

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Academic Affairs Division

Divisional Assessment SPR 2014

Academic Affairs

ACADEMIC AFFAIRS Mission

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.

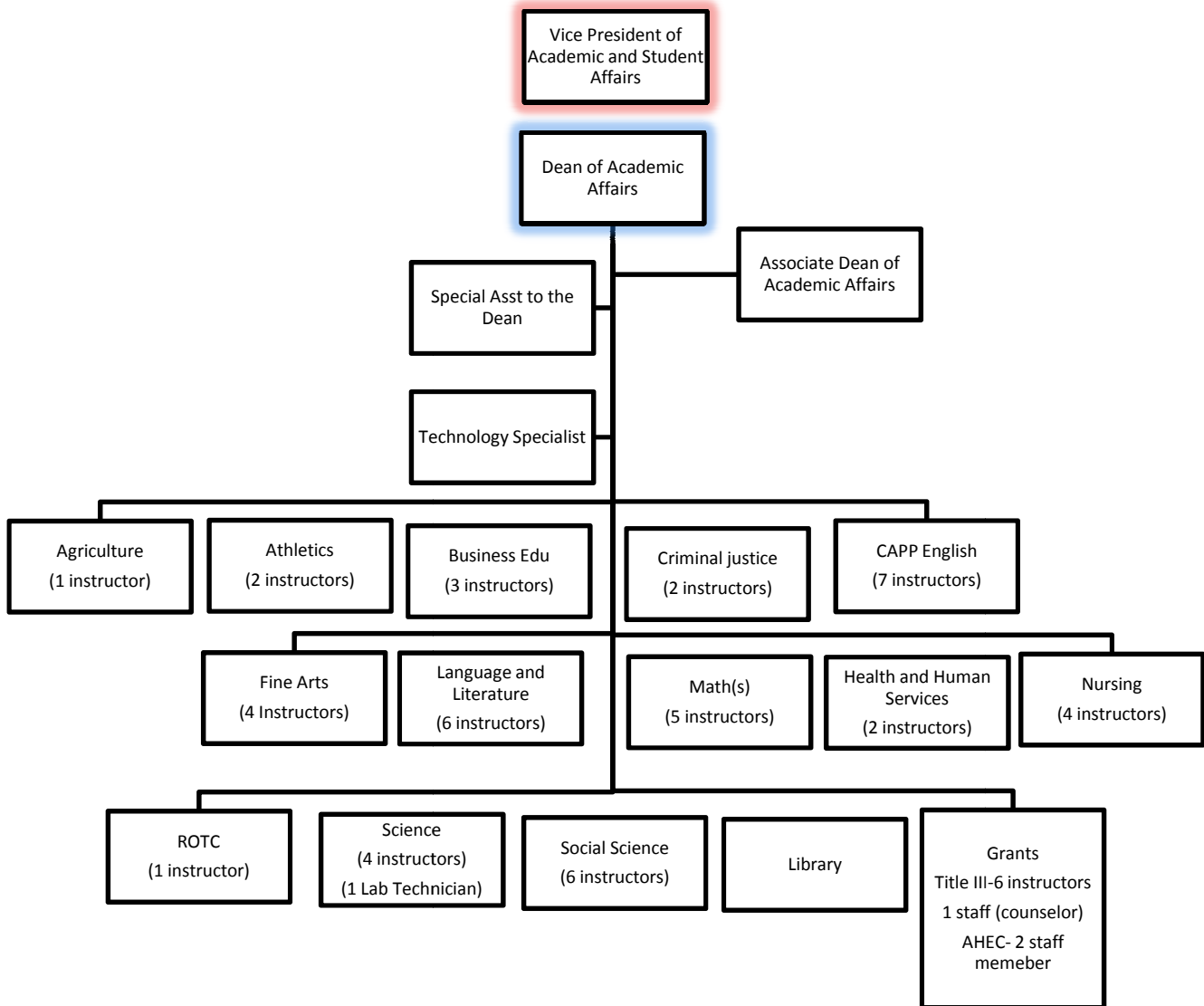
Academic Affairs Administrative Office

Dean of Academic Affairs	Letupu Moananu
Associate Dean of Academic Affairs	Evelyn Fruean
Assistant to the Dean	Cherie Ripley
Technology Specialist	Lytania Ahoia

Academic Affairs Department Chairs

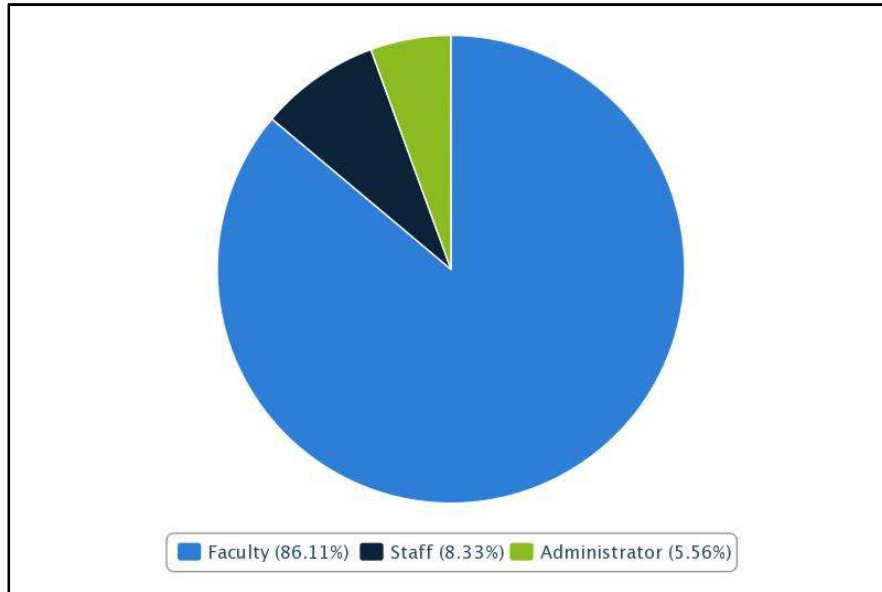
Agriculture	Pauline McFall
Business	Dr. Faofua Faatoafe
CAPP	Siamaua Ropeti
Criminal Justice	Mark Mageo
Fine Arts	Kuki Tuiasosopo
Health and Human Services	Dr. Daniel Chang
Language and Literature	Mele Fiaui/ Solipo Matai
Library	Elvis Zodiacal
Mathematics	Tunufai Leiato
Nursing	Lele Ah Mu
Physical Education	Ed Imo
ROTC	Saipele Vaouli
Science	Dr. Randy DeWess
Social Science	Toaiva Tago

Academic Affairs Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

1) Status of participants in this division that completed survey:



2) Please type in the purpose or mission statement for this Dept/Prog/Div:

- COLLEGE ACCELERATED PREPARATORY PROGRAM (CAPP) The College Accelerated Preparatory Program (CAPP) is a special admissions program for selected students who do not meet current “college level” admissions requirements but who still show the potential to succeed in college.
- The Physical Education Department's(PED) mission is to provide experiences that guide students in the process of becoming physically active for a life time. The department offers courses that fulfill the requirements for Associate of Arts and Associate of Science degrees. The department actively pursues athletic scholarships for those interested in continuing participation abroad and also provides continuous training for those athletes who intend to pursue athletic participation.
- The mission of the Office of Academic Affairs is to prepare students for successful employment, transfer, and life-long learning. We equip students with the knowledge, skills, and attitudes necessary to succeed in their future endeavors, and to lead in service to their communities. The Academic Affairs is the catalyst for preparing students to be successful in their job, life, and careers.
- The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department’s developmental courses prepare students for higher education and real life experiences.

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- The mission of the CAPP English (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The Department's developmental courses prepare students for higher education and real life experiences.
- pg 110 of the 2012-2014 General Catalog
- The mission of the Office of Academic Affairs is to prepare students for successful employment, transfer, and life-long learning. We equip students with the knowledge, skills, and attitudes necessary to succeed in their future endeavors, and to lead in service to their communities. The Academic Affairs is the catalyst for preparing students to be successful in their job, life, and careers. (mission on SOP template). Need to be consistent with mission stated on organizational chart.
- Page 110/science dept. mission statement: to provide educational services, research, and outreach programs in the broad areas of basic sciences and the associate of arts degree in Marine Science. The department is committed to a strong science program that deals with the latest technologies, environmental issues and life sustainability.
- ENGLISH LANGUAGE INSTITUTE MISSION STATEMENT The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.
- The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.
- The Social Science Department provides students with introductory information in history, psychology, sociology, anthropology, geography, and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelational amongst people and the dynamics of societal elements reflected in social, religious, political and technological progress. More specifically the department offers the Associate of Arts with emphasis in Political Science degree program and transferable courses for students planning to further their education at off-island colleges and universities,
- The mission of the Office of Academic Affairs is to prepare students for successful employment, transfer, and life-long learning. We equip students with the knowledge, skills, and attitudes necessary to succeed in their future endeavors, and to lead in service to their communities. The Academic Affairs Division is the catalyst for preparing students to be successful in their job, life, and careers.

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- Develop and offer preparation to entry level positions and for transfer to other colleges and/ four year institution.
- The Social Science Department provides students with introductory information in history, sociology, anthropology, geography and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, religious, political and technological progress. The program offers an Associate of Arts in Political Science and transferable courses for students planning to further their education at off-island colleges and universities.
- The Social Science Department provides students with introductory information in history, sociology, anthropology, geography, and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, religious, political, and technological progress.
- The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The mission of the mathematics department is to provide quality education in various areas of mathematics to support certificate and degree programs. T department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The math department is committed to prepare all students who lack basic math skills by offering developmental courses arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to endure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The Social Science Department provides students with introductory information in history, psychology, sociology, anthropology, geography and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, religious, political and technological progress. More specifically the department offers the Associate of Arts with emphasis in in Political Science degree program and transferable courses for students planning to further their education at off-island colleges and universitieies.
- The mission is to provide quality education in various areas of mathematics to support certificate and degree programs.

- The mission of the Criminal Justice Department is to develop and offer the student an academic preparation for entry level career positions in all areas of the justice system in American Samoa and similar opportunities elsewhere. The program provides an opportunity for the student to develop abilities and skills necessary for a career upgrade and for transfer to other college and/or four-year institution. The program encourages students to be cognizant of the social, ethical, legal, political and cultural perspectives of the American Justice System and its impact on the American Samoa System of Justice as well as those of other Pacific Island nations. Program mission statement A criminal justice associate of science degree program after your entry level career position in all areas of the justice system in American Samoa and similar opportunities elsewhere, it also provides an opportunity for career upgrade and transfer to other college and universities. The program addresses study areas in criminal justice such as the social, legal, political, culture, perspectives of the American justice system and its impact on American Samoa and the Pacific region. PRE-LAW MISSION The Associate of Arts Degree with an emphasis in Pre-Law degree program offers an entry level career position. This program recaps all areas of the legal system in American Samoa and similar opportunities elsewhere. It also addresses study areas in the Criminal Justice System, and critical issues that pertain to the amendments of the United States Constitution. In addition, it provides an opportunity for career upgrade and transfer to other colleges and universities.
- The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The mission of the Health and Human Services (HHS) Department is to support and prepare students who are interested in pursuing a career in the field of health or human services. Central to this mission is a commitment to provide students with a sound foundation and broad balance of knowledge and skills. Students who fulfill the requirements for an Associate of Science Degree in Health Science, Associate of Arts Degree in Human Services, or a Certificate of Proficiency in Guidance and Counseling are able to: 1. continue studies in a specialized area in allied health or into a bachelor's degree program in health science, human services or related fields; 2. obtain local employment as a medical support staff or a public health educator or enter into employment as a paraprofessional in the human services agencies; 3. enhance occupational skills needed in professional growth and career development; and, 4. apply knowledge and skills in health and human relations into their daily lives with an awareness and understanding of Samoa and Pacific Island cultures.
- The Fine Arts Department provides educational services by offering courses that cultivate expression, emotion and creative writing. Exposure to an immersion in the Arts will enhance and enrich the study of all other academic disciplines. The department offers music, art, dance, speech and drama courses that can fulfill the Humanities requirements in an A.A. or A.S. degree. In addition, the programs for the Associate of Arts degree in Music or Art are designed for students who are planning to continue in a four-year college or university. The department

encourages students to engage in the arts that can enhance and enrich their studies in other academic disciplines. The department is also committed to educate and inspire students to create and perform while broadening their life experiences through diversity in learning.

