

AMERICAN SAMOA  
COMMUNITY  
COLLEGE



**Instructional Program Review**

February 11, 2004

*Instructional  
Program  
Review*

Assessment Semesters  
Fall 2000 to Summer 2002

2000 – 2002

Agriculture & Life Science  
Fine Arts  
Business  
Health & Human Services  
Mathematics  
Nursing  
Science  
Social Science

2002 – 2004

Criminal Justice  
Education  
English Language Institute (ELI)  
Language & Literature  
Physical Education  
Reserved Officers Training Corp (ROTC)  
Trades & Technology

*American Samoa Community College  
February 11, 2004  
Rough Draft*

# FOREWARD

## Foreword

Some type of postsecondary education will be crucial to the development of all learners in American Samoa in pursuit of their Quest for a successful future. Their success weighs heavily on the efficacy of educational programs offered here at the American Samoa Community College.

The process of program review is a tool used by institutions of higher learning to improve all academic areas. It provides an opportunity for academic programs to reflect on their curricular, instructional and organizational effectiveness with the goal of continual improvement.

This is the first program review conducted here at the American Samoa Community College and will serve as a testament to the college's commitment towards effectively meeting the needs of its students.

I would like to give thanks and to acknowledge the leadership of President Satele-Galea'i for the support and her perpetual push for academic quality, and to Mikaele Etuale for his scholarship and patience in bringing closure to a process that seemed to drag on forever. Finally I would like to acknowledge the courage and enlightened maturity exhibited by all Department Chairpersons. I truly hope that this publication will deepen your understanding of the factors necessary in making a difference in the lives of students.

Respectfully,



Dr. Seth P. Galea'i  
Dean of Instruction

# ACKNOWLEDGEMENTS

## Instructional Program Review

### Acknowledgment

Credit should be given to where it is rightfully due. First and foremost, to the Dean of Instructional Affairs, Dr. Seth Galea'I for his leadership in initiating this program review in response to the November 2003 Accreditation visit which recommended that all divisions of the American Samoa Community College conduct thorough reviews of its divisions. Dr, Galea'I is instrumental in identifying the instrument used in this review and had conducted the initial training which began this process. It is also he that established this position in which afforded me the opportunity to compile the information which lead to the final product of this very important process. I thank the Dean for entrusting me with this report and hopefully a product worthy of your trust.

I would also like to acknowledge the work of all department chairs that've worked so diligently in compiling the information required by the instrument. There are those department chairs whom have left this great institution but were very much part of this process. Your professionalism in accurately providing the required information made the work of the author much easier. Faafetai and faamalo to all of you.

It is also appropriate for me to acknowledge the assistance of the former Registrar, Mrs. Susan Scanlan and her staff for allowing me to have access to her office's records enabling me to verify and cross check the necessary information needed for the review. I would especially like to thank Mr. Jim Sutherland, the veteran giant of the American Samoa Community College for bearing with me in answering my many questions and providing me with the necessary information I needed to know throughout this process. I know deep down in my heart I would have never completed this report without your kind assistance. Faafetai tele.

I would also like to thank Cherie Ripley for kindly providing me with everything that I had requested that made my work so easy. Schedules and course syllabi were well kept which became source of information in verifying information as submitted by the department reports. Thanks so much for your help.

I would also like to acknowledge the work of my work-study student, Pulou Pulou and my service-learning students Ross Filiva'a who had assisted me in verifying information from course schedules to course syllabi. You've certainly taken half my load away while I attended other related tasks required of my position. For all your help, I say Faafetai tele lava.

I would also like to thank Dorothy King for accepting my request to proofread this report. I know I have so many that I have failed to acknowledge but your contributions to this process and report will not be forgotten. To all of you, I credit this completed report to. It is without doubt that I will continue to seek your assistance and help in future program reviews. Fafetai tele and malo le tautua.

ASSESSMENT INSTRUMENT  
FOR  
PROGRAM REVIEW

**AMERICAN SAMOA COMMUNITY COLLEGE  
DIVISION OF INSTRUCTION  
ASSESSMENT INSTRUMENT FOR PROGRAM REVIEW**

**Mission**

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

**Goals**

1. That American Samoa Community College academic department faculty collaboratively identifies and clearly states the mission, goals, and objectives of their academic program that are aligned and linked to identified components of the ASCC institutional mission statement.
2. That identified ASCC academic faculty systematically collects information/data relative to student attainment of identified objectives.
3. That systematically collected information/data be compiled and reviewed to make sound decisions to improve overall program efficiency specifically in the area of curriculum, instructing, advising, and planning.
4. And, that the findings of this assessment process be documented, reported, and utilized in developing strategic, institutional, academic plans and priorities.

**Important Academic Principles to Reference**

1. An academic program review will be systematically conducted by all academic programs/departments every two years.
2. The two-year program review cycle will specifically review/assess all approved academic programs/departments identified in the general catalog approaching expiration.
3. The organization of curriculum and instruction is based on the following:
  - a. That the review/assessment of ASCC academic programs begins with the educational values defined by the ASCC institutional mission statement, "...the ASCC will provide high quality, educational programs that will meet student needs. Specifically, educational programs that
    - Provide courses that transfer to four-year colleges and universities;
    - Prepare students for immediate entry into the private sector;
    - Provide academic courses, experiences and activities for developing appreciation, respect, and value for the traditional Samoan culture;
    - Meet the current needs of the American Samoa communities.
  - b. That academic programs have clear, explicitly stated purposes (mission) and



goals that are aligned to the educational values defined by the institutions mission statement.

- c. That academic programs reflect an understanding that, learning is a complex process. *Learning is multidimensional, integrated and is achieved* at an appropriate level of performance over time. Learning includes not only what students know, but what they can do with what they know. Learning involves more than just knowledge and abilities, it also includes values, attitudes and ways of thinking that will facilitate academic success in and out of the classroom.
  - d. That academic programs reflect the understanding of the need to effectively plan, develop and employ a diverse array of instructional methods that go beyond the traditional forty-five minutes of classroom instruction in a self-contained classroom.
  - e. That academic programs utilize the aforementioned comprehensive definition/approach to learning in order to
    - i. establish a more complete and accurate picture of the desired types of learnings to be achieve;
    - ii. the degree or level of competence in which those learning are to be performed;
    - iii. research, plan, and develop use of an appropriate repertoire of instructional methods to successfully create the necessary conditions where students can increase and achieve outcomes identified above;
    - iv. employ an assessment plan that systematically assesses the efficacy of an academic program's ability to compare educational performance in relation to the desired academic goals/outcomes.
4. Program review/assessment alone changes little. Program review/assessment must be linked to a larger set of conditions that promote change, and, contributes to ASCC's ability to develop an academic "culture" where the quality of teaching and learning is valued and continually worked at.

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MAJOR ACCREDITATION  
STANDARDS  
TO BE ADDRESSED  
BY THE  
INSTRUCTIONAL PROGRAM REVIEW

# MAJOR ACCREDITATION STANDARDS TO BE ADDRESSED BY PROGRAM REVIEW PROCESS

## STANDARD FOUR: EDUCATIONAL PROGRAMS

### General Provisions

- A.1. The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.
- A.4. The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

### DEGREE AND CERTIFICATE PROGRAMS

- B.1. The institution identified that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and Certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.
- B.2. The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including where appropriate, career preparation and competencies.
- B.3. The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

### CURRICULUM AND INSTRUCTION

- D.1. The institution has clearly defined process for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.
- D.2. The institution ensures the quality of instruction, academic vigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.
- D.5. The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

D.6. The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

# INSTRUCTIONAL PROGRAM REVIEW

## THE PROCESS

# **Instructional Program Review**

## **The Process**

### **1. Dean's and Department Chairs' Roles**

The Dean of Instruction is instrumental and credited for identifying and the selection of the Instructional Program Review Instrument. The instrument selection was based on the instructional program of the American Samoa Community College. Its many components are discussed in latter part of this report.

After identifying an appropriate instrument, the Dean of Instruction began its initial dialog on the importance and the need to conduct a thorough and accurate review of the instructional program of the College. Department Chairpersons, which makes up the Curriculum Committee of the College, were given a workshop on the Program Review Instrument. This workshop or training was conducted by the Dean of Instruction and the purpose was to familiarize the Department Chairpersons with the instrument and the required information necessary for analysis are accurate and in accordance to what the instrument requires.

Each Department Chairperson was given a certain period of time to work on their individual departmental reports. Although the reports as submitted were basically the work each department chairperson, there were evidence that some departments did work collaboratively in compiling the information for their departments. After compiling each departmental report, department chairs therefore submitted their reports and the second part of the process began.

### **2. Etuale's Role**

The Dean of Instruction requested a new position to be established in his office in the Summer of 2003. Mikaele Etuale was hired as the Coordinator for Educational Research and Development. One of his main responsibility as assigned was to work in compiling, reviewing, conducting a general analysis of information, report on findings, and make recommendations from the information as submitted.

The first step I took in the process was to familiarize myself with the instrument. It was crucial for this was my first time being exposed to the instrument; Dean Galea'I was helpful in responding to my many questions regarding the instrument.

After familiarizing myself with the instrument, I started to entertain ideas of how the information was to be compiled in a standardized format. Tables and charts were developed based on the instrument's components; this would allow for the information to be organized in the way required by the instrument.

The second part of the Program Review Instrument requires information from the ASCC Catalog, schedules, and instructors' course syllabi; therefore there was the critical need to

verify the information as provided by the department chairs. After reviewing the template grid, information for Column I, Credential; Column II, Mission; Column III, Academic Focus; Column IV, Learning Outcomes were verified through the ASCC 2000 - 2002 Catalog. Information for Column V, Service Learning was verified through the office of the Service Learning Coordinator and instructor's course syllabi. Information in Column VI, Computer Technology Focus through was verified with instructors' course syllabi. For Column VII, Articulation Status, it was difficult to verify courses that are being articulated with other colleges and universities because requirements for degree programs vary from institution to institution depending on the courses offered in those degree programs. Column VIII required information of courses offered, semester(s) and year(s) of the assessment period; and such information were verified from schedules, and grade sheets as filed by the Registrar's Office. Information for Column IX, Course Outline/Syllabi File was verified with files at the Deans Office. Column X, Enrollment requirements were verified through the ASCC 2000 - 2004 College Catalog. For Column XI, Academic Requirements, the information were verified through instructor's course syllabi.

