American Samoa Community College ACADEMIC AFFAIRS DIVISION



Academic Program Review
Third Cycle Report
Fall 2006 – Summer 2008



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American Samoa Community College Academic Affairs Division

Academic Program Review 2006 – 2008

Academic Program Mission

The mission of the American Samoa Community College Academic Program Review is to facilitate continuous improvement of curricula and instruction.

Academic Program Review Purpose

The Academic Affairs Division Program review is a collaborative process to bring to bear the judgment of respected colleagues in assessing and improving the quality of our academic programs. This process involves faculty, administrators and staff in (1) gathering information about academic programs, (2) reviewing and analysis of information (3) combining all information in making judgments about overall program quality and making recommendations for improvements, and (4) a follow up to ensure that all academic programs are fully supported in its efforts to providing quality academic programs.

Academic Program Review at ASCC places emphasis on the involvement of faculty, administrators, linking the academic programs with the community it serves, connecting the review and planning, decision making, and resource allocation at departmental and campus level. These emphases ensure that the review contributes in a fundamentally important way to the attainment of our institutional mission and that appropriate recommendations are made for improvement of our academic programs at all levels. Through these recommendations we expect further improvements in the quality of instruction at ASCC.

The Academic Program Review at ASCC increases the sense of shared purpose among our academic departments and reinforces the need for coordinated planning for the future by all support units of the college. The involvement of all support units of the college in the academic program review ensures meaningful and effective follow-up review will occur.

Responsibility for Academic Program Review

All academic programs are reviewed over a two year period (every Catalog year). The Academic Affairs Division's Academic Program Review is directly under the supervision of the Dean of Academic Affairs. Major responsibilities are assigned to the Associate Dean in overseeing the implementation of the process during the review cycle. The review may require information from other support units of the college, therefore it is the responsibility of the Associate Dean to coordinate and work closely with other support unit administrators ensuring that the needed information is provided.

The Academic Department Chairs resume leadership in carrying out the review within their individual departments. The process may be coordinated with the division dean or associate dean. Every review cycle commences in the Fall semester which begins the Catalog year. All department chairs are informed and provided with the self-study questionnaires, and curriculum grid tables necessary to collect data from each academic department for the review. Completed reports by each academic department will be submitted to the Associate Dean for compilation and data analysis. The first draft of the Academic Review Report is submitted to the Dean of Academic Affairs and the Vice President for their review and returned to the Associate Dean to prepare the final copy of the report which is to be distributed to all members of the Curriculum Committee for its review. It is during this review that the committee will make its recommendations in areas of improvement.

To meet the objectives of the review, copies will be provided for the College's administration and to the Board of Higher Education for their review affording them the opportunity to make sound decisions in terms of planning in the following areas: (1) teaching and learning, (2) budgeting, (3) facilities, and (4) community collaboration. This academic program review allows the administration and the Board of Higher Education in setting priorities included in the college's five year plan. The Academic Program Review continues to serve as a vehicle of assessing the academic programs of the American Samoa Community College that leads to quality instructional services for our students.

Criteria for the Academic Program Review

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

Input measures address areas of facilities, equipment, materials, teacher qualification and capacity, and staff development. The self study questionnaire was developed in soliciting information the above areas.

In the area of facilities, there were seven (7) questions that the academic departments were required to provide information for. Issues included the abilities of facilities to accommodate for projected growth in academic programs enrollments, maintenance, if facilities are well ventilated and sufficient lighting, safety, accessibility for handicapped students, availability of storage spaces, and the availability of washing and restrooms for students and faculty use.

In terms of equipment (10 questions), information included whether if the equipment used by students and faculty are "state of the art" or compatibility to state of the art, sufficient in quantity and maintenance, if catalogue, safety for usage, accessibility to students, availability for instructional purposes, reviewed by community advisory council, and provided for the instructors use.

For materials, there were seven (7) questions that required the academic departments to report on whether the materials are current reflecting the needs of the community and industry, relevancy of supportive and reference materials, sufficiency in quantity, free of gender and cultural bias, maintenance, allow for flexibility, and if materials are available to handicap students.

The questionnaire 3 questions) also required academic departments to report of teacher qualifications, training and certifications.

For staff development, reports required information on the availability of a faculty handbook outlining institutional policies and procedures, teachers being informed on such policies and procedures, the communication of pertinent information, training of teachers, the ability of the College to provide financial assistance and release time for training, ability of instructors and programs to communicate with the business community, teachers in involvement in faculty meetings, and relating important and relevant information in a timely manner.

The program operation criteria required information that is directly related to the instructional program of the College. The instrument (curriculum grid) was designed to obtain information on scheduling history. The reports should indicate the number of courses that were offered during each semester of the cycle by each academic department. (See Table 1 on page 51).

Table 2 required all required academic departments to identify specific student learning outcomes taught in individual courses as listed in the Catalog. The institutional degree/certificate student learning outcomes are divided into three major areas, 1) Communications Skills, 2 Job Skills and, 3) Life Skills. Communications Skills includes speaking and writing skills, Reading skills, and Listening Skills. Job Skills included Transferability, Adaptive, and Job Specific Skills. Jobs Skills included Personal Responsibilities, Respect and Diversity, Problem Solving and Technology Skills.

Table 3 identifies instructional methods reflecting effective teaching practices for each course taught in the review cycle helping students in achieving student learning outcomes. Methods of instructions identified by the instrument are lectures, group discussions, hands-on activities, guest speakers, service learning, technology and/or other appropriate instructional methods as identified by each academic department not included in the list.

Table 4 identifies assessment methods used by instructors in each academic department in assessing course learning objectives. Assessment methods identified by instrument include tests/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method not identified by the instrument but are used by instructors for assessing learning objectives. (See Table 4 on page 56 for summaries)



- Input Measures
- Facilities
- Equipment
- Materials
- > Teacher Qualifications and Capacity
- > Professional Development



1. INPUT MEASURES

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

A. Facilities

1. A. 1. Is the facility large enough for the current program to allow for any projected growth?

Summary of Findings:

With the exception of the Agriculture & Life Science, College and Life Planning, Education, and ROTC Departments, all other academic departments, reported that the current facilities are **not** large enough to accommodate projected growth.

Self Evaluation:

The American Samoa Community under the Academic Affairs Division is comprised of 16 academic departments. Business, College and Life Planning, Criminal Justice, English Language Institute, Fine Arts, Human Social Services, Languages and Literature, Mathematics, Science, Nursing, Reserve Officers Training Corps, Physical Education, Samoan Studies, Social Science.

The Agriculture and Life Sciences Department is directly under the Community and Natural Resources Division (formerly Land Grant Division). The department courses are offered at the CNNR facility.

The College and Life Planning Department is under the Student Services Division and courses are offered on campus based on the availability of classrooms.

Trades and Technology was under the Academic Affairs Division until the Fall 2007 when it became a separate division comprising of the following, Auto Mechanics, Auto Body Repair, Architectural Drafting, Carpentry, Civil Engineering, Information and Communications Technology, and Welding. The division of Trades and Technology is located on the eastern end of campus and facilities are available for the division's instructional program.

The English Language Institute Department is housed at the old library with four classrooms. The ELI classrooms are also used by the Upward Bound Program.

The Reserve Officers Training is housed at the ASCC Gymnasium with its assigned program classrooms.

The Physical Education is also housed at the ASCC Gymnasium where all its courses are offered with the exception of the Tennis (at Lions Park Tennis Court) and Golf (Ili'ili Golf Course) which are offered off-campus.

All other academic departments have assigned classrooms specifically to teach their respective program courses.

The Dean of Academic Affairs has worked very closely with the academic department chairs in scheduling courses throughout the instructional days. This process has allowed for more classes to be offered throughout the five instructional days of the week and to accommodate for classrooms that are mostly shared among academic departments.

The increase in enrollment over the past five years is an indication that the American Community College has grown and will continue to grow. This current trend in increasing enrollment reflects the academic departments' to conclude that the current facilities would not be suitable for any projected growth.

The College is currently undergoing construction to its auditorium. According to the Director of Administrative Services, the old auditorium is being converted into a lecture hall that can accommodate 112 students, and two classrooms (that can be converted to 4). The addition of the lecture hall and four more classrooms would allow for more classes to be offered in the future.

1. A. 2. Is the facility cleaned and well maintained?

Summary of Findings:

The Agriculture & Life Science, Business, College Life Planning, Teacher Education, Fine Arts, Physical Education, ROTC, Social Science and Science Departments all reported that the facilities are well maintained and cleaned. The Criminal Justice, ELI, Human Social Services, Languages and Literature, Nursing, and Samoan Studies Departments reported that the facilities are somewhat well maintained and cleaned.

The Information and Communications Technology Department reported that the facilities were **not** well maintained and cleaned.

Self Evaluation:

The College's janitorial services are directly under the Administrative Services Division. There are currently four janitors with a supervisor who are responsible for cleaning all of the College's facilities (classrooms, offices, housing units etc.). It is according to the janitorial services supervisor that they also assist in moving furniture whenever offices move to new locations as assigned by the College. Since there only five janitors including the supervisor, cleaning services may not be carried out efficiently on a daily basis. There is shortage as a result of the resignation of two janitors.

1. A. 3. Is the lighting and ventilation sufficient for the facility?

Summary of Findings:

Lighting: The Agriculture & Life Science, Business, College and Life Planning, Criminal Justice, Teacher Education, Fine Arts, Human Social Services, Languages and Literature, Mathematics, Physical Education, Reserve Officers Training Corp., Social

Science, And Information and Technology Departments reported that there is sufficient lighting for facilities.

The English Language Institute, Nursing, and Science Departments reported that lighting for facilities is insufficient.

Ventilation: The Agriculture and Life Sciences, Business, College and Life Planning, Criminal Justice, Teacher Education, Languages and Literature, Nursing, physical Education, Reserve Officers Training Corps, and Samoan Studies Departments all reported that there is ventilation is sufficient.

The English Language Institute, Fine Arts, Human Social Services, Mathematics, Social Science, Science, and Information and Communication Technology Departments reported that ventilation is insufficient.

The College has so far been able to provide support in terms of meeting the needs of each academic department in relation to lighting and ventilation. There is a process in place that if there is a need for assistance to replace light bulbs or servicing air conditions, a job order form is routed to Academic Affairs Division for approval and then to Director of Administrative Services for approval before requests is processed.

The College currently employs a full time electrician who takes care of the electrical requests in a timely manner.

The College's offices and classrooms are fully air conditioned. According to the ASCC Property Management Office there are approximately 178 air conditions installed in campus offices and classrooms. The Administrative Services Division does not employ a fulltime maintenance person who would immediately respond to the air condition problems if they occur. When air conditioning problems do occur, the Administrative Services Division contracts a local company to provide such services for the College. This poses a problem if there is urgency for air conditions to be fixed and serviced in a timely manner.

1. A. 4. Are there any safety hazards in the facility?

Summary of Findings:

With the exception the Reserve Officers Training Corps Department, all academic departments reported that there are safety hazards in the facilities. Safety hazards reported include electrical, chemicals, unavailability of fire extinguishers and alarms.

Self Evaluation:

It is within the interest of the American Samoa College that it provides a safe working learning environment for its employees and students. The present site of the College is an old site of what was then Mapusaga High School. Much of the original facilities were constructed back in the 1970's. Major renovations were made since, and such renovations were made to meet the unique needs of the College as an institution of higher learning.

Academic departments' reports indicate that electrical wirings are visible and some have been chewed by rats posing safety hazards to employees/faculty. With the usage of internet connected computers, wires connecting faculty/employees computers to the institutions main server are unsafely laid out in offices which serves as a potential safe hazard to occupants.

The deplorable condition of the Science labs as reported by the department faculty indicates water leaking from the buildings' roof, old chemicals stored in old storage areas poses major safety and health hazards to students and faculty.

1. A. 5. Is the facility accessible to the handicapped?

Summary of Findings:

The Agriculture and Life Sciences, College and Life Planning, Teacher Education, Human Social Services, Languages and Literature and the Information and Communications Technology reported that the facilities are accessible to handicap students.

The Business, Criminal Justice, Fine Arts, Mathematics, Nursing, Samoan Studies, Social Science, and Science Departments reported that the current facilities are not accessible to handicap students. The main concerns include the unavailability of ramps on campus, entrance doors to classrooms and offices.

Although the Languages and Literature Department reported that the facilities are not accessible to the handicaps, the department's office is located on the second floor of the administration building together with the Social Science and Criminal Justice departments in which students in wheelchairs would not be able to meet with teachers on matters pertaining to their studies at ASCC.

Self Evaluation:

ASCC faculty is committed to providing quality education for our young people not only in teaching but providing advising, tutoring, etc. in order to achieve the College's stated mission. The institution had built a ramp on the west section of the facility which is now accessible for students in wheelchairs. Most of the west side walk ways are accessible to students in wheel chairs, but with limitations.

The College receives federal funding and needs to comply with the American Disability Act.

Every effort should be made to address the concerns as raised by the academic departments to assure that our campus is accessible to handicap students which include adding more ramps and widening doors for classrooms and offices.

I. A. 6. Is there ample storage space available?

Summary of Findings:

The Teacher Education, Human Social Services, Languages and Literature, Physical Education, and the Information and Communications Technology reported that their departments have ample space for storage.

The Agriculture and Life Sciences, Business, College and Life Planning, English Language Institute, Fine Arts, Mathematics, Reserve Officers Corps, Samoan Studies, Social Science, and Science all reported that their departments do **not** have ample storage space. The Criminal Justice Department reported that storage space is not an issue.

Self Evaluation:

All academic departments are equipped with the necessary equipment and spaces for instructors work. Office spaces are signed according to meet the needs of each academic department. Desks, filing cabinets, work stations are provided for instructors to carry out their instructional duties.

The College undoubtedly has grown over the years, increase in enrollment, increase in faculty for some academic departments has resulted in the over-crowdedness in many offices. As this becomes evident, there's very limited space for storage in many academic department offices.

1. A. 7. Are there washing and restrooms facilities easily accessible for both genders?

Summary of Findings:

Restrooms Facilities:

The Agriculture and Life Sciences, Business, College and Life Planning, Criminal Justice, Teacher Education, Human Social Services, Languages and Literature, Mathematics, Nursing, Physical Education, Reserve Officers Training Corps, Samoan Studies, Social Science, Science, and Information and Communication Technology Departments reported that there are accessible restrooms for both genders.

The English Language Institute and Fine Arts both reported that students in their departments (both genders) do not have access to restroom facilities.

Washing Facilities:

For academic department reported washing facilities as an issue in their repots, the Business, Human Social Services, and Mathematics Departments reported that washing facilities were not easily accessible for both genders while the Physical Education Department was the only department that responded that its students have access to washing facilities.

Self Evaluation:

The College provides restroom facilities for both genders. The gymnasium is well equipped with restrooms and washing facilities. A new restroom facility within the vicinity of the old auditorium (now converted to lecture halls, classrooms and offices).

The facility will include restrooms and washing rooms accessible to faculty and employees of the College.

There are restroom facilities accessible to students and faculty all over campus except the eastern side which houses the Fine Arts Departments, Dean of Student Services, Veteran Affairs and College Life Planning Department, and Cafeteria where the restroom was but now converted to a storage area. Therefore, that section of campus does not have an accessible restroom for students, faculty, and employees of the College.

B. Equipment:

1. B. 1. Is program equipment obsolete or compatible to "state of the art" equipment?

Summary of Findings:

The Agriculture and Life Sciences, Business, College and Life Planning, Criminal Justice, Teacher Education, Fine Arts (Music) Human Social Services, Mathematics, Nursing, Physical Education, Samoan Studies, Information and Communication Technology departments all reported that their equipment are compatible to "state of the art". The Business department stated in its report that two of its department's computers currently being used by faculty are obsolete aside from the rest that are compatible to "state of the art". The Drama and Art departments under the Fine Arts department reported that its equipment is obsolete. The Languages and Literature reported that its air conditions are compatible to "state of the art" while their computers are not.

The Reserve Officers Training Corps, Samoan Studies, Social Science, and Science department reported that their equipment is not compatible to "state of the art".

Self Evaluation:

All ASCC faculty and staff are provided with the necessary equipment to carry their daily responsibilities. All offices are equipped with computers, telephones, fax machines, Xerox machines, fax machines, etc.

The MIS Division is responsible in handling the technology component of the College's computer systems and is more than willing to assist in upgrading software whenever necessary.

Some computers as reported by some departments are old models and are considered obsolete and needed to be replaced. MIS makes recommendations if such machines are obsolete and beyond upgrading; has in place required specifications when it is necessary to order new computers.

1. B. 2. Is the equipment in sufficient quantity?

Summary of Findings:

The Agriculture and Life Sciences, College and Life Planning, Teacher Education, Fine Arts (Music), Human Social Services, Physical Education, Reserve Officers Training

Corps, and Samoan Studies departments reported that there is sufficient equipment to carry the instructional programs.

The Business, Criminal Justice, English Language Institute, Fine Arts (Art and Drama), Languages and Literature, Mathematics, Nursing, Social Science, Science, and Information and Communication Technology do **not** have sufficient equipment to carry out their instructional programs.

Self Evaluation:

All academic departments use required textbooks appropriate for each program courses. Textbooks are ordered in a timely manner and are made available for students to purchase at the College's Bookstore. The Dean of Academic Affairs has a book order process in place.

The departments are also provided with the necessary equipment to carry out their instructional duties. The Academic Affairs Office provides Xeroxing services for instructors. The College also has a reproduction office which assists in xeroxing materials for instructors.

The MIS Division has provided the Academic Affairs Division with two laptop computers, two overhead projectors, and one power-point projector for instructors use. The Academic Affairs Office has a system in place to accommodate all instructors' requests for equipment use.

Some academic departments have reported that equipment is not in sufficient quantity. The Business Department reported that it has only six (6) computers on hand for 260 current Business majors. The Criminal Justice Department needs one more computer for one of its instructors who are currently sharing a computer from the Social Science Department. The department also reported that it needs microscopes to meet the needs of the Forensic Science and Criminal Investigation classes.

Although the ELI and Fine Arts departments reported that they do not have sufficient equipment for its programs, the reports failed to identify which equipment that's insufficient in meeting their programs instructional needs. Information and Communications reported that only 20 computers are available for its computer courses and the same concern is shared by the Mathematics Department, Nursing Department,

The Science Department reported that there are only 12 microscopes and 5 dissecting scopes to cater for 24-30 students per class. The Social Science Department reported that it needs an industrial Xerox machine, a locked filing cabinet to file course syllabi and other departmental files.

1. B. 3. Is the equipment well maintained?

Summary of Findings:

With the exception of the Criminal Justice, Languages and Literature, Mathematics, all other academic departments reported that equipment used for their instructional programs are well maintained.

Self Evaluation:

The MIS Division is responsible for the maintenance of the College's computers. Maintenance services for copier machines, printers, air conditions, etc. are done by local companies.

Requests for equipment maintenance are routed through the Academic Affairs Office. The Academic Affairs Office would then forward all invoices to the Business Office for payment.

1. B. 4. Is the equipment cataloged on an inventory list?

Summary of Findings:

All academic departments reported that equipment is catalogued on an inventory list with the Procurement Office.

Self Evaluation:

The College has a purchasing process in place and the Procurement Office conducts all inventory of equipment purchased. It is the responsibility of the Procurement Office to catalog all equipment on inventory lists.

1. B. 5. Are there any safety hazards noticeable with the equipment being used?

Summary of Findings:

The Criminal Justice, Human Social Services, and Science reported noticeable safety hazards with the equipment used in their departments.

The Agriculture and Life Sciences, Business, College and Life Planning, Teacher Education, Fine Art,, Nursing, Reserve Officers Training Corps, Samoan Studies, Social Sciences and Information and Communication Technology all reported that there isn't noticeable safety hazard with the equipment being used in their departments.

Self Evaluation:

It is the College's responsibility to provide equipment necessary in carrying out the daily work of all of the College's units and that the equipment provided are safe. Equipment ranges from computers, Xerox machines, overhead projectors, printers, etc that are used in academic department offices. Equipment is necessary to assist faculty in the implementation of academic department programs.

There are academic departments that use specific equipment because of the uniqueness in their academic programs. Such equipment is necessary for the achievement of their program missions, goals, and the overall institutional student learning outcomes.

According to the Criminal Justice Department, safety hazard relates to that of facility, if there are electrical safety hazards, they directly impact equipment used by the department. The Human Social Services Department reported that it needs assistance in computer maintenance.

The Science Department reported that safety hazards are related to the usage of glassware, sharp tools, and chemicals. There are electrical safety hazards as reported by the department because of unsafe electrical outlets in the laboratories.

I. B. 6. Is the equipment easily accessible for all students?

Summary of Findings:

With the exception of the Human Social Services, Samoan Studies, Education, Social Science (student usage of equipment with conditions), all departments reported that equipment is easily accessible to students.

The College provides the necessary equipment for students' use. Computers are the most used equipment for students' use on campus. This enables students to access the internet to conduct research and typing research papers as required by their courses.

Students have access to the Computer Lab (equipped with 30 computers) for typing and conducting research. The PITCA Labs are equipped with 38 computers which are accessible to students based on a schedule provided by the Dean of Student Services. The Library is equipped with 10 computers available for students' use. The overall total number of computers available to students is 78. This is a ratio of 23 students per computer.

1. B. 7. Is supplementary instructional equipment available when necessary for instruction (demonstration stands, display cases, mock-ups, writing boards, audio-visual equipment, etc.)?

Summary of Findings:

With the exception of the Business, Criminal Justice, English and Language Institute, and Mathematics departments, all academic departments reported that supplementary instructional equipment is available for instruction.

Self Evaluation:

Every effort is made by the College through the Academic Affairs Division in assisting academic departments with supplementary materials necessary for instruction. Classrooms are equipped with blackboards and white boards. Audio visual equipment is stored in the Academic Affairs Office made available to instructors whenever necessary.

If supplementary materials are deemed necessary for instructors' use and are not available, chairs are free to submit purchase requisitions in order for such materials to be procured.

1. B. 8. Is student study equipment available when necessary for instruction (audio, tutorial labs, study carrels, simulated work stations, etc.)?

Summary of Findings:

The Agriculture and Life Sciences, College and Life Planning, Teacher Education, Fine Arts, Languages and Literature, Nursing, Reserve Officers Training Corps, Science and Information and Communication Technology have student study equipment necessary required for instruction.

The Business, Criminal Justice, English Language Institute, Human Social Services, Physical Education, Samoan Studies, Social Science departments reported that student equipment are not available for instruction.

Self Evaluation:

Students at ASCC are provided with the necessary equipment for instruction. The Academic Affairs Office assists students with the appropriate equipment if requested i9n advance for class presentations and other related instructional activities.

The College's library is equipped with study carrels and tables for students' use. The Administrative Services has constructed small "fales" at the east end of campus for students to study and do their homework since the renovation of the auditorium, but the noise may be a distraction for students who use the "fales" as a place to study.

I. B. 9. Did the major equipment acquisitions receive program advisory council review?

Summary of Findings:

The Agriculture and Life Sciences, Nursing, Physical Education, and Information and Communications Technology Departments reported that major equipment acquisitions received program advisory council review.

The Business, College and Life Planning, Criminal Justice, Teacher Education, English Language Institute, Fine Arts, Human Social Services, Mathematics, Samoan Studies, Social Science, Science all reported that major equipment acquisitions did not receive advisory council review.

Self Evaluation:

Each academic department has a community advisory council providing community input in our academic programs. Each academic department schedules meetings throughout the year of departmental faculty and advisory council. The agenda is set by the academic department chairs and if necessary, the acquisitions of equipment may be reviewed by the respective community advisory councils.

1. B. 10. Is the office equipment provided for instructors' use?

Summary of Findings:

All academic departments reported that office equipment is provided for faculty use.

Self Evaluation:

As indicated before, the College provides all necessary equipment for instructors' use.

C. Materials:

1. C. 1. Are the instructional materials in the courses and program area up-to-date, and do they reflect the needs of the industry and the community?

Summary of Findings:

All of the academic departments reported that instructional materials in the courses and programs are up-to-date.

The Agriculture and Life Sciences, Business, College Life Planning, and Nursing Departments reported that the instructional materials in the courses reflect the needs of the industry and community.

The Criminal Justice Department reported that its instructional materials in the courses and the program do not reflect the needs of the industry and the community.

Self Evaluation:

Each academic department is afforded the opportunity to make decisions on instructional materials used in their academic programs. Textbooks and other supplementary materials are approved by the Curriculum Committee. The academic departments constantly review textbooks and supplementary materials ensuring that the information is current and up-to-date.

The Criminal Justice Department's concern is that they need materials for Forensic Science courses thus meeting the needs of the industry and the community.

1. C. 2. Are supportive and reference materials current and relevant and readily available in order to carry out instructional activities?

Summary of Findings:

All academic departments reported that reference materials and relevant in order to carry out instructional services.

The Business, Criminal Justice, Teacher Education, Fine Arts, Languages and Literature and Social Sciences departments reported that reference materials are not readily available in order to carry out instructional services.

Self Evaluation:

The College makes every effort to provide each academic program with supportive and reference materials that are current and in making sure that such materials are readily available to carry out instructional activities.

It is up to each academic department to identify supportive and current reference materials for instruction. Whenever necessary, requests are submitted to the Academic Affairs Office and purchased by the Procurement Office. The inter-office routing process may delay orders but eventually textbooks and materials do arrive to carry out our instructional activities.

The Academic Affairs Office sets deadlines for ordering textbooks in advance to assure their arrival in a timely manner. These deadlines are communicated to department chairs in Curriculum Committee meetings, via emails, and memorandum.

1. C. 3. Are instructional materials in sufficient quantity?

Summary of Findings:

With the exception of the Social Science and the Science departments all other academic departments reported that instructional materials are sufficient in quantity to carry out instructional services.

Self Evaluation:

The College through the Academic Affairs Division works collaboratively with academic departments in making sure that there are enough instructional materials available for instruction.

The Bookstore Manager submits inventories of all instructional materials that are shared with department chairs. This allows for each department to order enough instructional materials and their timely arrival to accommodate instructional activities.

I. C. 4. Are the instructional materials free of gender and cultural bias?

Summary of Findings:

The Samoan Studies reported that its instructional materials are not free of gender bias but all other academic department reported that instructional materials used in their programs are free of gender bias.

The Criminal Justice and Samoan Studies departments reported that its instructional materials are not free of cultural bias while all other academic departments reported that their instructional materials are free of cultural bias.

Self Evaluation:

Each academic department carefully reviews instructional materials for their academic programs, and in making sure that all instructional materials are free of gender and cultural bias.

All of the academic department textbooks are ordered from off-island and are written by off-island authors that may include culturally bias views as identified by the Criminal Justice Department. All instructional materials used by the Samoan Studies Department are written in Samoan and it reflects the nature of the programs mission and goals.

1. C. 5. Are the instructional materials, equipment and supplies well maintained and reviewed on a regular basis?

Summary of Findings:

The only department that reported that its instructional materials, equipment and supplies are not well maintained and reviewed on a regular basis is the Business Department. All other academic departments reported that their instructional materials equipment and supplies are well maintained and reviewed on a regular basis.

Self Evaluation:

The MIS Division assists the College's divisions with the maintenance of its computers. All other equipment is serviced by local contractors where the equipment was purchased from. It is up to the individual academic departments to review their instructional materials, equipment and supplies and place orders accordingly.

1. C. 6. Are a variety of instructional materials available, which allow for instructional flexibility, such as competency-based, criterion-referenced and individualized testing?

Summary of Findings:

The Agriculture and Life Sciences, Criminal Justice, Social Science reported that a variety of instructional materials available, allowing for instructional flexibility, such as competency-based, criterion-referenced and individualized testing are not made available.

All other academic departments reported that such instructional materials are made available for and allowing for instructional flexibility.

Self Evaluation:

Each academic department is afforded the opportunity to develop appropriate instructional materials for the implementation of its programs. This allows for creativity as instructors develop materials in alignment with a variety of methods for instructional delivery. Instructors design tests and other assessment methods appropriate to course subject matter and content. All requirements in relation to testing/assessment and instructional methodology are reflected in course syllabi as submitted to the Academic Affairs Office and distributed to students.

1. C. 7. Are materials available for handicapped students when required?

Summary of Findings:

The Teacher Education reported that it has materials available for handicapped students. The Fine Arts reported that there is flexibility in the materials which allows for handicapped students to achieve the appropriate learning outcomes. The Samoan Studies department and Science departments reported that they make every effort in providing materials for handicapped students.

All other academic departments reported that they do not have materials for handicapped students.

Self Evaluation:

The College makes every effort to assist all students attending ASCC and to be in compliance with the American Disability Act. We do not have a significant population of handicap students attending ASCC. The academic departments do not have instructional materials for handicap students and this is an important issue that will have be discussed by the academic departments, Academic Affairs Office, and the Curriculum Committee in the future.

With the few handicap students currently attending ASCC, we are doing everything to assist and accommodate them so they too can achieve our institution's learning outcomes.

D. Teacher Qualifications and Capacity:

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

Summary of Findings:

All academic departments reported that instructors are qualified to teaching teach courses offered in their departments.

Self Evaluation:

The College hires qualified instructors to teach in their respective content areas. Teaching positions, when vacant are advertised.

1. D. 2. Does the instructional staff have appropriate on-the-job training or work experience?

Summary of Findings:

With the exception of the Criminal Justice Department, all other academic departments reported that instructional staff have appropriate on-the-job training or work experience.

Self Evaluation:

All teachers hired by the College go through orientation workshops conducted by various professionals at ASCC. Academic department chairs are responsible in providing on-the-job training for instructors teaching in their academic departments. There are also professional development workshops held throughout the year offered to instructors to assist them with their work as teachers.

1. D. 3. Are all instructors in vocational programs licensed, professionally certified, and fulfilling a professional development plan?

Summary of Findings:

The Business, Human Social Services, Nursing, Physical Education, ROTC, Social Science, and Information and Communications Technology departments all reported that Instructors teaching courses in their programs are licensed and certified. All other departments reported that this licensure and certification do not apply their specific academic areas.

Self Evaluation:

Instructors at ASCC are degreed professionals. Instructors in the area of trades and technology are licensed professionals qualified to teach their content areas.

E. Professional Development:

1. E. 1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures?

Summary of Findings:

The Criminal Justice, Human Social Services, and Information and Communication departments reported that the institution does not provide a Faculty Handbook keeping faculty informed about institutional policies and procedures.

All other academic departments reported that the institution provides a Faculty Handbook keeping faculty informed of institutional policies and procedures.

Self Evaluation:

The College has a Faculty Handbook that keeps faculty informed of institutional policies and procedures. This Faculty Handbook needs to be reviewed and updated. Recently, the Dean of Academic Affairs called a general faculty meeting to elect Faculty Senators with the hope that the Faculty Senate will revise the Faculty Handbook for the Board of Higher Education's approval.

I. E. 2. Are faculty kept informed on matters of institutional policies and procedures? This includes a process for communication, which allows for sharing data, reports, surveys, needs assessments, and enrollment and student demographic data?

Summary of Findings:

The Agriculture and Life Sciences and Information and Communications Technology departments reported that instructors are not kept informed on matters of institutional policies.

All other academic departments reported that their instructors are kept informed o matters of institutional policies.

Self Evaluation:

All institutional policies and procedures are communicated to faculty members through memorandums and via e-mail. The Registrar's Office shares enrollment data with faculty members. Whenever necessary, reports are provided and distributed to faculty. The Office of Academic Affairs houses mailboxes for all faculty members and other units of the College.

1. E. 3. Does the institution require any in-service training for new or part-time instructors?

Summary of Finding:

The Criminal Justice department reported that there isn't a requirement for in-service training for part-time instructors. The Samoan Studies department reported that the institution does not require any in-service for new or part-time instructors. The Reserve Officers Training Corps does know if there is an institutional policy requiring in-service training for new or part-time teachers.

All other academic departments reported that the institution requires in-service training for new or part-time instructors.

Self Evaluation:

The College conducts in-service training for new instructors. This activity is usually done in the beginning of every academic semester. Adjunct faculty members are also invited to attend these workshops. In-service trainings are also offered through the semester.

1. E. 4. Do the instructors attend workshops and professional organization meetings? Does the institution provide financial assistance and release time?

Summary of Findings:

All academic departments reported that instructors do attend workshops and professional organization meetings, although some departments felt that not all instructors are afforded the opportunity to attend workshops and professional organizational meetings.

The Agriculture and Life Sciences, Business, College and Life Planning Criminal Justice, Languages and Literature, Samoan Studies, and Science reported that there is financial assistance provided to attend workshops and professional organization meetings.

Self Evaluation:

Instructors are provided the opportunity to attend off-island workshops paid for the College. Instructors who attend off-island training share information and knowledge obtained from these trainings with their colleagues.

With the inception of the Academic Program Review the some of the instructors have been sent to attend assessment training off-island. Instructors who have gone through these assessment trainings are directly involved in the assessment plan committee responsible for the assessment of student learning outcomes activity of the College.

1. E. 5. Do the instructors visit other post-secondary institutions in the state or nation?

Summary of Findings:

The Agriculture Life Sciences, College Life Planning, Teacher Education, Fine Arts, Languages and Literature, Nursing, and Samoan Studies departments all reported that their instructors visit other post-secondary institutions.

The Business, Criminal Justice, English Language Institute, Human Social Services, Social Sciences, Science, and Information and Communications Technology departments reported that their instructors do not visit other post-secondary institutions.

Self Evaluation

Instructors are not required to attend other post-secondary institutions. Some have on their personal and College trips have been able to visit other post-secondary institutions.

1. E. 6. Does the administration encourage and support faculty development activities?

Summary of Findings:

With the exception of the Criminal Justice department, all other academic departments reported that the administration encourages and support faculty development activities.

Self Evaluation:

The College's administration supports all academic department efforts in the implementation of its instructional activities.

1. E. 7. Do instructors regularly communicate with program-related businesses or industries?

Summary of Findings:

The Agriculture and Life Sciences, Business, Criminal Justice, Teacher Education. English Language Institute, Fine Arts, Human Social Services, Languages and Literature, Nursing, and Information and Communications Technology departments reported that their instructors regularly communicate with program-related business or industries.

The College and Life Planning department reported that this is an issue that its department will pursue in the future. The Social Science and Science departments indicated that their instructors do not regularly communicate with program-related businesses or industries.

The Reserve Officers Training Corps and the Samoan Studies departments both reported that this issue does not apply to their respective programs.

Self Evaluation:

Each academic department is afforded the opportunity to communicate with program related businesses or industries depending on their program focus and activities. Some departments have utilized the local business community and industries for the implementation of service learning projects. This allows for the students to get an insight in the operation of such businesses and industries while provided service activities. Other

departments arrange field trips, while others invite guest speakers as means of communicating with program related businesses or industries.

1. E. 8. What in-service has been made available during the past year?

Summary of Findings:

The following is a compilation of all in-service workshops/trainings that were offered and attended by instructors as reported by the academic departments.

- 1. Assessment
- 2. Academic Program Review
- 3. Accreditation
- 4. Advising
- 5. Admissions Policies & Procedures
- 6. Building a Learner/Student Centered Institution
- 7. CPR Training
- 8. Disability Awareness
- 9. Electronic Tracking
- 10. Essentials Skills for Life
- 11. Equal Employment Opportunity
- 12. Grant Writing
- 13. Moodle
- 14. Student Learning Outcomes
- 15. Suicide Prevention (YANA)

Self Evaluation:

The College provides many opportunities for our instructors to attend professional workshops whenever necessary. These workshops provide our instructors with the appropriate knowledge and skills necessary in carrying out their duties as instructors at the College. The above mentioned workshops were offered during the first year of the cycle, covering a diversity of addressing the needs of the academic faculty and the institution as a whole.

1. E. 9. Do instructors participate in departmental and/or general faculty meeting?

Summary of Findings:

All academic departments reported that instructors do participate in departmental and/or general faculty meetings.

Self Evaluation:

All academic departments schedule department meetings the academic year. General faculty meetings are held if called by the Dean of Academic Affairs. These meetings communicate pertinent information regarding matters of importance to faculty, academic programs, curriculum issues, etc.

1. E. 10. Does the program/department provide guidelines for procedures and other relevant information to instructors in timely and consistent manner?

Summary of Findings:

All academic departments reported that the programs/departments provide procedures and other relevant information to instructors in a timely and consistent manner.

Self Evaluation:

Academic department chairs communicates information to their academic faculty. Other related information that needs communicated to be communicated other units of the College are routed through the department chairs and the Dean of Academic Affairs.



- > Program Operations
- > Scheduling History
- Alignment of SLO to Academic Department Courses
- > Methods of Instruction
- > Assessment Methods
- > Articulation Methods
- > Academic Focus
- > Enrollment
- > Recruiting Methods



2. PROGRAM OPERATION

Program Operation is a descriptive review of the curricular and instructional organization of a program of study. Program operation includes the following components: scheduling history, student learning outcomes, methods of instruction, assessment methods, articulation, academic focus, and enrollment.

Scheduling History

Each academic department was to report all courses that were offered in the semesters of the review cycle beginning in the Fall 2006 semester until the Spring semester 2008. Since this is the review cycle's mid-year report, the data below reflects courses offered in the Fall 2006 and Spring semesters.