- CRIMINAL JUSTICE DEPARTMENT MISSION STATEMENT MISSION: THE MISSION OF THE CRIMINAL JUSTICE DEPARTMENT IS TO DEVELOP AND OFFER THE STUDENT AN ACADEMIC PREPARATION FOR ENTRY LEVEL CAREER POSITIONS IN ALL AREAS OF THE JUSTICE SYSTEM IN AMERICAN SAMOA AND SIMILAR OPPORTUNITIES ELSEWHERE. THE PROGRAM PROVIDES AN OPPORTUNITY FOR THE STUDENT TO DEVELOP ABILITIES AND SKILLS NECESSARY FOR A CAREER UPGRADE AND FOR TRANSFER TO OTHER COLLEGES AND / OR FOUR-YEAR INSTITUTIONS. THE PROGRAM ENCOURAGES STUDENTS TO BE RECOGNIZANT OF THE SOCIAL, ETHICAL, LEGAL, POLITICAL AND CULTURAL PERSPECTIVES OF THE AMERICAN SAMOA SYSTEM OF JUSTICE AS WELL AS THOSE OF OTHER PACIFIC ISLAND NATIONS. PROGRAM MISSION STATEMENT MISSION A CRIMINAL JUSTICE ASSOCIATE OF SCIENCE DEGREE PROGRAM AFTER YOUR ENTRY LEVEL CAREER POSTION IN ALL AREAS OF THE JUSTICE SYSTEM IN AMERICAN SAMOA AND SIMILAR OPPORTUNITIES ELSEWHERE, IT ALSO PROVIDES AN OPPORTUNITY FOR CAREER UPGRADE AND TRANSFER TO OTHER COLLEGES AND UNIVERSITIES. THE PROGRAM ADDRESSES STUDY AREAS IN CRIMINAL JUSTICE SUCH AS THE SOCIAL, LEGAL, POLITICAL, CULTURE, PERSPECTIVES OF THE AMERICAN JUSTICE SYSTEM AND ITS IMPACT ON AMERICAN SAMOA AND THE PACIFIC REGIONS. PRE-LAW MISSION STATEMENT MISSION: THE ASSOCIATE OF ART DEGREE WITH AN EMPHASIS IN PRE LAW DEGREE PROGRAM OFFERS AN ENTRY LEVEL CAREER POSITION. THIS PROGRAM RECAPS ALL AREAS OF THE LEGAL SYSTEM IN AMERICAN SAMOA AND SIMILAR OPPORTUNITIES ESLEWHERE. IT ALSO ADDRESSES STUDY AREAS IN THE CRIMINAL JUSTICE SYSTEM, AND CRITICAL ISSUES THAT PERTAIN TO THE AMENDMENTS OF THE UNITED STATES CONSTITUTION. IN ADDITION, IT PROVIDES AN OPPORTUNITY FOR CAREER UPGRADE AND TRANSFER TO OTHER COLLEGES AND UNIVERSITIES.
- The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.
- Is to express the aim and focus of the department
- The Language and Literature Department offers intensive English writing courses aimed at developing and strengthening critical thinking and proficient college level writing for effective communication. The writing courses focus on extensive coverage of combining rhetorical strategies to help students become more skillful and flexible writers. The literature courses provide students with the opportunity to study various genres of writing, to examine and increase their perception of the writing of different cultures, to use critical and analytical thinking skills in the application of literature, and to strengthen their reading comprehension. The Foreign language courses offer students a firm foundation in the language for further study upon transfer to a university. The Language and Literature Department is designed to prepare students for transfer to a four-year college or university or to be a successful and contributing member of the modern work force.
- Mathematics Department is under the Division of Academic Affairs The mission of the Mathematics Department is to provide quality education in various areas of mathematics to

support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.

- The Nursing Department prepares and perpetuates knowledgeable and caring nurses who are aware of and sensitive to the health needs of the diverse cultures, growing number of complex diseases and disorders, and to care for clients in a variety of health care settings. The department offers programs that will qualify the graduate to take the National Council for Licensure Examination (NCLEX) for the Licensed Practical Nurse (LPN), and Registered Nurse (RN) that will provide the foundation for an off-island Bachelor of Science in Nursing (BSN). Successful completion of these Registry Examinations enables the nurses to practice in the United States accredited hospitals and Public Health agencies within American Samoa, as well as other U.S. territories.
- Office of Academic Affairs: 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.
- As the learning outcome centered division, the academic Affairs Division is in alignment with the American Samoa Community College Catalog to provide the highest levels of quality academic services for students through on-going analysis, assessment, and improvement of instructional programs and personnel. Therefore, the Science Department is committed in offering courses that enhance content foundational competencies for all areas of study.
- The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The mission of the Business Department is to develop and offer successful student learning by providing high quality business educational programs and services that will enable students to enter the workforce, continue their education, start a business, and become productive citizens in today's global and high-tech workforce. Moreover, the programs foster students to build strong partnerships with both public and private sectors in job placement and educational improvement opportunities.
- The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students

reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.

3) List the outcomes for your Dept/Prog/Div:

- CAPP Learning Outcomes I. Reading, Speaking and Writing Outcomes: 1. Actively listen and engage in individual or group discussions and conversations 2. Engage in conversational styles, forms and sound or English 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections. 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills 5. Participate in learning activities using technology and service learning.
- Perform fundamental sports skills. Describe the importance of physical activity. Explain the importance of physical fitness, nutrition and diet. Develop one's own daily fitness plan. Apply knowledge gained for life time use.
- Providing highly qualified faculty, appropriate facilities and a curriculum that reflects Communication, Job and Life Skills. 2. Assessing and Revising/Restructuring (recommendations to improve) Curriculum. 3. Emphasizing High Quality Teaching and Services. 4. Develop and implement programs that serve the needs of the Community. 5. Increase the Quality and Availability of Educational Technology. 6. Deliver/Provide Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life) Enhance Opportunities for Student Academic, Career and Personal Success. 7. Expand Academic Programs to meet the Mission of ASCC. Academic Affairs Objectives:
<https://amsamoa.compliance-assist.com/planning/my-categories.aspx.id=5887f3ea-d04a-de11-86d3-000e7f3041f0>
- Listening and Speaking Listen actively and speak effectively in different situations Reading Read to comprehend, interpret, and evaluate Writing Create clear, concise writing in a variety of genres and for diverse audiences.
- Actively listen and engage in individual or group discussions and conversations 2. Engage in conversational styles, forms and sounds of English 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills. 5. Participate in learning activities using technology and service learning.
- pg 57 of the 2012-2014 General catalog
- Not defined except outcomes for all Academic Departments and Divisions
- Page 57/ #9 Science – program learning outcomes: Demonstrate foundational competencies in physical and life science through lecture and laboratory activities.
- CAPP Learning Outcomes I. Reading, Speaking and Writing Outcomes: 1. Actively listen and engage in individual or group discussions and conversations 2. Engage in conversational styles, forms and sound or English 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections. 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills 5. Participate in learning activities using technology and service learning.
- Listening and Speaking Listen actively and speak effectively in different situations Reading Read to comprehend, interpret, and evaluate Writing Create clear, concise writing in a variety of genres and for diverse audiences.

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- Upon completion of courses and the degree program requirements the students will be able to:
1. explain general concepts, theories, models, and ideas; 2. write, speak, and present information; 3. conduct research, process information and present appropriate findings; 4. understand and appreciate the development of societies, cultures, and human histories; 5. understand and build on social skills such as team work, community service, and interpersonal communications.
- Analyze fact situations and understand case reasoning and rationales. Apply acquired knowledge and skills to real life situations Express oral and written communication skills to organize, deliver, evaluate information, patterns, and evidence. Conduct case research, draw conclusions, communicate results, and apply findings. Demonstrate an appreciation of the Constitution, statutes, and case laws. Evaluate the effects of technology on investigation, case management, and presentation. Demonstrate how basic constitutional rights as they apply to civic duties and ethical conduct in everyday living in the community.
- explain general concepts, theories, models and ideas; 2. write, speak and present information; 3. conduct, research, process information and present appropriate findings; 4. understand and appreciate the development of societies, cultures and human histories; and 5. understand and build on social skills such as team work, community service and interpersonal communications.
- Upon completion of courses and the degree program requirements, students will be able to: 1. explain general concepts, theories, models, and ideas; 2. write, speak, and present information; 3. conduct research, process information, and present appropriate findings; 4. understand and appreciate the development of societies, cultures, and human histories; and, 5. understand and build on social skills such as team work, community service, and interpersonal communications.
- Develop a general understanding of basic operations of real numbers and algebraic expressions to gain a solid foundation of basic mathematical concepts. 2. Develop and demonstrate basic computational skills in arithmetic and elementary algebra necessary to be successful in a college level math. 3. Demonstrate the ability to read, interpret, and construct tables, basic graphs, and linear equations. 4. Use technology to practice, solve, and verify basic arithmetic problems and linear equations.
- Demonstrate critical thinking and logical reasoning while developing problem solving skills in the various branches of mathematics. Demonstrate knowledge of the application of algebra and trigonometry to problem solving. Develop skills in the interpretation of polynomial, rational exponential and logarithmic functions to model real life situations. Construct graphs of polynomials and trigonometric functions using technology and relate it to real life phenomenon. Demonstrate the ability to analyze, synthesize, and evaluate algebraic and trigonometric problems and formulate effective solutions.
- The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. * Students will be able to comprehend, interpret, and evaluate math concepts * Students will demonstrate the ability to analyze and assess math problems, formulating effective solutions. * Apply acquired math knowledge and skills to real work situations * Apply technology to interpret and present math data. * Recognize relevance of math to life-long learning.
- Criminal Justice Outcome: Program Learning Outcomes: 1. Analyze fact situations and understand case reasoning and rationale. 2. Apply acquired knowledge and skills to real life/work situations. 3. Express oral and written communication skills to organize, deliver,

evaluate information, patterns and evidence. 4. Conduct case research, draw conclusions, communicate results and apply findings. 5. Demonstrate an appreciation of the Constitution, statutes, and case laws. Evaluate the effects of technology on investigation, case management, and presentation. 6. Demonstrate how basic constitutional rights as they apply to civic duties and ethical conduct for everyday living in a law and other community.

- Upon completion of the math 151 course, students will be able to: -comprehend, interpret and evaluate mathematical concepts presented by a math instructor. -demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions. -identify and apply acquired mathematical knowledge and skills to real work situations and addressing in class tasks. -apply technology (scientific/graphing calculator) to locate, interpret, organize and present mathematical data. -recognize relevance of mathematics to life-long learning.
- demonstrate basic entry-level knowledge and skills required for a variety of health and human services careers; 2. comprehend and discuss the background or history of health care services and human services; 3. use current information on topics and issues in health and human services to identify current practices and changes; 4. apply specific terminology, theory, ethics, laws and concepts to the practices within the field of health and human services; 5. recognize health and human development at all stages and aspects (physical, mental, emotional, social, etc.) of life; 6. identify cultural, societal and environmental impacts on health and human relationships and the services provided to address these issues; 7. apply knowledge and skills through fieldwork, community involvement and surveys in health and human services agencies and setting; 8. apply technology skills to retrieve and manage information in a health and human services environment; 9. enhance skills and knowledge through certification and advance coursework; and, 10. identify and access the local and national resources available in the health and human services field.
- The program for Associate of Arts degree with an emphasis in Music prepares students for a career in music or transferable to a four-year college or university. Program Learning Outcomes: 1. Utilize technical and critical thinking skills to analyze and interpret aspects of the Fine Arts. 2. Promote and appreciate the social and cultural aspects of the arts. 3. Enrich creative ability and develop skills in creating a work of art. 4. Demonstrate expressive aspects in the artistic works and to interpret and evaluate such works. 5. Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.
- CRIMINAL JUSTICE DEPARTMENT PROGRAM LEARNING OUTCOME: 1. ANALYZE FACT SITUATIONS AND UNDERSTAND CASE REASONING AND RATIONALE. 2. APPLY ACQUIRED KNOWLEDGE AND SKILLS TO REAL LIFE/WORK SITUATIONS. 3. EXPRESS ORAL AND WRITTEN COMMUNICATION SKILLS TO ORGANIZE, DELIVER, EVALUATE INFORMATION, PATTERNS, AND EVIDENCE. 4. CONDUCT CASE RESEARCH, DRAW CONCLUSIONS, COMMUNICATE RESULTS AND APPLY FINDINGS. 5. DEMONSTRATE AN APPRECIATION OF THE CONSTITUTION, STATUTES, AND CASE LAWS. 6. EVALUATE THE EFFECTS OF TECHNOLOGY ON INVESTIGATION, CASE MANAGEMENT, AND PRESENTATION. 7. DEMONSTRATE HOW BASIC CONSTITUTIONAL RIGHTS AS THEY APPLY TO CIVIC DUTIES AND ETHICAL CONDUCT FOR EVERYDAY LIVING IN A LAW AND OTHER COMMUNITY. PRE-LAW STUDENT LEARNING OUTCOME: 1. ANALYZE FACT SITUATIONS AND UNDERSTAND CASE REASONING AND RATIONALE. 2. COMMUNICATE EFFECTIVELY IN BOTH ORAL AND WRITTEN FORMS. 3. THINK CRITICALLY, ANALYTICALLY, AND LOGICALLY WHEN CONDUCTING CASE RESEARCH DRAW CONCLUSIONS, AND COMMUNICATE RESULTS. 4. APPLY ACQUIRED KNOWLEDGE AND SKILLS TO REAL LIFE/WORK SITUATIONS. 5. DEMONSTRATE HOW CONSTITUTIONAL RIGHTS APPLY TO CIVIC DUTIES AND ETHICAL ISSUES.