The findings based on the information provided were reported and recommendations made to the Curriculum Committee. The Curriculum Committee will be asked this semester to review the report, its findings, and take appropriate actions in addressing recommendations resulted from this report. The Curriculum Committee needs to identify instructional issues, identify a strategic plan in addressing instructional issues as identified by the report and to take steps in identifying people in implementing and when the implementation process will take place.

The initial program review is far from being perfect and it has its weaknesses but it's the belief of the report's author that this review provides the basis for future reviews of the division's programs. It is undoubtedly a learning experience for all individuals involved in this pivotal process and one that will continue to be taken place for the betterment of our programs in the future, which is the ultimate goal and purpose of the review.

The process needs to be improved in many ways and it will take the professional input and the collaborative efforts of all instructional personnel for these improvements to materialize. I certainly hope that all department chairs will submit reports for the next program review and to do so in a professional manner reflective of the institution we all serve. I am hopeful that all individuals will read these findings with open minds and be cognizant of the fact that this review is conducted because our institution will continue to be reviewed by the Western Association of Schools and Colleges. Therefore, our work should be taken seriously knowing that this review and future reviews will be evaluated and scrutinized by other professionals.

This process should be ongoing, serving as evidence that we are committed to the further improvement and enhancement of our instructional programs.



# SUMMARY OF FINDINGS

## **Summary of Findings**

### **I. General Information**

Of the seventeen (17) academic programs listed in the ASCC 2002-2004 Catalog, all departments submitted reports for the program review with the exception of the Counseling and Life Planning Department. These departments are: Agriculture and Life Sciences, Fine Arts, Business, Criminal Justice, Education, English Language Institute, Health and Human Services, Languages and Literature, Mathematics, Nursing, Physical Education, ROTC, Samoan Language and Culture, Science, Social Sciences, Trades and Technology and SAMPAC. Respective chairpersons of each department submitted reports.

Based on the information received, the assessment period was based on two different catalog years. The following departments used the 2000 – 2002 Catalog Year: Agriculture & Life Sciences, Fine Arts, Business, Health and Human Services, Mathematics, Nursing, Science, Social Science. Departments that use the 2002 – 2004 Catalog Year as the assessment period were Criminal Justice, Education, English Language Institute, Language and Literature, Physical Education, Reserve Officer Training Coprs. Trades and Technology.

Although the reason(s) for using two separate Catalog Years for the assessment period by department chairs is unclear, I still proceeded in trying to analyze the information as provided by each department chair. This was a difficult task for it involved the checking of information from the Fall Semester of 2000 for the 2000 – 2002 Catalog Year. The process required cross checking and verifying courses that were offered from the Fall 2000 Semester until the Summer of 2002. This lengthy process involved the analysis of all course schedules from all semesters covering that catalog year.

After reviewing the information, the majority of the department chairs were originally in the Curriculum Committee under the 2000 – 2002 Catalog with the exception of Malamalama Muagututia replacing Marrienne Ring, Capt. Rodney Parker replacing Capt. George Chiu, Okenaisa Fauolo replacing Siulagi Solomona, and Faitolo Ueligitone serving as Acting Department Chair for the Business Department. Even with the change over in some department chairs, the sustainability and continuity of the Curriculum Committee's work and effective instructional delivery were maintained.

### **II. Academic Program Mission, Goals and Objectives**

#### **1. State Program Mission**

All departments that submitted reports currently have program mission statements serving as guides for each academic program. Mission statements vary from one department to another, in length and style. See Table #3 summarizing each academic

department mission. According to the instrument and reports submitted, mission statements were to reflect the four areas of Transferability, Employment, Cultural Development, and Community Source. The majorities of the academic program missions address the Transferability and Employment component but fail to address the Cultural Development and Community Source components.

Components addressed by each academic department are listed in Table No. 2, while the actual academic program mission statements are summarized in Table No. 3 of the report.

## **2. Academic Program Objectives**

Departments have listed objectives in accordance to the instrument. All the academic departments' objectives are clear and concise. The academic departmental objectives reflect the four major components of the college's mission.

The Education Departments' objectives were submitted but were not written according to what is required by the program review instrument. The Art and Agricultural Sciences Departments are missing objective number eight according to the instrument. Objective number eight requires an academic department to identify what the program **values**.

All academic program objectives are summarized in Table No. 5 of the Appendix.

**3. Linkages:** The instrument requires each department to identify and/or describe specific aligned linkages between the program's mission, educational goals, and objectives and the institutional mission. There is much evidence presented from each department report in having individual department objectives linking to the mission and the stated goals and objectives of the College. These department objectives presents evidence that the academic programs prepare students for lifelong learning, the acquisition of social and academic skills, values, the appreciation of knowledge, the transferability of courses to institutions of higher learning, preparation of students to enter the workforce, providing valuable service to the community, and the appreciation of traditional culture and values.

The following departments had responded to this portion of the report: Agriculture and Life Sciences, Music, Business, English Language Institute, Health and Human Services, Languages and Literature, Mathematics, reserve Officer Training Corps, Samoan Language and Culture, Science, Social Sciences, Trades and Technology.

The following departments submitted reports but did not respond to this section of the report: Art, Criminal Justice, Education, Physical Education, and SAMPAC.

Summary of this section of the report are found in Table #6.

## **Agricultural and Life Sciences**

The Agricultural and Life Sciences Department conducted a review of its courses of study thus resulting in the addition of basic science courses as well as Math and English courses. The intension is to further meet the mission of the departmental and the College's mission to prepare students for the workforce and those students who wish to transfer to institutions of higher learning outside of the territory.

The department is also continuing with its programs that involve students to participate with other government agencies which enhances their knowledge beyond the traditional classroom learning experiences. Students graduating from the department's programs are able to secure jobs locally and others pursuing Bachelor's Degrees off-island.

## **Fine Arts**

The Music Department is currently offering courses that are transferable to off-island colleges and universities. Its programs are preparing students who wish to pursue careers in Music and actively involved in community based projects. Students in the Music department are actively involved in the promotion of our cultural heritage and values important to our Samoan culture through songs, speeches, games, and special ceremonies. According to the department's report, professional development is being offered through distant learning courses, workshops and seminars.

The Music Department offers a degree program to students who decide to major in Music and pursuing a Bachelor's Degree from off-island colleges and universities.

The Art Department did not respond to this part of the report.

## **Business**

The Business Department currently offers a degree program preparing students for off-island colleges and universities. Its course offerings prepare students for the workforce, meeting the current needs of the community, and integrating important cultural values. The Business Department is offering tutoring services for low achievers, collaborating with the business community in mentoring students.

Students in the Business department also are actively participating in the Service Learning Program. Students, according to the department's report have been recruited and employed by local employers.

The department has kept records and data of its graduates for the past five years.

## **College and Life Planning**

For the record, I had consulted the department chairperson regarding its program review report but the response provided was that a report was submitted to the Dean's office. I

stopped inquiring about the matter after many unsuccessful attempts to obtain the department's report and proceeded working on the program review as planned to meet the intended deadline.

### **Criminal Justice**

As previously mentioned, the Criminal Justice Department is missing this part of its report. According to the previous department chair, a full and completed report was submitted to the dean's office. I informed her that I have not come across a report from her department and was willing to resubmit a file copy of the department's report for the review.

When resubmitted, the report only contained the second half of the actual report which includes all information pertaining to the Curriculum Grid. The section which requires this section was missing from the report as resubmitted. I again consulted her but during this time; she was already in the process of completing her resignation paperwork and was assured that the new department chair had been assigned the task of completing this portion of the report.

I spoke to the present department chair regarding the matter and was informed that he was given the form but had misplaced it. I offered to provide a copy of the form if indeed unable to locate it and was assured that he will get back to me if it is the case that he could not find it in their office.

### **Education**

The Education Department submitted a program review form but the information provided did not include the necessary information as required by the instrument. Therefore there is no way that an accurate analysis of this department's linkages could be done.

### **English Language Institute**

The ELI Department provides preparatory courses in meeting the needs of the ASCC students. Its course offerings prepare students for degree programs and equipping them with the necessary reading, writing, and comprehension skills required of them by the workforce. The department is currently implementing programs that serve the community.

### **Health and Human Services**

The Health and Human Services Department offers courses that not just prepare students for immediate entry in the workforce but also courses that are transferred to off-island colleges and universities for those students who wish to pursue a Bachelor's Degree. The department is actively involving its students by offering services to the community

through community service programs and at the same time instilling traditional Samoan values.

### **Languages and Literature**

According to the report, the English Languages and Literature offers transferable courses to off-island colleges and universities and preparing students for the workforce.

### **Mathematics**

The Mathematics Department' link to the overall mission of the American Samoa Community College is that it offers transferable courses to off-island colleges and universities, and preparing students for immediate entry in the workforce.

### **Nursing**

The Nursing Department provides quality instruction to nursing students, by preparing them in passing the National Council License Examination (NCLEX), and preparing students in nursing careers as well as other medical work related fields both locally and off-island. The department also offers a degree program with transferable courses to off-island colleges and universities for students pursuing a Bachelor of Science in Nursing.

### **Physical Education**

A report was submitted by the Physical Education Department submitted a program review report but this section was not responded to by the department's chairperson.

### **Reserve Officer Training Corps.**

The ROTC Program prepares students to achieve in the highest levels of academic programs; and to perpetuate the educational needs of the Samoan leading to more Samoan army officers.