(See Table 1 on page 51)

Summary of Findings:

From the reports submitted, the overall total number of courses that were offered in the Fall 2006 semester totaled 168 of the 333 courses listed in the 2006 – 2008 ASCC Catalog. In the Fall 2006 50% of the overall course offerings were offered during this semester. The academic departments that showed the most courses offered were the Business Department, Criminal Justice Department, ELI Department, Fine Arts Department, Human Social Services Department, Science Social Science Department, and Trades and Technology. The departments overall total number of courses equaled to 122 which are 66% of all courses offered in the Fall 2006 semester. The rest of the academic departments made up the 30% of all the courses offered during the Fall 2006 semester.

In the Spring 2007 semester, 174 courses were offered out of 333 courses listed in the ASCC 2006 – 2008 Catalog, which is 52% of all courses listed. The same academic departments as identified above totaling 128 courses out of 174 total numbers of courses offered in the semester. An overwhelming 73% of courses were offered by the same departments as identified above.

In the Summer 2007, only 38 courses were offered which attributed to only 11% of all the course offerings listed in the Catalog. This small percentage is because not all academic departments offer courses in the summer sessions.

The ROTC program did not submit a report for this portion of the program review.

Alignment of Student Learning Outcomes to Academic Department Courses

Table 2 required all required academic departments to identify specific student learning outcomes taught in individual courses as listed in the Catalog. The institutional degree/certificate student learning outcomes are divided into three major areas, 1) Communications Skills, 2 Job Skills and, 3) Life Skills. Communications Skills includes

speaking and writing skills, Reading skills, and Listening Skills. Job Skills included Transferability, Adaptive, and Job Specific Skills. Jobs Skills included Personal Responsibilities, Respect and Diversity, Problem Solving and Technology Skills.

(See Table 2 on page 52-54)

Summary of Findings:

From the academic department reports, under Communications Skills (Speaking and Writing) SLO #1 - Speak and write clearly to a variety of audiences, of the 268 courses reported, 231 (86%) courses are aligned to this skill. SLO #2 - <u>Use oral and written skills to organize</u>, deliver and evaluate, 222 (83%) courses are aligned to this skill. For SLO #3 - <u>Use interpretation and evaluation of information through different media</u>, 207 (77%) courses are aligned to this skill. For SLO #4 - <u>Illustrate</u>, compose, edit and justify sources, 228 (85%) of the courses are aligned to this skill.

For Reading Skills SLO #1 — Comprehend, interpret, and evaluate information received through different media, 228 (85%) of the courses are aligned to this skill. Of SLO - #2, Understand and appreciate the meaning of literary expression, 217 (81%) of the courses are aligned to this skill.

For Listening Skills SLO #1 - Follow instructions, procedures and guidelines effectively, 228 (85%) of the courses teach this skill. SLO #2 - Provide and express meaningful and productive feedback, 223 (83%) of the courses teach this skill. SLO #3 - Demonstrate active responsiveness to presenting issues and situations, 220 (82%) of the courses teach this skill.

Job Skills are divided into three major areas: 1) Transferable, 2) Adaptive, and Job Specific. Under Transferable Skills SLO #1 — Apply acquired knowledge and skills to assigned job or tasks (computer skills, communication skills, math skills, reading skills, etc.), 243 (91%) of the courses are aligned to this skill. For Adaptive Skills SLO #1 — Demonstrate important work qualities (promptness, dependability, initiative, etc., 216 (81%) of the courses are aligned to this skill. For SLO #2 — Develop insights into human experience and apply to personal occupational and social relationships, 223 (83%) of the courses are aligned to this skill, for SLO #3 — Recognize relevance of career choices of life-long learning, 208 (78%) of the courses are aligned to this skill.

For Job Specific SLO #1 – <u>Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently</u>, 217 (81%) of the courses are aligned to this skill. SLO #2 – <u>Apply acquired knowledge and skills to real work situations</u>, 189 (71%) courses are aligned this skill. SLO #3 – <u>Preparation for employment or increased competency in current occupation</u>, 199 (74%) of the courses teach this skill.

Life Skills is divided into the following areas, <u>Personal Responsibility</u>, <u>Respect and Diversity</u>, <u>and Problem Solving</u>. For <u>Personal Responsibility</u> SLO #1 – <u>Develop and apply ethical decision making in real life situations</u>, 209 (78%) courses are aligned to this skill. SLO #2 – <u>Develop a positive self concept</u>, 198 (74%) courses are aligned to this

skill. SLO #3 – <u>Understand a sense of responsibility</u>, 227 (85%) courses are aligned to this skill. SLO #4 – <u>Understand and value life-long learning</u>, 199 (74%) courses are aligned to this skill. SLO #5 – <u>Understand, demonstrate, and promote good health choices and practices</u>, 167 (62%) are aligned to this skill.

For Respect and Diversity SLO #1 – Recognize and respect the perspective of others, 210 (78%) courses are aligned to this skill. SLO #2 – Contribute to the solution of interpersonal problems, issues and concerns, 207 (77%) courses are aligned to this skill. SLO #3 - Value cooperation/collaboration, 217 (81%) courses teach this skill. SLO #4 – Develop an awareness of diverse attitudes, values and beliefs, 235 (88%) courses are aligned to this skill. SLO #5 – Demonstrate responsibility in being an active and contributing citizen of American Samoa, the Pacific Region and the world, 202 (75%) are aligned to this skill.

For Problem Solving SLO #1 – Know and apply the importance of persistence, amount of work and time allocated in addressing tasks, 212(79%) courses are teaching this skill. SLO #2 – Identify and assess real or potential problems and formulate effective solutions or opinions, 204 (76%) courses are aligned to this skill. SLO #3 – Formulate strategies and ideas of others in solving problems, 214 (80%) courses are aligned to this skill. SLO #4 – Select, organize and effectively utilize appropriate resources, 222 (83%) courses are aligned to this skill.

Technology SLO #1 – <u>Utilize electronic media to communicate</u>, <u>locate and retrieve information</u>, 166 (62%) courses are aligned to this skill. SLO #2 – <u>Apply technology to locate</u>, <u>interpret</u>, <u>organize and present information</u>, 227 (85%) courses are aligned to this skill.

From all the academic department reports the majority of the courses are aligned the three major degree/certificate student learning outcomes.

ROTC did not provide a report for this part of the report.

Methods of Instruction

Table 3 identifies instructional methods reflecting effective teaching practices for each course taught in the review cycle helping students in achieving student learning outcomes.

Methods of instructions identified by the instrument are lectures, group discussions, hands-on activities, guest speakers, service learning, technology and/or other appropriate instructional methods as identified by each academic department not included in the list.

(See Table 3 on page 55)

Summary of Findings:

Lecture still is the most popular method of instruction used by instructors; this method attributes 98 % of all courses as reported by the academic departments. Hands-on activities attributes to 97 %, group discussions totaling 94%, and using technology equaling to 82%. Only 27% use guest speakers as a means of instructional methods, and 44% implement serving learning projects. 6% showed other instructional methods not identified by the instrument but are used by the Agriculture & Life Sciences, and Languages and Literature departments.

Overall, our academic department instructors employ an array of instructional methods for the achievement of student learning outcomes.

Assessment Methods

Table 4 identifies assessment methods used by instructors in each academic department in assessing course learning objectives.

Assessment methods identified by instrument include tests/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method not identified by the instrument but are used by instructors for assessing learning objectives. (See Table 4 on page 56 for summaries)

Summary of Findings:

The most commonly used method of assessment reported by academic departments are tests and exams which attributes to 96%, followed by homework attributing 94%. *6 % of courses use quizzes as a means assessment, 58 % use rubrics while 52% use special projects. The lowest percentile in assessing learning objectives is portfolio, attributing to 34%. The other 34 % are not included in the instrument but are used by academic departments in the assessment of learning objectives.

Our academic department instructors assess learning objectives using a variety of assessment methods thus leading to the mastery of content knowledge and subject matter taught in our curriculum programs.

Articulation Methods:

Table 5 required academic departments to report all courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identified by the instrument. (See Table 5 on page 57.)

Summary of Findings:

According to academic department reports, 193 (71%) courses were identified as transferable to other colleges and universities, 64 (24%) courses are transferable to vocational/technical institutions, 181 (67%) were identified used for staff development. 38 (14%) of courses reported by academic departments are used for other purposes apart from the ones identified by the instrument. The following academic departments reported

100% of courses offered during the Fall 2006 and Spring 2007 as transferable to colleges and universities, Agriculture and Life Science, Criminal Justice, Fine Arts, Information and Communications Technology, Languages and Literature, Physical Education, Science, and Social Science.

In terms of course articulation to vocational/technical institutions, the Business and Social Sciences reported 100% of its courses as transferable. Others departments that reported courses articulated to such institutions were education (7% of courses), Fine Arts (24% of courses), Health and Social Services (8% of courses), ICT (33% of courses), Mathematics (11% of courses), Nursing (28% of courses), and Samoan Studies (20% of courses).

The Business, Fine Arts, Samoan Studies, and Trades & Technology reported that 100% of their program courses are being used for staff development purposes. The Agriculture & Life Sciences (33%), CLP (60%), CJ (81%) education (81%), Health & Human Services (83%), ICT (67%), Languages and Literature (40%), Mathematics (78%), and Nursing (11%) reported of courses used for professional development.

The American Samoa Community College curriculum programs offer meets its mission of offering courses that prepare students for off island colleges and universities and vocational/technical institutions. It also meets community needs by offering courses to students who do not wish to pursue a degree/certificate program but take courses for professional growth and development.

Academic Focus:

Table 6 of the academic program review report required academic departments to identify courses that satisfy program core requirements, general education requirements, electives, and remedial courses preparing students for upper level courses. (See Table 6 on page 58.)

Summary of Findings:

From the academic department reports 233 (83%) courses were identified by the academic departments satisfying program cores, 100 (36%) satisfying general education requirements, and 147 (53%) courses that can be used as electives. Eighteen, 18 (6%) courses were reported to be of the remedial level.

The Agriculture & Life Science Sciences, Criminal Justice, Fine Arts, ICT, Science, and Social Science reported that 100% of their course offerings fulfill program core requirements.

Departments that fall in the 90 percent percentile of courses satisfying program cores include the Business (94%), Health and Social Services (92%), Nursing (94%), and Trades and Technology (98%).

The following departments also reported courses satisfying program cores: Education (67%), Languages and Literature (40%), Mathematics (44%), and Samoan Studies (47%).

For general education, the following departments reported 100% of their courses satisfy general education requirements; Fine Arts, Physical Education, and Social Science. Other departments that reported courses fulfilling general education requirements include Agriculture and Life Sciences (13%), ICT (33%), Languages and Literature (60%), Mathematics (78%), Samoan Studies (47%), and Science (67%).

The Criminal Justice, Fine Arts, Physical Education, and Social Science departments all reported that 100% of their courses can be used as electives. Other departments that reported courses in their curriculum programs that can be used in satisfying elective requirements are Business (6%), CLP (60%), Health and Social Services (75%), Languages and Literature (40%), Mathematics (78%), Nursing (6%), Samoan Studies (93%), and Science (73%).

The following departments reported that they offer remedial courses in their curriculum programs, ELI (100%), Business (6%), CLP (40%), Mathematics (22%), Samoan Studies and (20%).

Our curriculum programs offer a wide variety of courses that prepare students for a successful program of study of their choice at ASCC.

Enrollment:

Table 7 of the academic program instrument required academic departments to identify whether courses in their curriculum programs are open enrollment, courses requiring prerequisites or special entrance, and to identify remedial English Math courses. (See Table on page 59.)

Summary of Findings:

From the academic department reports 58 (20%) of the courses are offered without prerequisites. Two hundred sixty seven or 94% of the courses are offered with pre-requisites, while all courses offered in the English Language Institute are 100% remedial. The Mathematics Department identified 22% of its courses as remedial.

The ASCC curriculum program offer courses in programs of study that are open to students without pre-requisites. This allows students to choose courses that will develop the knowledge and skills necessary to be successful in their academic studies and learning experience at ASCC.

Our curriculum program helps prepare students to be successful in upper level courses that re required for a specific program of study. Therefore, academic programs identify courses that develop the necessary content knowledge and skills required before enrolling in upper level courses.

Students who are tested in remedial Math and English should complete all the required courses offered in these academic thus preparing them with the necessary reading,

writing, listening, speaking, and problem solving skills in order to master the required content knowledge and skills taught in upper level courses.

Recruiting Methods:

Table 8 of the academic program review instrument required departments to identify the recruiting methods used in recruiting perspective students into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. (See table on page 60.)

The Agriculture and Life Science, College and Life Planning, Criminal Justice, Nursing, Samoan Studies, and Social Science reported that 190% of their recruitment is done through school visitations. The Teacher Education Department reported that 50% of their recruitment is through school visitation while the Human Social Services department uses school visitation as 33% of its recruitment.

The Agriculture and Life Science, Business, Criminal Justice, ICT, Nursing, Samoan Studies, and Social Science reported that 100% of their recruitment is done through Career Days/Job Fair activities. The Teacher Education reported that 50% of their recruitment is through Career Days and Job Fairs.

For Community Service activities, the following departments reported 100% using this method of recruitment: Agriculture and Life Sciences, Business, Nursing, Samoan Studies, and Social Science.

The following departments reported 100% of their recruitment is done through the use of television ads: Agriculture and Life Sciences, Nursing, Samoan Studies, and Social Science.

The only two academic departments that reported 100% of its recruitment through the use of newspaper are the Agriculture and Life Sciences and Nursing.

The Agriculture and Life Sciences Department reported that they also recruit through the Natural and Community Resources Division's community extension programs.

The Human Social Services Department also recruits students through their affiliation with other ASG agencies.

Academic Departments make every effort in recruiting students for their programs of study. These recruitment efforts afford the academic departments the opportunity for students to make choices and decisions based on their academic and career interests.

OUTPUT MEASURES

- Output Measures
- > Tracking
- > Program Retention and Program Completion
- > Course Completion
- > Assessment of SLO's
- > Conclusion



3. OUTPUT MEASURES:

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

Tracking:

This is the most challenging part of the academic program review report since its inception. Because of requirements set by the accrediting commission to provide evidence of successful academic student achievements from their college experience, this portion of the curriculum grid was added to the review. This required tracking students that have completed their studies at the American Samoa Community College.

The instrument identified the following areas in tracking students: those who have continued their studies at off-island colleges/universities/vocational/technical institutions, those currently serving in the armed forces, and those who are currently employed.

The following graph reflects the information provided by some of the academic departments such as the Agriculture and Life Sciences, Business, Criminal Justice, Fine Arts, and Nursing. Although the numbers are not significant in determining the intended purpose, there are still academic programs who conduct some tracking of their students.

The data reflect the overall totals as identified from the academic department reports.

Summary of Findings:

Overall 18 students have been identified as currently attending colleges and universities, 6 attending vocational/technical institutions, 13 currently employed, and 10 who are currently serving in the military.

As stated, this part of the curriculum grid is the most challenging aspect of the report. It is our goal to work with academic departments in developing actions plans to address this important part of the academic program review. This would require tracking methods and effective record keeping, information such as email addresses, home addresses, phone numbers, etc. should be kept on file of all students enrolled in their academic programs of study. This information is necessary in contacting students to meet this important aspect of the program review report.

3. A. Table 9 Tracking

	Table 9	TRACKING SU				
_	*	Colleges / Universities Vocational / Trades Institute	18 6			
		Employment	13			
		Armed Forces TOTALS:	10 47 .			
	Tracking Grid					
			9	* · .		
				Colleges /		
	Arm	ed		Universities,		
	Forces	s, 10		18		
	Employm	nent,		Vocational /		
	· 13		-	Trades		
	:	•		Institute, 6		
		•				

Program Retention and Program Completion:

This part of the curriculum grid required academic departments to report students that are currently enrolled in their academic programs of study. Reports should indicate students enrolled and the number of students that have actually graduated (completion) in the respective semesters of the review cycle and students who remain (retention) in their academic programs. (See table on next page.)

The reports submitted for this part of the curriculum grid poses a challenge to the academic departments. The departments that provided data for this part of the report showed evidence that they have a record keeping system in place of students enrolled in their programs. Other departments were able to seek the assistance of the Registrar's Office in obtaining the necessary information and data included in their reports.

Summary of Findings:

The following academic departments were able to provide the data for this part of the report: Agriculture and Life Sciences, Business, Criminal Justice, Health Human Services, Nursing, ICT, Social Sciences and Trades and Technology.

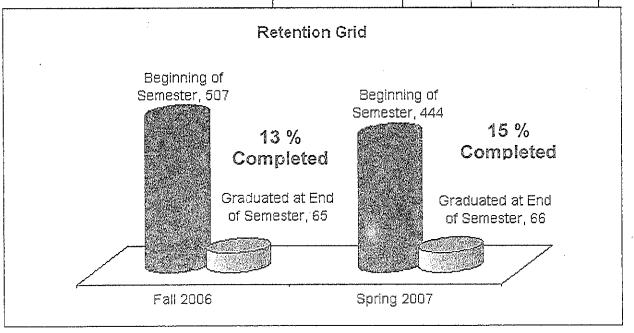
For the Fall 2006 semester of the review cycle, 507 students were reported to have enrolled in the above academic department programs, 65 graduated. The same academic departments were able to retain 13% of their students in their programs.

For the Spring 2007 semester, the same academic departments enrolled 444 students, graduated 66 students and retained 15% of the students in their academic programs.

It is clear that there is the need for academic departments to explore every possible means of keeping very accurate records of students enrolled in their programs, graduates, and the number students retained.

3. B. Table 10 Program Retention/Program Completion

	FALL	2006		SPRIN	G 2007	
TABLE 10	Beginning of Semester	Graduated at End of Semester	Retention by Percentage	Beginning of Semester	Graduated at End of Semester	Retention by Percentage
AGRICULTURE & LIFE . SCIENCE	22	1	5%	24	2	8%
BUSINESS EDUCATION	138	10	7%	115	25	22%
CRIMINAL JUSTICE	173	17	10%	152	13	9%
EDUCATION	О	0		0	0	
FINE ART	0	0		0	0	
HEALTH & HUMAN / SERVICES	140	13	9%	122	9	7%
INFORMATION COMM. TECHNOLOGIES	0	0		1	1	100%-
NURSING	17	16	94%	15	13	87%
SAMOAN STUDIES	0	0		00	0	
SOCIAL SCIENCE	17	2	12%	15	0	
TRADES & TECHNOLOGIES	0	6		0	3	
TOTALS:	507	65	13%	444	66	15%



Course Completion:

This portion of the curriculum grid required academic departments to report on students who have enrolled in their academic program courses per semester of the review cycle during the pre-registration period. The number of students that actually complete the courses reflects retention. The terms "course completion" and "course retention" are synonymously used in this case. (See Table on next page.)

For clarification purposes, the number of students that complete academic department courses may be higher than the number during pre-registration; this is because there is the regular registration/late registration, the add and drop, and withdrawal periods that students go through which explains the increase and decrease in course enrollment. That is why the percentages appear to be high in some academic departments' retention data.

The actual total number of students reported is a compilation of students enrolled in all courses offered during the semesters in the review cycle. The totals numbers do not reflect enrollment figures.

With the exception of the Teacher Education and Languages and Literature, Samoan Studies, and Nursing; all other academic programs submitted course completion data.

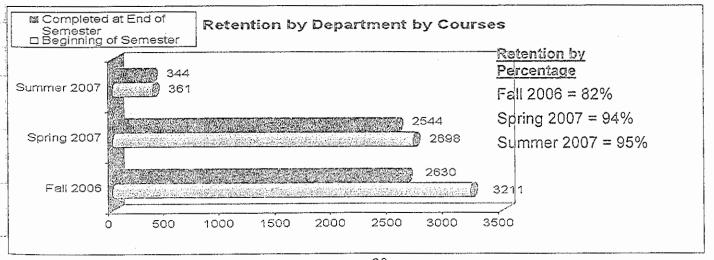
In the Fall 2006 semester, all academic departments with the exception of the above enrolled 3,211 in courses, 2,630 students were retained and completed courses which attributed to 82%. The most significant completion rates were reported by the Agriculture and Life Sciences Department (111%), which means that more students were added to its courses during the week of add and drop. The Business (89%), CLP (99%), CJ (97%), Fine Arts (93%), Health and Human Services (93%), ICT (93%), PE (89%), Science (98%), and Social Science (93%) showed a significant number of students that actually completed program courses.

In the Spring 2007 semester, 2,698 students enrolled in department courses and 2,544 students that actually completed. This is a 94% overall completion rate. The Agriculture and Life Sciences again had the highest number of student that completed its program courses a completion rate of 148%. The Trades and Technology department also had a higher completion rate of 106%. The other academic department that showed a significant number of students completing department courses were Business (93%), CLP (100%), CJ (98%), Fine Arts (67%0, Health and Human Services (96%), ICT (91%), PE (91%), Science (94%), and Social Science (96%).

In the Summer Session 2007, 361 students enrolled in academic department courses and 344 students actually complete, which is a 95% completion rate. (Not all academic departments offer courses in the Summer session.)

Table 10 _

		FALL 2006		SPRING	2007		SUMM	ER 2007
	Pre-reg to Withdrawal Period Enr.	End of Semester Enr.	Retention by Percentage	Pre-reg to Withdrawal Period Enr.	End of Semeste r Enr.	Retentio n by Percenta ge	Pre-reg to Withdrawal Period Enr.	End of Semester Enr.
AGRICULTURE & LIFE SCIENCE	61	68	111%	23	34	148%	33	35
BUSINESS EDUCATION	229	:204	89%	269	251	93%	39	37
COLLEGE LIFE PLANNING	220	217	99%	102	102	100%	65	63
CRIMINAL JUSTICE	278	270	97%	284	277	98%	0	0
EDUCATION 0	0	0		0	0		0	0
ENGLISH LANGUAGE INSTITUTE	922	0	0%	676	0	0%	0	0
FINE ART	107	99	93%	58	39	67%	34	31
HEALTH & HUMAN SERVICES	116	108	93%	91	87	96%	14	11 -
INFORMATION COMM. TECHNOLOGIES	168	156	93%	191	173	91%	0	0
LANGUAGE & LITERATURE	0	0 .		0	0		0	0
MATHEMATICS	0	623		0	624		0	0
NURSING	0	0		0	0		0	0
PHYSICAL EDUCATION	315	279 ·	89%	228	207	91%	34	29
R.O.T.C.	o	0		0	0		0	0 .
SAMOAN STUDIES	0	0		0	0		0	0
SCIENCE	226	222	98%	270	253	94%	142	138
SOCIAL SCIENCE	413	384	93%	392	376	96%	0	0
TRADES & TECHNOLOGIES	156	0	0%	114	121	106%	0	0
TOTALS:	3211	2630	82%	2698	2544	94%	361	344



The Assessment of Student Learning Outcomes:

The final part of the academic program review instrument should include data from courses that were identified by each academic department who have already implemented the assessment of student learning outcomes.

The process of assessing student learning outcomes is currently implemented this semester. The Assessment Plan Committee had developed a standardized rubric for assessing Communication Skills. Academic department chairs were informed in one of the Curriculum Committee meetings to submit names of instructors and courses that will be participating in the initial assessment activity. Instructors were identified through the review of course syllabi filed at the Academic Affairs Office. A list was provided identifying all courses that are currently using research papers and/or presentations as course requirements. Academic department chairs submitted names of instructors for their respective departments who will be participating in the assessment process.

Once identified, a workshop was scheduled familiarizing instructors with the instrument. Assessment data will be collected from instructors at the end of the semester for analysis and will be documented. This data will be shared with the accreditation commission, the College's administration, BHE and all stakeholders.

The assessment activity will be a continuous process in achieving the Mission of the College and the mission of the Academic Program Review. Through this process the Academic Affairs Division will continue to review and address assessment issues for continuous improvement in our curriculum programs.

Conclusion:

The third cycle of the Academic Program Review reveals critical issues in terms of input measures, program operation, and output measures that we need to improve on in meeting the Mission of the American Samoa Community College. Issues in the areas of facilities, equipment, teacher qualification/capacity, professional development are important in this process. We rely on the services provided by the institutions support units in carrying out our curriculum program activities.

Although, the academic departments have reported shortcomings or "challenges", our academic personnel continue to sustain their enthusiasm and commitment to our academic programs, thus leading to the achievement of the College's Mission. The reports also show that we as a unit should continue to explore all possible avenues in addressing those identifies "challenges" and this can done with the concerted effort of the Dean of Academic Affairs' Office, academic department chairs, and faculty members. It is equally important that our division work in collaboration with the other units of the College in addressing critical issues as identified in the report.

The report serves as a vehicle for the continuous improvement of our curriculum programs and not to criticize nor penalize any individual or individuals involved in this

review. The intended purpose is to identify critical areas, monopolize on our strengths and finding ways to address weaknesses. Therefore, the process should continue to involve all instructional personnel and not just a few individuals, as our proverbial saying goes, "E mama se avega pe a galulue faatasi", or "To lighten the load, we have to work in collaboration." This report reflects that traditional proverbial phrase.

This report is far from perfect but it gives us the opportunity to improve; that is the purpose of this review process. We need as a division needs to work with department chairs in the following areas -1) identifying effective data collection strategies and analysis, 2) effective tracking methods, 3) effective recruitment methods, and 4) the assessment of student learning outcomes.

In spite of the "challenges" identified in the report, our division continues to offer the best instructional services for our students.

Lastly, the academic program review makes the following major recommendations as identified by the academic program review.

- 1. The Board of Higher Education and the College Administration work collaboratively developing a staff development plan for all instructors teaching at ASCC in the areas of assessment, effective instructional pedagogy, data collection and analysis, and alignment of program learning objectives to institutional student learning outcomes. (Sources: Input Measures, Program Operations, Output Measures)
- 2. The BHE, College President, CFO work collaboratively with the Dean of Academic Affairs in securing funding to hire more faculty for the following academic programs: English Language Institute, Languages and Literature, Mathematics, and Teacher Education, and Science to accommodate the increasing enrollment in these programs of study. (Source: Program Operations)
- 3. The Board of Higher Education and the College Administration secure funding in purchasing "state of the art" equipment and up-to-date software to better support instructional as well as student activities in staying current, prepared and informed in the age of technology, in alignment with the mission of the American Samoa Community College. (Sources: Input Measures, Program Operations, Output Measures)



- > Recommendations from 2nd Cycle Report
- ▶ Part 1 Mission, Objectives, and Linkages
- ➤ Part 2 Curriculum Committee
- ➤ Part 3 Self-Study
- Self-Study Questionnaire
- ➤ Tables 1 10
- > Course Syllabus Form



ACADEMIC PROGRAM REVIEW RECOMMENDATIONS FROM SECOND CYCLE

Recommendations: Part 1 - Mission, Objectives, and Linkages

1.1.1 The Curriculum Committee recommends the Dean of Academic Affairs develop a formalized mechanism to assure that the mission and learning outcomes of the College are meeting the needs of the community at the local and off-island levels.

Response:

The Curriculum Committee Chair proposed the establishment of an Assessment Plan Committee. After its approval by the Curriculum Committee, the Assessment Plan Committee met to fulfill its goals and objectives. The Assessment Plan Committee's tasks included the review of the ASCC Mission's Statement and degree/certificate student learning outcomes. The institutional mission and degree student learning outcomes were reviewed and approved by the college's administration and curriculum committee and are included in the 2006-2008 ASCC Catalog.

1.1.2 The Curriculum Committee recommends that the President hire a qualified Educational Researcher for the Institutional Advancement and Educational Development Office (IAED) with statistical skills to manage, develop, methods in collecting data, to analyze, to present findings on program reviews, enrollment/retention, strategic planning, and performance evaluations for the College.

Response:

With the appointment of Dr. Kathleen Kohlhoff as Director of IAED, an additional researcher was hired to collect institutional data. Such data will be shared with the Academic Affairs Division to in addressing academic program review issues. The IAED Office still needs to share findings as indicated by the recommendation. Data used for previous and the current academic program review are provided by the Registrar's Office.

I.1.3 The Curriculum Committee recommends that the Dean of Academic Affairs identify and include the learning outcomes for the English Language Institute courses in the report.

Response:

With the development of student learning outcomes, the English Language Institute Department has developed departmental learning outcomes, which are aligned to the institutional student learning outcomes. These student learning outcomes are in the current catalog.

1:1.4The Curriculum Committee recommends that Dean of Academic Affairs include a statement regarding the certain Associate of Science and Certificate of Proficiency courses that can be used to fulfill elective credits and certain learning outcomes for the Associate of Arts degree.

Response:

The 2006-2008 Catalog has learning outcomes for all Associate of Arts and Associate of Science degrees and certificates. The catalog also outlines all courses that fulfill elective requirements degree and certificate programs.

1.1.5 The Curriculum Committee recommends that the Dean of Academic Affairs provide a workshop on writing student learning outcomes in measurable terms for faulty and to revisit course learning outcomes for revisions.

Response:

The Assistant Dean of Academic Affairs and other faculty members conducted workshops of writing student learning outcomes during Spring 07 faculty orientation and how those learning outcomes are aligned to departmental and institutional student learning outcomes.

1.1.6 The Curriculum Committee recommends that the Director of Institutional Advancement and Educational Research evaluates the missions (both college's, departmental), and learning outcomes of degree and certificate offerings on how well the overall degree meets the College's goals.

Response:

The Assessment Plan Committee was given the task to review the institutional mission and development of SLO's. They are included in the 2006-2008 Catalog.

Recommendations: Part 2 - Curriculum Committee

2.1.1 The Curriculum Committee recommends that the Academic Departments abide to the established criteria in course scheduling and course offerings for both regular and summer sessions to ensure that students needs are met through foundation and bridging of courses, increasing enrollment, reduction in independent studies, and the proper scheduling of required courses. It is further recommended that Dean of Academic Affairs will readjust departmental schedules if department chairs do not adhere to the approved criteria.

Response:

The Academic Affairs Division has now in place a Yearly Schedule Policy as approved by the Curriculum Committee. The academic departments are closely adhering to this policy when submitting course schedules for the academic year. Since the development of the policy very few independent studies were requested and approved, courses have been properly scheduled throughout the week, and the college's enrollment has consistently increased.

2.1.2 The Curriculum Committee recommends that the Dean of Academic Affairs and the Vice President revisit the academic policy on the minimum number of students enrolled in a course during regular semesters addressing issues of cancelled classes due to low

enrollment, instructors alternative responsibilities if load is less that 12 credits, the difficulty in course sequencing for required courses due to cancellations, and the increasing number of Independent Studies.

Response:

Currently, the maximum number of students enrolled in any course is twenty five. There are certain courses that the maximum number is lower that twenty five. The department chair or instructor has to inform the Registrar on the maximum number of students for those specific courses to avoid over-enrollment. If a course reaches the maximum number of students, only the instructor can allow for over-enrollment up to thirty and the Dean of Academic Affairs will sign for over-enrollment of over thirty students per course.

If an instructor carries a teaching load of less than twelve credits in a semester, it is the duty of the department chair and the Dean of Academic Affairs to assign extra responsibilities relative to curriculum and instruction for an instructor to perform to make up for the required 12 credits teaching load.

There numbers of Independent Studies have decreased since the last academic program review as a result of effective advising practices by academic advisors.

2.1.3 The Curriculum Committee recommends that the Human Resources Manager work closely with the department chairs on advertisements for perspective adjunct and upgrading adjunct faculty lists every two years assuring a pool of qualified adjunct faculty to meet the instructional needs of our students.

Response:

The Assistant Dean has on file an updated list of all adjunct faculties as updated and submitted by the Human Resources Office.

2.1.4 The Curriculum Committee recommends that the Dean of Academic Affairs works closely with the Human Resources Manager and the Department Chairs of the Business, Mathematics, Science, and Nursing Department to discuss possibilities of hiring full-time faculties to alleviate the number of adjunct faculties identified in the report.

Response:

The Mathematics Department has hired an additional instructor. The Science Department has also hired an additional instructor. The Business Department has two mew instructors but there is still a need for a full-time Accounting instructor.

2.1.5 The Curriculum Committee recommends that the Dean of Academic Affairs conduct faculty orientation workshops on aligning student learning outcomes to Service Learning ensuring that each course learning outcomes are linked to departmental objectives, degree programs and the overall mission of the College.

Response:

Workshops have been conducted on aligning SLO's to departmental SLO's and course LO's. One of the instructors attended an assessment training off-island and conducted an alignment workshop for our teachers during the Spring Semester faculty orientation.

2.1.6 The Curriculum Committee recommends that the instructors implementing Service Learning should adhere to approved Service Learning criteria and submit documentation to the Service Learning Coordinator as evidence that those courses were offered as Service Learning courses.

Response:

The Service Learning Coordinator works directly with all instructors who are currently integrating service learning as instructional pedagogy in their courses. This includes the alignment of course learning objectives to departmental student learning outcomes and to the institutional degree/certificate student learning outcomes.

2.1.7 The Curriculum Committee recommends that the Dean of Academic Affairs work closely with Department Chairs in reviewing course articulation and MOU's with official colleges and universities in assuring the inclusion of all new courses in those MOU's and that all list of all articulated courses are made available to all Academic Departments for advising.

Response:

An MOU was signed with the University of Hawaii – Hilo Campus, and there still is an MOU with Chaminade University on course articulation. In addition the Health and Human Services Department has an articulation agreement with Alfred College.

2.1.8 The Curriculum Committee recommends that all the Academic Department Chairs review and considers the deletion of all "dead courses" with the approval of the Curriculum Committee.

Response:

After a review of the 2006-2008 Catalog, all "dead courses" have been removed from the catalog, with the exception of those courses that meet the unique students' and community needs.

2.1.9 The Curriculum Committee recommends that all Academic Departments have all course syllabi on file, post all course syllabi on the College's website and conduct orientation for new faculties.

Response:

The Vice President revised the official course syllabi format and conducted a workshop on how teachers can plan courses for each semester. All courses that offered each semester have course syllabi filed in the Academic Affairs Office and at each academic department.

Orientation for faculty, including new faculty are conducted in the beginning of each semester. It is also the responsibilities of each academic chair to conduct orientation for their faculty on all matters pertaining to their instructional duties at the college.

2.1.10 The Curriculum Committee recommends that the IAED Office with the ASCC Alumni actively collect data on graduates and have them available for each academic department.

Response:

The current Academic Program Review requires all academic departments to actively participate in colleting data, one of which includes the tracking of alumni. Although a very low number of students have been tracked by departments, it is anticipated that all academic departments will develop plans in tracking students who have graduated from their respective programs of study.

2.1.11 The Curriculum Committee recommends that the Student Services Division include in their Students Satisfactory Survey a section, which encourages graduates to write back and keep the College updated on their current addresses and workplaces.

Recommendations: Part 3 - Self Study

3.1.1The Curriculum Committee recommends that the Dean/Ass't. Dean of Academic Affairs establishes a Comprehension Facility Usage and that the data should be used for scheduling in utilizing classroom usage.

Response:

The Academic Affairs Office hired another administrative assistant responsible in inputting our course schedule. She has in place a system which coordinates with course offerings for each academic department. The system identifies courses and times offered throughout the week. The academic department chairs and faculty have also spread out courses throughout the days of the week allowing for effective usage of classrooms.

3.1.2 The Curriculum Committee recommends that the Academic Affairs Division work collaboratively with the Administrative Services Division on a facility plan to include ramps and lifts for students with disabilities to have access to offices on the second floor of the College's administration's building.

Response:

A new ramp was built at the west wing of the campus to accommodate students in wheelchairs. There is yet a plan to include lifts for the second floor of the administration building making it accessible for students with disability.

3.1.3 The Curriculum Committee recommends that the Administrative Services Division develop an evacuation plan visible to students, staff, and faculties and in the plan the inclusion of fire extinguishers (with regular inspection), and that renovations made with

the College's facilities meet with "all" building code safety requirements thus ensuring a safe and hazard free environment for all College employees and students.

Response:

Recommendation still needs to be fully addressed.

3.1.4 The Curriculum Committee recommends that the Procurement Office provide an updated inventory list for all Academic Department Chairs of available equipment so that such equipment could be made available for instructional purposes whenever needed.

Response:

The MIS has provided faculty with the appropriate equipment for instructional use. The Academic Affairs Office with the Reproduction Office of the College offer xeroxing services.

3.1.5 The Curriculum Committee recommends that each Academic Department updates inventory lists of all office inventory lists and work closely with the MIS Division and Procurement Office in terms of updated specifications for all equipment purchases and used by each Academic Department.

Response:

The MIS Division has provided all employees with specifications for computers ordered by the College.

3.1.6 The Curriculum Committee recommends that the Academic Affairs Division and the Student Services Division develop general guidelines for retention strategies, and these strategies be published in a handbook presented faculty at a workshop during faculty orientation.

Response:

With the current academic program review, each academic department is responsible in collecting retention data. The data should be used in developing strategies to retain students in their courses and programs.

3.1.7 The Curriculum Committee recommends that the Dean and Associate Dean of Academic Affairs conduct a study to identify community input on the need for evening courses for government and private sector employees.

Response:

The College currently offers evening courses for teachers. <u>The College still needs to conduct a study to identify community input on the need for evening courses for the other government and private sector employees.</u>

3.1.8 The Curriculum Committee recommends that the Human Services Office compile and submit information on all adjunct and full-time faculties credentials and

qualifications to the Dean of Academic Affairs, and the information should be used to determine staff development plans for all ASCC faculties.

Response:

The Human Resources Office has provided a list of all full-time and part-time faculties. Workshops have been conducted on academic programs review, course syllabi, writing learning objectives, student learning outcomes, etc.

The Academic Affairs Office has been sending instructors for off-island training in the area of assessment.