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- 1. Actively listen and engage in individual or group discussions and conversations 2. Engage in conversational styles, forms and sounds of English 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills 5. Participate in learning activities using technology and service learning
- Please refers to the ASCC catalogue
- Write college level essay or expository writing. Select a limited subject, assemble materials by reading texts, newspaper, magazines, books, or research by internet. Relate ideas in a logical order in forming and writing extensive essays. Write effective essays - - develop paragraphs and longer papers - - select subject, develop topic sentence, develop unified thoughts and coherent paragraphs. Formulate and evaluate information and finding independently, group ideas, outline, and unity in paragraph, write the first drafts, revise, and final revision. Illustrate and develop an appreciation for literature, which helps student grow, both personally and intellectually. Students will provide an objective base for knowledge and understanding of cultural, philosophic, and religious world of which we are a part. Exemplify and identify human perceptions and struggles from different cultures of the world - and develop mature sensibility, respect, and compassion for all living things. Gain knowledge and perception and to appreciate the beauty of the literary world. Interpret and analyze the major genres of literature (poetry, drama, prose fiction, and non-fiction) and apply critical thinking through expository essays or term-paper analysis or academic writing.
- Program learning Outcomes: -Comprehend, interpret and evaluate mathematical concepts presented by a math instructor. Directly aligned to Communication skills-Reading of institutional SLO -Demonstrate the ability analyze, identify and assess mathematical problems and formulate effective solutions. Aligned to Life skills under problem solving of Institutional SLO. -Identify and apply acquired mathematical knowledge and skills to real work situations and addressing in class tasks. Aligned to Job Skills under Job Specific of institutional SLO -Apply technology to locate, interpret, organize and present mathematical data. Aligned to Institutional SLO of Life skills-addressing Technology. -Recognize relevance of mathematics to life-long learning. which is directly aligned to Job Skills.
- ADN-RN: PROGRAM LEARNING OUTCOMES: Upon completion of the AS Degree in Nursing, the following outcomes are achieved: 1. Utilize the nursing process in the care of clients with needs resulting from altered states of wellness. 2. Demonstrate the ability to communicate effectively with clients, family, and members of the healthcare team. 3. Demonstrate accuracy in writing skills through written care plans and legal documentation. 4. Utilize nursing knowledge, skills, and current technology to provide and promote safe nursing practice and critical thinking skills in the care of clients throughout the life span development. 5. Demonstrate knowledge and 100% calculation of medication administration and Intravenous fluids in the care of clients. 6. Develop an awareness of cultural and ethnic factors that influence clients' responses to illness. 7. Utilize various methods of teaching that is appropriate to learning needs of clients, families and staff, and to cultural values and beliefs, and level of life span development. 8. Demonstrate the ability to function within the legal parameters and ethical principles that influence clients' responses to illness in a variety of health care environments. 9. Provide safe and competent nursing care based on integration of facts and principles of biological psychological, sociological, cultural and spiritual functioning of clients. 10. Demonstrate sound leadership principles based planning, managing, and delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by others. 11. Demonstrate responsibility and

accountability for own learning and for participation in community and professional standards of nursing. Certificate of Proficiency - PN: Upon completion of the Certificate of Proficiency in Nursing, the following outcomes are achieved: 1. Participates collaboratively in the nursing process by contributing to the patient care plan. 2. Utilizes nursing skills and theory knowledge in providing basic, routine, and technical nursing care and to promote safe nursing practice. 3. Safely administers and contributes to the evaluation of effectiveness of medications and treatments. 4. Provides basic information to meet the learning needs of clients. 5. Provides basic nursing care based on developmental, biological, psychological, socio-cultural, and spiritual differences in clients. 6. Practices within the profession's ethical and legal framework and is accountable for own nursing practice and care delegated. 7. Demonstrates understanding of the levels of authority and responsibility and uses basic leadership skills to delegate nursing care tasks. 8. Demonstrate responsibility and accountability for own learning and for participation in community and professional activities.

- Effectively communicate ideas from the physical and biological sciences. 2) Understand and apply the scientific method in the physical and biological sciences. 3) Demonstrate understanding of scientific theories from the physical and biological sciences. 4) Apply physical models to explain the behavior or commonly occurring phenomena, and biological principles to interpret the observations of the natural world. 5) Articulate how measurement errors impact the application of scientific models.
- Understand and appreciate the fundamental concepts of mathematics and its usefulness in everyday life 2. Comprehend, interpret and evaluate mathematics concepts presented by a math instructor. 3. Identify and apply acquired mathematical knowledge and skills to real work situations. 4. Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions. 5. Recognize relevance of mathematics to lifelong learning.
- BUSINESS MANAGEMENT ASSOCIATE OF SCIENCE DEGREE Program Learning Outcomes: 1. Apply acquired knowledge to demonstrate the importance of business and entrepreneurship in the world today. 2. Communicate effectively in diverse business settings both orally, and apply best practices to the production of various business documents and reports by using technology effectively. 3. Evaluate and recommend the practical application of microeconomics and macroeconomics theories, the analysis and policy applications of supply and demand, banking system, monetary and fiscal policies, international trade, and the global economy. 4. Assess and compare the effectiveness of the legal and social environment of business in particular civil and criminal law, consumer protection, contracts, employment, and personal property rights in the local and US legal systems. 5. Demonstrate the ability to effectively collect and analyze business information to support business decisions. 6. Exhibit work ethic and apply effective marketing practices and techniques in a diverse market
- PLO 1: Listening Actively listen and engage in individual or group discussions and conversations
PLO 2: Speaking Engage in conversational styles, forms and sounds of English
PLO 3: Reading Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgements in reading selections
PLO 4: Writing Apply basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills
PLO 5: Technology and Service Learning Identify main ideas and supporting details in different media

4) Explain how your mission and outcomes support the institution's mission:

- First and foremost, our program is aligned to the institution mission as it takes in learners of all types. It is an open admissions as it does not discriminate against those with special needs and people performing at the developmental level. In short, we have no pre-requisites as long as someone takes the entrance exam. As students learn to read, write and speak English well, they contribute not only to the betterment of the institution as a whole, but they also get to fulfill their personal dreams via academic achievements.
- Physical education is the education of the body as well as the mind. It offers courses that contributes to the social as well as the health and well being of the individual.
- Academic Affairs Office (AAO) prepares students for college life, career and the workforce.

- The CAPP English Developmental Courses provide students with the opportunities to develop basic listening, speaking, reading and writing skills to prepare them for college level courses in life with associate degrees and certificate programs of study.
- By enhancing student learning through hands-on science inquiry that is used to reach the individual students academic goals is how our mission and outcomes support the institution's mission.
- All outcomes by various departments/divisions are aligned to the Institution's mission
- Fulfillment of science mission and outcomes enable the students to succeed in transferring to institutions of higher learning, obtain jobs, and become aware of the tradition and culture of Samoa and the pacific. This supports the institution's mission outcomes.
- The ELI Department's developmental courses prepare students for higher education and real life experiences.
- Our mission supports the institution's mission in terms of communication through listening, reading and writing.
- By offering the diverse selection of courses that are transferable and cover the social cultural and political spectrum.

- The Criminal Justice and the Pre-law programs through the content courses provide quality educational programs, which students are able to achieve their educational goals. It enhances their civic and ethical conduct and contributes to the social, cultural, political, economic, technological and environmental well-being of our community.
- Due to the diverse range of social science course that are offered, most are purposely intended for the students to learn content in the respective areas, social skills in citizenry, working skills in preparation for the field of employment and life-long skills as responsible citizens living in a democratic system of government and society.
- The department's mission and outcomes align to the institution's mission in a way that it enables and prepares students to be academically, personally, and professionally ready to meet the challenges of entering the work force, pursuing a higher degree, or joining the armed forces.
- The outcomes outlined the specifics of the mission for the mathematics program set for the institution.
- The mathematics courses will promote critical thinking and logical reasoning while developing problem solving skills by studying various branches of mathematics. The program will enhance students to find jobs locally and off-island.

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- The department offers courses to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The Criminal Justice mission statement emphasizes the important of the law and its components. It recognizes every aspect of ethical, moral values and integrity. It also prepare students for the challenge and presentation they will face in the future. It will enable students to prepare themselves for the real world, and utilize what he/she learn from out institution. It will prepare them to communicate efficiently.
- The math department's mission and outcomes support the institution's mission by helping students prepare for higher learning institutions and the workforce. Students will use concepts they've learned from their math courses and use such knowledge as contribution to our community.
- It addresses the institutional mission in 1. Transfer institutions of higher learning 2. successful entry into the workforce
- Our mission statement is supported by our Program Learning Outcome which is align to to the mission of the American Samoa Community College.

- CRIMINAL JUSTICE AND PRE-LAW MISSION STATEMENT ALIGNED WITH OUR INSTITUTION'S MISSION STATEMENT THROUGH: COMMUNICATION EFFECTIVELY, ORAL AND WRITTEN,. IT ADDRESS ISSUES SUCH AS THE SOCIAL, LEGAL, POLITICAL CULTURE, ETC. IN ADDITION, IT PROVIDES AN OPPORTUNITY FOE CAREER UPGRADE AND TRANSFER TO OTHE COLLEGES AND UNIVERSITIES. IT TEACHES THEM TO EMBRACE DIVERSITY.
- Our learning outcomes supports the institution's mission to prepare students who do not meet current “college level” admissions requirements but who still show the potential to succeed in college. Our Learning Outcomes prepare these students to be able to apply basic college reading skills, basic writing process skills as well as integrate the use of technology to think critically. This preparation helps students to be better prepared for taking college level courses.
- The aim of the English Department is to live up to the expectation of the institution and the department itself by fostering students to think and write critically, which is essentially is the professional world and in the academic arena.
- All English courses are set up to “Fostering successful student learning by providing high quality educational services.” It is the Languages and Literature department’s mission for all students to understand various genre of writing in literature and produce writings using variety of writing modes through social, cultural, political, economic, technological, and environmental lenses.
- By providing high quality of learning involves critical thinking and logical reasoning enable students to achieve their educational goals. Our department offers courses which is part of our mission that provide life-long learning will enhance students to be successful into the workforce.
- The Nursing Department mission and outcomes, provides all qualified students an opportunity to successfully complete their chosen program of study and to pass their National Council Licensure Exam (NCLEX)to enable them to be licensed as an RN or LPN at LBJ TMC or Department of Health and be involved with research/data collection. All GERs, pre-requisites and nursing courses at alpha levels 150 or higher are transferable to 4-year institutions and LPN and RN licenses endorsed by all states and territories.

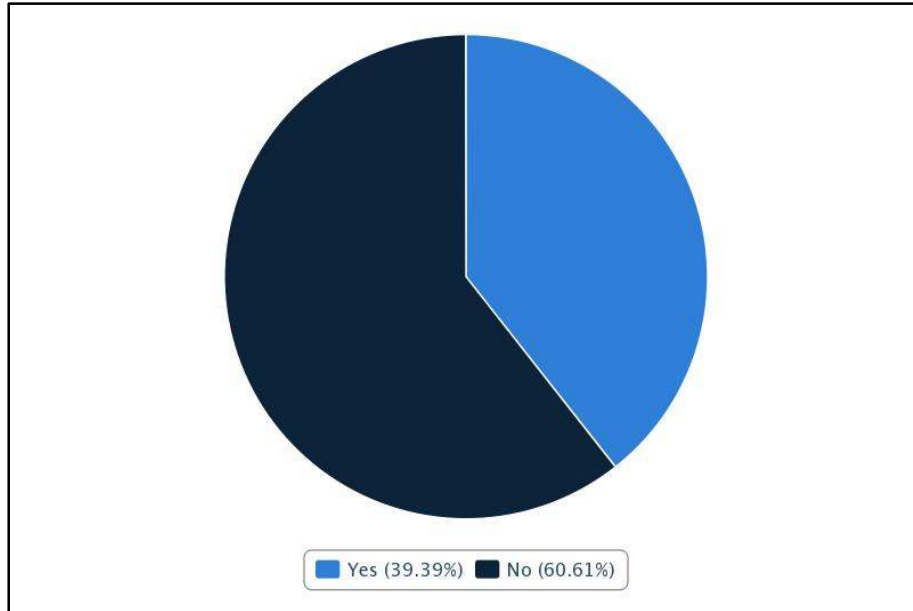
- Our department/division mission upholds the institution's mission statement in that we provide an array of instructional methods to ensure the successful completion of general education

requirements of each student in whatever declared field the students intends to venture through.

- The department mission and all courses outcomes are aligned with the institution mission.
- Mission and Outcomes of the Associate of Science Degree program is aligned to the mission of ASCC by developing quality programs for students, upon completion can: enter the workforce, continue their education, start a business, and become productive citizens in today's global and high-tech workforce. These quality programs are consistent with ASCC's efforts to prepare students to programs foster students to build strong partnerships with both public and private sectors in job placement and educational improvement opportunities.
- It provides a steady foundation to prepare students for regular programs, that allow them to transition to higher learning, to workforce, to research, or to better awareness of Samoa and the Pacific.

2. PERSONNEL DATA

Is the number of personnel adequate to support your Dept/Prog/Div?

