

Academic Program Review- Summary & Findings

Academic Affairs Division-2014-2016

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American Samoa Community College

Prepared by: Director of Curriculum and Instruction and Institutional Researcher



**American Samoa
Community College**

TABLE OF CONTENTS

Mission	3
Institutional Core Values	3
Important Academic Principles to Reference	4
Criteria for the Academic Program Review	6
Major Accreditation Standards to be addressed by Academic Program Review Process	7
Process	10
Input Measures	11
A. Facilities	11
B. Equipment	13
C. Materials	16
D. Methods	18
E. Teacher Qualifications	25
F. Faculty/Professional Development	26
G. Job Placing and/or Tracking	31
H. Faculty/Student Evaluation	32
Priorities for Improvement	33
Program Operations	36
Mission	36
Goals	36
Objectives	37
Process	37
Time on Task	39
Output Measures	43



Mission:

The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

1. Transfer to institutions of higher learning
2. Successful entry into the workforce
3. Research and extension in human and natural resources
4. Awareness of Samoa and the Pacific.

Institutional Core Values & Learning Outcomes:

Through the missions of our programs and services, we hold ourselves accountable to the following:

1. Student Centeredness: ASCC commits to provide high quality programs and services focusing on student learning;
2. Respect for Diversity: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life;
3. Collaboration and Teamwork: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.
4. Respect for Tradition and Culture: ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research.
5. Lifelong Learning: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.

Important Academic Principles to Reference (*Institutional Program Review, 2002-2004*)

1. An academic program review will be systematically conducted by all academic department/program every two years.
2. The two-year program review cycle will specifically review/assess all approved academic programs/departments identified in the general catalog.
3. The organization of curriculum and instruction is based on the following:
 - a. That the review /assessment of ASCC academic programs begins with the institutional core values & learning outcomes defined by the ASCC mission statement, “...*the ASCC provide high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.*” Specifically, educational programs that
 - Transfer to institutions of higher learning
 - Successful entry into the workforce
 - Research and extension in human and natural resources
 - Awareness of Samoa and the Pacific.
 - b. The academic department/programs are specifically aligned to the institutional core values & learning outcomes defined by the mission statement.
 - c. The academic programs reflect an understanding that, learning is a complex process. *Learning is multidimensional, integrated and is achieved* at an appropriate level of performance over time. Learning includes not only that students know, but what they can do with what they know. Learning involves more than just knowledge and abilities, it also includes values, attitudes, and ways of thinking that will facilitate academic success in and out of the classroom.
 - d. The academic programs reflect the understanding of the need to effectively plan, develop, and implement a diverse array of instructional methods and pedagogy that go beyond the traditional classroom instruction setting.
 - e. That academic programs utilize the aforementioned comprehensive definition/approach to learning in order to
 - i. Establish a more complete and accurate picture of the desired types of learning has to be achieved.
 - ii. The degree or level of competence in which those learning are to be performed;



- iii. Research plan, and develop use of an appropriate repertoire of instructional methods to successfully create the necessary conditions where students can increase and achieve outcomes identified above;
 - iv. Employ an assessment plan that systematically assess the efficacy of an academic program's ability to compare educational performance in relation to the desired academic goals/outcomes.
4. Program review/assessment alone changes little. Program review/assessment must be linked to a larger set of conditions that promote change, and contributes to ASCC's ability to develop an "culture" where the quality of teaching and learning is valued and continually worked at.

Reference: (ASCC Institutional Program Review, 2003, draft version)

Criteria for the Academic Program Review:

Every effort was made to standardize the method used in collecting data and information for the review. The academic program review instrument was developed to include these major criteria: (1) Input Measures (2) Program Operations and (3) Output Measures.

This process involves faculty, administrators, and staff in...

- a) gathering information about academic programs/departments,
- b) reviewing and analysis of information
- c) combining all information in making judgments about overall program quality and making recommendations for improvements, and
- d) A follow up to ensure that all academic programs are fully supported in its efforts to providing quality academic programs/courses.

The academic program review instrument was developed to include these major criteria: (1) Input Measures (2) Program Operations and (3) Output Measures. *Input measures* are institutional resources provided for a program of study to achieve stated mission and outcomes. Input measures address area of facilities, equipment, materials, teaching methods, teacher qualifications, and faculty professional development. *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. The *Program Operation* criteria required information that is directly related to the instructional program of the College. The instrument (curriculum grid) was designed to obtain information on scheduling history. The reports should indicate the number of courses that were offered during each semester of the cycle by each academic department.



MAJOR ACCREDITATION STANDARDS TO BE ADDRESSED BY ACADEMIC PROGRAM REVIEW PROCESS

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II. A. Instructional Programs

The institution offers high quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degree, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment or transfer to other higher education programs.

II.A.2. Faculty including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that the minimum degree requirements are 60 semester credit hours or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, here used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its on courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies



appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Reference: (ASCC Self Evaluation Report to ACCJC 2014 Crosswalk, 2014)

THE PROCESS

The Academic Program Review (APR) Manual was revised and approved in March 2015 by the ASCC Standing Committee. A review of all questions, charts, and matrixes was shared and reviewed by the Assessment Planning General Committee (APGC), Assessment Planning Committee (APC), and the Curriculum Committee. After the review and approval of the APR manual from ASCC Standing Committee, the curriculum chairperson disseminated the APR Template in April 2015 to all Academic departments/ programs and divisions to complete the questionnaire by May 2015.

The Dean and the Associate Dean of Instruction/Academic Affairs Division began its initial dialog in August 2014 on the importance and the need to conduct a thorough and accurate review of all Academic programs. The academic program review (APR) was identified from the 2003, 2008, 2009 and 2010 Instructional Program Review Survey and the Academic Program Review Manual that was designed by the previous Dean and Associate Dean of Instruction in 2003.

Seventeen Academic departments/programs: Agriculture Community & Natural Resources (ACNR), Business (BUS), Criminal Justice (CJ), College Life planning (CLP), English Language Institute (ELI), Fine Arts (FAD), Health & Human Services (HHS), Language & Literature (ENG & LIT), Mathematics (MAT), Nursing (NUR), Physical Education (PED), Samoan Studies Institute (SSI), Science (SCI), Social Science (SOC. SCI), Teacher Education (TED) Reserve Officer Training Corps (ROTC), and Trades & Technology Division (TTD).



INPUT 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.

A. FACILITIES

Campus facilities are an important facet of the learning environment, which is why it is one of ASCC’s priorities in its Institutional Strategic Plan (ISP). Not only is the college concerned with the adequacy of space, but also safety, sufficient lighting, accessibility, and cleanliness of facilities and grounds.

In this section of the review, departments are given the opportunity to communicate problems they experienced or are experiencing with the use of facilities on campus. Participants could choose to respond with a “yes” or “no” or comment on the question.

The table below reflects a summary of themed responses with the following values: “Yes” = 3; “Needs Improvement” = 2; “No” = 1; and “N/A” or Missing = 0. The mean average and Standard Deviations are calculated for each question. Mean averages closer to “3.00” are more favorable in response to the question, except for question number four (highlighted) where a mean average closer to “1.00” would be more favorable.

Facilities	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation
1. Are the facilities adequate for current programs / services?	2	3	2	2	1	0	1	3	1	2	3	3	3	2	28	2.00	0.96
2. Are the facilities (classroom) clean and well maintained and sufficient?	2	2	1	2	1	3	1	3	2	2	3	3	2	3	30	2.14	0.77
3. Is lighting (in classroom) adequate?	2	3	3	2	2	3	3	3	3	3	3	3	3	2	38	2.71	0.47
4. Are there any safety hazards?	2	1	1	3	3	1	1	1	3	2	1	1	2	2	24	1.71	0.83
5. Are facilities accessible to students and faculty with disabilities?	2	3	3	2	2	3	3	3	3	3	3	3	3	1	37	2.64	0.63
6. Are the restroom facilities nearby and accessible for both genders?	2	3	3	2	2	3	3	3	3	3	3	3	3	3	39	2.79	0.43

1. Are the facilities adequate for current programs / services? CLASSROOMS:

Although generally facilities are adequate for all the programs, many of the departments would agree that improvements to the facilities are needed. As reported in the Spring 2015 Academic Program Review (APR) and currently still a problem, the acoustics in classrooms **18,19** and **20** produce an echo, which makes it difficult for students to hear faculty. Three

Academic departments that currently use these classrooms on a regular basis have reported this problem in the current APR.

Academic departments have also cited broken desks and chairs in the classrooms. For departments like **Criminal Justice** who have experienced a significant increase in their enrollment, there were not enough desks and chairs in rooms **18** and **19** to accommodate an enrollment of 30 in one of the department's courses this Fall. The **Business Department** has also taken notice of the broken desks and chairs and are also mindful of the space provided for future enrollment increases. The **Nursing Department** has also experienced a growing enrollment and cited their concerns with the size of Rooms **M-9** and **M-10**. The **Trades and Technology Department (TTD)** cited lack of space as a safety issue because of the size of the tools they work with which present a danger in enclosed spaces. The **CAPP English Department** has also raised concerns about inadequate space of classrooms in **M-12** to accommodate the ever-increasing influx of developmental students.

2. Are the facilities (classroom) clean and well maintained and sufficient?

Most respondents have reported classrooms to be untidy, especially after the weekend. One department reported that with the absence of trash bins in the classrooms, students leave their trash behind on the desks or on the floor. Also reported, as a reason for the untidy classrooms, is that students are hanging out in the classrooms to take advantage of the air condition. A comment was made that the custodial collection times were not compatible with the times that students are in the classrooms. Another comment was made that when a custodian who is responsible for certain areas is out, the faculty would have to clean up because a replacement had not been sent.

The most common problem reported in the previous APR was non-working AC units. In the current APR, the department of **Fine Arts** is the only department to report that the ACs in Classrooms **29** and **30** are not working properly. But the AC leaks have also caused mold to grow on the walls, therefore presenting an unsafe environment for both students and faculty in these classrooms. In addition, the offices located within the two classrooms are not equipped with Air Conditions at all. **B-8** walls are infested with termites and a mosquito problem is present because of the proximity of the mountain immediately in back of the building.

3. Is lighting (in classroom) adequate?

Lighting is sufficient for most departments. Problems reported with lighting include slow response from maintenance for requests to fix lighting. The **Nursing Department** reported that they do not have lighting in the hallways and that they have requested light bulbs with no immediate avail. There were suggestions from the **Business Department** for enhanced lighting to aid those with visual disabilities and for students reading blueprints in **TTD** classrooms. The **Fine Arts** department has also reported dull lighting in **B-8**.

4. Are there any safety hazards?

As mentioned before in the 2015 APR, **M-12** and **B-8** still experience slippery walkways due to the water run-off from the mountainside. The **Fine Arts** department also has an issue with deteriorating walls in Classroom **30** as a result of the leaking AC and deteriorating



walls in **B-8**. The ceilings in the **Fine Arts** office and Storage rooms are also deteriorated. The **Nursing** department reported a roof leak in M-9 and the non-working lights in hallway.

5. Are facilities accessible to students and faculty with disabilities?

Most of the departments have reported that there are no issues with accessibility for students and faculty with disabilities. But while there is accessibility to the classrooms via ramps, it has been reported that there is not much in the classrooms to accommodate students with disabilities. This includes desks to accommodate students in wheelchairs. There is also concern with some of the ramps being too narrow to accommodate some wheelchair sizes.

6. Are the restroom facilities nearby and accessible for both genders?

While restrooms are available for all students in several areas throughout the college, some departments feel they are not as easily accessible from some areas as others. Students who take classes in **M-12**, for instance, must use stairs or sloped walkways to get to the bathrooms as reported by the **CAPP English** department. Because of the lack of space in **B-8**, the Men's bathroom has been closed to use as storage space as reported by the **Fine Arts** department. In the previous APR, departments reported the poor access to bathrooms from classrooms M-7A, M-7C, and the TE-1 Mac Lab.

In addition to accessibility problems, departments also responded to this question by commenting on the condition of the bathrooms citing old toilet seats and stall doors breaking off the hinges. However, there is no mention of the specific bathroom they are referencing or whether it applies to several bathrooms. Lack of hand soap for several semesters is also a concern in regards to personal hygiene.

B. EQUIPMENT

Equipment is an integral element of facilities, next to buildings, which is recognized by ASCC in its Facilities strategic plan under the ASCC ISP. Providing adequate equipment and effective maintenance are also objectives under every priority of the ISP, which includes Academics, Technology and Total Cost of Ownership.

In the following section, respondents are given the opportunity to assess the adequacy of the departments' equipment or access to equipment necessary to provide quality education as outlined in the institution's mission.

As in the previous section, the table below reflects a summary of themed responses with the following values: **“Yes” = 3; “Needs Improvement” = 2; “No” = 1; and “N/A” or Missing = 0**. The mean average and Standard Deviations are calculated for each question. Mean averages closer to 3.00 are more favorable in response to the question; except for question number seven (highlighted) where a mean average closer to 1.00 would be more favorable.

	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation	
Equipment																		
1. Do you have the necessary equipment to fulfill your responsibilities adequately?	2	1	3	3	1	3	1	3	1	1	2	1	3	2	27	1.93	0.92	
2. Do you have textbooks for each course(s)?	3	3	2	3	3	3	3	3	3	1	3	1	3	3	37	2.64	0.74	
3. Do you have adequate (up to date) textbooks to support your course(s)/program(s)?	3	3	3	3	3	3	3	3	3	2	2	3	3	3	40	2.86	0.36	
5. Is the equipment adequately maintained?	3	0	3	3	2	3	3	3	2	3	2	3	2	1	33	2.36	0.93	
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3.00	0.00	
7. Are there any safety hazards with the current equipment?	1	0	1	0	1	1	1	1	3	1	3	1	3	0	17	1.21	1.05	
8. Is the equipment accessible for employees with disabilities?	1	0	3	3	1	3	3	0	2	3	3	0	3	1	26	1.86	1.29	
9. Do you have adequate access to supplies for repairs to keep equipment functioning?	2	0	1	2	1	3	2	3	3	1	3	1	1	1	24	1.71	0.99	

1. Do you have the necessary equipment to fulfill your responsibilities adequately?

Access to laptops and projectors continue to be an issue among most departments as it was in the previous APR. In some cases, faculty use personal laptops for classes. The most reported cases are the unavailability of laptops and projectors needed for student presentations. Equipment needed to operate smart-boards such as wires or laptops with smart-board software is another issue. Still other departments need access to smart-boards in classrooms where there are none. Checking out equipment from the division has not been effective according to some departments causing difficulty with maintaining the flow of scheduled course assignments. Details of what each department needs can be seen in the table on page 15.

