

Academic Program Review- Summary & Findings

Academic Affairs Division-Spring 2015

5/18/2015

American Samoa Community College

Prepared by: Associate Dean of Academic Affairs



**American Samoa
Community College**

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AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
ACADEMIC PROGRAM REVIEW
Fall 2014-Spring 2015

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:

- Student Centeredness: ASCC commits to provide high quality programs and services focusing on student learning;
- Respect for Diversity: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life;
- Collaboration and Teamwork: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.
- Respect for Tradition and Culture: ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research.
- 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 tat 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 in to complete the questionnaire by May 2015.

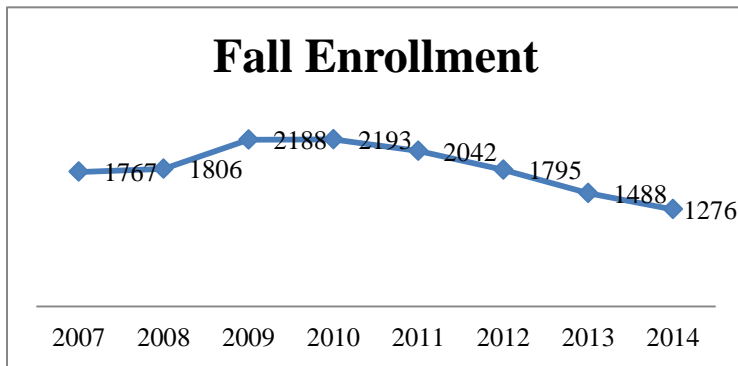
The Dean and the Associate Dean of Instruction/Academic Affairs Division began its initial dialog in August 2014 on the importance and the need to conduct a thorough and accurate review of all Academic programs. The academic program review (APR) was identified from the 2003, 2008, 2009 and 2010 Instructional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

The data presented in the following pages are provided to assist in the alignment of planning to enrollment and Student Achievement Standards. The data collected covers Fall 2012 to Fall 2014 results with the exception of the enrollment count which cover 2007 to 2014.

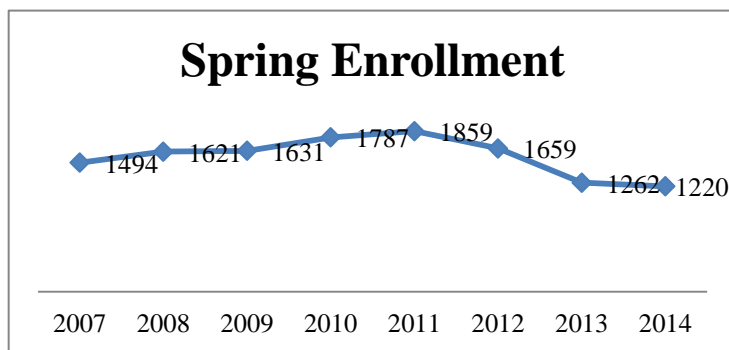
Enrollment Trends

Year	Fall	Spring	Summer
2007	1767	1494	1100
2008	1806	1621	1149
2009	2188	1631	1367
2010	2193	1787	1276
2011	2042	1859	1108
2012	1795	1659	746
2013	1488	1262	803
2014	1276	1220	711



Notes for Fall Enrollment:

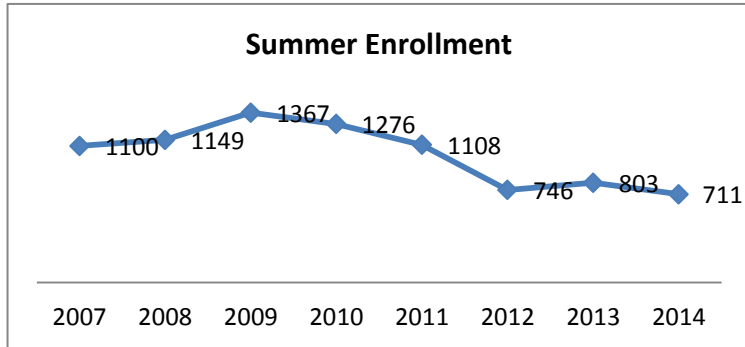
- Last enrollment peak was in **Fall 2010**.
- Biggest increase in enrollment was in **Fall 2009** which increased by 21% from **Fall 2008**.
- Enrollment has decreased by a total of 41% in **Fall 2014** since **Fall 2010**.
- The biggest decline was recently in **Fall 2014** where enrollment fell 14% from **Fall 2013**.



Notes for Spring Enrollment:

- Last enrollment peak was in **Spring 2011**.
- Biggest increase was in **Spring 2010** which increased 10% from **Spring 2009**.
- Enrollment has decreased by a total of 34% in **Spring 2014** since **Spring 2011**.

- The biggest decline happened in **Spring 2013** when enrollment dropped 23% from **Spring 2012**.



Notes for Summer Enrollment:

- Last enrollment peak was in **Summer 2009**.
- Biggest increase was in **Summer 2009** which increased 19% from **Summer 2008**.
- Enrollment has decreased by a total of 47% in **Summer 2014** since **Summer 2009**.
- The biggest decline happened in **Summer 2012** where enrollment dropped 33% from **Summer 2011**.

Student Achievement Standards

The data which follows was gathered for the institution to set standards for Student Achievement. Percentages were set using past data from Fall 2012 to Fall 2014, covering the 2012 catalog year. So far, the institution has set rates for three of the approved standards which are presented below.

Standard 1: Developmental Courses

The successful Completion of highest developmental English and Math Courses which transition students into college readiness.

Developmental courses encompass remedial reading, writing and mathematics. This is the percentage of students who successfully completed the highest level of Developmental Reading (ENG 90), Developmental Writing (ENG 91), and Developmental Math (MAT 90) per semester. This rate has been set and approved by the institution at 70% of students passing developmental exit courses per semester.

	ENG 90	ENG 91	MAT 90
Sum. 12	83%	85%	74%
Fa. 12	67%	77%	1%
Spr. 13	62%	61%	55%
Sum. 13	62%	67%	77%
Fa. 13	69%	61%	67%
Spr. 14	64%	59%	56%
Sum. 14	68%	83%	61%
Fa. 14	81%	68%	65%

Standard 2: Gateway Courses

The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements

Gateway Courses covers college level reading, writing and mathematics. The data in the table below summarizes rates presented to institution to set standard-2. Summative data (total percent of students who completed gateway courses with a “C” or better), and formative data (assessment of learning outcomes) for Spring and Summer 2014 were used as a baseline. The rate for this standard has been set at 72% of students who complete Gateway courses with a “C” or better.

Gateway Courses								
Course	Summative Data			Formative Data				
	Fall 2012-Fall 2014 (Excluding Summer)			Spring and Summer 2014				
	Semesters	Total Students	C or Higher	Students Assessed	Beginning	Developing	Proficient	Total D-P
ENG 150	5	874	76%	153	18%	39%	43%	82%
ENG 151	5	812	74%	165	14%	36%	49%	85%
MAT 151	5	888	64%	131	14%	31%	55%	86%
Total Average		2574	71%	449	15%	35%	49%	84%

Standard 3: Degree Program Requirements

The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program.

This standard covers all General Education, Core Foundational and Co-Foundational courses as listed in the catalog. The following tables summarize rates presented to institution to set standard-3. Summative data (total percent of students from Fall 2012 to Fall 2014 who completed courses with a “C” or better), and formative data (Assessment of learning outcomes) for Spring and Summer 2014 were used as a baseline. The rate for this standard has been set at 75% for General Ed, 80% for Core Foundational, and 90% for Co-Foundational students who complete courses with a “C” or better. Overall for Program Requirements, the rate has been set at 80% of students who complete all program requirements with a

“C” or better per semester. The table for Co-Foundational does not show formative data as this data was not available at the time this standard was set.

General Education Courses								
Course	Summative Data			Formative Data				
	Fall 2012-Fall 2014 (Excluding Summer)			Fall 2012-Summer 2014 (Gen-Ed Assessment Cycle)				
	Semesters	Total Students	C or Higher	Students Assessed	Beginning	Developing	Proficient	Total D-P
ENG 150	5	874	76%	153	18%	39%	43%	82%
ENG 151	5	812	74%	165	14%	36%	49%	85%
SPH 153	5	403	97%	153	10%	41%	49%	90%
ICT 150	5	830	71%	731	13%	21%	66%	87%
MAT 151	5	888	64%	131	14%	31%	55%	86%
PHSCI 150	5	539	67%	397	29%	28%	42%	70%
HIS 150	5	193	59%	88	16%	37%	47%	84%
HIS 151	5	172	68%	43	6%	46%	48%	94%
HIS 162	5	336	93%	234	4%	68%	28%	96%
HIS 170	5	313	69%	169	17%	30%	53%	83%
HIS 171	5	303	66%	77	12%	21%	68%	89%
PSY 150	5	327	85%	152	31%	36%	34%	70%
HEA 150	5	164	56%	100	15%	29%	56%	85%
Total Average		6154	73%	2593	15%	36%	49%	85%

CORE FOUNDATIONAL

Course	SUMMATIVE DATA			FORMATIVE DATA				
	Fall 2012-Fall 2014 (Excluding Summer)			Fall 2014				
	Semesters	Students Enrolled	C or Higher	FA 14 Students Assessed	Beginning	Developing	Proficient	Total D-P
HEA151	5	65	57%	7	38%	24%	38%	62%
HEA 152	4	32	100%	8	0%	6%	94%	100%
HEA 299	5	33	100%	8	3%	25%	72%	97%
HSV 150	1	15	100%	15	27%	42%	31%	73%
ENG 250	5	403	89%	62	16%	42%	42%	84%

ENG 251	5	591	82%	67	8%	49%	43%	92%
BIO 150	5	229	73%	9	11%	41%	48%	89%
BIO 155	5	101	98%	20	17%	32%	52%	84%
BIO 251	1	7	100%	4	0%	35%	65%	100%
MAT 250	5	502	58%	51	22%	38%	40%	78%
SAM 101A	5	69	93%	10	20%	60%	20%	80%
SAM 101B	3	35	94%	16	5%	7%	88%	95%
SAM 151	5	167	87%	10	4%	48%	48%	96%
SAM 152	5	132	91%	11	41%	36%	23%	59%
MUS 150	5	96	95%	23	9%	0%	91%	91%
MUS 160	5	135	98%	16	0%	5%	95%	100%
MUS 170	5	32	98%	8	0%	0%	100%	100%
ED 150	5	132	82%	7	7%	18%	75%	93%
ED 157	5	85	75%	7	18%	25%	57%	82%
ED 215	4	58	83%	8	13%	23%	71%	94%
AUTO 172	1	5	100%	5	20%	46%	41%	87%
AUTO 176	1	6	100%	6	9%	56%	35%	91%
ELE 151	2	11	100%	8	44%	56%	0%	56%
ELE 170	2	11	100%	7	36%	64%	0%	64%
POL 150	5	78	72%	13	0%	56%	44%	100%
Total Average		3030	89%	406	15%	33%	53%	86%

#	C or Higher Passing Rates	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Average
1	FA12-FA14 (All Semesters)	89%	88%	93%	91%	91%	90%
2	Academic Years (AY13-AY14)	89%		92%			90%
3	Fall semesters only (FA12-FA13-FA14)	89%		93%		91%	91%
4	Spring only (SP13-SP14)		88%		91%		90%
5	FA 2014 Only					91%	91%

INPUTS

The following data set was generated from the 2015 Academic Program Review submitted by the Academic Affairs office to IE for review. This does not replace analysis by the Academic Affairs office but is provided for review by the institution. The results are based on responses from 13 academic departments which submitted their surveys to Academic Affairs at the time they forwarded it to IE.

Because the “Inputs” section of the Program Review consists mainly of open ended questions, this report is offered to provide an overview analysis of the results.

To condense the responses for better review, qualitative data from the surveys were themed and coded to provide a more quantifiable analysis of the result. The coding process began with reviewing the results of the survey and finding patterns in the responses by looking for certain keywords and phrases and grouping them into categories as illustrated in the table below.

Yes	Mostly	Partially	Sometimes	No	Other responses
Yes Absolutely Definitely	Mostly all but except	Partially ...but however ...	Sometimes occasionally one or the other	No used to not ever not that I know of	NA = Not applicable DK= Don't know U= Unanswered NC= No comment
Sure	for the most part generally usually most days	not all others are... with some depends..	In the past year.. Not lately Not recently hardly not always only if/when..	there is a need	

After grouping comments into categories, percentages were calculated on the amount of responses in each category. In the tables which follow, “Missing” refers to those departments who missing from the summary submitted to IE.

A. FACILITIES

In this section, respondents are given the opportunity to communicate problems they experienced or are experiencing with the use of facilities on campus. The table below lists the questions that were asked of the participants in this section and the number (N) and percentage (%) of the responses by category. “Missing” refers to departments with no response.

Table 1:Facilities Review	Yes		Mostly		Partially		Sometimes		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total	%
1. Are the facilities adequate for current programs / services?	7	41%	0	0%	0	0%	0	0%	6	36%	0	0%	4	23%	17	100%

2. Are the facilities (classroom) clean and well maintained and sufficient?	9	53%	1	6%	1	6%	1	6%	1	6%	0	0%	4	23%	17	100%
3. Is lighting (in classroom) adequate?	11	65%	0	0%	1	6%	1	6%	0	0%	0	0%	4	23%	17	100%
4. Are there any safety hazards?	6	35%	0	0%	0	0%	0	0%	5	29%	2	12%	4	23%	17	99%
5. Are facilities accessible to students and faculty with disabilities?	10	59%	0	0%	1	6%	0	0%	2	12%	0	0%	4	23%	17	100%
6. Are the restroom facilities nearby and accessible for both genders?	12	71%	0	0%	1	6%	0	0%	0	0%	0	0%	4	23%	17	100%

Table 2 lists the problems with facilities as detailed by the respondents. The detailed responses were grouped in a matrix to determine the commonality of the problems both by academic department and also by the facility identified. The column at the far right of the table shows how frequent a particular problem was reported (highlighted in green) and the row at the very bottom of the table sums up the number of problems reported for a particular facility (highlighted in blue).

IR Notes: The table on the following page can be used with the schedule from Academic affairs on classroom usage to validate the need for classroom space or repairs and a log of PFM job order requests to validate the frequency of problems occurring with each facility.

Table 2: Facility Problems

Problems reported	TED1	TED2	Room 29	RM 29 Office	Room 30	RM 30 Office	B-8 (art room)	M-12	M-12 Lab	RM 26	RM 27	L&L Office	M-10	SS Office	Room 10	M-7 A	M-7 C	TE-1 Mac Lab	TTD Building	E-4	Gymnasium	RM 19	RM 20	Frequency	
AC Not working properly	X	X	X		X				X			X													6
Need AC				X		X	X			X															4
AC Leaks										X												X			2
Slippery Walkways							X	X																	2
Echo in classrooms																						X	X		2
Non-working light fixtures								X																	1
Lights Dull							X													X					2
No evening lights in front of building								X																	1
Exposed electrical Wiring												X													1
Insufficient Classroom Space													X						X						2
Insufficient designated classrooms												X		X											2
Insufficient Office Space												X													1
Rat Infested								X				X													2
Termite Infested							X																		1
Drainage/ runoff problems in front of buildings							X	X																	2
Dirty classrooms	X									X	X														3
No trashcan in classrooms										X	X														2
Roofing Leaks																			X						1
Wall Deterioration			X		X		X																		3
Floors need repainting/ retiling																					X				1
No accessibility														X											1
No Ramp													X												1
No ramp covering							X																		1
Unsuitable desks and chairs								X																	1
No Student accessibility to bathrooms																X	X	X							3
Frequency	2	1	2	1	2	1	7	6	1	4	2	5	2	2	0	1	1	1	2	1	1	2	1		

B. EQUIPMENT

This portion of the survey evaluates the availability and adequacy of the department's equipment. As with the previous section, the table which follows provides the frequency of responses categorized with the same coding used for the facilities portion.

Table 3: Equipment Review	Yes		Mostly		Partially		Sometimes		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total	%
1. Do you have the necessary equipment to fulfill your responsibilities adequately?	3	18%	4	24%	2	12%	0	0%	3	18%	1	6%	4	24%	17	100%
2. Do you have textbooks for each course(s)?	11	65%	1	6%	0	0%	0	0%	1	6%	0	0%	4	24%	17	100%
3. Do you have adequate (<i>up to date</i>) textbooks to support your course(s)/program(s)?	9	53%	1	6%	1	6%	0	0%	2	12%	0	0%	4	24%	17	100%
4. What additional equipment do you need?	See Table 4															
5. Is the equipment adequately maintained?	4	24%	0	0%	1	6%	1	6%	5	29%	2	12%	4	24%	17	100%
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?	12	71%	0	0%	0	0%	0	0%	0	0%	1	6%	4	24%	17	100%
7. Are there any safety hazards with the current equipment?	3	18%	0	0%	0	0%	1	6%	8	47%	1	6%	4	24%	17	100%
8. Is the equipment accessible for employees with disabilities?	12	71%	0	0%	0	0%	0	0%	0	0%	1	6%	4	24%	17	100%
9. Do you have adequate access to supplies for repairs to keep equipment functioning?	4	24%	1	0%	0	0%	2	12%	4	24%	2	12%	4	24%	17	82%

The table below lists the equipment needed by departments as answered by respondents to Q4. Not included in the table are the amounts of each item required by each department with the exception of those identified under “Program Specific Equipment”.

Table 4. EQUIPMENT NEEDED BY DEPARTMENTS											
Departments	Laptops	Printers	Projectors	AC	None	Inks	Computers	Smart Board Needed	Smart Board Not Working	Textbooks	Program Specific Equipment
Agriculture											
Business	X									X	
Criminal Justice					X						
CLP											
ELI/CAPP					X	X			X		
Fine Arts							X		X		Sound System
Health and Human Services					X						
Language and Literature	X	X	X								
Mathematics									X	X	Graphing Calculators
Nursing											2 Hospital Beds, vital sign machine, Alris IV pump, 4 manikins
Physical education											Yearly replacement of sports equipment
ROTC											
SSI											
Social Science	X		X	X							
Science											Scales and glassware in labs
TED			X					X			
TTD											

Maintenance and Safety

Below are the concerns reported by respondents in regards to the maintenance and safety of equipment:

- Lack of computer maintenance in Business Department Lab =1 response
- Slow response by MIS for equipment repair = 1 response
- No maintenance or repair for program specific equipment = 2 responses

- AC leaks make walkways slippery = 1 response
- Beds in nursing are a safety hazard = 1 response

As part of Q9, departments listed inventory of equipment currently in their possession. The inventory is organized in the table below.

Table 6: DEPARTMENT INVENTORY

Departments	computers	Laptops	iPads	Calculators	Fax machine	Printers	All in one- Printers/copier/fax	Copier	Heavy duty printers	Scanners	Vehicles	ASCC Cellular phones	Projector	Smartboard	Generator, Water Tester, Lab Equipment for Marine Science
Business	5						1								
Business Lab	20														
ELI/CAPP	8	2				2			3						
CAPP Lab	38														
Fine Arts	2	1				2		1							
Health and Human Services	2	1				2	1						1		
Language and Literature	6	2				1							1	1	
Mathematics	8					4		2							
Nursing	3	3			1			1					1	1	
Physical education	2				1	2		1							
Social Science															
Science	5	64				1		1							1
TED	9	6	2			6		3	2					1	
TED Lab	48														
TTD	To be addressed in TTD-PR														

IR Notes: This information can also be found in Department of Finance inventory reports.

C. MATERIALS

This part of the survey evaluates the adequacy of materials the academic departments use for their operations.

TABLE 8: MATERIALS	Yes		Mostly		Partially		Sometimes		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total	%
	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?	12	71%	1	6%	0	0%	0	0%	0	0%	0	0%	4	24%	17
2. What additional supplies and/or materials do you need? (See next page)																
3. Do you have adequate research or resource materials to support your office and instruction?	9	53%	0	0%	0	0%	2	12%	0	0%	2	12%	4	24%	17	100%
4. What additional research or resource materials do you need? (See next page)																
5. Can employees with disabilities adequately use the current materials?	10	59%	1	6%	0	0%	0		0		2	12%	4	24%	17	100%
6. Do you have adequate supplies and materials?	4	24%	0	0%	0	0%	1	6%	7	41%	1	6%	4	24%	17	100%
7. Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities?	9	53%	0	0%	0	0%	0		2	12%	2	12%	4	24%	17	100%

Q2. Additional Supplies and Materials

For this question, the respondents did not identify any one supply more than once. Each department which responded listed materials and supplies which were mostly specific to their curriculum.

Department	Materials needed
Business	Printing papers and toners
ELI/CAPP	Ink, novels and movies
Fine Arts	Updated Encyclopedia for music, art and theatre
Mathematics	Graphing calculators, working smartboards
Nursing	Stethoscopes, aneroid, desk sphygmomanometers
Physical Education	laptops, calculators, automobile, scanner, video cameras, lab with body mass calculators
Social Science	World maps, globes
Science Department	Acids, reactive metals, glassware, pH paper, density blocks, safety glasses

Q4. Additional Resource and Research Materials

Most respondents feel they have adequate resource and research materials for its department with the exception of the Business Department which explained that the shortage of materials and supplies resulted in use of personal resources (namely paper and ink) at home for use in class.

Q6. Adequate Supplies and materials

A common reply for this question is the shortage of office supplies which often run out in the bookstore and procurement. Respondents have listed paper clips, pens, tape, pencils, **paper**, staplers, and markers. As a result of the shortage, instructors have had to improvise.

Q7. Current, relevant and readily available Reference Materials

With the exception of the Nursing Department, the rest of the departments feel that the reference materials are current. Respondents have noted the availability of reference materials in the library and online sources. Nursing has had to resort to personal funds to purchase reference materials because the available ones are outdated. TED also noted that although the reference materials are available in the ERC located in the library, access to it by teachers taking Education courses was limited to the Library hours and not available to them while on campus for classes after regular campus hours.

D. METHODS

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, recruitment and retention.

Table 9: METHODS	Yes		Mostly		Partially		Sometimes		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Is there a written curriculum, which relates to the specific learning outcomes of the program?	13	76%	0		0		0		0		0		4	24%	17	100%
2. Do course syllabi have measurable student learning outcomes?	13	76%	0		0		0		0		0		4	24%	17	100%
3. Is the sequence of the course content appropriate and does it provide for program continuity?	13	76%	0		0		0		0		0		4	24%	17	100%
5. Is the institution and programs evaluated by students or peers on a regular basis?	10	59%	0		0		0		3	18%	0		4	24%	17	100%
6. Does the program have a comprehensive strategy for recruitment?	4	24%	0		0		0		8	47%	1	6%	4	24%	17	100%
7. Has the program been actively utilizing recruitment strategies?	8	47%	0		0		0		2	12%	3	18%	4	24%	17	100%
11. Do all students have a designated advisor?	13	76%	0		0		0		0		0		4	24%	17	100%
12. Are the advisors and faculty knowledgeable concerning program curriculum?	13	76%	0		0		0		0		0		4	24%	17	100%
13. Is there a formal faculty advisement mechanism in place to assist student with program and career decisions?	11	65%	0		0		0		1	6%	1	6%	4	24%	17	100%
14. Does the program have a comprehensive strategy in place for retention?	8	47%	0		0		0		3	18%	2	12%	4	24%	17	100%

15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels?	11	65%	0	0	0	1	6%	1	6%	4	24%	17	100%
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This table summarizes the responses to Q4 of this section.

Table 10: Instructional Methods (Responses for Q4)														
	Business	Criminal Justice	ELI/CAPP	Fine Arts	Health and Human Services	Language and Literature	Mathematics	Nursing	Physical education	Social Science	Science	TED	TTD	Frequency
Lecture	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Class Discussions	X	X	X							X	X	X		6
Simulation	X													1
Individual/Group Research	X							X						2
Individual/Group Presentations	X		X		X	X					X	X		6
Guest Lecturers	X			X				X		X			X	5
Field Trips		X		X	X					X			X	5
Group Projects/Pair Assignments			X			X	X							3
Individual Summations			X											1
Audio/Visual Examples				X	X	X		X		X	X		X	7
Studio Work Or Rehearsal/Practice Hours				X										1
PPT Presentations			X		X			X						3
Practicum/ Work Experience					X			X				X	X	3
Online Testing								X						1
Hands On Assignments				X				X			X		X	4
Service Learning										X				1
Team Teaching										X				1
Moodle												X	X	2
Library Research												X		1
Demonstrations/Illustrations	X												X	2

The table below summarizes responses for Q5 of this section.

Table 11: Evaluation Methods (Responses for Q5)				
Department	Department instrument	IE instrument	Interviews	Department meeting (peer evaluations)
Business	x			x
ELI/CAPP		x		
Fine Arts	x	x	x	
Health and Human Services		x		
Math		x		
Nursing				
Physical Education	x			x
Social Science		x		
Science		x		
Teacher Education	x	x		
Trades and Technology Division				

Responses for Q6: Recruitment Methods

This question called for the department’s strategies on student recruitment however three of the divisions reported strategies on recruiting faculty. Trades, Nursing, Fine Arts, Business Department and Physical Education have all indicated working with the community as a student recruitment strategy. All have either gone out to or participated in events particularly with High Schools.

Table 12: Student placement into courses (Responses for Q8)					
	Placement Exam/SAT scores for New Students	CAPP/GED requirements	Prerequisites stated in catalog	Declared Majors	Individual interests
Business	x				
Criminal Justice		x	x		
ELI/CAPP	x				
Fine Arts					
Language and Literature	x	x	x		
Physical Education	x				
Social Science			x		x
Science			x	x	x
Teacher Education	x		x		
Trades and Technology					

Responses for Q9: Program Enrollment

Table 13 lists the enrollment of students in programs as reported by departments.

Table 13. Program Enrollment			
Department	SPR15	FA14	SP14
Business	70	71	79
Criminal Justice			
ELI/CAPP			
Health and Human Services			
Fine Arts	8 to 10		
Language and Literature			
Math			
Nursing	9	12	
Social Science	291		
Science			
Teacher Education	120		
Trades and Technology			

Responses for Q10: Is current enrollment too high or too low?

Table 14. Program Enrollment-status					
Department	High	Low	Adequate	Don't know	Not Applicable
Business		x			
Criminal Justice				x	
ELI/CAPP	x				
Health and Human Services				x	
Fine Arts		x			
Language and Literature					x
Math					x
Nursing	x				
Social Science	x				
Science			x		
Teacher Education			x		
Trades and Technology		x			

Responses for questions Q11,12,13: Academic Advising

The table below summarizes the responses from the departments on 1) whether the departments had advisors, 2) if the advisors were knowledgeable of the curriculum and 3) if the departments had

mechanisms to use when advising. The xs in the table below indicate what each department has. Those who claimed having an Advising Mechanism all were referring to Advising Sheets.