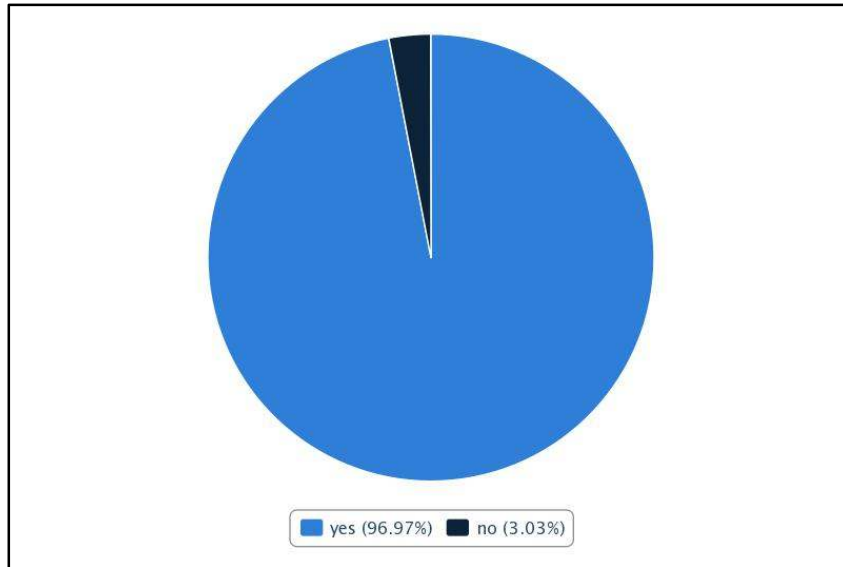


If "no", please explain:

Summarized comments:

- Limited Course Offering/ Lack of Instructors = 15 comments
- Need of Administrative Assistants = 3 comments
- Overload = 1 comment

Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?

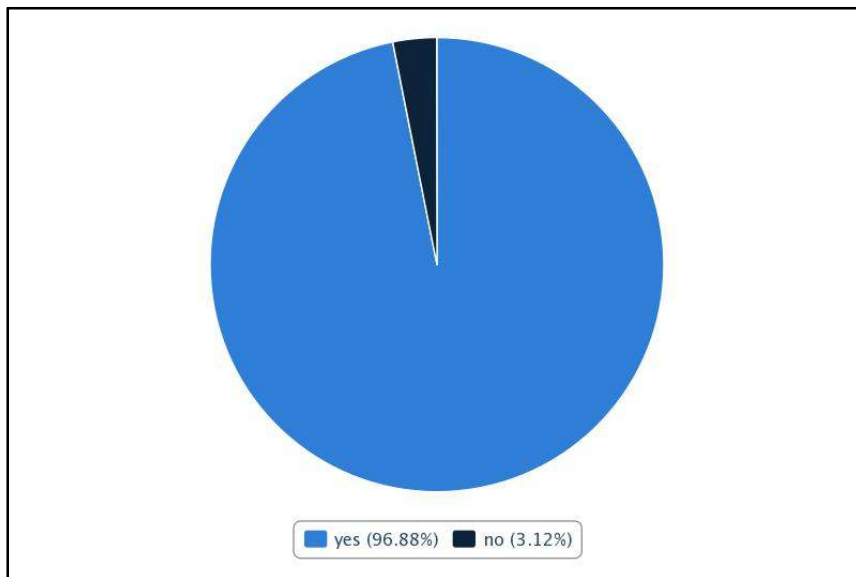


If "no", please explain:

Summarized comments:

- Unsure = 1 comment

Are all proper documentation (degrees, certificates, etc.) on file continuously updated?

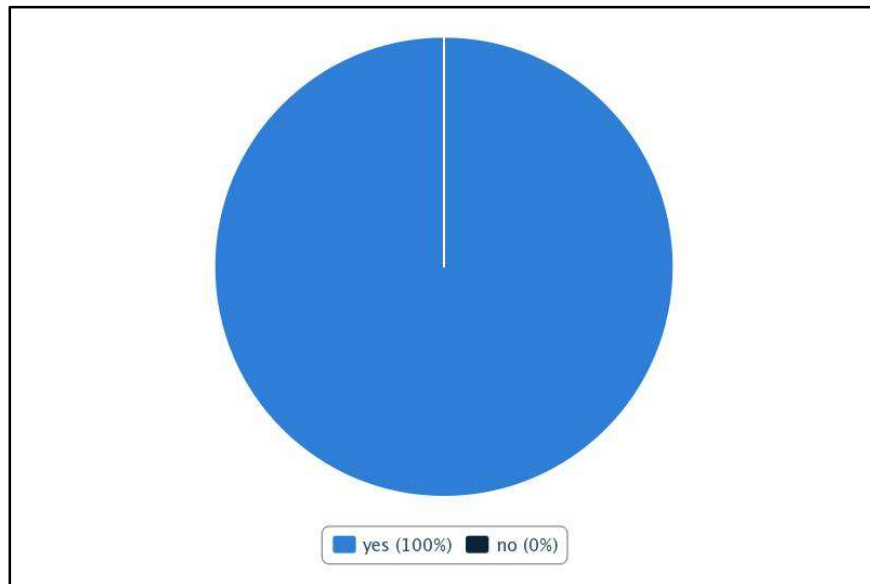


If "no", please explain:

Summarized comments:

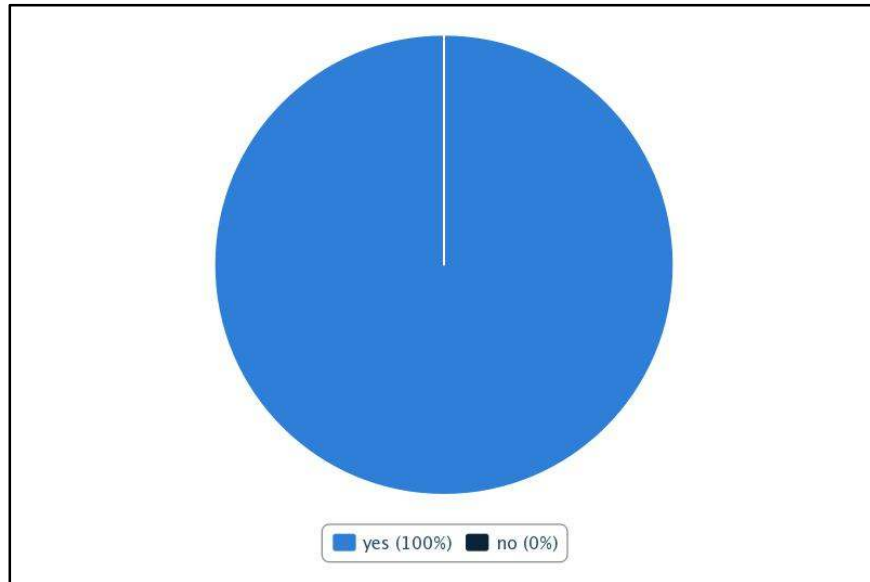
- Access to Files and Updates/ SOPS = 2 comments
- N/A = 1 comment

Are all personnel in this Dept/Prog/Div? careful in protecting the security, confidentiality and integrity of student information according to FERPA?



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

Summarized comments:

- 1 course = 3 comments
- 2 courses = 4 comments
- 3 courses = 0
- 4 courses = 11 comments
- 5 courses = 8 comments
- 6 courses = 3 comments
- 10 courses = 21 comments
- N/A = 1 comment
- Unclear = 1 comment

Degrees, Coursework and other publications:

- Q17
- Degrees, Coursework, and or Publications
- Required for graduation
- AA - University of Hawaii at Hilo BA - University of Hawaii at Manoa MeD - University of Phinoex
- BEd, English Major CTESOL (ESL) MBA
- Doctor of Chiropractic
- Bachelor of Science in Chemistry Master of Science in Education – Literacy in content area
- A.A Liberal Arts B.Ed Primary Education M.Ed Educational Leadership
- Bachelor of Art in Education Master of Art in Education
- Masters in Education University San Francisco
- Masters in Criminal Justice
- BA Political Science M.ED Education emphasis Constitutional Study
- B.Ed in Elementary Education with an emphasis in teaching Social Studies - Univ. of Hawaii - Manoa. (2004) Master of Arts in Teaching and Learning with an emphasis in teaching with technology - Kaplan Univ. (2006) Ed.D - School of Education with a specialization in Educational Leadership and Management. (Capella Univ.; 2010 - present).
- Associates of Arts in Liberal Arts Bachelors of Science in Mathematics Masters of Education in Teaching and Learning
- I have a BS and a Master degrees.
- B.A.ed, M.S.C.P.
- Bachelor of Arts in Computer Science with a minor in Business Administration and Mathematics
- MSCJA Master of Science in Criminal Justice Administration
- B.S, MEd.
- DEGREES A.A. Pre-Liberal Artrs (ASCC) B.A. Music (UHH) M.A. Music (UHM)
- MASTER OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION
- B.Ed in Elementary Education (University of Hawaii) Currently work on M.Ed in Middle and Secondary Level (University of Hawaii) Completion in August 2014
- Publications, not yet.
- Master with emphasize in Mathematics.
- BSN, and working towards MSN/Advanced Public Health Nurse Combined publications with the Pacific Island Network of Nursing Education Directors (PINNED).
- AA in Liberal Arts, BS in Business Administration
- Degree(s): Associates of Science Degree in Forensic Science (completed) Bachelors of Science Degree in Forensic Psychology (pursuing)
- MED, BED, BA, AA
- Master of Public Administration
- MEd Tautala Faasamoa (used in Sam 101)

Other qualifications not listed in previous question:

- Master of Science in Chemistry course completed Certificate in attending modeling physics course (60 hours)
- Police experience and training.
- Professional Teacher I Certificate
- A very experienced math instructor. I am now probably the only one qualify to teach upper level math courses such as Math 260 and calculus, Mat 280 & 281
- Skills as a professional leader from the United States Army.

- PRESENTATIONS 1. International Council for Traditional Music World Conference - University o Scheffield, 2005 2. Service Learning Regional Conference, Portland, OR 2007 3. Music Education Symposium,Nara University of Educaton - Nara, Japan 2008. Japan Annual Music Education National Conference, Kunitachi Music College - Tokyo, Japan 2008 3. Music Education Symposium, Nara University - Nara, Japan 2011
- N/A
- Passed PPST Praxis I Praxis II
- none
- RN licensed, Certificate of Nursing Education (CNE), Member of the National League of Nursing (NLN#414341)
- Catalog Technician,
- N/A
- 35 years of Business Management; 15 years of fulltime and part-time teaching; 25 years in labor assessment and training programs development and implementations.

List involvement in college/instructional/community activities (i.e club sponsorships, committees, boards, organizations, etc.)

- Member of the curriculum committee, member of the self study committee Standard 2
- On several sports association boards and previously was an executive member of the National Olympic Committee. Currently a member of the International University Sports Association.

- Self study committee member
- Department Secretary & Treasurer Senator, Faculty Senate
- Curriculum committee and student adviser in the past

- Member of College Senate

- Committe in self study Previously a Senate member

- President of the Faculty Senate at ASCC, Was a member the Asian and Pacific Women's Health Association in Denver, Colorado.
- Faculty Senate Secretary 2014-2015

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Academic Affairs

- Chairperson of the Social Science Department (2012 - present) Member of the Curriculum Committee (2012 - present) Head Advisor of the Phi Theta Kappa Alpha Epsilon Mu Chapter of the American Samoa Community College (2010 - present)
- a member of the math advisory committee. I was also involved in student club committees.
- Self-Study Committee
- Computer and Math club, International club, and YWCA
- Sub-Committee 2BII,/ CURRICULUM

- Curriculum Committee, ASAHEC board member, Self study subcommittee member
- Member of - 1. Curriculum Committee 2. Board member of ASCC Research Foundation Advisor for - 1. Alpha Epsilon Mu Chapter of Phi Theta Kappa Honor Society 2. ASCC Glee Club

- SUB-COMMITTEE 2BII CURRICULUM
- Praxis Trainer for University of Hawaii

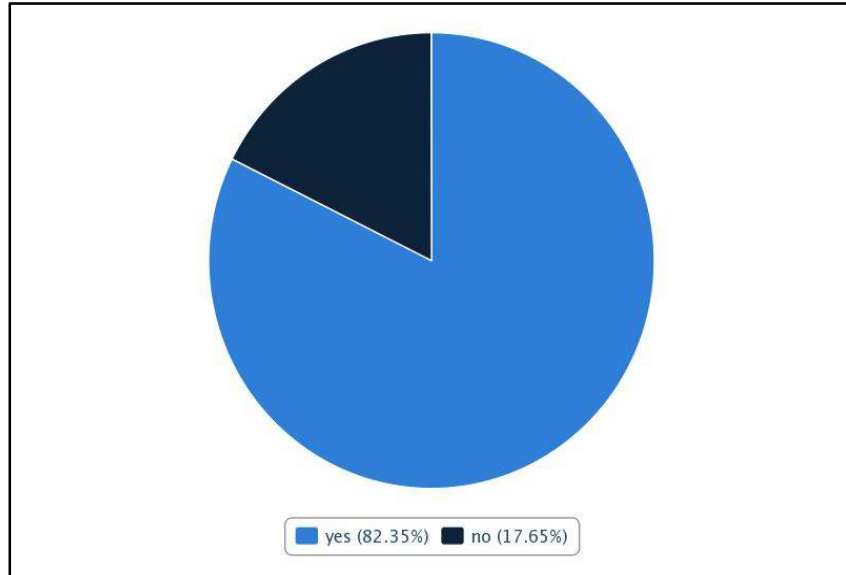
- member of PMET: Preparing Mathematics Teacher to educate teachers.
- Nursing Education ASG Appointee and Member of the American Samoa Health Services Regulatory Board (ASHSRB), Member and Delegate for the National Council of State Boards of Nursing (NCSBN), Member of the PINNED and PIN (Partners Investing in Nursing's Future), Health Educator for community/patient teaching.