2. Do you have textbooks for each course(s)?

There was an overwhelming positive response in regards to textbooks from the departments that are pleased with the improvement of this process. The **Samoa Studies** department is in the process of publishing their own textbooks due to the shortage of Samoan Studies materials available at large. The **Social Science** department has had to rely on items such as historical documents, articles etc. for its **POL 151** course because a textbook does not exist for this course.

3. Do you have adequate (up to date) textbooks to support your course(s)/ program(s)?

Majority of the courses have updated textbooks except in cases where older editions are sufficient to meet the current standards. Two courses using older textbooks are **BIO-180** and **POL-160**.



5. Is the equipment adequately maintained?

Most departments are satisfied with equipment maintenance, however there are cases reported where maintenance of program specific equipment is inconsistent. The **Science** department has reported a problem with a range hood which has never functioned properly. The **Nursing** department reported problems with broken hospital beds and mannequins, and the **Trades and Technology** department has reported problems with a plotter, which received a missing part from MIS but still does not work.

6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?

All equipment for every department is tagged by procurement.

7. Are there any safety hazards with the current equipment?

Only hazard reported with equipment was by the **Nursing** department with the broken hospital beds, which cannot be used by students.

8. Is the equipment accessible for employees with disabilities?

The **Business, Fine Arts, and Criminal Justice** departments do not have equipment accessible to employees with disabilities.

9. Do you have adequate access to supplies for repairs to keep equipment functioning?

TED noted that there should be routine maintenance on equipment while **CAPP English** would like to see a tech assigned particularly for their department. Four departments have expressed that they do not have adequate access to maintenance supplies.

The table below summarizes what departments need as well as what is currently on hand to support programs.

	4. What additional equipment do you need?	Equipment summary:
BUS	Laptop for the office for students' and faculty presentation, an up to date computer for faculty, a good printer for office and students' business documents production and a big screen computer for vision disabled faculty.	3 computers for faculty, 20 computers in business lab, 1 printer.
CLP	No additional equipment required so far.....	Office computer (1) also for instructional use; 2 printers (office and instructional use)
CJ	Smart Board in room 19	2 desktops; 2 printers; 1 copier
ENG	Resources for students with disabilities	38 student laptops, 8 desktops, 2 printers, 2 copiers
FA	Copier	4 desktops, 3 printers
HHS	None	2 desktops, 1 laptop, 1 printer, 1 copier, 1 Power Point Projector
L&L	Laptops for each instructor, additional printer and toners for office, Opaque Projector.	6 desktops, 2 laptops, 1 projector, 1 printer, smartboard in Rm. 26
MTH	None; all other additional equipment will be installed when the new mathematics lab opens	8 desktops, 1 laptop
NUR	A land line, hospital beds, a vital sign machine and Alaris IV pump and manikins for training.	3 working desktops, 3 laptops, 1 fax, 1 copier, 1 smartboard

SSI	Two SmartBoards for rooms M4 and M3. 1 white board for room M4. More student chairs (10) and tables (2) for room M3 as they are being used only for academic instruction.	5 computer desktops, 2 laptops one for SmartBoard and one for faculty use. Faculty also has a camera/camcorder used to record student projects or special projects as well as class performances (especially for Samoan non-material and material culture or practical purposes). 2 multifunction printers (faculty printer has colored ink), 1 multifunction xerox (also with color). 1 copier (multifunction: prints paper, make copies, and can scan files etc.), with color ink. 1 office car used only for college business and approved research purposes. 1 paper cutter and 2 binding machines (also equipped with multifunction features because they can punch in paper holes, and can bind in paper holders and spiral etc.).
SCI	Glassware is needed along with more physical science lab materials	6 desktops, 64 laptops, 1 printer, 1 copier, Generator, water testers (YSI Saunde), various lab equipment for Marine Science
S.SCI	A laptop for each instructor & extra AC for the additional unused office. Need another projector, speakers and extensions....	5 computer desktops, 1 laptop. 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. 1 copier
TED	Power boxes and power cords	23 computers, 4 laptops, 3 iPads, 3 printers, 1 scanner, 1 fax machine, 2 copiers and or printers are copiers and scanners (have these features on them), 1 vehicle for ST and field experiences, 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.
TTD	Maybe another plotter and smart board if we still can't get those ones fixed. Also most of the back-up batteries are not backing up any computers, they're being used as extension cords.	11 computers, 1 laptop, 1 printer, 1 plotter

C. MATERIALS

As with the previous areas, materials are a priority in the ISP under every strategic focus. ASCC aims to ensure that there are adequate materials to aid in student learning. The college assesses this need through the APR. This section gives academic departments the opportunity to assess the need for instructional, research, and reference materials.

	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation
Materials																	
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?	3	2	3	3	3	3	3	3	3	3	3	3	3	3	41	2.93	0.27
3. Do you have adequate research or resource materials to support your office and instruction?	2	1	1	2	1	0	3	3	3	3	3	3	2	2	29	2.07	1.00
5. Can employees with disabilities adequately use the current materials?	3	3	3	1	1	0	3	0	3	3	3	3	3	3	32	2.29	1.20
6. Do you have adequate supplies and materials?	2	1	1	3	3	3	1	3	3	3	0	0	0	0	23	1.64	1.34
7. Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities?	1	3	0	3	3	0	3	0	3	3	3	3	3	3	31	2.21	1.31



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?

With the exception of **CLP**, all programs have updated materials. This department has plans to update its current textbooks. It's been five years since they last ordered textbooks.

2. Do you have adequate research or resource materials to support your office and instruction?

Overall, just 5 departments need more resources for research. While most just mention the need for "more resources", **CJ** specifically mentions access to YouTube for instructional purposes. The **CAPP English** department needs more resources accessible to disabled students, and **TED** needs writing software for students.

4. Can employees with disabilities adequately use the current materials?

Both the **CAPP English** department and **Fine Arts** have noted that employees with disabilities cannot use the current materials.

5. Do you have adequate supplies and materials?

The table immediately below lists materials and supplies still needed by the following departments who reported that need in response to this question. A more comprehensive list is provided in the table at the bottom of this page in response to question Number two in this section of the APR survey. The Math and Nursing departments list the same needs that they listed in the 2015 APR. The **Math** department is still in need of graphing calculators and the **Nursing** department still lists Stethoscopes, aneroids and desk sphygmomanometers.

Department	Materials
<i>Business</i>	Computers for students
<i>Criminal Justice</i>	office supplies: folder, expo markers, pens, staplers, organizers, chairs for office
<i>Language & Literature</i>	Toners for printing
<i>Samoan Studies</i>	computer desktops, laptops

6. Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities?

Some of the departments are not sure about reference materials available in the Library but most agree that the library resources are sufficient for the programs.

The table that follows lists additional supplies and materials and reference materials needed by the programs:

	2. What additional supplies and/or materials do you need?	4. What additional research or resource materials do you need?
BUS	Up to Date faculty computers, office laptops (2), Cable availability to listen to current business issues and economics for business students	Current Wall Street journals, business education journals and current publications
CLP	College catalog, Student handbook...	Career related resource/activities materials.....

CJ	Color printer	need access to youtube website to download videos as part of instruction for visual learning.
ENG	Another printer and resources for students with disabilities	Resources for students with disabilities
FA	None.	An updated Encyclopedia for music, art, and theatre.
HHS	N/A	N/A
L&L	None	None
MTH	Graphing calculators for upper math courses.	None
NUR	Stethoscopes, aneroids, desk sphygmomanometers.	None
SSI	Need ink for faculty printer, which is currently down and not in use because of that reason. Need a new SmartBoard for rooms M4 and M3 for academic instruction. Need new computer desktops for all faculty members as current equipment are already 3 – 4 years old and are closed to being obsolete. Need a white board for room 4. Need to install internet wire connection in room M4 for internet access by students and faculty. Need a new laptop for SmartBoard use as current machine is 3 – 4 years old and is closed to being obsolete.	Need to purchase newly published Samoan language and cultural books and electronic files needed in the classroom by faculty members.
SCI	Chemicals, overhead projector bulbs, external hard drives, plastic dropper bottles, spring scales, barometer, and weights	N/A
S.SCI	Additional copier machine, 4 laptops, 1 projector, bluetooth speakers,	None
TED	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 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.	Grammarly, Turnitine
TTD	Visual aids such as dvds	Textbooks: Architectural Graphic Standards, Architectural Code books

D. METHODS

As part of ASCC’s commitment in providing quality programs and services, Curriculum and instruction pay close attention to methods used by faculty for teaching, recruiting, and retaining students in their programs.

This section evaluates the effectiveness of methods used in the classroom and the support by which these methods are employed. The section covers methods for instruction, evaluation, enrollment, recruitment and retention.

“Yes” = 3; “Needs Improvement” = 2; “No” = 1; and “N/A” or Missing = 0.

Methods	ACNR	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation



1. Is there a written curriculum, which relates to the specific learning outcomes of the program?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3.00	0.00
2. Do course syllabi have measurable student learning outcomes?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3.00	0.00
3. Is the sequence of the course content appropriate and does it provide for program continuity?	3	3	0	3	3	3	3	3	3	3	3	3	3	3	3	3	3	39	2.79	0.80

1. Is there a written curriculum, which relates to the specific learning outcomes of the program?

All programs have written curriculum, which relate to specific learning outcomes.

2. Do course syllabi have measurable student learning outcomes?

All programs have course syllabi with approved measurable student learning outcomes. This information is listed in the current catalog.

3. Is the sequence of the course content appropriate and does it provide for program continuity?

All programs have appropriate sequences of course content. **CLP** does not apply to this question.

4. What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field trips, guest lecturers, etc.)?

The most common method of instruction as indicated in the following table is **Lecture**, followed by **Audio/Visual** examples, **Class Discussions**, **Field Trips** and **Guest Lecturers**, and **Presentations**.

Instructional Methods																
x = Spring 2015 APR																
x = Fall 2016 APR																
	ACNR	Business	Criminal Justice	CLP	ELI/CAPP	Fine Arts	Health and Human Services	Language and Literature	Mathematics	Nursing	Physical education	Samoan Studies	Social Science	Science	TED	TTD
Lecture	x	xx	xx	x	xx	xx	xx	xx	xx	xx	x	x	xx	xx	xx	xx
Class Discussions	x	x	xx	x	x							x	xx	x	x	
Simulation		x														
	ACNR	Business	Criminal Justice	CLP	ELI/CAPP	Fine Arts	Health and Human Services	Language and Literature	Mathematics	Nursing	Physical education	Samoan Studies	Social Science	Science	TED	TTD
Individual/Group Research		x								xx						
Individual/Group Presentations	x	xx	x		xx		xx	xx	x					xx	xx	
Guest Lecturers	x	xx	x	x		x	x			xx			xx		x	x
Field Trips	x	x	x	x		x	xx						xx			xx

Group Projects/Pair Assignments		X			XX			XX	X			X	X				
Individual Summations					X												
Audio/Visual Examples	X	X	X	X		XX	XX	XX		XX			XX	XX	X	X	
Studio Work Or Rehearsal/Practice Hours						XX											
PPT Presentations	X			X	XX		XX			XX		X					
Practicum/ Work Experience							XX			XX					XX	X	
Online Testing										XX							
Hands On Assignments						X				XX		X		XX		XX	
Service Learning													X				
Team Teaching			X										X				
Moodle																XX	X
Library Research															X		
Demonstrations/Illustrations		X							X								X
Lab	X						X							X			X
Field Activities	X																
Site Visits	X																
Individualized Instruction		X		X	X			X	X								
Buzz Session		X															
Role Play			X	X													
Classroom Instruction						X											
Public Speaking Activities						X											
Impromptu Activities						X											
Peer Reviews						X			X								
Cooperative Learning																	
Case Study									X								
Handouts												X	X				
Rubrics													X				

“Yes” = 3; “Needs Improvement” = 2; “No” = 1; and “N/A” or Missing = 0.

Methods	ACNR	BUS	CLP	CJ	ENG	FA	HHS	I.&L	MTH	NUR	SSI	SCI	S.SCI	TED	TID	Total	Mean Average	Standard Deviation
5. Is the institution and programs evaluated by students or peers on a regular basis?	3	3	0	3	3	3	3	3	3	1	3	3	3	3	3	40	2.35	1.02
6. Does the program have a comprehensive strategy for recruitment?	3	1	3	3	1	3	0	1	0	3	3	3	3	3	3	33	1.94	1.23
7. Has the program been actively utilizing recruitment strategies?	3	3	3	3	1	3	0	1	0	3	3	3	3	3	3	35	2.06	1.23

5. Is the institution and programs evaluated by students or peers on a regular basis?

Majority of the programs have indicated that the programs are evaluated on a regular basis. While most of the departments reference Institutional Effectiveness for General



Education course evaluations or Student Satisfaction Surveys, others vaguely define the evaluation instruments being used by their programs.

The **Samoan Studies** department mentioned an evaluation form used to evaluate their radio program, “Fa’asamoa Pea” as well as evaluation forms given for every community outreach program conducted. They also mention pre and post-tests for SAM 101, 111, and 151. The **Nursing, CLP** and **Social Science** departments have indicated that they currently do not have evaluation forms for their programs.

6. Does the program have a comprehensive strategy for recruitment?

Out of the 15 programs that participated in the APR, 10 indicated they have recruitment strategies. The table below reflects strategies for 8 out of the 10 departments, which provided a description of these methods.