Table 15. Advisors			
	Advisor	knowledgeable	Advising Mechanism
Business	x	x	x
Criminal Justice	x	x	x
ELI/CAPP	x	x	x
Health and Human Services	x	x	
Fine Arts	x	x	x
Language and Literature	x	x	x
Math	x	x	x
Nursing	x	x	x
Social Science	x	x	x
Science	x	x	x
Teacher Education	x	x	x
Trades and Technology	x	x	x
Business	x	x	x

Responses for Q14 and 16: Retention

Table 16 and 17 summarizes responses to retention strategies, retention rates and graduation rates. 47% of the respondents indicated they had recruitment strategies. Table 16 summarizes these types of strategies. Q16 asked respondents for retention rates however 61% of the respondents did not have this data. 61% of respondents did not have data on graduation rates as well. Those which reported rates are listed in Table 17.

Table 16. Retention Strategies

Department	Retention Strategy
Business	Pro-active approach- advising students who are lacking the effort
Criminal Justice	No
ELI/CAPP	Not passing course
Health and Human services	Yes
Fine Arts	Following the curriculum that allows student to complete degree
Language and Literature	N/A
Math	N/A
Nursing	Nursing scholarship, Passing NCLEX and working for LBJ are all strategies for Retention

Physical Education	No
Social Science	Encouraging and assisting those in need
Science	No
Teacher Education	Encouragement and assistance
Trades and Technology	No

Table 17. Program Retention and Graduation Rates

Department	Retention Rate	Graduation Rate
Business	97%	80%
Criminal Justice		
ELI/CAPP	40%	
Health and Human services		
Fine Arts		80%
Language and Literature		
Math		
Nursing	69%	62%
Physical Education	100%	
Social Science		89%
Science		
Teacher Education	100%	100%
Trades and Technology		

E. Teacher Qualifications

This brief section evaluates the qualifications of instructors in each department.

TEACHER QUALIFICATIONS	Yes		Mostly		Partially		Sometimes		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total	%
1. Are the instructors in the program qualified to teach their particular courses?	12	71%	0	0%	0	0%	0	0%	0	0%	1	6%	4	24%	17	0%
2. Does the faculty have appropriate on the job training or work experience?	10	59%	0	0%	2	12%	0	0%	0	0%	1	6%	4	24%	17	0%
3. Is there adequate number of personnel to support your department/program/division?	6	35%	2	12%	0	0%	0	0%	3	18%	2	12%	4	24%	17	10%

F. Faculty Professional Development

FACULTY/PROFESSIONAL DEVELOPMENT	Yes		Mostly		Partially		Sometime s		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	To tal	%
1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures?	10	59%	0		0		0		2	12%	1	6%	4	24%	17	
2. Does the institution require any in service training for new or adjunct instructors?	13	76%	0		0		0		0		0		4	24%	17	
3. Do the instructors attend workshops and professional committee meetings?	11	65%	0		0		2	12%	0		0		4	24%	17	
4. Does the institution provide financial assistance and release time?	7	41%	0		0		1	6%	3	18%	2	12%	4	24%	17	
5. Do instructors regularly communicate with program-related business or industries'?	9	53%	0		0		1	6%	1	6%	2	12%	4	24%	17	
7. Are institutional manuals or handbooks available to all faculty?	12	71%	0		0		1	6%	0		0		4	24%	17	
8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?	12	71%	0		0		1	6%	0		0		4	24%	17	
9. Is adequate in-service or local training provided?	8	47%	0		0		4	24%	1	6%	0		4	24%	17	
11. Do employees have the opportunity to visit other post-secondary institutions?	3	18%	0		0		1	6%	6	35%	3	18%	4	24%	17	
12. Does the administration support professional development activities training for your department / division?	6	35%	0		0		1	6%	4	24%	2	12%	4	24%	17	
13. Are department / division meetings held regularly?	11	65%	0		0		0		0		2	12%	4	24%	17	
14. Are there minutes of these meetings with a	11	65%	0		0		0		0		2	12%	4	24%	17	

sign in sheet for attendance?															
15. Are guidelines for procedures and relevant information presented in a timely and consistent manner?	10	59 %	1	6%	0		0		0		2	12 %	4	24 %	17

Responses for Q6: Advisory Council

The table which follows summarizes the department responses for Q6, a- d. For responses to e-j, it is better to read actual comments as they cannot be summarized quantitatively. These are provided in the next pages.

	Advisory Council	represents local business/industry	Frequency of meetings	Minutes kept
Business			NA	NA
Criminal Justice	x		NA	NA
ELI/CAPP			Not recent	NA
Health and Human services	x	x	Not Recent	NA
Fine Arts	x		Beginning of every semester	Yes
Language and Literature	x	x	Never	No
Math	x	x	Once a semester	Yes
Nursing	x		Twice a year	Yes
Physical Education	x	x	Once a month	No
Social Science	x		None	NA
Science	x	x	Once a year	NA
Teacher Education	x		Twice a Year	Yes
Trades and Technology	x	x	When new course is introduced to curriculum	Yes

6.e. HOW HAS THE LOCAL ADVISORY COUNCIL ASSISTED THE PROGRAM? *Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.*

1. **Business Department**
Not Applicable
2. **Criminal Justice**
No Comment
3. **English Language Institute – (CAPP-English)**
I have no knowledge of this.
4. **Fine Arts Department**

No Comment

5. Health & Human Services:

Not Applicable

6. Language & Literature department

No Assistance

7. Mathematics department

The advisory council is very supportive in terms of providing the necessary assistance that is requested by department faculties,

8. Nursing department:

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.

9. Physical Education department:

Currently the Dept. of Education focus is in academics and no on physical education

10. Reserve Officer Training Corps

ROTC did not submit the APR report.

11. Social Science

Not Applicable

12. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited.

13. Teacher Education

- Yes, the council at the onset of the B.Ed. Program provided guidance for the program and specific community needs.

14. Trades & Technology Division.

- By advising on courses that are relevant to the program
- Expected outcomes from a graduate when entering the workforce.

6f. WHAT PROGRAM IMPROVEMENTS HAS THE COUNCIL RECOMMENDED? *Response should indicate recommendations that were made by your advisory council leading to program improvements.*

1. Business Department

- No Comment

2. Criminal Justice

No Comment

3. English Language Institute – (CAPP-English)

I have no knowledge of this.

4. Fine Arts Department

No Comment

5. Health & Human Services:

Not Applicable

6. Language & Literature department

None

7. Mathematics department

They carefully reviewed the mission, course description, course objective, course rationale, program learning outcomes, and course learning outcomes for all mathematics courses that are currently offered.

8. Nursing department:

The LBJ and PH nursing representatives provide feedback from information submitted about the program and schedule of student placement in their area which helps in accommodating students and agency needs.

9. Physical Education department:

None

10. Social Science

Not Applicable

11. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited

12. Teacher Education

- Strengthen community communications with ASDOE. This helped the TED administration to begin dialogue with ASDOE and to work on improving communication with ASDOE. As a result, more meetings have taken place between different divisions of ASDOE, for example, Teacher Quality. TED has been able to have several meetings with their administration and work on improving course offerings for teachers, strengthening outreach program to the high schools and providing stronger academic advising for teachers.

13. Trades & Technology Division.

Revision where necessary.

6g. IN WHAT WAYS HAVE THE INSTRUCTORS AND ADMINISTRATION ACTED ON THESE SUGGESTED IMPROVEMENTS? *Response should indicate recommendation that were made by your advisory council leading to program improvements.*

1. Business Department

- Not Applicable

2. Criminal Justice

No Comment

3. College Life Planning

CLP did not submit the APR report.

4. English Language Institute – (CAPP-English)

Not Applicable

5. Fine Arts Department

No Comment

6. Health & Human Services:

Not Applicable

7. Language & Literature department

Not Applicable

8. Mathematics department

Whatever recommendations and suggestions that provided by the Advisory Council we discussed those issues among each mathematics instructor during our department meeting and decided which issues suggested improvements for our program.

9. Nursing department:

The clinical schedule is changed according to request from various agencies and does not require administration's recommendation or/and approval.

10. Physical Education department:

None

11. Social Science

Not Applicable

12. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited

13. Teacher Education

TED administration has worked hard to maintain strong communication with ASDOE. As a result, better scheduling and advising is conducted for in-service teachers regarding their academic program, certification courses and other needs of teachers.

14. Trades & Technology Division.

Utilizations of suggestions and recommendations in the curriculum for each program regarding expected outcomes a graduate should have when entering the workforce.

6h. TO WHOM DOES THE ADVISORY COUNCIL REPORT ITS FINDINGS? PRESIDENT, VP, CHAIRPERSON, INSTRUCTORS? *Response should indicate whom the advisory council directly reports its findings to.*

1. Business Department

- Not applicable

2. **Criminal Justice**
No Comment
3. **English Language Institute – (CAPP-English)**
Not applicable
4. **Fine Arts Department**
Fine Arts chairperson and instructors.
5. **Health & Human Services:**
Chairperson and then curriculum committee and Dean of Academic Affairs
6. **Language & Literature department**
Not applicable
7. **Mathematics department**
Chairperson. Then the findings will be forwarded to Dean of Academic Affairs, Associate Dean, and Math Instructors.
8. **Nursing department:**
It will depend on what the report is, so far none has been submitted.
9. **Physical Education department:**
10. **Social Science**
Not Applicable
11. **Science department**
None to my knowledge but may have provided insight into the health profession.
This also needs to be revisited
12. **Teacher Education**
 - They report to the Dean of Teacher Education. The Dean of Teacher Education is to send all reports to the Office of Academic Affairs after each semester meeting.
13. **Trades & Technology Division.**
 - To the instructor who is responsible for a respective program
 - From the instructor to the Chairperson
 - From the Chairperson to the Dean of TTD

6i. IS THERE AN ADVISORY COUNCIL HANDBOOK DETAILING GUIDELINES AVAILABLE TO INSTRUCTORS AND ADVISORY COUNCIL MEMBERS?

1. **Business Department**
 - No
2. **Criminal Justice**
No Comment
3. **English Language Institute – (CAPP-English)**

Not Applicable

4. Fine Arts Department

No

5. Health & Human Services:

Yes

6. Language & Literature department

I do not know.

7. Mathematics department

Yes. The ASCC handbook consist of detailing guidelines.

8. Nursing department:

No. The members are listed in students' handbook and nursing section of the catalog.

9. Physical Education department:

Unknown

10. Social Science

Not Sure

11. Science department

None to my knowledge but may have provided insight into the health profession.
This also needs to be revisited

12. Teacher Education

- Yes, there is an Advisory Council Handbook. Faculty will be provided copy of handbook in the fall semester 2015.

13. Trades & Technology Division.

Yes

- Community Advisory Council Handbook (available on ASCC website)

6j. IS THERE ADVISORY COUNCIL PROVIDED RELATED PROGRAM INFORMATION TO HELP THEM ASSIST WITH PROGRAM RECOMMENDATIONS? *Response should indicate if the department provides the advisory council with all related information that helps them with program recommendations. Explain what kind of information your department/division has provided the council.*

1. Business Department

- No Comment

2. Criminal Justice

No Comment

3. English Language Institute – (CAPP-English)

4. Fine Arts Department

No Comment

5. Health & Human Services:

6. **Language & Literature department**

7. **Mathematics department**

- Yes. We provided them with the following related information that helps them with programs recommendations:
- Course Syllabi: details information about the course
- Handbook: guidelines and polices adhered in the institution.
- Catalog: Information about the program.

8. **Nursing department:**

They are provided with new changes each catalog.

9. **Physical Education department:**

Unknown

Not Sure

10. **Science department**

None to my knowledge but may have provided insight into the health profession.

This also needs to be revisited

11. **Teacher Education**

- Yes, advisory council members are given all information brochures, the ASBEP Catalog, the ASCC Catalog and all other relevant information on the Teacher Education Program.

12. **Trades & Technology Division.**

- Presentation of a new curriculum or revision(s) to an existing curriculum and any evidence that is available to support changes proposed.

Responses to Q10: Off-island Training/ Professional Development

	Rarely	Assessment	Content	N/A or No comment	None	WASC	National Council
Business				x			
Criminal Justice				x			
ELI/CAPP	x			x			
Health and Human services		x					
Fine Arts				x			
Language and Literature					x		
Math						x	
Nursing							x
Physical Education	x						
Social Science	x	x					
Science		x					
Teacher Education		x				x	
Trades and Technology					x		

G. Job Placement Training

JOB PLACEMENT AND/OR TRACKING	Yes		Mostly		Partially		Sometimes		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total	%
	<ul style="list-style-type: none"> Is placement data collected on a continuing basis, readily available to instructor, and used in program planning and evaluation? 	7	41%	0		0		0		2	12%	4	24%	4	24%	17
<ul style="list-style-type: none"> Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation? 	2	12%	0		0		0		6	35%	5	29%	4	24%	17	
<ul style="list-style-type: none"> Is there a mechanism in place to receive feedback from four year institutions on transfer students. 	2	12%	0		0		0		4	24%	7	24%	4	24%	17	
<ul style="list-style-type: none"> Can the program justify non-degree student placement? 	6	35%	0		0		0		4	24%	3	18%	4	24%	17	

Table 18. Certification Exams

	Yes	No	Exam	License
Business	x		4 part Accounting exam	CPA
Criminal Justice		x		
ELI/CAPP		x		
Fine Arts		x		
Health and Human Services		x		
Language and Literature		x		
Math		x		
Nursing	x		Nurse Aid national exam	CAN
			NCLEX/ ASHSRB	PN/RN
Physical Education		x		
Social Science		x		

Science		x	
Teacher Education	x		PRAXIS
Trades and Technology	x		ABR/AUTO
			Teaching certification
			ASE student Certification

H . FACULTY/STUDENT EVALUATIONS

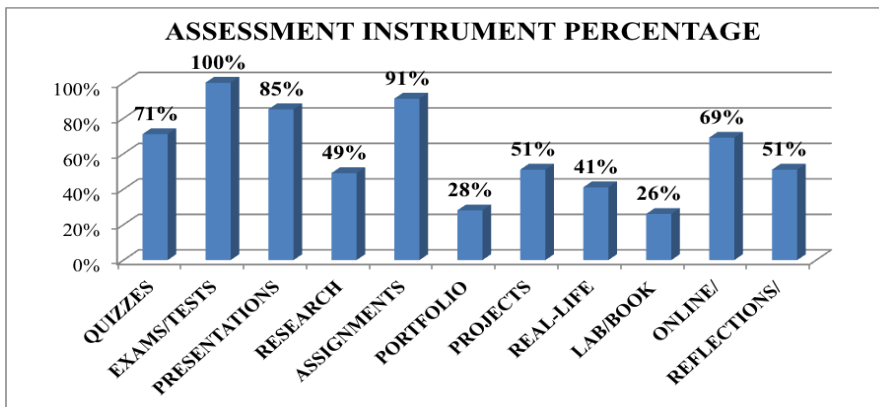
FACULTY AND STUDENT EVALUATION	Yes		Mostly		Partially		Sometimes		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total	%
1. Are faculty performance evaluations conducted on a regular basis?	11	65%	0		0		0		2	12%	0		4	24%	17	
2. Are the cooperative linkages with other programs/departments, employment services, or vocational training programs relevant to students?	10	59%	0		0		0		1	6%	2	12%	4	24%	17	
3. Do instructors view assessment as an integral and necessary part of instruction?	13	76%	0		0		0		0		0		4	24%	17	

Course Offered Fall 2012-2014

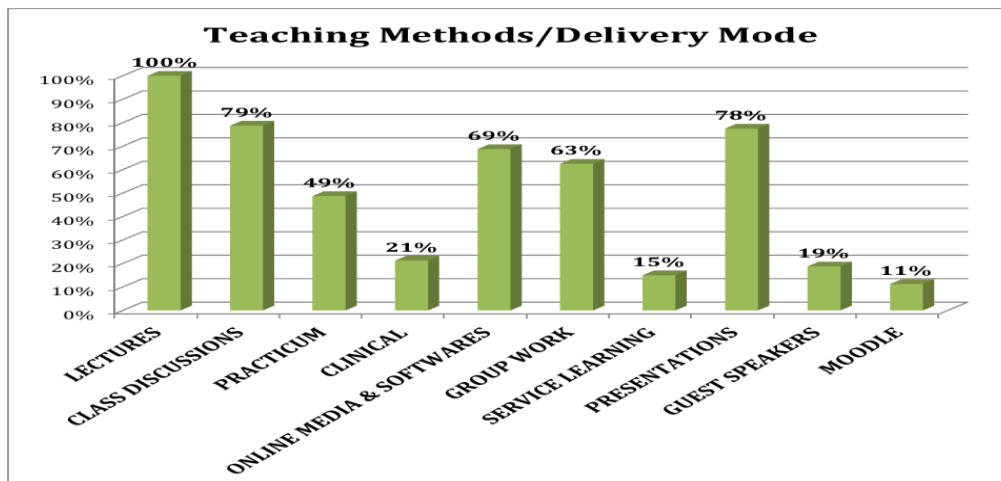
	TOTAL # COURSES	FALL2012	SPRING13	SUMMER13	FALL13	SPRING14	SUMMER14	# COURSES ASSESSED	# COURSES NOT ASSESSED	Percentage courses assessed by dept.	FALL 2014-TOTAL COURSES	# COURSES ASSESSED	# COURSES NOT ASSESSED	Percentage courses assessed by dept.
1 AGRICULTURE	16	7	8	2	8	8	2	13	3	81%	16	13	3	
2 FINE ARTS	22	7	9	1	8	9	2	14	8	64%	24	13	11	
3 BUSINESS	17	14	14	0	14	15	0	17	0	100%	17	17	0	
4 CLP	1	1	1	0	1	1	0	1	0	100%	1	1	0	
5 CRIMINAL JUSTICE	16	9	9	0	9	9	0	16	0	100%	16	16	0	
6 HEALTH & HUMAN SER.	15	6	5	0	5	5	1	7	8	47%	19	8	11	
7 LANG. & LIT.	7	4	5	4	5	6	2	6	1	86%	8	7	1	
8 MATH	9	6	7	4	6	6	4	7	2	78%	9	7	2	
9 NURSING	13	4	5	0	4	4	0	13	0	100%	14	14	0	
10 PE	8	6	6	0	6	6	1	7	1	88%	8	8	0	

11	ROTC	5	3	3	0	3	1	0	5	0	100%	5	5	0	
12	SAMOAN	14	8	8	0	6	8	1	11	3	79%	15	12	3	
13	SCIENCE	27	11	12	2	9	14	2	22	5	81%	25	19	6	
14	SOCIAL SCIENCE	28	16	17	6	10	17	7	25	3	89%	28	26	2	
15	TEACHER ED.	14	7	7	6	6	7	7	7	7	50%	15	8	7	
16	TRADES & TECH.	88	11	12	1	11	15	1	35	53	40%	83	36	47	
17	ELL-CAPP	6	6	6	6	6	6	6	6	0	100%	6	6	0	
	TOTAL	306	126	134	32	117	137	36	212	94		309	216	93	
		100%	41%	44%	10%	38%	45%	12%	69%	31%			70%	30%	

Assessment Instruments (based on a semester review of course syllabi)



Teaching Methods and Delivery Modes of Instruction (based on a semester review of course syllabi)



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

ARE THE FACILITIES ADEQUATE FOR CURRENT PROGRAMS / SERVICES?

Response should reflect if the current facilities for instructional use are sufficient for future enrollment. Reference current enrollment trends to project future enrollment growth.

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. Current facilities are sufficient to house a 30-student class enrollment.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Currently have one smart board installed in an M-12 classroom but are not able to use it because there are **no wires**. Some classrooms we use at M-12 are not wheelchair accessible. There is always a need for **more classrooms** because the majority of students test into CAPP and yet we have only 4 classrooms with others in M-12 Building shared with Math. The walkway in front of M-12 Building is **very slippery** during wet weather. There are **no lights illuminating the environment here at night making it highly possible for break-ins as it happened frequently in the past. Finally our offices are rat infested with rats coming in from the ceiling and leaving droppings everywhere.**

6. Fine Arts Department

The Art facilities (B8) are below the sufficient level for future enrollment. At least 30% of the walls in the interior are termite ridden, and the light fixtures are not working adequately for sufficient light. Because the building is situated close to the hillside, there can be a mosquito problem from time to time. And the run off when it rains continues to saturate the surrounding sidewalk pathways.

7. Health & Human Services:

Yes, enrollment are HEA 140 = 9, HEA 150 = 26, HEA 151=13, HEA 152= 6, HEA 299= 7, HSV 250= 6, PH 100= 7

8. Language & Literature department

No, we currently only have two designated English classrooms. Since we offer multiple classes concurrently, some of our faculty teaches classes out of other classrooms, including the Science labs. Our department offices are old and in need of updates. There is a rampant rat problem and we often come in to find rat urine and feces on our desks, books, and carpet. The carpet is so full of urine that it causes respiratory problems for my faculty. The A/C units in the office are often in need to repair as they go out periodically.

9. Mathematics department

The current facilities for instructional use are well sufficient for future enrollment. With the exemption of smart boards that had already installed but weren't not used due to technical problems.

10. Nursing department:

Facilities are not sufficient for current or future enrollment. M-10 does not accommodate the large number of students with spring enrollment at 17. Students had to move beds and tables to make it comfortable to practice skills and theory. The smaller classes were accommodated at M-9. Future enrollment will require a larger classroom hopefully in the grass area between M-9 and M10 if funds are available.

11. Physical Education department:

Yes, currently the facilities are adequate and for future trends in enrollment.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Except for the Political Science courses whose enrollment each semester is 10-15, all Social Science courses have enrollments of 25 – 30. As of this semester, the Social Science utilizes three classrooms exclusively (7, 8 & 9) and rooms 19 & 20 (CJ classrooms). We used to have access to room 10, but that is currently being utilized by the TED program since 2012.

15. Science department

The facilities currently are adequate for instructional use. The current trend has shown a drop in enrollment so the facilities are sufficient to serve the student population.

16. Teacher Education Department

TED has 5 classrooms: TED 1, TED 2, Rm. 10, M7A, and M7C. It has computer labs: 1 at the ERC (Educational Resource Center), TE-1 MAC Lab, and a mini MAC lab at M7A. These facilities are sufficient for the current and future enrollment growth. Supporting evidence is documented by the MAC Lab sign in sheet and for the ERC located on the 2nd Floor of ASCC Library.

17. Trades & Technology Division:

No: More spaces are needed for AC&R Workshop, Carpentry Workshop, Diesel Workshop, and ETP Workshop for future enrolment.

ARE THE FACILITIES (CLASSROOM) CLEAN AND WELL MAINTAINED AND SUFFICIENT? *Response should indicate if classrooms are well cleaned and maintained regularly; lighting is sufficient in classrooms. The air should be well circulated whereby students and instructors are comfortable in the facilities' classroom.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. **Agriculture , Community & Natural Resources**

ACNR did not submit the APR report

2. **Business Department**

Yes on the classroom clean, well maintained lights, and well circulated air. However, hearing is impaired in the classrooms by the "echo sound waves" bouncing off the room walls, ceiling, and floor during lectures and discussions. The echo hinders hearing communication in the classroom.

3. **Criminal Justice**

Yes

4. **College Life Planning**

CLP did not submit the APR report.

5. **English Language Institute – (CAPP-English)**

Light bulbs in all four E-classrooms need attention as some of them are no longer operable. We desperately **need an AC unit in our lab right now** as it went out during the latest electric fiasco here at TED. Appropriate **student desks** would be most welcome in the M-12 classrooms as they use long white tables and they are difficult to share. Classrooms are maintained most days.

6. Fine Arts Department

The classrooms are well cleaned, but the air condition system in classrooms 29 & 30 does not work properly most of the time. Offices located in these classrooms also do not have air condition units. The B8 building needs electric fans, and an AC unit in the dark room used by the photography class. The office in that building has an A.C. unit.

7. Health & Human Services:

Yes

8. Language & Literature department:

No, classrooms are often dirty. There is no trashcan in classrooms, so students simply throw their garbage on the floor. The classrooms have a terrible echo which conflicts with student learning. Janitors do a good job with sweeping and straightening desks, however they are not in their all day long and lack of trash cans encourages students to leave their trash in the classrooms.

9. Mathematics department

Absolutely, maintenance and janitors are definitely performing tremendous job to make sure that classrooms used by mathematics instructors as well as student are well cleaned and maintained regularly.

10. Nursing department:

Classrooms are clean and well lit. AC has been in working order through the semester.

11. Physical Education department:

Yes, the facilities are clean and well kept at all times.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

All classrooms used by the Social Science Department are well-maintained regularly, with the air conditions working and light fixtures sufficient enough for the classrooms.

15. Science department

Facilities are cleaned routinely and are comfortable with working air conditioners.

Teacher Education

The facilities are comfortable for everyone who use them. They are clean, well-maintained, have sufficient lighting, and are air-conditioned. To date, each faculty has their own office space. Student rooms are well ventilated, monitored daily by faculty, and well kept by ASCC Janitorial Staff. Excellent clean up on a daily basis.

Faculty input: “Sorry, but I don’t find the above to be true. The reason I don’t utilize TED 1 & 2 is because they are not cleaned on a daily basis and many times the air con is not working. Space-wise, it is sufficient.”

Faculty input: “TED 1 does have sufficient room space and adequate lighting; however, most of the times, it is dirty and warm. It is a constant practice to inform the President’s secretary to open the room and inform security personal to turn the air condition now before classes.”

Response back: This issue has been brought up several times with Ad Min side. It is a personal preference not to use the rooms, but valid. There is Room 10 available for TED instructors, but we need to dialog as to how all can use the room. Room 10 has computers that also need to be monitored but often times when the room is used, the room is left in a mess and computers all tampered with. Thus the need to close it to other instructors. Once other classrooms open up, we can keep the TED classrooms for TED use only and not have to share the TED classrooms with other classes. This can be brought up again with AA and Ad Min VP’s. This will be an additional agenda item.

16. Trades & Technology Division:

Somewhat:

- Current classrooms are well cleaned and maintained;
- Air conditioners are maintained periodically and have adequate circulation;
- An ongoing leakage still exist between ADT Classroom and Computer Labs
- An ongoing roof leakage for the Auto shop after repairs were made;

IS LIGHTING (IN CLASSROOM) ADEQUATE?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Sometimes it is gloomy in E-4 because the **light bulbs are not functioning.**

6. Fine Arts Department

Lightings in the classroom work well in RM 29, 30, and not for the B8 building.

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes

9. Mathematics department

Definitely

10. Nursing department:

Yes

11. Physical Education department:

Yes, the lighting is adequate

12. Reserve Officer Training Corps

a. ROTC did not submit the APR report.

13. Samoan Studies Institute

a. SSI did not submit the APR report.