### **Samoan Language and Culture**

The Samoan Language and Culture Department offers courses transferable to off-island colleges and universities. It also prepares students for various careers in journalism, cub reporter, translator, etc. The uniqueness of the program is that it prepares students to become future Samoan leaders and to be valuable members of the Samoan community.

### **Science**

The Science Department is committed to preparing students for immediate entry in the workforce and offers courses that are transferable to off-island colleges and universities.

## **Social Science**

The Social Science Department offer courses that are transferable to off-island colleges and universities; preparing students for the workforce; students participating in community service programs that meet community needs; and instilling in them a sense of appreciation of their culture(s).

## **Trades and Technology**

The Trades and Technology supports student learning by meeting national standards; assists students in meeting their vocational goals by offering a degree and certificate program that would help students find jobs after successfully completing these programs.

## **SAMPAC**

SAMPAC did not provide the necessary information required for this portion of the report.

## **III. Program Curriculum**

**1. Curriculum Grid:** The instrument requires each department to fill out the curriculum grid with information for the following areas. 1) Credential, 2) Mission, 3) Academic Focus, 4) Learning Outcomes, 5) Service Learning Component, 6) Computer Technology, 7) Articulation Status, 8) Scheduling History, 9) Course Outline/Syllabus File, 10) Enrollment, 11) Academic Requirements.

**Column I. Credential:** Information summary are found in Table #7 of the report. Since all academic departments are required to list all courses offered in their respective departments, this column of the grid identifies the degree programs (Associate of Arts, Associate of Science and Certificate of Proficiency in which these courses satisfy. It is also important to know that by verifying the information through the ASCC 2000-2002 Catalog, there were courses that are actually in the catalog for the review period that were not included in the reports as submitted by some of the academic departments. Since seven (7) academic departments used the 2002-2004 Catalog, this would be the only explanation to why these courses are not listed in the 2000-2002 Catalog.

## **Agriculture and Life Sciences**

The following course offerings have been identified by the Agriculture and Life Sciences Department in their report.

AGE150 Agriculture Economics, AGR100, Practical Job Experience, AGR152 Plant Biology, AGR250 Crop Production, NRS200 Natural Resources, NRS180 Forests and Agroforestry, NRS250 Environmental Studies, ANS150 (A) Animal Science, FAM250

Family Finance, FAM260 Parenting: Model for guiding and Nurturing Children, NUT150 Nutrition.

All the above courses as are identified by the departmental reports to satisfy requirements for the Associate of Science Degree.

\*\*\* The following courses are listed in the 2000-2002 Catalog but were excluded from the department's report.

AGE250, AGR150 (A), AGR150 (B), AGR155, ANS150 (B), ENT200, CED150, FAM100.

#### **Fine Arts: ART**

The following course offerings have been identified by the Art Department in their report.

**ART150 Art History Survey, ART151 Art History Survey II, ART170 Drawing I, ART171 Drawing II, AR160 Design Fundamentals, ART161 Indigenous Art Forms, ART165 Basic Photography, ART172 Painting, ART180 Ceramic Sculpture, ART175 Portfolio Preparation, ART299 Advanced At Studies & Project.**

All the above courses meet requirements for the Associate of Arts Degree, and the courses in bold to meeting requirement also for the Associate of Science Degree.

#### **Fine Arts: MUSIC**

The following courses had identified by the Music Department in their report.

MUS140 Basic Applied Music, MUS145 Beginning Band, MUS150 Music Theory, MUS153 Music Fundamentals, MUS155 Ear Training I, MUS156 Ear Training II, MUS160 Music Literature, MUS161 Music History I, MUS162 Music History II, MUS165 Music of the World, MUS170 Concert Choir, MUS175 Chamber Choir, MUS180 band I, MUS185 Stage Band, MUS187 Beginning Orchestra, MUS190 Applied Music-Piano, MUS191 Applied Music-Instrumental, MUS192 Applied Music-Voice, MUS193 Class Piano I, MUS194 Class Piano II, MUS296 Samoan Music Workshop, MUS299 Advanced Music/Study Project.

All courses have been identified to satisfy the Associate of Arts Degree according to the department's report.

\*\*\* The only courses that were not in the Fine Arts Department's report were DRA150, DRA151, and DRA170.



## **Business**

The following course had been identified by the Business Department.

**ACC150 College Accounting**, **ACC151 College Accounting II**, **ACC152 College Accounting III**, **ACC210 Payroll and Income Tax Preparation**, **ACC220 Using Computers in Accounting**, *BUS102 Business Math*, *BUS103 Introduction to Business*, *OAT101 Keyboarding*, *OAT204 Advanced Typing and Word Processing*, *OAT220 Records Management*, *OAT225 Office Procedures*, *OAT230 Office Administration-Practicum*, **CSC151 Introduction to Computers**, **CSC152 Intermediate Word Processing**, **CSC155 Intermediate Spreadsheet/Graphics**, **CSC156 Spreadsheet Business Applications**, **BUS220** (None listed in the 2000-2004 Catalog), **BUS225 Business Communications**, **BUS260 Business Law**, **ECO250 Principles of Macro Economics**, **ECO251 Principles of Micro Economics**, **MGT252** (none listed in the 2000-2002 Catalog), **MKT200 Retailing**, **MKT206 Advertising**, **MKT212 Salesmanship-Practicum**, **CSC160 Introduction to Programming**, **CSC170 Microcomputers and Applications**.

BUS102, OAT230, CSC151, 152,155,156 all satisfy the Associate of Arts Degree, courses in bold satisfy the Associate of Science Degree with courses in italics satisfying Certificate of Proficiency.

\*\*\* The following courses are listed in the Business Department's course offerings from the 2000-2002 Catalog but are excluded from the report.

BUS200, MGT250, OAT150, CSC171, CSC180, CSC220, CSC299.

## **College Life Planning**

*This department for the Program review submitted no report.*

## **Criminal Justice**

The following courses were listed in the departmental report.

**CJ150 Introduction to Criminal Justice**, **CJ155 Traffic Functions**, **CJ160** (Not listed in the 2000-2004 Catalog), **CJ165 Introduction to Probation**, **CJ170 Criminal Evidence**, **CJ175 Criminal Investigation**, **CJ180 Criminal Law**, **CJ185 Introduction Forensic Science**, **CJ190 Juvenile Procedures**, **CJ200 Comparative Justice**, **CJ210 Constitutional Law**, **CJ215 Fundamentals of Criminology**, **CJ220 Survey of Law**, **CJ230 Criminal Justice Administration and Organization**, **CJ240 Police Community Relations**, **CJ150 Constitutional and Criminal Procedures**.

All CJ courses satisfy the Associate of Arts Degree with the exception of CJ155, CJ160 and 240. With the exception of CJ 230 all other courses satisfy the Associate of Science

Degree Program. All courses according to the department's report satisfy the Certificate of Proficiency requirements.

\*\*\* The only course that was left out of the department's report was CJ151, which is included in the 2000-2002 Catalog.

### **Education**

The department listed the following courses in its report.

ED150 Introduction to Teaching, ED150P Observation, Participation and Practicum, ED157 Foundations of Elementary Curriculum and Instruction, ED157P Participation, Observation and Practicum, ED215 Introduction to Exceptional Children.

The following courses were also listed but are not included in the 2000-2004 Catalog.  
ECE141, ECE142, ECE150, ECE151, ECE152, ED257

### **English language Institute**

ENG90 (Not listed in the 2000-2004 Catalog), ENG91 Advanced Writing, ENG95 Advanced Grammar, ENG81 Intermediate Writing, ENG80 Intermediate English, ENG85 Intermediate Grammar, ENG71 (Not listed in the 2000-2004 Catalog), ENG70 (Not listed in the 2000-2004 Catalog)

All courses offered by the department are preparatory courses, which are prerequisites for upper level English, as well as other courses in other academic departments.

\*\*\* The department excluded ENG60, ENG61, and ENG65 from its report but is listed in the 2000-2002 Catalog. ENG70 and ENG71 are included in the report but are not listed in the department's academic course offerings.

### **Health and Human Services**

The following courses were listed in the departmental report.

**HEA140 Introduction to Health Occupations, HEA150 Introduction to Health Science, HEA151 Medical Terminology, HEA152 Standard CPA and CPR, HEA160 Physical Transferring, Positioning, Mobility, and Assistive Devices, Hea250 Introduction to Developmental Disability, HEA260 Aging and Rehabilitation, HEA299 Health Science Practicum/Work Experience, ASL150 American Sign Language, HSV150 Introduction Human Services, HSV200 General Counseling, HSV250 Survey of Substance Abuse Problems, HSV280 Health Promotions and Rehabilitations**

Courses in bold satisfy the Associate of Science Degree with the rest satisfying the Associate of Art Degree.

## Language and Literature

The following courses were listed in the departmental report.

**ASL150 American Sign Language**, **ENG151 Freshmen Composition**, ENG165 English Grammar, **ENG201 Creative Writing**, **ENG251 Sophomore Composition**, JOU155 Introduction to Journalism, **ENG150 Introduction to Literature**, ENG250 Survey of Literature, LIT270 World Literature, LIT272 American Literature, LIT274 Introduction to World Mythology, LIT276 Pacific Literature, SPA151 (Not listed in the 2000-2004 Catalog), SPA152 (Not listed in the 2000-2004 Catalog), ***SPH153 Introduction to Speech***.

All courses offered by the department satisfy the Associate of Arts Degree with the courses in bold satisfying the Associate of Science Degree. Courses in italics satisfy the Certificate of Proficiency.

\*\*\* All course listed in the department's academic offerings from the 2000-2002 Catalog are included in the report with the exception of SPA151 and SPA152 which are not included in the 2000-2002 Catalog but are included in the report.

## Mathematics

The following courses were listed in the departmental report.