COMPREHENSIVE STRATEGIES FOR RECRUITMENT	
ACNR	Yes, we have been participating regularly in high school career days as well as outreach to elementary/high schools. We also host numerous field trips a semester for students (K-12) that visit the ACNR Land Grant compound. Our other recruiting strategy is through our ACNR Summer Institute for high school students.
CLP	CLP recruits during registration process and during counseling sessions with students seeking academic advise....
CJ	Yes, CJ department established the Law Justice Club as an organization to recruit students into the program. In every beginning of the semester LJC attends the New Student Orientation to expose the degrees offered and benefits LJC members. During the time of advising our department strongly encourages students to declare a degree in CJ.
NUR	Recruitment consists of visits to various high schools to promote the nursing program and profession. Pamphlets are available to provide information for each nursing programs at ASCC. Faculty and students are involved in health fairs, career fairs, and outreach programs.
SSI	Yes, in addition to setting up a Student Association for Fa’aSamoa (SAFF) that has been proven effective over the years in recruiting ASCC students that are keen in participating in Samoan cultural activities, SSD is also instrumental in recruiting interested students that are enrolling in their Samoan classes.
SCI	When needed, the department contacts the dean of academic affairs to place ads in the local media and to accept recommendations on potential instructor candidates typically from in house recommendations. This continues to be the current method for departmental recruitment
S.SCI	Current use of registration processes, orientation for new students, student services open-house, use of flyers, brochures for psychology & political science program, potential internships with local Congresswoman’s office, Asian-Pacific Studies Internship, etc.
TTD	We have brochures for every program and we hand them out during student orientations or we have presentations in CAPP classes when given the opportunity. We also go out to high schools and we present to seniors and juniors during their career days.

7. Has the program been actively utilizing recruitment strategies?

All the programs who stated they have recruitment strategies have also stated they are actively using these strategies.

8. What criteria does the instructor or advisor use to place student in the classroom?

For Math and English courses, the placement exam and SAT scores determine the appropriate levels to place all incoming students. After that, students follow the sequence of Math and English courses as required to reach higher levels.

For the rest of the programs, placement is determined by pre-requisites as approved by the Curriculum committee and listed in the catalog. Placement into **CLP** courses is determined by recommendations from counselors and GPA status to help with retention problems and to encourage student success. Programs like **Nursing** and **TED** require additional requirements as listed in the catalog for placement into higher level programs.

9. What is the current and past enrollment of the program?

The table which follows lists the responses from the participants. Based on the responses to the question, it is difficult to decipher useful information for the programs. It is recommended that faculty be given specific information such as particular semesters to report enrollment, assuming that faculty have access to the number of students who declare majors in their programs. This would probably mean that they should keep copies of advising sheets for everyone enrolled in their program. For academic departments without degree programs, it would be difficult to estimate enrollment in courses they offer without duplicating the count of students. Enrollment is best determined by counting new students in a particular cohort enrolled in the program for the first time. The number of students who are returning or continuing in the program is best reserved for retention counts.

	PROGRAM ENROLLMENT
ACNR	Fall 2015 = 79 Spring 2016 =143
BUS	2012-2014 = 120 2014-2016 = 180
CLP	CLP has not had a high enrollment rate in the last review cycle of the college, since its inception into the Liberal Arts core foundational area (program requirement, enrollment has minimally increased ...
CJ	(Need to collect all class roster from Fall 2014-Spring 2016)
ENG	Correct figures can be obtained from Records Office
FA	Approximately 5 – 10 students majoring in Music and Visual Arts. However, other students enroll in our courses to fulfill the ARTS requirement for Co-Foundational Areas in their degree programs.
HHS	Will look it up in the pile of my data
L&L	All students.
MTH	Data can be provided by department of Effectiveness Institutional.
NUR	Students admitted to the current RN group was 12 fall 2014 and 6 this semester. The PN program admitted in the last cycle was 21 with 9 completing the program. The current number of admittance was at 17 with 11 completing the program.
SSI	From a range of 5 – 10 students for interested students majoring in the Samoan Studies AA degree. However, a steady number of students are still taking introductory level courses to satisfy their Samoan and the Pacific requirements for their degrees.
SCI	Currently (Fall of 2016): 197 students. These numbers are based on student counts in each of the classes offered in the Science Department. Past: 247 students
S.SCI	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.....



TED	30+ pre service 103 in service
TTD	Well the current would be 3 and the past 10

Methods	ACNR	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation
10. Is the enrollment in the program too high or too low for current resources? 3 = Just Right, 2= Too High, 1=Too low	3	3	3	0	2	1	3	0	2	2	3	3	3	3	3	34	2.27	1.12
11. Do all students have a designated advisor?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0	39	2.60	0.80
12. Are the advisors and faculty knowledgeable concerning program curriculum?	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	41	2.73	0.27
13. Is there a formal faculty advisement mechanism in place to assist student with program and career decisions?	3	3	3	1	1	3	3	0	3	3	3	3	1	3	3	33	2.20	1.08
14. Does the program have a comprehensive strategy in place for retention?	1	3	1	1	3	3	1	0	3	3	3	3	3	3	2	32	2.13	1.07
15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels?	3	3	1	3	0	3	3	3	3	3	3	3	3	3	3	37	2.47	0.93

10. Is the enrollment in the program too high or too low for current resources?

Nine out of fifteen programs have indicated that enrollment is suitable for current resources. For **Fine Arts**, the human and financial resources are adequate to sustain the current enrollment. However, the physical resources are not adequate for this program. **CAPP English** and **Math** have indicated that enrollment has always been high for available resources. The PN program enrollment under the **Nursing department** is currently too high for ASCC resources, but apparently too low for LBJ demand.

11. Do all students have a designated advisor?

All Students currently have advisors.

12. Are the advisors and faculty knowledgeable concerning program curriculum?

All advisors and faculty are knowledgeable about program curriculum with the exception of some **Student Services** Counselors who do not have teaching experience. Student Services is currently training these counselors about the curriculum, academic programs and requirements related to the various programs the college offers.

13. Is there a formal faculty advisement mechanism in place to assist students with program and career decisions?

Because all faculties are naturally advisors, it is assumed that all programs have an “informal” mechanism in place for advising. It comes as no surprise then when majority of the programs answered, “yes” to this question because advising comes with the job description. Departments, which answered “no”, also referenced an informal process of advising which includes meeting with students who take program courses to discuss student pathways. **Samoa Studies** and **Criminal Justice** are two departments, which stated that they meet with their students on a regular basis just for that purpose.

14. Does the program have a comprehensive strategy in place for retention?

While some programs may not have a formal process in place for retention, others have reported strategies they have been successfully using for some time. The **Business** Department uses the BAOA club to keep students involved and connected to the program. **TED** keeps files of students to track them through the program and assists in finding resources to help students stay within the program.

The **Nursing** department uses nursing scholarships to keep students in the program. They also employ the guarantee of immediate transition into the local workforce upon passing NCLEX Licensure exams as further incentive. **Samoa Studies** use outreach and community activities and programs to keep students engaged and interested.

15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels?

All programs have indicated that developmental and remedial math courses are provided for students placed at this level. Both **CAPP English** and **CLP** do not apply to this question.

16. What is the retention rate for the program? See table below

17. What percentage of entering students graduate?

The results, which are listed in the table that follows, are from departments who reported retention and graduate rates for questions sixteen and seventeen. Like question number nine, the information provided is difficult to yield a proper analysis. It is better if respondents were given specific cohorts to report on, assuming they have access to cohort data.

It is also difficult to determine program retention and graduation rates by departments without degree programs. Course retention is a better option for these departments to report on for question number sixteen. As for graduation rates, calculating the percentage of students who complete courses required for graduation is the same as calculating retention rates.

Dept.	Retention Rate	Graduation Rate
ACNR	90%	We do not have the exact % of entering students who graduate. Fall 2015 – 1 Spring 2016 – 3 Fall 2016 - 3



BUS	98%	99%
CLP	90-95%	95% (course retention)
CJ		Fall 2014 12 graduates 24% Spring 2015 5 graduates 10% Fall 2015 18 graduates 36% Fall 2016 15 graduates 30%
FA	100%	90%
NUR	69%	The percentage of entering students varies. The percentage of those who complete is 62% of ASN, 69% of Certificate of Proficiency, 75-100% for the Certificate of Completion.
SSI	From a range of 5 – 10 students.	98%
SCI	44%	See # 16 above
S.SCI	90%	90% most likely complete unless transfer off-island, job employment, or personal issues leading to withdrawing from the college.
TED	100%	Not sure, 100% all graduate with the exception of 2 this semester for the B.Ed. Program.
TTD	10%	90%. The other 10% get jobs before they graduate and some join the armed forces because we keep closing classes with low enrollment.

E. TEACHER QUALIFICATIONS

This section of the APR assesses the availability of qualified instructors. It addresses the objectives in the Academic Excellence and Staffing plans.

“Yes” = 3; “Needs Improvement” = 2; “No” = 1; and “N/A” or Missing = 0.

Teacher Qualifications	ACNR	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation
1. Are the instructors in the program qualified to teach their particular courses?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	3.00	0.00
2. Does the faculty have appropriate on the job training or work experience?	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	43	2.87	0.36
3. Is there adequate number of personnel to support your department/programs?	3	3	3	2	1	3	3	3	3	3	3	1	1	1	1	34	2.27	0.97

1. Are the instructors in the program qualified to teach their particular courses?

Overwhelmingly, all instructors in every program are qualified to teach their courses.

2. Does the faculty have appropriate on the job training or work experience?

Training is provided for all programs although limited for the **Science** and **Business** departments.

3. Is there adequate number of personnel to support your department/programs?

There is still a need for more instructors in departments overwhelmed by a growing enrollment. The departments who have indicated the need are **CJ, CAPP English, Science, Social Science, TED** and **TTD**.

F. FACULTY/PROFESSIONAL DEVELOPMENT

Another important area of both Academic and Staffing plans is Professional Development. In keeping with the ASCC mission to provide quality programs and services, the college ensures that faculty stays abreast of trends in education. Professional development is also a way to hone faculty skills to stay competitive and to meet the demand for better education.

The table below provides responses for Questions 1-5 under Faculty and Professional Development which are self-explanatory. As in the previous sections: **“Yes” = 3; “Needs Improvement” = 2; “No” = 1; and “N/A” or Missing = 0**

Faculty/Professional Development	ACNR	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation
1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures?	3	1	1	3	3	3	3	3	3	3	3	3	3	3	3	41	2.73	0.73
2. Does the institution require any in service training for new or adjunct instructors?	0	3	3	1	3	3	3	2	3	3	3	3	3	3	0	36	2.40	0.94
3. Do the instructors attend workshops and professional committee meetings?	3	3	3	1	3	3	3	2	3	1	3	3	3	3	3	40	2.67	0.74
4. Does the institution provide financial assistance and release time?	3	3	3	3	2	1	3	3	3	1	3	3	3	3	0	37	2.47	1.02
5. Do instructors regularly communicate with program-related business or industries'?	3	3	0	2	1	3	3	2	0	3	3	3	3	1	0	30	2.00	1.27

6. Is there an advisory council for the program?

All the programs with the exception of **CLP** have Advisory Councils. All the councils have membership comprised of local business or industry related representatives. While some



programs meet with the councils once or twice a semester, others meet once or twice a year. Most of the programs have indicated that they meet with Advisory Council on a needs basis so there are no regularly scheduled meetings. A couple of programs have not met with the councils in a while. Five of the programs keep minutes of their minutes with the councils and the other nine are currently not using this practice.

d. In what ways has the committee helped to plan, develop, and evaluate and promote the program?

BUSINESS

- Revision of the department's mission and learning outcomes.
- Recommendations on Pre-Requisites.
- Provide needed employability skills.
- Connect graduates to jobs in the workforce.

FINE ARTS

- The committee advises and provides insights that are useful for the programs.

LANGUAGE AND LITERATURE

- Lani Wendt Young allows our students to photocopy her stories and she and I have discussed the needs of our students and how best to serve them.

NURSING

- Due to the shortage of nurses, the council is proactive in recruiting students.
- It has been recommended by the council that the program require updated immunization for all incoming nursing students.

SAMOAN STUDIES

- The advisory council advises as it pleases to inform the office of shortcomings in its services rendered for the public and especially for students in the classroom.
- The advisory council is sought to provide advice in planning, developing, and evaluating SSI programs.

SOCIAL SCIENCE

- 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.

TEACHER EDUCATION

- 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.

TRADES AND TECHNOLOGY

- They meet with the instructor and discuss the needs within the community and businesses and how the programs can meet those needs. Then they can discuss how the program can be modified in order to meet those needs.

e. How has the local advisory council assisted the program?

BUSINESS

- Recommending the skills and competencies needed from business graduates.
- Connecting students to job opportunities.

- Worksite mentors and evaluators.

FINE ARTS

- Promoting and Advertising Program events.

LANGUAGE AND LITERATURE

- Feedback and Advice.

NURSING

- The nursing department provides information to LBJ and PH nursing representatives who call to request a list of students, syllabi, and schedule. Separate meetings such as with AHEC and Health Science are done on availability.

SAMOAN STUDIES

- Once again, they have been very instrumental in airing our “Faasamoa Pea” radio program for free and without paying anything. The “Faasamoa Pea” radio program is a crucial method of promoting the Samoan culture and language on public media by imparting student work and achievements to the public via an active radio station.

SOCIAL SCIENCE

- Ex: Since Fall 2014, Psychology instructor/Club hold 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.

TEACHER EDUCATION

- They have been recruiting students from the schools in their districts.

f. What program improvements has the council recommended?

BUSINESS

- Adding few courses to the program (Statistics, Ethics in the Workplace, Behavior Organization.
- Simplified the CLOs from 12 to 7.

FINE ARTS

- Events

NURSING

- The council would like to see larger classroom and clinical lab rooms at ASCC. They also suggested hiring another full-time instructor and 2 more clinical adjunct faculty to cover the increase of students as needed. This will depend on the available budget. Furthermore, it was suggested that the program purchase own supplies / equipment to have it on hand for students to purchase if none available at the bookstore.

SAMOAN STUDIES

- Continuing annual programs done by SSI. For instance, continue doing public lectures on Samoan culture and language, Samoan writing competitions, and expand research for the “Tālā le Ta’ui” book series to include all villages of American Samoa or Tutuila and the Manu’a islands.

TEACHER EDUCATION

- 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?

BUSINESS

- The department or instructors tried to act upon some of the recommendations, but the administration did not give the needed support on a timely manner.

FINE ARTS

- The administration, through the DOAA has provided adequate financial support for our events.

NURSING

- There is insufficient funding to assist with enlarging classroom and lab room. The Chair and faculty will continue to work together to provide classroom and clinical lab experience for students.

SAMOAN STUDIES

- Ideas suggested by the advisory council are highly valued and are carefully heeded by the SSI administration, SSD faculty, and staff members.