14. Social Science

Yes, the lighting is adequate

15. Science department

Lighting is adequate.

16. Teacher Education Department

Yes

17. Trades & Technology Division:

Yes

ARE THERE ANY SAFETY HAZARDS?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

a. ACNR did not submit the APR report

2. Business Department

The only safety hazard is the "echo' sound in the room as mentioned above.

3. Criminal Justice

None that I am aware of...But I did notice that there are no fire hydrants in the classrooms and none on the outside of the classrooms.

4. College Life Planning

a. CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Slippery walkway coming up to CAPP need to be fixed, several students actually slipped while going down this walkway during rainy days.

6. Fine Arts Department

Yes, there are issues of safety in RM 29 and 30. The slippery sidewalk at B8 building is due to runoff from roof, and mainly deteriorating walls that may need attention within the year.

7. Health & Human Services:

No

8. Language & Literature department:

Occasionally, the AC unit in room 26 leaks

9. Mathematics department

No comment

10. Nursing department:

No

11. Physical Education department:

Currently the bleachers need to be replaced with aluminum and floor need to be painted.

12. Reserve Officer Training Corps

a. ROTC did not submit the APR report.

13. Samoan Studies Institute

a. SSI did not submit the APR report.

14. Social Science

No safety hazards in the classrooms, but in the Social Science Department there are exposed internet wires. A very major health hazard is that the building is rat-infested, and rat droppings are found each morning when we come to work. That in itself is a health hazard and has been an on-going problem for several years now.

15. Science department

No apparent safety hazards at this time

16. Teacher Education Department

No

17. Trades & Technology Division:

Yes: *When raining due to roof leakage*

ARE FACILITIES ACCESSIBLE TO STUDENTS AND FACULTY WITH DISABILITIES? *Response should confirm if there are ramps and other means appropriate for*

easy movement of the handicapped in and out of the classrooms and within the facilities.

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

- a. ACNR did not submit the APR report

2. Business Department

Yes, there are appropriate ramps in place on campus for disabled folks to access the classrooms.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Students using wheelchairs are not accessing classrooms in the M-12 building. They have been relocated in the past with the whole class at the quad or other E-classrooms. We need an overhead covering for the new ramp, students with disabilities and using wheelchairs have to wait for the rain to stop before they can go downstairs.

6. Fine Arts Department

The classroom entrance is accessible to students and faculty with disabilities, however, the classrooms must be furnished with the necessary desks and chairs for the special needs students or faculty.

7. Health & Human Services:

Yes

8. Mathematics department

Yes, Recently, just completed with the renovation of the old ramp that transport a disable student to M-building used for CAPP-Math class.

9. Language & Literature department:

Yes, our classrooms are on the ground floor. They are accessible to students with wheelchairs, crutches, etc. There is ample space to maneuver in the classrooms.

10. Nursing department:

Yes There is a wheelchair ramp outside of M-9 though hallways are too narrow to accommodate a wheelchair. The bathroom is accessible to wheelchairs. M-10 does not have a ramp but a walkway that can accommodate a wheelchair into the building. The bathroom is large enough for a wheelchair and is accessible.

11. Physical Education department:

All are accessible to students and faculties with disabilities. There are no need for ramps.

12. Reserve Officer Training Corps

a. ROTC did not submit the APR report.

13. Samoan Studies Institute

a. SSI did not submit the APR report.

14. Social Science

Classrooms are accessible to students and faculty with disabilities, but our offices are not, and these students due to inaccessibility are forced to sit downstairs and wait for the instructor or advisor to come downstairs to get any assistance.

15. Science department

Ramps have been installed so facilities are accessible to all those with disabilities.

16. Teacher Education Department

The facilities are accessible to students and faculty with disabilities. The rooms are wide enough for easy movement and access for students with disabilities.

17. Trades & Technology Division:

Yes

ARE THE RESTROOM FACILITIES NEARBY AND ACCESSIBLE FOR BOTH GENDERS?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

- a. ACNR did not submit the APR report

2. Business Department

Yes The restroom facilities are readily available and reachable in a timely manner on urgent calls.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes they are.

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes

9. Mathematics department

Definitely

10. Nursing department:

Yes

11. Physical Education department:

Yes, the facilities are appropriately placed and accessible to both genders and disabled.

.

12. Reserve Officer Training Corps

- a. ROTC did not submit the APR report.

13. Samoan Studies Institute

- a. SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

Restroom facilities are nearby and accessible to both genders.

16. Teacher Education Department

The classrooms have nearby bathrooms, except for M7A, M7C, and TE-1 lab that each have bathroom access for faculty use. However, students do have access to bathroom located near the TE-1 lab.

17. Trades & Technology Division:

Yes

B. EQUIPMENT

DO YOU HAVE THE NECESSARY EQUIPMENT TO FULFILL YOUR RESPONSIBILITIES ADEQUATELY? *Response should indicate if there is enough equipment for instructional purposes.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

- a. ACNR did not submit the APR report

2. Business Department

Yes, There is enough equipment for instructional purposes. However, a department issued laptop would be a plus to use the smart board in the classroom.

3. **Criminal Justice**

Yes

4. **College Life Planning**

- a. CLP did not submit the APR report.

5. **English Language Institute – (CAPP-English)**

Because we serve a large population, we are always in need of inks to run copies, We have 3 Xerox machines but most times they are not in use as they have no ink. Since the smart board in M-12 is not in use, we could probably move that to the lab so it can be utilized instead of just taking up space there. That smart board currently has no wires.

6. **Fine Arts Department**

RM 30 only has a smart board that we don't use frequently. One reason is that we don't have a laptop, cords, etc. to work with the smart board. Because we offer art history courses that require the presentation of visuals that recount the historical facts, it has always been the desire to have a smart board or a projector exclusively for the Art Department. It would also be ideal to have two more computers on board for graphic design purposes.

7. **Health & Human Services:**

Yes

8. **Language & Literature department:**

No, it would be helpful if all faculty in my department had a laptop. We are constantly trying to schedule the two laptops that we have, and then sometimes we go to AA for additional laptops. It's hard when instructors want to save their data on the dept. laptop. Additionally, I had filled out a PR for an Opaque Projector years ago, yet it was never purchased. This would be a helpful way to showcase student work so the entire class can see what is done well, what needs work, etc. I believe that it is necessary to have an additional department printer as there are six faculty sharing only one.

9. **Mathematics department**

Actually, we have enough equipment for instructional purposes but with the exemption of smart boards installed in three classrooms have been used for almost a year and a half.

10. Nursing department:

No, there is a need for 2 hospital beds, a vital sign machine and Alaris IV pump for training.

11. Physical Education department:

Yes, there are adequate equipment for all students.

12. Reserve Officer Training Corps

a. ROTC did not submit the APR report.

13. Samoan Studies Institute

a. SSI did not submit the APR report.

14. Social Science

No. The department has 2 working laptops that five (5) instructors share. We all make use of the laptops at any given time, and most times we have to sign out a laptop and a projector as there is only 1 smartboard in room 9. If three of us have a class at the same time, and need to use the laptop and/or projector, we can either borrow from MIS, or put the planned lesson off for that day until a laptop and projector are available.

15. Science department

There is a need currently, to fill orders on a timely basis as there is a need to upgrade the scales used in the lab.

16. Teacher Education Department

We seem to have sufficient equipment for our needs. However, we could do better with a few more projectors. Sometimes, the presentations in classes occur at the same time, so faculty have to shuffle times to accommodate their presentations. There are however, projectors from AA that TED faculty can reserve ahead of time for class use.

Faculty input: "TED 1 needs a Smart Board. A projector is sufficient but constant transporting from office to TED 1 during raining seasons will decay the equipment. Personally, I would like a laptop to do my work. I am utilizing my personal laptop for this purpose."

17. Trades & Technology Division:

This would be address through TTDPR

DO YOU HAVE TEXTBOOKS FOR EACH COURSE(S)? *Response should indicate if there*

are enough textbooks each semester for each course. Identify courses with no textbooks and explain why.

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

No. All the accounting courses are still using older revision text books because the newer revisions are not in the book store shelves as this is written.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

There are enough textbooks for each course, teachers also require all students to buy textbooks for the class

6. Fine Arts Department

Yes, for courses that require textbooks.

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes, we have textbooks for each course.

9. Mathematics department

We do enough textbooks for each course(s) except Math 260-Introduction to Statistics. Both Teachers edition and students textbooks are not available. The Instructor has to order textbook on line and search for information to teach this course. I followed up with the bookstore in regards to the status and they said that they are still waiting for the order that already been placed.

10. Nursing department:

Yes

11. Physical Education department:

Yes, the textbooks are available every semester.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes, unless the textbook orders are not received in a timely manner. We then resort to improvising with other materials until the textbooks arrive.

15. Science department

There are textbooks available for all the courses.

16. Teacher Education Department

There are enough textbooks for each course. We make sure there are 50 texts available per semester. Textbooks are ordered each semester.

17. Trades & Technology Division:

Yes

DO YOU HAVE ADEQUATE (UP TO DATE) TEXTBOOKS TO SUPPORT YOUR COURSE(S)/PROGRAM(S)? *Response should indicate if textbooks are within the 5year limitations. If not explain why?*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

No. All textbooks for the accounting courses are beyond the 5-year limitations until the new books are in.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

We are currently looking into finishing the bookstore stock and we are ready to order new textbooks from the same Townsend company that enhances both Reading and Writing, if not this coming Fall then Spring 2016

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes, all books are within the 5-year limitation with the exception of our LIT 274 Pacific

Literature book. *Nuanua, Pacific Writing in English* was published in 1995, but is still used because many colleges use this book as part of their curriculum. It is the most complete compilation of Contemporary Pacific Literature available.

9. Mathematics department

All Mathematics textbooks have adequate (up to date) it will never exceed than 5 year limitations.

10. Nursing department:

Yes. Textbooks are within the 5 year limitation.

11. Physical Education department:

Yes, all our books are within a five year copyright limit

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes, unless the textbook orders are not received in a timely manner. We then resort to improvising with other materials until the textbooks arrive.

15. Science department

Some textbooks are not within the 5-year limit. Physical science, Chemistry, and Biology (180) are older books but are adequate for the course material and standards. A review of these books will determine if they are still valid.

16. Teacher Education Department

All our textbooks are updated and are of the latest editions.

17. Trades & Technology Division:

Yes

WHAT ADDITIONAL EQUIPMENT DO YOU NEED?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

A department computer lap top so we can use the smart board

3. Criminal Justice

N/A at this time

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

no comment

6. Fine Arts Department

Sound System

7. Health & Human Services:

None

8. Language & Literature department:

Laptops for each instructor, additional printer for office, Opaque Projector.

9. Mathematics department

Graphing calculators for upper level courses.

10. Nursing department:

2 hospital beds, a vital sign machine and Alaris IV pump for training. 4 manikins.

11. Physical Education department:

Yearly we need some of the equipment to be replaced every semester due to wear such as balls, nets, etc.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

The Social Science would like to request one projector and an additional laptop to accommodate the needs of the department in their teaching. We also need an air condition that works as every semester, the current one which was here when I first came on board (2007) breaks down and we have to wait for weeks or months before it is repaired.

15. Science department

Scales need to be upgraded, and glassware is needed.

16. Teacher Education Department

Projectors -It would be convenient for each instructor to have their own.

Faculty input: “Students could use laptops that are strictly monitored for their use, as a lot of students’ assignment are expected to be done via technology and many do not have access to computers. Students did have computers in the past, but they were not monitored well.”

17. Trades & Technology Division:

To be address through TTDPR

IS THE EQUIPMENT ADEQUATELY MAINTAINED? *Response should indicate if equipment is adequately maintained for instructional purpose.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

No. The computers in the lab require attention, such as cleaning and tune-ups.

3. Criminal Justice

N/A

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

All equipment at English CAPP are adequately maintained.

6. Fine Arts Department

No comment

7. Health & Human Services:

Air conditioner in room 19 leaking water during the last two weeks in Spring 2015

8. Language & Literature department:

Yes

9. Mathematics department

Sometimes, all depends how long we have to wait for MIS people to show up. In other words, if I place a job order or call to report a technical problem that need to be serviced it will take a while for them to perform their duties.

10. Nursing department:

4 Beds are broken and needs repair. Other bed and equipment are well maintained. Manikins easily fall apart from melting glue due to the warm temperature of the rooms when school is out during the summer

11. Physical Education department:

Yes all our equipment are adequately maintained

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

The last projector we had (5 years) was never maintained and eventually broke down. When the two laptops have problems, MIS is called and they have always managed to resolve the problem.

15. Science department

Mostly yes, but the fume hood in A17 is nonfunctional and has been since it was installed. Discussions with the contractor have yielded nothing as far as repairs are concerned

16. Teacher Education Department

All equipment is maintained adequately.

Faculty input: “No. It would be nice if there was a plan for equipment to be annually maintained.”

Response back: There is a TED SOP Manual on equipment and the procedures for the equipment. An agenda item for fall semester 2015.

17. Trades & Technology Division:

Yes

IS ALL EQUIPMENT RECORDED ON THE PROCUREMENT INVENTORY AND TAGGED WITH ASCC IDENTIFICATION?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. An annual inventory of equipment is current. This task is the duties of the Procurement Office.

3. Criminal Justice

N/A

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes, our recent inventory showed that.

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes

9. Mathematics department

Absolutely

10. Nursing department:

No, 4 beds, long white tables and chairs were purchased from nursing ASG scholarship funds. ASCC purchased-equipment are tagged

11. Physical Education department:

Yes, all equipment is tagged and inventoried.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes, all equipment as well as chairs, cabinets, etc. that belong to ASCC have tags that identify them as ASCC property.

15. Science department

Yes

16. Teacher Education Department

All equipment is tagged and accounted for via inventory conducted by the Business Office and Procurement.

17. Trades & Technology Division:

Yes

ARE THERE ANY SAFETY HAZARDS WITH THE CURRENT EQUIPMENT?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

No. The only safety hazard is the lack of routine check-ups to clean and fix broken computers.

3. Criminal Justice

N/A

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Sometimes smoke come out of the old AC units. The unit in front of our office drips water on to the walkway making it very slippery for students.

6. Fine Arts Department

Yes

7. Health & Human Services:

No

8. Language & Literature department:

No

9. Mathematics department

Yes

10. Nursing department:

Yes the beds

11. Physical Education department:

No, there are no safety hazards.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

No

15. Science department

No

16. Teacher Education Department

No

17. Trades & Technology Division:

No

IS THE EQUIPMENT ACCESSIBLE FOR EMPLOYEES WITH DISABILITIES?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. The equipment is accessible to/for employees with disabilities.

3. Criminal Justice

N/A

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

All equipment are accessible but we do not have employees with disabilities.

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes

9. Mathematics department

Definitely

10. Nursing department:

The hospital beds are broken and therefore used for training only until they can be repaired. There is a wheel chair used for training that can be utilized if needed.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

Yes

16. Teacher Education Department

Yes

17. Trades & Technology Division:

Yes

DO YOU HAVE ADEQUATE ACCESS TO SUPPLIES FOR REPAIRS TO KEEP EQUIPMENT FUNCTIONING?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

The equipment repairs are done by a different department and a repair work order is called in when equipment requires attention.

BUS Equipment summary:

<ul style="list-style-type: none"> • Number of computers, laptops, iPad, calculators, etc. 	Five computers in the department office; no lap tops, iPad, or calculators. There are 20 computers in the lab.
<ul style="list-style-type: none"> • Number of printers, scanners, fax machine, etc. 	One printer/ copier.
<ul style="list-style-type: none"> • Number of copiers 	Same as above.
<ul style="list-style-type: none"> • Number of vehicles 	None
<ul style="list-style-type: none"> • Number of ASCC cell phones 	None
<ul style="list-style-type: none"> • Other major items (<i>tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed</i>) 	Computer Lab has 20 computers.

3. Criminal Justice

N/A

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

No, we call PFM, for any needed repairs, we do not have supplies nor access to those supplies.

Equipment summary:

- Number of computers, laptops, iPad, calculators, etc. 8 computers used by 8 instructors, 2 laptops, and 38 in the English CAPP lab. Recent robbery took 2 laptops from the lab
- Number of printers, scanners, fax machine, etc. 3 heavy duty printers, no fax machines, no fax
- Number of copiers 2 small printers in our offices
- Number of vehicles None
- Number of ASCC cell phones None
- Other major items (*tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed*) None

6. Fine Arts Department

No

Equipment summary:

- Number of computers, laptops, iPad, calculators, etc. 2 computers, 1 laptop (stolen), 0 iPad, 0 calculators.
- Number of printers, scanners, fax machine, etc. 2 printers, 0 scanners, 0 fax machine
- Number of copiers 1 copier (this equipment was never relocated the new fine arts office in RM 30. It was in the old fine

arts office that was located in the administrative building

- Number of vehicles 0 vehicles
- Number of ASCC cell phones 0 cell phones
- **Other major items** (*tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed*)

7. Health & Human Services:

No, the fuser for HP3035 printer/copier for the department needs to be replaced, need to order off-island

HHS Equipment summary:

- Number of computers, laptops, iPad, calculators, etc. Desktops=2, laptop=1
- Number of printers, scanners, fax machine, etc. Printers=2
- Number of copiers Copier=1
- Number of vehicles 0
- Number of ASCC cell phones 0
- Other major items (*tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed*) PowerPoint Projector=1

8. Language & Literature department:

Occasional lack of toner for printer; AA office accommodates us by making copies.

L&L Equipment summary:

- Number of computers, laptops, iPad, calculators, etc. 6 desktop computers, 2 laptops, 1 projector.
- Number of printers, scanners, fax machine, etc. 1 working printer (on loan from AA office); 1 printer that is broken
- Number of copiers Same as above.
- Number of vehicles Zero.

- Number of ASCC cell phones Zero.
- Other major items (*tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed*) SMART board in room 26.

9. Mathematics department

Depends, sometimes I have to call them to follow up with our job order.

MATH Equipment summary:	
<input type="checkbox"/> Number of computers, laptops, iPad, calculators, etc.	8 – desk computers (instructors) Laptops – I need to confirm with Judy Mose because she is the one who is responsible for the lab inventories. iPad – None Calculators - None
<input type="checkbox"/> Number of printers, scanners, fax machine, etc.	4 – Printers (Instructors) None – scanners None – fax
<input type="checkbox"/> Number of copiers	2 - copiers
<input type="checkbox"/> Number of vehicles	None - vehicle
<input type="checkbox"/> Number of ASCC cell phones	None – cell phone
<input type="checkbox"/> Other major items (<i>tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed</i>)	None

10. Nursing department:

Yes, the ASCC maintenance department for the beds

NUR Equipment summary:	
• Number of computers, laptops, iPad, calculators, etc.	3 working computers, 3 laptops – ASCC
• Number of printers, scanners, fax machine, etc.	1 fax machine, - ASG; 1 power point projector & screen – PH Bioterrorism project.
• Number of copiers	1 – ASCC, 1 – ASG = 2
• Number of vehicles	0
• Number of ASCC cell phones	0
• Other major items (<i>tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math,</i>	Smartboard

<i>Science/Marine Science... Use separate sheet of paper if needed)</i>	
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11. Physical Education department:

Currently we do not have access because the majority of equipment that need repairs are weight training equipment bought from US mainland

PED Equipment summary:

- Number of computers, laptops, iPad, calculators, etc. 2 computers
- Number of printers, scanners, fax machine, etc. 2 printers, 1 fax machine
- Number of copiers 1 copier
- Number of vehicles none
- Number of ASCC cell phones none
- Other major items (*tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science... Use separate sheet of paper if needed*)

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

15. Science department

Yes

SCI Equipment summary:

- Number of computers, laptops, iPad, calculators, etc. 64 laptops, 5 desktop computers
- Number of printers, scanners, fax machine, etc. 1 printer

- Number of copiers 1 copier
- Number of vehicles 0 vehicles
- Number of ASCC cell phones 0 ASCC cell phones
- Other major items (*tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed*) Generator, water testers (YSI Saunde), various lab equipment for Marine Science

16. Teacher Education Department

YES

<i>TED Equipment summary:</i>	
Number of computers, laptops, iPad, calculators, etc.	48 student MAC desktops 9 faculty MAC desktops 6 MAC laptops (faculty use; identified in inventory listing) SMARTBOARD 1 ERC Printer 1 ERC Desktop 1 2 Faculty with iPads Printers: 3 faculty printers TED printer: 2 main building 1 Xerox machine in main building 1 Xerox machine in adjacent TED building
• Number of printers, scanners, fax machine, etc.	6
• Number of copiers	3
• Number of vehicles	1
• Number of ASCC cell phones	n/a
• Other major items (<i>tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed</i>)	

17. Trades & Technology Division:

YES

TTD Equipment summary:

- Number of computers, laptops, iPad, calculators, etc. To be address through TTDPR
 - Number of printers, scanners, fax machine, etc. To be address through TTDPR
- Number of copiers To be address through TTDPR
- Number of vehicles To be address through TTDPR
- Number of ASCC cell phones To be address through TTDPR
- Other major items (*tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science... Use separate sheet of paper if needed*) To be address through TTDPR

C. MATERIALS

ARE THE INSTRUCTIONAL MATERIALS IN THE COURSES AND PROGRAM UP TO DATE AND DO THEY REFLECT THE NEEDS OF THE INDUSTRY AND THE COMMUNITY? *Response should indicate if all instructional materials such as textbooks, supplementary materials, journals, magazines, etc. are up to date and appropriate for instruction. Explain if such instructional materials reflect the needs of the community.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

All instructional materials are current, except the textbooks mentioned above. The materials reflect current global events

3. Criminal Justice

YES

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes, all instructional materials are up to date, these materials do not necessarily reflect the need of the community, but they do enhance the needs of remedial students in our program because they assist students in reading and writing well.

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes, all textbooks are current and adequately reflect the needs of the community.

9. Mathematics department

All the textbooks-instructional materials in the courses are up to date and appropriate for instructions,

10. Nursing department:

Yes. Textbooks required for each nursing course are up to date with information and research.

11. Physical Education department:

Yes, all instructional materials are all update. Because of the prevalence of obesity in our community, our main focus is physical fitness. With the current instructional and physical equipment, we are capable to handle the community as a whole.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

In the past we were able to order textbooks for each of our courses that were put on reserve in the library as well as supplemental materials for our courses. If the community at large was interested in a specific social science course, they were able to come to the ASCC library and look up the topic and find textbooks, magazines, and journals based on their interest.

15. Science department

Yes

16. Teacher Education Department

The instructional materials are updated and reflect the needs of the industry and community.

ERC has over 8000 resource Teacher Education books and periodicals.

17. Trades & Technology Division:

Yes

WHAT ADDITIONAL SUPPLIES AND/OR MATERIALS DO YOU NEED?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

We continue to experience extensive shortages of printing papers every semester and excessive waiting time to receive the “toner” for our printer when ordered from procurement.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Sufficient supply of ink

6. Fine Arts Department

An updated Encyclopedia for music, art, and theatre.

7. Health & Human Services:

N/A

8. Language & Literature department:

none

9. Mathematics department

Graphing calculator to assist students in learning advanced graphing. Most importantly, smart boards need to be serviced to utilize students learning effectively.

10. Nursing department:

Stethoscopes, aneroid, desk sphygmomanometers.

11. Physical Education department:

Laptops, calculators, automobile, scanner, video camera

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

World maps and globes that we can utilize during instruction to show students where various countries/continents lie.

15. Science department

Acids, reactive metals, electronic scales, glassware, pH paper, density blocks, safety glasses.

16. Teacher Education Department

None. If there are any, the department can supply them as needed.

Definite need: Faculty input: “Wish list, but needed: cartridges for printers, laptops/tablets for students in the 3rd/4th year program, and projectors/SMARTBOARD”.

17. Trades & Technology Division:

Yes

DO YOU HAVE ADEQUATE RESEARCH OR RESOURCE MATERIALS TO SUPPORT YOUR OFFICE AND INSTRUCTION?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Not always. See above. As a result of inadequate resource materials, our personal resources are used at home to get quizzes, tests, and other class required documents printed for class.

3. Criminal Justice

N/A

4. College Life Planning

CLP did not submit the APR report.

5. **English Language Institute – (CAPP-English)**
Yes we do, we are constantly upgrading our resources

6. **Fine Arts Department**

Yes

7. **Health & Human Services:**
N/A

8. **Language & Literature department:**
Yes

9. **Mathematics department**
Absolutely

10. **Nursing department:**
Yes

11. **Physical Education department:**
Yes

12. **Reserve Officer Training Corps**

ROTC did not submit the APR report.

13. **Samoan Studies Institute**

SSI did not submit the APR report.

14. **Social Science**

All of our old textbooks are used as reference materials and are kept on hand whenever we need them; we also have access to certain journals that old faculty prescribed to, and we continue to receive these journals/magazines.

15. **Science department**

If the current orders are filled, yes. If not, then no.

16. Teacher Education Department

We have Wi-Fi & Internet access readily available 24/7.

17. Trades & Technology Division:

Yes

WHAT ADDITIONAL RESEARCH OR RESOURCE MATERIALS DO YOU NEED?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

As mentioned above, a lab top for the department would be a great asset to avoid using our own personal lab tops

3. Criminal Justice

N/A

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

More novels movies students can watch after reading a novel

6. Fine Arts Department

An updated Encyclopedia for music, art, and theatre.

- 7. **Health & Human Services:**
N/A
- 8. **Language & Literature department:**
None
- 9. **Mathematics department**
Textbooks for Math 260 – Statistics.
- 10. **Nursing department:**
None
- 11. **Physical Education department:**
A lab with body mass calculators

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

We believe that our current resources are sufficient for the time-being.

15. Science department

See question #2 above

16. Teacher Education Department

None

17. Trades & Technology Division:

This would be address in the TTDPR

CAN EMPLOYEES WITH DISABILITIES ADEQUATELY USE THE CURRENT MATERIALS?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

In my professional observation, employees with disabilities can adequately use the current materials in the department and classrooms.

3. Criminal Justice

NO COMMENT

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Depending on what kind of disability

6. Fine Arts Department

Yes

7. Health & Human Services:

N/A

8. Language & Literature department:

Yes

9. Mathematics department

Definitely. We do have some cases in regard to disabilities and these students were adequately using materials effectively

.

10. Nursing department:

Yes

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

Yes

16. Teacher Education Department

Yes

17. Trades & Technology Division:

Yes

DO YOU HAVE ADEQUATE SUPPLIES AND MATERIALS?

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

As mentioned above in responses to similar questions, the most inadequate supplies and materials are “office supplies” which includes but not limited to: stapler and refills, expo, papers, folders, toner, paper clips, just to name a few.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Usually when we order things through Procurement, many things would be listed ‘not in stock’ we have to improvise or if we are desperate we buy our own like markers and big paper clips.