MAT80 Preparatory Math, MAT90 Basic Algebra, **MAT150 Survey of Mathematics**, **MAT155 Vocational Technical Mathematics**, MAT250 College Algebra and Trigonometry, **MAT260 Introduction to Statistics**, MAT280 Calculus, MAT281 Calculus II.

All courses below the 100 levels are preparatory courses. MAT250 and MAT260 satisfy the Associate of Arts Degree. MAT150, MAT155 and 260 satisfy the Associate of Science Degree. MAT280 and MAT281 meet elective requirements for other degree and certificate programs.

\*\*\* The following courses are listed in the 2000-2002 Catalog but are excluded from the report.

MAT282 and MAT290

## Nursing

The following courses were listed in the departmental report.

PHM150 General Pharmacology, **NUR150 Fundamentals of Nursing**, **NUR155 Nursing Perspectives**, NUR180 Introduction to Adult Health, **NUR190 Family/Child Nursing**, NUR200 Nursing Transition, NUR203 Maternal-Newborn Nursing, NUR204 Nursing of

Children, NUR205 Adult Health, NUR206 Issues and Trends in Nursing, NUR207 Adult Health II, NUR208 Mental Health/Psychiatric Nursing, NUR209 Advanced Psychiatric Nursing, NUR210 Adult Health III, NUR211 Community Health Nursing, NUR212 ~~Clinical~~ Review Course.

All courses offered by the Nursing Department satisfy the Associate of Science Degree with course in italics satisfying Certificate of Proficiency Programs.

All courses included in the report are also in the 2000-2002 College Catalog.

### Physical Education

The following courses were listed by the departmental report.

PED150M/PED150W Basketball, PED151M/PEDW151 Weight Training, PED155M/PED155W Volleyball, PED154 Golf, PED156 Introduction to Tennis.

All courses are identified by the departmental report to satisfy both Associate of Arts and Associate of Science Degrees. Course Alpha in the 2000-2002 Catalog did not include M and W.

### **ROTC**

The ROTC Department is not listed in the 2000-2002 Catalog, but the present instructor submitted a report.

ROTC150, ROTC151, ROTC252, ROTC253

The department, according to the report does not offer a degree program. Courses offered by the department can be used as electives for the AA/AS Degrees.

### **Samoan Language and Culture**

The following courses were listed in the departmental report.

SAM101 Conversational Samoan, SAM111 Beginning Samoan, **SAM151 Samoan**, **SAM152 Samoan II**, SAM153 Faleaitu, *SAM161 Translation*, *SAM162 Introduction to Samoan Culture*, *SAM201 Creative Writing in Samoa*, *SAM202 Samoan Oratory*, ***SAM211 Journalism in Samoan***.

Samoan 101 and 111 are preparatory courses, all others satisfy the Associate of Arts Degree, courses in bold satisfy the Associate of Science Degree and course in italics satisfying Certificate of Proficiency requirements.

The only course that is excluded from the department's report but is listed in the department's course offering is SAM152.

## Science

The following courses were listed by the departmental report.

**AST150 Introduction to Astronomy, BIO150 Introduction to Biological Science, BIO180 Biology I, BIO181 Biology II, BIO250 Anatomy and Physiology I, BIO251 Anatomy and Physiology II, BIO255 Microbiology, CHM150 Chemistry I, CHM151 Chemistry II, BIO155** (Not listed in the 2000-2004 Catalog), MET150 Introduction to Meteorology, **MSC150 Introduction to Oceanography, MSC155 Introduction to Geology, MSC157 South Pacific Geology, MSC160 Natural Marine Resources, MSC170 Marine Biology, MSC171 Marine Biology II, MSC210 Marine Chemistry, MSC256 Historical Geology, MSC270 Tropical Island Ecology, MSC280 Marine Science Special Projects, PHY150 Physics, PHY151 Physics II, PHY152** (Not listed in 2000-2004 Catalog), PHY155 Aeronomical Physics (The course according to the report was never offered).

All courses offered by the department satisfy the Associate of Arts Degree with courses in bold satisfying the Associate of Science Degree.

The following courses were excluded in the departmental report but are listed in the 2000-2002 Catalog.

PED170 and PHY160

## Social Science

The following courses were listed in the departmental report.

PSY150 Introduction to Psychology, PSY250 Survey of Human Development, HIS160 Samoan History I, ANT210 Archaeological Field School, ANT160 Ethnographic Field Methods, **ANT170 Anthropology of the Pacific Islands**, POL220, Current Affairs, GEO100 Introduction to Geography of Samoa, **GEO160 Introduction to Geography, GEO161 Geography of the Pacific, HIS162 Pacific History, PSY251 Positive Behavior Supports**, ANT151 Introduction to Physical Anthropology, ANT153 Introduction to Archaeology, **POL150 Introduction to American Government, POL160 Introduction to Politics, POL151 Introduction to American Samoa Government, POL250 Comparative Politics, POL251 International Affairs, PAD150 Introduction to Public Administration, PAD160 Organizational Theory and Management, PAD170 Budgeting in Public Administration, HIS170 World Civilizations, HIS171 World Civilizations II, REL150 World Religions, HIS150 American History I, HIS151 American History II, PHL150 Introduction to Philosophy, ANT154 Cultural Anthropology**

All courses were identified by the departmental report as to satisfying the Associate of Arts Degree and courses in bold satisfying the Associate of Science Degree, courses in italics satisfying Certificate of Proficiency.

\*\* No information was found in the report on which degree programs that REL150 and PHL150 satisfy.

\*\*\* The following courses were excluded from the department's report but are listed in the 2000-2002 Catalog.

ANT150, ANT220, HIS161, SOC211, PAD180 and PAD200.

### **Trades and Technology**

The following courses were listed in the departmental report.

ADT160 (Not listed in the 2000-2002 Catalog), ADT260 (Not listed in the 2000-2004 Catalog), ADT280 Elements of Structural Engineering, ELE150 Electronics, ELE151 Construction, ELE170 Consumer Electronics, ELE190 Digital Techniques, ELE201 Communications System, ELE202 Computer System, ELE203 Television and Video Systems, ELE299 Electronics System Practicum, CET150 Plane Surveying I, CET151 Plane Surveying II, CET160 Introduction to Geographic Information System, CET261 Construction Management, CET260 Construction Procedures, CET265 Hydraulics, CET270 Land Development, CET299 Cooperative Work Internship, CNA170 (Not listed in the 2000-2004 Catalog), CAN175 (Not listed in the 2000-2004 Catalog).

All the above courses offered by the department satisfy the Associate of Arts Degree according to the department's report.

\*\*\* The ADT160, ADT260, ADT280, CNA170, CNA175 are listed in the departments report but are not included in the 2000-2002 Catalog. The following courses are in the 2000-2002 Catalog but are not in the department's report. ABR150, ABR151, ABR210, ABR211, ADT140, ADT150, ADT151, ADT152, ADT201, ADT250, ADT251, ADT252, ADT280, BPR200, AUM150, AUM151, AUM200, AUM201, CON150, CON151, CON220, CON221, WLD150, WLD151, WLD240, WLD241, CET150, and CET260.

**Column II. Mission:** This portion of the grid requires each department to identify courses, which meet the four main components of the ASCC Mission Statement. These components are Transferability of courses, Employment, Cultural Development, and Community Service.

### **Agriculture and Life Sciences**

All courses listed by the department in its report meet the Transferability and Employment components with two courses meeting the Community Service component of the College's mission.

Refer to Table #7 for summary of this part of the grid.

**Fine Arts: Art**

According to the Art Department's report, 11 of its courses meet the Transferability component, 11 courses meet the Employment component, 10 courses meet the Cultural Development, and 4 meet the Community component of the College's Mission.

Refer to Table #7 for summary of this part of the grid.

**Fine Arts: Music**

According to the Music Department's report, all of its 22 courses offered in the assessment period meet the Transfer component of the College's Mission.

Refer to Table #7 for summary.

**Business**

The Business Department listed a total 27 course during the assessment period, 26 courses meet the Transfer component, 27 courses meet the Employment component, 22 courses meet the Cultural Development, and 20 courses meet the Community component of the College's Mission.

Refer to Table #7 for summary.

**College and Life Planning**

This department submitted no report.

**Criminal Justice**

The Criminal Justice reported 17 courses offered during the assessment period, 16 courses meet the Transfer component, 16 courses meet the Employment component, none meet the Cultural Development component, and 5 courses meet the Community Service component of the College's Mission.

Refer to Table #7 for summary.

**Education**

The Education Department listed 9 courses in its report. Of the 9 courses, 7 meet the Employment component, 2 meet the Community Service component, and none meeting the Transfer and Cultural Development components of the College's Mission.

Refer to Table #7 for summary.

### **English Language Institute**

All 8 courses offered by the ELI Department are developmental courses and therefore none of its courses were reported by the department to have met any of the components of the College's Mission.

Refer to Table #7 for summary.

### **Health and Human Services**

The Health and Human Services Department reported 13 courses offered in the assessment period, 7 courses meet the Transfer component, 13 meet the Employment component, 2 meet the Cultural component, and 12 meet the Community Service component of the College's Mission.

Refer to Table #7 for summary.

### **Languages and Literature**

The Languages and Literature Department reported that 15 of its courses were offered during the assessment period, 15 courses meet the Transfer component, 3 meet the Employment component, 13 meet the Cultural Development component, and 6 meeting the Community component of the College's Mission.

Refer to Table #7 for summary.

### **Mathematics**

Of the 8 courses listed by the Mathematics Department for the assessment period, 2 courses are developmental courses, 4 meet the Transfer component, 3 meet the Employment component, and none meeting the Cultural Development and Community Service components of the College's Mission.

Refer to Table #7 for summary.

### **Nursing**

The Nursing Department listed 16 courses offered during the assessment period, 12 courses meet the Transfer component, 16 meet the Employment component, and none meeting the Cultural Development and Community Service components of the College's Mission.

Refer to Table #7 for summary.