TEACHER EDUCATION

- Everyone is working on recruiting.

h. To whom does the advisory council report its findings? President, VP, Chairperson, Instructors?

ACNR	Chairperson, Instructor, ACNR Director
Business	Faculty or Chair
Fine Arts	Chairpersons
Health and Human Services	Chair, Curriculum, Dean of Academic Affairs
Mathematics	Chair
Nursing	Chair, faculty, ASHSRB and the AS Nurses Association
Samoan Studies	Director of the Program
Social Science	Chairpersons
Science	Chairpersons
TED	Director of Program and Dean of Academic Affairs
TTD	Faculty and Chairperson

i. Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?

ACNR	Yes
Business	No
Fine Arts	Yes
Health and Human Services	Yes
Mathematics	Yes
Nursing	Yes

Samoan Studies	Yes
Science	Yes
Social Science	Not Sure
TED	Yes
TTD	Not Sure

j. Is there advisory council provided related program information to help them assist with program recommendations?

ACNR	Not Sure
Business	Yes
Fine Arts	Yes
Mathematics	Yes
Nursing	Yes
Samoan Studies	Yes
Science	No
Social Science	Yes
TED	Yes
TTD	Not Sure

“Yes” = 3; “Needs Improvement” = 2; “No” = 1; and “N/A” or Missing = 0

	ACNR	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation
7. Are institutional manuals or handbooks available to all faculty?	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	37	2.47	0.85
8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?	1	3	2	2	3	3	3	2	3	3	3	3	3	3	3	40	2.67	0.43
9. Is adequate in-service or local training provided?	1	1	2	1	3	2	3	2	3	3	3	3	3	3	3	36	2.40	0.76
11. Do employees have the opportunity to visit other post-secondary institutions?	3	2	0	3	1	1	0	0	0	0	3	3	3	3	0	22	1.47	1.39
12. Does the administration support professional development activities training for your department / programs?	3	1	0	3	1	1	3	3	3	3	3	3	3	3	3	36	2.40	1.08



13. Are department / programs meetings held regularly?	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	43	2.87	0.53
14. Are there minutes of these meetings with a sign in sheet for attendance?	3	3	3	3	3	3	0	3	3	3	3	3	1	3	3	40	2.67	0.93
15. Are guidelines for procedures and relevant information presented in a timely and consistent manner?	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	44	2.93	0.27

10. What opportunities are provided for off-island professional development?

ACNR	NACTA – conference, Agriculture in the Classroom Conference for instructors
Business	None at all for us. As mentioned earlier, since 2006 to 2016, none of our two instructors had a chance, only one instructor had gone only twice since 1993 to 2016. Much is needed from the instructors, but very little is given for their professional growth. So far, there is no ASCC support at all Professional Development in instructors' areas of specialty; all off-island training has to do with the college itself and its accreditation. ASCC needs to pay for professional membership for faculties in their areas of disciplines, at least, if there are no off-island professional development.
English	Assessment, Student Records.
Mathematics	Innovative tools to analyze data and awareness of WASC objectives.
Nursing	The chairperson belongs to the National Council of State Boards of Nursing and is required to attend bi-yearly to be involved in discussions of necessary changes to the profession and educational programs, NCLEX, and professional development. Fulltime faculty is a certified nurse midwife and requires annual recertification to maintain licensing in the area.
Samoan Studies	Assessment training, translation workshops, and teacher trainings to improve and to be updated with the new information pertinent for student learning.
Science	Content area and assessment Workshops.

G. JOB PLACING AND/OR TRACKING

One of the priorities of the ASCC mission is transfer and transition into the workforce. It is also a milestone in the ASCC Student Pathway model, which guides our Student Success Standards. Job placement and tracking information is vital in determining the success of the institution in fulfilling its mission.

“Yes” = 3; “Needs Improvement” = 2; “No” = 1; “N/A” or Missing = 0

Job Placing and/or tracking	ACNR	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation
1. Is placement data collected on a continuing basis, readily available to instructor, and used in program planning and evaluation?	3	3	0	1	0	1	0	0	3	3	3	0	1	3	0	21	1.40	1.38
2. Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation?	3	3	0	0	0	1	0	0	3	3	3	0	1	1	0	18	1.20	1.33
3. Is there a mechanism in place to receive feedback from four year institutions on transfer students?	1	1	1	1	3	1	1	0	0	3	3	0	1	1	0	17	1.13	1.10
4. Can the program justify non-degree student placement?	1	3	0	1	0	1	0	0	0	3	3	0	2	3	3	20	1.33	1.39
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.	1	1	0	1	1	0	1	0	0	3	1	1	1	3	0	14	0.93	1.00

H. FACULTY/STUDENT EVALUATION

Evaluation is a priority under the strategic focus areas. In this section, faculties are asked to assess evaluation processes for effectiveness.

“Yes” = 3; “Needs Improvement” = 2; “No” = 1; “N/A” or Missing = 0

Faculty/Student Evaluation	ACNR	BUS	CLP	CJ	ENG	FA	HHS	L&L	MTH	NUR	SSI	SCI	S.SCI	TED	TTD	Total	Mean Average	Standard Deviation
1. Are faculty performance evaluations conducted on a regular basis?	3	3	0	3	3	3	3	0	3	3	3	3	3	3	3	39	2.6	1.09
2. Are the cooperative linkages with other programs/departments, employment services, or vocational training programs relevant to students?	3	3	3	3	3	3	3	0	3	3	3	3	3	3	3	42	2.8	0.80



3. Do instructors view assessment as an integral and necessary part of instruction?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	3	0.00
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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:	
<i>ACNR</i>	<ol style="list-style-type: none"> 1. Organize and revive our Community Advisory Council. 2. Organize and manage data collection on students, retention rates, graduates, job placement, etc. 3. Continue and enhance recruiting efforts.
<i>CLP</i>	<ol style="list-style-type: none"> 1. Professional development and training of counselors to become effective instructors. 2. Upgrade and update technology for counseling and instruction (computers, assistive technology equipment, etc.). 3. Current resources and supplementary materials to assist with instruction and course.
<i>CJ</i>	<ol style="list-style-type: none"> 1. Hire a third instructor to accommodate the high number of enrollment. 2. Classrooms (18-19) renovated to eliminate the echo sounds. 3. Offer more courses during regular semesters.
<i>L&L</i>	<p>With regards to the Lang. and Lit. department, we are always improving and aligning our teaching practices, assessments, and standards for student work and learning. For the Academic Affairs division, we suggest:</p> <ol style="list-style-type: none"> 1. Update facilities, support equipment. 2. Faculty are becoming resentful of the constant and additional workload (not included in job description) without just and fair compensation. Many of the new requirements have no practical applicability to helping faculty be better instructors or students better learners. An example of this would be the new rubric summary forms. 3. Little to no teacher appreciation is resulting in low morale; disconnect between administration and faculty.
<i>MTH</i>	<ol style="list-style-type: none"> 1. Mathematics Computer Lab. 2. Using data to improve teaching performance. 3. Avoid delays in teaching/office supplies maintain flow of operations during instruction. (e.g. Xerox toner, papers)
<i>NUR</i>	<ol style="list-style-type: none"> 1. A landline to M-10 to connect the fax machine for communication with Pearsonvue Testing Center. 2. Larger classroom/skills' lab to accommodate the increase number of enrollment. 3. Hire 2 bilingual clinical adjunct faculty to take on the additional number of students at the clinical area. 4. Ensure that the ASCC Bookstore orders medical supplies and receiving it on time for nursing students.

<i>S.SCI</i>	<ol style="list-style-type: none"> 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.”
<i>TED</i>	<ol style="list-style-type: none"> 1. Review entire program from 100-400 for accuracy of matrixes, rubric dimensions and SPED and ECE components. 2. The TED Mission Statement. 3. Hire more faculty to help ease the course load of faculty and avoid burnout of faculty. 4. Review fieldwork 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?

<i>ACNR</i>	<ul style="list-style-type: none"> • Aggressively work on our 3 priorities for improvement. • Hold regular department meetings, document.
<i>CLP</i>	<ul style="list-style-type: none"> • Counselors will attend and participate in faculty orientation, curriculum committee meetings. • Counselors will be trained in house on syllabus writing, classroom pedagogies and shadow other colleagues who have teaching experience. • Counselors will increase recruitment of students to the course to assist with retention and student persistence.
<i>MTH</i>	<ul style="list-style-type: none"> • The installation of the Mathematics Computer Lab to enhance student learning especially those enrolled in CAPP. It will enable them to access mathematical software programs such as Math Algebra and MathTrek thus addressing the needs of varied learners (for audio, visual and hands-on learners) towards mastering arithmetic problems and linear equations. • Maintain the collection of data in assessing student performance in order to identify the areas of learning that needs to be improved. This will also promote the institutional mission to offer students with higher quality education.
<i>NUR</i>	<ol style="list-style-type: none"> 1. Seek funding to purchase ATI online assessment for the PN students spring 2017. 2. Improvise for a larger classroom to accommodate increase enrollment for spring 2017. 3. Obtain assistance from the Academic Affairs to reconnect a land line for M-10 to use for the fax machine. 4. It may be necessary for the program to order medical supplies and have it on hand for students to purchase at the beginning of the semester and program.



SSI

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.

MISSION

Academic Department/Programs	1. Do you know the mission of your program(s)?	2. Did you participate in the development of the mission of your programs?
ACNR	Yes	Yes
Business Department	Yes	Yes
College Life Planning	Yes	Yes
Criminal Justice	Yes	No
English	Yes	Yes, we all did
Fine Arts	Yes.	No.
Health & Human Services	Yes	Yes
Language & Literature	Yes.	No.
Nursing	Yes	Yes
Samoan Studies	Yes	Yes
Social Science	Yes	Yes
Teacher Education	Yes	Yes
Trades & Tech	Yes	Yes

GOALS

Academic Department/Programs	1. Do you know the DLOs of your division? (<i>Division Learning Outcomes</i>)	2. Did you participate in the development of the DLOs of your division? (<i>Division Learning Outcomes</i>)	3. Are you directly involved in the implementation of the outcomes of your department/division?
ACNR	Yes	No	Yes
Business Department	Yes	No	Yes
College Life Planning	Yes	Yes	Yes
Criminal Justice	Yes	No	Yes
English	Yes	It was channeled to us via curriculum meeting	Yes



Since 1970
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Fine Arts	Yes	Yes	No
Health & Human Services	Are Academic Affair LO same as Institutional LO, if yes then yes	Same answer as above	Only for P LO of my department (Health and Human Services)
Language & Literature	Yes	No	In my role as Department chairperson.
Nursing	Yes	Yes	Yes
Samoa Studies	Yes	Yes	Yes
Social Science	Yes	No	Yes
Teacher Education	Yes	Yes	Yes
Trades & Tech	Yes	Yes	Yes

OBJECTIVES

Academic Department/Programs	Do you know the objectives of your division?	Did you participate in the development of the objectives of your division	Are you directly involved in the implementation of the objectives of your division?
ACNR			
Business Department	Yes	No	Yes
College Life Planning	NA	NA	NA
Criminal Justice	Yes	No	No
English	Yes	It was channeled to us via curriculum meeting	Yes
Fine Arts	Yes	Yes	No
Health & Human Services	Yes	NA	NA
Language & Literature	Yes	No	Yes
Nursing	Yes	Yes	Yes
Samoa Studies	Yes	Yes	Yes
Social Science			
Teacher Education			
Trades & Tech			

PROCESS

Academic Department /Programs	1. How many departments are within your division?	2. What is the function of each department in the division?	3. How does each department of the division support the division's mission?	4. Are you involved in the budget planning of your department or division? If yes, please explain.
ACNR	N/A	N/A	N/A	Yes, we are involved in the budget planning within our ACNR department

Business Department	17	To work collaboratively with the division leaders and other division departments in meeting their missions while supporting and promoting hi quality student learning outcomes.	by aligning the connecting each departments', mission, PLSs and SLO's to show coherence and connectivity, thus support and drive the division's mission. Also, my using the ongoing assessment data to review and strengthen the division's mission.	Yes, by actively participated and involved in Division workshops, curriculum meetings and all other meetings related to the division.
College Life Planning	NA	NA	NA	Yes
Criminal Justice	14 Academic Programs/Departments	Each academic department offers a degree, certificate, and offers general education educations.	each academic department creates its own mission statement implementing the mission of its division and institution through an alignment	No
English	17	To teach students	To teach all students to achieve their goals and be effective contributors in their community	No
Fine Arts	16	<i>Instructional.</i>	<i>Instructions and assessments</i>	<i>No.</i>
Health & Human Services	17 departments under Academic Affairs	Instructional	Each academic department contributes to the overall academic affair division which drive the academic mission of the college	No
Language & Literature	NA	NA	NA	No.
Nursing	17	Offer supporting courses, Associate of Science and Arts degree, COP, and COC. Degrees are transferable to four year institution or employment opportunity.	Cultural, employment and transferability.	No
Samoan Studies	4	Academic instructions, Community and cultural extension programs, maintains an active research program and translation and interpretations services.	The Samoan Studies Department's mission statement is aligned to the Samoan Studies Institute's mission.	No, though the office budget is always revealed during our office meeting when it is ready. When it is presented by the director before the office, faculty, and staff can ask questions and even provide valuable ideas for future decision making.
Social Science	1	Instructional	NA	Yes
Teacher Education	1	To assure student learning is taking place	Yes	Yes. I work on the budget for the Department and share it with the VP and Dean for their review and approval.
Trades & Tech	11	Teach the programs		No



Academic Department/Programs	1. Does your department/division have a flow chart?	2. What role/task do you have in the flow of responsibilities of your division?	3. What is the length of time you spend on a particular task in your scope of work? Describe the task and the time it takes.
ACNR	Yes	Oversee the instructional division within ACNR	Teaching, preparing, grading & assessment – 4-5 hrs day Administrative, grant management, etc. – 4-5 hrs day
Business Department	Yes	Served as a chairperson. Supervise and work collaboratively with 2 instructors, oversees the department curriculum development, cataloging, textbooks are current, and meet all reports and deadline as instructed by the division dean and the assessment director.	Due to my vision disability, it takes almost 4 to 5 hours to complete a one course syllabus. Anything that takes inputting of data or reading and analyzing data, it takes me twice the time to complete a given task
College Life Planning	Yes	Program Director of Counseling / Acting Student Support and Learning Services	Teaching: daily, one-hour and twenty minutes per day in addition one to two hours of reviewing class work and activities for the next day.
Criminal Justice	Yes	Criminal Justice Chairperson	10 hours a week
English	Don't remember seeing one	I teach	I teach
Fine Arts	No.	<i>Chairperson Duties.</i>	<i>90% on instructions, and 10% on administrative duties.</i>
Health & Human Services	Not sure	Faculty	Instructional roughly 90% administrative 10%
Language & Literature	NA	NA	NA
Nursing	No	Assessment of programs, evaluation of faculty and students, evaluation of clinical placements and maintaining MOU's.	8-10 hours (Assessment), 2 hours per semester (Evaluating faculty), 8-10 hours (Evaluating students), 8-14 hours clinical placements and finding clinical faculty
Samoan Studies	Yes	Academic Degree Program Division – Samoan Studies Department Chairperson	A whole semester since I teach four classes aside from performing my chairperson responsibilities. For instance, this fall semester 2016, I am charged with overseeing a textbook project that has a time frame of 5 months. This textbook is expected by the S
Social Science	No.	As a faculty member and a department chairperson.	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.