6. Fine Arts Department

Sometimes

7. Health & Human Services:

N/A

8. Language & Literature department:

Le Bookstore often does not stock or has run out of the basics such as tape, pens, pencils, paper, staplers, white board markers, etc.

9. Mathematics department

Yes.

10. Nursing department:

No, more supplies and materials will be ordered to accommodate nursing students in the fall.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

At the end of each semester, we take stock of what we have left over from the current semester in order to determine what we will need for the upcoming semester.

15. Science department

See questions #2 above

16. Teacher Education Department

Yes

17. Trades & Technology Division:

No

ARE SUPPORTIVE AND REFERENCE MATERIALS CURRENT, RELEVANT, AND READILY AVAILABLE IN ORDER TO CARRY OUT INSTRUCTIONAL ACTIVITIES? *Response should indicate if reference materials in your academic department library or the institution's library current and relevant for instructional use.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. There is sufficient current and relevant material readily available in the library. In addition, current websites listings on business matters are available for use in support of instructional activities. There are business books in the department office.

3. Criminal Justice

Need to review and renew

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

I believe they are, they are re-visited in every department meeting we hold in every month.

6. Fine Arts Department

Yes

7. Health & Human Services:

N/A

8. Language & Literature department:

Yes, the library has copies of all textbooks and they were going to subscribe to the Journal of South Pacific Association for Commonwealth Language and Literary Studies.

9. Mathematics department

All the supportive and reference materials are current, relevant, and readily available in order to carry out instructional activities for students.

10. Nursing department:

Up to date reference materials are needed for instructional used. Instructors have been using own funds to purchase textbooks for the course due to difficulty in ordering online from Amazon.com.

11. Physical Education department:

Yes all materials are current and adequate in the library

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

N/A

15. Science department

Yes

16. Teacher Education Department

The ERC (Educational Resource Center) has updated and relevant materials necessary to accommodate instructional activities. There are 8000+ resource books and periodicals available to AA and B.Ed. students in the AA and ASBEP Program. These texts are also available to ASDOE teachers and private school teachers.

Faculty input: “Is there any way we can attempt to try opening the ERC after hours so our in-service teachers have access. I understand the challenge from the last time it was implemented. But is there another route we can take or any other plan of action to make this a reality?”

Response back: This was discussed and based on data from Director of Library; the service could not be provided because the numbers of teachers coming in were not sufficient to keep the library open after hours. We can try to ask again for the assistance.

17. Trades & Technology Division:

Yes

D. METHODS

IS THERE A WRITTEN CURRICULUM, WHICH RELATES TO THE SPECIFIC LEARNING OUTCOMES OF THE PROGRAM? *Response provides an explanation of how your academic curriculum is specifically related to the Program Mission and/or learning outcomes.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. The department offers the following degree and certificate programs of studies: Associate of Science in Accounting; Associate of Science in Business Management; Certificate of Proficiency in Accounting; and Certificate of Proficiency in Business Management. The appropriate courses for the degrees and certificate programs have been established with the learning outcomes.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes there is, it is tied to the Program Mission Statement and reflective of the whole institution Mission Statement.

6. Fine Arts Department

Yes, the fine arts curriculum aligns to the department program learning outcomes, to the department mission and the institutional mission.

7. Health & Human Services:

Our health science and human service curricula provide outcomes that support degree program mission and mapping

8. Language & Literature department:

Yes, all course curriculum directly relates, supports, and assesses out Student Learning Outcomes.

9. Mathematics department

Each math course has its own course description and that's the written curriculum which relates to the course and program learning outcomes of the mathematics. The mission statement reflects the course description of each mathematics course.

10. Nursing department:

Yes, curriculum provides a complete picture of learning provided to the student and related to the program mission and learning outcomes.

11. Physical Education department:

Yes, our department is linked to the institutional mission as well as the academic mission of the college

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

The written curriculum of the Social Science Department has specific learning outcomes that align to the specific learning outcomes of the program. Since 2012 we have held dialogues regarding our written curriculum, we re-visit our PLOs to ensure that **(statement is incomplete by the department)**.

15. Science department

Course Approval Forms are the written curriculum that does outline specific learning outcomes.

16. Teacher Education Department

The TED Curriculum has been aligned from PLOs to CLOs. They are also aligned to the mission statement. The alignment is evidenced by each course's curriculum matrix which indicates all key assignments, the level of performance and all assessment indicators designated for each course. The curriculum is related to the Program Mission in that it ensures that graduates will be competent teachers when they exit the program. The program and its courses ensure that competencies are mastered by its students before graduating.

17. Trades & Technology Division:

Yes

DO COURSE SYLLABI HAVE MEASURABLE STUDENT LEARNING OUTCOMES?

Response should indicate if every course offered has identified measurable student learning

outcomes achievable by students upon course completion.

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. These measurable learning outcomes are listed on the course syllabus and a copy is provided to each student at the beginning of the semester.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes they do.

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes, all course syllabi have measurable student learning outcomes.

9. Mathematics department

Each course syllabi identified measurable student learning outcomes achievable by students upon course completion.

10. Nursing department:

Yes, each course identifies the learning outcome achievable by students by the end of the course.

11. Physical Education department:

Yes, every course learning outcomes are measurable

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

As the Social Science chairperson, I review each syllabus from Social Science faculty to ensure that there are realistic measurable student learning outcomes included in their syllabi.

15. Science department

All syllabi are required to show what and how all student learning outcomes are measured.

16. Teacher Education Department

Yes, all the syllabi have measurable student learning outcomes. They are aligned to the matrices and the assessment instruments for each course.

17. Trades & Technology Division:

Yes

IS THE SEQUENCE OF THE COURSE CONTENT APPROPRIATE AND DOES IT PROVIDE FOR PROGRAM CONTINUITY? *Response should indicate if appropriate sequencing of courses is in place, which allows for knowledge being built upon previous knowledge. Sequencing involves lower level courses as offered as required before students take*

upper level courses.

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. The sequence of the courses to be taken is structured in an ascending order from lower level courses to upper level courses. Also, pre-requisite course requirements are in place as assurance students are ready to meet the challenges offered by each upper level course.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes it is, this is defined in course syllabus and also in Program Curriculum

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes, our freshman-level courses directly support, scaffold, and segue to our sophomore-level courses.

9. Mathematics department

The sequence of the course content are well appropriate in place, which allows for knowledge being built upon previous knowledge

10. Nursing department:

Yes. Although the sequence is off, course offering by program each semester is in place to allow for building of knowledge.

11. Physical Education department:

Yes, we do have beginning, intermediate and advanced

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes, we as a department are in agreement that the sequence of our courses provide for the continuity of our program.

15. Science department

Yes, the sequencing is appropriate. For example, BIO 250 is a prerequisite for BIO251 and BIO180 is a prerequisite for BIO181.

16. Teacher Education Department

Yes, the course content provides for program continuity. The matrices provided in the CAFs would clarify this as the sequencing move from beginning to proficiency.

17. Trades & Technology Division:

Yes

WHAT METHODS OF INSTRUCTION ARE UTILIZED IN TEACHING YOUR PROGRAM AREA (I.E., LECTURE, AUDIOVISUAL, INDIVIDUALIZED INSTRUCTION, FIELD TRIPS, GUEST LECTURERS, ETC.)? Response should indicate arrays of instructional methodologies and strategies used by faculties in delivering instruction. Instructional methods may not be limited to those mentioned in the question but also drawn from

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Delivery will be through lecturers/illustrations, class discussions, true or false statements, multiple choices, brainstorming/mapping, individual approach, technology, group work, simulations, individual/group research, individual/group presentations, and technology. In addition, guest lecturers, etc.

3. Criminal Justice

Yes, lecture, discussions, field trips...

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Lectures, PowerPoint presentations, group discussions, pair projects, individual summations, poster board presentations, etc.

6. Fine Arts Department

Instructional methods include lecture, audiovisual examples, guest lecturer (whenever possible), hands-on work, studio work, rehearsal hours, practice hours, and field trips.

7. Health & Human Services:

Lecture, PowerPoint presentation, LBJ field trip, vital signs lab, individual presentation, Video/DVD, practicum/work experiences

8. Language & Literature department:

Methods of instruction include lectures, group assignments, individual presentations, audiovisual, individualized instruction (when necessary), pair assignments.

9. Mathematics department

A range of teaching approaches will be employed including the traditional lectures, demonstrations of math solutions and group activities.

10. Nursing department:

Lectures, audiovisual, online researches, guest lecturers, online testing, power point presentation, in-class and homework assignments, clinical presentation and experience.

11. Physical Education department:

We begin with lecture and then hands on demonstrations, then student to student reaction

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

We use a variety of teaching methods that include lectures, Q&As, audiovisuals, guest lecturers, field trips, service learning, team-teaching, and whole class discussion.

15. Science department

Lectures along with audiovisuals and hands on lab work, presentations, question/answer sessions, and reteaching the more difficult scientific concepts to aid in student retention.

16. Teacher Education Department

Classes consist of lectures, group discussions, individual and group presentations, and Library research. MOODLE Accessibility & Accountability: All students access assignments on Moodle and participate in online discussion boards, course quizzes, and other assignments as indicated in the syllabus.

17. Trades & Technology Division:

- Lecture
- Assignments
- Lab Projects
- Moodle
- Demonstrations
- Visual Aids
- Field Trips
- Guest Speakers

IS THE INSTITUTION AND PROGRAMS EVALUATED BY STUDENTS OR PEERS ON A REGULAR BASIS? *Response should indicate if student enrolled in your degree and/or certificate programs of study evaluate your academic program. Explain how this process is done*

and the evaluating instrument that is being used by student to evaluate your program(s)/course(s).

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Once a year, I give ACC150 students a chance to evaluate the course by writing a two page essay about the course. The essay includes the – likes and dislikes about the course; the instructor’s performance; what could be changed to simplify understanding; challenge offered by the course, and anything else that the student would like to address about the course. This information is analyzed and shared with the next semester class. In addition, adopted changes are implemented in the next semester class as well. For example, during the last essay writing about the course – students suggested to demonstrate more accounting problems and transactions posting during the lecture to ensure understanding. This has been implemented during lecture sessions. In addition, additional classwork in these areas are being done to measure student understanding.

3. Criminal Justice

No

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes they are, all evaluations are initiated by the IE office in the past. A systematic procedure needs to be in place to accomplish this because when it is time for evaluations, all CAPP courses are done. Recently, these evaluations were absent.

6. Fine Arts Department

Students evaluate our degree programs every spring semester through a questionnaire sheet. We also interview students and record these documents.

7. Health & Human Services:

Yes, staff from IE office distributes class evaluation for all courses offered in the semester. Evaluation is dispense to each student to fill out toward the end of the class, and then a volunteer student would gather them and collect them and delivered to the Dean of Academic Affairs office or IE's mail box in the faculty lounge or to the security office if the course is taught after hour. The instructor should be excused themselves during the course evaluation.

8. Language & Literature department:

Students complete a course evaluation form at the conclusion of every semester.

Department-wide evaluation of courses takes place regularly during department meetings.

9. Mathematics department

Usually this process is done once a semester toward the ending and the course taught by an instructor are evaluated by students.

10. Nursing department:

No. Evaluation used to be covered by IA.

11. Physical Education department:

By students and peers

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes. Each semester students fill out evaluation forms where they assess the courses they take. IE sends out evaluation forms for every course an instructor teaches based on the number of students per class. The evaluation form is based on a Likert-scale where students choose anywhere from 1-5 (1 being the lowest and 5 being the highest). At the end of the evaluation is a comment section where students may provide additional comments.

15. Science department

Yes, end of semester student evaluations are conducted to gain feedback concerning the respective courses.

16. Teacher Education Department

At the end of each semester, students evaluate each course. The program is evaluated once a year. The evaluation is provided by IE. TED Program also conducts its own program evaluation of all its courses using its own TED survey. All surveys are turned over to IE for their analysis and interpretation of collected surveys.

- Surveys are administered at least one week prior to the end of the respective semester.

- A staff member distributes the survey and collects the completed surveys for each course. Teachers are not to be present in the classroom.
- Staff member collects the surveys and turns the completed surveys in to the TED Administrative Assistant in confidential envelopes.
- Surveys are given over to IE for analysis.
- o Final analysis is reviewed and shared with faculty at the beginning of each semester.

17. Trades & Technology Division:

Yes: Student Course Evaluation

DOES THE PROGRAM HAVE A COMPREHENSIVE STRATEGY FOR RECRUITMENT? *Response should indicate if your department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/division.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Not anymore because we are not allowed to have fund raising on campus like we did before. However, when a high school invites us to attend their business day or Samoan day, we go out to promote ASCC and the Business Department. Most of our recruitment is done through the grass root method.

3. Criminal Justice

No

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

If this is the recruitment of students, our English CAPP department does not have a problem because the majority of incoming students test into CAPP.

6. Fine Arts Department

We connect with high school music and art programs on the island.

7. Health & Human Services:

N/A

8. Language & Literature department:

There is not a strategy for recruitment due to fact that our courses are General Education/ CORE courses.

9. Mathematics department

I believe that our own department have not done this before “comprehensive strategy for recruitment”.

10. Nursing department:

Recruitment consists of visits to various high schools to promote the nursing program and profession. Pamphlets are available to provided information for each nursing programs at ASCC. Faculty and students are involved in health fairs, career fairs, and outreach programs.

11. Physical Education department:

Our department goes out to the community to assist with programs such as volleyball, basketball leagues, and various other sports related activities within the community

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

If there is a need to hire someone for the department, the candidate must meet the minimum qualifications of the position. The need for a new instructor is requested through the Dean’s office and once proper protocol has been followed, an advertisement is placed in the newspaper where the qualifications are listed. The chairperson then selects a panel to conduct interviews for qualified applicants.

15. Science department

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.

16. Teacher Education Department

Teachers are recruited as needed. The process involves the HRO. Advertisements are published and ample time is allotted for individuals to apply. Then a comprehensive interview and screening process follows. These result in the hiring of needed personnel.

Faculty input: “Refer to our Educational Conceptual Framework”

17. Trades & Technology Division:

Yes:

- *High School Recruitments when time and availability is afforded.
Media (Cable TV)*

HAS THE PROGRAM BEEN ACTIVELY UTILIZING RECRUITMENT

STRATEGIES? *Response should indicate how your department/division recruitment strategy is implemented.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Please see above. Our department sent two students as representative during the recent college “signing day” by ASCC. If we have a budget, we will open up our recruitment program by inviting or visiting local high schools seniors.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

We've provided brochures recently to be disseminated during Flag Day 2015 activities so people could be informed of our program.

6. Fine Arts Department

Yes

7. Health & Human Services:

N/A

8. Language & Literature department:

No

9. Mathematics department

None

10. Nursing department:

Yes. Each year during nurses' week a group of students and faculty go out to visit schools, health teaching presentations to the community are done during community part of the course in the fall and spring when offered.

11. Physical Education department:

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

This department has under-gone several changes in regards to faculty over the last three years and the usual practice is that we discuss prospective candidates during our department meetings, contact them to place an application with HRO, and depending on the outcome of their interview, we select the most qualified candidate for the position.

15. Science department

Yes, see #6 above.

16. Teacher Education Department

Yes, we have been utilizing this process. Currently, we are advertising HR in-house and publicly for two faculty positions.

Faculty input: “What is the PROCESS?” [Process with the HR SOP Manual.](#)

17. Trades & Technology Division:

Yes

- Through High School recruitments and various events (STEM Fair, High School College Sign-Up Day)

WHAT CRITERIA DOES THE INSTRUCTOR OR ADVISOR USE TO PLACE STUDENT IN THE CLASSROOM? *Response should explain how student are placed in courses that are taught in your academic departments: placement tests, standardized test scores, pre-requisites, etc.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

The student must be registered for the semester and meet the requirements to take the appropriate course for the selected program. For a new student, the placement test results from the Admission Office will determine which courses the student can take first.

3. Criminal Justice

Placement tests are taken and then student are placed in the appropriate courses as stated in the 2014-2016 catalog pg. CAPP and GED requirements...

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Most take the Placement exam and others use their SAT scores

6. Fine Arts Department

Fine Arts courses are open to all students. We encourage student to be involved in the creative arts.

7. Health & Human Services:

N/A

8. Language & Literature department:

Initial placement into English 150 and English 151 is based on either the student's placement test scores (SAT, placement test) or successful completion of CAPP 90 and/or 91 classes. For the sophomore-level courses, students must pass the prerequisite courses in order to enroll.

9. Mathematics department

The students SAT scores and Placement test.

10. Nursing department:

Students admitted to the current RN group was 12 last fall 2014 and 9 this semester. The past number of admittance was 21 with 13 completing the program. The PN program admitted in the last cycle was 21 with 9 completing the program. The current number of admittance was 17 with 10 completing this semester.

11. Physical Education department:

Each student must pass the placement test and therefore be placed in the course which he/she is required

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

We mainly place students in courses if they have met the pre-requisite(s) for the class. Otherwise if a course does not have a pre-requisite and the student is interested in taking the course, they are enrolled in the class.

15. Science department

Prerequisites, declared majors and individual interests are the primary criteria for placing students in various science courses.

16. Teacher Education Department

We use the SAT and/or ACT scores for placement. There is a college placement test that is administered before the beginning of each semester. Test scores from placement tests determine the level of English, Writing and Math courses (CAAP). Students who place in CAAP courses cannot register for college level courses until all CAAP courses are completed.

Faculty input: “This is referring to our program not the institution, and as far as I know, we do not have such a criteria for students to be placed in our classroom. Students who register in our courses, get in no matter what. Walter’s have asked this question during the accreditation visit about the BED Program, an answer that was given by a veteran teacher that we do have a placement test, but we know that we do not. What we need to consider is, How do students enter the BED Program? What are the criteria? GPA? Successfully passing introductory, 100, 200 courses with c or better?”

Response back: For this point, the ASBEP Catalog states admission and the AA, B.ED. Advising sheet states the program requirements for AA and B.Ed. entry. A definite agenda item in the fall semester 2015.

17. Trades & Technology Division:

WHAT IS THE CURRENT AND PAST ENROLLMENT OF THE PROGRAM? *Response should strictly include past enrollment of the last review cycle and current enrollment.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Total count of all students taking business courses are as follows: Spring 2015 enrollment is 70 students; Fall 2014 enrollment is 71 students; Spring 2014 is 79 students.

3. Criminal Justice

I don't know at this time.

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

There is an overwhelming number of students in English CAPP every semester especially in the Fall semesters. Data from Admissions or IE could verify this.

6. Fine Arts Department

There are approximately 8 – 10 students majoring in either music or art, however, fine arts do not only serve that population, we also cater to any student who enrolls in our courses and participate in the creative arts.

7. Health & Human Services:

Will look it up in the pile of my data

8. Language & Literature department:

All students

9. Mathematics department

No comment

10. Nursing department:

Students admitted to the current RN group was 12 last fall 2014 and 9 this semester. The past number of admittance was 21 with 13 completing the program. The PN program admitted in the last cycle was 21 with 9 completing the program. The current number of admittance was 17 with 10 completing this semester.

11. Physical Education department:

Because of the high interest in sports and fitness our current enrollment is adequate.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

During the Spring 2015 semester, the Social Science enrolled approximately 293 students in our classes. This has been a trend over the last 4 years, where enrollment was between 250 – 300 students enrolled in the program per semester.

15. Science department

Currently (Spring of 2015): 247 students

These numbers are based on student counts in each of the classes offered in the Science Department.

Past: 291 students

16. Teacher Education Department

Past enrollment:

Current enrollment: 70 ASDOE teachers, 50 Private School Teachers

Pre-service students:

17. Trades & Technology Division:

- Low enrolment in some program
- No enrolment in other programs

IS THE ENROLLMENT IN THE PROGRAM TOO HIGH OR TOO LOW FOR CURRENT RESOURCES? *Response should indicate if programs student enrollment is too high or too low for current physical, financial, and human resources.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Total enrollment for the different classes in the program is fine.

In some semesters, almost too low. Example 7 students.

3. Criminal Justice

I don't know at this time

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

The enrollment is too high, teachers are always improvising to meet the rigorous student demands every semester.

6. Fine Arts Department

No

7. Health & Human Services:

Same as above

8. Language & Literature department:

N/A

9. Mathematics department

No Comment

10. Nursing department:

The enrollment in the PN program is too high for the current physical resource.

11. Physical Education department:

The current enrollment is adequate for financial and human resources

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

The enrollment for the courses is too high, but we try to accommodate as many students as we can, especially if they need a class to graduate. Due to high enrollment in the courses and program, there is a high need to bring on another instructor to help alleviate over-enrollment in all courses.

15. Science department

The enrollment is currently adequate but there exists more room for additional students at this time.

16. Teacher Education Department

Our enrollment is constantly increasing. We are doing a lot of work to promote our program among the local high schools. The enrollment is just right for our faculty and facilities.

(Data needs to be provided for past enrollment and current enrollment)

17. Trades & Technology Division:

Low enrolment at the moment with room for improvement with the implementation of the revised programs in the new catalog.

DO ALL STUDENTS HAVE A DESIGNATED ADVISOR? *Response should indicate if all students are assigned with an advisor and if all instructors in your department are assigned.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. **Business Department**

Yes, every student has a designated advisor, which is anyone of the three instructors in the department.

3. **Criminal Justice**

Yes

4. **College Life Planning**

CLP did not submit the APR report.

5. **English Language Institute – (CAPP-English)**

Yes they do, they are assigned by the Admissions Office.

6. **Fine Arts Department**

Yes

7. **Health & Human Services:**

Ever since the beginning of online registration, certain students are advising themselves based on the advising sheet which we see a rise in misadvisement. Since only one full time faculty in this department, I am advising both health science and human services students

8. **Language & Literature department:**

Students do have a designated advisor if they are a Liberal Arts major, however if that specific instructor is unavailable, any faculty can advise/ sign off any Liberal Arts student.

9. **Mathematics department**

Yes

10. **Nursing department:**

Yes. Students are assigned to each instructor (2) with the chairperson keeping track of all outstanding pre-requisites or nursing courses and requirements.

11. **Physical Education department:**

Yes each student has an advisor once they enter ASCC.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes, but many of them do not seek the assistance of their assigned advisors until they come across an obstacle, especially around graduation time when they think they're graduating, but find out that they are missing one or two classes.

15. Science department

Yes, and all science instructors are assigned as advisors

16. Teacher Education Department

Yes, all our students have advisors and all our faculty are involved in advising.

Faculty input: "As is our practice, all students who are TED/BED majors can have any TED faculty advise him/her but they do not have a designated advisor. One of the reasons may be based on the availability of faculty to advise on any given day or time of day that student(s) seek advisement."

Need to check with Admissions as to how they assign faculty advisors per student. A listing would be great.

17. Trades & Technology Division:

Yes:

Instructors are advised to be advisors to students who declare a major with their respective program

ARE THE ADVISORS AND FACULTY KNOWLEDGEABLE CONCERNING PROGRAM CURRICULUM? Response should indicate if all your department faculties are well versed with the curriculum and or academic offerings of your academic department/division.

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. Each instructor is well versed with the curriculum and academic courses offered for each program by the department.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

I am sure they all are

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes

9. Mathematics department

We have department meeting once a month and this is one of the main issue that we had discussed in our meeting to make sure that all colleagues are well versed with the curriculum and or academic offering in the math department division.

10. Nursing department:

Yes, faculty/advisors are well knowledgeable with the program curriculum.

11. Physical Education department:

Once a faculty member enter ASCC each is responsible to learn all that is about their program curriculum. Plus meetings are held to follow up with the curriculum committee passed on to each instructor

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Definitely yes.

15. Science department

Yes, all faculty are knowledgeable concerning program curriculum and use advising sheets to aid in the advisement of students for their desired course of study.

16. Teacher Education Department

Yes, we all have been trained in the area of academic advising.

17. Trades & Technology Division:

Yes

IS THERE A FORMAL FACULTY ADVISEMENT MECHANISM IS IN PLACE TO ASSIST STUDENT WITH PROGRAM AND CAREER DECISIONS? *Response should indicate if there is a mechanism or process in place in helping student who are seeking degrees within your program as well as assisting them in making choices on career choices and paths.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. There is a standard advising sheet readily available to the student majoring in a

business program in the department. The instructor orientates the student on how to follow the advising sheet to complete the selected program.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Teachers advise students regarding their majors and degrees pursued

6. Fine Arts Department

Yes

7. Health & Human Services:

No

8. Language & Literature department:

N/A

9. Mathematics department

Yes. Each program has its own advisory sheet.

10. Nursing department:

Yes. Students are advised from beginning on courses required in each programs.

11. Physical Education department:

Currently the counseling department is afforded this mechanism with the assistance of the instructors

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

We have advising sheets that pretty much lay out the plan for our program for students to follow, as well as directions as how to track their course-work after each semester.

15. Science department

Yes, see #12 above

16. Teacher Education Department

There are advising sheets (IEP) for both the AA in Education and the B.Ed. degrees. Faculty input: “We have an advisement form that indicates requirements of what a student has completed and needs to complete for his/her degree. This form is filed and updated each semester a student attends until he/her she complete all requirements to achieve a certificate or degree. We keep a student file where this information along with the student’s unofficial transcripts can be retrieved at time of advisement so that the student will know exactly where he/she stands as from as program completion is concern.”

17. Trades & Technology Division:

Yes

- Divisional Brochures
- Program Brochures
- Program Advising Sheet
- PowerPoint that specifies occupation alignment to different programs

DOES THE PROGRAM HAVE A COMPREHENSIVE STRATEGY IN PLACE FOR RETENTION? *Response should indicate an explanation or how your academic department/division is retaining students in your department/division program.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Part of the instructor's advising orientation is to inform the student about the importance of completing the program in a timely manner. Help is always available for academic problems either from the instructor or other students. One on one student-instructor sessions during office hours are always open for needed students. We use a pro-active approach to ensure students are kept onboard by talking to those that are

lacking the learning effort .

3. Criminal Justice

No

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Students are retained when they do not pass a course. Our NP survey is made available to all students during all sessions and there they specify reasons why they received their NP

6. Fine Arts Department

The department follows a curriculum that allows students to complete the degree programs in 2 or 3 years.

7. Health & Human Services:

Yes

8. Language & Literature department:

N/A

9. Mathematics department

Math department did not submit the APR report.

10. Nursing department:

Yes. The nursing scholarship is used as an initiative to retain students as well as the successful outcome for those who complete the program and pass the NCLEX licensure exams with employment placement at the LBJ Tropical Medical Center or

Department of Health.

11. Physical Education department:

Because of our distance from the US and Hawaii, the first reaction of our students is to try to get to the US mainland. More opportunities for improvement in the quality of life

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

No we don't have a comprehensive strategy per say, but we do offer lots of encouragement and assistance to those who are in need (research writing & APA format), and sometimes we give monetary assistance with the understanding that it must be paid back (contract) if a student is in dire need.