### **Physical Education**

The Physical Education department listed 8 courses offered during the assessment period, but the department failed to provide the information for this part of the grid.

Refer to Table #7 for comments.

### **ROTC**

The ROTC Department listed 4 courses in its report, all courses meet the Transfer component, and none meeting the Employment, Cultural Development, and Community Service components of the College's Mission.

Refer to Table #7 for summary.

### **Samoan Language and Culture**

Of the 10 courses reported by the department to have offered during the assessment period, 2 are developmental courses, 5 meet the Transfer component, 8 meet the Employment component, 10 meet the Cultural Development component, and 1 meeting the Community component of the College's Mission.

Refer to Table #7 for summary.

### **Science**

The Science department listed 25 courses from its report, 1 course was reported to have never been offered, another as never been offered since the Fall of 1999, 20 course meet the Transfer component, 21 meet the Employment component, none meeting the Cultural Development and Community Service components of the College's Mission.

### **Social Science**

The Social Science Department reported 30 courses to have been offered during the assessment period, 24 courses meet the Transfer component, 25 courses meet the Employment component, 24 courses meet the Cultural Development component, and 10 meeting the Community Service component of the College's Mission.

Refer to Table #7 for summary.

### **Trades and Technology**

The Trades and Technology reported 21 courses in its report. All these courses were offered by the Technology Department, therefore, since the Trades Department did not provide this information of the report only courses offered by the Technology Department are included in this part of the assessment period report.

Of the 21 Technology Department courses offered, 9 meet the Transfer component, 21 meet the Employment component, none meet the Cultural Development component, and all meeting the Community Service component of the College's Mission.

Refer to Table #7 for Summary.

**Column III. Academic Focus:** This part of the grid requires each department to indicate courses that are required for degree programs, general education requirements, electives, and remedial courses.

### **Agriculture and Life Sciences**

All courses reported by the department are core courses for the department's degree program.

Refer to Table #8 for summary.

### **Fine Arts: Art**

Of all courses offered by the Art Department during the assessment period, 7 are program core courses, 9 satisfy general education requirements, 10 can be taken as electives, and 2 and remedial courses.

Refer to Table #8 for summary.

### **Fine Arts: Music**

Of all the courses offered by the Music Department during the assessment period, 18 are program core courses, 3 courses satisfy general education requirements, and 2 can be taken as electives, and none being remedial courses.

Refer to Table #8 for summary.

### **Business**

Of all the courses offered by the department, 25 are identified as program cores, 4 meeting general education requirements, 5 can be taken as electives, and 10 as listed being remedial.

Refer to Table #8 for summary.

### **College and Life Planning**

No report submitted this department.

### **Criminal Justice**

All courses are identified by the department's report as being program cores and 13 course satisfying general education requirements.

Refer to Table #8 for summary.

### **Education**

The department identified 5 of its courses to be program cores, 5 meeting general education requirements, and 2 being remedial courses.

Refer to Table #8 for summary.

### **English Language Institute**

All courses offered by the department are remedial courses.

Refer to Table #8 for summary.

### **Health and Human Services**

All courses offered by the department have been identified as program cores, 7 courses meeting general education requirements, and none being remedial.

### **Languages and Literature**

Of all the courses offered by the department, 5 are program cores, 7 meeting general education requirements, 12 can be taken as electives, and none being remedial.

Refer to Table #8 for summary.

### **Mathematics**

Of all courses listed by the department, 2 are identified as remedial, 6 courses being program cores, 2 can be taken as electives.

Refer to Table #8 for summary.

### **Nursing**

All courses have identified by the department as program cores, none as electives and being remedial courses.

Refer to Table #\*8 for review.

### **Physical Education**

All courses had been identified by the department to meet general education requirements and being remedial courses. It is questionable as to why these courses are being identified by the department to be remedial courses.

Refer to Table #8 for summary.

### **ROTC**

The courses offered by the department have been identified to satisfy general education requirements.

Refer to Table #8 for summary.

### **Samoan Language and Culture**

According to the department's report, 1 course is identified as a program core, 8 courses meeting general education requirements, and 2 being remedial courses.

Refer to Table #8 for summary.

### **Science**

Of all the courses reported by the department, 18 were identified as program cores, 22 meeting general education requirements, and none taken as electives and being remedial courses.

Refer to Table #8 for summary.

### **Social Science**

The department identified 16 courses as program cores, 28 meeting general education requirements, 30 can be taken as electives, and 2 being remedial courses.

Refer to Table #8 for summary.

### **Trades and Technology**

All courses offered by the Technology Department have been identified as program cores. No report was submitted by the Trades Department.

Refer to Table #8 for summary.

**Column IV. Learning Outcomes:** This part of the curriculum grid requires that departments report on specific learning outcomes for the Associate of Art and Associate of Science Degrees as met by the identified course offered by each academic department. These learning outcomes are listed in pages 58 and 62 of the 2000-2002 College Catalog.

### **Agriculture and Life Sciences**

The department reported that its courses meet the learning outcomes for the Associate of Science Degree and specifically identified the number of those learning outcomes in this column of the curriculum grid.

Refer to Table #8 for summary

### **Fine Arts: Art**

The department identified the number of learning outcomes but failed to report which degree program these specific learning outcomes meet, this explains the question marks as indicated in this particular part of the department's summary.

Refer to Table #8 for summary.

### **Fine Arts: Music**

The department reports that its courses offerings satisfy the Associate of Arts Degree Program and identified the specific learning outcomes for that particular program its courses meet.

Refer to Table #8 for summary.

### **Business**

The department identified specific degree programs its courses satisfy and therefore identify specific learning outcomes that their course offering meet as well.

Refer to Table #8 for summary.

### **College and Life Planning**

The department did not submit a report.

### **Criminal Justice**

The department identified degree programs that its courses satisfy and the specific learning outcomes met by those courses as offered.

Refer to Table #8 for summary.

### **Education**

The department did respond to this portion of the report in accordance to what was required by the instrument.

See Table #8 for comments.

### **English Language Institute**

Please see comments in Table #8 as to the response given and submitted by the department's report.

### **Health and Human Services**

The department had identified degree programs its courses satisfy and the specific learning outcomes as met by those courses.

Refer to Table #8 for summary.

### **Languages and Literature**

The department's report identified the number of learning outcomes but failed to indicate which degree program these learning outcomes fall under.

Refer to Table #8 for summary.

### **Mathematics**

The department identified the degree programs its courses satisfy but failed to list the specific learning outcomes for these degree programs.

Refer to Table #8 for summary.

### **Nursing**

The department identified degree and certificate programs its courses satisfy and the specific learning outcomes met by these courses.

Refer to Table #8 for summary.

### **Physical Education**

The information provided by the department's report was irrelevant to what was required by the program review instrument.

Refer to Table #8 for comments.

### **ROTC**

According to the department's report, its courses do not satisfy a degree program so therefore the learning outcomes would not apply to its department's course offering.

Refer to Table #8 for comments.

### **Science**

The department's report identified the degree programs its courses satisfy, but failed to include the specific learning outcomes as met by the courses meeting these degree programs.

### **Social Science**

The department's report lists various courses satisfying specific degree programs and learning outcomes for those specific degree programs. There are also courses identified in which the report failed to identify degree programs specific learning outcomes as indicate belong to in the report.

Refer to Table #8 for summary.

### **Trades and Technology**

The department's report lists the degree program its courses satisfy but failed to include the specific learning outcomes under the indicated degree program.

Refer to Table #8 for summary.

**Column V. Service Learning Component:** This portion of the curriculum grid requires each department to identify course with a service-learning component. Various departments had reported courses with Service-Learning components but were unable to verify if instructors teaching these courses ever implemented this component.

### **Agriculture and Life Sciences**

The department reported that 2 of its courses were service learning courses, 8 courses were not, and 2 currently in the planning process.

According to the Service-Learning Coordinator's report, this department did not have records of any service-learning classes during the assessment period.

Refer to Table #8 for summary.

**Fine Arts:**

The department reported 4 of its courses with service-learning components, 7 courses in the planning process and 4 not being service-learning courses.

According to the Service Learning Coordinator's report, this department did not have records of any service-learning courses during the assessment period.

Refer to Table #8 for summary.

**Fine Arts: Music**

According to the department's report, none of its courses are service-learning courses and none in the planning process.

Refer to Table #8 for summary.

**Business**

The department reported that 14 of its courses are service-learning courses, 9 in the planning process and the rest not having a service-learning component.

According to the Service-Learning Coordinator's report, this department did not have records of any service-learning courses during the assessment period.

Refer to Table #8 for summary.

**College and Life Planning**

The department submitted no report.

**Criminal Justice**

The department identified 7 courses with a service-learning component, 7 courses without, and 3 in the planning process.

According to the Service-Learning Coordinator's report, the department offered service-learning courses during the assessment period.

Refer to Table #8 for summary.



## **Education**

Not specified in the department's report to whether its courses had service-learning components.

Refer to Table #8 for comments.

## **English Language Institute**

According to the department's report, 2 of its courses are service-learning courses and the rest not being service-learning courses.

According to the Service-Learning Coordinator's report, the department offered service-learning courses throughout the assessment period.

Refer to Table #8 for summary.

## **Health and Human Services**

According to the department's report, only one of its courses is a service-learning course and the rest are not service-learning courses.

According to the Service-Learning Coordinator's report, the department offered service-learning courses during the assessment period.

Refer to table #8 for summary.

## **Languages and Literature**

Only one of the department's courses has a service-learning component and the rest not being service-learning courses.

According to the Service-Learning Coordinator's report, 2 of the department's courses were service-learning courses.

Refer to Table #8 for summary.

## **Mathematics**

None of the courses in this department are service-learning courses and none are in planning process of being service-learning courses in the future.

Refer to Table #8 for summary.

## **Nursing**

According to the department's report, all of its courses are service-learning courses.

According to the Service-Learning Coordinator's report, the department offered service-learning courses during the assessment period.