Teacher Education	Director, Chairperson, Faculty, Administrative Assistants	Head of the Department, then Chairperson who is also faculty, then Faculty.	Operations: 80%, Administrative: 10%, Teaching: 10%
Trades & Tech	Yes	Instructor	

TIME ON TASK

Academic Department/Programs	4. What is expected of you to compete at the end of the day? The week?	5. What prevents you from effectively performing your duties?	6. What other duties are you involved in that occupy your time on task?
ACNR	All duties and responsibilities as an Instructor, coordinator, and administrator	Not managing time wisely, unexpected issues that arise, sickness	Administrative and grant management duties
Business Department	To effectively and productively taught all my assigned courses per day, and be able to know my students who had attended and those, we did not. The week, I expected to have informal briefing with my instructors and thank them for the week's performance. Overall trying very hard to complete all grading and recording for students' weekly tests and assignments.	Technologies: I do not have the right type of computer to accommodate my vision impaired and low, vision with one eye. The computer is too old, I did not have access to my email for more than 2 months of the Fall 2016 semester. There are no tools or equipment to assist faculty with vision disability, so they perform their task without struggling.	Meeting with my students on a one-to-one approach, (those who need extra help, planning and supervision extra activities for Business Club students, meeting with instructors visiting work-sites that assigned students are working to complete their practical working experiences, writing job and character references for former business graduates continuing students, and oversees the entire operation in our department.
College Life Planning	I expect to check students' work by the end of the day, review daily class activities and prepare for the next day during the whole week.	Other responsibilities for the college (meetings to attend).	Counseling responsibilities besides teaching the course and meetings to attend and participate plus reports to write.
Criminal Justice	Achieve student learning	Lack of sources and insufficient time given to complete administrative work	Administrative work provided by participating committees.
English	Weekly lessons following syllabus	Lack of support from student services, over-enrollment of classes	Serve in committees, completing reports, grading, assessing, etc.
Fine Arts	Grading.	Too many administrative duties during instructional time.	Being head advisor of Phi Theta Kappa, Curriculum Committee



			meetings and duties.
Health & Human Services	Instruction of classes	Other committee meetings (curriculum, assessment, academic excellence subcommittee, non-pell scholarship, AHEC board)	BUILD EXITO grant
Language & Literature	Instructing classes, providing and grading assessments, keeping grading up to date, managing the department, keeping track of data.	Constant increase in administrative duties such as tracking student achievement data, filling out Academic Program Review form, keeping WASC data, etc.	Managing the department, ordering textbooks, getting supplies for faculty, making schedules, handling day-to-day problems that arise with students, preparing meeting minutes for faculty meetings, attending Curriculum Committee meetings, etc.
Nursing	Schedules lecture and clinical, assignments, quiz and exam, grading papers, meeting with students and faculty, meeting with stakeholders.	Unscheduled advising and meetings.	Unscheduled meetings due to student errors at the clinical area (LBJ, DOH)
Samoan Studies	For a day on a regular basis, I would teach two or three classes. Set up classrooms room m4 and M3 for SSD faculty members. Make sure all faculty members have signed in and sign out in the end of the day. Send email reminders and work on SSD's assessment.	health issues, lack of team work from other counterparts in the office as well as the lack of attendance by other team members who are working with me in a project. Other faculty members are not doing anything by are claiming that they are overworked.	Substituting for absent instructors on certain days of the week. Perform any other duties assigned by the SSD Director.
Social Science	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!"	For myself it is the time management. I simply need to allocate my time wisely as a faculty & chairperson.	Advising students, open door policy for both students & colleagues.
Teacher Education	I must submit a bi weekly report of all activities.	Nothing prevents me from performing my duties.	Attending meetings

Trades & Tech		Sickness	Meetings
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OUTPUT MEASURES

Output measures are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate, retention/completion rates, and the assessment of student learning outcomes (*Academic Program Review-Third Cycle Report, Fall 2006-Summer 2008*).

TRACKING:

Identify the following areas in tracking students: those who have continued their studies at off-island colleges/universities, vocational/technical institutions off island, those currently serving in the armed forces, and those who are currently employed (*Academic Program Review Manual, nd*).

This is the most important challenging part of the Academic Program Review report since its inception. Because of requirements set by the accrediting commission to provide evidence of successful academic student achievements from their college experience, this portion of the curriculum grid was added to the review. The required tracking students that have completed their studies at the American Samoa Community College. The instrument identified the following area in tracking students: those who have continued their studies at off-island colleges/ vocational/ technical institutions, those currently serving in the armed forces, and those who are currently employed (*Academic Program Review-Third Cycle Report, Fall 2006-Summer 2008, pg. 33*).

PROGRAM RETENTION

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

COURSE COMPLETION:

Report on students who have enrolled in your academic program courses per semester of the review cycle during the pre-registration period. The number of student that actually completes the courses reflects retention. The terms “course completion” and “course retention” are synonymously used in this case.

PROGRAM COMPLETION:

Report should indicate students enrolled, the number of students that have actually graduated (completion) in the respective semesters of the review cycle and students who remain (retention) in their academic programs.

1. List the achievements of each DLO and/or PLO within your division.

ACNR

- PLO 1: Demonstrate an understanding of the different career opportunities in Agriculture, Community, and Natural Resources – successfully assessed through course term/research papers & group presentations
- PLO 2: Understand the importance of Agriculture, Community, and Natural Resources to the Samoan culture and the environment of American Samoa – successfully assessed through course term/research papers, group presentations/projects, exams
- PLO 3: Apply the concepts and principles of science and technology needed for work in the field of Agriculture, Community, and Natural Resources – successfully assessed through course assignments, field/lab work, and group presentations/projects
- PLO 4: Utilize a knowledge base in Agriculture, Community, and Natural Resources to adapt to social and economic changes and challenges – successfully assessed through course assignments, field/lab work, and group presentations/projects

NUR NCLEX, employment

S.SCI PLO #1,2&3As 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.

TED 1 B.Ed. Graduate Fall Semester 2016
Revised the Practicum components of all practicum courses for 300-400 level; completed by Leadership Triangle

BUS

PLO 1-Achieved the skills, abilities, and knowledge to perform written business forms and conduct presentations. It meets the DLO1- by offering and providing high quality program courses and improve students' performances, and effective planning.

PLO-2w-Acquired extensive knowledge in a variety of business practices and business ethical concepts. Thus it supports DLO2-students were able to performed various services both academically in-class and community projects, but prepared for the workforce.

PLO3-Achieved the knowledge and skills to interpret business reports, financial statement to make ethical and effective business decisions. This supports and strengthen both DLO1/2 and Part of DLO3. The PLOs 1, 2,/3 both provide curriculum instruction and planning, academic services both on-campus and off-campus, and assist students to enter the real world of work.

PLO4-Developed a great awareness about human resources diversity in the business world, including the importance of teamwork, and the challenge to quality output. This PLO supports DLOs 3/4/

PLO 5-Achieved the proficiency and knowhow to use technology to prepare business reports, deliver presentations, and disseminate information. This connects DLOs 3 /4, both internally and externally. More businesses in the community are calling for workers from our department, instead, of business students actually get out and look for jobs. We have strong partnerships with many public and private entities who allow our business majors to work for them prior to graduation without compensations.

PLO 6-Attained the experience in the preparation of financial statement in accordance with the general accepted accounting principles (GAAP). This links to DLOS; 3, 4, 5 in general.

PLO 7-Achieved the knowledge and skills to plan, coordinate, and direct business operations, Equipped with business tools of interpreting business data to make ethical and effective decisions, improving business operations, and achieving business goals, objectives, and missions. This achieves DLOs. 2, 3, 4, and 5/

2. What do you use to measure each achievement?

ACNR If student/students were able to successfully complete assignment (grade of B or better), receive favorable points in rubrics assessment, or receive a grade of 'B' or better in the course.

NUR NCLEX pass and employment



S.SCI Each instructor has their own rubrics, which allows them to assess these achievements. Due to different content disciplines in our department, each instructor uses teaching methods that are utilized within his/her own classroom.

TED Meeting of all ST requirements for B.Ed. Program
 Passing of course requirements
 Passing GPA

Rubric: Please refer to our Department sets of rubrics
 Work-site-Real work Experience
 Community Guest Presenters (Questions and Answers)
 Off-island trips-meeting with business leaders
 Department-Up-to-date Tracking Records (Spring 2004 to Spring 2016) on file.
 Research, Community Projects, Group/Individual Presentations, and Debates
 Exams and Case Study

BUS

3. What DLO and/or PLO ‘were not’ achieved within your division?

ACNR All our PLO’s were achieved through the various courses offered in our ACNR curriculum.

NUR None

S.SCI None

TED Need to address the Special Education component as well the Early Childhood component of the TED Mission Statement.

BUS None

4. What impediments contributed to not achieving the DLO and/or PLO?

ACNR We need a more organized or centralized (and effective) method of data collection and management

NUR N/A

S.SCI None

TED Department discussion for the two components; review of CAF’s for the courses as well getting qualified faculty to teach courses in those areas.

BUS Treating business courses like an English course, where you can mostly teach in class. The restrictions that placed on our hands-on activities such as Outreach Programs, National requirements- Off-island business meetings and field trips to have direct observation and learn first-hand the real business world in different industries, settings, environments, social factors and legal requirements and protocols.

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

ACNR Our courses are transferrable to off-island colleges/universities and prepare students for transfer. A good number of our graduates transfer to off-island colleges/universities

NUR 1

S.SCI 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.

TED AA Program courses serve as B.Ed. Admissions requirements of B.Ed. Program under ASCC

BUS About 25% of our graduates continue their education.

b. Successful Entry into the Workplace

ACNR Our program/degrees are also designed to prepare students for entry into the workforce whether locally or off-island.

NUR 16

S.SCI 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.

TED B.Ed. degree is accepted for work under ASDOE as well as the AA Ed degree.

BUS About 70% of our graduates after every graduation.

c. Successful Entry into the Workplace

ACNR Our program/degrees provide a lot of opportunity for ‘authentic’ learning, where students have hands-on learning experiences with our research and extension programs here at ACNR Land Grant – within our research labs, greenhouses, field work, piggery, farms, etc.

NUR 0

S.SCI 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.

BUS Our business lab was not being up-graded for two years has not been upgraded for two years.

d. Awareness of Samoa and the Pacific



<i>ACNR</i>	PLO 2 achieves this core value – where students understand and focus on how agriculture, community, and natural resources are important to the Samoan culture and the environment in American Samoa
<i>NUR</i>	0
<i>S.SCI</i>	<p>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.</p> <p>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.</p>
<i>TED</i>	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.
<i>BUS</i>	Need to improve Rooms 19 and 20. Too much echo sounds.

EFFECTIVENESS

1. What services/programs does your division provide that affect: (must respond to all areas).

a) Academic/Education?

<i>ACNR</i>	Instructor and course evaluations, annual employee evaluations, department meetings, etc.
<i>BUS</i>	We have high quality programs that link t many off-island colleges
<i>NUR</i>	Data of incoming and outgoing students, NCLEX pass rate to provide licensed nurses to LBJTCM and DOH/PH, memos to healthcare agencies to provide scheduled clinical practicum, required changes to curriculum.
<i>S.SCI</i>	Instructional
<i>TED</i>	<p>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.</p> <p>Teacher Certification courses for Elementary and Secondary ASDOE in service teachers</p> <p>Praxis Tutorials/Modules for Pre service students.</p> <p>Literacy Workshop (Spring Semester 2017 for ASDOE teachers and Private School teachers.</p> <p>GE courses for UH Manoa Cohort teachers.</p> <p>Outreach sessions for ASDOE teachers on TED Programs.</p> <p>Outreach sessions for High School Seniors.</p>

b) Staffing?

ACNR	Staff professional development.
BUS	Qualified instructors who are committed to the programs and build strong partnerships with many local and off-island business owners and managers.
NUR	2, 6
S.SCI	None
TED	Need an TED administrative assistant.

c) Technology?

ACNR	ACNR student lab, computer equipment & supplies.
BUS	Needs a lot of improvement and upgrading.
NUR	High Technology
S.SCI	None
TED	Our courses need technology for Moodle ED courses.

d) Facilities?

ACNR	Classroom/lab space within the ACNR Land Grant facility.
BUS	We utilized Smart Board in Room 189, and cope with the echo sound in rooms 19 and 20. Room 23 needs to decrease the enrollment to only 18.
NUR	M-9 and M-10 with space limitation.
S.SCI	None
TED	B.Ed need to have sufficient classrooms.

e) Budgeting

ACNR	ACNR grant provides support for Instructional program
BUS	Provides office supplies on time and textbooks as well to provide high quality instructions.
NUR	Funds from ASCC Nursing, CSBG, DOI, scholarship funds for nursing students from ASG DOE
S.SCI	None
TED	B.Ed. program needs additional funding for faculty and program needs such updated computers, textbooks, internet access

f) Other Resources



ACNR	ACNR Instructional program also has the support from the various programs within Land Grant to enhance students' learning experience – professional, research, and extension staff, research labs, greenhouses, piggery, extension plot, wellness center, nutrition center, etc.
BUS	Group of BAOA members are used as mentors and offer free tutorials sessions, and provide an open-door policy for personal academic and career counseling
NUR	NCLEX Computerized testing, online assessment testing
S.SCI	Not sure
TED	Tuition assistance for Non-Pell students

2. How is feedback from internal/external stakeholders used to make changes or improvements? (e.g. Advisory Council Members)

a. What other methods (*data, reports, memo's, etc.*) are used to make changes to improve your division?