3.1.9 The Curriculum Committee recommends that the Faculty Senate develop and approve an updated Faculty Handbook by Fall 2005 that would include institutional policies and procedures for faculty Policies on departmental local advisory council and student advisor evaluation should be included. The Faculty Handbook should compliment the institutions Personnel Handbook and the Student Handbook. The faculty Handbook should be approved by the Board of Higher Education and should be updated every two years.

Response:

The recommendation is yet to be addressed.

3.1.10 The Curriculum Committee recommends that the Academic Departments develop an Advisory Council Handbook outlining the purposes and responsibilities of Advisory Councils.

Response:

An Advisory Council Handbook was developed and approved by the Curriculum Committee in the Summer 2007.

3.1.11 The Curriculum Committee recommends that the Academic Affairs Division and the Student Services Division play an active role in the evaluating the advising process by developing an evaluation instrument to ascertain student success in their academic programs.

Response:

The Academic Affairs Division constantly conducts workshops on academic advising. All student IEP forms have been updated and are distributed during registration. The division also gives out a survey to graduates enabling students to provide us with feedback on the advising process.

SELF-STUDY INPUT QUESTIONNAIRE

Please elaborate and/or provide evidence for each response.

Facilities

- 1. Is the facility large enough for the current program and to allow any projected growth?
- 2. Is the facility clean and well maintained?
- 3. Is the lighting and ventilation sufficient for the facility?
- 4. Are there any safety hazards in the facility?
- 5. Is the facility accessible to the disabled?
- 6. Is there ample storage space available?
- 7. Are there washing and restroom facilities easily accessible for both genders?

Equipment

- 1. Is program equipment obsolete or compatible to "state of the art" equipment?
- 2. Is the equipment sufficient in quantity?
- 3. Is the equipment well maintained?
- 4. Is the equipment cataloged on an inventory list?
- 5. Are there any safety hazards noticeable with the equipment being used?
- 6. Is the equipment easily accessible for all students?
- 7. Is supplementary instructional equipment available when necessary for instruction (demonstration stands, display cases, mock-ups, writing boards, audio-visual equipment, etc.)?
- 8. Is student study equipment available when necessary for instruction (audiotutorial labs, study carrels, simulated work stations, etc.)?
- 9. Did the major equipment acquisitions receive program advisory council review?
- 10. Is the office equipment provided for instructions' use?

Materials

- 1. Are the instructional materials in the courses and program area up-to-date, and do they reflect the needs of the industry and the community?
- 2. Are supportive and reference materials current and relevant and readily available in order to carry out instructional activities?
- 3. Are instructional materials in sufficient quantity?
- 4. Are the instructional materials free of gender and cultural bias?
- 5. Are the instructional materials, equipment, and supplies well maintained and reviewed on a regular basis?
- 6. Are a variety of instructional materials available which allow for instructional flexibility, such as competency-based, criterion-referenced and individualized testing?
- 7. Are materials available for disabled students when required?

Teacher Qualification and Capacity

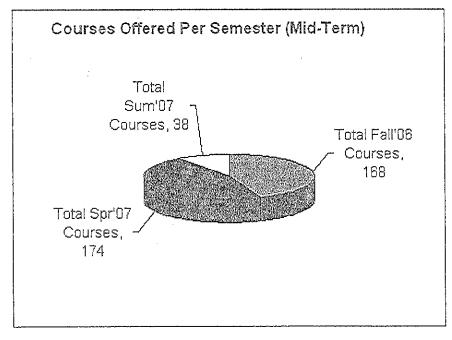
- 1. Are the instructors in the program qualified to teach their particular courses?
- 2. Does the instructional staff have appropriate on-the-job or work experience?
- 3. Are all instructors in vocational programs licensed, professionally certified, and fulfilling a professional development plan?

Professional-Development

- 1. Does the institution provide a Faculty Handbook to keep faculty informed about institutional policies and procedures?
- 2. Are faculty kept informed on matters of institutional policies and procedures? This includes a process for communication which allows for sharing data, reports, surveys, needs assessments, and enrollment and student demographic data?
- 3. Does the institution require any in-service training for new or part-time instructors?
- 4. Do the instructors attend workshops and professional organization meetings? Does the institution provide financial assistance and release time?
- 5. Do the instructors visit other post-secondary institutions in the state or nation?
- 6. Does the administration encourage and support faculty development activities?
- 7. Do instructors regularly communicate with program-related businesses or industries?
- 8. What in-service has been made available during the past year?
- 9. Do instructors participate in departmental and/or general faculty meetings?
- 10. Does the program/department provide guidelines for procedures and other relevant information to instructors in timely and consistent manner?

Scheduling History (Table 1): Academic departments identify all courses that have been offered during the course of the academic program review cycle.

Table 1	Total Fail'06 Courses	Total Spr'07 Courses	Total Sum'07 Courses	Total Fall'07 Courses	Total Spr'08 Courses	Total Sum'08 Courses
Agriculture	7	7	3	0	0	
Business	15	15	2	0	0	0
CLP	3	3	3	0	0	0
Criminal Justice	10	11	3	1	0	0
Education	7	. 7	0	7	0	0
ELI	9	9	5	9	0	0
Fine Arts	28	27	3	29	0 /	o 0
Health & Human Services	10	12	. 0	0	0	0
ICT	3	3	. 0	0	0	0
Language & Literature	5	4	4	0	0 .	.0
Mathematics	7	7	5	0	0	0
Nursing	2	2	1	4	0	0
Physical Education	7	7	4	7	0	0
ROTC						
Samoan Studies	5	6	3	7	0	0
Science	9	10	2	0	0	0
Social Science	24	24	0	0	0	0
Trades & Technology	17	20	0	0	0	0
TOTAL:	168	174	38	64	0	00



Student Learning Outcomes (Table 2): Academic departments identify the skills taught through courses offered during the review cycle aligned to the identified institutional degree/certificate student learning outcomes.

	1		-	C	ommu	nicatio	n Skil	s		
Table 2	Total courses	. S	eaking:	& Writin	ng	/ Rea	ding	3.1	Listenin	g
	COURSE.	1 1	2	3	4	1	2	1	2	3
Agriculture	15.	Ū	0	Ð	15	7	7	8	7	D.
Business	17	17	15	14	16	18	10	14	15	14
CLP	3	Đ	1	1	1	1.	2	0	1	2
Criminal Justice	16	17	3	8	8	16	11	16	14	14
Ecroation	1:4	t2	12	Ð	O.	0	0	0	Ð	O
	Ď	Đ.	Ð	9	ð	9	ō.	Ş.	B	Ð.
Fine Arts	33	33	33	33	33	33	33	30	30	30
Health & Human Svcs	12	5	8	4	3	5	1	5	5	3
ICT .	- 3	Ð	C	1	2	0	3	O.	1	2
Language & Literature	. 10	10	10	10	10	10	10	10	10	10
Mathematics	ð	Ð	ð.	3	9	9	8	Ğ	8	7
Nursing	18	18	18	18	18	18	18	18	18	18
Physical Education ROTC	7	7	7	7	7	7	7	7	7	7
Samoan Studies	8	Ð	3	5	2	4	5	9	4	5
Science	11	11	11	11	11	10	10	11	11	11
Social Science	27	27	27	27	27	27	27	27	27	27
Trades & Technology	58	56	56	56	56	58	56	56	58	56
TOTAL:	268	231	222	207	227	228	217	228	223	220
TOTAL: Percentage:	268	231 86%	222 83%	207 77%	227 85%	228 85%	217 81%	228 85%	223 83%	220 82%
Percentage:	The state of the s	86%	83%	77%	85%	85%	81%	85%	83%	82%
Percentage: Agriculture	15	86% 0%	83% 0%	77% 0%	85% 100%	85% 47%	81% 47%	85% 53%	83% 47%	82% 0%
Percentage: Agriculture Business	15 17	86% 0% 100%	83% 0% 88%	77% 0% 82%	85% 100% 84%	85% 47% 94%	81% 47% 59%	85% 53% 82%	83% 47% 88%	82% 0% 82%
Percentage: Agriculture Business CLP	15 17 3	86% 0% 100% 0%	83% 0% 88% 83%	77% 0% 82% 33%	85% 100% 94% 33%	85% 47% 84% 33%	81% 47% 59% 67%	85% 53% 62% 0%	83% 47% 88% 33%	82% 0% 82% 67%
Percentage: Agriculture Business CLP Criminal Justice *	15 17 3 16	86% 0% 100% 0% 106%	83% 0% 88% 33% 19%	77% 0% 82% 33% 50%	85% 100% 94% 33% 50%	85% 47% 94% 33% 100%	81% 47% 59% 67% 69%	85% 53% 82% 0% 100%	83% 47% 88% 33% 88%	82% 0% 82% 67% 88%
Percentage: Agriculture Business CLP Criminal Justice * Education *	15 17 3 16	86% 0% 100% 0% 106% 86%	83% 0% 88% 33% 19% 86%	77% 0% 82% 33% 50% 0%	85% 100% 84% 33% 50%	85% 47% 94% 33% 100% 0%	81% 47% 59% 67% 69%	85% 53% 52% 0% 100% 0%	83% 47% 88% 33% 88% 0%	82% 0% 82% 67% 88% 0%
Percentage: Agriculture Business CLP Criminal Justice * Education *	15 17 3 16 14 9	86% 0% 100% 0% 100% 86% 100%	83% 0% 88% 33% 19% 86%	77% 0% 82% 33% 50% 0% 100%	85% 100% 84% 33% 50% 0% 100%	85% 47% 94% 33% 100% 0% 100%	81% 47% 59% 67% 69% 6% 100%	85% 53% 52% 0% 100% 0% 100%	83% 47% 88% 33% 88% 0% 100%	82% 0% 82% 67% 88% 0%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts	15 17 3 16 14 9	86% 0% 100% 0% 106% 86% 100%	83% 0% 88% 33% 19% 86% 100%	77% 0% 82% 33% 50% 0% 100%	85% 100% 84% 33% 50% 0% 100%	85% 47% 94% 33% 100% 0% 100% 100%	81% 47% 59% 67% 69% 69% 100%	85% 53% 82% 0% 100% 0% 100%	83% 47% 88% 33% 88% 0% 100% 91%	82% 0% 82% 67% 88% 0% 100% 91%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Svcs	15 17 3 16 14 9 33	86% 0% 100% 0% 100% 86% 100%	83% 0% 88% 33% 19% 86%	77% 0% 82% 33% 50% 0% 100%	85% 100% 94% 33% 50% 0% 100% 100% 25%	85% 47% 94% 33% 100% 0% 100% 100% 42%	81% 47% 59% 67% 69% 69% 100% 100%	85% 53% 62% 0% 100% 0% 100% 91% 42%	83% 47% 88% 33% 88% 0% 100% 91% 42%	82% 0% 82% 67% 88% 0% 100% 91% 67%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Svcs ICT	15 17 3 16 14 9	86% 0% 100% 0% 106% 86% 100% 42%	83% 0% 88% 33% 19% 86% 100% 67%	77% 0% 82% 33% 50% 0% 100% 100% 33% 33%	85% 100% 94% 33% 50% 0% 100% 100% 25% 67%	85% 47% 94% 33% 100% 0% 100% 100%	81% 47% 59% 67% 69% 69% 100%	85% 53% 82% 0% 100% 0% 100%	83% 47% 88% 33% 88% 0% 100% 91% 42% 33%	82% 0% 82% 67% 88% 0% 100% 91%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Svcs ICT Language & Literature *	15 17 3 15 14 9 33 12 3	86% 0% 100% 0% 100% 100% 88% 100% 42% 0% 100%	83% 0% 88% 33% 19% 86% 100% 67% 0%	77% 0% 82% 33% 50% 0% 100% 33%	85% 100% 94% 33% 50% 0% 100% 100% 25% 67% 100%	85% 47% 94% 33% 100% 0% 100% 100% 42% 0%	81% 47% 59% 67% 69% 0% 100% 100% 100%	85% 53% 52% 0% 100% 00% 100% 91% 42% 0%	83% 47% 88% 33% 88% 0% 100% 91% 42%	82% 0% 82% 67% 88% 0% 100% 91% 67% 67%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Haman Svos ICT Language & Literature * Mathematics	15 17 3 15 14 9 33 12 3	86% 0% 100% 0% 106% 86% 100% 42% 0%	83% 0% 88% 33% 19% 86% 100% 67% 0% 100%	77% 0% 82% 33% 50% 0% 100% 33% 100% 33% 100%	85% 100% 94% 33% 50% 0% 100% 100% 25% 67%	85% 47% 94% 33% 100% 0% 100% 100% 42% 0%	81% 47% 59% 67% 69% 69% 100% 100% 8% 100%	85% 53% 62% 0% 100% 0% 100% 61% 42%	83% 47% 88% 33% 88% 0% 100% 91% 42% 33% 100%	82% 0% 82% 67% 88% 0% 100% 91% 67%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing	15 17 3 15 14 9 33 12 3	86% 0% 100% 0% 100% 88% 100% 100% 42% 0% 100%	83% 0% 88% 33% 19% 86% 100% 100% 0% 100%	77% 0% 62% 33% 50% 0% 100% 100% 33% 100% 33%	85% 100% 94% 33% 50% 0% 100% 100% 25% 67% 100%	85% 47% 94% 33% 100% 100% 100% 42% 0% 100% 100%	81% 47% 59% 67% 69% 0% 100% 100% 100% 100% 89%	85% 53% 62% 0% 100% 0% 100% 61% 42% 0% 100%	83% 47% 88% 33% 88% 0% 100% 91% 42% 33% 100% 89%	82% 0% 82% 67% 88% 0% 100% 91% 67% 67% 100% 78%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Haman Svos ICT Language & Literature * Mathematics	15 17 3 15 14 9 33 12 3 10 9	86% 0% 100% 0% 100% 86% 100% 100% 100% 100% 100%	83% 0% 88% 33% 19% 86% 100% 100% 100% 100% 100%	77% 0% 82% 33% 50% 0% 100% 33% 100% 33% 100%	85% 100% 94% 33% 50% 0% 100% 100% 25% 67% 100% 100%	85% 47% 94% 33% 100% 100% 100% 42% 0% 100% 100% 100%	81% 47% 59% 67% 69% 0% 100% 8% 100% 89% 100%	85% 53% 52% 0% 100% 0% 100% 61% 42% 0% 100% 100%	83% 47% 88% 33% 88% 0% 100% 91% 42% 33% 100% 89% 100%	82% 0% 82% 67% 88% 0% 100% 91% 67% 67% 100%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Haman Svcs ICT Language & Literature * Mathematics Nursing Physical Education	15 17 3 15 14 9 33 12 3 10 9	86% 0% 100% 0% 100% 86% 100% 100% 100% 100% 100%	83% 0% 88% 33% 19% 86% 100% 100% 100% 100% 100%	77% 0% 82% 33% 50% 0% 100% 33% 100% 33% 100%	85% 100% 94% 33% 50% 0% 100% 100% 25% 67% 100% 100%	85% 47% 94% 33% 100% 100% 100% 42% 0% 100% 100% 100%	81% 47% 59% 67% 69% 0% 100% 8% 100% 89% 100%	85% 53% 52% 0% 100% 0% 100% 61% 42% 0% 100% 100%	83% 47% 88% 33% 88% 0% 100% 91% 42% 33% 100% 89% 100%	82% 0% 82% 67% 88% 0% 100% 91% 67% 67% 100%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC	15 17 3 16 14 9 33 12 3 10 9 16 7	86% 0% 100% 100% 100% 100% 100% 100% 100	83% 0% 88% 33% 19% 86% 100% 67% 0% 100% 100% 100%	77% 0% 62% 33% 50% 0% 100% 100% 33% 100% 100% 100%	85% 100% 94% 33% 50% 0% 100% 100% 100% 100% 100% 100%	85% 47% 94% 33% 100% 100% 100% 42% 0% 100% 100% 100% 100% 100%	81% 47% 59% 67% 69% 0% 100% 8% 100% 89% 100% 100%	85% 53% 52% 0% 100% 61% 42% 0% 100% 100% 100%	83% 47% 88% 33% 88% 0% 100% 91% 42% 33% 100% 89% 100%	82% 0% 82% 67% 88% 0% 100% 91% 67% 67% 100% 100%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC Samoan Studies	15 17 3 16 14 9 33 12 3 10 9 16 7 8	86% 0% 100% 100% 100% 100% 100% 100% 100% 100% 0%	83% 0% 88% 33% 19% 86% 100% 67% 0% 100% 100% 100% 100%	77% 0% 82% 33% 50% 100% 100% 33% 100% 100% 63%	85% 100% 94% 33% 50% 0% 100% 100% 25% 67% 100% 100% 100%	85% 47% 94% 33% 100% 100% 100% 42% 0% 100% 100% 100% 100% 50%	81% 47% 59% 67% 69% 0% 100% 8% 100% 100% 100% 63%	85% 53% 52% 0% 100% 61% 42% 0% 100% 100% 100%	83% 47% 88% 33% 88% 0% 100% 91% 42% 33% 100% 89% 100% 100%	82% 0% 82% 67% 88% 0% 100% 91% 67% 100% 100% 100% 63%

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Table 2	Total courses	Transferat	£	Adaptiv	e	1.00	ib Speci	Tic
	COURSES.	1	1	2	3	1	2	3
Agriculture	15	15	Đ	Û	15	D	O	15
Business	17	17	Đ	15	ប៊	17	17	8
CLP	3	3	D	3	Ð	Û	1	2
Criminal Justice	េះ	16	13	5	5	5	15	16
Education	14	6	ъ	e	6	12	12	12
	8	0	ē	9	₽	Ð	ū	0
Fine Arts	33	33	33	33	33	33	33	33
Health & Human Svos	12	10	5	11	7	Ð	8	ង
ICT	3 :	3	Ð	2	Đ	O	0	2
Language & Literature	10	10	10	1D	Ð	10	10	TD.
Mathematics	9	ភ	₽	5	б	Ð	5	5
Nursing	18	18	18	38	18	18	18	15
Physical Education	7	7	7	7	. 7	7	0	8
ROTC					•			
Samoan Studies	8	7	3	จึ	2	3	2	4
Science	11	10	11	11	11	11	11	11
Social Science	27	27	27	27	27	27	ū	0
Trades & Technology	56	56	58	58	58	58	56	56
TOTAL	268	243 0	216	223	208	217	189	199
TOTAL: Percentage:	268	243 0 91%	216 81%	223 83%	208 78%	217 81%	189 71%	199 74%
Percentage:		91%	81%	83%	78%	81%	71%	74%
Percentage:	15	91% 100%	81% 0%	83% 0%	78% 100%	81% 0%	71% 0%	74% 100%
Percentage: Agriculture Business	15 17	91% 100% 100%	81% 0% 53%	83% 0% &8%	78% 100% 35%	81% 0% 100%	71% 0% 100%	74% 100% 53%
Percentage: Agriculture Business CLP	15 17 3	91% 100% 100% 100%	81% 0% 53% 0%	83% 0% &8% 100%	78% 100% 35% 0%	81% 0% 100% 0%	71% 0% 100% 33%	74% 100% 53% 87%
Percentage: Agriculture Business CLP Criminal Justice *	15 17 3 16	91% 100% 100% 100% 100%	81% 0% 53% 0% 81%	83% 0% 88% 100% 31%	78% 100% 35% 6% 31%	81% 0% 100% 0% 31%	71% 0% 100% 33% 100%	74% 100% 53% 87% 100%
Percentage: Agriculture Business CLP Criminal Justice * Education *	15 17 3 16 14	91% 100% 100% 100% 100% 43%	81% 0% 53% 0% 81% 43%	83% 0% 88% 100% 31% 43%	78% 100% 35% 0% 31% 43%	81% 0% 100% 0% 31% 66%	71% 0% 100% 33% 100% 86%	74% 100% 53% 67% 100% 88%
Percentage: Agriculture Business CLP Criminal Justice * Education ' ELI	15 17 3 16 14 9	91% 100% 100% 100% 100% 43% 0%	81% 0% 53% 0% 81% 43% 100%	83% 0% 88% 100% 31% 43% 100%	78% 100% 35% 0% 31% 43% 100%	81% 0% 100% 0% 31% 66%	71% 0% 100% 33% 100% 86% 0%	74% 100% 53% 87% 100% 88% 0%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts	15 17 3 16 14 9	91% 100% 100% 100% 100% 43% 0% 100%	81% 0% 53% 0% 81% 43% 100%	83% 0% 88% 100% 31% 43% 100%	78% 100% 35% 0% 31% 43% 100% 100%	81% 0% 100% 0% 31% 86% 0% 100%	71% 0% 100% 33% 100% 86% 0% 100%	74% 100% 53% 67% 100% 80% 0% 100%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Sycs	15 17 3 16 14 9 33 12	91% 100% 100% 100% 100% 43% 0% 100% 83%	81% 0% 53% 0% 81% 43% 100% 42%	83% 0% 88% 100% 31% 43% 100% 100% 92%	78% 100% 35% 0% 31% 43% 100% 100% 58%	81% 0% 100% 0% 31% 66% 0% 100% 75%	71% 0% 100% 33% 100% 86% 0% 100% 67%	74% 100% 53% 67% 100% 88% 0% 100% 50%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Sycs ICT	15 17 3 16 14 9 33 12 3	91% 100% 100% 100% 100% 43% 0% 100% 83% 100%	81% 0% 53% 0% 81% 43% 100% 100% 42% 0%	83% 0% 88% 100% 31% 43% 100% 100% 92% 67%	78% 100% 35% 0% 31% 43% 100% 100% 52%	81% 0% 100% 0% 31% 66% 0% 100% 75%	71% 0% 100% 33% 100% 86% 0% 100% 67% 0%	74% 100% 53% 67% 100% 86% 0% 100% 50% 67%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Sycs ICT Language & Literature *	15 17 3 16 14 9 33 12 3	91% 100% 100% 100% 100% 43% 0% 100% 83% 100%	81% 0% 53% 0% 81% 43% 100% 100% 42% 0%	83% 0% 88% 100% 31% 43% 100% 100% 92% 67% 100%	78% 100% 35% 0% 31% 43% 100% 100% 58% 0%	81% 0% 100% 0% 31% 86% 100% 75% 0%	71% 0% 100% 33% 100% 86% 0% 100% 67% 0% 100%	74% 100% 53% 67% 100% 86% 100% 50% 67% 100%
Percentage: Agriculture Business CLP Criminal Justice * Ecucation * ELI Fine Arts Health & Human Svcs ICT Language & Literature * Mathematics	15 17 36 14 9 33 10 9	91% 100% 100% 100% 100% 43% 0% 100% 83% 100% 56%	81% 0% 53% 0% 81% 43% 100% 100% 42% 0% 100% 100%	83% 0% 88% 100% 31% 43% 100% 100% 67% 100% 56%	78% 100% 35% 0% 31% 43% 100% 100% 58% 0% 67%	81% 0% 100% 0% 31% 66% 0% 100% 75% 0% 100%	71% 0% 100% 33% 100% 86% 0% 100% 67% 0% 100% 56%	74% 100% 53% 67% 100% 86% 0% 100% 50% 67% 100% 58%
Percentage: Agriculture Business CLP Criminal Justice * Ecucation * ELI Fine Arts Health & Human Svcs ICT Language & Literature * Mathematics Nursing	15 17 3 6 14 9 3 2 3 10 18	91% 100% 100% 100% 100% 43% 0% 100% 83% 100% 56% 100%	81% 0% 53% 0% 81% 43% 100% 100% 100% 100% 100% 100%	83% 0% 88% 100% 31% 43% 100% 100% 67% 100% 56% 100%	78% 100% 35% 0% 31% 43% 100% 100% 58% 0% 67% 190%	81% 0% 100% 0% 31% 66% 0% 100% 75% 0% 100% 100%	71% 0% 100% 33% 100% 86% 0% 100% 67% 0% 100% 56% 100%	74% 100% 53% 67% 100% 86% 0% 100% 50% 100% 58% 100%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education	15 17 36 14 9 33 10 9	91% 100% 100% 100% 100% 43% 0% 100% 83% 100% 56%	81% 0% 53% 0% 81% 43% 100% 100% 42% 0% 100% 100%	83% 0% 88% 100% 31% 43% 100% 100% 67% 100% 56%	78% 100% 35% 0% 31% 43% 100% 100% 58% 0% 67%	81% 0% 100% 0% 31% 66% 0% 100% 75% 0% 100%	71% 0% 100% 33% 100% 86% 0% 100% 67% 0% 100% 56%	74% 100% 53% 67% 100% 86% 0% 100% 50% 67% 100% 58%
Percentage: Agriculture Business CLP Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC	15 17 3 6 14 9 3 12 10 18 7	91% 100% 100% 100% 100% 43% 0% 100% 83% 100% 56% 100%	81% 0% 53% 0% 81% 43% 100% 100% 100% 100% 100% 100%	83% 0% 88% 100% 31% 43% 100% 100% 67% 100% 56% 100%	78% 100% 35% 0% 31% 43% 100% 58% 0% 67% 100% 100%	81% 0% 100% 0% 31% 66% 0% 100% 75% 0% 100% 100% 100%	71% 0% 100% 33% 100% 66% 0% 100% 67% 0% 100% 56% 100%	74% 100% 53% 67% 100% 86% 100% 50% 67% 100% 50% 100%
Percentage: Agriculture Business CLP Criminal Justice * Education * EL! Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC Samoan Studies	15 17 3 6 14 9 3 12 10 18 7 8	91% 100% 100% 100% 100% 43% 0% 100% 83% 100% 56% 100% 88%	81% 0% 53% 0% 81% 43% 100% 100% 100% 100% 100% 100% 38%	83% 0% 88% 100% 31% 43% 100% 100% 67% 100% 56% 100% 100%	78% 100% 35% 0% 31% 43% 100% 58% 0% 0% 67% 100% 100%	81% 0% 100% 31% 66% 0% 100% 75% 100% 100% 100% 38%	71% 0% 100% 33% 100% 86% 0% 100% 67% 0% 100% 56% 100% 25%	74% 100% 53% 67% 100% 86% 100% 50% 67% 100% 50% 50%
Percentage: Agriculture Business CLP Criminal Justice * Education * EL! Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC Samoan Studies Science	15 17 36 14 93 12 10 18 7 81	91% 100% 100% 100% 100% 43% 0% 100% 83% 100% 56% 100% 88% 21%	81% 0% 53% 0% 81% 43% 100% 100% 100% 100% 100% 100% 100% 100%	83% 0% 88% 100% 31% 43% 100% 100% 67% 100% 56% 100% 63% 100%	78% 100% 35% 0% 31% 43% 100% 58% 0% 67% 190% 25% 100%	81% 0% 100% 31% 66% 0% 100% 75% 100% 100% 100% 100% 100%	71% 0% 100% 33% 100% 86% 0% 100% 67% 0% 100% 56% 100% 25% 100%	74% 100% 53% 67% 100% 86% 100% 50% 67% 100% 56% 50% 100% 50%
Percentage: Agriculture Business CLP Criminal Justice * Education * EL! Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC Samoan Studies	15 17 3 6 14 9 3 12 10 18 7 8	91% 100% 100% 100% 100% 43% 0% 100% 83% 100% 56% 100% 88%	81% 0% 53% 0% 81% 43% 100% 100% 100% 100% 100% 100% 38%	83% 0% 88% 100% 31% 43% 100% 100% 67% 100% 56% 100% 100%	78% 100% 35% 0% 31% 43% 100% 58% 0% 0% 67% 100% 100%	81% 0% 100% 31% 66% 0% 100% 75% 100% 100% 100% 38%	71% 0% 100% 33% 100% 86% 0% 100% 67% 0% 100% 56% 100% 25%	74% 100% 53% 67% 100% 86% 100% 50% 67% 100% 50% 50%

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Table 2	Courses	iii Bab		nal-Resp				. 4	pect & D	liversity				m Soiv.		Æe	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
Agriculture	15	0	Ö	2	4	₿	٥	Û	0	7	ß	Û	Ü	1	14	۵	13
Business	17	14	7	13	ē	4	16	14	17	13	3	13	18	16	14	8	15
CLP	3	C .	Ð	1	٥	2	O	D	0	2	1	1	Đ	0	2	0	3
Criminal Justice	16	16	4	16	۵	.0	5	5	16	16	5	16	4	15	13	C	16
Equipation	14	10	10	1:0	10	40	10	10	10	10	10	10	10	10	1.0	1	1
<u>=1</u> [ð	ð	Ĉ	6	6	8	Ď	6	e	€	ij	8	ť	ð	2	0	O
Fine Arts	33	33	33	33	33	33	33	33	33	33	33	26	20	28	26	33	33
Health & Human Svos	12	7	3	ð	7	8	8	7	7	7	đ	2	7	วั	e	6	6
ICT	3	0	Ð	C	Ð	D	O	Đ	a	0	0	G	1.	1	1	0	3
Language & Literature	۲Đ	1	10	10	0	C	10	10	0	10	10	10	10	10	10	10	;10
Mathematics	₽	4	5	5	6	1	3	2	₽-	7	۵	8	5	ð	Đ	4	ę
Nursing	18	18	18	15	18	18	18	18	18	18	18	3.	18	18	18	٥	18
Physical Education	72	07	7	7	7	7	7	7	7	7	7	7	7	0	O	7	0
ROTC		_															
Samoan Studies	8	O	1	7	6	2	O	1	O	5	3	C	1	4	4	2	6
Science	11	10	11	10	10	11	11	11	11	11	11	11	10	10	10	11	11
Social Science	27	27	27	27	27	C	27	27	27	27	27	27	27	27	27	27	27
Trades & Technology	58	58	56	56	58	58	56	50	58	56	58	56	58	56	56	58	5β
TOTAL:	268	209	198	227	199	167	210	207	217	235	202	212	204	214	222	166	227
Percentage:		78%	74%	85%	74%	62%	78%	77%	81%	88%	75%	79%	76%	80%	83%	62%	85%
Agriculture	15	0%	0%	13%	27%	60%	0%	0%	0%	47%	40%	0%	Ω%.	7%	93%	0%	87%
Susiness	17										18%		94 V				88%
CLP		82%	41%	ፖሮ%	53%	24%	94%	82%	100%	76%	10.76	78%	200	24%	82%	53%	
		82% 6%	41% 0%	76% 33%	53% 0%			82% 0%		70% 87%	33%		0%	94% 0%	82% 67%	53% 0%	
 :	3	0%	0%	33%	0%	67%	94% 0% 31%	0%	0%		23%	33%	0%				100%
Criminal Justice *							0%			67%				0%	67%	0%	
 -	3 16	0% 100%	0% 25%	33% 100%	0% 0%	67% 0%	0% 31%	0% 31%	0% 100%	67% 100%	33% 31%	33% 100%	0% 25%	0% 94%	67% 81%	0% 0%	100% 100%
Criminal Justice * Ecucation *	3 16 14	0% 100% 71%	0% 25% 71%	33% 100% 71%	0% 0% 71%	67% 0% 71%	0% 31% 71%	0% 31% 71%	0% 100% 71%	67% 100% 71%	33% 31% 71%	33% 100% 71%	0% 25% 71%	0% 94% 71%	67% 81% 71%	0% 0% 7%	100% 100% 7%
Criminal Justice * Education * ELI	3 16 14 9	6% 100% 71% 87%	0% 25% 71% 67%	33% 100% 71% 87%	0% 0% 71% 87%	87% D% 71% 67%	0% 31% 71% 67%	0% 31% 71% 67%	0% 100% 71% 67%	67% 100% 71% 67%	23% 31% 71% 87%	33% 100% 71% 67%	0% 25% 71% 87%	0% 94% 71% 87%	67% 81% 71% 22%	0% 0% 7% 0%	100% 100% 7% 0%
Criminal Justice * Education * ELI Fine Arts	3 16 14 9 33	6% 100% 71% 87% 100%	0% 25% 71% 67% 100%	33% 100% 71% 87% 100%	0% 0% 71% 87% 100%	67% 0% 71% 67% 100%	0% 31% 71% 67% 100%	0% 31% 71% 67% 100%	0% 100% 71% 67% 100%	67% 100% 71% 67% 100%	33% 31% 71% 87% 100%	23% 100% 71% 67% 79%	0% 25% 71% 87% 79%	0% 94% 71% 87% 72%	67% 81% 71% 22% 79%	0% 0% 7% 0% 100%	100% 100% 7% 0% 100%
Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT	3 16 14 9 33	6% 100% 71% 67% 100% 58%	0% 25% 71% 67% 100% 25%	33% 100% 71% 87% 100% 56%	0% 0% 71% 87% 100% 58%	67% 0% 71% 67% 100% 67%	0% 31% 71% 67% 100% 67%	0% 31% 71% 67% 100% 58%	0% 100% 71% 67% 100% 58%	67% 100% 71% 67% 100% 58%	22% 31% 71% 87% 100% 50%	33% 100% 71% 67% 79% 17%	0% 25% 71% 87% 79% 58%	0% 94% 71% 87% 79% 42%	67% 81% 71% 22% 79% 50%	0% 0% 7% 0% 100% 50%	100% 100% 7% 0% 100% 50%
Criminal Justice * Education * ELJ Fine Arts Health & Human Svos	3 16 14 9 33 12 3	6% 100% 71% 67% 100% 56% 0%	0% 25% 71% 67% 100% 25% 0%	33% 100% 71% 67% 100% 56% 6%	0% 0% 71% 67% 100% 58% 0%	67% 0% 71% 67% 100% 67% 0%	0% 31% 71% 67% 100% 67% 0%	0% 31% 71% 67% 100% 58% 0%	0% 100% 71% 67% 100% 58% 0%	67% 100% 71% 67% 100% 58% 0%	33% 31% 71% 87% 100% 50%	33% 100% 71% 67% 79% 17% 0%	0% 25% 71% 67% 79% 58% 33%	0% 94% 71% 67% 72% 42% 33%	67% 81% 71% 22% 79% 50% 33%	0% 0% 7% 0% 100% 50% 8%	100% 100% 7% 0% 100% 50% 100%
Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature *	3 16 14 9 33 12 3	6% 100% 71% 67% 100% 58% 6% 10%	0% 25% 71% 67% 100% 25% 0% 100%	33% 190% 71% 87% 100% 56% 6% 100%	0% 0% 71% 67% 100% 58% 0%	67% 0% 71% 67% 100% 67% 0%	0% 31% 71% 67% 100% 67% 0% 100%	0% 31% 71% 67% 100% 58% 0% 100%	0% 100% 71% 67% 100% 58% 0%	67% 100% 71% 67% 100% 58% 0%	33% 31% 71% 87% 100% 50% 6%	33% 100% 71% 67% 79% 17% 0% 100%	0% 25% 71% 87% 79% 58% 33% 100%	0% 94% 71% 87% 72% 42% 33% 100%	67% 81% 71% 22% 79% 50% 33% 100%	0% 0% 7% 0% 100% 50% 0%	100% 100% 7% 0% 100% 50% 100%
Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature * Mathematics	3 16 14 9 33 12 3 10 9	6% 100% 71% 67% 100% 58% 0% 10% 44%	0% 25% 71% 67% 100% 25% 0% 100% 56%	33% 100% 71% 87% 100% 56% 6% 100% 58%	0% 0% 71% 67% 100% 58% 0% 0%	67% 0% 71% 67% 100% 67% 0% 0% 11%	0% 31% 71% 67% 100% 67% 0% 100%	0% 31% 71% 67% 100% 58% 0% 100% 22%	0% 100% 71% 67% 100% 58% 0% 0% 100%	67% 100% 71% 67% 100% 58% 0% 100% 78%	33% 31% 71% 87% 100% 6% 0%	23% 100% 71% 67% 79% 17% 0% 100%	0% 25% 71% 67% 79% 58% 33% 100% 56%	0% 94% 71% 87% 72% 42% 33% 100% 100%	67% 81% 71% 22% 79% 50% 33% 100%	0% 0% 7% 0% 100% 50% 6% 100% 44%	100% 100% 7% 0% 100% 50% 100% 100%
Criminal Justice * Education * ELL Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing	3 16 14 9 33 12 3 10 9	6% 100% 71% 67% 100% 58% 0% 10% 44% 100%	0% 25% 71% 67% 100% 0% 100% 56% 100%	33% 190% 71% 67% 100% 56% 0% 100% 56% 100%	0% 0% 71% 67% 100% 58% 0% 67% 100%	67% 0% 71% 67% 100% 67% 0% 11% 100%	0% 31% 71% 67% 100% 67% 0% 100% 33%	0% 31% 71% 67% 100% 58% 0% 100% 22% 100%	0% 100% 71% 87% 100% 58% 0% 0% 100% 100%	67% 100% 71% 67% 100% 58% 0% 100% 78% 100%	33% 31% 71% 87% 100% 50% 0% 100% 0%	23% 100% 71% 67% 79% 17% 0% 100% 100%	0% 25% 71% 67% 79% 58% 33% 100% 56%	0% 94% 71% 67% 72% 42% 33% 100% 100%	87% 81% 71% 22% 79% 50% 33% 100% 100%	0% 0% 7% 0% 100% 50% 50% 44% 0%	100% 100% 7% 0% 100% 50% 100% 100% 100%
Criminal Justice * Education * ELL Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education	3 16 14 9 33 12 3 10 9	6% 100% 71% 67% 100% 58% 0% 10% 44% 100%	0% 25% 71% 67% 100% 0% 100% 56% 100%	33% 190% 71% 67% 100% 56% 0% 100% 56% 100%	0% 0% 71% 67% 100% 58% 0% 67% 100%	67% 0% 71% 67% 100% 67% 0% 11% 100%	0% 31% 71% 67% 100% 67% 0% 100% 33%	0% 31% 71% 67% 100% 58% 0% 100% 22% 100%	0% 100% 71% 87% 100% 58% 0% 0% 100% 100%	67% 100% 71% 67% 100% 58% 0% 100% 78% 100%	33% 31% 71% 87% 100% 50% 0% 100% 0%	23% 100% 71% 67% 79% 17% 0% 100% 100%	0% 25% 71% 67% 79% 58% 33% 100% 56%	0% 94% 71% 87% 72% 42% 33% 100% 100%	87% 81% 71% 22% 79% 50% 33% 100% 100%	0% 0% 7% 0% 100% 50% 50% 44% 0%	100% 100% 7% 0% 100% 50% 100% 100% 100%
Criminal Justice * Education * ELL Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC	3 16 14 9 33 12 3 10 9 15	6% 100% 71% 67% 100% 58% 0% 10% 44% 100%	0% 25% 71% 67% 100% 0% 100% 56% 100%	33% 100% 71% 67% 100% 56% 0% 100% 56% 100%	0% 0% 71% 67% 100% 58% 0% 67% 100%	67% 0% 71% 67% 100% 67% 0% 11% 100%	0% 31% 71% 67% 100% 67% 0% 100% 100%	0% 31% 71% 67% 100% 58% 0% 100% 22% 100%	0% 100% 71% 67% 100% 58% 0% 0% 100% 100% 100%	67% 100% 71% 67% 100% 58% 0% 100% 78% 100% 100%	23% 31% 71% 67% 100% 50% 100% 0% 100% 100%	33% 100% 71% 67% 76% 17% 0% 100% 100% 100%	0% 25% 71% 67% 79% 58% 33% 100% 56% 100%	0% 94% 71% 67% 72% 42% 33% 100% 100% 0%	67% 81% 71% 22% 79% 50% 33% 100% 100% 0%	0% 0% 7% 0% 100% 50% 0% 100% 44% 0%	100% 100% 7% 0% 100% 50% 100% 100% 100% 0%
Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC Samoan Studies	3 16 14 9 33 12 3 10 9 18 7	6% 100% 71% 67% 100% 58% 0% 10% 44% 100% 100%	0% 25% 71% 67% 100% 25% 0% 100% 100% 100%	33% 100% 71% 67% 100% 50% 0% 100% 56% 100% 100%	0% 0% 71% 87% 100% 58% 0% 67% 100% 100%	67% 0% 71% 67% 100% 67% 0% 11% 100% 100% 25%	0% 31% 71% 67% 100% 67% 0% 100% 100% 100%	0% 31% 71% 67% 100% 58% 0% 100% 22% 100% 100%	0% 100% 71% 67% 100% 58% 0% 100% 100% 100%	67% 100% 71% 67% 100% 58% 0% 100% 78% 100% 100%	33% 31% 71% 67% 100% 50% 0% 100% 0% 100% 100%	23% 100% 71% 67% 72% 17% 0% 100% 100% 100%	0% 25% 71% 67% 79% 58% 33% 100% 56% 100% 100%	0% 94% 71% 87% 72% 42% 33% 100% 100% 100% 0%	87% 81% 71% 22% 79% 50% 100% 100% 0%	0% 0% 7% 0% 100% 50% 0% 100% 44% 0% 100%	100% 100% 7% 0% 100% 50% 100% 100% 100% 100% 0%
Criminal Justice * Education * ELI Fine Arts Health & Human Svos ICT Language & Literature * Mathematics Nursing Physical Education ROTC Samoan Studies Science	3 16 14 9 33 12 3 10 9 15 7	6% 100% 71% 67% 100% 58% 0% 10% 44% 100% 100%	0% 25% 71% 67% 100% 25% 0% 100% 100% 100%	33% 100% 71% 67% 100% 50% 100% 56% 100% 100%	0% 0% 71% 67% 100% 58% 0% 67% 100% 100%	67% 0% 71% 67% 100% 67% 0% 11% 100% 100% 100% 100%	0% 31% 71% 67% 100% 67% 0% 100% 23% 100% 0%	0% 31% 71% 67% 100% 58% 0% 100% 100% 100%	0% 100% 71% 67% 100% 58% 0% 100% 100% 100% 100%	67% 100% 71% 67% 100% 58% 0% 100% 78% 100% 100% 63% 100%	23% 31% 71% 67% 100% 50% 0% 100% 100% 100% 38% 100%	23% 100% 71% 67% 72% 17% 0% 100% 100% 100% 100%	0% 25% 71% 67% 79% 58% 33% 100% 100% 100%	0% 94% 71% 67% 72% 42% 33% 100% 100% 100% 0%	87% 81% 71% 22% 79% 50% 33% 100% 100% 0% 50% 81%	0% 0% 7% 0% 100% 50% 0% 100% 44% 0% 100%	100% 100% 7% 0% 100% 50% 100% 100% 100% 0% 75% 100%

Methods of Instruction (Table 3): Academic departments identify instructional methodology reflecting effective teaching practices for each course taught in the review cycle.