15. Science department

Only a rudimentary strategy is currently in place but a high percentage of students that declare a science major are committed and complete that major.

16. Teacher Education Department

Our strategy calls for our faculty to help students succeed so that they would want to finish the degrees in our program.

Faculty input: "The program does not have a comprehensive strategy in place for retention, however, when students are retained for whatever the reason may be, students are encouraged to seek help of their instructors, and instructors are to provide assistance to students. A comprehensive strategy should be something to consider as with students who fail a course more than twice."

17. Trades & Technology Division:

NO

DOES THE INSTITUTION PROVIDE DEVELOPMENTAL OR REMEDIAL MATHEMATICS AND ENGLISH COURSES FOR STUDENTS WHO ARE PLACED AT THESE LEVELS? *Responses should indicate if your academic department requires students to take remedial Math and English courses before enrolling in college bound courses.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Part of the instructor's advising orientation is to inform the student about the importance of completing the program in a timely manner. Help is always available for academic problems either from the instructor or other students. One on one student-instructor sessions during office hours are always open for needed students. We use a pro-active approach to ensure students are kept onboard by talking to those that are

lacking the learning effort .

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes, we are that level

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department:

N/A

9. Mathematics department

Yes. Capp program for both developmental English and math courses.

10. Nursing department:

Yes. Remedial math and English are offered at ASCC. The Nurse aide program requires ENG90, 91, and MAT 90. PN and RN programs require ENG150, 151 and MAT151.

11. Physical Education department:

After taking the placement test the students are then placed in courses that they have failed before beginning the course work.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes via the CAPP program.

15. Science department

Yes, the CAPP is a program that provides remediation in mathematics and English skills that are required before taking regular college courses if the college entrance exam indicates the need.

16. Teacher Education Department

Yes, the CAPP program is in place and doing quite well to prepare students for regular college courses.

Faculty input: "It has been on the discussion table of students (mainly in-service ECE teachers who take certification courses and or taking courses to obtain their AA Degree and have a difficulty in writing that they ought to be referred to CAPP. The difficulty of the matter is, many times these students are already enrolled in our courses and they do struggle, when they should have been tested first to see if they need to attend CAPP first. Yes CAPP is a good program for in-service students, but for in-service teachers a process is not in place for their needs in this area. It needs to be considered."

17. Trades & Technology Division:

NO

WHAT IS THE RETENTION RATE FOR THE PROGRAM? *Response should indicate the number of students retained in you degree program(s). If your department/division does not offer a degree/certificate program, you still have to identify your program's retention rate.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

By my calculation, the retention rate of students signed up for the programs offered is 97%. Three percent of students dropped out of the program for various reasons such as finding work, medical, family situations, and laziness.

3. Criminal Justice

I don't know at this time.

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

The NP rate is approximately 40 % per session

6. Fine Arts Department

Fall Semester 2013 – 1 Graduated

Spring Semester 2014 – 2 Graduated

Fall Semester 2015 – 0 Graduated

Spring Semester 2015 – 0 Graduated

7. Health & Human Services:

Will look through my data

8. Language & Literature department:

Yes, the CAPP English and Math.

9. Mathematics department

I don't have the data with me

10. Nursing department:

The retention rate is high with 100% of students who wish to complete their program.

The problem occurs with failing grades and only 62 – 69% of students are retained.

11. Physical Education department:

Currently we do not offer a program. 100% retention

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Not sure.

15. Science department

See I.E.

16. Teacher Education Department

The retention rate is about 100%. Our AA Education majors transition into the B.Ed. Program.

(Data need to be provided)

17. Trades & Technology Division:

Refer to Table 9, 10, 11

WHAT PERCENTAGE OF ENTERING STUDENTS GRADUATE? *Response should indicate the percentages of student that enter your program that actually complete with an Associate of Arts/Science or Certificate of Proficiency. If your department does not offer a*

degree or certificate, identify the number of student that actually complete courses that are required for degree or certificate programs.

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

By my calculation, based on the average of 20 new students entering the programs in the department, approximately 80% of the entering students graduate. The 20% not graduating are due to various reasons as mentioned above and taking a double major in accounting and business management.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

We only channel students to their gateway courses because we are developmental

6. Fine Arts Department

80%

7. Health & Human Services:

Will look through my data

8. Language & Literature department:

N/A

9. Mathematics department

I don't have the data with this one.

10. Nursing department:

62% of ASN

69% of Certificate of Proficiency

100% of Certificate of Completion

11. Physical Education department:

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

89% of the total number of students who completed courses

15. Science department

See I.E.

16. Teacher Education Department

The graduation rate is 100%. All of AA Education majors graduate from the program and transition into the B.Ed. Program.

(Data needed)

17. Trades & Technology Division:

Refer to Table 9, 10, 11

E. TEACHER QUALIFICATIONS

ARE THE INSTRUCTORS IN THE PROGRAM QUALIFIED TO TEACH THEIR PARTICULAR COURSES? *Response should indicate of the instructor currently teaching in your academic department are qualified to teach assigned courses, through degrees and*

certifications.

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Each instructor in the department has the appropriate degree in the courses assigned to teach.

3. Criminal Justice

Yes, qualified instructors have been hired to continue this program.

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes, they all are

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes, currently our department has only one full time faculty and he has the qualification to teach the particular courses. Adjunct and part time instructors cover the remaining courses.

8. Language & Literature department:

Yes, faculty in Languages and Literature have degrees in English or a closely related field. Additionally, they have prior experience teaching English.

9. Mathematics department

All the Math Instructors that are currently teaching Math courses are qualified to teach assigned courses, through degrees and certifications.

10. Nursing department:

No answer

11. Physical Education department:

Yes, all are certified and have the credentials to teach the courses offered

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

All teachers currently in the Science Department have advanced degrees and have extensive science instructor training.

16. Teacher Education Department

Yes

17. Trades & Technology Division:

Yes

DOES THE FACULTY HAVE APPROPRIATE ON THE JOB TRAINING OR WORK EXPERIENCE? *Responses should indicate if instructors in your department receive on the job training through in service workshops, faculty orientations, off-island conferences, etc.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Faculty training is conducted during the beginning of each semester. Other training sessions are scheduled as needed during faculty meetings. There were no off-island training available for faculties in the department since fall semester 2013.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

I believe they all do in our department

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes, through faculty orientation and assessment workshop

8. Language & Literature department:

Faculty regularly receive professional development through faculty orientations. This PD is not content specific, but more general.

9. Mathematics department

Yes, all Math Instructors received training through service workshops and faculty orientations and some were selected to attend off island conferences.

10. Nursing department:

No answer

11. Physical Education department:

Yes, the instructors are well qualified with years of experience

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes; most of us came through the Department of Education where we under-went extensive training in teaching methodologies and have training through ASCC faculty orientation on SLOs, PLOs, and CLOs.

15. Science department

Currently, training is limited and is provided by veteran teachers in science guiding the new teachers i.e. lab experiments, syllabus requirements, and aid in the current curriculum used for each course.

16. Teacher Education Department

All our teachers have been in the teaching field for many years. There are constantly faculty trainings to update everyone about the field and also off-island conferences.

17. Trades & Technology Division:

Yes

IS THERE ADEQUATE NUMBER OF PERSONNEL TO SUPPORT YOUR DEPARTMENT/PROGRAM/DIVISION? *In no, please explain.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

There should be an assigned “adjunct faculty” permanently appointed to the Business Department. The two department members have been carrying the load designated for three members since fall 2014 semester, going in to summer 2015 semester. It includes the “acting chairperson.” A permanent appointed “adjunct faculty” would have been handy during the mentioned period.

3. Criminal Justice

For now there are 1 instructor and 1 new hire that will begin in August 2015. Depending on the need of the availability of offering more courses we may need to hire another faculty member.

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

No, that is the reason why we teach overloads almost every semester. We could also use a Counselor to help students identify challenges and tackle them as they strive to pass their CAPP courses.

6. Fine Arts Department

Yes

7. Health & Human Services:

No, we are currently short of one full time faculty to cover the human service degree program.

8. Language & Literature department:

Yes

9. Mathematics department

No Comment

10. Nursing department:

No answer

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

No. At this time we are actively seeking a new teacher for the fall 2015 semester.

16. Teacher Education Department

Yes, we have sufficient faculty and a pool of adjuncts to cover the courses being offered each semester.

17. Trades & Technology Division:

Yes

F. FACULTY/PROFESSIONAL DEVELOPMENT

DOES THE INSTITUTION PROVIDE A FACULTY HANDBOOK TO KEEP FACULTY INFORMED ABOUT INSTITUTIONAL POLICIES AND PROCEDURES? *Response should indicate if there is a Faculty Handbook outlining ASCC policies and procedures.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

If there is one, I did not see a copy of it.

3. Criminal Justice

Yes, ASCC does have a faculty senate handbook, catalog, and personnel manual. Each manual is out dated except for the catalog in which is renewed every 2 years.

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes it does, these policies are visible on the website

6. Fine Arts Department

No

7. Health & Human Services:

Yes

8. Language & Literature department:

Yes there is a Faculty Handbook, although it was last approved in 2008.

9. Mathematics department

Yes. Also, we do have a representative for Faculty Senate Committee. I believed that this committee were solely responsible in editing the Handbook provided for the Institution.

10. Nursing department:

No answer

11. Physical Education department:

Yes there is a handbook put out every two years

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

One is available through the faculty senate

16. Teacher Education Department

Yes, there is a faculty handbook available for each faculty.

17. Trades & Technology Division:

Yes:

- 2008 Draft Faculty Handbook (available on ASCC website)
- 1989 Faculty Handbook

DOES THE INSTITUTION REQUIRE ANY IN SERVICE TRAINING FOR NEW OR ADJUNCT INSTRUCTORS? *Response should indicate if all new faculties' new or adjunct instructors hire by the College requires in service training.*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Some form of orientation training into the new expectations of the job would always be welcome and a plus to the new or adjunct instructor.

3. Criminal Justice

Yes, assessment 101

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes it does,

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes, assessment 101 workshop at beginning of each semester

8. Language & Literature department:

One short orientation for new/ adjunct instructors.

9. Mathematics department

Yes, all new faculties and adjunct instructors hire by the College requires in service training.

10. Nursing department:

Yes. New or adjunct faculty require orientation and training to familiarize with rubrics, CLOs and PLOs.

11. Physical Education department:

Yes, at orientation there are workshops for incoming adjunct and they are also assisted by the chairperson of that department

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes, but only since Spring 2014.

15. Science department

Yes. Assessment training is currently provided for our new teachers.

16. Teacher Education Department

The institution and our department have training for new and adjunct faculty.

17. Trades & Technology Division:

Yes:

- A requirement was adopted this semester for adjunct instructor's to participate in a Workshop at the beginning of the semester:

Assessment Workshop

DO THE INSTRUCTORS ATTEND WORKSHOPS AND PROFESSIONAL COMMITTEE MEETINGS? *Response should indicate if instructors are given the opportunity to attend off-island conferences and if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

YES - The instructors attend institution committee meetings and some workshops. Off-island conferences, trainings, seminars, and workshops – NO.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

I wish professional workshops are made available to our instructors as we cater to a most challenging and huge population. A few faculties are involved with professional committees

6. Fine Arts Department

Yes, we attend off-island conferences and workshops pertaining to our field, but professional development financial assistance from the institution is never available to assist with us with the cost of attending these important national or international professional development conferences and workshops.

7. Health & Human Services:

Not recently

8. Language & Literature department:

Languages and Literature instructors have only ever attended WASC trainings off-island and the last training attended was in 2012. We would like to attend conferences related to our content area.

9. Mathematics department

Yes, instructors are given the opportunity to attend off-island conferences and all the expenses such as, financial assistance are fully paid by the Institution.

10. Nursing department:

Nursing instructors are required to attend off-island conferences and training to retain licensing certifications. The College does not provide financial assistance.

11. Physical Education department:

Yes, within the last 10 years there has not been any off island training, seminars, workshops or conferences for this department

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Not since ARRA funds were available.

15. Science department

Yes, assessment, some environmental conferences, and LSAMP workshops

16. Teacher Education Department

Yes, the instructors all attend our department meetings and trainings.

17. Trades & Technology Division:

Yes:

- Orientation Workshops
- Curriculum Committee (Chairperson)
- Faculty Senate
- Assessment Committees
- Self-Study Committees
- Various Review Committees

DOES THE INSTITUTION PROVIDE FINANCIAL ASSISTANCE AND RELEASE TIME? *Response should indicate if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences*

SUMMARY FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

The institution does not provide financial and release time for off-island trainings, seminars, workshops, and conferences. However, release time is provided for medical appointments.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

I am unable to answer this as I am not aware of any financial dealings with ASCC, however, there is a release time for chairpersons to attend curriculum meetings.

6. Fine Arts Department

No

7. Health & Human Services:

If available, yes

8. Language & Literature department:

Yes

9. Mathematics department

Yes. Fully paid by the Institution.

10. Nursing department:

No, The College does not

11. Physical Education department:

Probably, but not known

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

For faculty? Not since ARRA funds were available

15. Science department

Yes

16. Teacher Education Department

Yes, the college does provide financial assistance and release time for faculty to attend off-island conferences.

17. Trades & Technology Division:

Yes

DO INSTRUCTORS REGULARLY COMMUNICATE WITH PROGRAM-RELATED BUSINESS OR INDUSTRIES'? *Response should indicate if the department faculties are in contact with the local business community on issues related to instruction, career paths, community needs, and all activities related to the programs of your department/division.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. The department instructors are actively in contact with local business community on issues related to student projects and career paths. Recently, our students conducted research on the business community position about the recent room taxes that was introduced and passed by our local legislatures.

3. Criminal Justice

Not sure if CJ has any affiliation with local business in the past. But there will be a discussion for student internships/practicum in the new revised CJ curriculum 2016-2018 catalog.

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

I am not aware if any, our rigorous program of six weeks only requires us to be in the classroom to implement the curriculum before the expiration of 6 weeks

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes through community advisory committee and Area Health Education Center (AHEC) board meetings

8. Language & Literature department

Not formally, but I was a member of the Career and College Readiness Committee through the DOE. My goal of membership on this committee was to help the DOE better prepare students for credit-bearing college courses.

9. Mathematics department

Certain times, depending on the learning activities provide by instructors to make learning more meaningful.

10. Nursing department:

Yes. The chairperson and instructors are in constant contact with LBJTMC, DOH/PH, and other ASG agencies for student activities and placement related to program or course.

11. Physical Education department:

Yes, currently we have with the local organizations.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

We have collaborated with other government agencies, the private sector, as well as with individuals and have developed a great working rapport with each of them to the point where we can rely on one another to meet the needs of our program.

15. Science department

Yes, for example, the hospital communicates their needs as does ASPA

16. Teacher Education

We constantly communicate with the local DOE and also with businesses concerning the needs of our society.

Faculty input: “We do community outreach mainly to high schools to provide information as to what we offer in our program. Another avenue is our relationship with schools, mainly the elementary schools where our students do student teaching and attend practicums. The student teachers culminating events allows us to associate and create a relationship with the school’s administrators, parents and other faculties. Recently, our dept. teamed up with the National Park Agency and our students were involved in a climate change project that afforded our students to teach lessons of awareness about Climate Change to elementary students, and also our students did a volunteer Read Aloud Project at the Feleti Barstow Library reading to the children of American Samoa. Most recently, students from various high schools visited ASCC to have a feel of what ASCC has to offer, and our students who were graduating from our BED Program spoke on what they were able to learn and achieve in our program.”

17. Trades & Technology Division

Yes:

- With the Advisory Council (consists of local business and community representatives) when an addition of a new course to the program is necessary through revision.

IS THERE AN ADVISORY COUNCIL FOR THE PROGRAM? *Response should indicate if your department currently has Advisory Council members.*

Answers (a to j) apply here to number 1.

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

We have contacts in the community on business issues but no advisory council.

3. Criminal Justice

Yes, but will be reviewed and renewed in the new catalog.

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

There used to be one, it has not been active for a long time

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes, we have one member from each the local department of health and LBJ medical center agencies for health science degree and one member from Department of Human and Social Services for the human services degree

8. Language & Literature department

Yes, however I do not know any of them personally and we do not interact with our advisory council in any way.

9. Mathematics department

Yes. Community Advisory Council: Sofai Tuatoo. DOE Math Specialist, Ms. Manuia Satele, Alumni/Accountant for ASTCA, and Ms. Anapogi Young, Alumni/Public Works Engineer.

10. Nursing department:

Yes

11. Physical Education department:

Yes there is an advisory council

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

yes

16. Teacher Education

The Advisory Council consists of members of the community. These include Ms. Milaneta Tinitali, ASDOE/ECE Director and the Director/Superintendent of Catholic Schools and ASDOE representatives.

Faculty question: "Just a comment that I was not aware that we actually have an advisory council for our program. So my question would be, "What is the function of the advisory council?" In case I am asked, I would know the answer or if this is something that faculty need not know or be concerned about?"

Response back: Need to discuss the Advisory Council in fall semester department meeting 2015. Agenda item.

17. Trades & Technology Division

Yes:

- TTD has an Advisory Council for all of its Programs

- a. **DOES THE MEMBERSHIP REPRESENT LOCAL BUSINESS AND INDUSTRY?** Response should indicate if your Academic department/divisions' Advisory Council membership is well represented with local business leaders and related industries particular to your program(s) of study.

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. **Business Department**

N/A

3. **Criminal Justice**

No comment at this time, in the process to be reviewed and renewed

4. **College Life Planning**

CLP did not submit the APR report.

5. **English Language Institute – (CAPP-English)**

The council comprised of local educators, not necessarily the business industry

6. **Fine Arts Department**

Our advisory council does not represent the business community, however, the council is represented by those in the community with the knowledge and skills in the arts.

7. **Health & Human Services:**

Yes

8. **Language & Literature department**

Yes

9. **Mathematics department**

Yes, they are well represented with government departments and they all have solid background within the content area of mathematics.

10. **Nursing department:**

Membership representatives consist of the nursing area from the medical institution and agencies, ASCC Health Science, and AHEC.

11. **Physical Education department:**

Yes, the local physical education teachers in the High Schools and a member of the

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

We currently have two advisory members on our counsel, and are working towards bringing on at least one more in the future.

15. Science department

Yes, doctors, vets, Department of Commerce etc.

16. Teacher Education

Our Academic Advisory Council includes members of the clergy, business owners, and educators. The given background of the members allows for a broader discussion on the needs of the local education department

17. Trades & Technology Division.

Yes:

- Advisory Councils are represented by local businesses representing an industry that relates to each respective program.

b. HOW OFTEN DOES THE LOCAL ADVISORY COUNCIL MEET?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

N/A

3. Criminal Justice

N/A at this time

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

It has not met for a long time.

6. Fine Arts Department

The advisory council meets once in the beginning of each semester.

7. Health & Human Services:

Has not been meeting recently due to other more pertinent responsibility

8. Language & Literature department

Never to my knowledge

9. Mathematics department

Once a semester

10. Nursing department:

Twice a year

11. Physical Education department:

Once a month during the semester

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Since I've come on board in 2007, zero times.

15. Science department

Once a year.

16. Teacher Education

The advisory council meets twice a year; before each semester.

17. Trades & Technology Division.

- When a new course is introduced to the curriculum through revision.

c. ARE MINUTES OF THE ADVISORY COUNCIL MEETINGS KEPT ON FILE?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

N/A

3. Criminal Justice

N/A

4. College Life Planning

CLP did not submit the APR report.

5. **English Language Institute – (CAPP-English)**
Perhaps with their previous chair

6. **Fine Arts Department**

Yes

7. **Health & Human Services:**
N/A

8. **Language & Literature department**
No

9. **Mathematics department**

Yes

10. **Nursing department:**
Yes

11. **Physical Education department:**
No

12. **Reserve Officer Training Corps**

ROTC did not submit the APR report.

13. **Samoan Studies Institute**

SSI did not submit the APR report.

14. **Social Science**
N/A

15. **Science department**
Needs to be revisited

16. **Teacher Education**
Yes, minutes are kept of the meeting.

17. Trades & Technology Division.

Yes

- Last major revisions was back in 2008
- Recent revisions were more of restructuring COC, COP with the addition of AS degrees using the same courses.

d. IN WHAT WAYS HAS THE COMMITTEE HELPED TO PLAN, DEVELOP, AND EVALUATE AND PROMOTE THE PROGRAM? RESPONSE SHOULD INDICATE THE COMMITTEE'S INVOLVEMENT PLANNING, DEVELOPING, EVALUATING, AND PROMOTING THE DEPARTMENT'S ACADEMIC PROGRAM(S).

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

N/A

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

I have no knowledge of this

6. Fine Arts Department

No Comment

7. Health & Human Services:

N/A

8. Language & Literature department

Advisory council has not helped our department in any way.

9. Mathematics department

Carefully reviewed the mission to make sure it aligned with each math course, course objectives aligned with each course description, and the outcomes.

10. Nursing department:

The members do not attend the meetings due to other obligations. The meeting called on June 2014 consisted of the nursing chairperson and AHEC manager.

11. Physical Education department:

What has been done was to try to implement a certificate program at the college so as to have those students assist the high schools and elementary with their physical education programs.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Not Applicable

15. Science department

.

16. Teacher Education

17. Trades & Technology Division.

- e. **HOW HAS THE LOCAL ADVISORY COUNCIL ASSISTED THE PROGRAM?** *Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

15. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

16. Business Department

Not Applicable

17. Criminal Justice

No Comment

18. College Life Planning

CLP did not submit the APR report.

19. English Language Institute – (CAPP-English)

I have no knowledge of this.

20. Fine Arts Department

No Comment

21. Health & Human Services:

Not Applicable

22. Language & Literature department

No Assistance

23. Mathematics department

The advisory council is very supportive in terms of providing the necessary assistance that is requested by department faculties,

24. Nursing department:

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.

25. Physical Education department:

Currently the Dept. of Education focus is in academics and no on physical education

26. Reserve Officer Training Corps

ROTC did not submit the APR report.

27. Samoan Studies Institute

SSI did not submit the APR report.

28. Social Science

Not Applicable

29. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited.

30. Teacher Education

Yes, the council at the onset of the B.Ed. Program provided guidance for the program and specific community needs.

31. Trades & Technology Division.

- By advising on courses that are relevant to the program

- Expected outcomes from a graduate when entering the workforce.

f. **WHAT PROGRAM IMPROVEMENTS HAS THE COUNCIL RECOMMENDED?** *Response should indicate recommendations that were made by your advisory council leading to program improvements.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

14. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

15. Business Department

No Comment

16. Criminal Justice

No Comment

17. College Life Planning

CLP did not submit the APR report.

18. English Language Institute – (CAPP-English)

I have no knowledge of this.

19. Fine Arts Department

No Comment

20. Health & Human Services:

Not Applicable

21. Language & Literature department

None

22. Mathematics department

They carefully reviewed the mission, course description, course objective, course rationale, program learning outcomes, and course learning outcomes for all mathematics courses that are currently offered.

23. Nursing department:

The LBJ and PH nursing representatives provide feedback from information submitted about the program and schedule of student placement in their area which helps in accommodating students and agency needs.

24. Physical Education department:

None

25. Reserve Officer Training Corps

ROTC did not submit the APR report.

26. Samoan Studies Institute

SSI did not submit the APR report.

27. Social Science

Not Applicable

28. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited

29. Teacher Education

Strengthen community communications with ASDOE. This helped the TED administration to begin dialogue with ASDOE and to work on improving communication with ASDOE. As a result, more meetings have taken place between different divisions of ASDOE, for example, Teacher Quality. TED has been able to have several meetings with their administration and work on improving course

offerings for teachers, strengthening outreach program to the high schools and providing stronger academic advising for teachers.

30. Trades & Technology Division.

Revision where necessary.

- g. **IN WHAT WAYS HAVE THE INSTRUCTORS AND ADMINISTRATION ACTED ON THESE SUGGESTED IMPROVEMENTS?** *Response should indicate recommendation that were made by your advisory council leading to program improvements.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

15. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

16. Business Department

Not Applicable

17. Criminal Justice

No Comment

18. College Life Planning

CLP did not submit the APR report.

19. English Language Institute – (CAPP-English)

Not Applicable

20. Fine Arts Department

No Comment

21. Health & Human Services:

Not Applicable

22. Language & Literature department

Not Applicable

23. Mathematics department

Whatever recommendations and suggestions that provided by the Advisory Council we discussed those issues among each mathematics instructor during our department meeting and decided which issues suggested improvements for our program.

24. Nursing department:

The clinical schedule is changed according to request from various agencies and does not require administration's recommendation or/and approval.

25. Physical Education department:

None

26. Reserve Officer Training Corps

ROTC did not submit the APR report.

27. Samoan Studies Institute

SSI did not submit the APR report.

28. Social Science

Not Applicable

29. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited

30. Teacher Education

TED administration has worked hard to maintain strong communication with ASDOE. As a result, better scheduling and advising is conducted for in-service teachers regarding their academic program, certification courses and other needs of teachers.

31. Trades & Technology Division.

Utilizations of suggestions and recommendations in the curriculum for each program regarding expected outcomes a graduate should have when entering the workforce.

h. TO WHOM DOES THE ADVISORY COUNCIL REPORT ITS FINDINGS? PRESIDENT, VP, CHAIRPERSON, INSTRUCTORS? *Response should indicate whom the advisory council directly reports its findings to.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

14. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

15. Business Department

Not applicable

16. Criminal Justice

No Comment

17. College Life Planning

CLP did not submit the APR report.

18. English Language Institute – (CAPP-English)

Not applicable

19. Fine Arts Department

Fine Arts chairperson and instructors.

20. Health & Human Services:

Chairperson and then curriculum committee and Dean of Academic Affairs

21. Language & Literature department

Not applicable

22. Mathematics department

Chairperson. Then the findings will be forwarded to Dean of Academic Affairs, Associate Dean, and Math Instructors.

23. Nursing department:

It will depend on what the report is, so far none has been submitted.

24. Physical Education department:

25. Reserve Officer Training Corps

ROTC did not submit the APR report.

26. Samoan Studies Institute

SSI did not submit the APR report.

27. Social Science

Not Applicable

28. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited

29. Teacher Education

They report to the Dean of Teacher Education. The Dean of Teacher Education is to send all reports to the Office of Academic Affairs after each semester meeting.

30. Trades & Technology Division.

- To the instructor who is responsible for a respective program
- From the instructor to the Chairperson
- From the Chairperson to the Dean of TTD

- i. **IS THERE AN ADVISORY COUNCIL HANDBOOK DETAILING GUIDELINES AVAILABLE TO INSTRUCTORS AND ADVISORY COUNCIL MEMBERS?**

SUMMARY OF FINDINGS:

SELF-EVALUATION:

14. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

15. Business Department

No

16. Criminal Justice

No Comment

17. College Life Planning

CLP did not submit the APR report.

