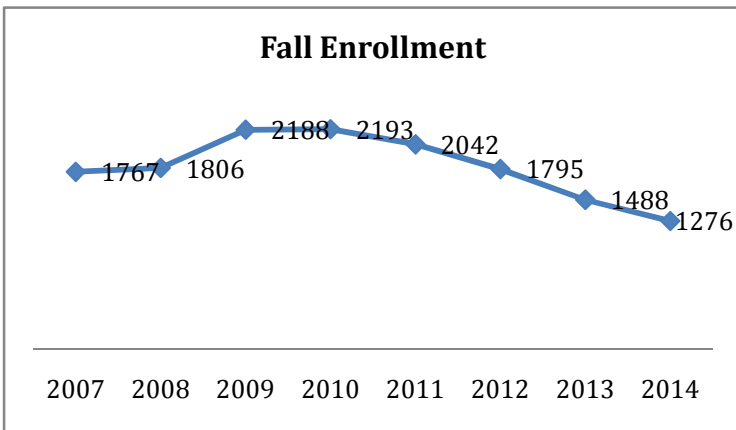


The data presented in the following pages are provided to assist in the alignment of planning to enrollment and Student Achievement Standards. The data collected covers Fall 2012 to Fall 2014 results with the exception of the enrollment count which cover 2007 to 2014.

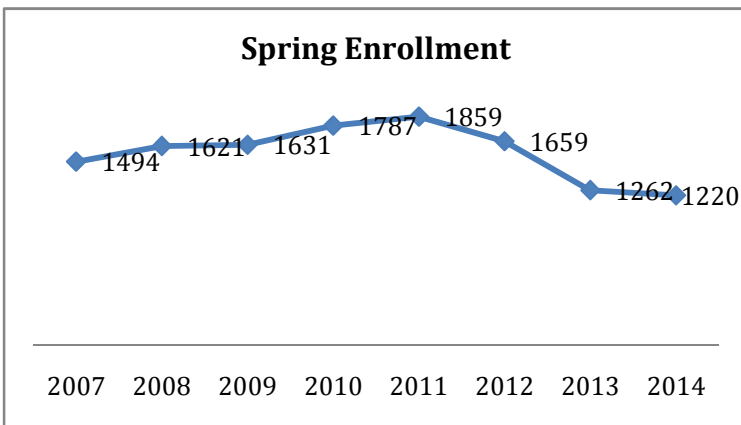
Enrollment Trends

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



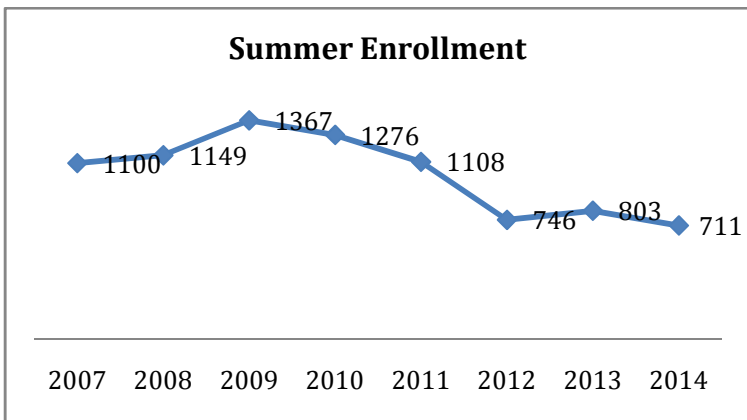
Notes for Fall Enrollment:

- 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%

Academic Program review _ IE Analysis

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

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
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.

Academic Program review _ IE Analysis

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
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”.

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

Academic Program review _ IE Analysis

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 sphygomanometers
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 is 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%

Academic Program review _ IE Analysis

This table summarizes the responses to Q4 of this section.

	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

Academic Program review _ IE Analysis

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					

Academic Program review _ IE Analysis

Responses for Q9: Program Enrollment

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

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?

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.

	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

Academic Program review _ IE Analysis

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
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	100%

F. Faculty Professional Development

FACULTY/PROFESSIONAL DEVELOPMENT	Yes		Mostly		Partially		Sometimes		No		Other responses		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total	%
	1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures?	10	59%	0	0%	0	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	0%	0	0%	0	0%	4	24%	17	100%
3. Do the instructors attend workshops and professional committee meetings?	11	65%	0	0%	0	0%	2	12%	0	0%	0	0%	4	24%	17	100%
4. Does the institution provide financial assistance and release time?	7	41%	0	0%	0	0%	1	6%	3	18%	2	12%	4	24%	17	100%
5. Do instructors regularly communicate with program-related business or industries'?	9	53%	0	0%	0	0%	1	6%	1	6%	2	12%	4	24%	17	100%
7. Are institutional manuals or handbooks available to all faculty?	12	71%	0	0%	0	0%	1	6%	0	0%	0	0%	4	24%	17	100%
8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and	12	71%	0	0%	0	0%	1	6%	0	0%	0	0%	4	24%	17	100%

Academic Program review _ IE Analysis

needs assessments?															
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 sign in sheet for attendance?	11	65%	0		0		0		0		2	12%	4	24%	17
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.

Academic Program review _ IE Analysis

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	%
• 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	
• 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	
• 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	
• 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	Teaching certification
Trades and Technology	x		ABR/AUTO	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	