Table 3	Total courses	Lecture	Group Discussions	Hands- On Activities	Guest Speakers	Service Learning	Technology	Other
Agriculture		14	15	15	3	1	2	10
	15	93%	100%	100%	20%	7%	13%	67%
Business		17	17	17	10	2	17	
	17	100%	100%	100%	59%	12%	100%	
CLP		3	2	3	1	0	3.	
	3	100%	40%	60%	20%	0%	60%	
Criminal Justice		16	14	16	. 9	0	16	
	16	100%	88%	100%	56%	0%	100%	
Education		10	7	7	0	0	. 4	?
	13	77%	54%	54%	0%	0%	31%	
ELI		9	9	9	1	6	6	
	9	100%	100%	100%	11%	67%	67%	
Fine Arts		33	28	33	5	23	28	
	33	100%	85%	100%	15%	70%	85%	
Health & Human Services		11	10	10	3	1	9	
36141063	12	92%	83%	83%	25%	8%	75%	
CT	12	3	3	3	0	0	3	
.51	3	100%	100%	100%	0%	0%	100%	
Language & Literature		5	5	5	5	0	0	5
	5	100%	100%	100%	100%	0%	0%	100%
Mathematics	:	9	9	9	1	3	9	
	9	100%	100%	100%	11%	33%	100%	
Nursing		18	18	18	18	13	18	
	18	100%_	100%	100%	100%	72%	100%	
Physical Education		7	7	7	0	3	3	
	7:	100%	100%	100%	0%	43%	43%	
ROTC		0	. 0	0	0	0	0	
	0							
Samoan Studies		9	9	9	6	3	6	
	9	100%	100%	100%	67%	33%	67%	
Science		11	10	11	2	0	9	
	11	100%	91%	100%	18%	- 0%	82%	
Social Science		27	27	27	3	6	27	
Trades	27	100%	100%	100%	11%	22%	100%	
Trades & Technology		56	58	56	3	56	56	
	56	100%	100%	100%	5%	100%	100%	
TOTAL:	263	258	246	255	70	117	216	15
Percentage:	200	98%	94%	97%	27%	44%	82%	6%
reitellage.		30 /0	3 ²⁴ /0	31 70	21 70	TT /0	0Z 70	0 70

Assessment Methods (Table 4): Academic departments identify assessment methods assessing learning objectives for each course offered in the review cycle.

Table 4	Total courses	Tests / Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
Agriculture		11	6	13	0	3	13	15
	15	73%	40%	87%	0%	20%	87%	100%
Business		17	14	17	0	3	13	2
	17	100%	82%	100%	0%	18%	76%	12%
CLP		3	3	3	1	1	0	1
	3	60°% 🔗	60%	60%	20%	20%	0%	20%
Criminal Justice		16	16	16	0	0	11	8
	16	100%	100%	100%	0%	0%	69%	50%
Education		12	8	6	0	0	8	1
	13	92%	62%	46%	0%	0%	62%	8%
ELI		9	9	. 9	2	9	2	- 0
	9	100%	100%	100%	22%	100%	22%	
Fine Arts		33	33	33	33	33	33	0
	33	100%	100%	100%	100%	100%	100%	
Health & Human Services		9	4	4	2	2	8	12
	12	75%	33%	33%	17%	17%	67%	100%
ICT		3.	3	3	0	0	3	0
	3	100%	100%	100%	0%	0%	100%	
Language &		5	5	5	4	4	1	2
Literature	5	100%	100%	100%	80%	80%	20%	40%
Mathematics		9	9	9	4	3	4	2
Wathematics	9	100%	100%	100%	44%	33%	44%	22%
Nursing		18	18	18	17	18	17	17
Truising	18	100%	100%	100%	94%	100%	94%	94%
Physical Education		7	0	7	0	3	3	0
Physical Education	7	100%	0%	100%	0%	43%	43%	· ·
ROTC		0	0	0	0	0	0	0
11010	0	ū	•	-	•	_	-	-
Samoan Studies		9	6	9	6	7	9	2
outrout. otaaroo	9	100%	67%	100%	67%	78%	100%	22%
Science		11	11	11	0	3	4	3
	11	100%	100%	100%	0%	27%	36%	27%
Social Science		27	27	27	27	1	5	23
	27	100%	100%	100%	100%	4%	19%	85%
Trades &		54	54	 56	56	0	3	2
Technology	E.C.	96%	96%	100%	100%	0%	5%	4%
TOTAL	56	253	226	246	152	90	137	90
TOTAL:	263			94%				34%
Percentage:		96%	86%	94%	58%	34%	52%	34%

Articulation (Table 5): Academic departments identify all courses in their respective programs that are being articulated with other colleges and universities.

Table 5	Total courses	Callana	Vocational / Technical	Professional	045
· · ·		Colleges /Universities	Institutions	Development	Others (Specify)
Agriculture		15	0	5	0
	15	100%	0%	33%	0%
Business		14	; 17	17	7
	17	82%	100%	100%	41%
CLP		0	0	3	0 :
	3	0%	0%	. 60%	0%
Criminal Justice		16	0	.13	0
	16	100%	0%	81%	0% -
Education		13	1	14	5
	15	87%	7%	93%	33%
ELI	9		NOT APP	PLICABLE	
Fine Arts		33	8	33	0
	33	100%	24%	100%	0%
Health & Human Services		11	1	10	. 0
Services	12	92%	8%	83%	0%
ICT		3	1	2	0
101	3	100%	33%	67%	0%
Language & Literature		10	0	4	0
	10	100%	0%	40%	0%
Mathematics		6	1	7	7
	9	67%	11%	78%	78%
Nursing		11	5	2	18
_	18	61%	28%	11%	100%
Physical Education		7	0	0	0
, .,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	7	100%	0%	0%	0%
ROTC		0	0 .	0	0
	0				
Samoan Studies		12	3	15	0
	15	80%	20%	100%	0%
Science		15	0	0	0
	15	100%	0%	0%	0%
Social Science		27	27	0	. 0
	27	100%	100%	0%	0%
Trades & Technology		0	0	56	0
	56	0%	0%	100%	0%
TOTAL:	271	193	64	. 181	37
Percentage:		71%	24%	67%	14%

Academic Focus (Table 6): Academic departments identify courses that satisfy degree certificate core requirements, course that satisfy general education requirements, courses that can be used as electives, and remedial courses.

Table 6	Total courses	Program Core	General Education	Elective	Remedial
A					
Agriculture	4.5	15	2	0	0
D	15	100%	13%	0%	0%
Business	47	16	0	1	1
0.0	17	94%	0%	6%	6%
CLP .	•	Ü	0	3	2
	3	0%	0%	60%	40%
Criminal Justice		16	ý O	16	0
***************************************	16	100%	0%	100%	0%
Education		10	0	14	0
	15	67%	0%	93%	0%
ELI		0	0	0	9
	9	0%	0%	0%	100%
Fine Arts		33	33	33	0
	33	100%	100%	100%	0%
Health & Human					
Svcs		11	0	9	0
	12	92%	0%	75%	0%
ICT		3	1 ·	0	0
	3	100%	33%	0%	0%
Language &					
Literature		4	6	4	0
	10	40%	60%	40%	0%
Mathematics		4	7	7	2
	9	44%	78%	78%	22%
Nursing		17	0	1	1
	18	94%	0%	6%	6%
Physical Education		0	7	7	0
·	7	0%	100%	100%	0%
ROTC		0	0	0	0
	0				
Samoan Studies		7	7	14	3
	15	47%	47%	93%	20%
Science		15	10	11	0
	15	100%	67%	73%	0%
Social Science		27	27	27	0
	27	100%	100%	100%	0%
Trades &	nor (
Technology		55	0	0	0
	56	98%	0%	0%	0%
TOTAL:	280	233	100	147	18
· · · · · · · · · · · · · · · · · · ·	200			,	······
Percentage:		83%	36%	53%	6%

Enrollment (Table 7): Academic departments identify courses that are open to students without pre-requisites, courses requiring pre-requisites, and English – Math remedial courses.

Table 7	Total courses		Special Entrance Requirement	Remedial Math /
<u> </u>		Open Enrollment	(Pre-requisites)	Remedial English
Agriculture		2	13	5
	15	13%	: 87%	33%
Business		1	16	0
	17	6%	94%	0%
CLP		2	. 1	0
	3	40%	20%	0%
Criminal Justice		0	16 ·	0
	16	0%	100%	0%
Education		0	19	. 0
	19	0%	100%	0%
ELI		0	9	9
	9	0%	100%	100%
Fine Arts		11	33	16
	33	33%	100%	48%
Health & Human				
Svcs		. 10	12	0
	11	91%	109%	0%
CT		1	2	2
	3	33%	67%	67%
Language &	:			•
Literature		0.	10	0
	10	0%	100%	0%
Mathematics		1	8	2
	9	11%	89%	22%
Nursing		0	18	1
	18	0%	100%	6%
Physical Education	·	7	5	7
yoroar maadaaron	7	100%	71%	100%
ROTC		0	0	0
11010	0	Ü	9	v
Samoan Studies		4	12	1
Callicali Gludies	15	27%	80%	7%
Soionos	10	14	15	0
Science	15	93%	100%	0%
Casial Cairer	15			
Social Science	07	0	27	0
Tue de a 0	27	0%	100%	0%
Trades &		5	51	0
Technology	50			
	56	9%	91%	0%
TOTAL:	283	58	267	43
Percentage:		20%	94%	15%

Recruiting Methods (Table 8): Academic departments identify methods used in recruiting students in their academic programs.

	ificate		OUTREACH			MEDIA		OTHERS Spec	
Table 8	# of Degree/Certificate Programs	School Visitations	Career Day /Job Fair	Community Service	Television / Cable	, Radio	Newspaper	***************************************	
	# of De								
Agriculture	4	4	4	4	4	0	4	0	4
		100%	100%	100%	100%	0%	100%	0%	100%
Business	6	. 6	6	6	0	0	1	2	0
		100%	100%	100%	0%	0%	17%	33%	0%
CLP	N/A	N/A	N/A	N/A	:N/A	N/A	N/A		
Criminal Justice	4	4	4	0 .	0	0	0	1	0
		100%	100%	0%	0%	0%	0%	25%	0%
Education	2	1	1	1	0	0	1	2	0
		50%	50%	50%	0%	0%	50%	100%	0%
ELI	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Fine Arts	2	0	0	0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%	0%	0%
Health & Human	•		•		•	•	•	•	
Svcs	3	1 .	0	0	0	0	0	2	1
ICT		33% 0	0% 1	0%	0%	0%_	0%	67%	33%
101	1	0%	100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Language &		0.76	10076	0.76	076	076	0 76	Q 70	0%
Literature	N/A	: N/A	N/A	N/A	N/A	N/A	N/A		
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Nursing	2	2	2	2	2	2	2	1	. 0
712113	-	100%	100%	100%	100%	100%	100%	50%	0%
Physical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
ROTC	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Samoan Studies	2	2	2	2	0	0	1	1	0
		100%	100%	100%	0%	0%	50%	50%	0%
Science	1	0	0	0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%	0%	0%
Social Science	1	. 1	1	1	0	. 0	0	0	0
		100%	100%	100%	0%	0%	0%	0%	0%
Trades &									
Technology	13	0	.0	0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%	0%	0%
TOTAL:	41	21	21	16	6	2	9	9	5
Percentage:									-

Percentage:

Academic Program Review T1_Scheduling History

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
AGRIC	ULTURE & LIFE SCIENCE						
. 1	AGE 150		✓				
2	AGR 100 I			√			
- 3	AGR 100 II	✓	/				
4	AGR 152	✓	/				****
5	AGR 197		✓				
6	AGR 250		✓				
7	AGR 297			✓			
8	ANS 150 A	✓					
9	ANS 150 B		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \				
10	FAM 250	<u> </u>			*		
11			∀ ✓			<u> </u>	
	FAM 260						
12	NRS 180		✓				
13	NRS 200						
14	NRS 250	VS					
15	NUT 150	✓		✓			
BUSIN	IESS EDUCATION		1				
16	ACC 150	✓	✓				
17	ACC 151	✓	✓				
18	ACC 152	✓	✓				
19	ACC 210	✓	✓	,			
20	ACC 220	✓	✓				
21	BUS 102	✓	✓				
22	BUS 103	✓	✓	✓			
23	BUS 200	✓	1				
24	BUS 225		✓				
25	BUS 260	✓	✓				
26	ECO 250	✓	✓				
27	ECO 251	✓	✓				
28	MGT 250	✓	✓	,		İ	
29	MKT 200	✓					
30	MKT 206	✓					
31	MKT 212		✓				
32	OAT 101	✓	✓	1			
33	OAT 204						
34	OAT 220			·			
35	OAT 225						
36	OAT 230						
CRIMI	NAL JUSTICE						
37	CJ 150	✓	✓			<u> </u>	

Academic Program Review T1_Scheduling History

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
38	CJ 155						
39	CJ 160	✓					
40	CJ 165	√					
41	CJ 170		· ·				
42	CJ 175			-			
43	CJ 180	· /					
44	CJ 185		· ·			İ	-
: 45	CJ 190	√	-	+			
46	CJ 195						
47	CJ 200			/			
48	CJ 210	✓					
49	CJ 215			1			
50	CJ 220	✓	· /	7			
51	CJ 230		7			-	
52	CJ 240		-	1			
53	CJ 250	✓					+
	EGE & LIFE PLANNING				·····	1	
54	CLP 80						
55	CLP 81						
56	CLP 90	~	/	√	***************************************		
57	CLP 91	/	✓	/			
58	CLP 150	~		· /			
EDUC			į				
59	ECE 141			-			
60	ECE 142						-
61	ECE 150						
62	ECE 151	<u> </u>	<u> </u>				
63	ECE 152					1	
64	ED 150	√	/		✓	-	
65	ED 150P	√	✓		✓		
66	ED 157	√	✓		✓	***************************************	
67	ED 157P	✓	√		✓	}	
68	ED 160						
69	ED 160P						
70	ED 215						
71	ED 215P						
72	ED 240	√	✓		1		
73	ED 257	/	✓		✓		
74	ED 257P	✓	✓	}	✓		
75	ED 280			t			
76	ED 285						
77	ED 285P						
ENGL	ISH LANGUAGE INSTITUT	E					
78	ENG 70	✓	/	/	✓	ļ	
79	ENG 80	√	√	√	✓		
80	ENG 90	/	✓	-/	✓		
81	ENG 71	✓	✓		✓		
82	ENG 81	✓	/	✓	✓		
83	ENG 91	/	-/	✓	✓		
84_	ENG 75						

Academic Program Review T1_Scheduling History

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
85	ENG 85	√	Ì		✓		
86	ENG 95	√	✓		✓		
FINE A							
87	ART 150	✓	. 🗸		✓		
88	ART 151		. ✓				
89	ART 160	✓	/		✓		
90	ART 161	✓	✓		✓		
91	ART 170	✓	✓		✓		
92	ART 171						
93	ART 175						
. 94	ART 180	✓.			✓		
.95	ART 299	✓			✓		
96	DNC 150	✓ .	✓		✓		
97	DNC 155	√ .	✓		✓		
98_	DRA 150	✓	✓		✓		
99	DRA 151	✓	/		✓		•
100	DRA 170	✓	✓		✓		
101_	DRA 250	✓	/		√		
102	DRA 251	✓	✓		<u> </u>		
103	MUS 140						
104	MUS 145	✓	/				
105	MUS 150	✓	✓	/	✓		
106	MUS 151						
107	MUS 153	✓	√		✓	ļ	
108	MUS 155				✓		
109	MUS 156				✓		
110	MUS 160	✓	1	√	✓		
111	MUS 161	✓	✓		√.		
112	MUS 162						
113	MUS 165	✓	V		√		
114	MUS 170	✓	✓		✓	1	
115	MUS 175	/	✓		√		
116	MUS 180	✓	4		√		
117	MUS 185	✓	✓		~	ļ	
118	MUS 187	√	✓		√		
119	MUS 190*	✓	✓		✓		
120	MUS 191						
121	MUS 192*	√	ļ			-	
122	MUS 193		/		<u> </u>	<u> </u>	
123	MUS 194						,
124	MUS 296		/				
125					· ····		
126	SPH 153	✓	✓				
CONTRACTOR OF THE PROPERTY OF	TH & HUMAN SERVICES						
127	ASL 150		1				
128		1	/				
129	HEA 150	/	V			ļ	
130	HEA 151	/	/				
131	HEA 152	✓					
132	HEA 160						

Academic Program Review T1_Scheduling History

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
133	HEA 250	√	✓		-	THE RESERVE THE PROPERTY OF THE PERSONNEL PR	
134	HEA 260		✓				
135	HEA 299	✓	✓				
136	HSV 150	✓	•	!			
137	HSV 155		. 🗸	1			100
138	HSV 160		✓				
139	HSV 165	✓	1/S				
140	HSV 200	√					,
141	HSV 220						
142	HSV 250	√	✓				
143	HSV 280 €						
144	HSV 299		✓				1
INFO.	COMMUNICATION TECH.		1			,	
145	ICT 150	✓ .	*				
146	ICT 160	✓	√				,
147	ICT 170	✓	✓				,
148	ICT 210						
149	ICT 230						
150	ICT 235						
151	ICT 236						
152	ICT 250						
153	ICT 270						
LANG	UAGE & LITERATURE						
154	ENG 150	✓	✓	✓			
155	ENG 151	1	7	/			
156	ENG 201						
157	ENG 250	√	~	✓			
158	ENG 251	✓	· /	✓			
159	JOU 155			Į.			
160	LIT 270	✓					
161	LIT 272						
162	LIT 274		1				
163	LIT 276						
MARI	NE SCIENCE						
164	MSC 110						
165	MSC 150						
166	MSC 155						
167	MSC 160						
168	MSC 170						
169	MSC 197						
170	MSC 200						
171	MSC 220						
172	MSC 270						
173	MSC 280				-		
174	MSC 297						
	EMATICS						
175	MAT 80	√	7	/			
176	MAT 90	1	/	V			<u> </u>
177	MAT 150	1	/	√			
178	MAT 151	√		√			
						· ·	

Academic Program Review T1_Scheduling History

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
179	MAT 155	✓	.√				
180	MAT 250	✓	✓	✓			
181	MAT 260	✓	√				
182	MAT 280	•					
183	MAT 281	-					
MILITA	ARY SCIENCE (ROTC)						
184	MSL 101			1			
185	MSL 102						<u> </u>
186	MSL 201						
187	MSL 202						
NURS							
188	NUR 80						<u> </u>
189	NUR 150	· /			√		
190	NUR 155				✓		
191	NUR 180		✓				
192	NUR 190			✓			-
193	NUR 200						
194	NUR 203						
195	NUR 204						
196	NUR 205				√		
197	NUR 206						
198	NUR 207					1	
199	NUR 208 ·						
200	NUR 209		,				
201	NUR 210			1			
202	NUR 211						
203	NUR 212		✓				
204	PHM 150		· ·				
205	PHM 200			<u> </u>			<u></u>
ANALYSIS THE RESIDENCE AND	ICAL EDUCATION	· /	1				<u> </u>
206	PED 150		√				
207	PED 151		→		√)	
208	PED 152	→	▼			1	
209	PED 153	<u>`</u>	<u>√</u>				
210	PED 154			V			
211	PED 155 PED 156						
212			7	· · · · · · · · · · · · · · · · · · ·	·····		
213							
214							
215							
216			,				
217	DAN STUDIES						
	SAM 101A	l					
218			,		/		
219					· · · · · · · · · · · · · · · · · · ·		
220 221			· · · · · · · · · · · · · · · · · · ·	· /	· /	-	
222				· · · · · · · · · · · · · · · · · · ·	- -		
			1		· /		
223							
224	3AW 134	L	7				

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	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
225	SAM 172						THE PROPERTY OF THE PARTY OF TH
226	SAM 204	✓			√		
227	SAM 244						
228	SAM 251	√					
229	SAM 261						
230	SAM 271						i
231	SAM 281						İ
232	SAM 291						
SCIEN	CE						
233	AST 150						
234	BIO 150	√	✓	. ✓		P	
235	BIO 155		,				
236	BIO 180	✓	/				
237	BIO 181	✓	✓				
238	BIO 250	✓	1				
239	BIO 251	✓	✓	ţ			-
240	BIO 255						
241	CHM 150	√	√				
242	CHM 151	✓	/				
243	CHM 152						
244	MET 150		}				
245	PHSCI 150	✓		✓			
246	PHY 151	√	✓			ļ	
247	PHY 152		1				
SOCIA	LSCIENCE						
248	ANT 150	✓				ļ	
249	ANT 153		1				
250	ANT 154	✓	✓	-			
251	ANT 160	✓					
252	ANT 210			-			
253	ANT 220		}				
254	GEO 150	✓	1				
255	GEO 160	✓	1				
256	GEO 161						
257	HIS 150	1	✓			ļ	
258-	HIS 151	✓	1				
259	HIS 160	1	✓				
260	HIS 161	✓	1				
261	HIS 162	1	✓				
262	HIS 170	1	1				
263	HIS 171	✓	1				
264	PAD 150	√	1			,	
265	PAD 160			i			
266	PHIL 150	1	√				
267	POL 150	√	-				
268	POL 151	✓	1				
269	POL 160	√	1				
270	POL 170	√	1	1			
271	POL 220	1	1				
272	POL 250		-/				

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	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
273	POL 251	Y	√				100
274	PSY 150	✓	✓				
275	PSY 250	/	✓				
276	REL 150		√				
277	SOC 150	✓	√		-		
278	SOC 211	1					
279	SOC 250						
TRADI	S & TECHNOLOGY						
280	ABR 111	1				,	
281	ABR 113	✓					
282	ABR 123	. ✓		di)			-
283	ABR 124			- Contraction of the Contraction			
284	ABR 131		✓		.i		
285	ABR 132		✓				
286	ABR 133		1				
287	ABR 134		✓				
288	ABR 136						
289	ABR 137						
290	ABR 138					Ţ.	
291	ABR 139						
292	ABR 140						
293	ABR 141						{
294	ABR 142						
295	ABR 143						
296	ABR 144					· · · · · · · · · · · · · · · · · · ·	
297	ADT 140	√					
298	ADT 150	✓					
299	ADT 151	✓	1				
300	ADT 152	√					
301	ADT 153		1				
302	ADT 160		✓				
303	ADT 201		1				
304	ADT 251		1				
305	ADT 260						
306	ADT 280						
307	AUM 150	✓					
308	AUM 151	√					
309	AUM 200		1				
310	AUM 201		1				
311	BPR 200		1				
312	CET 150		√				
313	CET 151						
314	CET 160	. 1	1				
315	CET 260		/				
316	CET 261						
317	CET 265						
318	CET 270						
319	CET 299						
320	CON 150	1	✓				
321	CON 151	7					

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	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
322	CON 220				93-3-3-3-4-3-A-X-2-3-4		
323	CON 221						
324	ELE 150		✓				
325	ELE 151		/				
326	ELE 170		✓				
327	ELE 190						
328	ELE 201						
329	ELE 202	. ✓		!			
330	ELE 203						
331	ELE 299	✓	,				
332	WLD 150	✓				ر ال	
333	WLD 151	✓					
334	WLD 240		✓				٠
335	WLD 241			!			

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AMERICAN SAMOA COMMUNITY COLLEGE

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TABLE 2	reman		٠	22.122.112	icatio	an GL	ille	-	Job Skills							Life Skills											7					
	Sı	oeakino	ilinW & g		/ Rea		/ Liste	ning		Transferable			W1119	/ /Job	Spec	ific	Pers	sonal	Resp	onsb		/R					/ Pro	ob!em	ı Solv	ı.	Пеch	l m
Courses	1	2	3	4	1	2	1	2	3	1	1	2	3	1			1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
AGRICULTURE	& LIF	E SC	ENCE																													
1 AGE 150	<u></u>			x		x		x		x			х			х					х				х					х		Х
² AGR 100 I				x	х		x			×			х			х					х					x				х		_x_
3 AGR 100 II				х	х		х			x			x			х				_	х					х				х		X
4 AGR 152				х	х		x	,		x			x	<u> </u>		х					х					х			х			X
⁵ AGR 197	<u> </u>			х			х			Х			х			Х			x											х		- In the second
6 AGR 250				· x -		х	х			×			х			х		<u> </u>	x											х		Χ
⁷ AGR 297	<u> </u>			х	х		х	. ****.		х			х			х					х				х					Х		Х
8 ANS 150 A	<u></u>			Х	х			X		×			x			х					х				Х					х		Х
9 ANS 150 B				x	<u>x</u> _			x		x			х			х	Carlo Carlo				х	_			х					х		χ.
¹⁰ FAM 250	<u> </u>			_x_		X	3	х		x			X_			Х		<u>.</u>		х					х					х		
11 FAM 260				x		Х		х		x			х			х					х					х	<u> </u>			х		Х
12 NRS 180	<u>.</u>			х		х		x		x			x			х				х						х				Х		Х
13 NRS 200	ļ			х		X	х			x			х			X		-		х					Х.					Х		Х
14 NRS 250				x	х		х			x			X			х				х	_				Х	·				Х		х
15 NUT 150				X		Х		X		X	,	Lead of the last	х			Χ		agenter or related to			х		CON TAXO	mota no		х				Х		X
BUSINESS EDL	ICATI	NC						<u></u>								~																
16 ACC 150	×	х	x	x	x		x	х	х	X	×			х	Х		<u> </u>		х			х	x	х	х		х	х	х			<u> </u>
17 ACC 151	×	×	×	x	х	х	x	х		×	x		X	х	Х	х	×		x			х	х	х	х		x	х	х	х	х	х
18 ACC 152	X	х	x	х	х	х	х	x	х	×	x	Х		х	х	х	×		х			х		X	х		х	х	х	X	х	X
19 ACC 210	x_		x		x		x	х		×		х	х	x	_x		X_				х	х	х	х		Х		х	х			X_
²⁰ ACC 220	X		х	x	х	x	-	х	х	×	<u></u>	х	х	Х	х	х	x_		х	х	х	х	х	х			х	Х	х	х	x	X
21 BUS 102	×	x	x	x	Χ	x	x	х	x	x	ļ	Х		х	Х	Х	_X_	х				х	х	х	х		х	х	х	х		x
22 BUS 103	x	х	<u>x</u>	х	X		х	x		X		x		х	Х		X	X		х		х	х	х	х	х	x	Х	х		x	X
23 BUS 200	×	x	х	X	х	х	x		x	х	х	x	х	х	X	Х	and the second	X	х			х	x	Х	х		x	x	х	x	х	χį

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AMERICAN SAMOA COMMUNITY COLLEGE

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Course Alignment to Degree/Certificate Student Learning Outcomes

IABLE Z		n e di a subabasa	Col	Job Skills Transferable / Adaptive / Job Specific Person					gragación a consti																							
Courses	1 S	peaking 2	g & Writi 3	ng 4	/ Rea	ading 2	/ Lister	ning 2	3	Transferable 1				1				2 2	3		5	1	2 2	3	4 Divei	sity 5	1	2	3	4		2
24 BUS 225	х	Х	X	х	x	х	х	х	х	Х	х	х	X	x	х		Х	x	х		x	х	x	х	х			х	х	х	x	- Andrew
25 BUS 260	X	х	х	х	х		х	x	x	Х	×	х		X	х	х		х	х	x	x	х	х	х				х	х	х	x	x
26 ECO 250	x	х	х	х	x_		x	х	х	×		х		x	х		х		х	x		х	x	х		х	х	х	×	х		×
27 ECO 251	х	х		x	х	х		х	х	x		х		х	х		х		х	х		х	X	х	х		х	x	х	х		×
28 MGT 250	х	х		x	x				х	x		х		x	х				х					х	х			х		х		
²⁹ MKT 200	_x_	х	×	х	х		X	х	х	x	х	х		x	х	х	×		х	х		х	х	X	х		х	Х	х	Х		×
³⁰ MKT 206	_x_	х	x.	x	x	х	x	X	х	x	х	х		x	х	х	×		х	x		х	х	X	_X_		x	x	х	Х	x	X
31 MKT 212	х	x	X	. x	x	х	x	x	x	X	х	х	х	×	х	_x_	×	х	<u>x</u>	х		х	X	х	_x_		х	х	Х	х	x	_x
32 OAT 101	. <u>x</u>	х		x		х	x	×	x	×		х		x	X		_x_	х		х		х		Х	Х		х		Х	X		_×_
33 OAT 204																	1														\sqcup	
34 OAT 220																	TO THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TW															
35 OAT 225	Ì						8							<u> </u>																		and it is the
36 OAT 230					_		8											/			A COMPANY				- security	The same						-
CRIMINAL JUST	ICE																			-												
37 CJ 150	х		χ.	х	x	х	x	х		×	х	х	х	×	x	X	Х		Х			х	x	х	Х	х	x					×
38 CJ 155	X		x	x	х	х	X	х		x				-	х	x	×		х	1				х	Х		x		х			×
³⁹ CJ 160	х		×	х	х	x	х		X	x					X	х	×		х					х	Х		х		х			X
40 CJ 165	_x	х			х	х	X_		х	×					x	х	_x_		х					Х	х		X		х	X		X
41 CJ 170	×	х	х	x	х	х	X.	x	х	X	х	х	X	x	x	×	X	Х	Х			х	Х.	Х	х	х	X	X	Х	х		X
⁴² CJ 175	х				x	X	,X	х	x	×	x			<u> </u>	х	х	×		х					Х	х		Х		Х	×		X
43 CJ 180	_ x_	ļ	х	х	x	×_	х	х	x	×	X	х	х	×	Х	х	×	_х_	х			х	X	Х	X	х	х	х	Х	·X		×
44 CJ 185	_x_				х		X	X	х	X	х				х	_x_	×		х	-				Х	х		X		х.	Х		X
45 CJ 190	×	х			_ x	х	x	x	x	X	х				X	. X	<u>x</u>		x					X	х		х		Х	X		X
46 CJ 195	_ ×_																														\dashv	The state of the s
47 CJ 200	_ X_				Х		×	х	X	×	x			<u></u>	х	х	X		х		,,,			Х	X		X		х	х		Х

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						icati				į			ob S			_				***										0.1		M!-
		g 1		a Writi	_	/ Rea	_	/ Liste	ning 2	3	Transferable 1	/ Ada			/ Job 1			Pers				5		espe 2		Diver 4		/Pro		3		Tech 1 2
Andrew Marketon Marke	Courses	1	2	3	4	1	2			3	-				·	COMPONE	-								-				CATE DE LA COLONIA DE LA COLON			
48	CJ 210	_x		x	х	X_	<u>x</u> _	X	Χ,	х	×	×	x	×	х	х	X	×	Х	Х			Х	Х	х	Х	Х	Х	Х	X	×	X
49	CJ 215	×_				Х		<u>x</u> _	х	X	×	x				x	х	<u>×</u> _		х					X	X		X		×	X	×
50	CJ 220	x		х	×	х	х	X	X	x	x	х	×	х	x	x	х	×	x	х			х	Х	х	X	х	х	Х	х	×	×
	CJ 230	x_				х	<u> </u>	x	х	х	×	X.				х	Х	_×_		_X_					Х	Х		X		Х	x	X
52	CJ 240	×				×		X	x	х	X	x				х	х	×		х					х	X		х		Х	×	×
	CJ 250	x		X	х	Х	X	X	X	X	×	X				x	X	×		X	,		hin-barren	en en en en en en en en en en en en en e	X	X		X		X	x	x
COL	LEGE & LIF	E PL	NNII	NG														A CONTRACTOR OF THE CONTRACTOR														
54	CLP 80																															
	CLP 81										į į							THE COUNTY OF TH														
	CLP 90	-	х			×			х		×		×				x			х						х		х				×
	CLP 91			×			x			x	×		×				х					х				х					х	×
	CLP 150				x		x			х	×		×	*****		×			NATION AND THE PROPERTY.		elimakir d	X	MATERIAL PROPERTY.	en en en		7.5000	X	O'PLE STREET		des salations	X	×
EDL	ICATION																															
59	ECE 141	Х	X												х	x	х	×	х	x	х	х	х	х	Х	х	х	х	х	х	×	
	ECE 142	×	x												х	×	Х	×	X.	х	х	х	x	х	х	x	х	x	х	x	×	
	ECE 150	×	х												х	×	х	×	x	х	x	х	х	х	x	X	х	x	х	x	×	
	I	×	х												x	×	X	×	х	х	х	х	х	х	х	Х	х	х	х	х	×	
	ECE 152	×	х												×	×	Х	×	х	х	х	х	х	х	х	х	х	х	х	х	x	
	ED 150	×	х								×	x	x	х	×	χ.	х	×	х	х	х	х	х	x	x	Х	х	х	х	х	x	
	ED 150P	×	×															A TOTAL COLUMN														
	ED 157	×	x	•							х	x	х	х	×	х	х	To the same of the														
	ED 157P														×	х	x		-													
	ED 160																															
	ED 160P	_													-																	
	ED 100F										×	×	x	x	х	×	x	×	х	x	х	х	х	x	х	x	х	x	х	х	х	
, ,	LLD Z 10		1	<u> </u>	J	111		.Ll	1	L	3L^	1	J^_	_^_	L	⊥^_	1 ^		1	1								L				