18. English Language Institute – (CAPP-English)

Not Applicable

19. Fine Arts Department

No

20. Health & Human Services:

Yes

21. Language & Literature department

I do not know.

22. Mathematics department

Yes. The ASCC handbook consist of detailing guidelines.

23. Nursing department:

No. The members are listed in students' handbook and nursing section of the catalog.

24. Physical Education department:

Unknown

25. Reserve Officer Training Corps

ROTC did not submit the APR report.

26. Samoan Studies Institute

SSI did not submit the APR report.

27. Social Science

Not Sure

28. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited

29. Teacher Education

Yes, there is an Advisory Council Handbook. Faculty will be provided copy of handbook in the fall semester 2015.

30. Trades & Technology Division.

Yes

- Community Advisory Council Handbook (available on ASCC website)

j. IS THERE ADVISORY COUNCIL PROVIDED RELATED PROGRAM INFORMATION TO HELP THEM ASSIST WITH PROGRAM RECOMMENDATIONS? *Response should indicate if the department provides the advisory council with all related information that helps them with program recommendations. Explain what kind of information your department/division has*

provided the council.

SUMMARY OF FINDINGS:

SELF-EVALUATION:

13. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

14. Business Department

No Comment

15. Criminal Justice

No Comment

16. College Life Planning

CLP did not submit the APR report.

17. English Language Institute – (CAPP-English)

18. Fine Arts Department

No Comment

19. Health & Human Services:

20. Language & Literature department

21. Mathematics department

Yes. We provided them with the following related information that helps them with programs recommendations:

Course Syllabi: details information about the course

Handbook: guidelines and policies adhered in the institution.

Catalog: Information about the program.

22. Nursing department:

They are provided with new changes each catalog.

23. Physical Education department:

Unknown

24. Reserve Officer Training Corps

ROTC did not submit the APR report.

25. Samoan Studies Institute

SSI did not submit the APR report.

26. Social Science

Not Sure

27. Science department

None to my knowledge but may have provided insight into the health profession. This also needs to be revisited

28. Teacher Education

Yes, advisory council members are given all information brochures, the ASBEP Catalog, the ASCC Catalog and all other relevant information on the Teacher Education Program.

29. Trades & Technology Division.

- Presentation of a new curriculum or revision(s) to an existing curriculum and any evidence that is available to support changes proposed.

2. ARE INSTITUTIONAL MANUALS OR HANDBOOKS AVAILABLE TO ALL FACULTY? Please specify by name and accessibility (*i.e. Policy / Personnel Manual, Governance Manual, Faculty Handbook, Student Handbook*)

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

The current catalog is the only available handbook available in our department.

3. Criminal Justice

Yes on the website

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes, catalogs and everything else are on line

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes, through compliance assist on the college website

8. Language & Literature department

The only manuals that I know are available are the Policy/Personnel Manual, Faculty Handbook, and Student Handbook. I have never seen the Governance Manual.

9. Mathematics department

Yes. Institutional Manuals:

Policy/Personnel Manual, Governance Manual. Faculty Handbook, Student Handbook.

10. Nursing department:

Yes. Faculty handbook, policy manual, and student handbook.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

Yes

16. Teacher Education

The following are available to all faculty: Personnel Manual, Governance Manual, Employment Handbook, Faculty Classification Handbook, Student Handbook) (and the Advisory Council Handbook)

17. Trades & Technology Division.

Yes:

- Policy Manual (available on ASCC Website)
- Personnel Manual (available on ASCC Website)
- Employee Handbook (available on ASCC Website)
- Faculty Handbook (available on ASCC Website)
- Student Handbook (available on ASCC Website)
- Community Advisory Council Handbook (available on ASCC website)
- Bind Hard Copies available at Admin Asst Office For some manuals

3. IS THERE ADEQUATE COMMUNICATION FROM SUPERVISORS AND OTHER DIVISIONS/DEPARTMENTS, INCLUDING SHARING OF PERTINENT DATA, REPORTS, AND SURVEYS AND NEEDS ASSESSMENTS?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes we share data during curriculum meetings or other pertinent meetings initiated by IE office

6. Fine Arts Department

Yes

7. Health & Human Services:

Most request are either through IE office or the admission/registrar's office

8. Language & Literature department

Not as much as should be. For example, I do not even know my department budget, so how can I know whether or not we have funds to attend workshops, etc.? Very little transparency.

9. Mathematics department

Yes. By the ending of each semester, all departments are required to submit inventories, assessment of data, and surveys for accreditation purposes.

10. Nursing department:

Yes. Other divisions/departments communicate by phone call or email messages to request assistance with reports or surveys or data.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

Yes. Curriculum committee, then to respective Department chairs, who sit on that committee, disseminate the information to their respective departmental faculty and support personnel.

16. Teacher Education

Yes, transparency has been the new word within our department and institution.

17. Trades & Technology Division.

Yes

4. IS ADEQUATE IN-SERVICE OR LOCAL TRAINING PROVIDED?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

I think so.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

I only know of Teacher Orientation before instructions each semester

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department

In a general sense, but not content-area specific.

9. Mathematics department

Yes, if whatever services are needed.

10. Nursing department:

Local training is not available for professional nursing.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Somewhat

15. Science department

Local training tends to be limited to assessment but some training on the technology available has been provided.

16. Teacher Education

Yes.

17. Trades & Technology Division.

Yes

- Assessment Workshops etc.
- HR Training

5. WHAT OPPORTUNITIES ARE PROVIDED FOR OFF-ISLAND PROFESSIONAL DEVELOPMENT?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Not applicable.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Rare to None

6. Fine Arts Department

No Comment

7. Health & Human Services:

Mainly on assessment training but rarely on content and is due to availability of funds

8. Language & Literature department

None that I know of.

9. Mathematics department

Three of our own instructors including the chairperson participated for off-island professional development in regards to WASC.

10. Nursing department:

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, and professional development.

Fulltime faculty is a certified nurse midwife and requires annual recertification to maintain licensing in the area.

11. Physical Education department:

When available

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Not very many

15. Science department

assessment

16. Teacher Education

Faculty are encouraged to attend conferences that help improve their knowledge on related fields. There have been a lot of participation in Assessment conferences as well as WASC.

17. Trades & Technology Division.

None

- TTD has never afforded an off island training for program instructors since I believe 2009

6. DO EMPLOYEES HAVE THE OPPORTUNITY TO VISIT OTHER POST-SECONDARY INSTITUTIONS? *Response should indicate local and non-local MOU's, Articulation Agreements...*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Not applicable.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Not our Program

6. Fine Arts Department

No

7. Health & Human Services:

Several MOU articulations were renewal by Associate Dean of the Academic Affair last year.

8. Language & Literature department

Not to my knowledge.

9. Mathematics department

Yes. If they are invited to be part of whatever activities related to the area of mathematics.

10. Nursing department:

Yes. Nursing faculty had visited a number of institutions; OHSU, USD, Guam University, UHM. Articulation had been successful with a MOU contract signed with the University of Maine at Fort Kent (UMFK) for the BSN online program for RNs and UHM for continuous Transcultural Simulation training for RN students.

11. Physical Education department:

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

No

15. Science department

Not in the science department

16. Teacher Education

Whenever opportunities are available, these visits occur.

17. Trades & Technology Division.

Yes

- During recruitments

7. DOES THE ADMINISTRATION SUPPORT PROFESSIONAL DEVELOPMENT ACTIVITIES TRAINING FOR YOUR DEPARTMENT / DIVISION?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Not applicable.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Hadn't done any for a long time

6. Fine Arts Department

The administration allows us to attend professional development trainings for our department, but they don't offer financial assistance.

7. Health & Human Services:

Yes, but it all depends on availability of local fund

8. Language & Literature department

If it is in the budget and does not interfere too much with teaching schedules.

9. Mathematics department

Yes. Mostly every semester the administration offered professional development activities for each department.

10. Nursing department:

Off-island activities are not supported.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

No

15. Science department

yes.

16. Teacher Education

Yes, the administration has been very supportive.

17. Trades & Technology Division.

- Professional development pertaining to trades program are not currently made available to TTD faculty

8. ARE DEPARTMENT / DIVISION MEETINGS HELD REGULARLY?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Absolutely, every month

6. Fine Arts Department

Yes

7. Health & Human Services:

NA pending recruitment of a second faculty member

8. Language & Literature department

Yes, monthly.

9. Mathematics department

Department meeting held once a month.

10. Nursing department:

Yes.

11. Physical Education department:

Yes.

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes; monthly

15. Science department

Monthly (first Tuesday)

16. Teacher Education

Yes, our department meets once a month. However, we have been meeting mostly every Friday this semester because we had some courses to develop and design curriculum matrices for; namely the ECE courses.

17. Trades & Technology Division.

Yes

9. ARE THERE MINUTES OF THESE MEETINGS WITH A SIGN IN SHEET FOR ATTENDANCE?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes

6. Fine Arts Department

Yes

7. Health & Human Services:

N/A

8. Language & Literature department

Yes

9. Mathematics department

The data of minutes and attendance are documented and forwarded electronic copies to Dean and Associate Dean.

10. Nursing department:

Minutes include names of attendees.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes; monthly

15. Science department

Minutes yes, sign in sheet not utilized.

16. Teacher Education

Yes, minutes and sign-in sheets are kept. These minutes and sign in sheets are forwarded to the Associate Dean of AA. The Dean of Teacher Education submits a bi weekly report listing all meetings. Minutes are uploaded on Compliance Assist by the Dean of Teacher Education.

17. Trades & Technology Division.

Yes

10. ARE GUIDELINES FOR PROCEDURES AND RELEVANT INFORMATION PRESENTED IN A TIMELY AND CONSISTENT MANNER?

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Most of the times.

3. Criminal Justice

No comment .

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes they are

6. Fine Arts Department

Yes

7. Health & Human Services:

N/A

8. Language & Literature department

Yes.

9. Mathematics department

Yes. It all depending on certain guidelines and procedures.

10. Nursing department:

Yes, if request is given early before the due date and time.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes

15. Science department

Yes

16. Teacher Education

We try and update our faculty with what is happening in the institution and the department. TED has an SOP Manual that all faculty shared input. The SOP Manual was reviewed at department meetings during the fall semester. Each faculty has a copy of the TED SOP Manual.

17. Trades & Technology Division.

Yes

H. JOB PLACING AND/OR TRACKING

- 1. IS PLACEMENT DATA COLLECTED ON A CONTINUING BASIS, READILY AVAILABLE TO INSTRUCTOR, AND USED IN PROGRAM PLANNING AND EVALUATION?** *Response should indicate if data relating to job placement is collected on a regular basis and your department for planning and evaluating your programs uses such data.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. Course assessment is now established and being provided to instructors. Data for job placement – not applicable.

3. Criminal Justice

No comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Absolutely, we know which high schools are contributing the most to our developmental program through this data

6. Fine Arts Department

No

7. Health & Human Services:

Yes

8. Language & Literature department

n/a

9. Mathematics department

Yes, data relating to job placement is collected on a regular basis and these data are readily available to instructor, and use in program planning and evaluation.

10. Nursing department:

Data of graduates passing the NCLEX and job placement are collected on a regular basis. It is used to evaluate each program if changes are needed to improve course content or the NCLEX pass rate.

11. Physical Education department:

Unknown

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

No

15. Science department

unknown

16. Teacher Education

The ST Field Mentor keeps informal tracking of graduates who eventually become employed by ASDOE. 100% of B.Ed. graduates are employed by ASDOE. This is accounted for by the TED Alumni Survey. It is collected at the end of each academic year.

17. Trades & Technology Division.

Yes

- **It is collected by some instructors for tracking of their former students**

2. IS EMPLOYER SATISFACTION DATA COLLECTED ON A CONTINUING BASIS, READILY AVAILABLE TO INSTRUCTORS, AND USED IN PROGRAM PLANNING AND EVALUATION? *Response should indicate if your academic department has collected an employer satisfaction survey on a continuous basis and if the data were made available to your instructor for planning and evaluation.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

I do not remember if such a survey was ever conducted. To the best of my

recollection, the data collected was not made available to the department.

3. Criminal Justice

No comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Never

6. Fine Arts Department

No

7. Health & Human Services:

No, but clinical evaluations were given to each practicum student supervisor at LBJ medical center or DOH for analysis before student graduate from the health science degree

8. Language & Literature department

n/a

9. Mathematics department

Yes. This is the part of students evaluation process and from that package there is a form that filled in by each instructor to provide feedback in terms of planning and evaluation of each math course.

10. Nursing department:

There is no written survey of the employer's satisfaction but of verbal. Verbal data are discussed and changes made as necessary.

11. Physical Education department:

unknown

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

no

15. Science department

unknown

16. Teacher Education

TED recently designed an Employer Satisfaction survey that will be given out at the end of spring semester 2015. The data will be analyzed and shared with faculty at the fall semester 2015 meeting of department.

17. Trades & Technology Division.

No

3. IS THERE A MECHANISM IN PLACE TO RECEIVE FEEDBACK FROM FOUR YEAR INSTITUTIONS ON TRANSFER STUDENTS. *Response should indicate if there is a process currently in place obtaining information from four-year colleges of past ASCC student transferred to those institutions.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Not applicable.

3. Criminal Justice

Not aware for this program

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

If there is, which I am sure there should be from the Admissions office, we are not privy to that

6. Fine Arts Department

No

7. Health & Human Services:

No or I am not aware of

8. Language & Literature department

n/a

9. Mathematics department

There is a form available at Registrar Office consist of information in regard to equivalent courses from a four year institutions to ASCC. I am not quite sure if there is a mechanism in place to receive feedback from four year institutions on transfer students.

10. Nursing department:

Not that I know of

11. Physical Education department:

yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

no

15. Science department

unknown

16. Teacher Education

n/a

17. Trades & Technology Division.

Not that I know of

4. CAN THE PROGRAM JUSTIFY NON-DEGREE STUDENT PLACEMENT?

Response should indicate how your academic program can justify those students non-degree seeking student placement in your program.

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. If a non-degree student wants to learn about the accounting payroll system, he or she can just register for that course and attend the class. Upon completion of the course, the student can go out in the real world and work in any area of the payroll system. A certificate of course completion would be issued for the fact. This situation had not become a reality yet in the department; but it can be done.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)
Yes it can

6. Fine Arts Department

No

7. Health & Human Services:
n/a

8. Language & Literature department
n/a

9. Mathematics department
None (no program available)

10. Nursing department:
Yes. For the COC and COP.

11. Physical Education department:
Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science
No

15. Science department
unknown

16. Teacher Education

Our program provides courses to in-service teachers who are taking courses for DOE Certification Requirements and many are non-degree seeking. But the end goal is for all

teachers by 2018 will either be in the pipeline for a degree program and or have earned their degree by the designated deadline.

17. Trades & Technology Division.

Yes

- Certificate of Proficiency allows the student to enter the workforce at an earlier timeframe versus a degree program

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.

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

A Certified Public Accountant License is issued if the student passed the four-part accounting examination that is administered by every state in the union. To be eligible to take the exam, one of the new requirements is the completion of a certain amount of credit hours in accounting. Detailed instructions about the examination can be found at: www.aicpa.org.

3. Criminal Justice

No

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

No it does not

6. Fine Arts Department

No

7. Health & Human Services:

no

8. Language & Literature department

n/a

9. Mathematics department

None (no program available)

10. Nursing department:

Yes. The COC's nurse aide program has the national nurse aide written and skill's test for certification that requires faxing of all paperwork to and from the Pearsonvue testing center on the mainland. All tests and final scores are kept confidential.

The nursing department chairperson completes the following for the PN and ASN graduates.

- Verify the COP and ASN completion for each graduate
- Assist each graduate to complete the ASHSRB program verification form and NCLEX application form to take the test at the Pago Plaza Pearsonvue testing center.
- Assist the Practical and Registered Nursing graduate to complete the NCLEX application online for the National Council Licensure Examination for the PN and RN. Each test cost \$200 for the national and \$50 for the local ASHSRB for a total of \$250.
- The graduate will receive confirmation of their authorization to test (ATT) number by email and schedule date of test online with the ATT number.

11. Physical Education department:

No

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

No

15. Science department

No

16. Teacher Education

Yes, B.Ed. students and or AA students must sit the PRAXIS test before graduation from the Program.

Need data here:

17. Trades & Technology Division.

Yes:

- ABR & AUTO: ASE Student Certification (National Institute for Automobile Service Excellence)
- This certification allows a student to demonstrate their knowledge proficiency to prospective employers for consideration.
- A student would register and pay a fee per academic year to sit the test(s) online at an approved testing

I. FACULTY / STUDENT EVALUATIONS

1. ARE FACULTY PERFORMANCE EVALUATIONS CONDUCTED ON A REGULAR BASIS? *Response should indicate if student evaluate faculties on a regular basis, include when evaluations are done.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Instructor and course evaluation is given to students to complete before the end of each semester. However, none was given in S2015. Job performance evaluation is given out during fall semester.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes, our faculties were evaluated this past semester, I plan to do this every session

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes, the instructor are evaluated annually (faculty performance evaluation) and the course evaluation is done every semester about the course and its instructor

8. Language & Literature department

Students do not ever evaluate faculty; they only evaluate the course.

9. Mathematics department

Yes. Towards the ending of each semester, students enrolled are required to fill in the evaluation form for their teachers.

10. Nursing department:

Evaluation of faculty and adjunct performance is done by the chairperson. Students have not evaluated the faculty since forms had not been received from IA.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes; at the end of each semester.

15. Science department

Yes, Each end of semester

16. Teacher Education

Yes, faculty evaluations are conducted each year by the Dean of Teacher Education. A mid term evaluation is also conducted by the Dean of Teacher Education. Informal one to one meetings are also held with faculty and the Dean of Teacher Education.

17. Trades & Technology Division.

Yes

2. ARE THE COOPERATIVE LINKAGES WITH OTHER PROGRAMS/DEPARTMENTS, EMPLOYMENT SERVICES, OR VOCATIONAL TRAINING PROGRAMS RELEVANT TO STUDENTS? *Response should indicate how your program is linked to other academic departments' programs, government/private sector agencies and/or other vocational training programs.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Yes. One example is the link of our department with the local government income tax office during every spring semester. A tax office representative orientates our business students on the tax process. Upon the completion, the students go to the tax office to help the public on filing their tax forms. On the other hand, students majoring in other programs had enrolled in our business courses, such as accounting, ethics, and business communication.

3. Criminal Justice

No Comment

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Yes, highly relevant

6. Fine Arts Department

No

7. Health & Human Services:

Our HEA 150 Introduction to Health Science is a GEO course for all students at ASCC while many other health course are pre-requisite to other major students such as nursing program requirement

8. Language & Literature department

n/a

9. Mathematics department

Mathematics courses are linked to other academic departments programs, such as trades. Students are required to take math 155-vocational technical maths-students will learn more about conversions.

10. Nursing department:

Yes. A student nurse is required to complete courses in English, math, science, social science, health science and other departments because of their pre-requisites or admission

requirements. The Nursing department is linked to LBJTMC and DOH/PH because of training as well as employment opportunity.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes. Students are placed in various departments/divisions as work-study (non-pell), they serve as volunteers through service learning at various government agencies or private entities where they are able to gain knowledge and skill that enable them to gain working experience, etc. These opportunities help students to gain not only knowledge, but also life and job skills as they move forward in their education.

15. Science department

Yes, a science background is required by many degree programs such as nursing, marine science, and trades and technology to name a few

16. Teacher Education

Yes, TED is closely linked to ASDOE. 99% of TED graduates are hired after graduation as classroom teachers.

17. Trades & Technology Division.

Yes

- TTD is a member of the Association for Career and Technical Education (ACTE)

3. DO INSTRUCTORS VIEW ASSESSMENT AS AN INTEGRAL AND NECESSARY PART OF INSTRUCTION? *Response should indicate if your department faculties view assessment as an integral and necessary part of instruction.*

SUMMARY OF FINDINGS:

SELF-EVALUATION:

1. Agriculture , Community & Natural Resources

ACNR did not submit the APR report

2. Business Department

Personally, this issue was a challenge when it was first introduced to me. However, after being trained on the process, I can see the necessity of the assessment.

3. Criminal Justice

Yes

4. College Life Planning

CLP did not submit the APR report.

5. English Language Institute – (CAPP-English)

Absolutely, this is a major component of our meetings

6. Fine Arts Department

Yes

7. Health & Human Services:

Yes

8. Language & Literature department

yes

9. Mathematics department

Each instructor will receive a copy of his or her results from students evaluation form.

10. Nursing department:

Yes. It is necessary to assess the course content, curriculum, student's performance and the outcome of the NCLEX pass-rate.

11. Physical Education department:

Yes

12. Reserve Officer Training Corps

ROTC did not submit the APR report.

13. Samoan Studies Institute

SSI did not submit the APR report.

14. Social Science

Yes. It is our belief that assessment is very crucial to the institution's mission and vision, and helps to guide our teaching (methodologies, strategies and pedagogies) which help us to identify our strengths and weaknesses, and ultimately enables us to make changes where changes are needed, based on assessment.

15. Science department

Yes, assessment is necessary for the proper placement and advancement of students in science fields.

16. Teacher Education

Yes. Everyone is involved in assessment. We meet about 3 times on assessment every month.

17. Trades & Technology Division

Yes

PROGRAM OPERATIONS

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.

MISSION

Academic Department/ Division	Dean/Director	MISSION	Do you know the mission of your division?	Did you participate in the development of the mission of your division?	How does the mission of your division support the College's mission?
1. ACNR					
2. BUS	L.MOANANU	?	Yes	No	The division is tasked to provide life to the body of quality education elements - curriculum, instructors, academic services, resources, just to name a few, to support the college's mission.
3. CJ	L.MOANANU	ASCC 2014-2016 Catalog	Yes	No	CJ PLO aligned to DLO and the Academic Affairs DLO is aligned to the ILO and ASCC Mission.
4. CLP					
5. ELI	L.MOANANU	As the learning outcome centered division, the Academic Affairs Division is in alignment with the ASCC Catalog to provide the highest levels of quality academic services for students through on going analysis, assessment, and improvement of instructional programs and personnel	Yes	Yes	It is centered on students.
6. FAD	L.MOANANU	No Comment	Yes	Yes	No Comment
7. HHS	L.MOANANU	No Comment	Is the academic affair mission the same as college mission?	Is the academic affair mission the same as college mission?	Our departmental mission support college mission in providing our student jobs, transferability
8. LANG & LIT	L.MOANANU	No Comment	Yes.	No.	Direct relation to the Mission statement of ASCC.
9. MAT	L.MOANANU	No Comment	No Comment	No Comment	No Comment

10. NUR	L.MOANANU		Nursing Department - Yes	Yes	Cultural, employment and transferability.
11. PED	L.MOANANU		yes	yes	It is linked to the institutional learning outcomes which will enable the students to be well rounded
12. ROTC	L.MOANANU				
13. SAM	L.MOANANU				
14. SCI	L.MOANANU	No Comment	No Comment	No Comment	No Comment
15. SOC SCI	L.MOANANU	As the learning outcome centered-division, the Academic Affairs Division is in alignment with the ASCC Catalog to provide the highest level of quality academic services for students through on-going analysis, assessment, and improvement of instructional programs and personnel.	Yes	Yes	As a department under the Academic Affairs Division, we strive to give our students the best knowledge possible that will enable them to make good life choices in the present, as well as for the future.
16. TED	LINA SCANLAN		Yes.	Yes.	Our mission supports the college's mission in its service to provide for the job market and to ensure that quality education is provided for in the area of teaching.
17. TTD	MICHAEL LEAU	The mission of TTD is three fold: <input type="checkbox"/> Prepare students for entry level employment; <input type="checkbox"/> Prepare incumbent workers to receive certification and professional licensures; and, <input type="checkbox"/> Prepare students to transfer to other higher institutes of learning outside of American Samoa	Yes	No	Alignment to College Mission Statement: <ul style="list-style-type: none"> • Transfer to institution of higher learning • Successful Entry into the workforce

GOALS:			
Academic Department/Division	Do you know the DLO of your division? <i>(Division learning Outcomes)</i>	Did you participate in the development of the DLO of your division? <i>(Division learning Outcomes)</i>	Are you directly involved in the implementation of the outcomes of your department/division?
1. ACNR			
2. BUS	Yes	No	yes
3. CJ	Yes	No	Yes
4. CLP			
5. ELI	Yes, there are 5	Yes	Yes
6. FAD	Yes	No	Yes

7. HHS	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)
8. LANG & LIT	Yes	No	In my role as Department chairperson.
9. MAT	No comment	No comment	No comment
10. NUR	Is this the nursing program learning outcome? Yes	Yes	yes
11. PED	Yes	Yes	yes
12. ROTC			
13. SAM			
14. SCI	No comment	No comment	No comment
15. SOC SCI	Yes.	Yes.	Yes.
16. TED	Yes.	Yes.	Yes.
17. TTD	No. PLO are TTD DLO	No	Yes, for PLO's and CLO's

PROCESS:

Academic Department/ Division	How many departments are within your division?	What is the function of each department in the division?	How does each department of the division support the division's mission?	Are you involved in the budget planning of your department or division? If yes, please explain.
1. ACNR				
2. BUS	9	Implement the division mission which fulfills the college's mission.	Implement its own mission requirements.	Yes By completion the Academic Program Review questionnaire.
3. CJ	1	N/A	N/A	N/A
4. CLP				
5. ELI	12	To uphold our Mission	Cater to students learning needs	No
6. FAD	No Comment	No Comment	No Comment	No Comment
7. HHS	17 departments under Academic Affairs	Instructional	Each academic department contribute to the overall academic affair division which drive the academic mission of the college	No
8. LANG & LIT	N/A	N/A	N/A	No
9. MAT	No comment	No comment	No comment	No comment

10. NUR	No comment	No comment	No comment	No
11. PED	2	Instruction and interscholastic or athletic competition	Both in acquiring a degree and continued participation off island	Yes, we submit a budget which is needed to provide adequate equipment for the courses
12. ROTC				
13. SAM				
14. SCI	No comment	No comment	No comment	No comment
15. SOC SCI	12	To ensure that the college's mission is met, to ensure that students are successful in meeting the PLOs, CLOs, and in the end students are successful in assessment.	All academic departments have one goal, and that is to ensure that our students receive the best quality education filled with experiences that are relevant to their lives and will make them productive citizens of American Samoa or where-ever they may choose to live.	No
16. TED		We provide instruction for the AA and B.Ed. Program of the College.	Yes	yes
17. TTD	11 Programs	To provide instructions for each respective program	By providing instructions for each program that fulfills the mission statement	Yes: As a chairperson

OBJECTIVES:

Academic Department/Division	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?
1. ACNR			
2. BUS			
3. CJ	No Comment	No Comment	No Comment
4. CLP			
5. ELI			
6. FAD	Yes	No	No
7. HHS			
8. LANG & LIT			
9. MAT			

10. NUR			
11. PED			
12. ROTC			
13. SAM			
14. SCI			
15. SOC SCI			
16. TED			
17. TTD			

JOB DESCRIPTIONS						
Academic Department/Division	Number of years in this current position	How many years have you worked for ASCC?	AT ASCC ONLY: Less than 1, 5, 10, 15, 20, 25, 36 years	Do you know your current job description?	Do most of your duties fall within your job description? If no, explain.	What role do you play in supporting student learning?
1. ACNR						
2. BUS	1 ½	11	Less than 15	Yes	yes	Besides the classroom I am made myself available anytime they ask for help.
3. CJ	N/Comment	N/Comment	N/Comment	N/Comment	N/Comment	N/Comment
4. CLP						
5. ELI	2	9	Less than 10	Yes	They were different when I was hired as a teacher	I teach them reading and writing
6. FAD	10		Less than 15	Yes	Yes	Instructional and advising
7. HHS	10	15		Yes	Yes	Instruction
8. LANG & LIT	As Chairperson: 4	9	Less than 10	No	Many of my duties DO NOT fall under my original job description.	Academic Advisor
9. MAT	No Comment	No Comment	No Comment	No Comment	No Comment	No Comment
10. NUR	17	21	Less than 25	Yes	Yes	Advising, theory and clinical instructor
11. PED	19		Less than 20	Yes	Yes	Providing adequate support with

						documents and sources available to them
12. ROTC						
13. SAM						
14. SCI	No Comment	No Comment	No Comment	No Comment	No Comment	No Comment
15. SOC SCI	8		Less than 10	Yes	Yes	Following is a description of the role that I play in supporting student learning: I teach, advise, counsel, tutor, encourage, mentor, and serve as Lead Advisor for Phi Theta Kappa Alpha Epsilon Mu Chapter, serve as representative for the department in curriculum committee meetings where we discuss, dissect, and determine courses that serve the best interest of our students; basically teaching is not just about reading, writing, or arithmetic, it's also about teaching students to become critical thinkers, to voice their opinions in a constructive manner, to take leadership roles and to become responsible individuals.
16. TED	6	14	Less than 15	Yes	Yes. The Dean position holds several hats to include project director for three grants/MOU's. It encompasses both the AA and the B.Ed. Program. At times, there	<i>I am to ensure that all services and instruction are offered and are of quality for our students in our program.</i>

					can be vague lines of reporting or authority since the AA is also under the jurisdiction of the Dean of Academic Affairs. I would answer to that position as well as the Associate Dean of Academic Affairs.	
17. TTD	7	7	Less than 10	Yes	Yes	<i>Part of faculty responsibility (Faculty Performance Evaluation)</i> <ul style="list-style-type: none"> • <i>Use data collect from course taught on SLO</i> • <i>Providing instruction that aligns to content area</i> • <i>Provides student advising</i> • <i>Supportive of student activities</i> • <i>Available to students during Office Hours, ... etc.</i>

TIME ON TASK:

Academic Department/Division	Does your department/division have a flow chart?	What role/task do you have in the flow of responsibilities of your division?	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.	What is expected of you to complete at the end of the day? The week?	What prevents you from effectively performing your duties?	What other duties are you involved in that occupy your time on task?
1. ACNR						
2. BUS	Yes	I teach business classes every day	Monday, Wednesday, Friday 9:00 to 9:50; 10:00 to 10:50; 11:00 to 12:20; 3:00 to 3:50. Tuesday and Thursday – 8:00 to 9:20; 9:30 to 10:50; 11:00 to 12:20.	Complete the scheduled daily and weekly classroom tasks according to the course syllabus.	Nothing!	Attend meetings; help students during office hours; grading assignments, quizzes, tests, etc.