- member of Data Collection Committee 2) Club staff adviser for All Saints Club 3) Member of United Brothers Volleyball club.
- Retired but on contract to help out.
- Advisor to Business Ambassadors of ASCC; Member, ASCC Faculty Senate;

- Service Learning Coordinator Christian Club Advisor Church Council Chairperson Christian Education Superintendent Youth For Missions Mobilizers (Pacific Island Missionaries to the Unreached)

4. STAFF DEVELOPMENT

Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?

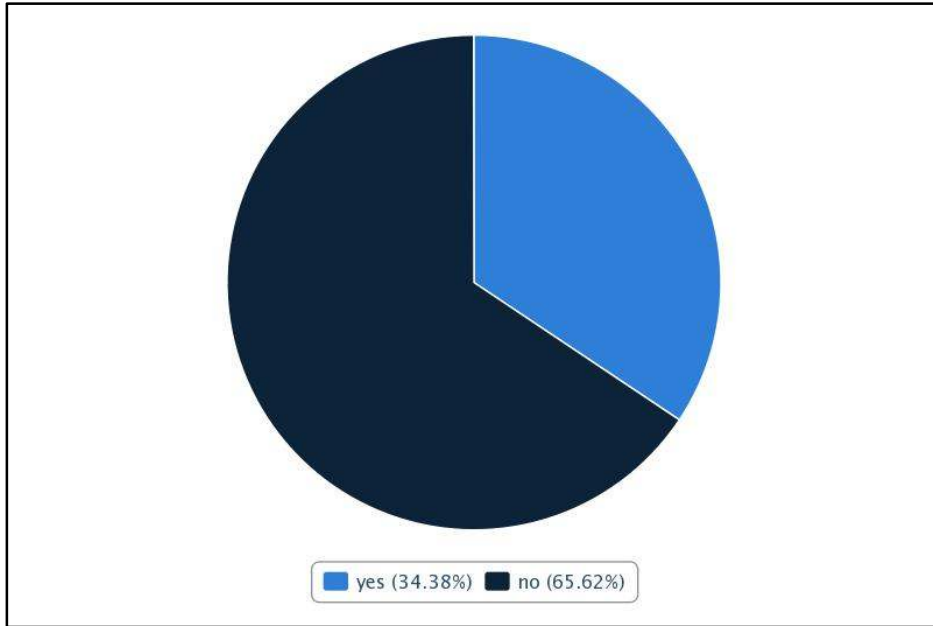


If "no", please explain:

Summarized comments:

- NA = 1 comment
- Unsure = 1 comment
- More training needed
 - Technology = 0
 - Content/ Pedagogy = 4 comments
- SOP (clarity on contractors' participation in Professional Development) – 1 comment

Are there any unmet needs for professional development among personnel in this Dept/Prog/Div?

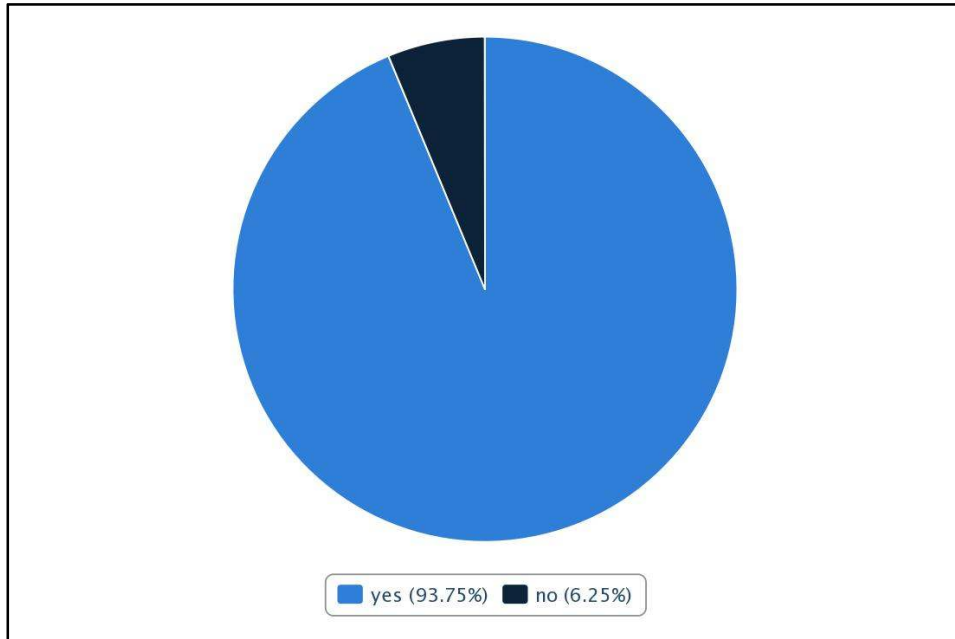


If "yes", please explain:

Summarized comments:

- Unsure = 2 comments
- Assessment = 2 comments
- Technology = 5 comments
- Content/ Pedagogy = 3 comments

Are faculty/staff evaluated on an annual basis by the immediate supervisor (i.e.: Director, Dean, Vice President)?



5. FACILITIES, EQUIPMENT, and BUDGET

Briefly describe the facilities occupied by this Dept/Prog/Div (i.e., classrooms, offices, labs, etc.)

- The ELI building we are housed in is rat infested, despite the moderate changes that were recently made, many things such as wiring have been damaged and 2 semesters after, we are still unable to get help. We have a lab, after almost 2 years of CAPP, that lab is not utilized as things or parts of equipments are missing.
- The gymnasium is the class room.
- Office space needs to be renovated. Air Condition needs to be repaired and replaced, stairwell needs to be fixed too. It is not Handicap accessible.
- We are located at the ELI department above the college where our offices and classrooms are occupied. Our computer lab will be up an running by the next six weeks
- ELI Building - Faculty offices, classrooms & proposed Lab
- 4 offices each with a computer and one copier for the department. We have 3 working labs
- VP lounge for meetings, classrooms for curriculum meetings, and M-11 for trainings & meetings.
- Four offices and four lecture cum laboratories
- ELI Building Classrooms E1, E2, E3, E4, All 70, 71, 90, & 91 courses are utilizing this building. M12 Building is being utilized by English CAPP 80 & 81 reading and Writing ELI Offices are utilized by the CAPP instructors. CAPP Lad will be in session in the 2nd session 2014 Spring
- We have classroom, offices. We are waiting for our lab.
- Officies located on the 2nd floor main building. classrooms 7, 8, 9, 19, & 20.
- Upper Campus: 1) Nursing Building M-10; AHEC Building M9; Building M M12A, M12B, M12C; ELI classrooms 1, 2, 3, 3b, and 4. 2) Math/Science Complex A1; A5, A14, A17, A30, A35, A40 and A45. 3) East Wing: Rooms 26, 27, 29, 30; Art Building: B8 and Ceramic Lab.
- Classrooms are ok, office emergency needs need to be addressed immediately and not in a two seek waiting period.
- Our social science offices are located in the 2nd floor of the Administrative Building. Most of our classrooms are taught in the Left side Quad area from Rooms 7,8,9 and sometimes Rooms 19and 20 on the Right side Quad coming from the front entrance of the Admin.Building.
- The building that houses the Social Science Department is pretty old and is divided into 5 cubicles with one existing office within the Social Science Department. It is adequate as far as space is considered, but could use some major improvements.
- The classrooms are conducive for student learning. Personnel are comfortable in their offices and are spacious too. The lab is available for everyone to use but on a schedule basis and is subject to revision at the end of each semester. The facilities are adequate to ensure the success of the department's mission.
- math and science bldg.- offices, classrooms and a math lab.
- The classrooms are well done. Our office could use a new air conditioner. But all in all, its good place to teach and work.
- Math Lab, Office, Classrooms, & Library
- We are located on the 2nd. Floor of the Administration Building, Rm. 202, 203
- Room A-14 needs to be thoroughly cleaned. There's too many flies in it. The classrooms are usually dirty and filled with trash by noon. I think that math classes shouldn't be taught in the M-

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Academic Affairs

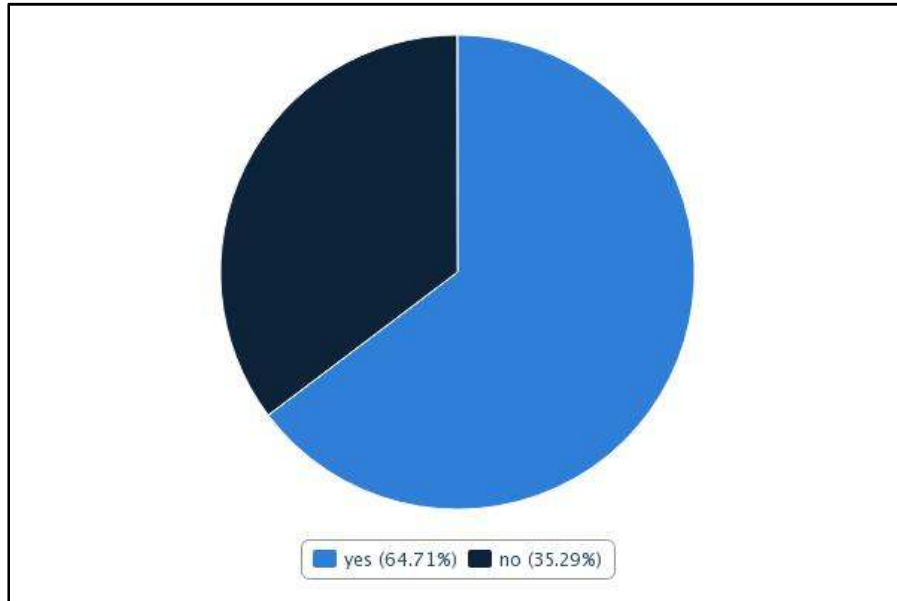
building anymore because of the small boards. If not, replace the boards with bigger ones because most of the boards have room for only one math problem.

- Good
- Our Fine Arts Department occupies rooms 29 and 30 of the East Wing Building, as well as the Art Room.

- LOCATED ON THE 2ND FLOOR OF THE ADMINISTRATIVE BUILDING, RM 202, 203
- Classrooms are equipped with enough student desks and chairs. It also has air conditioning in the rooms. A few rooms such as E2 & E1 need another unit for each one because it gets too hot during the afternoons. Classrooms can benefit with new whiteboards. The current boards are dirty and makes it illegible when teacher writes on the board. We now have a computer lab that is furnished with 40 laptop computers, 21 tables and chairs. The lab has a realistic program to assist students with their developmental skills. I think the whole CAPP buildings can use a new coat of paint considering there has been renovations done on the building and all the paint on the walls do not match. The computer lab needs a smartboard and projector so that CAPP instructors can use the Lab for instructional use.
- Most of them are not kept clean and our office needs vacuum at least once a semester.
- Classrooms sizes are adequate for our purpose. Our office need minor improvements such as storage space and regular maintenance.
- classrooms, labs, office,
- Classrooms and labs are small and cannot accommodate more than 14 students comfortably.
- All in good and adequate condition.
- Being part of the Science department as the Science Lab Technician, the rooms that are often occupied by our Departments include A-45, A-30, and A-17. The faculties offices are situated around the same area the courses are taught in that it is convenient for the students to seek assistance when needed. However, my office is situated with the office of Academic Affairs but does not limit my presence during lab hours in the aforementioned classrooms.
- I have office which suffice enough. I use 3 different classrooms to teach classes. We need to fix the smart board in our math lab.
- Quad Rooms 20 and 23 (Business Department Computer Lab)

- We occupy the old library which is divided into 4 classrooms, computer lab, faculty offices, and end part for SSS program.

Are all facilities adequate to support the mission of your Dept/Prog/Div?



If "no", please explain:

Summarized comments:

- AC = 1 comment
- ADA Accessibility = 2 comments
- Smartboards = 2 comments
- Lighting = 1 comment
- Classroom renovations = 2 comments

Briefly describe current equipment used by this Dept/Prog/Div and indicate whether it is adequate or inadequate.