Refer to Table #8 for summary.

## **Physical Education**

The information was provided for this column of the report.

Refer to Table #8 for comments.

## **ROTC**

According to the report by the department, none of its courses have a service-learning component and none are in the planning process.

Refer to Table #8 for summary.

## **Samoan Language and Culture**

The department does not have service-learning courses but 5 courses are currently in the planning process to be service-learning courses.

## **Science**

None of the courses offered in the department are service-learning courses and there are no courses being planned of becoming service-learning courses.

Refer to Table #8 for summary.

## **Social Science**

The department indicated 6 of its courses with service-learning component, 2 in the planning process and the rest not having a service-learning component.

According to the Service-Learning Coordinator's report, the department offered service-learning courses during the assessment period.

Refer to Table #8 for summary.

## **Trades and Technology**

The Technology department reported that 11 of its courses are service-learning courses and the rest in the planning process. The Trades Department did not submit a report.

According to the Service-Learning Coordinator's report, there was not record of service-learning courses offered by the department during the assessment period.

Refer to Table #8 for summary.

**Column VI. Computer Technology Focus:** This column of the curriculum grid requires each department to report if courses offered in their respective departments utilize computers and the integration of computer usage in the delivery of instruction.

## **Agriculture and Life Sciences**

Of the 12 courses offered by the department, 5 courses were identified as having a computer technology focus component and the rest without.

Refer to Table #9 for summary.

## **Fine Arts: Art**

Of the 11 courses offered by the department, 6 courses had been identified with computer technology focus and 5 without a computer technology focus.

Refer to Table #9 for summary.

## **Fine Arts: Music**

According to the department's report none of its course have a computer technology focus.

Refer to Table #9 for summary.

## **Business**

The department report 27 courses offered with a computer technology focus and 3 without computer technology focus.

Refer to Table #9 for summary.

## **College Life Planning**

The department submitted no report.

## **Criminal Justice**

The department's report indicates that all 17 courses offered during the assessment period are not computer technology focus.

Refer to Table #9 for summary.

## **Education**

According to the department's report, 7 of its courses are in the developmental stage of being computer technology courses. 2 courses have been identified as non-applicable to what is required by the column of the report.

Refer to Table #9 for summary.

## **English Language Institute**

According to the department's report all courses offered are offered through distance learning, which is a computer technology focus component.

Refer to Table #9 for summary.

## **Health and Human Services**

None of the courses offered by the department have a computer technology focus.

Refer to Table #9 for summary.

## **Mathematics**

None of the courses offered under the department with a computer technology focus.

Refer to Table #9 for summary.

## **Nursing**

All courses offered by the department are identified to have a computer technology focus.

Refer to Table #9 for summary.

## **Physical Education**

None of the courses offered by the department to have a computer technology focus.

Refer to Table #9 for summary.

## **ROTC**

None of the courses offered by the department to have a computer technology focus.

## **Samoan Language and Culture**

There are 5 courses identified to have a computer technology focus, 3 courses without, and 1 without any information required by the column and 1 missing from the grid.

Refer to Table #9 for summary.

## **Science**

Only three courses have computer technology focus, and the rest of the courses without a computer technology focus.

Refer to Table #9 for summary.

## **Social Science**

Of the 30 courses offered by the department, 19 were identified with computer technology focus and 11 a without computer technology focus.

Refer to Table #9 for summary.

## **Trades and Technology**

The Technology identified 18 of its course with computer technology focus and 3 without. Of course the Trades did not submit a report for this column of the report.

Refer to Table #9 for summary.

**Column VII. Articulation Status:** This column of the curriculum grid requires departments to indicate all courses that are in articulation with other colleges and universities or vocational programs for transferable credit; or has private and public sector programs, agencies, and employers as a requirement for professional development initiatives.

Other than the departments without reports, all academic departments reported specific courses with articulation to perhaps what the column requires as described in the above paragraph. Of course there is no way of knowing whether if courses identified by each academic department as being articulated are with other institutions of higher learning, private sector, or as required for professional development initiatives.

The only information reported was that of what was required by the instrument which is to respond to YES or NO in the column if courses are articulated or not being articulated.

Information pertaining to this part of the report is found in Table #9 of the curriculum grid.

**Column VIII. Scheduling History:** This column of the curriculum grid requires the departments to report courses offered for during the assessment period per semester and year as required by the instrument.

This portion of the curriculum grid presented evidence that the department chairs had a different interpretation of what was required by the instrument. The differences in the departments' responses are clear indication that the department chairs did not understand what the requirement was in responding to that required by the grid.

The information compiled are found in Table #9 of the report.

**Column IX. Course Outline/Syllabus File.** This column of the curriculum grid requires that each department report if courses offered have updated course outline and syllabus on file.

All the departments that submitted reports indicated that courses offered in their respective departments have updated course outline. The only department that reported as not having updated course outline is the Music Department. Social Science and Technology Departments reported some of their courses as not having syllabi on file.

Information pertaining to this column of the grid is found in Table #9 of the report.

**Column X. Enrollment:** This part of the report required departments to report if courses offered are open enrollment, or with special entrance requirements, or post Remedial English/Math.

Each department responded to the column as required by the instrument and to some departments according to how they've interpreted the explaining of what is required by the grid.

Information pertaining to this portion of the curriculum grid are found in Table #10 of the report.

**Column XI. Academic Requirements.** This part of the curriculum grid requires departments to identify specific requirements for assessment of student performance based on these areas: Special Projects, Performance of Skills, Community Participation

and other means of assessing student performance based on what is required by the instructor in achieving the expected learning outcomes of the course.

The departments have identified areas of assessment based on what is required by the instrument as well as other assessment methods deemed appropriate by instructors teaching these courses. Some departments did not respond to what is required by the instrument.

Information regarding to this part of the report are found in Table #10 of the curriculum grid.

#### **IV. Program Faculty**

The instrument specifically outlines requirements in responding to the above areas. This portion of the report is the most time consuming, for the information provided requires intensive and thorough review and analysis of the information provided. Since two separate catalog years were used by the department chairs and explained in the General Information section of the report, cross checking was required to assure accuracy of the courses that had been listed by each department as taught from the Fall Semesters of the 2000 – 2004 and 2002 – 2004 Catalogs. This required reviewing of all course schedules from the Fall Semesters of both 2000 – 2002 and 2002 – 2004 Catalogs.

Summary of the information provided by each academic program is found in Table #11 of the report

Explanation of Table #11. The table is divided into five columns. Column 1 includes the Academic Program, Column 2 include the number of faculty, full time, part time, and full time equivalent. Column 3 includes the actual instructors and the courses they had taught in the Catalog Year as specified by the departmental reports. Column 4 includes the semesters in which the identified courses were actually offered including the Summer session. Column 4 includes credit per course and the total credits taught by instructors during the assessment period.

Reports provided by the departments included faculty that had previously taught courses for their individual departments. In some academic departments instructors were staff members and they were considered as full-time equivalents. Some instructors were contracted by departments based on the needs for these courses to be taught and an instructor was not available for specific courses.

The table summarizes semesters and sessions in which courses were offered by academic departments. The problem in the responses provided by each department is that not all the semesters within the assessment period were included in the submitted reports. Therefore, there was no way of knowing which courses each instructor taught and semesters/sessions for the full assessment period.

Refer to Table #11 for complete summary of information relating to this part of the report.

This portion of the report requires that each department to identify existing instructional impediments in meeting the Program Mission/Goals/Goals/Outcomes, such as Instructional Responses/Facilities, Equipment/Supplies, Instructional Knowledge/Skills/Training, Supervision, and Institutional Support.

Responses to this portion of the report are summarized in Table #12 of the report.



# RECOMMENDATIONS

## Recommendations

The following recommendations are based on actual findings from the Program Review. Since it is the first ever Program Review conducted of the academic program of the American Samoa Community College, it would not be unusual for the report to have a substantially high number of recommendations. Recommendations are made to improve areas of weaknesses, address issues of concerns, and strengthen what is already in place.

All recommendations in this report are based on the content and facts as compiled by the reporter based on the submitted information from the academic department chairpersons. It should be understood that the instrument used for the program review has its many weaknesses. I've discovered such weaknesses as I continuously worked in compiling the information. In any event, the instrument still served its purpose in achieving the desired outcomes of the review.

The recommendations therefore begin with the instrument itself. Other recommendations that follow are particular to the parts and different sections of the program review. Although recommendations may be perceived by some as being negative, it is not the intention of the writer as such but for the sole purpose of improving the academic programs of the division. These improvements may not materialize immediately because there needs to be an effective process in its implementation. This process would involve the collaborative effort of all instructional personnel of the division so that the purpose of the review would be accomplished.

It is the hope of the writer of this report that there may be more recommendations suggested by all the academic departments as they review this report and therefore taking the necessary steps in the process to address issues of concerns as prepare for the next cycle of the review. With that being stated, the following recommendations are made for all areas as covered by the report based on facts as compiled by the writer of this report.