			Classroom teaching.			
3. CJ						
4. CLP						
5. ELI	No	We have a schedule of courses and times where each instructor fulfills his/her responsibilities	Each course is an hour and 20 minutes, each teacher teaches a total of 5 courses per semester, the other times are slated to advise students and do marking or attend meetings	My teaching load, markings, preparations for the next day, compilation of assessment results, etc	Insufficient supplies, no inks or markers, C units collapse and rooms become hot, too many holidays	Attending various meetings+
6. FAD	No Comment	No Comment	No Comment	No Comment	No Comment	No Comment
7. HHS	Not sure	Faculty	Instructional roughly 90% administrative 10%	Instruction of classes	Other committee meetings (curriculum, assessment, academic excellence subcommittee, non-Pell scholarship, AHEC board)	BUILD EXITO grant
8. LANG & LIT	N/A	N/A	N/A	Instructing classes, providing and grading assessments, keeping grading up to date, managing the department, keeping track of data.	Instructing classes, providing and grading assessments, keeping grading up to date, managing the department, keeping track of data.	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.
9. MAT	No Comment	No Comment	No Comment	No Comment	No Comment	No Comment
10. NUR	No	Assessment of programs, evaluation of faculty and students, evaluation of clinical placements and maintaining MOUs.	Completing program assessments – 6 to 8 hours Evaluation of faculty – 2 hours Evaluation of students - 8 to 10 hours, depend on # of students Clinical placements and finding clinical	Scheduled lecture and clinical, assignments, quiz & exam, grading papers	Unscheduled advising, meetings	Unscheduled meetings due to student errors at the clinical area

			faculty – 8 to 14 hours			
11. PED	No	As the chairman, is to gather and disseminate information	Depending on the scope maybe 2-4 hours	Data information on class performance	Outside disruptions	Community organizationa l programs
12. ROTC						
13. SAM						
14. SCI	No Comment	No Comment	No Comment	No Comment	No Comment	No Comment
15. SOC SCI	None that I'm aware of.	I currently serve as chairperson, I review syllabi, I serve as the curriculum representative for our department to curriculum meetings twice a month, I ensure that all faculty have supplies they need for their instructions, I lead monthly department meetings, I relate new information on GEN ED & CO and CORE assessment to my department, I review assessment of GEN ED and CO & CORE assessment, I supervise and complete hours for our work study student, I ensure that all textbook orders are submitted in a timely manner, and I engage in dialogue with my department at all levels, especially in regards to student learning outcomes.	It depends on what the task is; if I'm preparing for a class lecture/discussion, it usually takes half an hour to 45 minutes, if it's a report like this APR, it usually takes approximately 1 week to gather all the data I need to complete it; writing syllabi for my courses takes me at least two – three days; and GEN ED & CO & CORE assessment take approximately 3 days to complete.	At the end of the day it is expected that I have followed what I have stated on my syllabus; and by the end of the week I try to ensure that my students have an understanding of the CLOs stated on my syllabi, and know where and when to apply it in their daily lives.	None	I serve as the Lead Advisor for Phi Theta Kappa and we have many activities that we are involved in, all voluntary; I spend two weeks tutoring my students in how to use the APA format, using in-text citations properly, and basically how to write a proper research paper.
16. TED						
17. TTD						

OUTPUT MEASURES

Output measures are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate, retention/completion rates, and the assessment of student learning outcomes.

Mission

1. List the achievements of each DLO and/or PLO within your division.
2. What do you use to measure 'each' achievement?
3. What DLO and/or PLO 'were not' achieved within your division?
4. What impediments contributed to not achieving these department/division?
5. Identify how your achievements are connected (aligned) to:
 - a. Transfer to institutions of higher learning
 - b. Successful entry into the workforce
 - c. Research and extension in human and natural resources
 - d. Awareness of Samoa and the Pacific

Effectiveness

1. What services/programs does your division provide that affect: (must respond to all areas).
 - a. Academic/Education?
 - b. Staffing?
 - c. Technology (high or low tech)?
 - d. Facilities?
 - e. Budgeting?
 - f. Other Resources?
2. How is feedback from internal/external stakeholders used to make changes or improvements? (*e.g. Advisory Council Members*)
 - a. What other methods (*data, reports, memo's, etc.*) are used to make changes to improve your division?
 - b. Identify the changes or improvements made as a result of feedback or methods used?
 - c. How are these changes communicated to internal/external stakeholders for quality assurance?
3. How do you evaluate your services?
4. How will your division use program review results to evaluate your program or services?

Academic Department/Programs that did not complete the Output Measures on the APR:

AGRICULTURE COMMUNITY & NATURAL RESOURCES

COLLEGE LIFE PLANNING

CRIMINAL JUSTICE

MATHEMATICS DEPARTMENT

SAMOAN STUDIES INSTITUTE

RESERVE OFFICER TRAINING CORPS (ROTC)

SCIENCE

SOCIAL SCIENCE

BUSINESS DEPARTMENT

Mission

- **List the achievements of each DLO and/or PLO within your division.**
 - Well, in Fall 2014 our department has 9 graduates. 1 was employed locally; 5 continued on to universities locally and off-island; 1 joined the US Air Force; and 2 moved off-island to search for job opportunities.
 - Spring 2015 our department will have 10 graduates for tomorrow. 1 will work for the family business locally; 5 will continue on to colleges off-island and locally; 1 joined the US Army; 3 are not certain of what to do yet.
- **What do you use to measure ‘each’ achievement?**
 - Measuring is done using any one or combination of the following methods - class discussions, quizzes, tests, assignments, classwork, quality of research, presentations, and use of technology.
- **What DLO and/or PLO ‘were not’ achieved within your division?**

I think all the PLOs that were selected to be achieved for each course were achieved. The ones that were not achieve did not apply to the course. For example, PLO #6 only applies to accounting courses.
- **What impediments contributed to not achieving these department/division?**

N/A
- **Identify how your achievements are connected (aligned) to:**
 - Transfer to institutions of higher learning – F2014 = 5; S2015 = 5
 - Successful entry into the workforce - F2014 = 1; S2015 = 1
 - Research and extension in human and natural resources - N/A
 - Awareness of Samoa and the Pacific - F2014 = 9; S2015 = 10

Effectiveness

- **What services/programs does your division provide that affect: (must respond to all areas).**
 - Academic/Education? Tutoring other students; local income tax service

- Staffing? Local income tax service; tutoring other students
- Technology (high or low tech)? Accounting Data Automation Training
- Facilities? Monitoring the computer lab users.
- Budgeting? Department fund raising activities
- Other Resources? Funds from completing local companies surveys. (Blue Sky)
- **How is feedback from internal/external stakeholders used to make changes or improvements? (e.g. Advisory Council Members) –**
- If there were feedback – the information would be reviewed and discussed within the department for the best action to take. If it is beneficial to student learning and could be implemented, the department would make the appropriate decision and channel it through the proper authority for approval.
 - **What other methods (data, reports, memo's, etc.) are used to make changes to improve your division?**
 Enrollment and graduation rates, course passing rates, instructors' performances, students' attitude and performance, etc.
 - **Identify the changes or improvements made as a result of feedback or methods used?**
 Course assessments, delivery process, increase classroom hands on work, emphasis on quality reading.
 - **How are these changes communicated to internal/external stakeholders for quality assurance?**
 Reports, department meeting agendas, committee meetings.
- **How do you evaluate your services?**
 Review what was done this semester and make appropriate changes on areas that should be improved or make better for the next semester. My goal is to continue to simplify the process in a way that would make it easier for students to understand accounting. This is one of the ways to ensure they would continue to pursue advanced accounting courses at the next level of their education in order to graduate in the accounting field.

- **How will your division use program review results to evaluate your program or services?**

To improve performance in the classroom, to train instructors through more collaboration on issues, to improve staffing, to improve service from supporting employees (computers, classroom maintenance, air conditioners, etc.)

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

Name of Program: AS in Accounting; AS in Business Management; Certificate of Proficiency in Accounting and Bus. Admin						
<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>
ACC150	X	X		X	X	
ACC151	X	X		X	X	
ACC152A	X	X		X	X	
ACC210A	X	X		X	X	
ACC220	X	X		X	X	
BUS103	X	X	X	X	X	X
BUS150	X	X	X	X	X	X
BUS160	X	X		X	X	
BUS260	X	X		X	X	
ECO150A	X	X		X	X	
MGT250	X	X		X	X	
MGT255	X	X		X	X	
MKT195	X	X		X	X	
MKT212	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		BUSINESS DEPARTMENT			
<i>Courses</i>	<i>Lecture</i>	<i>Group Discussions</i>	<i>Hands on Activities</i>	<i>Guest Speakers</i>	<i>Service Learning</i>
ACC150	X	X	X		
ACC151	X	X	X		
ACC152A	X	X	X		X
ACC210A	X	X	X		

ACC220	X	X	X		X
BUS103	X	X	X		
BUS150	X	X	X		
BUS160	X	X	X		
BUS260	X	X	X		X
ECO150A	X	X	X		X
MGT250	X	X	X		X
MGT255	X	X	X		X
MKT195	X	X	X		X
MKT212	X	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		BUSINESS DEPARTMENT			
Course	Test	Exams	Homework	Rubrics	Portfolio
ACC150	X	X	X	X	X
ACC151	X	X	X	X	X
ACC152A	X	X	X	X	X
ACC210A	X	X	X	X	X
ACC220	X	X	X	X	X
BUS103	X	X	X	X	X
BUS150	X	X	X	X	X
BUS160	X	X	X	X	X
BUS260	X	X	X	X	X
ECO150A	X	X	X	X	X
MGT250	X	X	X	X	X
MGT255	X	X	X	X	X
MKT195	X	X	X	X	X
MKT212	X	X	X	X	X

Course	Special Projects (Research paper and presentation)	Others (specify) On-line Project; Local Community Project			
ACC150	X	X			
ACC151	X	X			
ACC152A	X	X			

ACC210A	X	X			
ACC220	X	X			
BUS103	X	X			
BUS150	X	X			
BUS160	X	X			
BUS260	X	X			
ECO150A	X	X			
MGT250	X	X			
MGT255	X	X			
MKT195	X	X			
MKT212	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		BUSINESS DEPARTMENT			
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify) Employment
ACC150	UH; HPU; Chaminade; others		X	X	X
ACC151	UH; HPU; Chaminade; others		X	X	X
ACC152A	UH; HPU; Chaminade; others;		X	X	X
ACC210A	UH; HPU; Chaminade; others		X	X	X
ACC220	UH; HPU; Chaminade; others		X	X	X
BUS103	UH; HPU; Chaminade; others		X	X	X
BUS150	UH; HPU; Chaminade; others e		X	X	X
BUS160	UH; HPU; Chaminade; others		X	X	X

BUS260	UH; HPU; Chaminade; others		X	X	X
ECO150A	UH; HPU; Chaminade; others		X	X	X
MGT250	UH; HPU; Chaminade; others		X	X	X
MGT255	UH; HPU; Chaminade; others		X	X	X
MKT195	UH; HPU; Chaminade; others		X	X	X
MKT212	UH; HPU; Chaminade; others		X	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		BUSINESS DEPARTMENT				
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
ACC150	X	X	X	X	X	X
ACC151			X	X	X	
ACC152A	X	X	X	X	X	
ACC210A		X	X	X	X	X
ACC220			X	X	X	
BUS103	X	X	X	X	X	X
BUS150	X	X	X	X	X	X
BUS160	X	X	X	X	X	X
BUS260		X	X	X	X	X
ECO150A	X	X	X	X	X	X
MGT250		X	X	X	X	X
MGT255		X	X	X	X	X
MKT195	X	X	X	X	X	X
MKT212		X	X	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		BUSINESS DEPARTMENT		
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
ACC150	no	BUS103; BUS150	ENG90; ENG91	MAT90
ACC151	no	ACC150		
ACC152A	no	ACC150		
ACC210A	no	ACC151		
ACC220	no	ACC152A		
BUS103	no	ENG90; ENG91	ENG90; ENG91	
BUS150	no	ENG90; ENG91	ENG90; ENG91	
BUS160	no	BUS103; ENG150		
BUS260	no	BUS103; ENG151		
ECO250A	no	BUS103; ENG151		
MGT250	no	ECO250A		
MGT255	no	MGT250		
MKT195	no	BUS103; ENG151		
MKT212	no	MKT195; MGT255		

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		BUSINESS DEPARTMENT							
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/Job Fair	Community Service	TV/ Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
ACC150	X	X	X						
ACC151	X	X	X						
ACC152A	X	X	X						
ACC210A	X	X	X						

ACC220	X	X	X						
BUS103	X	X	X						
BUS150	X	X	X						
BUS160	X	X	X						
BUS260	X	X	X						
ECO250A	X	X	X						
MGT250	X	X	X						
MGT255	X	X	X						
MKT195	X	X	X						
MKT212	x	x	x						

Table 8: Tracking Grid

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
AS – Accounting (F2014)	1 – Miranda Galo	4 – Annie Fiatoa; Siaana Lam Yuen; Irae Fuimaono; Vaosa Leifi;	0	1 US Air Force – Ella Misa	2 moved to states – May & Taulagia
AS – Business Management (F2014)	N/A	1 - Hyunok Kimsugun	N/A	N/A	N/A
AS – Accounting (S2015)	1 work for family business – Hynunok Kimsugun	2 – Lina Su’a; Sirarotoga Tagalao;	0	1 US Army as Human Resources Specialist – Josephine Yandall	3 looking for work – Irae Vine; Vaipuna O’Brien; Sonny Gogo.
AS – Business Management (F2015)	N/A	3 - Chastity Tuiolosega; Bernadine Ott; Theresa Toia	N/A	N/A	N/A

Table 9: Program Retention grid

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>
• AS – Accounting	8	8	7	7						
• AS – Bus. Mgt	1	1	3	3						
•										
•										
•										

Table 10: Program Completion grid

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>
ACC150	10	10	15	15						
ACC151	9	9	9	9						
ACC152A	10	10	7	7						
ACC210A	8	8	8	8						
ACC220	10	10	8	8						
BUS103	18	18	18	18						
BUS150	15	15	15	15						
BUS160	10	10	18	18						
BUS260	No avail	Not avail	16	16						
ECO250A	11	11	22	22						
MGT250	No avail	Not avail	10	10						
MGT255	No avail	Not avail	6	6						
MKT195	No avail	Not avail	10	10						
MKT212	No avail	Not avail	7	7						

Table 11: Course Completion grid

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
AS – Accounting	8	8	7	7								
AS – Bus. Mgt	1	1	3	3								

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

Table 12: Scheduling History

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
ACC150	10	15			
ACC151	9	9			
ACC152A	10	7			
ACC210A	8	8			
ACC220	10	8			
BUS103	No avail	18			
BUS150	No avail	15			
BUS160	10	18			
BUS260	No avail	16			
ECO250A	11	22			
MGT250	No avail	10			
MGT255	No avail	6			
MKT195	No avail	10			
MKT212	No avail	7			

ENGLISH LANGUAGE INSTITUTE-CAPP ENGLISH

Mission

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

CAPP English PLO's and CLO's

PLO's

1. PLO 1: Actively listen and engage in individual or group discussions and conversations: Eng 70, 80, & 90
2. PLO 2: Engage in conversational styles, forms and sounds of English – Eng 70, 80, & 90
3. PLO 3: Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgment in reading selections – Eng 70, 80, & 90
4. PLO 4: Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills – Eng 71, 81, & 91
5. PLO 5: Participate in active learning activities using technologies and service learning – Eng 70, 80, & 90

CLO's Aligned to PLO 1

1. Respond to requests and follow directions during group discussions and hands on activities
2. Work in groups, sharing and reporting information
3. Critically evaluate context of lectures

CLO's aligned to PLO 2

1. Discuss the different genres in reading selections
2. Speak grammatically correct sentences that show understanding of reading or writing concepts
3. Speak formally to present projects
4. Answer and ask comprehension questions

CLO's aligned to PLO 3

1. Promote ways for students to read for personal growth and lifelong learning
2. Recognize implied meaning in reading selections and make analytical judgments
3. Apply reading skills to different genres
4. Identify elements of literature in reading selections

CLO's aligned to PLO 4

1. Compose grammatically correct sentences
2. Write concise responses to inquiries
3. Write appropriate paragraph and essay introductions
4. Formulate clear, concise thesis statements
5. Apply different patterns of organizations in constructing basic essays

CLO's align to PLO 5

1. Identify main ideas and supporting details in different media

2. Effectively use Microsoft Word, Power Point, and internet research to enhance learning
3. Utilize online reading and writing tutorials
4. Appreciate community service through real life experiences

What do you use to measure 'each' achievement?

We use Rubrics

What DLO and/or PLO 'were not' achieved within your division?

Sometimes the PLO's are not achieved when students stop coming to class and earn an NP

What impediments contributed to not achieving these department/division?

Factors such as transferring to the military, teenage pregnancy, moving off island, part time jobs, etc, causes students to miss class contributing to not achieving the PLO's.

Identify how your achievements are connected (aligned) to:

- a. Transfer to institutions of higher learning
- b. Successful entry into the workforce
- c. Research and extension in human and natural resources
- d. Awareness of Samoa and the Pacific

Our achievements in the developmental level enable our students to progress to regular college level courses.

Effectiveness : All the questions below pertain to the Division, I presume this would be an appropriate section for the Dean of Academic Affairs to provide feedback.

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

- a. Academic/Education?
- b. Staffing?
- c. Technology (high or low tech)?
- d. Facilities?
- e. Budgeting?
- f. Other Resources?

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

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

Identify the changes or improvements made as a result of feedback or methods used?

How are these changes communicated to internal/external stakeholders for quality assurance?

How do you evaluate your services?

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

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

Name of Program: English Language Institute						
Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
English 70	English 70	English 70	English 70	English 70	English 70	English 70
English 71	English 71	English 71	English 71	English 71	English 71	English 71
English 80	English 80	English 80	English 80	English 80	English 80	English 80
English 81	English 81	English 81	English 81	English 81	English 81	English 81
English 90	English 90	English 90	English 90	English 90	English 90	English 90
English 91	English 91	English 91	English 91	English 91	English 91	English 91

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	English Language Institute				
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
English 70	x	x	x		x
English 71	x	x	x		x
English 80	x	x	x		x
English 81	x	x	x		x
English 90	x	x	x		x
English 91	x	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	English Language Institute
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Course	Test	Exams	Homework	Rubrics	Portfolio
English 70	x	X	X	X	
English 71	X	X	X	X	
English 80	X	X	X	X	
English 81	X	X	X	X	
English 90	X	X	X	X	
English 91	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.

Not Applicable, this is only a developmental Program

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		English Language Institute				
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
	English 70				x	
	English 71				X	
	English 80				X	
	English 81				X	
	English 90				X	
	English 91				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		English Language Institute		
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
English 70	X		X	
English 71	X		X	
English 80	X		X	

English 81	X		X	
English 90	X		X	
English 91	X		X	

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		English Language Institute							
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/Job Fair	Community Service	TV/Cable	Radio	Newspaper	Facebook	ASCC website	Twitter

We do not do recruit because almost all students coming in to college are placed in Remediation English and Math. We did however, submitted a brochure that was disseminated during Flag Day to inform the public of our Program

Table 8: Tracking Grid--Not Applicable to English CAPP

Table 9: Program Retention grid--Students transfer to take higher college level courses from our Program, they do not graduate immediately.

Table 10: Program Completion grid--This information can be obtained from the Admissions Office as enrollment changes because students drop and withdraw

Table 11: Course Completion grid--We do not offer Degrees and Certificates

Table 12: Scheduling History

We offer all English CAPP courses with multiple sessions depending on the enrollment at ASCC

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
English 70	English 70	English 70	English 70	English 70	English 70
English 71	English 71	English 71	English 71	English 71	English 71
English 80	English 80	English 80	English 80	English 80	English 80
English 81	English 81	English 81	English 81	English 81	English 81
English 90	English 90	English 90	English 90	English 90	English 90

English 91	English 91	English 91	English 91	English 91	English 91
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FINE ARTS DEPARTMENT

NOTE: Questions to the Output measures are not completed by the Fine Arts Department

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

Name of Program: FINE ARTS DEPARTMENT						
<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				
ART 160	X			X		
ART 161						
ART 165						
ART 170	X	X		X		
ART 171						
ART 172	X	X		X		
ART 180		X				
ART 299						
DNC 150						
DRA 150	X	X		X		
DRA 151	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			
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	

Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
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

Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
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			
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			

Course	Test	Exams	Homework	Rubrics	Portfolio
DRA 150		X			
DRA 151					
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			
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				
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		
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			

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		X	X	X	X	X	X	X	

Program									
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

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

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	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	Beginning of the Semester	Graduated at the End of Semester
1. Music	N/A	N/A								
2. Visual Arts	N/A	N/A								
3.										
4.										
5.										

Table 10: Program Completion grid

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	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	Priority Registration to Withdrawal Period Enrollment	End of Semester Enrollment
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

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
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
- b. Identify how many students that have completed the course each semester.

Table 12: Scheduling History

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
ART 150	X				
ART 151		X			
ART 160	X				
ART 170	X	X			
ART 172	X	X			
ART 180					
DRA 150	X	X			

DRA 151		X			
MUS 150	X	X			
MUS 160	X				
MUS 165	X	X			
MUS 170	X	X			
MUS 180	X	X			
MUS 181					
MUS 187	X	X			
SPH 153	X	X	X		

HEALTH & HUMAN SERVICES

NOTE: Department Chairperson did not answer the Output Measure questions.

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

Name of Program: HHS						
<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>
HEA 140	X	X				
HEA 150	X	X	X			
HEA 151	X	X				
HEA 152	X	X				
HEA 299	X	X				
HSV 150	X					
HSV 250		X				
PH 101	X					
PH 100		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	HHS					
	Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning (others)
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						
PH 101						
PH 100						

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		HHS			
Course	Test	Exams (others)	Homework	Rubrics	Portfolio
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					

Course	Special Projects	Others (specify)			

Course					
HSV 250					
PH 101					
PH 100					

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		HHS			
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 250	x			x	
PH 100		x			
PH 101		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		HHS				
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 250				x		
PH 100				x		
PH 101				x		

NOTE: Department Chairperson did not complete Table 6-12 for these programs.

LANGUAGE & LITERATURE DEPARTMENT

NOTE: Department Chairperson did not complete the questionnaire for the Output Measures.

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

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>
English 150		X	X		X	X
English 151		X	X		X	X
English 250	X			X		
English 251	X			X		
LIT 274	X (cancelled)			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					
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					
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	

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

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
English 150	X			
English 151	X			
English 250		X		
English 251		X		
Literature 274		X		

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.