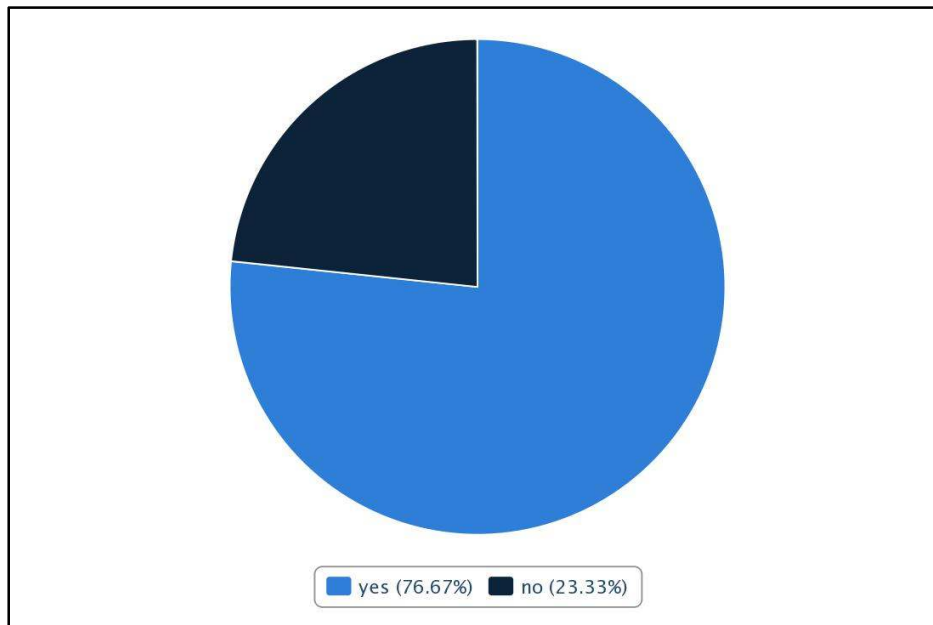
- We have 2 xerox machines and we have to wait forever to get toner. Since we serve the largest population and received a sizable grant, I am baffled as to why we don't have the equipment we need.
- Currently because of the distance between here and the mainland equipment orders take quite a long time before arrive. But other than that there is adequate equipment to run
- Computers are adequate. Printers are adequate, but not cost efficient.
- We use smart boards, xerox machines, copy machines, computers. They adequately support our program and department.
- Computers for each faculty 2 Laptops 2 Printers/Photocopiers 2 Smart Boards
- Chemicals, scales, glass wear
- smart board (adequate) copier (adequate)-need for another copier to assist all departments desktops(adequate) projectors(adequate) laptops(adequate)
- Lab equipment, technology equipment such as laptops, computers, printers and projectors
- Computers Printers Xerox Machines Office Phones Lap Top Smart Boards and wires are all utilized in this department and are adequate
- Still waiting for lap tops for our computer room We have xerox, computers, a dept. lap top, and printer.
- Computers and laptops are available within the department, projector are available from MIS.
- Smartboard 2) Moodle 3) LCD Projectors and laptops There is still a need for more LCD projectors and laptops
- The computer is fairly slow. My college e-mails from last year was only received yesterday ..A 136 e-mails.
- All of the instructors have desktop computers, desks and chairs. All have cabinets (book shelves, filing cabinets,keys,phones,ac's in the offices)Most of us use the laptops and projectors (MIS)sometimes use the Smartboards (since only one wire,all must collaborate to take turns)
- We have access to a smart board (1) that is in Room 9, as well as two laptops that we all use at any given time for instructions.
- The department uses the Math Lab once or twice a week. All equipment are to be stored in the chairperson's office for safety reasons. The two offices for the Math personnel have access to printers and the new xerox machine. Office supplies such as expos markers, permanent markers, pal pens, stablers, and xerox papers are provided by the institution. It lasts for the whole semester.
- equipments: the only copy machine that works now is the one in the chairperson's office. If copies of tests and etc. need to run and his office is locked, then I have to run around to find a machine. My computer printer was low in ink and I had already submitted a request for one thru proper channels and as of now I still have not yet received one. I submitted a request about almost two months now. I even called the procurement office and I was told to call Cherie but like I said above that I already went thru proper channels.
- Projectors, Smart boards, and showing educational videos.
- Computer Labtops , need to clean viruses. The Smart Board is there, but does not work.
- adequate, but not for long
- The computers need to be updated and a computer technician needs to check on the math trek laptops at least once a month. Proper maintenance will help these computers last longer.

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Academic Affairs

- Powerpoint Projector, DVD/Video player, Laptop
- Our department depends a lot on musical equipments that needs to be upgraded.
- INADEQUATE
- I believe all classrooms need to be equipped with smartboards. We are teaching 21st century learners and in the age of technology. I think it would encourage more active learning and engage more students to use a medium that is of more interest to them. Our department has 1 smartboard in E3 and another in M 12 B.
- Computer, projector, TV and smart-board, very helpful.
- Laptop: Adequate Smart-Board: Adequate Desktop computers: Adequate T.V and VCR: Adequate
- Smart Board: Its been there for almost 2 years but eventually were not using it.
- Hospital beds, vital sign machines requires specialized maintenance or purchase new as needed. Number of computers are adequate for the current number of students.
- Smart Board, Projector, Laptops, and Ipads. All listed equipments are in adequate condition.
- Laptops, microscopes are mostly used to enforce concepts learned during lecture. Supplement equipments, such as dvds, are also used some times during lab hours. In addition, numerous lab equipments are used at certain times to match lessons during lecture times.
- I have a computer and a printer which are adequate for my work.
- Computer systems installed in office and computer lab can handle the need for now. However, because printing is required for many of the classes, the problem is not having printers, but sustaining these printers with supplies. In many incidences, due to either limited budget or lack of supplies, the printers sit idle.
- Now we have a Computer Lab with 40 computers. 2 Smart Boards (E3 & M12B) 2 laptops 1 xerox each instructor has a desktop & 1 heavy duty printer for all instructors

Are additional facilities or equipment required to support this Dept/Prog/Div?

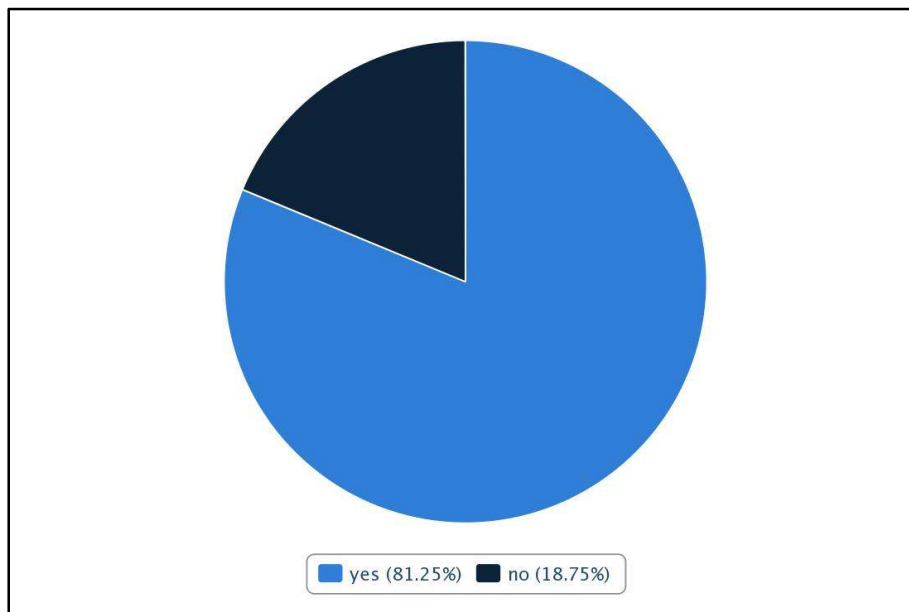


If so, please list and explain:

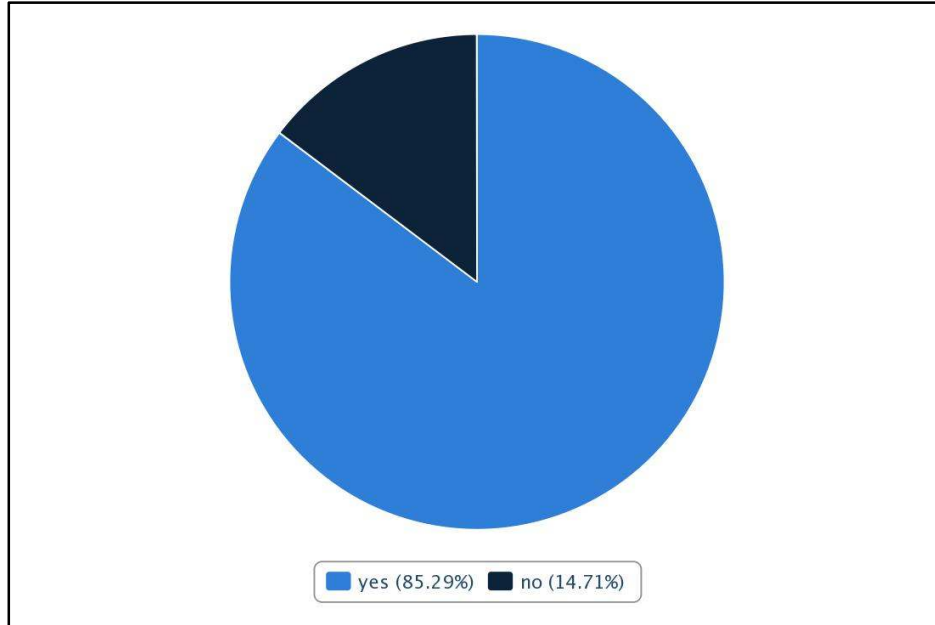
Summarized comments:

- Smartboard = 5 comments
- Classroom Renovations = 6 comments
- Toner Cartridges = 1 comment
- Laptops/ Computers / hardware= 5 comments
- Lighting = 1 comment
- Projector = 4 comments
- Lab Resources = 1 comment
- Xerox Machine = 1 comment
- Moodle = 1 comment
- NA = 2 comments
- Furniture = 1 comment
- Unsure = 1 comment
- AC = 1 comment

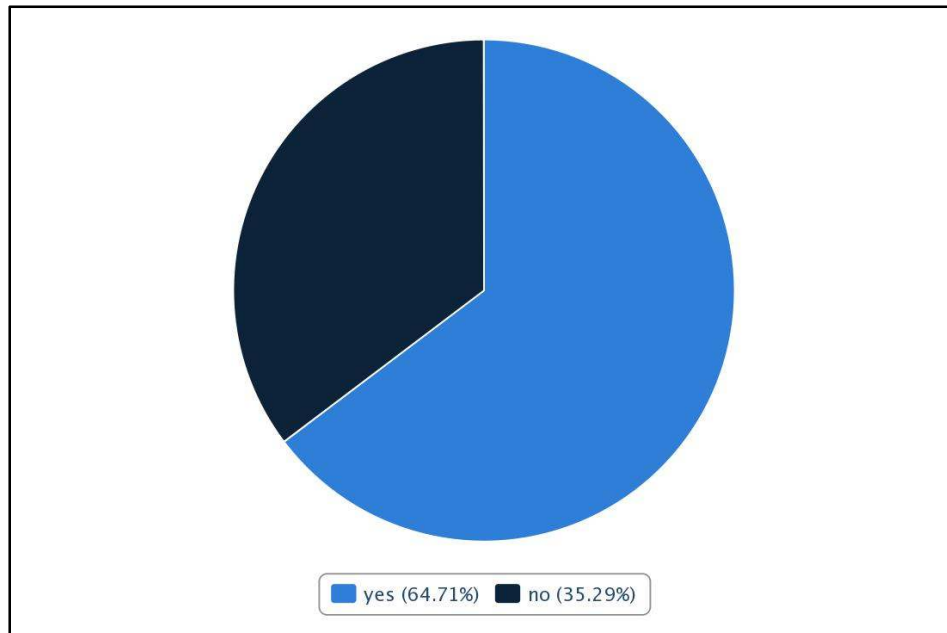
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



Does the institution take reasonable steps to provide a healthy, safe, and secure environment for this Dept/Prog/Div?



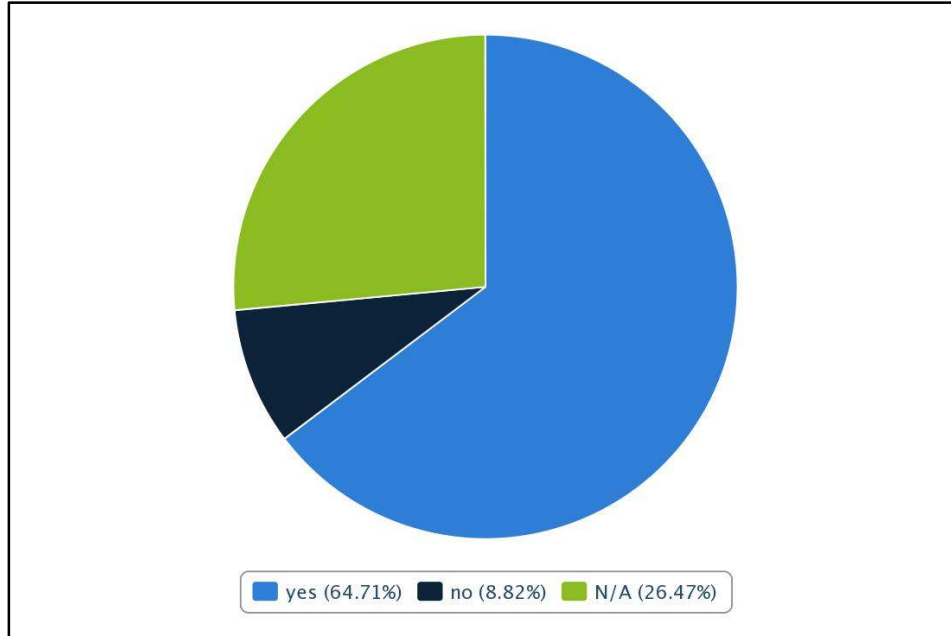
Are the physical facilities accessible to persons with disabilities?