### **The Author of the Program Review recommends:**

#### **1. Process:**

**1. a. That the Dean of Instruction, Educational Research and Development Coordinator conduct another workshop for all department chairs to further familiarize them with the program review instrument to assure the uniformity of information as required by the instrument.**

**1. b. That the department chairs involve all its faculty members in the process enabling them to understand, participate, and provide input in the review.**

**1. c. The department chairs and department faculty review the final drafts of their reports before them in to assure accuracy of the information required by the program review instrument.**

## **2. A. Instrument: General Information**

**2. A(1). That the Educational Research and Development Coordinator revise and review the program review instrument and submit recommended changes to the Curriculum Committee.**

**2. A(2). The all academic departments submit a report for the next assessment cycle (2002-2004 Catalog Year) and in a timely manner.**

**2. A(3). That the Office of the Dean of Instruction prepares a plan of work in order to meet deadlines for program review reports by each academic department.**

## **3. B. Instrument: Academic Information**

**3 B(1) That each academic department review their program missions, goals and objectives to assure linkage to the College's Mission and its goals and objectives.**

## **4. C. Instrument: Program Curriculum**

**4. C(1). Identify all courses offered by each academic department from the assessment period corresponding to their course offering in the 2002 to 2004 Catalog.**

**4. C(2). Course syllabi and course schedules be kept in departmental files to be used as reference in filling out and reporting the required information by the review to assure accuracy in departmental reports.**

**4. C(3). Review all the requirements for the Associate of Science and Associate of Arts Degrees satisfied by the course offering of each academic department.**

**4. (5). Each academic department thoroughly review all its courses. In doing so, each department will identify courses that had not been taught throughout the review period and beyond, thus making decisions of whether these courses should continue to be included in their course offering or taken out of the catalog.**

**4. (6) Each department review their mission statements in making sure that all the required components required are included.**

**4. (7) Each department through review of courses consider the revision of program core courses, courses meeting general education requirements, and electives. This would allow the feasibility of removing dead courses from the College Catalog.**

**4. (8) Each department during this review of courses offered in their respective departments make sure that each course address the learning outcomes addressed in pages 76 and 77 of the 2002 – 2004 Catalog.**

4. (9). That each department coordinate all service-learning projects with the Service-Learning Coordinator.

4. (10). That each service-learning course meet the approved required criteria for courses to be service-learning courses.

4. (11). That all service-learning teachers submit a written report once courses are completed to the Dean of Instruction's Office and the Service-Learning Coordinator for documentation. This would also allow the Dean's Office to verify the appropriateness of the component of the course through learning outcomes, teaching methodology, and its linkage to the program mission and goals and objectives.

4. (12). That each department instructor integrate more technology activities and requirements in their courses to reflect the current trends in technology.

4. (13). Each department through their review of courses would identify reasons of why those courses (dead courses) have not been offered during the assessment period and beyond and it is to explore the possibility of addressing faculty, funding, scheduling, and other related issues.

4. (14). That each department chairperson work collaboratively with the Dean of Instruction's Office in identifying ways to address impediment issues as reported by departmental reports.

4. (15) That each department chairperson is responsible and is accountable for their respective departmental report.

4. (16). That other departments/and or divisions offering courses in service to the community should be included in the instructional review, i.e. Adult Education, ASTEP, and Small Business Administration.

# PROGRAM REVIEW

## TABLE I. GENERAL INFORMATION

Instructional Affairs Division  
 Program Review  
 Table No. 1  
 General Information

<b>Academic Programs</b>	<b>Department Personnel Compiling Report</b>	<b>Assessment Period</b>	<b>Submittal Date of Report</b>
1. Agriculture & Life Sciences	Laura Laumantia, Dr. Carol Whitaker, Dr. Darlene Moss	Catalog Year 2000 - 2002	October 30, 2002
2. Fine Arts	Regina Malala, Dr. Paul Pouesi	Catalog Year 2000 - 2002	October 14 1& 31, 2002
3. Business	Dr. Faofua Faatoafe	Catalog Year 2000 - 2002	September 20, 2002
4. College & Life Planning	No report		
5. Criminal Justice	Tofaaga U. Laa	Catalog Year 2000 - 2004	August 18, 2003
6. Education	Roy Fua	Catalog Year 2002 - 2004	August 18, 2003
7. English Language Institute	Elisapeta Faalafi	Catalog Year 2002 - 2004	September 20, 2002
8. Health and Human Services	Dr. Dan Chang	Catalog Year 2000 - 2002	September 16, 2002
9. Language & Literature	Malamalama Muagututia	Catalog Year 2002 - 2004	September 2003
10. Mathematics	Dr. Adriano Navarro	Catalog Year 2000 - 2002	July 05, 2002
11. Nursing	Lele Ah Mu-Mageo	Catalog Year 2000 - 2002	August 02, 2002
12. Physical Education	Ed Imo	Catalog Year 2002 - 2004	November 22, 2002
13. Reserve Officers Training Corps	Capt. Rodney Parker	Catalog Year 2002-2004	August 25, 2003
14. Samoan Language and Culture	Muli'aumaseali'I A. Ripine	Catalog Year 2000 - 2002	October 28, 2002
15. Science	Dr. Adriano Navarro	Catalog Year 2000 - 2002	September 20, 2002
16. Social Science	Okenaisa Fauolo	Catalog Year 2000 - 2002	September 20, 2002
17. Trades & Technology	David Kulberg	Catalog Year 2002 - 2004	November 22, 2002
18. SAMPAC	Pulefaasisina Tuiasosopo	Catalog Year 2002 - 2004	September 02, 2003

# PROGRAM REVIEW

## TABLE II. ACADEMIC PROGRAM MISSIONS

**Instructional Affairs Division  
Academic Program Review**

**Table #2**

**Academic Program Missions**

Academic Program	Program Mission		Transferability	Employment	Cultural Development	Community Source
	Yes	No				
Agriculture & Life Sciences	*		*	*	*	*
Fine Arts	*		*	*	*	*
Business	*		*	*		*
College Life & Planning	<b>No Report</b>					
Criminal Justice	*		*	*	*	*
Education	*			*		
English Language Institute	*		<b>Prep</b>	*	*	
Health & Human Services	*		*	*		*
Languages & Literature	*		*	*		*
Mathematics	*		*	*	*	*
Nursing	*		*	*	*	*
Physical Education	*		*	*		
ROTC	*		*	*		
Samoan Language & Culture	*		*		*	
Science	*		*	*		
Trades & Tech	*		*	*		
SAMPAC	*		*	*	*	*



# PROGRAM REVIEW

## TABLE III. ACADEMIC PROGRAM MISSION STATEMENTS

**Instructional Affairs Division  
Academic Program Review**

**Table #3**

**Academic Program Mission Statements**

<b>Academic Program</b>	<b>Academic Program Mission</b>
Agriculture & Life Sciences	The mission of the Agriculture and Life Sciences Department is to provide educational services in the area of agriculture, agribusiness, natural resources, and family and consumer sciences. The department currently offers Associate of Science Degree programs in these four areas, designed to provide full-time and part-time students with career and transfer opportunities. The department is committed to quality education in agriculture and related areas that will enable the program to be a leading educational influence in the South Pacific region as well as the United States and the world.
Fine Arts	The Department of the Arts provides courses that cultivate expression, emotion, and creative thinking. Exposure to and immersion in the Arts will enhance and enrich the study of all other academic disciplines. The department offers music, art, and drama courses that can fulfill the Humanities requirements in an A.A. or A.S. degree. In addition, the programs for the Associate of Arts degree in Music and Art are designed for students who are planning to continue their studies at a four-year college or university. The department is committed to encouraging students to innovate, create, and perform while experiencing a living history through the eyes and ears of great playwrights, artists, and musicians.
Business	The Business Department provides quality education in Accounting, Business Management, and Administration and Technology. The intent of the program is to ensure that ASCC business graduates are equipped for employment, to start a business, continue their education, and to become more productive citizens in today's global, high tech-economy, and a competitive workforce. Moreover, to facilitate an effort to collaborate with various community businesses as partners in job placement and educational improvement.
College & Life Planning	The mission of the College Life Planning (CLP) is to provide courses to guide students in the areas of academic, career, personal and social goals. CLP is committed to prepare and assist transfer and non-transfer students in making better decisions. The program provides internet access and up-to-date information through

College & Life Planning	computerized programs.
Criminal Justice	The Criminal Justice degree programs are designed to offer the student an academic preparation for entry level career positions in criminal justice, law, criminology, law enforcement, probation and parole, and public safety. The program will provide an opportunity for the student to develop abilities and skills necessary for a career upgrade and for transfer to a four year institution. Since any Criminal Justice System does not exist in isolation but naturally reflects the structure, ideas and concerns of the society which it operates, the program encourages students to be cognizant of the social, political and cultural perspectives of the American Criminal Justice System, its relationships, and impact on the American Samoa System of Justice as well as other Pacific island nations.
Education	The American Samoa Community College Department of Education provides quality teacher education for American Samoa in the areas of Early Childhood Education, Special education, Elementary Education, Samoan History, Language Education to include Family Literacy and other educational related fields.  The Education Department is to prepare and conduct pre and in service teacher training in fundamental theories, pedagogical practices, methods, and research that will improve their standard of effective teaching.
English Language Institute	The Mission of the English Language Institute Department is to provide services to all college students with English courses in reading, writing, and Grammar to equip students before entering the college degree programs and to fulfill the requirements for college certificate programs. The ELI Program also allows the students to practice these skills in the community through Service Learning Program.
Health and Human Services	To prepare students for immediate job entry. To provide a service to the community. To provide transfer courses to off-island colleges/universities. To perpetuate traditional culture and values.
Language and Literature	Takes responsibility to broaden and strengthen the college's general education programs by offering high quality intensive English courses that will contribute to the academically and culturally rich personal growth of each student.
Mathematics	Provide students general education courses for the AS degree in order for them to be able to easily join the workforce. Provide students with transferable mathematical courses to four-year institutions.