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	Courses	_ Տ 1	eaking 2	g & Writi 3	ing 4	/ Rea	ading 2	/ Liste	ning 2	3	Transferable 1							Pers						espe 2		Diver 4	•	/ Pro			/. 4	/Tech	1 2.
71	ED 215P										-													2002			-			300	10/27-234		
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	ED 285		X									_		^	1	-	^	^	^	^	^	^	^	^_	^			<u> </u>	-0-				- In the second
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	LISH LANGI	Uage	INS	TITUT	E														PERM						OUTOWY:					*7 538.647		220	and the second
W. T. Toronto.	ENG 70	×	х	Х	х	x	х	х	х	х		х	X	х				X	х	х	х	х	х	х	х	х	х	х	х	х	х		Control
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	ENG 90	х	х	х	х	х	х	Х	х	х		х	х	х			·	X	х	х	х	х	х	х	х	х	х	х	х	x			Complete to bigging
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	ENG 91	Х	х	x	X	х	х	X	x	х		х	х	х				X	х	х		х		Х	х	х	х	х	Х	х			China notales
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87	ART 150	х	Х	х	х	х	х				X	x	х	х	x	x	х	X	х	х	х	х	х	х	х	х	х					х	X
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	ART 160	х	х	х	х	х	х	х	х	х	x	Х	х	х	x	х	x	×	х	х	х	x	х	x	х	x	x					х	X
	ART 161	х	х	х	x	х	х	x	х	х	Х	Х	х	х	x	х	х	×	x	х	х	x	х	х	х	х	х					х	X
	ART 170	х	х	x	х	х	x				х	x	х	х	х	х	х	X	×	x	х	x	х	×	х	х	х					Х	X
	ART 171																																and control control
	ART 175	Ì																-															40000000

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Courses	Sp 1	eaking 2	3 & Writi 3	ng 4	/ Rea 1	iding 2	/ Lister	ning 2	3	Transferable 1		ptive 2		dob 1	Spec 2		Pers 1		Resp 3	onsb.	5	/ Ro	espe 2	ct & I 3	Diver 4	sity 5	/ Pro 1	blem 2	Solv 3	4.	/Tech 1	- 4
94 ART 180	×	X	Х	х	×	х	х	х	Х	X	х	х	Х	х	х	х	х	Х	х	х	x	х	x	X	Х	Х		1000			х	x
95 ART 299	×	х	x	х	x	х	х	х	х	Х	х	х	х	Х	х	х	Х	x	х	х	х	х	x	x	х	х					х	X
96 DNC 150	х	х	Х	x	х	х	х	x	х	х	х	X	х	х	х	X.	Х	X	х	х	x	x	×.	×	х	х	х	x	X	х	х	Х
97 DNC 155	х	х	х	х	х	х	х	х	х	x	X	_x_	х	X	х	х	х	х	х	х	х	х	х	х	х	х	х	х	X_	x	x	X
98 DRA 150	x	х	x	x	x	х	x	х	×	×	x	х	х	x	х	х	х	х	x	х	х	Χ.	х	×	Х_	х	х	х	Х	. x	x	х
⁹⁹ DRA 151	х	х	х	×	х	х	х	Х	x	x	х	х	х	x	х	х	_x_	х	х	х	х	х	x	х	х	х	х	х	х	X	х	<u> </u>
100 DRA 170	х	x	х	х	х	х	х	Х	х	x	х	Х	х	x	х	x	_x	X	х	х	х	х	х	_X_	х	х	х	х	х	Х	х	X
101 DRA 250	х	х	X	х	x	х	x	х	х	х	х	х	х	×	х	х	х	х	х	х	х	х	х	х	Х	х	Х	х.	Х	х	Х	X
102 DRA 251	×	х	x	х	×	х	x	х	x	. x	X	х	х	x	х	х	_X_	х	х	x	х	х	х	х	X	х	Х	X	Х	х	х	_ <u>X</u>
103 MUS 140							Coll.																~									
¹⁰⁴ MUS 145	х	х	X	х	_x	х	x	X	х	x	х	х	х	x	х	Х	×	X	х	х	x	х	х	х	X	x	х	×	×	х	×	X
105 MUS 150	_ <u>x</u> _	х	x	х	х	х	х	х	x	х	х	х	х	x	х	Х	×	х	X	х	х	х	х	Х	X	х	Х	X	X	х	Х	X
¹⁰⁶ MUS 151	х	Х	х	x	Х	х	х	х	х	x	X.	х	х	x	х	Х	Х	X	х	Х	х	Х	х	х	Х	Х	Х	X	Х	х	х	X
¹⁰⁷ MUS 153	_X	х	х	х	х	х	x	х	х	Х	Х	х	х	х	х	Х	Х	X	Х	Х	х	Х	х	Х	Х	х	Х	Х	Х	х	X	X
¹⁰⁸ MUS 155	х	X	×	х	X	х	х	х	x	×	х	х	x	×	x	Х	×	_X	х	х	х	х	х	х	Х	Х	Х	Х	х	x	×	X
109 MUS 156	<u>x</u>	Х	x	x	Х	х	x	x :	Х	x	х	x	×	x	х	Х	_X	Х	х	х	х	Х	х	X	X	х	Х	х	Х	×	x	<u> </u>
110 MUS 160	_ X	X	_ x	<u>x</u>	х	Х	.х	Х	X	x	х	х	х	×	х	Х	Х	Х	Х	х	Х	Х	х	Х	Х	Х	Х	Х	Х	х	X	X
111 MUS 161	×	X	×	x	х	х	х	X	х	X	Х	X	x	х	х	X	Х	Х	Х	х	Х	х	х	Х	X	х	Х	Х	Х	x	x	X
¹¹² MUS 162												<u></u>													-							Dave spentary
¹¹³ MUS 165	×	х	_x_	x	х	X	х	х	х	×	х	x	х	х	х	X	_x_	Х	х	х	Х	х	х	х	Х	х	Х	Х	х	x	x	X
¹¹⁴ MUS 170	×	x	х	×	x	×	х	×	х	x	x	х	х	Х	х	X	X	X	х	Х	х	х	Χ.	х	Х	х	Х	Х	х	х	Х	х
115 MUS 175	Х	X	x	X	χ.	×	x	Х	x	X	х	X	х	x	Х	_X_	_X_	X	Х	х	Х	X	х	X	х	Х	Х	Х	х	Х	Х	Х
116 MUS 180	<u>x</u>	х	x	X	x	x	х	X	х	x	X	х	х	X	х	X	X	Х	Х	X	х	х	X	х	Х	х	х	х	Х	Х	х	X
117 MUS 185	X	х	х	×	_ x	х	х	X	х	X	Х	X	х	х	Х	X.	<u>_</u> X_	X	х	х	х	х	x	х	X	Х	Х	х	х	Х	Х	X
118 MUS 187	х	х	<u>x</u>	x	Х	x	x	Х	х	X	Х	х	х	x	х	Х	X	X	х	х	х	Х	х	Х	X	Х	_x_	χį	Х	х	x	X

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Courses	1 1	peaking 2	3 & Writi	ing 4	/ Rea	ading 2	/ Liste 1	ning 2	3	Transferable 1		•	3	/ Job 1		1	Pers 1	onal 2	Resp 3		5	/ K 1	espe 2	3	Olver 4	Sity 5	/ Pro	2	3	ł. Ą	/Tech	E
119 MUS 190*	×	х	х	x	x	X	х	х	х	х	Х	х	х	х	Х	х	Х	х	х	x	х	х	х	x	х	х	х	х	х	х	х	_X
120 MUS 191																																
121 MUS 192*	Х_	х	х	х	X	_ x	х	х	x	×	Y	х	x	x	х	х	×	х	х	х	x	х	х	x	х	х	Х	х	х	x	х	X
122 MUS 193	_x_	x	x	x	х	х	x	х	х	×	х	х	x	х	х	х	Х	х	х	х	х	х	х	х	х	х	х	х	х	x	x	Х
123 MUS 194																																
124 MUS 296	х	х	×	х	x	х	×	х	х	×	х	х	×	x	Х	х	×	x	х	х	х	х	х	х	х	х	x	х	х	x	x	_x
125 MUS 299				<u> </u>																												
126 SPH 153	x	Х	х	Х	х	х	x	x	х	X	х	Х	х	х	x	Χ	х	Х	х	Х	х	Х	X	Х	X	X	x	Х	X	х	x	X
HEALTH & HUM	AN S	ERVI	CES																													
127 ASL 150																	- Contraction										<u> </u>		<u></u>			
128 HEA 140	х				х							x			x														a description of the second		х	Х
129 HEA 150			<u></u>									х								х	х	Х									x	_X_
130 HEA 151					х	х				х		х																			x	X
131 HEA 152									х	X				X						х												
132 HEA 160	<u> </u>	<u></u>																														
133 HEA 250			!																													- Indicate of the second
134 HEA 260	х	x_		х			x	X.	х	×	Х	х	х	х	х	х	X		х	х	х	х	х	х	х	х	<u> </u>	Х	х	x		
135 HEA 299		x					<u> </u>			X		х		x																		- CALLEDON CONTROL
136 HSV 150		х	X						x	×	х	х	х	x	х		X		х		х	х	х	х	Х	х	ļ	х		x		
137 HSV 155		x		x	x		X	х	x	×		x	х	x	x	х	X	х	х	х	х	х	х	х	x	х		х	х		x	Χ
¹³⁸ HSV 160	x	x	x		×		x	х	×	×		x	×	x	х	х	x				_x	х	x	х	х		х	х	х	×	x	Х
139 HSV 165	×	х	х	х	×		x	х	x	×	x	х	. X	х	х	X	X	х	x	х	х	х	x	х	х	х		х		х	х	X
140 HSV 200										NA PROPERTY AND ADDRESS OF THE PARTY AND ADDRE																						- Chi
141 HSV 220																	Charles and the control of the contr															
142 HSV 250		x	х						x	x	x	х	x	x	x	х	X	х	х	х	х	х	Х	Х	x	х		х	х	x		- Constant

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	Sr	neakind	ilihW & p		/ Rea		/ Liste	nina		Transferable					Spec	ific	Pers	onal	Resp	onsb).	/R	•				/ Pro	blem	Solv	/. I	/Tech	S. Francisco
Courses	1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3		5	1	2	3	4	5	1	2	3	, , ,	1	2
143 HSV 280																											<u> </u>					
144 HSV 299	х	х					x	Х	х	×	x	x	х	×	х	Χ	×		x	Х	х	X	Х	Х	X	х	X	x	χ.	x	**S#**	
INFO. COMMUNI	CATI	ON T	ECH.												/																	
145 ICT 150				х		х		x		х	<u></u>	_x_				х												х				х
146 ICT 160			x			х			х	×																				×		х
147 ICT 170				x		х			x	×		x			_	X											<u> </u>		х			x
148 ICT 210																																
149 ICT 230																											ļ					
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151 ICT 236							0																									
152 ICT 250																	 													[]		
153 ICT 270											Annual Market												e Carried his		ule-contact	-		-	paralle manufacture		arrows.	
LANGUAGE & LI	TER	ATUR	E																													
¹⁵⁴ ENG 150	х	х	x	х	х	х	х	x	х	×	х	x		х	x	х		X	х			х	x		х	x	х	х	х	x	Х	×
¹⁵⁵ ENG 151	×	х	x	х	х	x	X	х	х	×	х	X		×	x	х		x	х			х	х		х	x	x	x	х	x	Х	_X_
156 ENG 201	_x_	x	x	x	х	х	x	x	х	×	x	x		x	x	х		х	X			х	X		х	х	х	х	Х	х	Х	х
157 ENG 250	x	х	×	х	х	×	·x	х	x	×	x	x		х	x	х		X	х			x	х		х	x	х	х	х	x	х	X
¹⁵⁸ ENG 251	×	х	x	x	х	x	x	х	х	x	х	X	ļ	×	х	x		х	X			х	Х		х	x	x	x	х	х	x	х
159 JOU 155	×	х	х	x	X	х	х	х	х	x	x	x		х	X	х	X	X	x			х	Х		Х	x	x	×	×	х	х	х
160 LIT 270	×	х	x	х	×	x	x	х	х	×	x	x		×	×	х		х	x			х	X		Х	х	x	х	х	×	Х	_X
161 LIT 272	×	х	×	х	x	x	х	х	x	×	x	x		×	×	х		x	x			х	X		х	х	x	x	х	x	х	_X
162 LIT 274	x_	x	×	x	χ.	x	x	×	х	×	x	х		×	x	х		x	X			x	x		х	х	×	×	×	x	x	х
163 LIT 276	×	Х	x	х	Х	X	Х	X	Х	×	X	х		X	X	х		X	X	and the same of th	and a finished with	X	Х		Х	x	X	Х	Х	x	X	х.
MARINE SCIENC	Œ		at on the																		and these completes and the											
164 MSC 110											<u> </u>			L			1			<u>.</u>												1

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	S	peaking	g & Writ	ing	/ Re	ading	/ Liste	ning		Transferable	/ Ada	ptive		dol \	Specifi	ic 🖁	Perso	onal I	Resp	ansb	-	/R	espe	ct & f	Diver	sily	/ Pro	blem	Solv		Πech	
Courses	1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5 	· 1	2	3	4	5 •~~••	1	2	3	A. Armania	1 ~~~	2
¹⁶⁵ MSC 150																	rantania															- Indian september
166 MSC 155	ļ								.							And an analysis of																- Valencia screen
167 MSC 160																-		_														
¹⁶⁸ MSC 170	ļ		<u></u>													C'CLEANING BARRIES																A Company
169 MSC 197	<u> </u>															Company of the Company					-											
170 MSC 200																																}
171 MSC 220																	and the state of t														-	TO STREET S
172 MSC 270																A CALL PARTY OF THE PARTY OF TH		_		_												- Park (Tally) ball
173 MSC 280																		_												_		
174 MSC 297																de Tanada					ļ									ļ		town) He sha

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TABLE 2 Communication Skills Life Skills Job Skills / Respect & Diversity / Problem Solv. Transferable / Adaptive / Job Specific [Personal Responsb. Speaking & Writing / Reading / Listening 3 3 2 Courses MATHEMATICS 175 MAT 80 Х Х Х Х Х Х Х Х Х Х Х Х Х Χ Х Х Х Х Х Х Х Х Х 176 MAT 90 Х Х Х Х Х Х Х Х Х Х X Х Х Х Х Х Х Х Х Х Х Х X Х 177 MAT 150 Х Х Х Х Х Х X Х Х Х Х Х Х Х Х Х X, Х Х Х Х Х Х 178 MAT 151 х Х Х Х X Х Х x Х Х х Х Х Х Х Х Х Х ٠x Х 179 MAT 155 Х 180 MAT 250 Х Х х x Х Х Х Х Х X Х Х Х Х Х Х Х Х Х Х Х Х Х Х 181 MAT 260 Х Х Х X Х Х X Х Х Х Х Х Х X Х Х Х Х X X Х 182 MAT 280 x Х Χ Х Χ Х Х Х Х Х Х Х Х 183 MAT 281 Х $x \mid x$ X Х X Х Х X Х Х Х Х MILITARY SCIENCE (ROTC) 184 MSL 101 185 MSL 102 186 MSL 201 187 MSL 202 NURSING 188 NUR 80 X X X x X 189 NUR 150 x x x x X x x X Х 190 NUR 155 x x 191 NUR 180 X X Χ X 192 NUR 190 Х X $|x| \times$ Х Х | x |X X Х X X 193 NUR 200 x x X Х x X lx lχ Х X 194 NUR 203 ||x X X x NUR 204 Х X X| 196 NUR 205

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Courses	1	peakin 2	g & Writ 3	ing 4	/ Re 1	ading 2	1 Liste	ening 2	3	Transferable 1	/ Ada 1	•				cific 3	23			oonst 4			espe 2		Dive:	-		ob!em 2			/Tec 1	
197 NUR 206	x	х	x	x	x	х	x	х	x	Х	x	х	х	х	x	x	X	х	х	х	x	x	×	x	x	x	х	х	x	x	х	х
198 NUR 207	Х	x	x	x	x	x	x	x	x	х	х	x	х	х	х	x	Х	х	х	x	x	x	x	x	x	х	х	x	x	x	х	х
1 ⁹⁹ NUR 208	х	х	x	x	х	х	x	х	x	Х	х	x	х	х	х	x	х	х	х	x	х	x_	х	х	х	х	х	х	x	х	х	х
²⁰⁰ NUR 209	x	х	x	x	х	х	x	x .	x	×	х	х	х	х	х	x	×	х	х	х	х	х	х	х	х	х	х	х	x	х	х	Х
²⁰¹ NUR 210	x	х	x	x	х	х	х .	х	x	X	х	x	х	х	x	x	х	х	х	х	х	х	x	х	х	х	х	х	x	Х	х	х
²⁰² NUR 211	х	х	x	x	х	х	x .	x	х	- x	<u>x</u>	x	x	x	х	x	×	x	х	x	х	x	х	х	х	х	x	х	х	х	х	х
²⁰³ NUR 212	х	х	х	x	x	x	x	x	х	×	х	х	х	х	x	x	x	x	x	х	x	х	x	x	х	х	х	х	x	x	х	х
204 PHM 150	х	x	х	x	x	x	x	x	x	×	х	x	x	x	х	x	×	х	x	х	х	х	x	х	x	х	х	х	х	х	x	x
205 PHM 200	X	х	X	X	x	х	x	x	х	X	х	X	Х	х	х	x	x	Х	Х	х	Х	x	x	х	Х	Х	X	X	X	Х	Х	х
PHYSICAL EDU	CATI	ON	and the speciment												<u> </u>							ļ	·								ļ	
206 PED 150	х	х	х	х	х	x	X	X	_x	×	х	x	х	x	<u> </u>	ļ	×	х	х	х	Х	х	х	х	Х	х	х	х			×	
207 PED 151	X	x	×	x	х	х	х	х	x	×	x	X	х	х			×	X	х	х	х	х	х	x	х	×	X	X		<u> </u>	×	
208 PED 152	x	x	х	x_	x	х	x	х	х	×	×	х	×	х			X	х	х	х	х	х	х	Х	х	х	x	х			x x	
²⁰⁹ PED 153	x	x	x_	х	х	х	х	x	X	x	x	х	х	х			×	х	х	х	х	X	x	х	х	х	x	х			×	1
210 PED 154	х	х	<u>x</u>	x	х	х	х	х	х	×	x	х	х	х			×	X	х	х	х	х	х	х	x	х	х	х			×	A PARTY OF THE PAR
211 PED 155	X	х	х	х	х	х	x	х	х	x	×	х	x	x	ļ		×	х	x	х	х	х	х	Х	х	х	x	х			×	100
212 PED 156	Х	х	х	х	х	х	x	х	х	×	x	х	х	х			×	х	x	х	х	Х	х	х	х	х	Х	х		-	×	1
213 PED 159	ļ													<u> </u>	ļ												<u> </u>				ļ	1
²¹⁴ PED 161	<u> </u>		ļ				ļ																								<u> </u>	
215 PED 162															<u> </u>																<u> </u>	
216 PED 170											ļ																				<u> </u>	, see
217 PED 171	<u> </u>										-											The same of the sa					-				<u> </u>	***************************************
SAMOAN STUD	IES						ļ							<u> </u>																		
218 SAM 101A		x	<u>.</u>		х		x		х	X		х		<u> </u>					x						х		<u> </u>				x	N. O'CAMPA
219 SAM 101B			x	<u> -</u>	x		х		х		<u></u>											<u> </u>						,				Х

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TABLE 2					-akonotanonka		California Mora							. Web Sanks W			(transition) terri				- Contract	AT VALUE OF THE			eretera a			X+45-77 ">	·*************************************	merce E	entrance.	er or or
					nicatio					_			skills		^	·c		.	D			4.0		ife:			/ Pro	سماط.	Cali		Can	
Courses	- Տր 1	eaking 2	& Writi 3	ng 4	/ Rea	aoing 2	/Liste	ning 2	3	Transferable 1	7 Ada 1	ptive 2	3	7 JOE 1	Spec 2	3	Pers	onai 2	3	000S0 4	5	1	espe 2		4 Jivei	Sity 5	7 P10	2	3	۷. 4	/Teci 1	2
220 SAM 111		х		х	х	х	х	X	х	x	х	Х	х	Х	Х	х		х	х	х	х		х		х	х		х	х	х	x	х
221 SAM 151			Х			х	x	х		×		X			-	Х			х	х					х					х		х
²²² SAM 151L			Х			х	х	х		х		х				х			х	х					х					х		х
223 SAM 152		x	,		х		х	X		×		X.			х		C. Pedilland		х	x					х				x		<u> </u>	
224 SAM 154			X	х		х	х		х	x	<u>x</u>		х	х		X			х	х	х					х			х	х		х
²²⁵ SAM 172	<u></u>							٠									days and a															
226 SAM 204					************		٠.										at a second															
227 SAM 244							ļ																				,					
228 SAM 251			Х			х	x		х	×	х			x	<u> </u>				х	х						х			Х			Х
229 SAM 261																											<u> </u>					
230 SAM 271																																
231 SAM 281																																
232 SAM 291		toris basensilli dan																						******		21829907		*****	-		-	
SCIENCE				<u></u>																		<u> </u>										
233 AST 150																	100															ļ
234 BIO 150	x	х	Х	x			х	х	х		х	х	х	×	х	х	х	Х	х	х	х	х	х	х	х	х	x				х	Х
235 BIO 155				*****										<u> </u>				ļ														<u> </u>
236 BIO 180	х	х	_X	х	х	х	X	x	х	×	х	x	x	×	х	х		Х			х	х	х	х	Х	х	х	х	х	х	Х	х
237 BIO 181	x	х	X	х	х	х	х	_x	_x	х	x	х	х	х	X	Х	X	Х	х	х	х	х	X	х	х	х	х	х	х	Х	Х	_x_
238 BIO 250	_ <u>x</u>	Х	х	х	х	X	х	х	х	×	x	x	х	×	х	х	_x_	х	х	х	х	Х	Х	х	х	х	x	х	х	х	x	<u>_x</u>
239 BIO 251	х	Х	х	х	х	X	<u>x</u>	х	х	x	X	х	х	×	×	_X	<u>x</u>	Х	x	х	х	х	Х	х	х	Х	x	х	х	X	х	<u>x</u>
240 BIO 255	Х	×	х	x	x	x	x_	x	х	x	X	х	х	x	X_	х	X	х	x	_X_	х	х	х	х	х	х	×	х	×	X	X	X
²⁴¹ CHM 150	_ x	х	Х	х	х	x	x	х	х	х	X	x	х	х	X	X	X	Х	х	х	х	х	х	Х	х	х	x	х	х	х	Х	X
²⁴² CHM 151	_x_	х	х_	_ <u>x</u> _	х	х	х	x	x	x	х	x	х	Х	х	х	X	_x_	х	х	х	х	х	х	х	х	x	х	х	Х	Х	X
²⁴³ CHM 152																																

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	Sr	seakino	ilinW & _I				/ Liste	กลักส		Transferable					Spec	ific	Pers	onal	Resc	onsb		/R					/ Pro	ob!en	n Soh	٧.	/Tech	1
Courses	1	2	3	4	1	2	1	2	3	1	1	2		1			1	2			5	1	2	3	4	•			3		1	
244 MET 150																	A CONTRACTOR OF THE PARTY OF TH															
245 PHSCI 150	х	X	Х	х	х	х	х	х	x	x	х	x	х	x	х	х	<u>_x</u>	х	х	х	х	х	х	x	x	x	X	х	x	x	x	х
246 PHY 151	_x	х	Х	X	x	х	х	х	х	х	х	х	х	х	х	X	×	х	x	х	х	х	х	Χ.	x	Х	х	х	X	x	×	x
247 PHY 152	х	Х	Х	Х	Х	х	Х	Х	Х	Х	х	×	X	х	Х	Х	X	X	х	Х	х	x	Χ	X	X	Х	X	X	X	Х	Х	X
SOCIAL SCIENC	E																										 					
248 ANT 150	Х	х	.· Х	х	x	х	х	x	х	х	х	х	х	х			X	x	х	х		х	х	x	x	х	х	×	x	Х	х	x
249 ANT 153	х	_x	X	×	×	х	x	x	х	х	х	x	x	х			_x_	х	х	х	-	х	х	x	x	х	х	x	х	х	×	×
250 ANT 154	_X	Х	X	X	х	X.	x	X	x	х	х	x	x	х			x	х	х	×		x	х	х	х	х	x	х	х	×	х	х
251 ANT 160	х	х	х	х	х	х	x	x	x	×	х	х	х	х			Х	х	х	х		х	х	х	х	х	Х	х	Х	х	х	х
252 ANT 210																					_											
253 ANT 220							3																									
254 GEO 150	х	х	Х	x	x	х	x	X	х	x	x	x	х	×			X	x	х	х		x	X	х	х	х	x	х	х	х	x	Х
255 GEO 160	х	<u> x</u>	х	x	х	х	x	х	x	×	x	х	х	x			×	х	х	х		х	Х	х	х	х	X	х	х	х	x	<u>x</u>
²⁵⁶ GEO 161																				_												
²⁵⁷ HIS 150	X	_x	х	х	х	х	х	х	х	x	х	х	x	×			×	х	х	х		x	Х	х	X	х	Х	х	х	х	x	Х
258 HIS 151	х	_X	х	x	х	х	х	х	х	x	x	х	х	x			X	x	х	х		х	х	x	X	х	х	х	х	x	x	х
259 HIS 160	Х	х	<u> </u>	х	x	х	X ·	x:	х	X	х	X	X	x			X	х	х	х		х	Х	х	х	х	Х	х	Х	x	x	Х
260 HIS 161	_x	x	_ x	x	X	х	.x	x	x	×	x	х	х	×			X	Х	x	х	_	х	х	х	х	х	Х	х	х	х	х	х
²⁶¹ HIS 162	<u>x</u>	х	X	х	Х	X	x	х	x	×	×	х	х	×			×	x	х	х		х	х	х	х	х	Х	х	Х	x	х	Х
262 HIS 170	х	х	_ X	х	X	х	X	х	x	x	x	Х	х	х			X	х	х	х		х	Х	х	x	х	х	х	х	x	х	х
263 HIS 171	х	x	х	X	х	x	x	x	х	X	x	х	х	x			×	x	х	х		х	Х	х	x	х	Х	Х	х	x	x	X
264 PAD 150	X	x	x	х	х	x	х	x	х	X	x	x	x	x			X	х	х	х		х	х	х	х	х	х	x	х	x	х	Х
265 PAD 160																																
266 PHIL 150	х	x	х	×	х	x	x	x		Х	x	٠x	х	х			x	x	х	х		х	х	×	х	х	х	х	х	_X	Х	х.
267 POL 150	х	х	х	x	x	х	×	х	x	Х	х	x	х	x			X	x	х	X		х	х	х	х	х	x	х	Х	Х	x	х

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Courses	1 1	oeaking 2	ı & Writi 3	ng 4	/ Rea 1	aing 2	/ Lister	ning 2 _.	3	Transferable 1	7 Ada 1	•		1	Spec 2	4	1	2	3		5	1	2	3	4	5 -5	1	2	3	4	1	ā
268 POL 151	х	Х	Х	х	х	х	х	х	х	X	Х	Х	Х	Х			х	x	х	х		х	×	x	х	х	х	X	x	х	x	X
269 POL 160	Х	х	Х	X	х	x	x	x	х	x	х	х	x	х			х	х	х	x]	x	x	х	х	x	х	х	х	х	х	_x_
270 POL 170	×	х	Х	x	×	х	х	x	×	х	x	X	х	х			x	х	х	х		x	х	Х	х	x	х	х	х	х	x	X
271 POL 220	х	х	X	х	X	_ x	х	X	X	×	X	X	х	х			Х	Х	х	х		x	х	Х	х	x	х	х	X	Х	х	X
²⁷² POL 250	X	х	х	<u>x</u>	х	х	х	x	х	X	х	х	х	х			Х	х	х	х		х	х	Х	Х	x	х	X	х	х	х	×
273 POL 251	_ x_	x	×	x	x	_ x	х	х	×	X	х	X	х	х			Lx.	Х	х	х		х	×	Х	х	х	х	х	х	x	х	×
274 PSY 150	×	x_	x	х	X	х	x	х	_ x	×	х	X	x	X			_x_	X	х	х		х	×	X	х	х	х	X	X	Х	x	X
275 PSY 250	X	х	X	×	х	х	X	X	X	x	х	х	x	х			_x_	х	х	х		х	X	Х	х	x	Х	х	Х	x	X	X
276 REL 150	×	х	<u> </u>	x	x	X	X	Х	X	x	x	<u>. x</u>	x	x			Х	X	х	х		×	Х	Х	Х	X	х	X	Х	х	×	X
277 SOC 150	×	х	<u>x</u>	X	х	_x_	×	х	X	×	x	X	х	×			Х	Х	Х	х		х	<u> </u>	х	Х	х	х	Х	Х	Х	X	X
278 SOC 211	_x_	х	x	х	х	×	х	х	x	×	x	X	х	х			×	X	х	х		X.	×	х	х	х	х	X	X	Х	x	X
279 SOC 250		- and a				_	-	-					CORPORATE TO			-			DUREN						274-118 (\$120)					Polyton (September 1986)		
TRADES & TEC	INOL	OGY		.																	-											
280 ABR 111	x	х	×	_x	X	х	X	Х	х	x	х	х	x	X	×	x	х	X	х	х	Х	X	х	Х	х	х	х	X	X	х	×	×
281 ABR 113	×	X	x	x	х	×	х	х	X	×	х	X	х	х	x	х	X	х	х	х	X	X	Х	х	Х	х	Х	Х	X	×	×	×
²⁸² ABR 123	Х	х	x	x	x	. X	x	х	х	×	Х	х	x	х	x	×	×	х	х	Х	х	Х	х	Х	_X_	Х	х	Х	х	×	×	_ <u>×</u> _
283 ABR 124	X	Х	X	x	х	х	X	Х	X	×	Х	Х	×	х	х	х	×	х	Х	Х	х	х	х	Х	X	х	Х	Х	Х	X	Х	×
284 ABR 131	х	х	x	х	х	x	х	X	x	×	X	х	х	X	X	х	X	Х	х	х	X	х	Х	Х	Х	х	Х	Х	Х	×	X	X
285 ABR 132	<u>x</u>	х	x	x	Х	x	x	х	X	×	х	х	х	X	X	Х	×	X	х	Х	Х	Х	Х	Х	Х	Х	Х	Х	X	X	X	X
286 ABR 133	×	x	x	x	х	x	×	X	x	×	х	X	х	x	Х	х	×	X	Х	Х	x	х	X	Х	Х	Х	х	Х	Х	X	X	×
287 ABR 134	×	х	<u> </u>	x	x	x	•.X	х	x	X	х	x	x	х	×	Х	×	X	х	х	x	X	x	<u>X</u>	Х	х	х	Х	Х	X	X	×
288 ABR 136	х	×	x	X	×	х	x_	_x_	x	x	X	х	x	X	х	х	×	х	Χ.	Х	X	х	Х	х	Х	Х	Х	X	Х	х	X	_×_
²⁸⁹ ABR 137	х	×	x	x	X	х	×	X	х	x	Х	Х	X	х	х	X	×	Х	X	Х	X	Х	Х	X	X	Х	Х	Х	Х	X	Х	×
²⁹⁰ ABR 138	х	×	x_	x	_ x	×	x	X	×	X	<u>x</u>	х	х	X	х	x	_x_	х	х	X	X	х	х	Х	х	x	x	Х	Х	Х	х	.X
291 ABR 139	х	x	х	x	х	х	x	X	x	X	х	x	x	х	x	X	×	х	Х	x	Х	х	Х	Х	Х	х	х	х	х	х	x	X

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Courses	Sp 1	eaking 2	& Writing	ก <u>g</u> 4	/ Rea	iding 2	/ Lister	ning 2	3	Transferable	/ Ada	•	3		Speci 2	ific 3	Pers 1	onal 2		onsb. 4	5	/ R	-	ct&	Diver 4	rsity 5	/ Pro	blem 2	Solv 3	/. 4	Πech 1	2
A STATE OF THE PARTY OF THE PAR	AND TO SHARE			-					ale ence hone		- AND THE REAL PROPERTY.	-	anti-our CT/Self					255,000	-							-		******	e week	AFER	1	-2500
²⁹² ABR 140	Х	×	X	X	Х	X	X	Х	X	. X	X	×	Х	X	X	X	×	Х	Х	X	X	Х	X	Х	X	X	X	Х	Х	X	X	X_
²⁹³ ABR 141	X	х	х	X	×	Х	X	_ x	Х	X	×	х	Х	_X_	Х	Х	X.	X	Х	×	X	Х	Х	X	X	X	X	X	Х	Х	X	Х
²⁹⁴ ABR 142	х	х	×	Х	х	X	x	x :	Χ_	×	x	х	_x_	х	х	X	_x_	х	x	x	х	X	X	Х	Х	х	X	Х	Х	х	X	X
²⁹⁵ ABR 143	_x	х	x	x	x	х	·x	X	X	x	х	x	х	х	x	X	×	X	_x	Х	X	Х	Х	Х	Х	х	Х	х	Х	x	×	Х
²⁹⁶ ABR 144	_x	х	X	х	х	x	×	х	X	×	x	х	x	х	x	X	×	X	х	х	х	х	X	Х	х	х	x	Х	х	х	X	Х
²⁹⁷ ADT 140	x	x	х	х	X	x	x	x	х	x	x	х	x	x	х	х	×	х	х	х	х	х	Х	X	x	х	х	Х	х	×	Х	х
298 ADT 150	x	х	x	×	х	x	Χ.	x	x	×	х	x	x	x	х	_x_	×	х	x	х	х	х	х	х	х	х	x	X	Х	x	×	X
299 ADT 151	x	х	х	x	×	х	х	X	х	×	x	x	х	x	×	х	×	х	х	х	х	х	Х	х	x	х	х	х	х	х	х	х
300 ADT 152	x	x	х	x	x	_ X	х	x	x	×	х	x	х	x	х	Х	X	Х	х	х	х	х	X	x	X	х	х	Х	X	x	x	X
301 ADT 153	х	x	x	х	х	х	x	х	x	×	x	X.	x	×	x	_x	×	X	х	х	х	х	х	х	X	х	х	х	х	×	×	х
302 ADT 160	×	х	х	х	х	х	x	х	х	×	x	х	×	х	х	x	×	X	х	х	х	х	X	x	х	х	x	X	х	х	×	Х.
303 ADT 201	х	x	x	х	х	x	х	x	х	×	х	x	x	×	×	x	×	х	х	х	x	х	х	х	х	х	х	х	X	×	×	х
304 ADT 251	х	х	х	х	х	х	x	х	х	x	x	x	х	×	x	X	×	х	х	х	х	х	X	X	х	х	х	X	Х	х	x	х
305 ADT 260	х	х	X	x	х	x	x	х	X	x	х	x	х	×	x	X	×	X	х	х	х	х	х	х	х	х	x	х	Х	х	х	Х
306 ADT 280	х	х	х	x	х	х	х	x	x	×	x	x	×	x	х	X	×	х	х	х	х	х	х	х	X	х	X	х	х	×	х	х
307 AUM 150	х	х	х	x	x	х	×	х	х	×	х	x	x	x	×	X	×	х	х	х	х	х	х	х	x	х	×	х	х	х	×	X
308 AUM 151	x	Х	х	х	х	x	x	х	x	×	х	X	×	х	×	х	×	х	х	х	х	х	х	х	х	x	х	х	х	х	х	х
309 AUM 200	х	х	х	х	х	x	x	x	x	×	x	x	x	x	х	х	×	х	х	x	х	х	x	х	x	х	х	х	х	х	х	х
310 AUM 201	х	х	x	х	х	x	x	х	х	×	x	х	х	×	X	х	×	х	х	х	х	х	х	х	X	х	х	х	х	x	х	х
311 BPR 200	×	х	x	х	х	х	x	х	х	×	х	x	х	x	х	х	×	х	х	X	х	х	х	x	х	х	x	х	X	x	×	Х
312 CET 150	×	х	x	x	х	х	x	х	х	×	x	x	x	х	x	X	×	х	х	х	х	x	х	х	х	х	×	х	х	х	х	X.
313 CET 151	х	x	×	×	×	x	x	x	x	×	x	x	×	×	x	×	×	х	х	x	х	х	х	x	х	х	х	х	x	x	×	х
314 CET 160	×	х	х	х	х	х	x	Х	х	×	х	х	х	х	×	х	×	x	х	х	х	х	X	x	х	х	х	х	х	х	x	х
315 CET 260	×	x	х	×	х	x	x	х	x	×	X	х	x	х	x	x	X	x	x	х	х	x	х	х	х	х	x	х	Х	x	×	x
316 CET 261	X	х	x	x	x	х	x	X	×	×	x	x	х	х	x	х	×	х	х	х	х	х	х	х	х	x	x	x	х	×	×	х