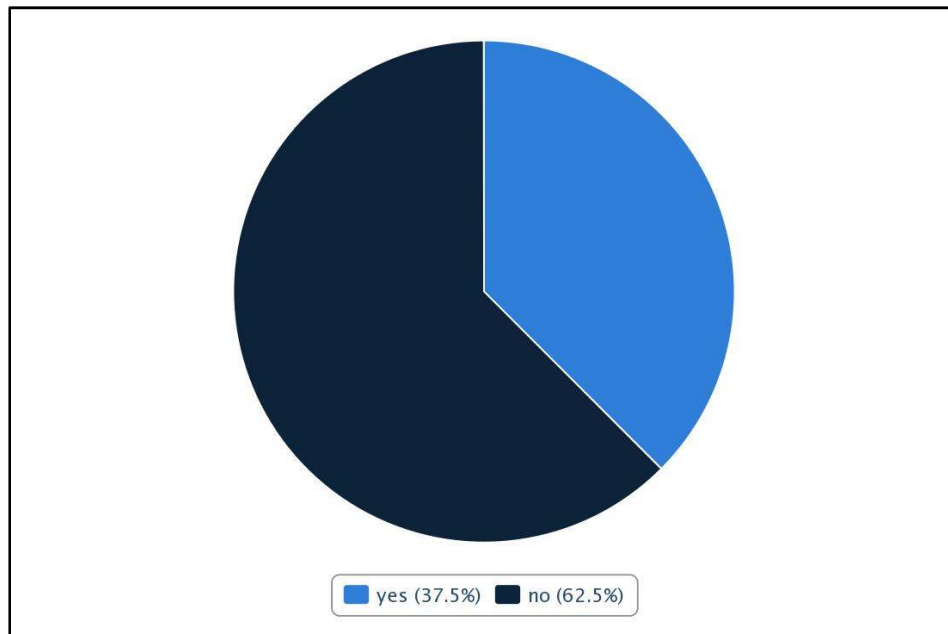
If "no", please describe below what is needed to make your area accessible.

- Doorways and hall is too narrow for people using wheelchairs, both for the ELI building and M-12. We had to re-locate our classes down to E-2 because parents were complaining.
- There are stair but no ramps. People with wheel chairs and people with difficulties in walking have a very hard time going up stairs. There needs to be ramps.
- No elevator, office is on 2nd floor
- Need ramps entering each class for wheel chairs. Pipe fence to each building so blind students can hold on to railings to guide them to their classes. This is just a suggestion.
- No access to the second floor for persons with disabilities.
- Persons with disabilities are still experiencing hardships accessing facilities (doors are too narrow, classrooms are located where one to one assistance is required.
- There are no ramps leading to the academic office, nor to the Social Science Department, Language & Literature Dept. or to the Vice-President of Academic and Student Affairs office.
- The office I work in has no ramp or elevator accessible for students in wheelchairs.
- ramp
- Its hard for students with disability to access the rooms in the M-building. The sidewalk and the route is too narrow.
- Only to certain rooms within the buildings, small hallways within the buildings are too narrow for wheelchairs.
- We have to move one of our classes to TED 1 to accommodate a student in wheelchair. The parents complained because the area outside E Building and M12 are difficult to maneuver the wheelchair.

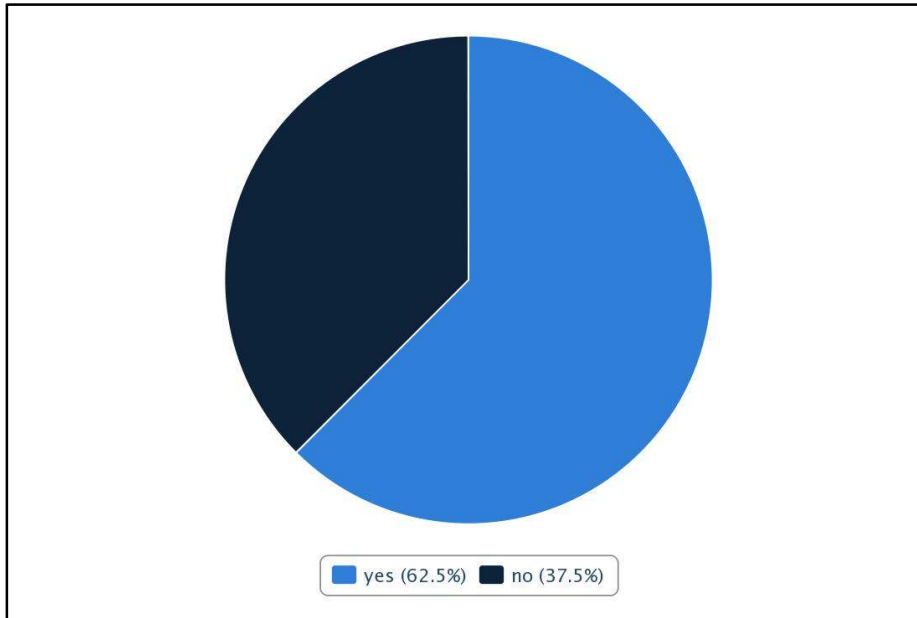
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



Is the budget information available to this Dept/Prog/Div?



Is adequate financial support available to meet the needs of this Dept/Prog/Div?



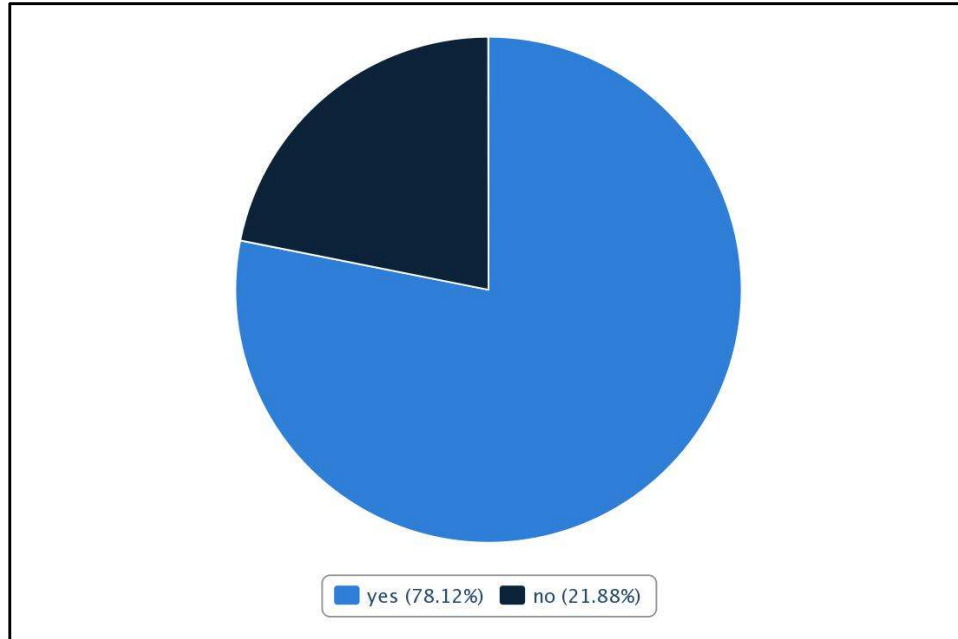
If "no", please explain:

Summarized comments:

- No access to budget information = 6 comments
- Need more funds = 6 comments

6. TECHNOLOGY and LIBRARY

Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



If "yes", please list or if "no", please explain:

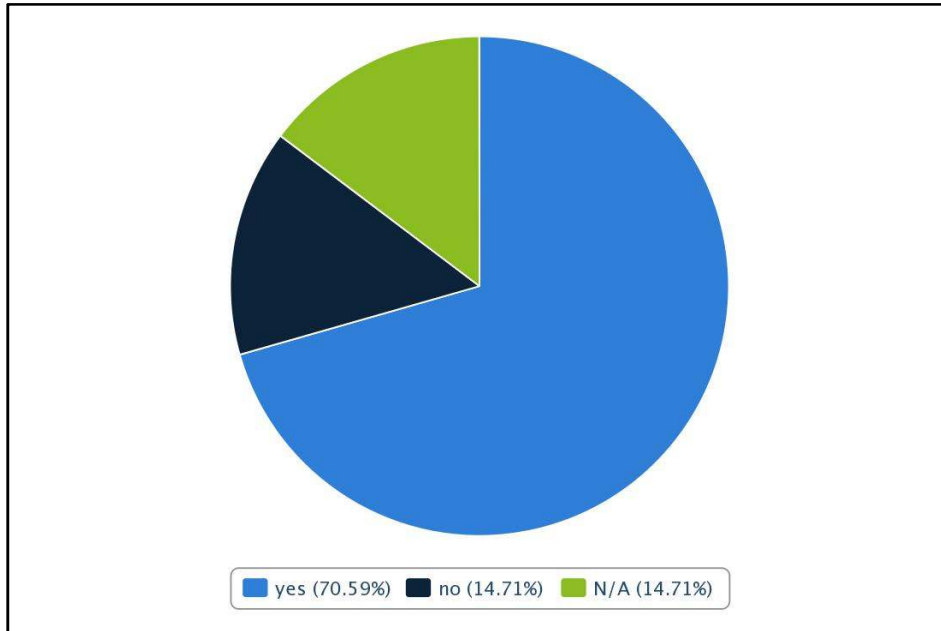
Summarized comments:

- Smartboard = 14 comments
- Moodle = 8 responses
- Computers = 1 comment
- Projector = 2 comments
- Compliance Assist = 3 comments
- Datatel = 3 comments
- Webmail = 6 comments
- Math Lab = 1 comment
- Silver light = 1 comment

Training Areas :

- Smartboard = 1 comment
- Moodle = 3 comments

Is the library available and accessible to students (day, evening, online) at their time of need?



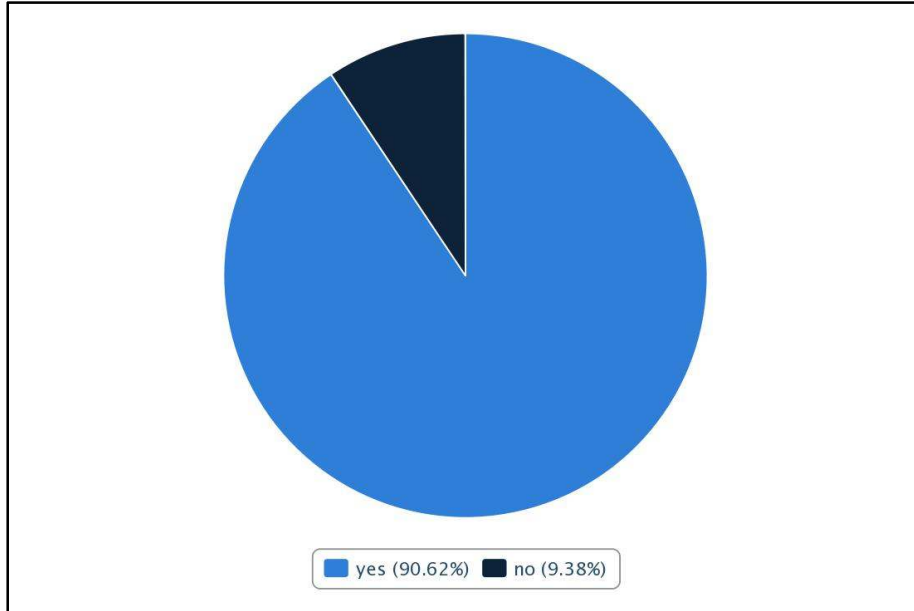
If "no", please explain:

Summarized comments:

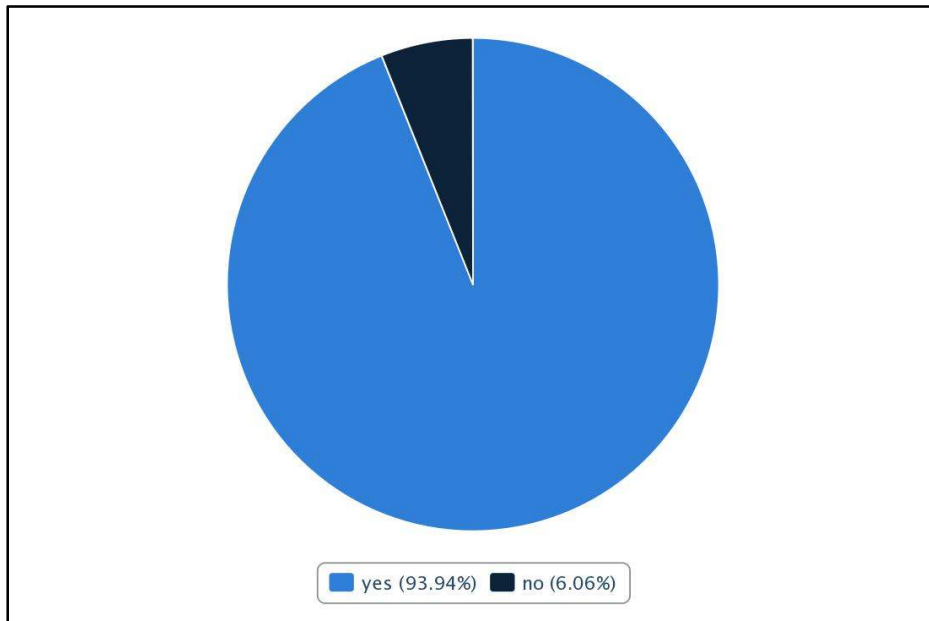
- Extension of hours in the evening = 6 comments
- Computer Access = 1 comment

6. EVALUATION AND IMPROVEMENT

Is there evidence that the effectiveness of instruction and services are periodically evaluated?



Are research-based evaluation processes (e.g., surveys, interviews, analysis of data) used for assessing this Dept/Prog/Div?