ACNR	Instructor and course evaluations, annual employee evaluations, department meetings, etc.
BUS	Employer student work performance evolution, enrollment, tracking outcomes (2 year cycle), Low-grade list, students' feedback, former graduate input and recommendations, and our Community Advisory Committee
NUR	Data of incoming and outgoing students, NCLEX pass rate to provide licensed nurses to LBJTMC and DOH/PH, memos to healthcare agencies to provide scheduled clinical practicum, required changes to curriculum.
S.SCI	Still work in progress... most are often informal correspondence or just by verbal communication.
TED	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?

ACNR	We have not utilized these methods as much as we should. As mentioned earlier, we need to improve on our data collection/reporting methods – it needs to be centralized, organized, well managed, and easily accessible.
BUS	1. For three years now, all the business 17 courses had been offered. 2. Increased number of graduates. 3. From 2010-2016, we have added three new courses, all transferable. 4. deleted 2 fundamental business courses 5. We requested business lab for hands-on applications
NUR	Total of credits for all programs reduced due to feedback from curriculum and assessment committees as well as the ASHSRB that accredits the nursing program.
S.SCI	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.
TED	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?

- BUS** Internally-Proposed changes for the programs, discussed in the Curriculum meetings, approved and added to the existing business programs/ Shared with students, faculty and staff the success rate of graduates. Allowed students to offer free services both on campus and off campus. Externally; shared with Advisory Committee members, managers and leasers of different entities. Both public and private. Allowing our students to file government taxes since 2006(MOU) until now. Allowing students to work in various firms that are directly related to their areas of specialization. Especially, we have general department every semester with all business students and non-business majors, sharing all the success, mission, and activities.
- ACNR** We need to improve on our communication with internal/external stakeholders. A primary example will be our need to revive and activate our Community Advisory Council.
- NUR** Through meetings and memos.
- TED** All changes are discussed at department meetings and shared with the Advisory Council

3. How do you evaluate services?

- BUS** Students' feedback, paernts; participation and input; administration feedback and recommendations; Faculty and staff suggestion and feedback; faculty and staff participation in our program activities, Feedback and memos from administration, esp, feedback and recommendation from various employers, both locally and off-island. Additionally; the success rate of BS degrees both in Accounting, Marketing, Management, and Technology completed by our ASCC business graduates.
- ACNR** Instructor and course evaluations, annual employee evaluations, and success of students who go through our program
- NUR** Services are evaluated through student s' performance by nurse leaders in various units and departments.
- S.SCI** Student evaluation/faculty performance evaluation/course evaluation (optional)
- TED** Use Student Satisfaction Surveys/TED

4. How will your division use program review results to evaluate your program or services?

- BUS** The faculty will examine the results and develop a SWOT- identify the Strengths, Weaknesses, Opportunities, and Threats. From their will long for commonalities and how they align to other programs for support and who it supports the college's mission, core values, and the DLOS. as wells. As a results, we will make essential changes to improve course offerings, develop more high-quality PLOs, SLOx and looking at new tools for assessment, and try to align course projects and hands-on activities to align with the Business Education National Standards.
- ACNR** Addressing our strengths and weaknesses, where we need to improve, and how to improve, etc.
- NUR** The program review will be used to evaluate faculty and students' performance, the NCLEX pass-rate and employment opportunities.



S.SCI

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

TED

The program review will be used to assess how to move forward with needed improvements for the program.

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

ACADEMIC DEPARTMENT/PROGRAM: Agriculture, Community, and Natural Resources (ACNR)

Name of Program: Agriculture, Community, and Natural Resources							
	Courses	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018
1.	AGR 100 I	X	X	X	X		X
2.	AGR 100 II		X	X		X	X
3.	AGE 150		X			X	
4.	AGR 152	X			X		
5.	AGR 197	X			X		
6.	AGR 200	X			X		
7.	AGR 250		X			X	
8.	AGR 297		X			X	
9.	ANS 150 A	X	X		X	X	
10.	ANS 150 B	X	X		X	X	
11.	FAM 250				X		
12.	FAM 260					X	
13.	NRS180	X			X		
14.	NRS 200		X			X	
15.	NRS 250	X			X		
16.	NUT 150	X	X		X	X	

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: Agriculture, Community, and Natural Resources (ACNR)

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				
AGR 100 I	X	X	X				
AGR 100 II	X	X	X				
AGE 150	X	X					
AGR 152	X	X	X	X			
AGR 197			X		X		
AGR 200	X	X	X				
AGR 250	X	X	X				
AGR 297			X		X		
ANS 150 A	X	X	X				
ANS 150 B	X	X	X				
FAM 250	X	X					
FAM 260	X	X					

NRS180	X	X	X				
NRS 200	X	X	X				
NRS 250	X	X	X				
NUT 150	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: Agriculture, Community, and Natural Resources (ACNR)

Academic Department/Division					
Course	Test/Exams/Quizzes	Special Projects (research, group, paper, etc.)	Assignments – homework, worksheets, etc.	Rubrics	Portfolio – weekly journals, report
<i>Ex: ICT 150</i>	<i>x</i>	<i>x</i>		<i>x</i>	
AGR 100 I		X	X	X	X
AGR 100 II		X	X	X	X
AGE 150	X		X	X	
AGR 152	X	X	X		
AGR 197		X	X	X	
AGR 200	X	X	X		
AGR 250	X	X	X		
AGR 297		X	X		
ANS 150 A	X	X	X		
ANS 150 B	X	X	X		
FAM 250	X		X	X	
FAM 260	X		X	X	
NRS180	X	X	X		
NRS 200	X	X	X		
NRS 250	X	X	X		
NUT 150	X		X	X	

Course	Special Projects	Others (specify)			
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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: Agriculture, Community, and Natural Resources (ACNR)

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
<i>Ex: ICT 150</i>	<i>x</i>				
AGR 100 I	X				
AGR 100 II	X				
AGE 150	X				
AGR 152	X				
AGR 197	X				
AGR 200	X				
AGR 250	X				
AGR 297	X				
ANS 150 A	X				
ANS 150 B	X				
FAM 250	X				
FAM 260	X				
NRS180	X				
NRS 200	X				
NRS 250	X				
NUT 150	X				

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: Agriculture, Community, and Natural Resources (ACNR)

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>		
AGR 100 I				X	X	
AGR 100 II				X	X	
AGE 150				X	X	
AGR 152				X	X	
AGR 197				X	X	
AGR 200				X	X	
AGR 250				X	X	
AGR 297					X	
ANS 150 A				X	X	
ANS 150 B				X	X	
FAM 250				X	X	
FAM 260				X	X	
NRS180				X	X	
NRS 200				X	X	
NRS 250				X	X	
NUT 150				X	X	



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: Agriculture, Community, and Natural Resources (ACNR)

Academic Department/Division		Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
Courses					
<i>Ex: ENG 70</i>				X	
<i>Ex: MAT 90</i>				X	
AGR 100 I			X		
AGR 100 II			X		
AGE 150			X		
AGR 152			X		
AGR 197			X		
AGR 200			X		
AGR 250			X		
AGR 297			X		
ANS 150 A			X		
ANS 150 B			X		
FAM 250			X		
FAM 260			X		
NRS180			X		
NRS 200			X		
NRS 250			X		
NUT 150			X		

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/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			
ACNR	X	X	X				X			

ACADEMIC DEPARTMENT/PROGRAMS: Agriculture, Community, and Natural Resources (ACNR)

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: ACNR Department (data for 31 graduates from 2011-2016)

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
<i>Ex: AS Automotive Technology</i>	<i>1</i>				
ACNR	21	11			

Table 9: Program Retention grid

PROGRAM RETENTION:

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

ACADEMIC DEPARTMENT/PROGRAMS: ACNR (need more data on this)

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
<i>Ex: AS Automotive Technology</i>		<i>1</i>						
<i>Ex: AS Architectural Drafting Technology</i>	<i>1</i>							



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: ACNR (need more data on this)

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
<i>Ex: ICT 150-01</i>	20	18						
<i>Ex: ICT 150-02</i>	25	24						

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: ACNR

Degree/Certificate	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<i>Ex: AS Automotive Technology</i>	4			
<i>Ex: COP in Advanced Automotive Technology</i>	2			
AS in General Agriculture	1			
AS in Agribusiness	1			
AS in Natural Resources	2			

- a. Identify the AA/AS/COP/COC
- a. 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
<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
AGR 100 I	X	X	X	X
AGR 100 II		X		
AGE 150		X		X
AGR 152	X		X	
AGR 197	X		X	
AGR 200	X		X	
AGR 250		X		X
AGR 297		X		X
ANS 150 A	X	X	X	X
ANS 150 B	X	X	X	X
FAM 250			X	
FAM 260				X
NRS180	X		X	
NRS 200		X		X
NRS 250	X		X	
NUT 150	X	X	X	X



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

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice

Name of Program:						
<i>Courses</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Summer 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Summer 2016</i>
CJ 150	X	X		X	X	
CJ 155		X				
CJ 160	X			X		
CJ 165	X			X		
CJ 170		X			X	
CJ 175	X			X	X	
CJ 180	X			X	X	
CJ 190	X		X	X		
CJ 195		X			X	
CJ 200		X				X
CJ 210	X	X		X	X	
CJ 215	X		X	X		
CJ 220	X			X		X
CJ 230		X			X	
CJ 240		X			X	
CJ 250		X			X	

Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION Criminal Justice Department

Academic Department/Division					
	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
Courses					
CJ 150	X	X			
CJ 155	X	X			
CJ 160	X	X			
CJ 165	X	X			
CJ 170	X	X			
CJ 175	X	X			
CJ 180	X	X			
CJ 185	X	X			
CJ 190	X	X			
CJ 195	X	X			
CJ 200	X	X			
CJ 215	X	X			
CJ 220	X	X			
CJ 230	X	X			
CJ 240	X	X			
CJ 250	X	X			



Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
CJ 150	x	x	x	x	X
CJ 155	x	x	x	x	X
CJ 160	x	x	x	x	X
CJ 165	x	x	x	x	X
CJ 170	x	x	x	x	X
CJ 175	x	x	x	x	X

Course	Special Projects	Others (specify)			
CJ 180	x	x	x	x	X
CJ 185	x	x	x	x	X
CJ 190	x	x	x	x	X
CJ 195	x	x	x	x	X
CJ 200	x	x	x	x	X
CJ 210	x	x	x	x	X
CJ 215	x	x	x	x	X
CJ 220	x	x	x	x	X
CJ 230	x	x	x	x	X
CJ 240	x	x	x	x	X
CJ 250	x	x	x	x	X

Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice

None of the CJ courses are articulated with other colleges and universities etc.

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
CJ 150					
CJ 155					
CJ 160					
CJ 165					
CJ 170					
CJ 175					

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
CJ 180					
CJ 185					
CJ 190					
CJ 195					
CJ 200					
CJ 210					

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
CJ 215					
CJ 220					
CJ 230					
CJ 240					
CJ 250					



Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice Department

Academic Department/Division		General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
Courses	Developmental Courses					
CJ 150		X		X	X	
CJ 155				X	X	
CJ 160				X	X	
CJ 165				X	X	
CJ 170				X	X	
CJ 175				X	X	
CJ 180				X	X	
CJ 190				X	X	
CJ 195				X	X	
CJ 200				X	X	
CJ 210				X	X	
CJ 215				X	X	
CJ 220				X	X	
CJ 230				X	X	
CJ 240				X	X	
CJ 250				X	X	

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: Criminal Justice Department

Academic Department/Division		Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
Courses					
CJ 150		X			
CJ 155		X			
CJ 160		X			
CJ 165		X			
CJ 170		X			
CJ 175		X			
CJ 180		X			
CJ 190		X			
CJ 195		X			
CJ 200				X	
CJ 210				X	
CJ 215				X	
CJ 220				X	

CJ 240			X	
CJ 250			X	

Define:

Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.

Special Entrance (pre-requisite)

Remedial Math-developmental math courses

Remedial English-developmental English courses.

Table 7: Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/division.*

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice Department

CJ Department has not yet recruited or use any methods of recruiting

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

Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice Department

See Appendix for tracking of CJ/Pre Law Graduates from Fall 2014-Spring 2016

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
Associate of Arts in Pre Law	x	x		x	X
Associate of Science in Criminal Justice	X	x		x	x



Table 9: Program Retention grid

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice Department

Degree/ Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Beginning of Semester</i>	<i>Graduate End of Semester</i>	<i>Beginning of Semester</i>	<i>Graduate End of Semester</i>	<i>Beginning of Semester</i>	<i>Graduate End of Semester</i>	<i>Beginning of Semester</i>	<i>Graduate End of Semester</i>	<i>Beginning of Semester</i>	<i>Graduated End of Semester</i>
1. AA - Pre Law		1		5				3		0
2. AS - CJ		11		0				15		15
3.										
4.										

