS:

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

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
ED 150	X			
ED 157	X			
ED 215	X			
ED 240				
ED 280	X			
ED 285/285P				
ED 257/257P				
ED 300				
ED 301				
ED 312	X			
ED 319	X			
ED 325				
ED 305				
ED 330				
ED 335				
ED 340	X			
ED 350	X			
ED 410	X			
ED 440	X			
ED 435	X			
ED 490	X			
ED 491A	X			
ED 391A				
ED 391B	X			

*The above is Regular Session. Check above count for courses offered under ASDOE for in service of TED courses.

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)