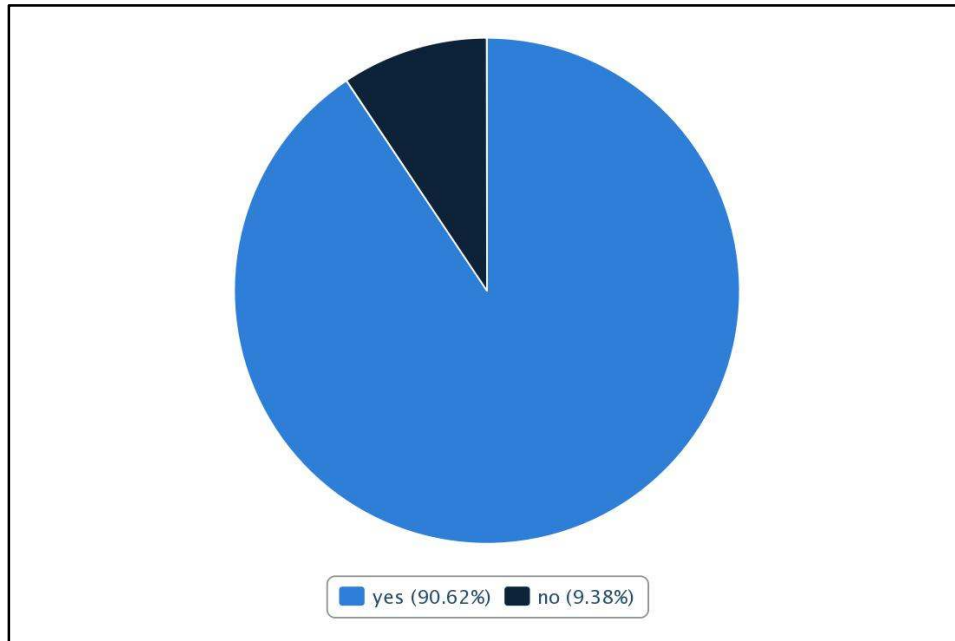
Divisional Assessment SPR 2014

Academic Affairs

Listed below are Institutional Surveys, Instruments, Data, and other processes for evaluating Dept/Prog/Div effectiveness. Please indicate which instruments are frequently used for evaluating effectiveness of this Dept/Prog/Div.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Average Score
Annual Reports	5 (16.67%)	1 (3.33%)	9 (30%)	11 (36.67%)	4 (13.33%)	34	3.27 / 5
Quarterly Reports	3 (10.34%)	2 (6.9%)	11 (37.93%)	10 (34.48%)	3 (10.34%)	32	3.28 / 5
Bi-Weekly Reports	2 (6.9%)	7 (24.14%)	10 (34.48%)	7 (24.14%)	3 (10.34%)	32	3.07 / 5
Student Learning Outcome Reports	5 (15.62%)	2 (6.25%)	5 (15.62%)	12 (37.5%)	8 (25%)	40	3.50 / 5
Institutional Strategic Plan	4 (13.79%)	4 (13.79%)	9 (31.03%)	8 (27.59%)	4 (13.79%)	33	3.14 / 5
Performance Evaluation	6 (18.18%)	1 (3.03%)	4 (12.12%)	15 (45.45%)	7 (21.21%)	40	3.48 / 5
Institutional Program Review	3 (10.34%)	0 (0%)	10 (34.48%)	9 (31.03%)	7 (24.14%)	36	3.59 / 5
Course Evaluation	5 (15.62%)	1 (3.12%)	3 (9.38%)	15 (46.88%)	8 (25%)	40	3.63 / 5
Student Satisfaction Survey	6 (18.75%)	2 (6.25%)	3 (9.38%)	15 (46.88%)	6 (18.75%)	38	3.41 / 5
Fact Sheets/ Books	4 (13.33%)	3 (10%)	11 (36.67%)	10 (33.33%)	2 (6.67%)	32	3.10 / 5
							3.35 / 5

Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?

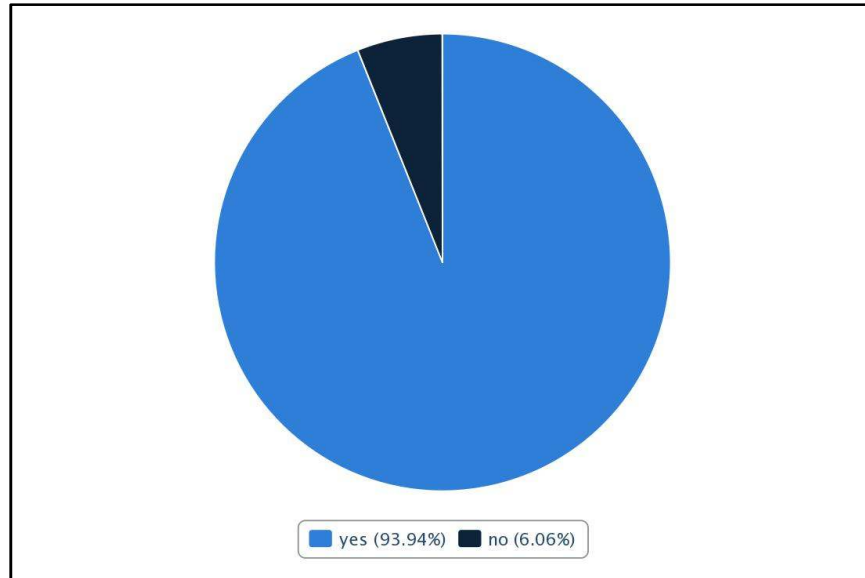


If yes, describe some recent improvements that have come about in response to needs identified through these evaluation processes.

- We revised our PLO's from 12 to 5.
- Because there are new processes available constantly, the evaluation process assists in this to change if need
- Changes in Curriculum (Update) Library has more students visiting
- Time spent on, for example, the conversions used in physical science has been increased since our assessment of this course has shown a marked weakness in this area.
- Biennial review of catalog, revision of Course/program approval forms, revision of program learning outcomes, initiating standard operating procedures, ongoing assessment of student learning outcomes at all levels.
- We evaluate the skills in the reading courses through the students weaknesses and strengths. From there, we decided which skills were important to be covered in each reading level 70, 80 & 90. We chose particular skills where students needed to master in the individual reading course before they move up to the next level. It seems to be working out for the program. We have yet to see at the end of Spring, then we will look into other ways to improve our program.
- We evaluate and make changes for improvement

- Having more access to more computer labs and the availability of student services.
- Better assessment methods based on the needs of the students.
- Yes, the increase in the number of facilities as well as the revision in the program outcomes for some degrees and certificates.
- the instructors aware of what we need to do for improvement.
- Learning to use the new GEO assessment to address the student learning outcomes.
- I think that is how the CAPP program began. And now, the number of lower math students has improved.
- Able to work utilizing other techniques and approach to better improve my teaching skills
- INCREASE NUMBER OF STUDENTS ENROLLMENT
- I am not sure. I am recently employed.
- Yes, particular for the ENG 150, some students believe that the reading was too much, so I kind of readjusting the reading. however, I found out that is was not the case, students just didn't do the reading because most of them are taking 15 units or more. Overload.
- Course content, assessment rubric and evaluation are aligned to ensure that our SLOs and CLOs for courses are achieved with standards. Students' evaluations have provided feedback on areas we need to improve. These evaluations are also valuable for our continuous developments and how we can accommodate students' needs.
- -leaning objectives met by most of students. -course learning outcomes improved.
- The evaluation process assist faculty to identify problem areas that needs improvement, and students' performance midterm and final evaluation.
- More Professional development for Instructors (Moodle training and smart board training)etc.
- Prior request were put forth in getting a better desk and chairs for the students and it was granted. The classrooms also lacked air ventilation in the chemical storage rooms and it was granted. However, there were some storage room needs that were not met and was somehow completed and provided by the department themselves via money from their own pockets.
- Initiation of CAPP
- NO: We need to know what the evaluation outcomes are. Assessments are useless when feedback to specific offices and departments are not provided in direct manner. Any flaws that need to be addressed must be brought to attention of specific department instead of announcing these in general fashion where all or some departments meet. They must be delivered directly to affected departments.
- With new change in CAPP - from one semester to 2 six-week sessions, evaluation is vital to such a change. We revamp the program to suit the time period and to provide extra support to students repeating the same level once or twice. The computer lab is one of those changes.

Does this Dept/Prog/Div identify expected outcomes; assess whether it achieves these outcomes; and provide evidence of improvement based analysis of those results?



What steps are taken when an outcome is not achieved?

- We dialoge in dept. meetings, we look at strengths and weaknesses of an outcome, teachers make recommendations to the outcome.
- There is a need to either adjust the teaching process or adjust the outcome.
- Review outcome to upgrade or delete obsolete items.
- see number 30 above
- revisit curriculum and course/program learning outcomes. identify intervention programs.
- Re-teach, and re test. Provide different methods of assessment
- For one, I have explained it in number 30 and we can depend on our data.
- Evaluate, assess, and make changes
- I am not aware of any.
- We review the reasons as to why an outcome was not achieved and through these discussions we collaborate as a team to revise this outcome so that it may be achieved.
- Review and evaluate the needs and the methods used during a departmental meeting and then forward to the Curriculum followed by the proper protocol in following requests.
- make changes in the instructor's teaching strategy to make sure that the outcome is achieved.
- I'm not sure
- The math department met to discussed the outcomes and than we discussed ways or ideas to serve the purpose.
- Back to the drawing board.
- We change the outcome.

Divisional Assessment SPR 2014

Academic Affairs

- RE-VISIT THEM AGAIN AND LOOKING IT FROM A DIFFERENT PERSPECTIVE
- I am not sure. I am recently employed.

- Personally, I vary my methods of delivery to include hands on; ei. class work, group work and individual projects. I also consult with my colleagues resources that work for them.
- -have students to retake the course and attend tutorial session thoroughly. -trying to assist students of completing the assignments seriously.
- Meet with faculty and adjunct faculty to discuss the problem and what steps to take. Lastly, the advisory committee becomes involved as needed.
- Re-analyze within Curriculum Committee and standards are set based on an agreement within the committee.
- N/A
- Make modification to new approach.
- Corrective action simply involves identifying strategies to upgrade, modify, and redirect resources needed to meet the needs of class requirements, especially in areas that have not achieved stated outcomes.

- We look at the content and materials of the course and the methods used by instructors. Discussed together as a department ways to improve course outcomes.

Provide an overview of significant results, honors, awards and milestones achieved, as well as enhancements made to this Dept/Prog/Div over the past three years.

- Changes made to the Program in the catalog.
- n/a
- Accreditation has been achieved. Bachelors Degree courses is now being offered. More lab facilities provided. More tutorial services provided.
- total renovation of the facilities, an active Marine science program with a ongoing science symposium each October
- Completion of General education outcomes process Processes are in placed for assessment of student learning outcomes at all levels. Make sense of the student achievement data. Initiating standard operation procedures Alignment of course outcomes to program and institutional outcomes with assessment instruments identified. Closing the loop for assessing student learning outcomes at all levels. Associate of Arts/Science have set requirements to satisfy General Education, core foundational requirement, and co-foundation/program requirements.
- Renovations were done during the last two years. National level research internship programs and local college Science symposium.
- Passing of students have been increased for the last couple of years.
- Not sure.
- Not sure what this question means.....
- N/A
- The increase in the number of students passing the CAPP courses as well as regular Math courses required for the completion of a certain degree. The shift in leadership within the

department due to the promotion of the former chairperson to become the Dean of the Academic Affairs and the influx of new instructors to fill in the gap; some were alumni of the institution. Solid background of the personnel within the content is also a significant change that will continue to produce similar results in the past 3 years.

- The CAPP students have greatly learned a lot of the basic math skills to enhance the transition to college level math courses. Some of the ASCC graduates have come back and be able to teach math here at the college.
- I'm not sure. I'm still a rookie teacher.
- All I know is that, the Remedial Math (80 & 90) has improved ever since the CAPP was introduced. The students are more aware of what they learned so that they can move up fast and graduate in 2 years or less (1 1/2 years).
- Well, there is a number of increased in student enrollment within the Criminal Justice Program, and continue to increase the number by the semester.
- N/A
- AGAIN, A RESULT OF INTEREST IN THE PROGRAM. A LOT OF STUDENT WHO ARE FINDING A INTEREST IN THIS FIELD.
- I am not sure. I am recently employed.
- An as English instructor, I expect my students to meet the expectation of each course, nothing less. to me, effort is paramount. I believe that our department must operate uniformly in our teaching approach.
- We are currently working on our second literary evening which is an opportunity for students to showcase the highlights of their exposure and commitment to literature to their parents and the community.
- This program called CAPP is an example of one of significant result from Math perspective view. And according to the data collection from the previous year, the results showed that the percentage of students passing both Math 80 and 90 extremely exceeded the percentage of students who did not passed these math courses.
- Community service to the community on Tutuila and Manu'a to provide health education needs through field work, health fairs, school visits to reduce/prevent the number of deaths by non-communicable disease within the territory. Graduates passing their NCLEX providing more licensed nurses to LBJ and DOH. Graduates who do not pass at first try are employed as nurse aides to provide manpower at this time of shortage. Initiated the first cohort nursing program MOA between ASCC and UMFK online RN to BSN program for RNs in the territory.
- Academic Affairs has improved within the past three years. Instructors have been equipped with technology equipment such as the smart board and other office equipments.
- N/A
- The department has fully staff with young graduate from college who have content area background.
- Not important.
- Most of our students complete their degrees and move on to higher education or work locally to support families.