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Course Alignment to Degree/Certificate Student Learning Outcomes

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Cauraaa	S _I	eaking 2	& Writi	ing 4	/ Rea	ading 2	/ Liste 1	ning 2	3	Transferable 1	/ Ada	ptive 2	3	/ Job	Spec 2	ific 3	Pers	onal 2	Resp		5	/R	espe 2	ct &	Dive ه	sity 5	/ Pro	oblem 2	Solv 3	1. 4	Πech 1	
Courses	-	4		-		۷.			,	<u> </u>	<u> </u>		٠		-	******	-	<u> </u>		-	J			-				É				
317 CET 265	Х	Х	X	_ x	х	х	X	×	Х	Х	Х	х	X	X	Х	Х	Х	Х	х	Х	Х	Х	X	х	Х	Х	X	Х	X	Х	Х	Х
318 CET 270	Х	X	. X	х	Х	х	x	х	х	x	х	х	х	х	х	х	х	х	х	х	х	х	х	x	Х	х	х	х	Х	х	х	Х
319 CET 299	Х_	х	x	х	Χ	х	х	х	х	×	х	х	x	х	x	х	x	х	х	х	х	х	Χ.	х	х	х	х	х	х	х	Х	X
320 CON 150	х	X	х	х	Х	х	х	х	х	x	X	х	x	x	х	х	Х	х	х	х	x	х	х	х	х	х	x	х	Х	Х	х	х
321 CON 151	X	х	х	х	х	х	х	х	x	Х	X	х	х	х	х	x	X	х	х	х	Х	Х	х	х	x	х	x	х	х	х	x	Х
322 CON 220	х	x	x	х	х	х	х	х	х	х	x	х	×	x	х	х	Х	х	х	х	х	х	х	х	х	х	х	х	X.	х	х	_X_
323 CON 221	х	х	х	х	х	х	х	х	x	×	х	х	x	х	х	х	×	x	х.	Х	х	х	х	х	х	х	х	х	х	x	×	x
324 ELE 150	х	х	<u>x</u>	x	_ <u>x</u> _	X	х	х	х	х	х	х	x	×	х	X	X	х	х	х	х	х	х	х	х	х	х	х	х	х	x	_x
325 ELE 151	х	X	x	х	х	х	х	х	х	×	x	X	x	x	х	Х	Х	х	х	х	х	х	Х	х	x	х	х	х	Х	х	x	_X
326 ELE 170	х	х	х	х	х	х	х	x	х	Х	х	х	х	x	х	Х	X	х	х	х	х	х	х	х	х	х	х	х	Х	х	x	X
327 ELE 190	х	х	х	х	х	х	х	х	х	×	x	х	x	х	х	х	×	х	х	х	х	х	х	х	х	х	x	х	х	х	×	_ X .
328 ELE 201	х	х	х	х	х	x	х	х	х	x	х	х	x	x	х	х	x	х	х	х	х	х	x	х	x	х	х	х	х	х	x	X
329 ELE 202	х	Х	Х	х	х	х	х	х	х	Х	х	х	х	х	х	х	<u>x</u>	х	х	х	х	х	Х	х	х	х	x	х	х	х	х	X
330 ELE 203	х	Х	х	х	х	х	х	х	х	x	х	х	х	×	х	х	·X	х	х	х	х	х	х	х	х	х	х	х	х	х	х	×
331 ELE 299	Х	Х	х	х	х	х	х	х	х	х	х	х	×	x	х	х	х	x	х	х	х	х	х	X	х	х	х	х	х	х	х	X
332 WLD 150	х	Х	х	x	х	х	х	х	х	Х	Х	х	х	. x	х	х	Х	х	х	х	х	х	х	х	х	х	х	х	х	х	x	×
333 WLD 151	_X	Х	X .	х	х	х	х	х	х	х	х	х	х	х	х	х	_x_	х	х	х	х	х	х	х	х	х	х	х	х	х	X	X
334 WLD 240	х	х	х	X	х	x	X	x	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х
335 WLD 241	х	X	X	X	Х	X	x	, X	Х	Х	Х	X	Х	x	Х	Х	Х	Х	Х	х	Х	Х	Х	Х	х	х	X	Х	Х	х	x	х

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AMERICAN SAMOA COMMUNITY COLLEGE

TABLE 3

F F Y LLD Lim Ind. Se	Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
AGRICULTUR	E & LIFE SCIENCE			Conference of the Conference o				To the state of th
1 AGE	50	X	X	X	,			Class project
2 AGR	1001	Х	Х	X	Х	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	to angle & comment of make the second of	Student projects
3 AGR	100 11	Х	x	Х	X			Student projects
4 AGR	152	Х	x	Х	X			Field trips
5 AGR	197	X	X	Х				Research Paper
6 AGR 2	250	Х	X	Χ.			Х	Student projects
7 AGR 2	297	e d'a la fin l'ambit dels sitts i TTTP de l'és au some des acces d'abbentailles se abble finé finé	X	Х		X		
8 ANS 1	50 A	X	х	Х				Manufa I Americana Pada Phalif Ranisa ani atternati
9 ANS 1	50 B	X	x	Х				Research term pape
10 FAM 2	50	Х	x	Х				
11 FAM 2	.60	Х	X	X	No. 10 10 10 10 10 10 10 10 10 10 10 10 10		New Age	Research Paper
12 NRS 1	80	X	X	X				Field Project
13 NRS 2	200	X	×	Х				
14 NRS 2	50	Х	х	X			Х	Reading
15 NUT 1	50	Х	x	Χ				
BUSINESS EI	DUCATION							
16 ACC	50	Х	x	χ ·	X		X	
17 ACC	51	X	X	X	X		Х	
18 ACC 1	52	Х	Х	X	X		Х	7 1 1
19 ACC 2	210	X	х	Х	Х		Х	
20 ACC 2	220	Х	Х	Х	X		X	
21 BUS 1	02	Х	Х	Х	X		Х	
22 BUS 1	03	ο X	×	Х			Х	

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EMARKAGAN TAN	Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
23	BUS 200	X :	Х	Х			X	
24	BUS 225	х	х	Х		Х	x	* ***
25	BUS 260	х	x	Х	X		×	
26	ECO 250	X	X	X	х		X	
27	ECO 251	& X	X	X	X		X	
28	MGT 250	x	x	Х		V	X	
29	MKT 200	x	X	Х			X	
30	MKT 206	x	X				×	
31	MKT 212	X	X	Х	X	Х	х	
32	OAT 101	х	x	X			x	
33	OAT 204							
34	OAT 220	•.						
35	OAT 225							
36	OAT 230			STANKER, STORMANNER, MISSELLER, STORMANNER, MISSELLER, STORMANNER, A. STORMANNER, STORMANN				
CRIMII	NAL JUSTICE							
37	CJ 150	X		Х			X	
38	CJ 155	х	х	. X	111 - A No. of Value		x	
39	CJ 160	X	х	Х	4///		х	
40	CJ 165	X	X	X	X		x	
41	CJ 170	X	_ X	X	X		X	
42	CJ 175	X	X 		X		X X	THE STATE AND ASSESSED ASSESSED.
43	CJ 180	X	X	X	Х		х	
44	CJ 185	X	Х	Х	X		X	**************************************
45	CJ 190	x	X	X			X	

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TABLE 3

(UNITE O	Courses	Lecture	[°] Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
46 C	J 195							
	J 200	Х		Х	A		Х	
48 C.	J 210	Х	x	Х	1-A 2 - A 7/		Х	
49 C.	J 215	X	x	Χ.		California Parista Visionia Parista Visi	Х	
50 C.	J 220 .	X	X	Х	Х		x	
51 C.	J 230	Х	x	Х	Х		Х	
52 C.	J 240	χ	x	Х	X		х	
53 C.	J 250	Х	х	X	X		х	
COLLEGE	& LIFE PLANNING	the state of the s			- "			1.
54 CI	LP 80	-3		all the Bar/Abre to				
55 CI	LP 81							
56 CI	LP 90	X		Χ			X	
57 CI	LP 91	X	x	Χ			X	
58 CI	_P 150	Х	х	X	Х	The state of the s	X	
EDUCATI	ON			1. 1.				
59 E	CE 141	Х				٠. "		
60 E	CE 142	Х						awran-wy-
61 E	CE 150	·x						1111 (4) (4)
62 EC	DE 151	Х						ANT to Which I AT As and had all As and had all A FT
63 EC	DE 152	X						
64 EI	O 150	X	Х	Χ			Х	The Cameron of the Control of the Co
65 EI	O 150P		Х	Х				
66 E	O 157	Х	Х	Х			Х	
67 EI	O 157P		x	Χ				

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AMERICAN SAMOA COMMUNITY COLLEGE

TABLE 3

	Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
68	ED 160	The state of the s			Control of the second s			34 34 34 34 34 34 34 34 34 34 34 34 34 3
69	ED 160P	on has a Asses series = 1.9 Abelian has 5.15 The above pointered street						
70	ED 215							
71	ED 215P							
72	ED 240	X		Х			Х	
73	ED 257	Х	x	х ·			X	
74	ED 257P		x	Х				
75	ED 280	Х	X					
76	ED 285	140,						
77	ED 285P	V						
ENGLI	SH LANGUAGE INSTITUTE							
78	ENG 70	⊗ X	х	Χ		Χ	Х	
79	ENG 80	X	Х	Χ		Х	X	
80	ENG 90	Х	X	Х	Х	Х	X	
81	ENG 71	Х	х	Χ		Х	Х	
82	ENG 81	Х	х	Х		X	. x	
83	ENG 91	Х	х	. X		Х	X	
84	ENG 75	Χ	x	Х				
85	ENG 85	x	x	Х				
86	ENG 95	·. X	Х .	Х				
FINE A	RTS					٠		
87	ART 150	X		Х			Х	
88	ART 151	Χ		X			Х	
89	ART 160	Х	х	Х			X	

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TABLE 3

	Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
90	ART 161	X	х	Χ	X	Χ		
91	ART 170	х		X			Х	
92	ART 171							
93	ART 175			◆				-
94	ART 180	X	X	X				
95	ART 299	Х	Х	Χ				
96	DNC 150	X		Х	Х	Х	X	
97	DNC 155	×	•	Х	X	X	X	8 1-2 1-2 1-2 1-2 1-2 1-2 1-2 1-2 1-2 1-2
98	DRA 150	X	X	X	***	Х	Х	
99	DRA 151	<i>₃</i> X	X	X		* U.S. 1974 9 - 11		A AND AND AND AND AND AND AND AND AND AN
100	DRA 170	X	X	Х				
101	DRA 250	X	X	Х		71.76 - 01	X	
102	DRA 251	X	X	Χ			Х	
103	MUS 140							11 11 11 11 11
104	MUS 145	X	Х	X	Х	Х	X	
105	MUS 150	X	X	Χ		Х	X	
106	MUS 151	.x	х	. X		X	Х	
107	MUS 153	X	X	X		Х	X	
108	MUS 155	Х	X	Х	. 1771	Х	x	
109	MUS 156	X	X	X		X	X	, AP
110	MUS 160	х	х	X		Х	Х	
111	MUS 161	X	х	Х		Х	Х	
112	MUS 162			40.00		- Land Land III		,
113	MUS 165	×	х	Х		X	x	

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TABLE 3

Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
114 MUS 170	·. X	x	Χ		Х	Х	
115 MUS 175	Х	X	Χ		Х	X	
116 MUS 180	X	х	Х	Х	X	X	
117 MUS 185	X	x	X	and the second of the second o	Х	×	
118 MUS 187	X	х	X		X	×	,14
119 MUS 190*	Х	X	Х		Х	X	
120 MUS 191							
121 MUS 192*	Х	X	Х	to the state of th	Х	X .	
122 MUS 193	X	х	X		Х	х	and white the state of the stat
123 MUS 194					(4)		
124 MUS 296	Х	х	X		X	X	
125 MUS 299							- show the Published actions - F pro tap p
126 SPH 153	X	X	Х		Х	X	
HEALTH & HUMAN SERVIO	CES						
127 ASL 150							
128 HEA 140	Х		X	Х		X	
129 HEA 150	Χ .	х	. X			X	
130 HEA 151	Х					Х	
131 HEA 152 .	X	х	Х			x	
132 HEA 160 ·		# / # V	4.19.41.2.3	,			V
133 HEA 250	·*						
134 HEA 260	X	Х	X				
135 HEA 299		Х	Х				
136 HSV 150	X	×		×		×	

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TABLE 3

14 hours are	Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
137 H	SV 155	X	X	X .	X		X	
138 H	SV 160	χ	X	Х			. x	
139 H	SV 165	·X	Х	Х			х	W % - 10-10-10
140 H	SV 200							- Annua an annual Africa All Annual A
	SV 220							
142 H	SV 250	Х	X	Х			x	
143 H	SV 280							
144 H	SV 299	X	Х	Х		Х		
NFO. CO	MMUNICATION TECH.							
145 IC	T 150	х	X	X			×	
146 IC	T 160	X	X	X			×	to the second of
147 IC	T 170	X	×	X			×	
148 IC	CT 210							
149 IC	T 230							
150 IC	T 235							
151 IC	T 236							
152 IC	T 250					and that the second second		
153 IC	CT 270							
ANGUA	GE & LITERATURE	1.1.			1 10 10 1			4 1 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
154 EI	NG 150	X	Х	Х	X	- VANVA PR		х
	NG 151	X	Х	Χ .	Х			Х
	NG 201	1/2/19		And the second to community the second				
	NG 250	Х	Х	X	X			Х
	NG 251	Χ	Х	Х	Х	MARINE MARINE TO COMPANY		Х

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Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
159 JOU 155							an and the second second second second second second second second second second second second second second s
160 LIT 270	Х	х	Х	Х			X
161 LIT 272	and the state of t						
162 LIT 274					1 1,		
163 LIT 276			- Table 177 / 17 - 181		1		Add Add William
MARINE SCIENCE							111111111111111111111111111111111111111
164 MSC 110			Am laft to Hull				
165 MSC 150							1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
166 MSC 155							
167 MSC 160							
168 MSC 170							
169 MSC 197							Andrew on the constitution of Property of
170 MSC 200							
171 MSC 220							
172 MSC 270			- Al R (7004 - 1)				
173 MSC 280					Add Sur		
174 MSC 297			•	- 11 d //		·	
MATHEMATICS			J				
175 MAT 80	Х	×	Х	/ NA C. (7)		X	
176 MAT 90	X	X	Х			X	and an artist of the second of
177 MAT 150	Х	Х	Х	X		х	
178 MAT 151	Х	X	Х			х	
179 MAT 155	3 X	Х	Х			Х	
180 MAT 250	Х	X	Х		Х	X	****

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TABLE 3

	Courses	Lecture .	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
181	MAT 260	x [.]	Х	Х			х	
182	MAT 280	X	Х	. X		Х	х	12/2005
183	MAT 281	X	Х	X		Х	X	
MILITA	RY SCIENCE (ROTC)	Ave be	8-77			MA // d = 10 ⁻⁷ FEFF 8 /		
184	MSL 101			- Table 19 - 19 - 19 - 19 - 19 - 19 - 19 - 19				
185	MSL 102				-14-			
186	MSL 201	ALI		1	and Andrews			.,-
187	MSL 202	The state of the s						
NURSI	NG	. "			4.50			Per Connectified to Affice and and an English Connection of the Co
188	NUR 80	. X	X	X	Х		×	
189	NUR 150	Х	Х	Х	Х	Х	X	
190	NUR 155	Х	X	Х	Х	Χ	Х	
191	NUR 180	X	X	Χ	Х	X	×	
192	NUR 190	X	х	X	Х	Х	×	
193	NUR 200	X	x	X	· X	Χ	X	
194	NUR 203	X	х	Х	х	Х	х	
195	NUR 204	X	х	X	Х	Χ	X	
196	NUR 205	Х	X	X	Х	Х	X	
197	NUR 206	Х	X	Χ.	Х	Х	×	
198	NUR 207 ·	X	x	X	Х	Χ	×	
199	NUR 208	X	х	Х	Х	Х	Х	
200	NUR 209	X - ***.	X	Х	Х		Х	
201	NUR 210	X	X	X	Х		Х	
202	NUR 211	Χ	x	Х	Х	X	х	C. CHICKEN LAND LAND AND ADDRESS OF THE PARTY OF THE PART

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AMERICAN SAMOA COMMUNITY COLLEGE

TABLE 3

	Courses	Lecture	` Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
203	NUR 212	Х	Х	Х	Х		Х	
204	PHM 150	Х	X	X	х	X	х	
205	PHM 200	Х	х	Х	X		х	
PHYSI	CAL EDUCATION	emperorement i finalistica (il 1-1 m. periode constructiva constructiva constitutiva (il 1-1) il 1-1)						
206	PED 150	Х	×	Х		Χ	X	
207	PED 151	Х	X	Х		Χ	X	
208	PED 152	Х	X	Х				
209	PED 153	Х	X	Х			-	
210	PED 154	Х	x	Х				
211	PED 155	Х	х	Χ		Х	X	
212	PED 156	Х	х	Χ.				•
213	PED 159							
214	PED 161							
215	PED 162	• .				, - 10.7 - 10.0		
216	PED 170							
217	PED 171			-				
SAMO,	AN STUDIES	В			and the second s			
218	SAM 101A	Х	x	Χ				
219	SAM 101B	Х	x	Х				
220	SAM 111	X	Х	Х	Х	Х	Х	
221	SAM 151	X	Х	Х	Х			
222	SAM 151L	X	X	X	Х		X	No. No.
223	SAM 152	Χ.	х	Х	Х		Х	
224	SAM 154	X	×	Х	·x	X	x	

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TABLE 3

	Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
225 S	AM 172			y mataniana matania in matania di Combretto di Combretto di Combretto di Combretto di Combretto di Combretto di				
	AM 204	х	x	Х		AND OF THE	x	
	AM 244			4.2	Manage of the Control			The second secon
	AM 251	X	x	Х	Х	Х	×	-8.
229 S	AM 261							
230 S	AM 271				- 7000			
	AM 281			44.77				
232 S	AM 291	•.			- "	out a service of		
SCIENCE	ed Allen and Allen Service and Committee and Committee and Committee and Committee and Committee and Committee		. •	and the state of t		A STATE OF S		
233 A	ST 150	MAATIN I MAA			- Arior	1. J. L. P		11.2.2.0
234 BI	IO 150	x		. X			X	
235 BI	IO 155							
236 _{Bl}	IO 180	X	х	Х			X	
237 _{Bl}	IO 181	х	x	X			X	
238 BI	IO 250	х	x	X			X	
239 _{BI}	IO 251	X	x	X		1 1 1 1 1	X	X 72-3
240 BI	IO 255	x	×	X	Χ,		x	AA FPU
241 C	HM 150	X	×	Х		-1-77007		
242 C	HM 151	X	x	X				
243 C	HM 152	• • •				- The state of the state		111111111111111111111111111111111111111
244 M	ET 150							
245 PI	HSCI 150	X	Х	Х	Х		X	
246 PI	HY 151	X	Х	Х			X	
247 PI	HY 152	X	Х	X			Х	

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TABLE 3

TABLE	Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
SOCIAI	SCIENCE					e Party - Angus (Party		
248	ANT 150	X	X	X			Х	
249	ANT 153	X	Х	Х			х	
250	ANT 154	Х	X.	Х .	manus mad bada 1921 at folia di berte		х	
251	ANT 160	X	Х	Х			×	
252	ANT 210							
253	ANT 220	The second secon						
254	GEO 150	х	Х	Х	Х	X	х	
255	GEO 160	Х	X	Х	Х	X	x	
256	GEO 161	8	,					TOTAL APPROPRIES
257	HIS 150	. X	Χ	Χ			х	
258	HIS 151	Х	Х	Х			х	
259	HIS 160	Х	х	Χ		Χ	Х	
260	HIS 161	Х	Х	Χ			X	
261	HIS 162	х	X	Х		X	Х	
262	HIS 170	X	X	Х			Х .	•
263	HIS 171	.x	х	. X			X	
264	PAD 150	X	·x	· X	Х	Х	X	
265	PAD 160							
266	PHIL 150	X	Х	Х			Х	
267	POL 150	X	Х	Х			Х	
268	POL 151	X	Х	Х		Χ	Х	
269	POL 160	X	X	X			X	The Control of the Co
	POL 170	X	Х	X		197/307	X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T3_Methods of Instruction

TABLE 3

Courses	Lecture	' Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
271 POL 220	X	X	Χ			×	
272 POL 250	X	X	Х			Х	
273 POL 251	Х	X	Х	1-2-4-1	in and the second secon	X	
274 PSY 150	X	Х	Χ			x	
275 PSY 250	X	х	Х			X	
276 REL 150	X	Х _	Х	a color de la colo		X	
277 SOC 150	X	X	X		ded dies	Х	
278 SOC 211	Х	X	Χ	- A# A! - S T ! - 12		Х	of the definition of the second of the secon
279 SOC 250							
TRADES & TECHNOLOGY			,				
280 ABR 111	X	X	Х	, 3 (Χ	Х	
281 ABR 113	X	X	Х		Х	х	And the state of t
282 ABR 123	X	X	Χ		X	х	
283 ABR 124	X	X	X		X	х	V
²⁸⁴ ABR 131	X	x	Х		Х	х	•
285 ABR 132	Х	x	Х		Х	х	
286 ABR 133	X	x	. X		Х	х	
287 ABR 134	Х	x	Х		Χ	x	
288 ABR 136 .	X.	X	X		X	X	1.0411.41.27
289 ABR 137	X	Х	X		Х	X	
290 ABR 138	X	Х	X		X	х	
291 ABR 139	Х	Х	X		Χ .	Х	
292 ABR 140	Х	X	Х		Х	Х	
293 ABR 141	X	X	x		Х	X	

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TABLE 3

	Courses	Lecture	' Group Discussions	Hands-On Activitiės	Guest Speakers	Service Learning	Technology	Other(Specify)
294	ABR 142	X	X	Χ		Х	X	
295	ABR 143	Х	X	Χ		Х	х	
296	ABR 144	X	x	Х		Х	х	
297	ADT 140	. X	X	Х		Х	×	
298	ADT 150	X	x	Х	The Tank Wal	Х	×	:
299	ADT 151		x	Х		X	X	Act Visit is at Property for a day of a
300	ADT 152	X	X	X		X	x	
301	ADT 153	Х	x	Х		Х	х .	
302	ADT 160	Х	x	Х	4.17to 2.7t	X	X	
303	ADT 201	Х	x	X		Х	x	
304	ADT 251	· X	x	Х		Х	x	
305	ADT 260	X	X	· X		Х	x	
306	ADT 280	'X	x	Х	Х	Х	×	
307	AUM 150	Х	X	Х		X	×	
308	AUM 151	Х	X	Х		X	x	
309	AUM 200	Х	x	Χ		Х	x	
310	AUM 201	Х	X	. X		X	x	
311	BPR 200	Х	X	Х		X	X	
312	CET 150	Х	x	Χ		Х	X	
313	CET 151	X	x	Х	•	X	X	
314	CET 160	Х	×	X		Х	X	
315	CET 260	X	x	X		Х	Х	
316	CET 261	X	X	X		Х	X	
317	CET 265	Х	×	Х	1.0	X	×	

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TABLE 3

	Courses	Lecture	[*] Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Spacify)
318	CET 270	X	X	X		X	X	
319	CET 299	X	X	Х	Х	Х	х	
320	CON 150	×	X	Х		X	X	
321	CON 151	х	X	Χ		Χ	Х	
322	CON 220	X	X	X	66-74-11 F- 1-74	Х	x	
323	CON 221	×	X	X		Х	x	
324	ELE 150	X	х	Х		Χ	×	
325	ELE 151	X	X	Х		X	X	
326	ELE 170	X	х	Χ		Χ	x	
327	ELE 190	×	X	X		Χ	×	
328	ELE 201	х	x	X		Х	x	
329	ELE 202	х	х	X	No. 16.4	X	x	TORNO PORTUGA SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN SARAN
330	ELE 203	х	Х	Х		Х	х	
331	ELE 299	×	X	х .	Х	X	X	
332	WLD 150	X	Х	Χ		Х	x	
333	WLD 151	X	×	X		Х	X	
334	WLD 240	Χ	X	. X		Х	х	
335	WLD 241	×	×	X		Х	×	

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	0	T 1 - 1	``` Outomos	Hansan and	Dubaica	Portfolio	Special Projects	Othorn (Smooler)
AGRI	Courses CULTURE & LIFE SC	Tests/Exams IENCE	Quizzes	Homework	Rubrics	POLITORIO	rrojects	Others (Specify)
1	AGE 150	Х		x		rio.	Х	Attendance Participation
2	AGR 100 I		3			X	X	Attendance Participation
3	AGR 100 II	-				Х	Х	Attendance Participation
4	AGR 152		X	Х			X	Participation
5	AGR 197	X		×		1. R. W.	X	Attendance Participation
6	AGR 250	X	X	X		Х	Х	Attendance Participation
7	AGR 297			X			Х	Final Report
8	ANS 150 A	X	X	X				Attendance Participation
9	ANS 150 B	X	•.	Х	Malabara	A400 V.	X	Attendance Participation
10	FAM 250	X	X	X			Х	Attendance Participation
11	FAM 260	X	X	X			X	Attendance Participation
12	NRS 180	X	***	X			Х	Attendance Participation
13	NRS 200	Χ	X	X			X	Attendance
14	NRS 250	X	N. de California	X			Χ	Attendance, Book Review & Ethics Story
15	NUT 150	X		Χ .			A ATOM TO THE TOTAL THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE T	Attendance
BUSI	NESS EDUCATION							
16	ACC 150	X	X	X				Practice Set
17	ACC 151	X	W	X			X	
18	ACC 152	X	X	X	/.=173.		Χ	
19	ACC 210	X	X	X	de t-		Χ	
20	ACC 220	Χ.		X			X	
21	BUS 102	x	Х	X		. X	X	

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	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
22	BUS 103	X	Х	X			Х	
23	BUS 200	Х	X	Х		X	X	
24	BUS 225	X	Х	X			Х	
25	BUS 260	Х	Х	х			Х	
26	ECO 250	X	X	X			X	
27	ECO 251	X	Х	х				
28	MGT 250	Х	Х	X			Х	
29	MKT 200	Х	Х	×			Х	
30	MKT 206	Х	Х	х			Х	Off-island trip/work experience (40hrs)
31	MKT 212	X		Х				
32	OAT 101	X	Х	X	•	X		
33	OAT 204							
34	OAT 220		15					
35	OAT 225							
36	OAT 230							
CRIM	INAL JUSTICE							
37	CJ 150	X	Χ	х				Court Observation
38	CJ 155	X	X	х				
39	CJ 160	X	Х	x			-	
40	CJ 165	X	Х	Х			X	
41	CJ 170	X	X	X			Х	Court Observation
42	CJ 175	X	X	X			X	
43	CJ 180	X	· X	X			Χ	Court Observation

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Academic Program Review T4_Assessment Methods

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	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
44	CJ 185	×	X	Х				
45	CJ 190	X	X	χ .				
46	CJ 195							
47	CJ 200	х	·. X	×		A STATE OF S	Х	
48	CJ 210	Х	X	×	AA FEITHF V		X	Court Observation
49	CJ 215	x	X	X			X	
50	CJ 220	X	X	X			Х	Court Observation
51	CJ 230	X	X	X			Х	Court Observation
52	CJ 240	x	Х	X			X	Court Observation
53	CJ 250	X	X	х	48-48-41-71-7-12-12-1-1-1-1-1-1-1-1-1-1-1-1-1-1		X	Court Observation
COLI	EGE & LIFE PLANN	IING						
54	CLP 80					## ## 17 / 19 ## ## ## 17 / 19 ## ## ## 17 / 19 ## ## ## 17 / 19 ## ## ## 17 / 19 ## ## ## 17 / 19 ## ## ## 17	annes / la diale d'allaceres promis promis (b. d. h. n. n. n. n. n. n. n. n. n. n. n. n. n.	
55	CLP 81							
56	CLP 90	X	. X	X	all and the second seco			
57	CLP 91	х	X	X				
58	CLP 150	X	X	X .	Х	X		Oral Presentations
EDUC	ATION							
59	ECE 141	X						
60	ECE 142	X						
61	ECE 150	. X	No company and the second					A VIII AL AFFIRMA AND AND AND AND AND AND AND AND AND AN
62	ECE 151	X			•			
63	ECE 152	· x					to "Mark Montal Mark Mark Company of the Company of the State of the Company of t	
64	ED 150	X	X	X	APPENDE AND		X	

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	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
65	ED 150P		Х		•		X	
66	ED 157	, X	Х	х			Х	
67	ED 157P	х	544. X				Х	
68	ED 160							
69	ED 160P							
70	ED 215							
71	ED 215P							
72	ED 240	х	Х	Х			Χ	
73	ED 257	X	Х	X			Х	
74	ED 257P	X	Х	X			Х	Field work
75	ED 280	X	X	X	:		Х	
76	ED 285					William W day (APP) and a set of section		
77	ED 285P		•,					
ENG	ISH LANGUAGE INS	TITUTE						
78	ENG 70	X	X	х		Х		
79	ENG 80	X	<u>X</u>	Χ .		х		
80	ENG 90	X	X	X	X	х	Х	
81	ENG 71	X	Χ	· X		X		
82	ENG 81	Х	Χ	X		X	and all the second and all the s	
83	ENG 91	х	X	X	Х	Х	Х	
84	ENG 75	x	X	x		Х		
85	ENG 85	Х	Х	X		Х		
86	ENG 95	X _	Х	x		Х		

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	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
FINE	ARTS						and the second s	
87	ART 150	X	X	x	X	X	Х	
88	ART 151	X	Х	X	X	X	X	
89	ART 160	X	Х	X	Х	X	X	
90	ART 161	. X	X	х	Χ	Х	Х	
91	ART 170	Х	Χ	X	Χ	Х	X	
92	ART 171							
93	ART 175							
94	ART 180	X	Х	X	Х	Х	Х	
95	ART 299	X	Х	X	Χ	X	Χ	
96	DNC 150	X	Χ	x	X	X	Χ	
97	DNC 155	x	Х	X	Χ	X	X	
98	DRA 150	X	Х	X	<u>.</u> X	Х	Х	
99	DRA 151	. X	Х	x	X	Х	X	
100	DRA 170	· . x	Х	x	X	X	Х	
101	DRA 250	X	· · · · X	X	X	X	Х	
102	DRA 251	X	Х	X	X	X	Х	
103	MUS 140		- Herr Ra - Rh		management of the second of th			
104	MUS 145	X 3	X	x	Х	X	Х	
105	MUS 150	X	X	· x	X	Х	Х	
106	MUS 151	X	X	X	X	X	Х	
107	MUS 153	X	X	х	X	Х	Х	
108	MUS 155	X	Х	X	X	x	X	

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	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
109	MUS 156	X	Х	Х	Χ	X	Х	
110	MUS 160	X	Χ	x	Χ	Х	·X	
111	MUS 161	x	X	X	X	X	Х	
112	MUS 162							
113	MUS 165	X	Х	X	Х	х	Х	
114	MUS 170	x	·. X	X	X	X	X	
115	MUS 175	X	Х	X	Х	X	X	
116	MUS 180	X	Х	x .	X	X	Х	
117	MUS 185	X	Х	x	Х	. x	X	
118	MUS 187	X	Х	X	Х	X	Х	
119	MUS 190*	X	X	· x	Х	X	Х	
120	MUS 191							
121	MUS 192*	x	Х	X	X	×	X	
122	MUS 193	X	Х	×	X	. X	Х	
123	MUS 194	4444						
124	MUS 296	X	Х	X	Х	X	Χ .	
125	MUS 299							
126	SPH 153	Х	Χ	Х	X	Х	Χ	
HEAL	TH & HUMAN SER	/ICES	•					
127	ASL 150							
128	HEA 140	Х		X			Х	Attendance/Participation
129	HEA 150	X		Х			Х	Attendance/Participation
130	HEA 151	x	and the state of t	Х	•		Х	Attendance/Participation

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	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
131	HEA 152	х					Х	Attendance/Participation
132	HEA 160							
133	HEA 250						** *** *** *** *** *** *** *** *** ***	
134	HEA 260				Χ		Х	Chapter summaries
135	HEA 299							Attendance / Journal
136	HSV 150	Х	Х				X	Oral presentation
137	HSV 155	. x	Х				747	Oral presentation
138	HSV 160	- X	Х	х	X		X	Survey
139	HSV 165	X	X			X		Oral presentation
140	HSV 200							
141	HSV 220	V. V.				//II	-	
142	HSV 250	X §			- MARIE		X	Journal
143	HSV 280		- Address of the state of the s				And to depute	
144	HSV 299					X	- w	Attendance / Journal
INFO	COMMUNICATION	TECH.	100					
145	ICT 150	x	X	x .			X	
146	ICT 160	X	X	x	14.000		Х	
147	ICT 170	x	X	x			X	
148	ICT 210		• •		a file de file service y		As let Mayor	
149	ICT 230							
150	ICT 235							
151	ICT 236							
152	ICT 250							

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	Courses	Tests/Exams	Quizzes	Uomannade	Rubrics	Dovidalia	Special	Others (Over its)
153	ICT 270	Tests/Exams	Quizzes	Homework	RUDICS	Portfolio	Projects	Others (Specify)
TOTAL PROPERTY.	GUAGE & LITERATU	JRE	*					
	ENG 150	X	·. X	X	X	X	Х	
155	ENG 151	х	X	X	X	X		Term papers
156	ENG 201							0 11 0
157	ENG 250	х	Χ	x	X	X	. 12 1111	
158	ENG 251	x ··	X	. X	X	X		Term papers
159	JOU 155							
160	LIT 270	X	Х	×			TO TO TO THE STATE OF THE STATE	
161	LIT 272						to the state of th	
162	LIT 274						,	
	LIT 276							
MARI	NE SCIENCE							
164	MSC 110							
165	MSC 150							
166	MSC 155							
167	MSC 160		450 kilosoft 1 1/200					
168	MSC 170						T APP A D APP	
169	MSC 197							
170	MSC 200				pompose of the contract of the			
171	MSC 220	*						
172	MSC 270		****				**************************************	
173	MSC 280							

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	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfoli o	Special Projects	Others (Specify)
174	MSC 297	Tests/LAdilis	QUIZZES	TOMEWORK	Munica	- Ortiono	1) 0 0 0 0	0((1913/19090113)
-	EMATICS			N				
175	MAT 80	х	Х	Х	· X	X		
176	MAT 90	· X	Χ	X	Χ			
177	MAT 150	. X	Χ	х		Х	Х	
178	MAT 151	X	X	X	Х			
179	MAT 155	X	Х	X		X		
	MAT 250	X	Χ	X			Х	
	MAT 260	. x	X	X	Х			
182	MAT 280	Х	X	х			Х	X
	MAT 281	х	Х	X			Х	Х
MILIT	ARY SCIENCE (ROT	C)						
184	MSL 101							
	MSL 102							
186	MSL 201							
187	MSL 202		•.					
NUR	ing			-				
188	NUR 80	X	Х	X		X	Х	
189	NUR 150	Х	X	X	Х	X	Χ	X
190	NUR 155	X	Х	X	Χ	Х	Χ	X
191	NUR 180	Х	Х	Х	Х	Х	Χ	Х
192	NUR 190	х	X	X	Х	Х	Χ	Х
193	NUR 200	x	Х	X	Х	Х	Х	X

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TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
194	NUR 203	X	Х	X	Х	X	Х	X
	NUR 204	X	Χ	X	Χ	×	Х	X
	NUR 205	Х	X	X	X	×	X	X
	NUR 206	Χ	Х	X	Χ	X	Х	Х
	NUR 207	Х	Х	х	Χ	Х	Х	X
	NUR 208	Х	Χ	X	Х	X	X	X
	NUR 209	X	X	×	X	X	Х	X
	NUR 210	X	Х	×	Χ	X	X	X
202	NUR 211	X	Х	×	X	X	X	X
203	NUR 212	X	Х	X	X	X		X
	PHM 150	Х	Х	X	Х	×	Х	Х
	PHM 200	X	Х	Х	Х	X	Х	X
2.11 (0.05) (0.05)	ICAL EDUCATION							3/4/5/20
206	PED 150	X		X		X	Х	
	PED 151	Х		X		X	Х	
	PED 152	X		X				
	PED 153	X		X			Burner (Pills (Burner) and Harrison to	
	PED 154	. X	of Art Secretary A	Х				A broad of the second of the s
211	PED 155	Х	14	X		х	Х	
212	PED 156	Χ .	7 - Y	х				
	PED 159							-
	PED 161	9	GAM MATTER CO.		COPPLE NO A TRAVELLE			
215	PED 162		and the second of the second o			AND T		

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	Chiman	Tantallyana	Ouieraa.	Hamauraule	Rubrics	Portfolio	Special Projects	Others (Specify)
216	Courses PED 170	Tests/Exams	Quizzes	Homework	Runnes	Portiono	riojesta	Others (Specify)
217	I ED IIIO	•	· .					
P*****	PED 171 OAN STUDIES		****,		and the same of th		•	
218	SAM 101A	X	X	X	X		X	End Semester Performance
219	SAM 101B	X	X	X			X	renomanos
220	SAM 111	X	×	X	X	X	X	
221	SAM 151	X		X	X	X	X	
222	SAM 151L	X		X	^	X	X	
223	SAM 151L	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	F	X	^ X	X	X	
224		X	X	X	^	X	X	
225	SAM 154 SAM 172							
226		X	. X	X		X	X	
227	SAM 204 SAM 244	^	·^	^			^	
228		X	X		· X	Х	X	Seminar presentation. End
229	SAM 251	1	^	X	^	^	^	Semester
230	SAM 261 SAM 271				· •			
231								
232	SAM 281		. 2.49		·			
SCIE	SAM 291	224						
233		-	м					
234	AST 150		·					
235	BIO 150	X	X	X				
	BIO 155				# e			
236	BIO 180	X	Х	X		X	X	Lab manuals