Table 10: Program Completion grid

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice Department

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>
CJ 150	23	23	31	31			26	26	27	27
CJ 155									29	29
CJ 160	21	21					23	23		
CJ 165	17	17					13	13		
CJ 170			25	25					26	26
CJ 175	25	25					23	23	27	27
CJ 180	13	13					16	16	29	29
CJ 190	20	20			18	18	15	15		
CJ 195			23	23					29	29
CJ 200			14	14					21	21
CJ 210	13	13	18	18			24	24		
CJ 215	8	8			8	8	23	23		
CJ 220	11	11					26	26		
CJ 230			14	14					19	19
CJ 240			11	11					22	22
CJ 250			4	4					26	26

Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
AA - PRE LAW	85		68		8		99		130		30	
AS – CJ	151		150		26		176		255		30	

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION: Criminal Justice Department

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
CJ 150	X	X		X	X
CJ 155		X			
CJ 160	X			X	
CJ 165	X			X	
CJ 170		X			X
CJ 175	X			X	X
CJ 180	X			X	X
CJ 190	X		X	X	
CJ 195		X			X
CJ 200		X			
CJ 210	X	X		X	
CJ 215	X		X	X	X
CJ 220	X			X	X
CJ 230		X			X
CJ 240		X			
CJ 250		X			

References:

- Course Schedules (Fall 2014-Summer 2016)
- Class Rosters (Fall 2014-Summer 2016)
- Graduation List (Fall 2014-Summer 2016)
- ASCC Catalog (2014-2016, 2016-2018)



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

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning/ Student Services

Name of Program:						
<i>Courses</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Summer 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Summer 2016</i>
CLP 150-01				x		
CLP 150-01					x	

Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

Academic Department/Division					
<i>Courses</i>	<i>Lecture</i>	<i>Group Discussions</i>	<i>Hands on Activities</i>	<i>Guest Speakers</i>	<i>Service Learning</i>
CLP 150	x	x	x		

Continue:

<i>Courses</i>	<i>Audiovisual (Slideshow)</i>	<i>Role-playing</i>			
CLP 150	x	x			

Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
CLP 150	X Chapter tests	X Quizzes	X Reflection essay	X Individual presentation	X Checklist/Rubric

Course	Special Projects	Others (specify)			
CLP 150	X Power point/ Career Research Paper	Oral Speeches			

Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
CLP 150	Transferable				



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

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

Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co- Foundational Area	Program Requirements	Electives
CLP 150						x

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: College and Life Planning / Student Services

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math

CLP 150	x			

Define:

Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.

Special Entrance (pre-requisite)

Remedial Math-developmental math courses

Remedial English-developmental English courses.

Table 7: Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/division.*

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

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
CLP 150		Registration							
		Orientation							

Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

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



Table 9: Program Retention grid

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>
N/A										

Table 10: Program Completion grid

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>
CLP 150							5	3	2	2

Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
N/A (students enrolled in CLP 150 and completed the course to receive a degree)							AA(all three)	3	AA (one)	2		

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION: College and Life Planning / Student Services

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
CLP 150				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)

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

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Name of Program:						
<i>Courses</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Summer 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Summer 2016</i>
ART 150	X			X		
ART 151		X			X	
ART 160	X			X		
ART 161		X			X	
ART 165	X			X		
ART 170	X	X		X		
ART 171						
ART 172	X	X		X		
ART 180		X				
ART 299						
DNC 150					X	
DRA 150	X	X		X		
DRA 151	X	X		X	X	
DRA 170				X		
DRA 250						
DRA 251						
MUS 150	X	X		X		
MUS 160	X		X	X		
MUS 165	X	X		X		
MUS 170	X	X		X		
MUS 180	X	X		X		
MUS 181				X		
MUS 187		X		X		
SPH 153	X	X	X	X	X	X



Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Academic Department/Division					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
ART 150	X			X	
ART 151	X			X	
ART 160	X		X		X
ART 170	X		X		X
ART 172	X		X		X
ART 180	X		X		X
DRA 150	X	X			
DRA 151	X		X	X	
MUS 150	X	X			
MUS 160	X	X	X		
MUS 165	X	X			
MUS 170			X		X
MUS 180			X		X
MUS 181			X		X
MUS 187			X		X
SPH 153	X		X	X	

Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course-learning outcomes.

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
ART 150	X	X		X	X
ART 151	X	X		X	X
ART 160				X	X
ART 170				X	X

ART 172				X	
ART 180				X	

Course	Special Projects	Others (specify)			
ART 150	Art Exhibition	Research/Presentation			
ART 151	Art Exhibition	Research/Presentation			
ART 160	Art Exhibition	Research/Presentation			
ART 170	Art Exhibition	Research/Presentation			
ART 172	Art Exhibition	Research/Presentation			
ART 180	Art Exhibition	Research/Presentation			
DRA 151	Musical Production				

Course	Test	Exams	Homework	Rubrics	Portfolio
DRA 150		X			
MUS 150	X	X	X	X	
MUS 160	X	X	X	X	
MUS 165			X	X	
SPH 153				X	X

Course	Special Projects	Others (specify)			
DRA 150		Research/Presentation			
DRA 151	Rehearsals/Performance				
MUS 165		Research/Presentation			
MUS 170	Rehearsals/Performance				
MUS 180	Rehearsals/Performance				
MUS 181	Rehearsals/Performance				
MUS 187	Rehearsals/Performance				
SPH 153		Public Speaking			

Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Academic Department/Division					
Courses	Colleges/Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
ART 150	X				
ART 151	X				
ART 160	X				
ART 170	X				
ART 172	X				
ART 180	X				

Courses	Colleges/Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
DRA 150	X				
DRA 151	X				
MUS 150	X				
MUS 160	X				
MUS 165	X				



MUS 170

X

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
MUS 180	X				
MUS 181	X				
MUS 187	X				
SPH 153	X				

Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
ART 150			X	X		X
ART 151			X			X
ART 160			X	X		X
ART 170			X	X		X
ART 172				X		X
ART 180				X		X
DRA 150			X			X
DRA 151			X			X
MUS 150			X	X		X
MUS 160			X	X		X
MUS 165			X	X		X
MUS 170			X	X		X
MUS 180			X	X		X
MUS 181						X
MUS 187			X	X		X
SPH 153		X				

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: Fine Arts Department

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
ART 150	X			
ART 151	X			
ART 160	X			
ART 170	X			
ART 172	X			

ART 180	X			
DRA 150	X			
DRA 151	X			
MUS 150	X			
MUS 160	X			
MUS 165	X			
MUS 170	X			
MUS 180	X			
MUS 181	X			
MUS 187	X			

Define:

Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.

Special Entrance (pre-requisite)

Remedial Math-developmental math courses

Remedial English-developmental English courses.

Table 7: Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/division.*

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/Job Fair	Community Service	TV/Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
Music Program		X	X	X	X	X	X	X	
Visual Arts Program		X	X	X	X	X	X	X	
Drama Courses				X	X	X	X	X	
Speech		X					X	X	

Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
Associate of Arts with an Emphasis in Music	4	2		1	
Associate of Arts with an Emphasis in Visual Arts	3	2			



Table 9: Program Retention grid

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>
5. Music	N/A	N/A								
6. Visual Arts	N/A	N/A								
7.										

Table 10: Program Completion grid

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>
ART 150	23	19	N/A	N/A						
ART 151	N/A	N/A	6	6						
ART 160	11	11	N/A	N/A						
ART 170	6	5	6	6						
ART 172	6	6	1							
ART 180	N/A	N/A	1							
DRA 150	8	8	4	4						
DRA 151	0		14	14						
MUS 150	23	23	25	24						
MUS 160	16	16	0	0						
MUS 165	6	6	9	9						
MUS 170	8	8	9	9						
MUS 180	9	8	2	2						
MUS 181	N/A	N/A	N/A	N/A						
MUS 187	N/A	N/A	5	5						
SPH 153	145	145	125	122						

Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
	N/A	N/A	N/A	N/A								
Music	N/A	N/A	N/A	N/A								
Visual Arts	N/A	N/A	N/A	N/A								

a. Identify the AA/AS/COP/COC

a. Identify how many students that have completed the course each semester.

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION: Fine Arts Department

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
ART 150	X			X	
ART 151		X			X
ART 160	X			X	
ART 170	X	X		X	X
ART 172	X	X		X	X
ART 180					
DRA 150	X	X		X	X
DRA 151		X			X
MUS 150	X	X	X	X	X
MUS 160	X		X	X	
MUS 165	X	X		X	X
MUS 170	X	X		X	X
MUS 180	X	X		X	X
MUS 181					
MUS 187	X	X		X	X
SPH 153	X	X	X	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)



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

ACADEMIC DEPARTMENT/DIVISION: Health and Human Services

Name of Program:						
Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016

Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION: Health and Human Services

Academic Department/Division					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
HEA 140	X		X		Field trip, presentation
HEA 150	X		X	X	Presentation
HEA 151	X				Presentation
HEA 152			X		DVD
HEA 299			X		Work experiences
HSV 150					
HSV 250					

Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION: Health and Human Services

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
Course	Test	Exams (others)	Homework	Rubrics	
HEA 140	x	attendance	x	x	
HEA 150	x	attendance	x	x	
HEA 151	x	attendance	x	x	
HEA 152		attendance		x	
HEA 299		attendance		x	
HSV 150	x			x	

Course	Special Projects	Others (specify)			
HSV 155					

Course					
PH 102					
PH 103					

Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: Health and Human Services

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
HEA 140		x			
HEA 150	x				
HEA 151	x	x			
HEA 152		x		x	
HEA 299		x			
HSV 150		x			

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
HSV 155				x	
PH 102		x			
PH 103		x			

Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION: Health and Human Services

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
HEA 140				x		
HEA 150		x				
HEA 151				x		
HEA 152				x		
HEA 299				x		
HSV 150				x		
HSV 155				x		
PH 102				x		
PH 103				x		



Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION: Health and Human Services

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
HEA 140					X
HEA 150					X
HEA 151					X
HEA 152					X
HEA 299					X
HSV 150					X
PH 103					X

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

ACADEMIC DEPARTMENT/DIVISION: Languages and Literature Department

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

Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION: Language and Literature Department

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

Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION: Language and Literature Department

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

Course	Special Projects	Others (specify)			

Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: Language and Literature Department

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

Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION: Language and Literature Department

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

Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION N/A

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

Table 9: Program Retention grid

ACADEMIC DEPARTMENT/DIVISION N/A

Degree/Certificate	Fall 2016		Spring 2017		Summer 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>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>
8.										
9.										
10.										
11.										
12.										

Table 10: Program Completion grid

ACADEMIC DEPARTMENT/DIVISION N/A

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



Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION N/A

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

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION Languages and Literature Department

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

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

ACADEMIC DEPARTMENT/DIVISION: Mathematics

Name of Program:						
<i>Courses</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Summer 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Summer 2016</i>
Mat 80				8 sections	8 sections	
Mat 90				12 sections	12 sections	
Mat 151				9 sections	9 sections	
Mat 155				1 section	1 section	
Mat 250				5 sections	5 sections	
Math 260				1 section	1 section	
Math 280						

Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION: Mathematics

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

Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION: Mathematics

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



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

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

Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: Mathematics

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

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

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

Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper

level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION: Mathematics

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
Mat 80	*					
Mat 90	*					
Mat 151		*			*	
Mat 155					*	*
Mat 250			*		*	*
Mat 260					*	*
Mat 280			*			*

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: Mathematics

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
Mat 80				*
Mat 90				*
Mat 151		*		
Mat 155		*		
Mat 250		*		
Mat 260		*		
Mat 280		*		

Define:

Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.

Special Entrance (pre-requisite)

Remedial Math-developmental math courses

Remedial English-developmental English courses.

Table 7: Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/division.*

ACADEMIC DEPARTMENT/DIVISION: NA

	<i>Period Enrollment</i>	<i>Enrollment</i>	<i>Period Enrollment</i>	<i>Enrollment</i>	<i>Period Enrollment</i>	<i>Enrollment</i>	<i>Period Enrollment</i>	<i>Enrollment</i>	<i>Withdrawal Period Enrollment</i>	<i>Enrollment</i>

Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION: MATHEMATICS

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

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION: Mathematics

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
MAT 80	✓	✓	✓	✓	✓
MAT 90	✓	✓	✓	✓	✓
MAT 151	✓	✓	✓	✓	✓
MAT 155	✓	✓	✓	✓	✓
MAT 250	✓	✓	✓	✓	✓
MAT 280				✓	✓

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

ACADEMIC DEPARTMENT/DIVISION: Nursing

Name of Program: Nurse aide						
Courses	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018
NUR100,100L	X			X		
Name of Program: Practical Nursing						
NUR150, 150L		X				



NUR155		X				
NUR180, 180L				X		
NUR190, 190L					X	
PHM150	X	X			X	
Name of Program: Registered Nursing						
NUR200, 200L	X					
NUR205,205L	X					
NUR206		X				
NUR207, 207L		X				
NUR203, 203L				X		
NUR204, 204L				X		
NUR208, 208L					X	
NUR211, 211L					X	
PHM200		X			X	

Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION: Nursing

Academic Department/Division					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	(Community Service) Learning
NUR100L	X	X	X		X
PHM150	X	X	X		
NUR150	X	X	X	X	
NUR150L	X	X	X		X
NUR180	X	X	X	X	
NUR180L	X	X	X		X
NUR190	X	X	X	X	
NUR190L	X	X	X		X
NUR203	X	X	X	X	
NUR203L	X	X	X		X
NUR204	X	X	X	X	
NUR204L	X	X	X		X

NUR205	X	X	X	X	
NUR205L	X	X	X		X
NUR206	X	X	X		
NUR207	X	X	X	X	
NUR207L	X	X	X		X
NUR208	X	X	X	X	
NUR208L	X	X	X		X
NUR211	X	X	X	X	
NUR211L	X	X	X		X
PHM200	X	X	X		

Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION: Nursing

Academic Department/Division					
Course	Computer Online Testing	Quizzes/Exams	Homework	Rubrics	Student Portfolio (Program)

Course	Online Testing	Health Teaching	Quiz Exam	Others (specify)			
NUR150	X	X	X		X	X	X
NUR150L	X		X		X	X	X
NUR180	X	X	X	Community	X	X	X
NUR180L	X		X	Outreach Project	X	X	X
NUR190	X	X	X		X	X	X
NUR190L	X		X		X	X	X
NUR203	X	X	X		X	X	X
NUR203L	X		X		X	X	X
NUR204	X	X	X		X	X	X
NUR204L	X		X		X	X	X
NUR205	X	X	X		X	X	X
NUR205L	X		X			X	X
NUR206	X	X	X		X	X	X
NUR207	X	X	X	Community	X	X	X
NUR207L	X		X	Outreach Project	X	X	X
NUR208	X	X	X	Community	X	X	X
NUR208L	X		X	Outreach Project	X	X	X
NUR211	X	X	X	Community	X	X	X



NUR211L	X		X	Outreach Project	X	X	X
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Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: Nursing

Academic Department/Division					
Courses	Colleges/Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
NUR100, 100L		X	X	BLS	

Courses	Colleges/Universities	Vocational/Technical Institutions	Professional Development	Certifications	Professional LPN License
NUR150,150L	X			BLS	X
NUR155	X				X
NUR180, 180L	X			IV Certification	X
NUR190,190L	X				X
PHM150	X				X

Courses	Colleges/Universities	Vocational/Technical Institutions	Professional Development	Certifications	Professional RN License
NUR150,150L	X			IV Certification	X
NUR203,203L	X			BLS	X
NUR204,204L	X				X
NUR205,205L	X				X
NUR206	X				X
NUR207,207L	X				X
NUR208,208L	X				X
NUR211,211L	X				X
PHM200	X				X

Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION: Nursing

Academic Department/Division

Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
NUR100, 100L				X	X	
NUR150,150L				X		
NUR155				X		
NUR180, 180L				X		
NUR190,190L				X		
NUR203,203L				X		
NUR204,204L				X		
NUR205,205L				X		
NUR206				X		
NUR207,207L				X		
NUR208,208L				X		
NUR211,211L				X		
PHM150				X		
PHM200				X		

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: Nursing

Academic Department/Division		Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
Courses					
NUR100, 100L			X	X	X
NUR150,150L			X		
NUR155			X		
NUR180, 180L			X		
NUR190,190L			X		
NUR203,203L			X		
NUR204,204L			X		
NUR205,205L			X		
NUR206			X		
NUR207,207L			X		
NUR208,208L			X		
NUR211,211L			X		
PHM150			X		
PHM200			X		

Define:

Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.