Table 8: Tracking Grid

- No Comment

Table 9: Program Retention grid

- No Comment

Table 10: Program Completion grid

- No Comment

Table 11: Course Completion grid

- No Comment

Table 12: Scheduling History

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
English 150	X	X	X	X	X
English 151	X	X	X	X	X
English 250	X	X	X (TED)	X	X
English 251	X	X	X (TED)	X	X
Literature 274	X (cancelled due to low enrollment)			X	

NURSING DEPARTMENT

Mission

6. List the achievements of each DLO and/or PLO within your division. *NCLEX, employment*
7. What do you use to measure 'each' achievement? *NCLEX pass and employment*
8. What DLO and/or PLO 'were not' achieved within your division? *None*
9. What impediments contributed to not achieving these department/division? *N/A*
10. Identify how your achievements are connected (aligned) to:
 - a. Transfer to institutions of higher learning – *9 ASCC RN graduates with BSN from UMFK*
 - b. Successful entry into the workforce – *22 2014 graduates – 21 employed in healthcare agencies, 1 US Army Reserve*
 - c. Research and extension in human and natural resources
 - d. Awareness of Samoa and the Pacific

Effectiveness

5. What services/programs does your division provide that affect: (must respond to all areas).
 - a. Academic/Education? *Nurse Aide program, Practical Nursing & Registered Nursing Programs*
 - b. Staffing? *N/A*
 - c. Technology (high or low tech)? *High Technology*
 - d. Facilities? *M-9 and M-10 with space limitation*
 - e. Budgeting? *Funds from ASCC Nursing, CSBG, DOI, scholarship funds for nursing students from ASG DOE to fund personnel, office and medical supplies, training equipment, online testing and assessments.*
 - f. Other Resources? *NCLEX Computerized testing, online assessment testing*
6. 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? *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.*
 - b. Identify the changes or improvements made as a result of feedback or methods used? *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.*
 - c. How are these changes communicated to internal/external stakeholders for quality assurance? *Through meetings and memos.*
7. How do you evaluate your services? *Services are evaluated through student s' performance by nurses in various units and departments.*
8. How will your division use program review results to evaluate your program or services? *The program review will be used to evaluate faculty and students' performance, the NCLEX pass-rate and employment status*

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

Name of Program: Nurse aide						
<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>
NUR100,100L	X			X		
Name of Program: Practical Nursing						
NUR150, 150L		X				
NUR155		X				
NUR180, 180L				X		
NUR190, 190L					X	
PHM150	X				X	
Name of Program: Registered Nursing						
NUR150, 150L	X					
NUR205,205L	X					
NUR206		X				
NUR207, 207L		X				
NUR203, 203L				X		
NUR204, 204L				X		
NUR208, 208L					X	
NUR211, 211L					X	
PHM200		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					
<i>Courses</i>	<i>Lecture</i>	<i>Group Discussions</i>	<i>Hands on Activities</i>	<i>Guest Speakers</i>	<i>(Community Service) Learning</i>
NUR100	X	X	X		
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

Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	(Community Service) Learning
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	

Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	(Community Service) Learning
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					
Course	Computer Online Testing	Quizzes/Exams	Homework	Rubrics	Student Portfolio (Program)
NUR100 (COC)		X	X	X	X
NUR100L		X	X	X	X
PHM150 (COC)	X	X	X	X	X
PHM200 (ASN)	X	X	X	X	X

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

Course							
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

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

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

Courses	Colleges/ Universities	Vocational/Tec hnical Institutions	Professional Development	Certifications	Professional RN License
NUR150,150L	X			IV Certification	X
NUR203,203L	X				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						
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				
Courses	Open Enrollment	Special Entrance (Pre- Req)	Remedial English	Remedial Math
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	

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: NURSING									
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/Job Fair	Community Outreach	TV/ Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
COC - Nurse Aide	X	X				X			
COP - Practical Nursing	X	X	X			X	X by nursing students	X	
ASN - Registered Nursing	X	X	X			X	X by nursing students	X	

Table 8: Tracking Grid

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces upgrade standing	Other (specify)
COC – Nurse Aide	X		X	X	
COP – Practical Nursing	X	X		X	
ASN – Registered Nursing	X	X		X	

Table 9: Program Retention grid

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	<i>Beginning of the Semester</i>	<i>continue at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>continue 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>
COC	15	15								
COP			17	10						
ASN	12	10	9	9						

Table 10: Program Completion grid

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								
NUR150,150L	12	10	17	10						
NUR155			16	11						
NUR180, 180L							10			
NUR190,190L										
NUR203,203L							9			
NUR204,204L							9			
NUR205,205L	12	10								
NUR206			9	9						
NUR207,207L			9	9						
NUR208,208L										
NUR211,211L										
PHM150	15	15								
PHM200			10	9						

Table 11: Course Completion grid

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
COC	15	15										
COP			17	10								
ASN	12	10	9	9								

Table 12: Scheduling History

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
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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			

PHYSICAL EDUCATION

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

Name of Program: PED						
<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>
Men’s B-Ball	PED150M	PED 150M	PED151M			
Men’s Weight Training	PED151M	PED151M	PED155W			
Men’s V-Ball	PED155M	PED155M				
Women’s Volleyball	PED155W	PED155W				
Golf	PED154	PED154				
Aerobics	PED152	PED152				
Tennis	PED156	PED156				
Women’s Weight Training	PED151W	PED151W				
Swimming	PED170	PED170				

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: PED					
	Lecture	Group	Hands on	Guest	Service

Courses		Discussions	Activities	Speakers	Learning
PED150	X	X	X		
PED151	X	X	X		
PED152	X	X	X		
PED154	X	X	X		
PED155	X	X	X		
PED156	X	X	X		
PED170	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: PED					
Course	Test	Exams	Homework	Rubrics	Portfolio
PED150	X	X		X	X
PED151	X	X		X	X
PED152	X	X		X	X
PED154	X	X		X	X
PED155	X	X		X	X
PED156	X	X		X	X
	Special Projects	Others (specify)			
PED170	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		PED			
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
PED150	X				
PED151	X				
PED152	X				
PED154	X				
PED155	X				
PED156	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: PED						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
PED150			X			X
PED151			X			X
PED152			X			X
PED154			X			X
PED155			X			X
PED156			X			X
PED170			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		PED		
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
PED150	X			
PED151	X			
PED152	X			
PED154	X			
PED155	X			
PED156	X			
PED170		X		

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: PED									
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/Job Fair	Community Service	TV/Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
PED150	X		X			X			
PED151	X		X			X			
PED152	X		X			X			
PED154	X		X			X			

PED155	X		X			X			
PED156	X		X			X			
PED170	X		X			X			

- Table 8: Tracking Grid** ---No Comment
Table 9: Program Retention grid --- No Comment
Table 10: Program Completion grid --- No Comment
Table 11: Course Completion grid --- No Comment

Table 12: Scheduling History

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
PED150	X	X			
PED151	X	X	X		
PED152	X	X			
PED154	X	X			
PED155	X	X	X		
PED156	X	X			
PED170	X	X			

TEACHER EDUCATION

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

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>
ED 150	2	2	2	2	2	2
ED 157	1	2	1	2	2	2
ED 215	2	2	2	2	2	2
ED 240	2	2	2	2	2	2
ED 257 & 257P	2	2	1	2	2	1
ED 280	2	2	2	2	2	2
ED 285 & 285P	0	1	1	2	2	1
ED 300	1	2	1	2	2	1
ED 301	1	2	1	2	2	1
ED 305	1	2	1	2	2	1
ED 312	1	2	1	2	2	1
ED 319	1	2	1	2	2	1
ED 325	1	2	1	2	2	1
ED 330 & 330P	1	2	1	2	2	1
ED 335 & 335P	1	2	1	2	2	1
ED 340	1	2	1	2	2	1
ED 350	1	2	1	2	2	1
ED 410 & 410P	1	2	1	2	2	1
ED 435 & 435P	1	2	1	2	2	1
ED 440 & 440P	1	2	1	2	2	1
ED 490	1	1	1	1	1	1
ED 491	1	1	1	1	1	1

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					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
ED 150	X	X	X	X	X
ED 157	X	X	X	X	X
ED 215	X	X	X	X	X
ED 257/257P	X	X	X	X	

ED 240	X	X	X	X	
ED 280	X	X	X	X	
ED 285/285P	X	X	X	X	

Courses					
ED 300	X	X	X	X	
ED 301	X	X	X	X	
ED 305	X	X	X	X	
ED 312	X	X	X	X	
ED 319	X	X	X	X	
ED 325	X	X	X	X	
ED 340	X	X	X	X	

Courses					Practicums/Student Teaching Exper.
ED 330/330P	X	X	X	X	X
ED 335/335P	X	X	X	X	X
ED 350/350P	X	X	X	X	X
ED 410/410P	X	X	X	X	X
ED 435/435P	X	X	X	X	X
ED 440/440P	X	X	X	X	X
ED 490	X	X	X	X	X
ED 491	X	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					
Course	Test	Exams	Homework	Rubrics	Portfolio
ED 150	X	X	X	X	X
ED 157	X	X	X	X	X
ED 215	X	X	X	X	X
ED 257/257P	X	X	X	X	X
ED 240	X	X	X	X	X
ED 280	X	X	X	X	X
ED 285/285P	X	X	X	X	X

Course	Special Projects	Others (specify)			
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 340	X	X MOODLE Design by Students	X	X	X

Course					
ED 330/330P	X	X	X	X	X
ED 335/335P	X	X	X	X	X
ED 350/350P	X	X	X	X	X
ED 410/410P	X	X	X	X	X
ED 435/435P	X	X	X	X	X
ED 440/440P	X	X	X	X	X
ED 490	X	X	X	X	X
ED 491	X	X	X	X	X
	Student Tching/Solo				
	Thematic Units				

See Matrices for TED Department & Conceptual Framework for TED AA & B.Ed. Program

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					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
ED 150	UHManoa				
ED 157	UHManoa				
ED 215	UHManoa				
ED 240	UHManoa				
ED 280	UHManoa				
ED 257/257P	UHManoa				

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						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
ED 150			X	X	X	X
ED 157			X	X	X	X
ED 240			X	X	X	X
ED 215			X	X	X	X
ED 280			X	X	X	X
ED 257/257P			X	X	X	X
ED 285/285P			X	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				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
ED 150		ENG 90	ENG 90,91	MAT 80
ED 157		ED 150		
ED 240		ICT 150		
ED 215		ED 150		
ED 280		ENG 150,ED 150		
ED 257/257P		ED 157		
ED 285/285P		SAM 111,151/151L		
ED 300		AA Ed. degree		
ED 301		AA Ed. Degree		
ED 305		AA Ed. degree		
ED 312		AA Ed. Degree		
ED 319		ED 312		
ED 325		ED 301		
ED 340		ED 300,305		
ED 330/330P		ED 300,305		
ED 335/335P		ED 300,305		
ED 350/350P		ED 300,305		
ED 410/410P		All 300 level		
ED 435/435P		All 300 level		
ED 440/440P		All 300 level		

ED 490		All 400 level		
ED 491		All 400 level, ED 490 concurrent		

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									
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/Job Fair	Community Service	TV/ Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
AA Ed. TED	X	X	X	X	X	X		X	
B.Ed. TED	X	X	X	X	X	X		X	

Table 8: Tracking Grid ---No Comment

Table 9: Program Retention grid ---No Comment

Table 10: Program Completion grid—No Comment

Table 11: Course Completion grid

Table 12: Scheduling History

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
ED 150	X	X	X	X	X
ED 157	X	X	X	X	X
ED 240	X	X	X	X	X
ED 215	X	X	X	X	X
ED 280	X	X	X	X	X
ED 257/257P	X	X	X	X	X
ED 285/285P	X	X	X	X	X
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 340	X	X	X	X	X
ED 330/330P	X	X	X	X	X
ED 335/335P	X	X	X	X	X
ED 350/350P	X	X	X	X	X
ED 410/410P	X	X	X	X	X
ED 435/435P	X	X	X	X	X
ED 440/440P	X	X	X	X	X
ED 490	X	X		X	X
ED 491	X	X		X	X

TRADES & TECHNOLOGY DIVISION

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

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>
ABR 100	X	X		X	X	
ABR 140					X	
ABR 250					X	
ACR 100					X	
ADT 140	X			X		
ADT 150				X		
ADT 160	X			X		
ADT 190		X			X	
ADT 215	X				X	
ADT 230		X			X	
ADT 251	X			X		
ADT 260	X	X			X	
ADT 280		X				
AUTO 100	X	X		X		
AUTO 172	X				X	
AUTO 174					X	
AUTO 176	X					
AUTO 178				X		
AUTO 250				X		
AUTO 282		X				
AUTO 284		X				
BPR 200				X		
CARP 100	X	X		X		
CARP 120					X	
CARP 130					X	
DSL 100					X	
ELE 150		X		X		
ELE 151	X				X	
ELE 170	X				X	
ELE 190	X	X			X	
ELE 201		X			X	
ELE 202				X		
ELE 299A	X	X				
ELE 299B					X	
ETP 100	X	X		X	X	
ETP 120				X		
ETP 130					X	
ETP 150				X		

ETP 299A					X	
ICT 150	X	X	X	X	X	X
ICT 155				X		
ICT 161		X				
ICT 162	X					
ICT 170	X	X				
ICT 210					X	
ICT 271					X	
WLD 100	X	X		X	X	
WLD 160					X	
WLD 170					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									
Courses	Lecture	Assignments	Lab	Guest Speakers	Visual Aids	Moodle	Demonstration	Field Trips	Internship
ACR 100	X	X		X	X		X	X	
ACR 240	X	X	X	X	X			X	
ACR 280	X	X	X	X	X			X	
ABR 100	X	X			X				
ABR 140	X		X				X		
ABR 250	X	X	X		X				
ABR 255	X	X	X		X				
ABR 265	X	X	X		X				
ABR 270	X	X	X		X				
ABR 275	X	X	X		X				
ABR 290	X	X	X		X				
ADT 140	X	X	X						
ADT 150	X	X	X				X		
ADT 160	X		X						
ADT 190	X		X						
ADT 210	X		X					X	
ADT 215	X		X						
ADT 230			X	X				X	

ADT 251	X		X						
ADT 260	X		X						
ADT 280	X		X						
AUTO 100	X	X	X	X	X		X	X	
AUTO 172	X	X	X		X				
AUTO 174	X	X	X		X				
AUTO 176	X	X	X		X				
AUTO 178	X	X	X		X				
AUTO 250	X	X	X		X				
AUTO 280	X	X	X		X				
AUTO 282	X	X	X		X				
AUTO 284	X	X	X		X				
BPR 200	X								
CARP 100	X	X	X	X	X			X	
CARP 120	X	X	X	X	X			X	
CARP 150	X	X	X	X	X			X	
CARP 160	X	X	X	X	X			X	
CARP 170	X	X	X	X	X			X	
CARP 180	X	X	X	X	X			X	
CARP 200	X	X	X	X	X			X	
CARP 221	X	X	X	X	X			X	
CET 150	X						X		
CET 151	X	X	X						
CET 261	X	X	X			X			
CET 265	X	X	X			X			
CET 270	X	X	X		X				
CET 299	X							X	
DSL 100	X	X		X	X			X	
DSL 150	X	X		X	X		X	X	
DSL 160	X	X	X	X	X		X	X	
DSL 162	X	X	X	X	X		X	X	
DSL 200	X	X	X	X	X		X	X	
DSL 250	X	X	X	X	X		X	X	
ELE 150	X	X	X	X	X				
ELE 151	X	X	X	X	X				
ELE 160	X		X	X	X				
ELE 190	X		X	X	X				
ELE 201	X	X	X	X	X				
ELE 202	X	X	X	X	X			X	
ELE 299A	X	X	X	X	X				
ELE 299B	X	X	X	X	X				
ELE 299C	X	X	X	X	X				
ETP 100	X	X		X	X		X	X	
ETP 120	X	X	X	X	X		X	X	
ETP 130	X			X	X		X	X	
ETP 150	X	X	X	X	X			X	

ETP 299A									X
ICT 150	X		X			X		X	
ICT 155	X		X	X			X	X	
ICT 161	X		X	X			X	X	
ICT 162	X		X	X			X	X	
ICT 170	X	X	X	X		X			
ICT 261	X	X	X	X			X	X	
ICT 262	X	X	X	X	X		X	X	
ICT 270	X	X	X			X	X		
WLD 100	X	X			X				
WLD 160	X	X	X	X	X			X	
WLD 170	X	X	X	X	X			X	
WLD 190	X	X	X	X	X			X	
WLD 260	X	X	X	X	X			X	
WLD 270	X	X	X	X	X			X	
WLD 280	X	X	X	X	X			X	
WLD 290	X	X	X	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						
Course	Test	Exams	Homework	Lab Project	Rubrics	Portfolio
ACR 100	X	X	X			
ACR 240	X	X	X	X	X	
ACR 280	X	X	X	X	X	
ABR 100	X	X	X			
ABR 140	X	X	X	X	X	
ABR 250	X	X	X	X	X	
ABR 255	X	X	X	X	X	
ABR 265	X	X	X	X	X	
ABR 270	X	X	X	X	X	
ABR 275	X	X	X	X	X	
ABR 290	X	X	X	X	X	
ADT 140	X	X	X	X	X	
ADT 150	X	X	X	X	X	
ADT 160	X	X	X	X	X	
ADT 190	X	X	X	X	X	
ADT 210	X	X	X	X	X	
ADT 215	X	X	X	X	X	
ADT 230	X	X	X	X	X	
AUTO 100	X	X	X			

AUTO 172	X	X	X	X	X	
AUTO 174	X	X	X	X	X	
AUTO 176	X	X	X	X	X	
AUTO 178	X	X	X	X	X	
AUTO 250	X	X	X	X	X	
AUTO 280	X	X	X	X	X	
AUTO 282	X	X	X	X	X	
AUTO 284	X	X	X	X	X	
CARP 100	X	X	X			
CARP 120	X	X	X	X	X	
CARP 150	X	X	X	X	X	
CARP 160	X	X	X	X	X	
CARP 170	X	X	X	X	X	
CARP 180	X	X	X	X	X	
CARP 200	X	X	X	X	X	
CARP 221	X	X	X	X	X	
CET 150	X	X	X		X	
CET 151	X	X	X		X	
CET 261	X	X	X		X	
CET 265	X	X	X		X	
CET 270	X	X	X		X	
CET 299	X	X	X		X	
DSL 100	X	X	X			
DSL 150	X	X	X	X	X	
DSL 160	X	X	X	X	X	
DSL 162	X	X	X	X	X	
DSL 200	X	X	X	X	X	
DSL 250	X	X	X	X	X	
ELE 150	X	X	X	X	X	
ELE 151	X	X	X	X	X	
ELE 160	X	X	X	X	X	
ELE 190	X	X	X	X	X	
ELE 201	X	X	X	X	X	
ELE 202	X	X	X	X	X	
ETP 100	X	X	X			
ETP 120	X	X	X	X	X	
ETP 130	X	X	X	X	X	
ETP 150	X	X	X	X	X	
ICT 150	X	X	X	X	X	
ICT 155	X	X	X	X	X	
ICT 161	X	X	X	X	X	
ICT 162	X	X	X	X	X	
ICT 170	X	X	X		X	
ICT 261	X	X	X		X	
ICT 262	X	X	X		X	
ICT 270	X	X	X		X	

WLD 100	X	X	X			
WLD 160	X	X	X	X	X	
WLD 170	X	X	X	X	X	
WLD 190	X	X	X	X	X	
WLD 260	X	X	X	X	X	
WLD 270	X	X	X	X	X	
WLD 280	X	X	X	X	X	
WLD 290	X	X	X	X	X	

Course	Special Projects	Others (specify)			
	Internship				
ELE 299A	X				
ELE 299B	X				
ELE 299C	X				
ETP 299A	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					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
None since the last articulation agreement with UH Hilo in 2005 for 5 years	University of Hawaii, Hilo 2005 - 2010				

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		TTD				
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
ACR 100				X	X	
ACR 240				X	X	

ACR 280				X	X	
ABR 100				X	X	
ABR 140				X	X	
ABR 250				X	X	
ABR 255				X	X	
ABR 265				X	X	
ABR 270				X	X	
ABR 275				X	X	
ABR 290				X	X	
ADT 140				X	X	
ADT 150				X	X	
ADT 160				X	X	
ADT 190				X	X	
ADT 210				X	X	
ADT 215				X	X	
ADT 230				X	X	
AUTO 100				X	X	
AUTO 172				X	X	
AUTO 174				X	X	
AUTO 176				X	X	
AUTO 178				X	X	
AUTO 250				X	X	
AUTO 280				X	X	
AUTO 282				X	X	
AUTO 284				X	X	
CARP 100				X	X	
CARP 120				X	X	
CARP 150				X	X	
CARP 160				X	X	
CARP 170				X	X	
CARP 180				X	X	
CARP 200				X	X	
CARP 221				X	X	
CET 150				X	X	
CET 151				X	X	
CET 261				X	X	
CET 265				X	X	
CET 270				X	X	
CET 299				X	X	
DSL 100				X	X	
DSL 150				X	X	
DSL 160				X	X	
DSL 162				X	X	
DSL 200				X	X	
DSL 250				X	X	
ELE 150				X	X	

ELE 151				X	X	
ELE 160				X	X	
ELE 190				X	X	
ELE 201				X	X	
ELE 202				X	X	
ELE 299A				X	X	
ELE 299B				X	X	
ELE 299C				X	X	
ETP 100				X	X	
ETP 120				X	X	
ETP 130				X	X	
ETP 150				X	X	
ETP 299A				X	X	
ICT 150		X				
ICT 155				X	X	
ICT 161				X	X	
ICT 162				X	X	
ICT 170				X	X	
ICT 261				X	X	
ICT 262				X	X	
ICT 270				X	X	
WLD 100				X	X	
WLD 160				X	X	
WLD 170				X	X	
WLD 190				X	X	
WLD 260				X	X	
WLD 270				X	X	
WLD 280				X	X	
WLD 290				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 TTD				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
ACR 100		X		
ACR 240		X		
ACR 280		X		
ABR 100		X		
ABR 140		X		
ABR 250		X		
ABR 255		X		
ABR 265		X		
ABR 270		X		
ABR 275		X		
ABR 290		X		
ADT 140		X		
ADT 150		X		
ADT 160		X		
ADT 190		X		
ADT 210		X		
ADT 215		X		
ADT 230		X		
AUTO 100		X		
AUTO 172		X		
AUTO 174		X		
AUTO 176		X		
AUTO 178		X		
AUTO 250		X		
AUTO 280		X		
AUTO 282		X		
AUTO 284		X		
CARP 100		X		
CARP 120		X		
CARP 150		X		
CARP 160		X		
CARP 170		X		
CARP 180		X		
CARP 200		X		
CARP 221		X		
CET 150		X		
CET 151		X		
CET 261		X		
CET 265		X		
CET 270		X		

CET 299		X		
DSL 100		X		
DSL 150		X		
DSL 160		X		
DSL 162		X		
DSL 200		X		
DSL 250		X		
ELE 150		X		
ELE 151		X		
ELE 160		X		
ELE 190		X		
ELE 201		X		
ELE 202		X		
ELE 299A		X		
ELE 299B		X		
ELE 299C		X		
ETP 100		X		
ETP 120		X		
ETP 130		X		
ETP 150		X		
ETP 299A		X		
ICT 150		X		
ICT 155		X		
ICT 161		X		
ICT 162		X		
ICT 170		X		
ICT 261		X		
ICT 262		X		
ICT 270		X		
WLD 100		X		
WLD 160		X		
WLD 170		X		
WLD 190		X		
WLD 260		X		
WLD 270		X		
WLD 280		X		
WLD 290		X		

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		TTD							
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/Job Fair	Community Service	TV/Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
ABR	X	X		X			X		
ACR	X	X		X			X		
ADT	X	X		X			X		
AUTO	X	X		X			X		
CARP	X	X		X			X		
CET	X	X		X			X		
DSL	X	X		X			X		
ELE	X	X		X			X		
ETP	X	X		X			X		
ICT	X	X		X			X		
WLD	X	X		X			X		

Table 8: Tracking Grid--No divisional standards were set to track students at this time

Table 9: Program Retention grid

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	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	Beginning of the Semester	Graduated at the End of Semester
ABR	0	0	0	0						
AC&R	0	0	0	0						
ADT (AS)	17	1	14	2						
AUTO (COP)	11	1	21	0						
CARP	0	0	0	0						
CET (AS)	0	1	0	0						
DSL	0	0	0	0						
ELE (AS)	16	1	15	2						
ETP	1	0	7	0						

ICT	5	0	5	0						
WLD	0	0	0	0						

Table 10: Program Completion grid

Course S	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>
ADT 140	4	N/A								
ADT 160	3	N/A								
ADT 190			5	Grades not submitted yet						
ADT 210	3									
ADT 215	4	N/A								
ADT 230			4	Grades not submitted yet						
ADT 251	3	N/A								
ADT 260			6	Grades not submitted yet						
ADT 280			5	Grades not submitted yet						
AUTO 100			9	9						
AUTO 172	5	5								
AUTO 176	6	6								
AUTO 282			6	6						
AUTO 284			6	5						
ELE 151	8	N/A								
ELE 170	6	N/A								
ELE 190			7	7						
ELE 201			7	7						
ELE 299A	1	N/A	1	1						

ETP 100	1	N/A	7	7						
ICT 150	138	N/A	145	Grades not submitted yet						
ICT 162	1	N/A								
ICT 170	4	N/A	5	5						

Table 11: Course Completion grid

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015	Fall 2015		Spring 2016		Summer 2016
ADT 140	4	N/A								
ADT 160	3	N/A								
ADT 190			5	Grades not submitted yet						
ADT 210	3									
ADT 215	4	N/A								
ADT 230			4	Grades not submitted yet						
ADT 251	3	N/A								
ADT 260			6	Grades not submitted yet						
ADT 280			5	Grades not submitted yet						
AUTO 100			9	9						
AUTO 172	5	5								
AUTO 176	6	6								
AUTO 282			6	6						
AUTO 284			6	5						
ELE 151	8	N/A								
ELE 170	6	N/A								
ELE 190			7	7						
ELE 201			7	7						
ELE 299A	1	N/A	1	1						
ETP 100	1	N/A	7	7						
ICT 150	138	N/A	145	Grades not submitted yet						
ICT 162	1	N/A								
ICT 170	4	N/A	5	5						

Table 12: Scheduling History

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
ABR 100	X	X		X	
ADT 140	X			X	
ADT 150				X	
ADT 160	X			X	
ADT 190		X			
ADT 215	X				
ADT 230		X			
ADT 251	X			X	
ADT 260	X	X			
ADT 280		X			
AUTO 100	X	X		X	
AUTO 172	X				
AUTO 176	X				
AUTO 178				X	
AUTO 250				X	
AUTO 282		X			
AUTO 284		X			
BPR 200				X	
CARP 100	X	X		X	
ELE 150		X		X	
ELE 151	X				
ELE 170	X				
ELE 190	X	X			
ELE 201		X			
ELE 202				X	
ELE 299A	X	X		X	
ETP 100	X	X		X	
ETP 120				X	
ETP 150				X	
ICT 150	X	X	X	X	
ICT 155				X	
ICT 161		X			
ICT 162	X				
ICT 170	X	X			
WLD 100	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
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