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	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
237	BIO 181	X ·	X	×		x	Х	Lab manuals
238	BIO 250	X	X	X				
239	BIO 251	X	Х	X				
240	BIO 255	X	Х	X	an mark of constant of		Х	
241	CHM 150	X	Х	×				
242	CHM 151	X	Χ	X	7.			
243	CHM 152							
244	MET 150							
245	PHSCI 150	X	Χ	. X		·x	Х	Lab manuals
	PHY 151	X	Χ	Χ				
247	PHY 152	X	Х	X				
soci	AL SCIENCE							
248	ANT 150	x	Х	x	. X		· .	
249	ANT 153	· · x	X	x	X			Fieldtrip
250	ANT 154	· · x	Х	x	Х			Position papers
251	ANT 160	x	X	X	X			
252	ANT 210						- V. A V V V V V V	
253	ANT 220				* ,			
254	GEO 150	X	X	x	Х		Χ	Survey
255	GEO 160	. X	Χ	х	Х	A solution to the second company of the seco	Х	Survey
256	GEO 161		Annual Phone, A contact on a contact of the contact			STATES STORE WAS ARRESTED OF		
257	HIS 150	X	X	х	X		and the state of t	Research Paper
258	HIS 151	X	Х	×	X		NA. 10 100 a	Research Paper

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TABLE 4

			•				Special	
	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Projects	Others (Specify)
259	HIS 160	X	X	X	Х	11000		Research Paper
260	HIS 161	X	×	X	X			Research Paper
261	HIS 162	X	. X	×	X		A	Research Paper
262	HIS 170	X	Х	X	X			Research Paper
263	HIS 171	X	X	x	X		ALLOWERS, W. P. C.	Research Paper
264	PAD 150	X	Х	X	X	X	Х	Research Paper
265	PAD 160		Ann (M) = / N					
266	PHIL 150	x ··	X	X	X			Research Paper .
267	POL 150	X	X	X	X			Research Paper
268	POL 151	X	Χ	X	Х			Research Paper
269	POL 160	X	X	X	Х			Research Paper
270	POL 170	X	Х	X	Х			Research Paper
271	POL 220	X	X	X	X		• ·	Research Paper
272	POL 250	X	X	х	X			Research Paper
273	POL 251	· X	Х	х	Χ			Research Paper
274	PSY 150	X	Χ	X	X	٠.	X	
275	PSY 250	X	X	X	Χ		Χ	
276	REL 150	X	Х	X	X			Research Paper
277	SOC 150	X	Х	X	Х			Research Paper
278	SOC 211	х	Х	X	X			Research Paper
279	SOC 250	•-				,,,,,		
RAD	ES & TECHNOLOG	Υ .						
280	ABR 111	X	·*X	x	Χ			

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T4_Assessment Methods

			•				Special	
	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	<u>Projects</u>	Others (Specify)
281	ABR 113	X	X	X	X			
282	ABR 123	X	X	Х	Х			
283	ABR 124	х х	Χ	X	X			
284	ABR 131	. X	Х	х	Χ			
285	ABR 132	X	w.X	х	Х			
286	ABR 133	Х	Х	X	Х			
287	ABR 134	X	Х	X	Х			
288	ABR 136	X	X	X	Х		,	
289	ABR 137	X .	· X	Х	Х			-
290	ABR 138	Х	Χ	х	Х			
291	ABR 139	X	Х	X	Х			
292	ABR 140	X	Х	X	Х			
293	ABR 141	X	Х	X	Χ			
294	ABR 142	X	. X	Х	Χ.	,		
295	ABR 143	Х	. X	Х	Х			
	ABR 144	Х	Х	X	Χ			
297	ADT 140	X	Х	X	Χ		Х	
298	ADT 150	X	Х	X	X.			
299	ADT 151	X	Х	Х	X			
300	ADT 152	X	Х	X	Х		***************************************	
301	ADT 153	Х	Х	х	Х			X Field trips
302	ADT 160	X	Х	Х	Х	31-7-56-6	**************************************	
303	ADT 201	X	Х	X	Χ			

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T4_Assessment Methods

			•				Special	
	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Projects	Others (Specify)
304	ADT 251	X	X	X	X			
305	ADT 260	Х	Х	X	X			
306	ADT 280	X	Х	X	Х			
307	AUM 150	Х	Х	X	Х			
308	AUM 151	X	X	X	X			
309	AUM 200	Х	X	X	X			
310	AUM 201	Х	Х	х	Х			
311	BPR 200	Х	Х	x	Х			
312	CET 150	х	X	Х	X	1		
313	CET 151	X	Х	X	Х			
314	CET 160	х	X	X	Х			
315	CET 260	X	Х	X	Χ			
316	CET 261	Х	Х	x	Х			
317	CET 265	X	Х	X	Х			
318	CET 270	X	Х	Х	X			
319	CET 299	• "		X	X		Х	
320	CON 150	X	X	X	Х			X Field trips
321	CON 151	X	X	Х	X			
322	CON 220	X	Х	X	Х			
323	CON 221	X	X	х	Х			
324	ELE 150	X	X	X	Х			
325	ELE 151	X	Х	Х	Х			
326	ELE 170	X	X	X	Х		1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	

** AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T4_Assessment Methods

TABLE 4

			è		Special			
	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Projects	Others (Specify)
327	ELE 190	X	X	X	X			
328	ELE 201	Х	Х	X	X			
329	ELE 202	Х	Х	X	Х			
330	ELE 203	X	Х	X	Х	1.72.0		
331	ELE 299		*	, X	X		X	
332	WLD 150	X	. X	X	X			
333	WLD 151	X	Х	X	X			
334	WLD 240	X	Х	X	X			
335	WLD 241	X	Х	X	Х			

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
AGR	ICULTURE & LIFE S	The state of the s			
1	AGE 150	UH-Hilo			
2	AGR 100 I	UH-Hilo			
3	AGR 100 II	UH-Hilo			
4	AGR 152	UH-Hilo			
5	AGR 197	UH-Hilo			
6	AGR 250	UH-Hilo	•		
7	AGR 297	UH-Hilo			
8	ANS 150 A	UH,-Hilo			
9	ANS 150 B	UH-Hilo			
10	FAM 250	UH-Hilo			
11	FAM 260	UH-Hilo		ASG HSS Division	
12	NRS 180	UH-Ḥilo		ASCC CNR Forestry Div.	
13	NRS 200	UH-Hilo		ASCC CNR Forestry Div.	
14	NRS 250	UH-Hilo		ASCC CNR Forestry Div.	
15	NUT 150	UH-Hilo		ASG Public Hith Diabetic & ASCC CNR Nut. Div.	
BUS	INESS EDUCATION		-		
16	ACC 150	. x	X	X	Upgrade personal skills
17	ACC 151	· X	X	Х	opgisco polocital citilo
18	ACC 152	X	X	X	
19	ACC 210	X	X	X	
20	ACC 220	X	X	X	Upgrade personal skills
21	BUS 102		X	X	Personal Skills

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

Î

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
22	BUS 103		X	Х	Upgrade personal skills
23	BUS 200	X	×	X	Upgrade personal skills
24	BUS 225	X	X	X	
25	BUS 260	X	X	X	700
26	ECO 250	X	Х	X	
27	ECO 251	X	X	X	
28	MGT 250	×	X	X	Running own-based business
29	MKT 200	X	X	X	
30	MKT 206	X	X	. X	
31	MKT 212	X	X	X	
32	OAT 101		Х	· X	Upgrade personal skills
33	OAT 204				
34	OAT 220				
35	OAT 225				
36	OAT 230				
CRIN	NINAL JUSTICE				
37	CJ 150	X			
38	CJ 155	X	• .	X	
39	CJ 160 .	. X		X	
40	CJ 165	X	A	X	
41	CJ 170	· X ·	and a familiar a surface from	X	
42	CJ 175	X		X	
43	CJ 180	X		X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
44	CJ 185	X		Х	
45	CJ 190	X		Х	
46	CJ 195				
47	CJ 200 .	X			
48	CJ 210	·X.		X	
49	CJ 215	X			
50	CJ 220	X		Х	
51	CJ 230	, X		X	
52	CJ 240	. X		X	
53	CJ 250	X		X	
COL	LEGE & LIFE PLAN	INING			
54	CLP 80				
55	CLP 81				
56	CLP 90			X	
57	CLP 91			X	
58	CLP 150			X	
EDU	CATION	rr .	-		
59	ECE 141	χ .		X	COP/ECE
60	ECE 142	x	· .	X	COP / ECE
61	ECE 150	X		X	COP/ECE
62	ECE 151	X		X	COP / ECE
63	ECE 152	X			COP / ECE
64	ED 150	X		X	
65	ED 150P	X		X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
66	ED 157	Χ :		X	
67	ED 157P	X		X	•
68	ED 160				
69	ED 160P				
70	ED 215			X	
71	ED 215P			X	
72	ED 240	· X	X	X	A STATE OF THE STA
73	ED 257	X		X	A SAMULA AND PARTY OF THE PROPERTY OF THE PROP
74	ED 257P	X	and a restorate the restorate the restorate to	X	
75	ED 280	X		X	
76	ED 285			And the last face or command and the last face or command and the last face or former	
77	ED 285P				
ENG	LISH LANGUAGE IN	ISTITUTE			
78	ENG 70	N/A	N/A	N/A	N/A
79	ENG 80	N/A	N/A	N/A	N/A
80	ENG 90	N/A	N/A	N/A	N/A
81	ENG 71	N/A	N/A	N/A	N/A
82	ENG 81	N/A	N/A	N/A	N/A
83	ENG 91	N/A	N/A .	N/A	N/A
84	ENG 75	N/A	N/A	N/A	N/A
85	ENG 85	N/A	N/A	N/A	N/A
86	ENG 95	N/A·	N/A	N/A	N/A
FINE	ARTS	,	A-10 (10 m)		
87	ART 150	X	X	X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
88	ART 151	Х	Χ .	X	
89	ART 160	х	X	X	
90	ART 161	х	X	X	
91	ART 170	Ž ⁿ	Х	X	
92	ART 171				
93	ART 175		q		
94	ART 180	⋄ X	Χ	X	
95	ART 299	X	Х	Х	
96	DNC 150	X		X	
97	DNC 155	x		Х	
98	DRA 150	х		X	
99	DRA 151	х		X	
100	DRA 170	. · x		X	
	DRA 250	· x		X	
102	DRA 251	X		X	
103	MUS 140				
	MUS 145	Х		X	
	MUS 150	Х		X	
	MUS 151	X	••	X	
	MUS 153	Х		X	
	MUS 155	X		X	
	MUS 156	Х		X	
	MUS 160	X		X	
	MUS 161	X		X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
112	MUS 162				
	MUS 165	X		X	
	MUS 170	X		X	
115	MUS 175	Х		X	
	MUS 180	X		X	
	MUS 185	Х		X	
	MUS 187	X	•	X	
	MUS 190*	X		X	and so that of the a balance of the angle of
120	MUS 191				
	MUS 192*	X		X	
122	MUS 193	X		х .	
	MUS 194		,,		
	MUS 296	X		X	
125	MUS 299				
	SPH 153	X		X	
HEA	LTH & HUMAN SER	VICES			
127	ASL 150	·			
	HEA 140			X	
	HEA 150	X	٠,		
	HEA 151	X	X	X	
	HEA 152	Х		X	
	HEA 160				
	HEA 250				
	HEA 260	X		X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Carrotta		/ocational / Technical	Dundannia uni Davida una	045 (015-)
	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
135	HEA 299	X		X	
136	HSV 150	X			
137	HSV 155	X		X	
138	HSV 160	X		X	
139	HSV 165	χ'		X	
	HSV 200				
	HSV 220				
142	HSV 250	X		Х	
	HSV 280				
144	HSV 299	- X		X	
INFO	. COMMUNICATION	TECH.			
145	ICT 150	X	X	Х	
	ICT 160	x			
	ICT 170	x		x	
	ICT 210				
	ICT 230				
	ICT 235				
	ICT 236				
	ICT 250		٠.		
	ICT 270				
LANG	GUAGE & LITERATU	IRE			
154	ENG 150	X		X	
	ENG 151	Х		X	
	ENG 201	Х			

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Vocational / Technica Institutions	Professional Development	Others (Specify)
157	ENG 250	X		X	:
158	ENG 251	Х		X	
159	JOU 155	X	,		
160	LIT 270	X			
161	LIT 272	X			-
	LIT 274	X			
	LIT 276	X			
MAR	INE SCIENCE		•		
164	MSC 110				
165					
166	MSC 155				
167	MSC 160				
168	MSC 170				
	MSC 197	•			
	MSC 200				
171	MSC 220			1000	
172	MSC 270		* 4504 4 50		
173	MSC 280				
174	MSC 297				
MAT	HEMATICS				
175	MAT 80			X	Upgrade personal skill
176	MAT 90			. X	Pre-req. for any Math 150 and up
177	MAT 150	X		X	Need for Cohort degree
178	MAT 151			Х	Pre-req. for Math 250

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
179	MAT 155	, X ,	X	X	Required for AS Deg.
180	MAT 250	X		Χ	Required for AA Deg.
181	MAT 260	Х		X	Required in Bus Maj
182	MAT 280	X			
183	MAT 281	X.			
MILI	TARY SCIENCE (RO	TC)			
184	MSL 101				
185	MSL 102				
	MSL 201		***************************************		
187	MSL 202				
NUR	SING				
188	NUR 80			X	Employment
189	NUR 150		X		LPN license - employment
190	NUR 155		Х		LPN license - employment
191	NUR 180		X		LPN license - employment
192	NUR 190		X		LPN license - employment
193	NUR 200	Х			RN License
194	NUR 203	X			Employment & BSN degree
195	NUR 204	X			Employment & BSN degree
196	NUR 205	X			Employment & BSN degree
197	NUR 206	X	4/745		Employment & BSN degree
198	NUR 207	X.			Employment & BSN degree
199	NUR 208	Х	W = 1.4		Employment & BSN degree
200	NUR 209	X			Employment & BSN degree

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	•	·.	Vocational / Technical		
	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
201	NUR 210	X ·			Employment & BSN degree
202	NUR 211	Х			Employment & BSN degree
203	NUR 212			RN & PN Review	Employment & BSN degree
204	PHM 150	•	X		Employment & BSN degree
205	PHM 200	X:			Employment & BSN degree
	SICAL EDUCATION				
206	PED 150	X	Tradition 1 and an on		
207	PED 151	X	The state of the s	,	
208	PED 152	X			
	PED 153	. X :			
	PED 154	. X			
	PED 155	Х			
212	PED 156	X			
	PED 159				
	PED 161				
	PED 162				
	PED 170				
	PED 171				
SAM	OAN STUDIES		••		
218	SAM 101A			X	
219	SAM 101B			X	
220	SAM 111			X	
221	SAM 151	X	A. F. V. 11.50	X	Add Add Add Add Add Add Add Add Add Add
222	SAM 151L	Х		X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
223	SAM 152	х		X	
224	SAM 154	X		X	
	SAM 172	Х	A Command of Property of the	X	
226	SAM 204	X	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	X	
	SAM 244	Х		Х	
228	SAM 251	X		X	
	SAM 261	X		Х	
	SAM 271	Х	X	X	
	SAM 281	X	X	X	
	SAM 291	X	χ .	Х	
	NCE				
233	AST 150	X			
234	BIO 150	X			
	BIO 155	X			
	BIO 180	Х			
	BIO 181	X			
	BIO 250	X			
	BIO 251	X			
	BIO 255	X	٠.		
	CHM 150	X			
	CHM 151	X			
	CHM 152	X			
	MET 150	`. X			
	PHSCI 150	X			_

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
246	PHY 151	· X	mossasiona	Tronscording Borons	
	PHY 152	X			
A STATE OF THE STA	IAL SCIENCE	^		,	San File San
	ANT 150	X	X	a i h Wo i	
	ANT 153	Control of the Contro			
		X	X		r.e.w
	ANT 154	Х	X		
	ANT 160	X	X		
	ANT 210			Address on the state of the sta	12.572,07
253	ANT 220			and the state of t	
254	GEO 150	Х	X		
	GEO 160	Х	X		
	GEO 161				
	HIS 150	Х	X		
258	HIS 151	X	X		
259	HIS 160	X	X		
260	HIS 161	Х	X	makes and the second control of the	
261	HIS 162	Х	X		
	HIS 170	х	χ .		
	HIS 171	Х	· X		
	PAD 150	X	X		
	PAD 160				
	PHIL 150	Х	X		and the second s
	POL 150	X	X		derit al-materials and materials are a second and a second a second and a second and a second and a second and a second and a second and a second and a second and a second and a second an
268	POL 151	X	X		,,,

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
269	POL 160	X	X		
	POL 170	X	X		
	POL 220	X	X		
	POL 250	X	X	·	
273	POL 251	X	X		
	PSY 150	, X	X		
275	PSY 250	X	X		
	REL 150	X	X		
	SOC 150	Х	X		
278	SOC 211	X	X		
	SOC 250				
TRA	DES & TECHNOLOG	Υ			
280	ABR 111	٠.		X	
	ABR 113		and the second section of the section of the second section of the section of the second section of the section of th	X	
282	ABR 123		di Ant W/ 1 Fr	X	
	ABR 124		2000.20	X	
	ABR 131			X	
	ABR 132	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		X	
	ABR 133			X	
	ABR 134			X	
288	ABR 136			X	
289	ABR 137			X	
	ABR 138			X	
	ABR 139			Х	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	Institutions	Professional Development	Others (Specify)
292	ABR 140			X	
	ABR 141			X	
	ABR 142			X	
	ABR 143			X	
	ABR 144			X	
	ADT 140			X	
	ADT 150			X	
	ADT 151	·		X	
	ADT 152			X	
	ADT 153			X	
	ADT 160	·		X	
	ADT 201			Х	
	ADT 251-			X	
	ADT 260			X	
306	ADT 280	is.,		X	
307	AUM 150			X	
	AUM 151			X	1200
	AUM 200	•	A A A A A A A A A A A A A A A A A A A	X	
310	AUM 201	·. ·		X	
	BPR 200			X	
	CET 150			X	
	CET 151	,		X	
	CET 160			X	
	CET 260			X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T5_Articulation

TABLE 5

	Courses	Colleges /Universities	ocational / Technical Institutions	Professional Development	Others (Specify)
316 C	DET 261			X	<u> </u>
	DET 265			X	
	ET 270			X	
319 C	CET 299	and the state of t	Mark Ann West	X	
	CON 150			X	
321 C	CON 151	*.		X	
322 C	ON 220			X	
	ON 221	Name of the Control o		X	
	LE 150		at an appropriate to	X	
325 E	LE 151			X .	
326 E	LE 170			X	
327 E	LE 190			X	
328 E	LE 201		€.	X	
329 E	ELE 202			X	4
330 E	ELE 203			X	
331 E	LE 299		Address of the second	X	
	VLD 150		- dan eve-	X	,
	VLD 151	added to the contract of the c	. John har gapter recommend	X	
334 _W	VLD 240		· •	Χ .	
335 W	VLD 241	·		X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T6_Academic Focus

IAB	Courses	Program Core	General Education	Elective	Remedial
AGR	ICULTURE & LIFE SCIENCI	NAMES AND POST OF THE PARTY OF	THE COMPANY OF THE PROPERTY OF		AND THE REAL PROPERTY OF THE PROPERTY OF THE PROPERTY PROPERTY FOR THE PROPERTY PROPERTY FOR THE PROPERTY PROPERTY FOR THE PR
1	AGE 150	X	2 m/ A/ /FW	A STATE OF THE STA	
2	AGR 100 I	X			
3	AGR 100 II	Х			
4	AGR 152	· X			
5	AGR 197	X			
6	AGR 250	X			
7	AGR 297	X			
8	ANS 150 A	х	Life Science option 2 cr.		
9	ANS 150 B	<i>s</i> X	Life Science option 2 cr.	a 4 credit course	
10	FAM 250	X			
11	FAM 260	X			
12	NRS 180	X			·
13	NRS 200	. X			
14	NRS 250	X			
Constitution of the last	NUT 150	. · · · X			
GARAGE MARKET	INESS EDUCATION	And department transfer	and the board of the State of t		
16	ACC 150	X	- / ab		
17	ACC 151	X	٠.		
18	ACC 152	X			
19	ACC 210	X			
20	ACC 220	X			
21	BUS 102	X	1 Val PT 1	N 1	
22	BUS 103	X	11000		

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T6_Academic Focus

IAB	LE 6 Courses	Program Core	General Education	Elective	Remedial
23	BUS 200	X			The state of the s
24	BUS 225	X			
25	BUS 260	Х			
26	ECO 250	X			
27	ECO 251	X			
28	MGT 250	Х			
29	MKT 200	X			
30	MKT 206	Х			
31	MKT 212	Х			
32	OAT 101			X	Х
33	OAT 204				
34	OAT 220				
35	OAT 225	·			
36	OAT 230				
CRIN	NINAL JUSTICE				
37	CJ 150	Х	•	Χ	
38	CJ 155 .	X		X	
39	CJ 160	X		Х	The state of the s
40	CJ 165	X		Χ	
41	CJ 170	X		X	
42	CJ 175	X		X	
43	CJ 180	, X		X	
44	CJ 185	X		X	
45	CJ 190	X		Χ	Frank Co. Co.

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T6_Academic Focus

 •	F3		_	
73	В		-	6
_		i de	-	- 1

TABI	Courses	Program Core	General Education	Elective	Remedial
46	CJ 195				
47	CJ 200	Х		X	
48	CJ 210	e X		X	
49	CJ 215	· X		X	And the state of t
50	CJ 220	X	Por No. 1 Amount 1, or 1 pro-	Х	
51	CJ 230	X		X	
52	CJ 240	X	·	X	
	CJ 250	X		X	
and the street of the	EGE & LIFE PLANNING				
54	CLP 80	٠,			
	CLP 81		1		
	CLP 90		Value 100 100 100 100 100 100 100 100 100 10	X	X
57	CLP 91		Sul-Table	· X	Х
58	CLP 150			X	
EDU	CATION				
59	ECE 141			X	
	ECE 142			X	AND AND THE PROPERTY OF THE THE STATE OF THE PROPERTY AND ADDRESS OF THE PROPERTY ADDRESS OF THE PROPERTY AND ADDRESS OF THE PROPERTY AND ADDRESS OF THE PROPERTY ADDRESS OF THE PROPERTY AND ADDRESS OF THE PROPERTY ADDRESS OF T
61	ECE 150			X	
62	ECE 151			X	
63	ECE 152	u Andrews		X	
64	ED 150	X		X	
65	ED 150P	X		X	
66	ED 157	X		X	
67	ED 157P	X	100 mM/ - 17a MP Note F	X	Marine Town 12 , Merchanism Print Wall Marin and Marine Marin and Marine

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AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T6_Academic Focus

IAB	Courses	Program Core	General Education	Elective	Remedial
68	ED 160			X	
69	ED 160P		,	X	
70	ED 215	X			
71	ED 215P	Х			
72	ED 240	· X			
	ED 257	Х			
74	ED 257P	X			
	ED 280	X		X	
76	ED 285		•	Χ	
77	ED 285P		ļ	Χ	
ENG	LISH LANGUAGE INSTITU	ЛЕ			
78	ENG 70	·			X
	ENG 80				X
80	ENG 90				Х
81	ENG 71				Х
82	ENG 81				X
83	ENG 91		-		X
84	ENG 75				X
85	ENG 85	The state of the s			X
86	ENG 95				X
E-march and a second	ARTS				
87	ART 150	_ X	X	X	
88	ART 151	X	x	X	
	ART 160	x	x	X	1 Jan Danish and Andrew Street

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T6_Academic Focus

TABLE 6

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IAD	LE 6 Courses	Program Core	General Education	Elective	Remedial
90	ART 161	Х	X	Χ	1
91	ART 170		X		1
92	ART 171				t t t t t t t t t t t t t t t t t t t
93	ART 175				1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
94	ART 180	X	X	Χ	
95	ART 299	Х	X	Χ	
96	DNC 150	Х	X	Χ	
97	DNC 155	Х	X	Χ	1 1 1 4
98	DRA 150	Х	Х	Χ	1 1 1 1
99	DRA 151	Х	X	X	t t t
100	DRA 170	X	Х	Х	! ! !
101	DRA 250	Х	Х	Χ	
102	DRA 251	Х	Χ	Х	
103	MUS 140				1 1 1
	MUS 145	Х	χ	X	1 1 1 1
105	MUS 150	X	X	X	
106	MUS 151	Х	X	X	
107	MUS 153	Х) x	X	
108	MUS 155	Х	X	X	
	MUS 156	Х	·X	X	
	MUS 160	Х	X	Χ	
111	MUS 161	X	X	X	
	MUS 162	A-1			
	MUS 165	Х	Х	X	

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AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T6_Academic Focus

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TΑ	Tree!			6
- 1		L.	_	u

TAB	LE 6 Courses	Program Core	General Education	Elective	Remedial
114	MUS 170	Χ	X	X	t !
	MUS 175	Χ	Х	Х	
	MUS 180	Х	χ	X	
	MUS 185	Х	X	X	
	MUS 187	X	X	X	1
119	MUS 190*	X	X	X	
120	MUS 191	****			
121	MUS 192*	X	X	X	
122	MUS 193	X	X	X	
123	MUS 194				
124	MUS 296	X	X	X	
125	MUS 299				
1117-1117-1117-1117	SPH 153	X	X	Χ	
Company of the Compan	LTH & HUMAN SERVICES		dament and a second a second and a second and a second and a second and a second and a second and a second and a second and a second and a second an		- Cartagory
	ASL 150	•.			
128	HEA 140	X		AFFOR	
129	HEA 150	X		X	
130	HEA 151	X		X	
131	HEA 152	X		X	Addings for
	HEA 160				
	HEA 250	ality v · A · · · · A · · · · · · · · · · · ·			
	HEA 260			Χ	
	HEA 299	X			
136	HSV 150	X	1,77	X	

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Academic Program Review T6_Academic Focus

	Broaram Coro	Ganaral Education	Elective	Remedial
		General Education		Remediat
		100		
	464	·		
	X		X	
				1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
HSV 250	X		X	
HSV 280				·
	X		•	
the second secon			-174	
ICT 150	X	X		
ICT 160	X			
	X			
		•		
•	****			
ICT 236			74.0	
		,		
ENG 150	X	X		
	Х	X	4-50A N.W.	
			X	
	X	X		
ENG 251	. X	x	-	
	Courses HSV 155 HSV 160 HSV 165 HSV 200 HSV 220 HSV 250 HSV 299 COMMUNICATION TECH ICT 150 ICT 160 ICT 170 ICT 210 ICT 235 ICT 236 ICT 236 ICT 270 GUAGE & LITERATURE ENG 150 ENG 251	Courses Program Core	Courses	Courses

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	Courses	Program Core	General Education	Elective	Remedial
159	JOU 155			Х	
160	LIT 270		Х		
161	LIT 272		X		
162	LIT 274			X	
163	LIT 276			X	
MAR	INE SCIENCE				
164	MSC 110	•	,		
165	MSC 150				
	MSC 155				
	MSC 160				
	MSC 170				
	MSC 197				
170	MSC 200				
	MSC 220				
	MSC 270				
173	MSC 280				
174	MSC 297		·		
CONTRACTOR OF THE PARTY OF THE	HEMATICS			•	
175	MAT 80		X		Х
176	MAT 90		Х		Х
	MAT 150	X	X	X	
	MAT 151		X	×	
	MAT 155	X	X	X	
	MAT 250	x	х	X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T6_Academic Focus

IAB	LE 6 Courses	Program Core	General Education	Elective	Remedial
181	MAT 260	Х	X	X	
	MAT 280			X	
	MAT 281			X .	
ACCOUNTS OF THE PARTY OF	TARY SCIENCE (ROTC)				
184	MSL 101 ·				- Andrews - Company
	MSL 102	4.00/Main			Section 100 miles for the contract of the cont
186	MSL 201	140.		ALABAM VIN VIN V	A A A A A A A A A A A A A A A A A A A
187	MSL 202		Add 177 077 078	/A***	and an individual An orange in
CONTRACTOR OF THE PARTY OF THE	SING	the control of the first of the			· m.+-pc-4
188	NUR 80	% X	Auto 18 to 27 to 70 to 18 to 18	and a short No. of a product of the state of	X
	NUR 150	<u> </u>		9	
190	NUR 155	X	and of A han a physic pro-		
191	NUR 180	X		A A A A A A A A A A A A A A A A A A A	MAINT ANNA THE R
192	NUR 190	X sout that transfer			
193	NUR 200	X	And the state of t		
194	NUR 203	. X			Alexander of the second
195	NUR 204	. х	-	v	
196	NUR 205	X			
197	NUR 206	X	The state of the s		
	NUR 207	X			and the state of t
	NUR 208	X			
200	NUR 209	X	No. of Marine		
	NUR 210	Х			
202	NUR 211	X			

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Academic Program Review T6_Academic Focus

TAB	LE 6 Courses	Program Core	General Education	Elective	Remedial
203	NUR 212	- Marian		Х	
	PHM 150	X	·		
	PHM 200	X			
	SICAL EDUCATION				
206	PED 150		X	Х	
	PED 151		X	X	
	PED 152		X	X	
	PED 153	-	X	X	
	PED 154		X	X	
	PED 155		X	X	
	PED 156		X	X	
	PED 159				
	PED 161 .				,
215	PED 162				
216	PED 170				
217	PED 171		·		
SAM	OAN STUDIES				
218	SAM 101A		X		X
	SAM 101B		χ	X	X
	SAM 111	Х	X	X	X
	SAM 151	X X	X	X	
222	SAM 151L	X	X	X	
223	SAM 152			X	
224	SAM 154	X	X	X	

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Academic Program Review T6_Academic Focus

IAD	Coürses	Program Core	General Education	Elective	Remedial
225	SAM 172			X	
	SAM 204	X	X	X	
	SAM 244			X	
228	SAM 251	x		· X	
229	SAM 261	x x		Х	
230	SAM 271			X	
	SAM 281			X	
232	SAM 291			X	
SCIE	NCE				
233	AST 150	X	X	X	
234	BIO 150	x	X	X	
235	BIO 155	· x			
236	BIO 180	X	X	X	
237	BIO 181	X	X		
238	BIO 250	X		Х	
239	BIO 251	X			
240	BIO 255	x		X	
241	CHM 150	X	X	Х	
	CHM 151	X	X	X	
243	CHM 152	X			
	MET 150	X	X	X	
245	PHSCI 150	X	X	X	
	PHY 151	X	X	X	
247	PHY 152	X	X	X	

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Academic Program Review T6_Academic Focus

TABLE 6

1 WEST	Courses	Program Core	General Education	Elective	Remedial
soci	IAL SCIENCE				
248	ANT 150	X	X	X	
	ANT 153	X	X	X	
1	ANT 154	X	X	X	
251	ANT 160	. X	X	X	
- 1	ANT 210				
253	ANT 220			·	
	GEO 150	X	X	X	
255	GEO 160	X	X	Χ	
	GEO 161 ·				
257	HIS 150	_	X	X	
258	HIS 151	X	X	X	
259	HIS 160	Х	X	X	
260	HIS 161	X	X	Χ	
261	HIS 162	\ X	X	X	
262	HIS 170	X	X	Х	
263	HIS 171	X	χ .	Х	
264	PAD 150	X	X	X	
265	PAD 160				
266	PHIL 150	Х	X	X	
267	POL 150	X	X	X	
268	POL 151	· x	X	Х	
269	POL 160	X	X	Χ	
270	POL 170	X	X	Х	

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Academic Program Review T6_Academic Focus

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TAB		.	O and and Fide and an	121 - 41	Description
071	Courses	Program Core	General Education	Elective	Remedial
	POL 220	X	X	X	
	POL 250	X	X	X	
273	POL 251	X	X	X	
274	PSY 150	X	X	X	
275	PSY 250	X	X	X	
	REL 150	X	X	Χ	
277	SOC 150	X	X	Х	
	SOC 211	X	X	X	
	SOC 250				
TRA	DES & TECHNOLOGY				
280	ABR 111	Х .			
281	ABR 113	Х			
282	ABR 123	Х			
283	ABR 124	Х			
284	ABR 131	Х			
285	ABR 132	Х		·	
	ABR 133	X			
	ABR 134	Х			
	ABR 136	Х			
	ABR 137	Х			
	ABR 138	Х			
	ABR 139	Х	,		
	ABR 140 .	Х			
293	ABR 141	X			

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IAB	Courses	Program Core	General Education	Elective	Remedial
294	ABR 142	X			
	ABR 143	X			
	ABR 144	X			
	ADT 140	X			
298	ADT 150	X			
299	ADT 151	X	,		
300	ADT 152	<u> </u>			
301	ADT 153	<i>e</i> X			
302	ADT 160	X			
	ADT 201	X			7
	ADT 251	X			
	ADT 260	X			
	ADT 280	X	- 17/2 TALL FR. P		
	AUM 150	X	THE THE THE THE THE THE THE THE THE THE	The state of the s	Prome a supera communicación de la communicaci
	AUM 151	· X	and the second s	Anguage and the product of the control of the contr	T PARAMANANANANANANANANANANANANANANANANANAN
	AUM 200	X	•	1000000	
	AUM 201	X			1 300 PM 10 10
	BPR 200	X			
	CET 150	X		* ************************************	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	CET 151	X		And the state of t	
	CET 160	X		es a sum an company proper and a sum of the	
	CET 260	X			
	CET 261	X			77.77
317	CET 265	X			

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AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T6_Academic Focus

1407	Courses	Program Core	General Education	Elective	Remedial
318	CET 270	X			
	CET 299	X			
320	CON 150	X			
321	CON 151	X		T. 344 W	
322	CON 220	. X			
323	CON 221	X			
	ELE 150	X			
325	ELE 151	X		14.3	
326	ELE 170	X			
327	ELE 190	X			
328	ELE 201	X			
329	ELE 202	X			
330	ELE 203		·		
331	ELE 299	*** X			
332 \	WLD 150	X			
333 /	WLD 151	X			
	WLD 240	v X			
335	WLD 241	X			

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AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T7_Enrollment

TABLE 7

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Special Er	itrance Rec	uirement
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	Courses	Onen Envallment	Special Entrance Requiremen	
AGE	ICULTURE & LIFE SCIENCE	Open Enrollment	(Pre-requesites)	Remedial Math / Remedial English
Charles and		, , , , , , , , , , , , , , , , , , , ,		
1	AGE 150	FFF-16 to a few and the second of the second	X	ENG 80
2	AGR 100 I	. X	, , , , , , , , , , , , , , , , , , ,	
3	AGR 100 II	. X		
4	AGR 152		X	ENG 70
5	AGR 197	- Company of the Annual Company	X	
6	AGR 250		X	
7	AGR 297		X	
8	ANS 150 A	,	X	ENG 70
9	ANS 150 B		Х	
10	FAM 250		Х	
11	FAM 260 .		X	
12	NRS 180		X	
13	NRS 200	Week of a control of the control of	X	ENG 90
14	NRS 250		X	
15	NUT 150		X	ENG 90
BUS	NESS EDUCATION		•	
16	ACC 150		X	
	ACC 151		, X	
18	ACC 152		X	
19	ACC 210		X	
20	ACC 220	THE STY WANTS AND A	. X	
21	BUS 102.		X	
22	BUS 103 ·		X	

AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review T7_Enrollment

Special	Entrance	Ren	uirement
1411	Latter Cities Co.	100	

		•	Special Entrance Requirement	
	Courses	Open Enrollment	(Pre-requesites)	Remedial Math / Remedial English
23	BUS 200		Х	
24	BUS 225		X	
25	BUS 260		X	
26	ECO 250		X	
27	ECO 251		X	
28	MGT 250		X	
29	MKT 200		X	
30	MKT 206 .		X	
31	MKT 212 .		X	
32	OAT 101	*** X		
33	OAT 204			
34	OAT 220			
35	OAT 225			
36	OAT 230	a particular distribution in the construction of the construction		
CRIM	NINAL JUSTICE			
37	CJ 150		Х	
38	CJ 155		Χ .	
39	CJ 160	7.00	Х	
40	CJ 165		X	
41	CJ 170	, :	X	
42	CJ 175		X	
43	CJ 180		X	
44	CJ 185		X	
45	CJ 190		X	

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Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	nt Remedial Math / Remedial English
46 CJ 195			
47 CJ 200		X	
48 CJ 210	•	X	
⁴⁹ CJ 215		X	
50 CJ 220	,	X	
51 CJ 230		. Х	
52 _{CJ 240}		Х	
53 CJ 250		X	
COLLEGE & LIFE PLANNING			
54 CLP 80			
55 CLP 81			
56 CLP 90	Х		
57 CLP 91	X		
58 CLP 150		X	
EDUCATION			
59 ECE 141		X	
60 ECE 142		X	
61 ECE 150	·	Х	
62 ECE 151		Х	·
63 ECE 152		. X	
64 ED 150		. Х	
65 ED 150P		X	
66 ED 157		X	
67 ED 157P		X	

AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review T7_Enrollment

Course	S Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
68 ED 160		X	3
69 ED 160P		X	
70 ED 215		X	
71 ED 215P	4	X	
72 ED 240		X	
73 ED 257		X	
74 ED 257P		X	
75 ED 280		X	
76 ED 285		X	
77 ED 285P		X	
ENGLISH LANGUAGE	INSTITUTE	·	
78 ENG 70		. X	Х
⁷⁹ ENG 80		X	X
80 ENG 90	. :	x	X
81 ENG 71	•.	X	X
82 ENG 81		X	X
83 ENG 91	· ·	X	X
84 ENG 75		X	X
85 ENG 85		X	X
86 ENG 95		X	X
FINE ARTS			
87 ART 150		X	X
88 ART 151		×	. X
89 ART 160		X	

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AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review T7_Enrollment

Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	t Remedial Math / Remedial English
		X	X
91 ART 170		Χ	
92 ART 171			
93 ART 175			
94 ART 180		X	
95 ART 299		X	
96 DNC 150	X	X	X
97 DNC 155	X	X	X
98 DRA 150		X	×
⁹⁹ DRA 151		X	
100 DRA 170		X	
101 DRA 250		X	
102 DRA 251		X	
103 MUS 140			
104 MUS 145	X	X	
105 MUS 150		X	
106 MUS 151		X	
107 MUS 153		X	X
108 MUS 155		X	×
109 MUS 156	8	<u>X</u>	X
110 MUS 160		X	X
111 MUS 161		X	X
112 MUS 162			
113 MUS 165		X	X

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T7_Enrollment

TABLE 7

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1115	in tea 1	•	Special Entrance Requiremen	- ነ τ
	Courses	Open Enrollment	(Pre-requesites)	Remedial Math / Remedial English
114	MUS 170	X	X	X
115	MUS 175	X	Χ	
116	MUS 180	χ	χ	
117	MUS 185	. · · X	Χ	
118	MUS 187	· X	Χ	×
	MUS 190*	Х	Х	
120	MUS 191			
	MUS 192*	Χ	Χ	
	MUS 193	Χ	X	
	MUS 194			
	MUS 296		Χ	
125	MUS 299			
126	SPH 153		X	X
HEA	LTH & HUMAN SERVICES			
127	ASL 150	10.00		
	HEA 140	X	X	
	HEA 150	Х	X	
130	HEA 151	X	X	
	HEA 152	Χ	X	
	HEA 160			
	HEA 250	The state of the s		
	HEA 260	Х	X	
	HEA 299		X	
	HSV 150	Χ	X	

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Academic Program Review T7_Enrollment

	Causaa	Onen Envallment	Special Entrance Requirement	Plane dial Mach / Pama dial Carliah
137	Courses HSV 155	Open Enrollment X	(Pre-requesites)	Remedial Math / Remedial English
	HSV 160	X	X	
	HSV 165	X	X	
	HSV 200			
	HSV 220			
	HSV 250	X	X	
	HSV 280			
	HSV 299		Х.	
	. COMMUNICATION TECH	•		
145	ICT 150	X		
	ICT 160	6	X	X
	ICT 170	•	Х	X
148	ICT 210			
149	ICT 230			
150	ICT 235			
	ICT 236			
152	ICT 250	:		
153	ICT 270	· .		
-	GUAGE & LITERATURE			
	ENG 150	7.79-Pankelina	X	
	ENG 151		X	- There as Marie La
	ENG 201	William Manager	X	
	ENG 250		X	
158	ENG 251		X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T7_Enrollment

** ,		•	Special Entrance Requirement	
	Courses	Open Enrollment	(Pre-requesites)	Remedial Math / Remedial English
	JOU 155		X	
.,	LIT 270		X	
	LIT 272		X	
162	LIT 274		X	
163	LIT 276		X	
MAR	INE SCIENCE			
164	MSC 110	do.		
165	MSC 150			
	MSC 155		4.00	
167	MSC 160		AV 188	
168	MSC 170			
169	MSC 197			
170	MSC 200			
171	MSC 220			
172	MSC 270			
	MSC 280			
	MSC 297			
MAT	HEMATICS	٠.		
175	MAT 80	X	**	X
	MAT 90		X	X
	MAT 150		X	
178	MAT 151		X	
	MAT 155		X	
	MAT 250	44.00	X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T7_Enrollment

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	Courses	Open Enrollment	Special Entrance Requiremen (Pre-requesites)	nt Remedial Math / Remedial English
181	MAT 260		X	
	MAT 280	•	X	
183	MAT 281		X	
MILI	TARY SCIENCE (ROTC)			
184	MSL 101		Had to do have py	
185	MSL 102		11 - 14 - 14 - 14 - 14 - 14 - 14 - 14 -	
186	MSL 201			
187	MSL 202		to see the second secon	
A MILETONIA	SING		a distribution of the self-state of the self-sta	
188	NUR 80		X	X
189	NUR 150		X	
190	NUR 155		X	
191	NUR 180		X	
192	NUR 190		X	
193	NUR 200	y mandama and angular period y	X	
194	NUR 203	and which the desired	X	
195	NUR 204		X	
196	NUR 205		X	
197	NUR 206		X	
198	NUR 207	. The state of the	X	
199	NUR 208 ·	Wadate Africa VI F	X	
	NUR 209	THAN A MAN A FA TON TO THE STATE OF THE STAT	· X	
201	NUR 210	· • • • • • • • • • • • • • • • • • • •	X	
202	NUR 211	see all day & Northead Property To and all the Control of the Cont	X	

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review T7_Enrollment

,,,,,,,,,	in Sud 1	•	Special Entrance Requirement	•
	Courses	Open Enrollment	(Pre-requesites)	Remedial Math / Remedial English
	NUR 212		X	
204	PHM 150	\$	Χ	
205	PHM 200		Х	
	SICAL EDUCATION			
206	PED 150	X	Χ	X
	PED 151	Х	X	x
	PED 152	Х		X
	PED 153	. : X		×
210	PED 154	Х	· X	×
211	PED 155	Х	X	Х
212	PED 156	Χ	X	X
213	PED 159			
214	PED 161			
215	PED 162			
	PED 170			
	PED 171		,	
	OAN STUDIES			
218	SAM 101A		X	
	SAM 101B		Χ	
	SAM 111	Х	X	X
	SAM 151		X	
222	SAM 151L		X	
	SAM 152	Х		
	SAM 154	X		

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Academic Program Review T7_Enrollment

Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	nt Remedial Math / Remedial English
225 SAM 172	X		
226 SAM 204		X	
227 SAM 244		Χ	
228 SAM 251		X	
229 SAM 261		X	
230 SAM 271		X	
231 SAM 281		X .	•
232 SAM 291		X	
SCIENCE			
233 AST 150 .	X	X	
234 BIO 150	, X	Х	
235 BIO 155	X	X	
236 BIO 180	X	X	
237 BIO 181	X	X	
238 _{BIO 250}	X	X	
239 _{BIO 251}	X	X	
240 BIO 255	X	X	
241 CHM 150	X	X	
²⁴² CHM 151	Х	X	
243 CHM 152	X	·. X	·
244 MET 150	. · · X	X	
245 PHSCI 150	· x	X	
246 PHY 151	X	X	
247 PHY 152		X	

AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review T7_Enrollment

F J Stor India 1	O Town II	Special Entrance Requiremen	
Courses SOCIAL SCIENCE	Open Enrollment	(Pre-requesites)	Remedial Math / Remedial English
248 ANT 150		X	
249 ANT 153		X	And the second s
250 ANT 154	and deliver such and the state of the state	X	
251 ANT 160		X	
252 ANT 210		- Land and the second s	
253 ANT 220			
254 GEO 150		X	
255 GEO 160	and the state of t	X	A MANAGE AND A MANAGE AND A PROPERTY OF THE ANALYSIS AND A PRO
256 GEO 161		s defined to	
257 HIS 150		Х	
258 HIS 151		X	
259 HIS 160		X	
260 HIS 161	After a 17 M Pri is the HT of the After Annual Section Control of the After After Annual Section Control of the After Af	X	
261 HIS 162		X	
262 HIS 170		X	
263 HIS 171		X	
264 PAD 150		X	
265 PAD 160			
266 PHIL 150	and the same of th	X	
267 POL 150		· X	
268 POL 151		X	
269 POL 160		X	
270 POL 170	***.	X	

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AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review T7_Enrollment

11 1807-65 4	•	Special Entrance Requiremen	
Courses	Open Enrollment	(Pre-requesites)	Remedial Math / Remedial English
271 POL 220		X	
272 POL 250		X	
273 POL 251		· X	
274 PSY 150		X	
275 PSY 250		Χ	
276 REL 150	A-1,	X	
277 SOC 150		X	
278 SOC 211		Х	
279 SOC 250	G		
TRADES & TECHNOLOGY			
280 ABR 111	X		
281 ABR 113	X		
282 ABR 123		X	
283 ABR 124		X	
284 ABR 131		X	
285 ABR 132		X	
286 ABR 133		X	
287 ABR 134	Х		
288 ABR 136		X	
289 ABR 137		· . X	
290 ABR 138		Х	
291 ABR 139		· X	
292 ABR 140		X	·
293 _{ABR 141}		Χ .	
	1		

AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review T7_Enrollment

	_	·	Special Entrance Requirement	
004	Courses	Open Enrollment	(Pre-requesites)	Remedial Math / Remedial English
	ABR 142		X	
	ABR 143		X	
296	ABR 144		X	
297	ADT 140		X	
298	ADT 150		X	
299	ADT 151		X	
300	ADT 152		X	
	ADT 153		X	
	ADT 160		X	
303	ADT 201		X	
304	ADT 251		X	
	ADT 260		X	
306	ADT 280		X	
	AUM 150		X	
	AUM 151		X	
	AUM 200		X	
	AUM 201		X	
	BPR 200		X	
	CET 150	Х		
313	CET 151	¹ 60 ₁	X	
	CET 160	X		
	CET 260		X	
	CET 261	6	Х	
	CET 265		X	

AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review T7_Enrollment

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
318	CET 270	Open Emoninent	X	Remodal addity Nomodal Engine
	CET 299	·	X	
		A Committee of the Comm		
***************************************	CON 150		X	
	CON 151		X	
322	CON 220		X	La de Norma Arresto
323	CON 221		X	
324	ELE 150		X	·
325	ELE 151		· X	
326	ELE 170		X	
327	ELE 190 .		<u>X</u>	
328	ELE 201	4.	X	
329	ELE 202		X	
330	ELE 203		X	
331	ELE 299		X	And Antonio Company (1997)
332	WLD 150		X	
333	WLD 151	·	X	
334	WLD 240		X	
335	WLD 241	Данны марта марта марта марта предмет предмет предмет предмет предмет предмет предмет предмет предмет предмет		AND THE RESIDENCE AND AND THE RESIDENCE OF THE RESIDENCE

AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review

TABLE 8

RECRUITMENT METHODS

(AA)	·		OUTREACH	-		MEDIA		OTHERS (Please Secify)
	Degree / Certificate	School Visitations	Career Day /Job Fair	Community Service	Television / Cable	Radio	Newspaper		
AGR	ICULTURE & LIFE SCIENCE								
1	AS in Agribusiness	Х	Х	Х	Х		X		Tours & fieldtrips
2	AS in Family & Consumer Science	X	Х	X	Х.		X		Tours & fieldtrips
_ 3	AS in General Agriculture	Х	Х	Х	Х	4.74 d and all all all all all all all all all al	X		Tours & fieldtrips
4	AS in Natural Resources	Х	X	X	X		X	and the second	Tours & fieldtrips
	Note:	Community Ser	vice recruitment i	s conveyed throu	igh <u>CNR In-Schoo</u>	t Extension Pr	ograms such as 4H	-Youth, Nutrition and	Sewing,
		Forestry Urban	and Community ,	and Agriculture	Small-Scale Vege	table gardenin	g programs. Only A	AGR 297 has a servic	e-leaming prgm.
BUS	NESS EDUCATION					M of the set Assault	A. C. C. C. C. C. C. C. C. C. C. C. C. C.		
5	AS in Accounting	Х	Х	Х		W.A.*A. = 4.4.			
6	AS in Business Management	X	Х	Х			X		!
7	AS in Office Administration & Technol	X	Х	х			ALL PLANTS	Office visit	!
8	COP in Accounting	Х	Х	Х			34		The second secon
9	COP in Business Management	Х	Х	Х			3 3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	Office visit	;
10	COP in Office Administration & Techn	Х	Х	Х			and the second		
CRIN	IINAL JUSTICE						JAMES IA		:
11	AA in Pre-Law	Х	Х	-				Via ELI recruitment	
12	AS in Criminal Justice	Х	Х						
13	AS in Forensic Science	X	Х						
14	COP in Criminal Justice	Х	Х				Marin Control		

AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review

TABLE 8

RECRUITMENT METHODS

IABI	LEO	OUTREACH			MEDIA			OTHERS (Please Secify)	
					Talaviaias	RICUIA		UITEXS (Please Secily)	
	Degree / Certificate	School Visitations	Career Day /Job Fair	Community Service	Television / Cable	Radio	Newspaper		
EDU	CATION								
15	AA in Education	Х	Х	Х			Х	DOE ·	
16	COP in Elementary Education							DOE	
FINE	ART							:	
17	AA in Art			***				:	
18	AA in Music						***		
HEAL	TH & HUMAN SERVICES		71.17			7. 70			
19	AA in Human Services							DOE, DHSS	
20	AS in Health Science	Х						TAOA, DOE DHSS,	
21	COP in Guidance and Counseling								
INFO	RMATION COMM. TECHNOLOGIES								
22	COP in ICT - Electronic Office Option		Х	Più Viand					
MAR	NE SCIENCE							,	
23	AA in Marine Science								
NUR	SING						The state of the s		
24	AS in Nursing	HS	Х	Х	Х	Х	Х	Articulation with other	
25	COP in Practical Nursing	HS	Х	Х	·X	Х	X	institution	
SAMO	DAN STUDIES		A ::	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			The state of the s		
26	AA in Samoan Studies	Х	Х	Х	N** Ba T A	V-975/14b to	X	X	
27	COP in Samoan Studies	X	Х	Х		• The .			
SOCI	AL SCIENCE	***						AFS \	

AMERICAN SAMOA COMMUNITY COLLEGE Academic Program Review

TABLE 8

RECRUITMENT METHODS

TABLE 8		E Con II a Con man I I I								
		OUTREACH			MEDIA			OTHERS (Please Secify)		
SOUND Combined (TOTAL)	Degree / Certificate	School Visitations	Career Day /Job Fair	Community Service	Television / Cable	Radio	Newspaper	new one of memberships which the part of the second of the		
28	AA in Political Science	Х	X	Х					1	
TRA	DES & TECHNOLOGIES								:	
29	AS in Architectural Drafting					Account of				
30	AS in Automotive Body Repair				and the sales of t			W. B.B. T	İ	
31	AS in Automotive Mechanics					and the state of t	3			
32	AS in Civil Engineering Technology			- containing the		And the state of t				
33	AS in Contruction	all facilities are				- ALEF W.				
34	AS in Electronics	A 47 * 4 5 4* * * * * * * * * * * * * * * *								
35	AS in Welding									
36	COP in Architectural Drafting					Mandrid Address				
37	COP in Auto Body Repair								:	
38	COP in Automotive Mechanics							habitati di Wara ka manana manana		
39	COP in Civil Engineering Technology									
40	COP in Construction									
41	COP in Welding					£				

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review Fall 2006 - Summer 2008

Table 9

TRACKING GRID

ΙQ	pie a			•					
ACADEMIC DEPTS		Colleges / Universities		Vocational / Trades Institutes		Employment		Armed Forces (Specify: Army, Air Force, Marine, etc.)	
Ą	RICULTURE & LIFE SCIENCE	e and the second simple of Second Se		***********					
1	AS in Agribusiness								
2	AS in Family & Consumer Science		вүи ні						
3	AS in General Agriculture					Circle 4 Pig	Farm - Utah		
4	AS in Natural Resources	UH-Hilo	Oregon SU						
BL	ISINESS EDUCATION 6								
5	AS in Accounting	X	X			Х		Army	Air Force
6	AS in Business Management	Х	X	X	Bus. Sch.	×		Army	
_7	AS in Office Administration & Technology								
8	COP in Accounting			Water Page					
9	COP in Business Management					e de la companya de l			
10	COP in Office Administration & Technology								
CF	IMINAL JUSTICE			all distances de-					
11	AA in Pre-Law				The state of the s				
12	AS in Criminal Justice	10				10		3	Army
13	AS in Forensic Science								
14	COP in Criminal Justice								
E	UCATION					-			
15	AA in Education								
16	COP in Elementary Education					************			
FII	NE ART								
	AA in Art	Х	Χ	Х	Х	Χ	Х	Х	X
	AA in Music	X	X		-	X	Х	X	X
	ALTH & HUMAN SERVICES							# V W T. # V V T T L - 74	
** to /** == F#	AA in Human Services AS in Health Science	X	X		-		X		X
	COP in Guidance and Counseling	X	X	Х	X	4	X	The state of the s	
£ }	OOT III Guidance and Counseling	I	ii			<u> </u>			1

Academic Program Review Fall 2006 - Summer 2008

Table 9

TRACKING GRID

Colleges / Universities ACADEMIC DEPTS INFORMATION COMM. TECHNOLOGIES 22 COP in ICT - Electronic Office Option Vocational / Trades Institutes Employment Armed Forces (Specify: Army, Air Force, Marine, etc.) Not applie	
ACADEMIC DEPTS Colleges / Universities Institutes Employment Army, Air Force, Marine, etc.) INFORMATION COMM. TECHNOLOGIES	
ACADEMIC DEPTS etc.) INFORMATION COMM. TECHNOLOGIES	
22 COP in ICT - Flectronic Office Ontion	
	icable
MARINE SCIENCE	
23 AA in Marine Science	
NURSING	
24 AS in Nursing 1 7	
25 COP in Practical Nursing 3 2	
SAMOAN STUDIES	
26 AA in Samoan Studies	
27 COP in Samoan Studies	
SOCIAL SCIENCE	
28 AA in Political Science	
TRADES & TECHNOLOGIES	
29 AS in Architectural Drafting	
30 AS in Automotive Body Repair	
31 AS in Automotive Mechanics	
32 AS in Civil Engineering Technology	
33 AS in Contruction	
34 AS in Electronics	
35 AS in Welding	
36 COP in Architectural Drafting	
37 COP in Auto Body Repair	
38 COP in Automotive Mechanics	
39 COP in Civil Engineering Technology	
40 COP in Construction	
41 COP in Welding	

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Academic Program Review

RETENTION GRID

Tabl	e 10			88788.0VO-3288.4-1095.40		noll värdelings vistoristast	S(O) O OPSI TISTO SWADE
	3	FALS	2006	MARCHANIST MARKET COMPANY		Contract of the Contract of th	The state of the s
		Beginning of	Graduated at End of	Beginning of	Graduated at End of	Beginning of	Graduated at End of
	Degree / Certificate	Semester	Semester	Semester	Semester	Semester	Semester
AGR	RICULTURE & LIFE SCIENCE						
1	AS in Agribusiness	14	0	12	1		
2	AS in Family & Consumer Science	4	0	7	1		
3	AS in General Agriculture	3	0	3	0		
4	AS in Natural Resources	1	1	2	0		
BUS	INESS EDUCATION						•
5	AS in Accounting	70	2	70	16		
6	AS in Business Management	65	7	45	9		
7	AS in Office Administration & Technology	2					
8	COP in Accounting	1	1				
9	COP in Business Management						
10	COP in Office Administration &						
CRI	MINAL JUSTICE						
11	AA in Pre-Law	34	10	30	6		
12	AS in Criminal Justice	133	7	117	. 6		:
13	AS in Forensic Science	6	,	5	1		
14	COP in Criminal Justice						
ED	ICATION						
15	AA in Education						
16	COP in Elementary Education						
FIN	EART						
17	AA in Art						
18	AA in Music						
HEA	ALTH & HUMAN SERVICES						
19	AA in Human Services	12	2	30	3		
20	AS in Health Science	122	11	86	5		
21	COP in Guidance and Counseling	6	165	6	1		

Academic Program Review

RETENTION GRID

Table 10

rabi	e 70	FALL	2006	SPRIN	G 2007-	FALL	2007
	Degree / Certificate	Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester
INFO	DRMATION COMM. TECHNO	<u> </u>				300,000,00	Jenneste,
22	COP in ICT - Electronic Office Option		•	1	1		
MAR	RINE SCIENCE						
23	AA in Marine Science		,				
NUR	SING						
24	AS in Nursing						
.25	COP in Practical Nursing	17	16	15	13	12	
SAN	IOAN STUDIES						
26	AA in Samoan Studies						
27	COP in Samoan Studies						
soc	IAL SCIENCE						
28	AA in Political Science	17	2	15	0	,	
TRA	DES & TECHNOLOGIES						
29	AS in Architectural Drafting		3		3		·
30	AS in Automotive Body Repair						
31	AS in Automotive AS Mechanics						
32	AS in Civil Engineering Technology						
33	AS in Contruction						
34	AS in Electronics		3				
35	AS in Welding						
36	COP in Architectural Drafting		and the state of t				
37	COP in Auto Body Repair						
38	COP in Automotive Mechanics						
39	COP in Civil Engineering Technology						
40	COP in Construction						
41	COP in Welding						
The state of the s	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	va ————————					

Academic Program Review

RETENTION GRID

	Table 10		2006		G 2007	SUMME	R 2007
		Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester
ACD	Courses	Perior Enr.	Enr.	Perior Enr.	Enr.	Perior Enr.	Enr.
1	AGE 150	_					
· 2	AGR 100 I			4	7	_	
	AGR 100 II			-		6	9
4	AGR 152	3	3	9	11		, , ,
5	AGR 197	14	12				
6	AGR 250			3	7		
7	AGR 297			1	cancelled		
	ANS 150 A			2	2	1	0
	ANS 150 B	4	10	<u></u>			
		4	8				
10	FAM 250			1	3		
11	FAM 260			1	2		ì
12	NRS 180	1	1	2	2		
13	NRS 200						
14	NRS 250	1	2				
1002110740	NUT 150	34	32			26	26
-	INESS EDUCATION						
16	ACC 150	22	19	17	16		
17	ACC 151	11	11	14	12		
18	ACC 152	17	17	14	13		
19	AGC 210	4	Cancelled	21	20		
20	ACC 220	2	Cancelled	19	19		
21	BUS 102	27	22	28	23		
22	BUS 103	27	24	19	18	13	12
23	BUS 200	24	22	22	20		
24	BUS 225			26	26		
25	BUS 260	8	8	15	14	4	
26	ECO 250	11	11	20	20		
27	ECO 251	17	15	12	11		
28	MGT 250	7	7				
29	MKT 200	11	11				
30	MKT 206	14	14				
31	MKT 212			13	12		
32	OAT 101	27	23 167	29	27	26	25

Academic Program Review

RETENTI	ON	GRID
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	Table 10	FALL	2006	SPRIN	S 2007	SUMM	R 2007
	iable iu	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of	Pre-reg to	End of
	Courses	Perior Enr.	Enr.	Perior Enr.	Semester Enr.	Withdrawal Perior Enr.	Semester Enr.
33	OAT 204						
34	OAT 220				,		
35	OAT 225		,				
36	OAT 230						
CRIM	MINAL JUSTICE						
37	CJ 150	49	47	26	26		
38	CJ 155			23	23		
39	CJ 160	28	28				
40	CJ 165	16	15	29	27		
41	CJ 170	43	40	28	27		
42	CJ 175	29	28				Sec.
43	CJ 180	27 ·	27	25	25		
44	CJ 185			29	28		
45	CJ 190	11	11	31	30		
46	CJ 195			21	20		
47	CJ 200		;	11	, 11		- Carriera
48	CJ 210	35	34	17	16		
49	CJ 215 :	18	18				
50	CJ 220			16	16		
51	CJ 230			14	14		
52	CJ 240			14	14		
53	CJ 250	22	22				
COL	LEGE & LIFE PLANNING						
54	CLP 80						
55	CLP 31						
56	CLP 90	22	22				
57	CLP 91	20	20				
58	CLP 150 ·	178	175	102	102	65	63
EDU	CATION						
59	ECE 141						
60	ECE 142					1	
61	ECE 150					EL PRIMA DE	
62	ECE 151						
63	ECE 152			-			
			168				• • • • • • • • • • • • • • • • • • • •

Academic Program Review

RETENTION GRID	RE	TEN	TIC	NO	SRID
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-	Table 10	CHARLESCED AND ANY SEE YOUR	2006	SPRIN	S 2007	SUMM	R 2007
	iable 10	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester
آ ہے	Courses	Perior Enr.	Enr.	Perior Enr.	Enr.	Perior Enr.	Enr.
	ED 150						
	ED 150P						
	ĖD 157						
	ED 157P						
	ED 160						
	ED 160P		,		,		
	ED 215	:					
. —	ED 215P						
	ED 240						
	ED 257						
***************************************	ED 257P						
	ED 280						
	ED 285						
***************************************	ED 285P						
ENG	LISH LANGUAGE INSTITUT	re •					
78	ENG 70	73		53			
79	ENG 80	168		87			
80	ENG 90 :	182		148			
81	ENG 71	43		15			
82	ENG 81	202		121	,		
83	ENG 91	183		188			
84	ENG 75	32		13			
85	ENG 85	27		28			
86	ENG 95	12		23			
FINE	ARTS						
87	ART 150						
88	ART 151						
89	ART 160						
90	ART 161		!				
91	ART 170 .						
92	ART 171						
93	ART 175						
94	ART 180						
95	ART 299						

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Academic Program Review

RET	ENT	ON	GRID
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Table 40		2006	SPRIN	G 2007	SUMME	R 2007
Table 10	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester
Courses	Perior Enr.	Enr.	Perior Enr.	Enr.	Perior Enr.	Enr.
96 DNC 150						
97 DNC 155					•	
98 DRA 150					•	
99 DRA 151						
100 DRA 170		ļ				
101 DRA 250						
102 DRA 251						
103 MUS 140						
104 MUS 145						
105 MUS 150	17	17	4	4		
106 MUS 151	3	2				
107 MUS 153	51	46	33	30	34	31
108 MUS 155						
109 MUS 156						
110 MUS 160	36	34	21	5		
111 MUS 161						
112 MUS 162						
113 MUS 165						
114 MUS 170						
115 MUS 175				-		
116 MUS 180						
117 MUS 185						
118 MUS 187			-			
119 MUS 190*						
120 MUS 191						
121 MUS 192*						
122 MUS 193						
123 MUS 194					-	
124 MUS 296		1				
125 MUS 299		 				
126 SPH 153			C C C C C C C C C C C C C C C C C C C			
HEALTH & HUMAN SERVICES)	<u> </u>	1
127 ASL 150					4	
128 HEA 140	13	12	13	12	Z	
	_4	170		<u> </u>	Ji	L

Academic Program Review

RETENTION GRID

	Table 10	FALL	2006		G 2007	SUNIME	R 2007
	Courses	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester
129	HEA 150	33	30	Perior Enr. 8	Enr. 8	Perior Enr. 14	Enr.
	HEA 151	30	28	26	25	!#	11
	HEA 152	15	15	20			
	HEA 160	10	,,,			,	
	HEA 250	W. C. C. C. C. C. C. C. C. C. C. C. C. C.					
	HEA 260			7	7	·	
135	HEA 299	11	11	7	7		
	HSV 150	6	5	,	· · · · · · · · · · · · · · · · · · ·		
137	HSV 155			12	10		
138	HSV 160			7	7		
139	HSV 165		*****************	1	1		
140	HSV 200			,			
141	HSV 220						
142	HSV 250	8	7	6	6		
143	HSV 280						
144	HSV 299			4	4		
INFO	O. COMMUNICATION TECH.						
145	ICT 150	133	124	169	152		
146	ICT 160	11	9	6	6		
147	ICT 170	24	23	16	15		
148	ICT 210						
149	ICT 230						
150	ICT 235						
151	ICT 236						
152	ICT 250						
153	ICT 270						
LAN	GUAGE & LITERATURE						
154	ENG 150						
155	ENG 151						
156	ENG 201						
157	ENG 250	Vogeta es					
158	ENG 251						
159	JOU 155						
160	LIT 270	İ	171				

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Academic Program Review

RETENTION GRII	\cap	
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	Table 10		2006	SPRIN	3 2007	SUMME	R 2007
		Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawai	End of Semester
161	Courses LIT 272	Perior Enr.	Enr.	Perior Enr.	Enr.	Perior Enr.	Enr.
	LIT 274						
<u>-</u>	LIT 276					3,71	•
	INE SCIENCE		······································				
164	MSC 110						
165	MSC 150						
166	MSC 155						
167	MSC 160	-	•				
168	MSC 170						
169	MSC 197						
170	MSC 200						
171	MSC 220						
172	MSC 270						
173	MSC 280	,					
174	MSC 297						
MAT	HEMATICS						
175	MAT 80		282		264		
176	MAT 90		141		199		
177	MAT 150		3		9		
178	MAT 151		58		39		
179	MAT 155		50		29		
180	MAT 250		62		51		
181	MAT 260		22		30		
182	MAT 280		5		3		
183	MAT 281						
MILI	TARY SCIENCE (ROTC)						
184	MSL 101						
185	MSL 102						
186	MSL 201						
187	MSL 202						
พบร	SING						
188	NUR 80						
189	NUR 150	17	16	15	13	13	
190	NUR 155	15	14 172			1	

Academic Program Review

RETENTION GRID

	Table 40	FALL 2006 SPRING 2007 SUMMER 2007					
	Table 10	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawai	End of Semester	Pre-reg to Withdrawal	End of Semester
	Courses	Perior Enr.	Enr.	Perior Enr.	Enr.	Perior Enr.	Enr.
191	NUR 180			15	13		
192	NUR 190					13	
193	NUR 200	-					
194	NUR 203						
195	NUR 204						
196	NUR 205						
197	NUR 206 🔎						
198	NUR 207						
199	NUR 208						
200	NUR 209						
201	NUR 210						
202	NUR 211						
203	NUR 212			7			
204	PHM 150						
205	PHM 200						
PHY	SICAL EDUCATION						
206	PED 150	61	52	25	25		
207	PED 151	49	43	38	32		
208	PED 152	32	29	49	49	12	, 9
209	PED 153	20	17	15	11		
210	PED 154	40	37	25	23	22	20
211	PED 155	74	66	49	43	1	
212	PED 156	39	35	27	24		
213	PED 159						
214	PED 161						
215	PED 162						
216	PED 170						
217	PED 171		<u>.</u> !				
SAM	IOAN STUDIES						
218	SAM 101A						
219	SAM 101B						
220	SAM 111						
221	SAM 151						
222	SAM 151L						
	<u></u>	X	173	a	J	.1	J

Academic Program Review

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	Table 10	FALL 2006 SPRING 2007 SUMMER 2007					
	iaule IV	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester
,	Courses	Perior Enr.	Enr.	Perior Enr.	Enr.	Perior Enr.	Enr.
223	SAM 152						
224	SAM 154						
225	SAM 172						
226	SAM 204						
227	SAM 244						
228	SAM 251	·					
229	SAM 261					•	
230	SAM 271						
231	SAM 281						
232	SAM 291						
SCIE	NCE						
233	AST 150						
234	BIO 150	51	51	52	49	90	90
235	BIO 155						
236	BIO 180	55	55	54	51		
237	BIO 181	11	10	12	11		
238	BIO 250	16	16	25	25		
239	BIO 251	11	11	14	13		
240	BIO 255			6	6		
241	CHM 150	25	25	21	20		
242	CHM 151	3	3	9	9		
243	CHM 152						
244	MET 150						
245	PHSCI 150	48	47	74	67	52	48
246	PHY 151	6	4	2	1		
247	PHY 152			1	1		
soc	IAL SCIENCE		•				
248	ANT 150	32	31				
249	ANT 153			23	21		l
250	ANT 154	21	21	26	26		
251	ANT 160	9	4	ATA SALES			
252	ANT 210	3		7.44.50			
253	ANT 220						
254	GEO 150	32	27 174	30	29		

Academic Program Review

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,	Table 10		2006	G 2007	SUMMER 2007		
		Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester
255	Courses GEO 160	Perior Enr. 26	Enr. 26	Perior Enr. 25	Enr. 23	Perior Enr.	Enr.
	GEO 161	20	20	25			
	HIS 150	29	28	31	30		
	HIS 151	26	25	30	28		
	HIS 160	29	28	30	28		
	HIS 161	28	27	28	27		
	HIS 162	25	22	15	15		
	HIS 170	30	27	26	25		
	HIS 171	28	24	23	23		
	PAD 150	13	13	19	17		
	PAD 160	15	10		1,		
	PHIL 150	31	28	28	28		
	POL 150	27	26	32	31		
	POL 151	27	27	26	25		
	POL 160						
270	POL 170						
271	POL 220						
272	POL 250						
273	POL 251						
274	PSY 150						
275	PSY 250						
276	REL 150						
277	SOC 150						
278	SOC 211						
279	SOC 250						
TRA	DES & TECHNOLOGY						
280	ABR 111	11					
281	ABR 113	11					
282	ABR 123	11					i
283	ABR 124	11					
284	ABR 131			9	10		
285	ABR 132			9	10		
286	ABR 133			9	10		
287	ABR 134		175	9	10		

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	Table 10	FALL	2006	SPRIN	G 2007	SUMME	R 2007
		Pre-reg to Withdrawai	End of Semester	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester
000	Courses	Perior Enr.	Enr.	Perior Enr.	Enr.	Perior Enr.	Enr.
	ABR 136						
	ABR 137						
	ABR 138						
	ABR 139						
	ABR 140						
	ABR 141		***************************************				
	ABR 142				.•		
	ABR 143				,		
296	ABR 144						
297	ADT 140	12			- W. A		
298	ADT 150	14					
299	ADT 151	8					
300	ADT 152	7					
301	ADT 153			5	6	and the second	
302	ADT 160			9	10		
303	ADT 201			5	6		
304	ADT 251			5	5		
305	ADT 260						
306	ADT 280						
307	AUM 150	11					
308	AUM 151	10					
309	AUM 200			9	8		
310	AUM 201			6	7		
311	BPR 200			6	5		
312	CET 150			2	2		
313	CET 151						,
314	CET 160	11		8	9		
315	CET 260			2	2		
316	CET 261			Í			
	CET 265		3				
318	CET 270						
319	CET 299			The state of the s			
320	CON 150	5		1	1		
	CON 151	4		The state of the s	,		

Academic Program Review

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	TALIA 10	FALE	2006	SPRIN	G 2007	SUMME	R 2007
	Table 10	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester	Pre-reg to Withdrawal	End of Semester
	Courses	Perior Enr.	Enr.	Perior Enr.	Enr.	Perior Enr.	Enr.
322	CON 220		:		i		A A Maria
323	CON 221						
324	ELE 150			9	9		
325	ELE 151			1	1		
326	ELE 170			3	3		
327	ELE 190	No. of Contrast					
328	ELE 201	0					
329	ELE 202	4					
330	ELE 203		•				
331	ELE 299	6		T. C. C. C. C. C. C. C. C. C. C. C. C. C.			
332	WLD 150	12					
333	WLD 151	8					
334	WLD 240			4	4		
335	WLD 241			3	3		

AMERICAN SAMOA COMMUNITY COLLEGE ACADEMIC AFFAIRS DIVISION

OFFICIAL COURSE SYLLABUS FORM

Course Alpha/Number: Semester / Year:							
Course Title:		Days / Time:					
Instructor:		Department:					
Office Hours & Loc	ation:	Classroom:					
Townell Address.	:	Contact					
Email Address:		Phone:					
Required Textbook	••						
Additional Supplen	nent:						
I. Course Descripti	ion (Paragraph Description from	Catalog):					
	,						
	•	nts may use this course, i.e. transfer, degree					
· · · · · · · · · · · · · · · · · · ·							
	ctives: Identify the "content" or	"subject-matter" objectives students will learn					
	· · · · · · · · · · · · · · · · · · ·						
IV. Student Learning Outcomes (SLO): Identify learning outcomes (knowledge, skills, attitudes) students will develop at the end of the course beyond the content or subject matter. (see degree and certificate SLO's)							
	,						
V. Course Requirements: Learning activities/assignments required for the course.							
	•						

VI. Methods of Instruction: Paragraph description on how the course will be taught, indicating, lecture, lecture/lab, group discussions or other primary forms of instruction; frequency activities; field-trips
VII. Grading:
 Clarify whether you will use a letter grade system or a point system. If you will use a point system, explain final point and letter grade equivalents. Explain the weighting of course components: a. Component 1 (e.g., exercises), weight (% or points) b. Component 2 (e.g. quizzes), weight c. Component 3 (e.g., interim exams), weight d. Component 4 (e.g., participation), weight e. Component 5 (e.g., attendance), weight f. Component 6 (e.g., final exam), weight Or, in competency-based courses, explain the level at which each competency must be mastered in order to complete the course. Explain how difficult-to-quantify things such as effort, improvement, and
participation will be graded, if graded.
VIII. Last day to completely withdraw from the course. See "2006-2008 ASCC Academic Calendar" in the catalog.
IX. Attendance Policy: See Catalog "Academic Policies & Procedures" section

Tentative Course Topical Outline:

MEETING SESSION DATE

ASSIGNMENTS/PROJECTS

Week 1	
Week 2	
Week 3	· · · · · · · · · · · · · · · · · · ·
Week 4	
Week 5	
Week 6	•
Week 7	
Week 8	
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Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	

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