Special Entrance (pre-requisite)

Remedial Math-developmental math courses

Remedial English-developmental English courses.

Table 7: Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic

Table 10: Program Completion grid

ACADEMIC DEPARTMENT/DIVISION: Nursing

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>
NUR100, 100L	15	15					13	13		
NUR150,150L	2 (RN)	2(RN)	17(PN)	17(PN)						
NUR155			16	16						
NUR180, 180L							11	11		
NUR190,190L									11	11
NUR203,203L							9	9		
NUR204,204L							9	9		
NUR205,205L	12	12								
NUR206			9	9						
NUR207,207L			9	9						
NUR208,208L									9	9
NUR211,211L									9	9
PHM150	15	15								
PHM200			10	9						

Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION: Nursing

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
COC	15	15					13	13				
COP			17	17			11	11	11	11		
ASN	12	12	9	9			9	9	9	9		

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION: Nursing

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
NUR100, 100L	X			X	



NUR150,150L	X	X			
NUR155		X			
NUR180, 180L				X	
NUR190,190L					X
NUR203,203L				X	
NUR204,204L				X	
NUR205,205L	X				
NUR206		X			
NUR207,207L		X			
NUR208,208L					X
NUR211,211L					X
PHM150	X				X
PHM200		X			

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

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Name of Program: Associate of Arts Degree with an Emphasis in Samoan Studies						
<i>Courses</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Summer 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Summer 2016</i>
SAM 101A	X	X		X	X	X
SAM 101B	X	X		X	X	
SAM 111	X	X	X	X	X	X
SAM 151/151L	X	X		X	X	
SAM 152	X	X		X	X	
SAM 154	X			X	X	
SAM 172	X	X				
SAM 204				X	X	
SAM 244	X					
SAM 251		X		X		
SAM 261	X	X		X		
SAM 271		X		X		
SAM 281		X		X		

Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Academic Department/Division		Samoan Studies			
Course	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
SAM 101A	X	X	X		
SAM 101B	X	X	X		
SAM 111	X	X	X	X	
SAM 151/151L	X	X	X	X	
SAM 152	X	X	X	X	
SAM 154	X	X	X	X	
SAM 172	X	X	X	X	
SAM 204	X	X	X	X	
SAM 244	X	X		X	
SAM 251	X	X	X	X	
SAM 261	X	X		X	
SAM 271	X			X	
SAM 281	X			X	



Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Academic Department/Division		Samoan Studies			
Course	Test	Exams	Homework	Rubrics	Portfolio
SAM 101A	X	X	X	X	
SAM 101B	X	X	X	X	
SAM 111	X		X	X	
SAM 151/151L	X	X	X	X	X
SAM 152	X	X	X	X	X
SAM 154	X	X	X	X	

Course	Special Projects	Others (specify)			
Applicable to:	SAM 101B				
Applicable to:	SAM 152				
Applicable to:	SAM 204				
Applicable to:	SAM 251				

Course					
SAM 172			X	X	
SAM 204	X	X	X	X	
SAM 244			X	X	
SAM 251		X	X	X	X
SAM 261		X	X	X	
SAM 271			X	X	X
SAM 281			X	X	

Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Academic Department/Division		Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
Courses	Colleges/ Universities				
SAM 101A & SAM 101B					Employed several times by DOE's

	X		X		World Teach Organization (for 2 two weeks Crash Course). Also, more non-Samoan speakers have enrolled to learn basic Samoan language.
SAM 111	X				
SAM 151/151L	X				
SAM 261			X		

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

Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
SAM 101A			X			X
SAM 101B			X			X
SAM 111			X			X
SAM 151/151L			X			X
SAM 152			X	X	X	X
SAM 154			X	X	X	X
SAM 172				X	X	X
SAM 204				X	X	X
SAM 244				X	X	X
SAM 251				X	X	X
SAM 261				X	X	X
SAM 271				X	X	X
SAM 281				X	X	X

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: Samoan Studies Department



Academic Department/Division		Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
Courses					
SAM 101A		X			
SAM 101B		X			
SAM 111		X			
SAM 151/151L		X			
SAM 152		X			
SAM 154		X			
SAM 172		X			
SAM 204		X			
SAM 244			X		
SAM 251			X		
SAM 261			X		
SAM 271			X		
SAM 281			X		

Define:

Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.

Special Entrance (pre-requisite)

Remedial Math-developmental math courses

Remedial English-developmental English courses.

Table 7: Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/division.*

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

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	
	SSD	√	√	√	√	√	√	√	√	

Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department



Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
SAM.E.AA	X	X			

Table 9: Program Retention grid

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>
6. SAM.E.AA	X	X	X	X			X	X		
7.										
8.										
9.										
10.										

Table 10: Program Completion grid

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>
SAM 101A										
SAM 101B										
SAM 111	X	X	X	X			X	X	X	X
SAM 151/151L	X	X	X	X			X	X	X	X
SAM 152	X	X	X	X			X	X	X	X
SAM 154	X	X					X	X	X	X
SAM 172	X	X	X	X						
SAM 204							X	X	X	X
SAM 244	X	X								
SAM 251			X	X			X	X		
SAM 261	X	X	X	X			X	X		
SAM 271			X	X			X	X		
SAM 281			X	X			X	X		



Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	
SAM 101A	X	X		X	X	X
SAM 101B	X	X		X	X	
SAM 111	X	X	X	X	X	X
SAM 151/151L	X	X		X	X	
SAM 152	X	X		X	X	
SAM 154	X			X	X	
SAM 172	X	X				
SAM 204				X	X	
SAM 244	X					
SAM 251		X		X		
SAM 261	X	X		X		
SAM 271		X		X		
SAM 281		X		X		

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
17.	ANT 150			X			X
18.	ANT 153						
19.	ANT 154						
20.	ANT 210						
21.	GEO 150			X	X		X
22.	GEO 160	X	X			X	
23.	GEO 161			X	X		X
24.	HIS 150	X	X	X	X	X	X
25.	HIS 151	X	X	X	X	X	X
26.	HIS 160	X	X			X	
27.	HIS 161				X		
28.	HIS 162	X	X	X	X	X	X
29.	HIS 170	X	X	X	X	X	X
30.	HIS 171	X	X	X	X	X	X
31.	PAD 150	X			X		
32.	PHIL 150	X	X		X	X	
33.	POL 150	X	X	X	X	X	X
34.	POL 151		X	X	X	X	
35.	POL 160	X			X		X
36.	POL 170		X			X	
37.	POL 250	X			X		
38.	POL 251		X			X	
39.	PSY 150	X	X	X	X	X	X
40.	PSY 250	X	X	X	X	X	X
41.	REL 150	X	X		X	X	
42.	SOC 150	X	X		X	X	

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 Department/Division (Place a check mark)							
Courses (List all courses in each program)	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning		
<i>Ex: ICT 150</i>	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				

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					

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				

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>		x		x		
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



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
<i>Ex: ENG 70</i>			X	
<i>Ex: MAT 90</i>			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

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									
Courses or Programs	Outreach			Media			Social Networking		
	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	

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			

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>	4			
<i>Ex: COP in Advanced Automotive Technology</i>	2			
AA with emphasis in Political Science	1			

- a. Identify the AA/AS/COP/COC
- a. 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
<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



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
43.	ED 150	X	X				
44.	ED 157	X	X				
45.	ED 215	X	X				
46.	ED 240	X	X				
47.	ED 257/257P	X	X				
48.	ED 280	X	X				
49.	ED 285/285P	X	X				
50.	ED 300	X	X				
51.	ED 301	X	X				
52.	ED 305	X	X				
53.	ED 312	X	X				
54.	ED 319	X	X				
55.	ED 325	X	X				
56.	ED 330	X	X				
57.	ED 335	X	X				
58.	ED 340	X	X				
59.	ED 350	X	X				
60.	ED 391	X	X				
61.	ED 410	X	X				
62.	ED 425	X	X				
63.	ED 440	X	X				
64.	ED 491A	X	X				
65.	ED 491B	X	X				
66.							

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 Excursion	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
<i>Ex: ICT 150</i>	<i>x</i>	<i>x</i>		<i>x</i>	
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: TEACHER EDUCATION

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

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: TEACHER EDUCATION

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
<i>Ex: ICT 150</i>		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 open enrollment, special entrance, 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
<i>Ex: ENG 70</i>			X	
<i>Ex: MAT 90</i>			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.

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		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 Degree Program	X	X	X	X	X	X				
B.Ed. Program	X	X	X	X	X	X				

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	Armed Forces (specify)	Other
-----------------------------	-----------------------	------------------------	--------------------	------------------------	-------

			Institutions		(specify)
<i>Ex: AS Automotive Technology</i>	<i>1</i>				
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: TEACHER EDUCATION

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>		<i>1</i>						
<i>Ex: AS Architectural Drafting Technology</i>	<i>1</i>							
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: TEACHER EDUCATION

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						
ED285/285 P	Not offered	Not offered						
ED257/257 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						
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: TEACHER EDUCATION

Degree/Certificate	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<i>Ex: AS Automotive Technology</i>	4			
<i>Ex: COP in Advanced Automotive Technology</i>	2			
B.Ed. Degree	1			
AA Ed Degree	16			

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/PROGRAMS: TEACHER EDUCATION

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
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				
ED 350	X			
ED 410	X			
ED 440	X			
ED 435	X			
ED 490	X			
ED 491A	X			
ED 391A	x			
ED 391B	x			

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

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

ACADEMIC DEPARTMENT/PROGRAM: TRADES AND TECHNOLOGY DEPARTMENT

Name of Program: ADT						
<i>Courses</i>	<i>Fall 2016</i>	<i>Spring 2017</i>	<i>Summer 2017</i>	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>Summer 2018</i>
67. ADT140	X					
68. ADT150	X					
69. ADT160	X					
70. ADT190		X				
71. BPR200		X				
72. ADT210				X		
73. ADT215				X		
74. ADT230					X	
75. ADT260		X		X		
76. ADT251					X	
77. ADT280					X	
78.						
79.						

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 TRADES AND TECHNOLOGY DEPARTMENT

Academic Department/Division (Place a check mark)							
<i>Courses (List all courses in each program)</i>	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning		
Ex: ICT 150	x	x	x				
ADT140	X						
ADT150	X		X				
ADT160	X		X				
ADT190	X	X	X				
BPR200	X			X			
ADT210	X	X	X				
ADT215	X			X			
ADT230	X	X	X				
ADT260	X		X				
ADT251	X			X			
ADT280	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 TRADES AND TECHNOLOGY DEPARTMENT

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
	x	x		x	
ADT140	x		x	x	
ADT150	x		x	x	x
ADT160	x		x	x	x
ADT190	x		x	x	
BPR200	x		x	x	
ADT210	x		x	x	
ADT215	x		x	x	
ADT230	x		x	x	
ADT260	x		x	x	x
ADT251	x		x	x	
ADT280	x		x	x	

Course	Special Projects	Others (specify)			

Course					

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: TRADES AND TECHNOLOGY DEPARTMENT

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

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

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

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: TRADES AND TECHNOLOGY DEPARTMENT

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
<i>Ex: ICT 150</i>		x		x		
ADT140	x		x			
ADT150	x		x			
ADT160	x		x			
ADT190			x			
BPR200			x			
ADT210			x			
ADT215			x			
ADT230			x			
ADT260			x			
ADT251			x			
ADT280			x			

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 TRADES AND TECHNOLOGY DEPARTMENT

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

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 TRADES AND TECHNOLOGY DEPARTMENT

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
<i>Ex: AS Automotive Technology</i>	<i>x</i>	<i>x</i>		<i>x</i>			<i>x</i>		

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: TRADES AND TECHNOLOGY DEPARTMENT

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades	Armed Forces (specify)	Other
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			Institutions		(specify)
<i>Ex: AS Automotive Technology</i>		<i>1</i>			
AS Architectural Drafting Technology		2	1	2	5

Table 9: Program Retention grid

PROGRAM RETENTION:

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

ACADEMIC DEPARTMENT/PROGRAMS: TRADES AND TECHNOLOGY DEPARTMENT

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>		<i>1</i>						
<i>Ex: AS Architectural Drafting Technology</i>	<i>3</i>	<i>1</i>						

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: TRADES AND TECHNOLOGY DEPARTMENT

Courses	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>
<i>Ex: ICT 150-01</i>	<i>20</i>	<i>18</i>						
<i>Ex: ICT 150-02</i>	<i>25</i>	<i>24</i>						



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: TRADES AND TECHNOLOGY DEPARTMENT

Degree/Certificate	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<i>Ex: AS Automotive Technology</i>	<i>4</i>			
<i>Ex: COP in Architectural Drafting Technology</i>	<i>0</i>			

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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/PROGRAMS: TRADES AND TECHNOLOGY DEPARTMENT

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
ADT140	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>
ADT150	<i>x</i>		<i>x</i>	
ADT160	<i>x</i>		<i>x</i>	
ADT190		<i>x</i>		<i>x</i>
BPR200		<i>x</i>		<i>x</i>
ADT210				<i>x</i>
ADT215			<i>x</i>	
ADT230				<i>x</i>
ADT251			<i>x</i>	

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
ADT260		<i>x</i>		<i>x</i>
ADT280			<i>x</i>	