Nursing	The Mission of the Nursing Department is to prepare a knowledgeable and caring professional nurse who is aware of and sensitive to the health needs and practices of the people of American Samoa. The department offers certificate of Proficiency in Practical Nursing, which enables the student to write the National Council Licensure Examination for Registered Nurses (NCLEX-PN). The Associate of Science Degree in Nursing (AND) qualifies the student to write the National Council Licensure Examination for registered Nurses (NCLEX-RN), and to provide a foundation for an off-island Bachelor of Science Degree in Nursing (BSN). Successful completion of the Registry Examinations enables the nurse to practice in the U.S. accredited hospitals and Public Health agencies within American Samoa, as well as the U.S. mainland and other U.S. territories. The Department of Nursing is committed to offer quality education and prepare students to care for clients in a variety of health care settings within the community.
Physical Education	The Physical education Department's mission is to offer physical education courses that fulfill the one-credit requirement for Associate of Arts and Associate of Science Degrees. It also provides continuous training for athletes who intend to pursue athletic participation abroad.
Reserve Officers Training Corps (ROTC)	The mission of the ROTC Basic Course is to commission in the future officer leadership of the U.S. Army and motivate young people to be better citizens. It provides an introduction to cadets of the fundamental components of service as an officer in the United States Army. This course forms the building blocks of progressive lessons in Values, Fitness, Leadership and Officership. It also addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships. While consisting of four distinct
Samoan Language and Culture	The Department of Samoan Language and Culture promotes Samoan Language skills and cultural awareness among students so they can function meaningfully and successfully in any given Samoan Community. The department provides a program that analyzes, maintains, advances and disseminates knowledge of Samoan through proper use of Samoan Language as well as appreciation of Samoan customs.
Science	Provide students with general education courses for the Associate of Science degree in order for them to be able to easily join the workforce. Provide students with transferable biological and physical science courses to four-year institutions.
Social Science	The Social Science Department plays a supportive role to the goals and objectives of the American Samoa Community College. It provides the student with the knowledge and education that would enhance their ability to undertake the diverse subjects in the field of social science. The focus of the Social Science Program is to

Social Science	<p>educate the Samoan youth with knowledge of their traditional culture relationship to the changes in the society, government and the world. Furthermore, the courses offered will provide the tradition of liberal education which acquaints students with their place in the historical process, with the character and dynamics of their own and other influences in society such as culture, politics, history and social developments. The department also provides instruction to enable students to seek jobs locally, as well as transferring to off-island colleges and universities to pursue their undergraduate and graduate degrees. It is the intend of this department that once the student graduates from ASCC he/she is well prepared to further his/her education in a higher institution of learning or to his/her career motives.</p>
Trades and Technology	<p>The mission of the Trades and Technology Department is to equip students with skills and knowledge in their vocational and technical specialty. The department offers Certificates of Proficiency and Associate and Science Degrees. Programs are based on national standards and community input for each field of study. The programs are designed to prepare students for entry-level employment and to upgrade and improve employee's vocational and technical skills. Additionally, the department provides education and preparation for students who plan to further their education or training in their selected vocational field.</p>
Samoan and Pacific Studies Program	<p>The Mission of the Samoan and Pacific Studies Program is to promote interest in, and awareness of the culture, including language and affairs of the American Samoa and the other islands of the Pacific. In addition, SAMPAC offers cultural, educational training and research programs for the people of Polynesia and other islands of the Pacific.</p> <p>SAMPAC is an interdisciplinary and comprehensive program offering instruction both in and out of the classroom. SAMPAC's primary goals are to preserve, maintain, and ensure the continuity of Samoan culture and heritage while encouraging deeper understanding of the Pacific region.</p>

# PROGRAM REVIEW

## TABLE V. DEPARTMENTAL ACADEMIC OBJECTIVES

**Instructional Affairs Division  
Academic Program Review**

**Table #5**

**Departmental Academic Objectives**

Academic Department	<b>Objective #1</b> Upon successful program completion, students will <b>be aware of:</b>	<b>Objective #2</b> Upon successful program completion, students will <b>understand:</b>	<b>Objective #3</b> Upon the successful program completion, students will <b>have basic knowledge about:</b>
Agriculture & Life Sciences	The different applications of and career opportunities in community and environmental sciences.	Scientific procedure and the importance of research-based information for development and dissemination.	Modern technological developments in community and environmental fields, eg. GPS/GIS, bioengineering.
Fine Arts 1) Art  2) Music	An array of techniques, methods, and knowledge needed to compose a work of art, or play as piece of music.  The development of choral and instrumental music form medieval ages to the twentieth century; compare the differences in musical styles between composers.	The history and the relationship of the arts in other cultures and their own.  The role of the performer, listener and composer; play selected music for recitals; write scales in major/minor modes with key signatures; transpose a 4-part harmony choral piece; identify and describe Western Music	The role of the arts and how it can be a powerful tool when studying other cultures past and present.  Reading and singing music in various styles; identify and notate music intervals, rhythms, and chords; recognize and follow a 1-8 part music (intervals, rhythms and chords); demonstrate knowledge of the great pieces of music from the

2) Music (continued)		History in relation to World History; analyze and compare the major genres of art music including Symphony, String Quartet, Concerto and opera.	Middle Ages to the Twentieth Century.
Business	General and specific knowledge obtained from general education and business courses that provide credits transferability and insights into human experience and how they influence occupational and social relationships.	The opportunities and application for the development of intellectual skills, business and technological competencies, personal and interpersonal capabilities and the *relevance of career choices to life-long learning.	Work ethic, moral values, and cultural values and norms, human skills and the effect of technology in the workplace.
Education	<b>Objectives submitted were Irrelevant to what is required by the instrument</b>	Irrelevant	Irrelevant
English Language Institute	Of his/her abilities in the English language, skills to evaluate, react, and perform responsibilities, and how to use them to further the studies or apply them in the workforce.	Of education in pursuing a degree, finding a job, serving the community, and building own personal interest in life.	College requirements, skills for the workforce, serve the community, qualities in an individual life.
Health & Human Services	Different jobs within health and human services.	Health care system, physical and mental wellness, and how social issues affect our societies and individual needs.	History and background of human services, different health concept and issues, and theories of counseling and guidance.



Language and Literature	Good college writing and research in English and the rich literature that is available in the English language.	Elements of good writing English and research, and elements of English literature.	Paragraph, essay and research, and of elements in poetry science fiction, novel, and drama.
Mathematics	The mathematical tools that can be used to handle problems dealing with numbers.	How mathematical rules are applied in the solutions of problem situations involving numbers.	Of the different arithmetic and algebraic and algebraic operations
Nursing	Of self as a knowledgeable and caring professional and their limitations according to the rules of the medical facility when providing care to the patient.	The fundamental concepts of health and illness and their responsibilities as nurses in caring for their clients.	Health issues and the disease process of medical diagnosis, and utilizing the nursing process in the care of those clients.
Physical Education	One's own physical ability to maintain an active lifestyle.	Health fitness components	Basic motor skills needed to participate in team sports
ROTC	The characteristics that one must possess in order to be an effective officer in the United States Army	The operational structure of the United States Army	The role of the Army officer
Samoan Language and Culture	Their roots, the development and growth of their language, and the uniqueness of their culture.	Interpret, and evaluate information disseminated in Samoan through the media; the application of technological systems to the study and promotion of the Samoan	About how to speak and write in Samoan and how to abide by important Samoan customs; on analyzing patterns of and functional relationships to solving problems and

Samoan Language and Culture (continued)		language and culture.	determining causes.
Science	The important roles of biological science in our environment and in our personal life and in our educational pursuit.	The importance of biological and physical science principles in the solution of our health problems and in dealing with Chemistry and matters relating to forces and energy (Physics).	Of methods and tools used in making biological as well as physical observations.
Social Sciences	Their educational and career opportunities as political scientists, psychologists, sociologists, geographers, and educators.	Their places in the historical, political, cultural and societal developments and processes.	Have basic knowledge about the basis of social science and public administration courses.
Trades and Technology	Safety issues, concerns and regulations.	Technical terminology	Industry principles and practices.
Samoan and Pacific Studies Program	The values of Samoan culture and their importance in influencing decisions in the lives of the Samoan people.	Samoan ceremonies and procedures, material culture and implementation, and important issues in the lives of Samoans.	Aspects of Samoan culture

<b>Objective #4</b> Upon successful program completion, students will <b>have a working knowledge about:</b>	<b>Objective #5</b> Upon successful program completion, students <b>will be able to perform:</b>	<b>Objective #6</b> Upon successful program completion, students will <b>appreciate:</b>	<b>Objective #7</b> Upon successful program completion, students will <b>respect:</b>	<b>Objective #8</b> Upon successful program completion, students will <b>value:</b>
The basic scientific principles on which community and environmental fields, eg. Biology, Chemistry, Soil and Plant Sciences.	Basic lab and field procedures, such as record keeping, measurements, seed propagation, and asexual plant propagation.	The significance of natural resources within Samoan culture and customs, as well as their place in American Samoa's economy	Respect the need for clarity in communication and critical thinking skills in agricultural and environmental careers.	None
How to compose a work of art in any medium, and approach a piece of music or script.  Integrating and interpreting the relationship between music and other sciences including art, literature, economics, religion, and social studies.	With ease any given script, piece of music, or art work  Their own musical compositions; analyze, identify, and perform choral works from various musical periods.	All forms of art, and other efforts when creating a work of art.  The musical styles and cultural perspectives in various musical periods.	Other culture, its beauty, and perpetuation of our own indigenous art forms.  The styles of composers who inject specific musical elements in their works to identify their culture and countries.	None  The professional and personal lives of musicians.
Entry and mid-level job skills and competencies in Accounting, Management, Office	Conceptual, analytical, and critical modes of thinking for problem solving in the	The cultural diversity and in depth knowledge gained in the workplace as a growing edge to	The unique difference among others by viewing and accepting others as a "total"	Their "roots" and the college's limited resources (tangible assets) and intangible

Administration & Technology, and effective communication in real work situations.	workplace, especially in business related transactions, settings, implementations, supervision, and evaluation.	become a successful and competitive worker, and a productive citizen.	human being. The line of authority and the decisions being made to benefit everyone as a system.	assets of goodwill, loyalty, and good faith in all aspects of their learning at ASCC.
What is available in the workforce, what skills are needed, and how the workforce accommodates the needs of the community and each individual	Well in college, workplace, services in the community, and personal life.	What is available in the academic world, how others have enriched the individual lives, what students can give back to the community, and own life one day.	Self as a special individual who contributes to the positive development and success of others, and others in every capacity of the human life.	The world we live in and what it gives to what every individual for spiritual, mental, and physical growth.
Skills and services required for health and human services occupations.	Basic life support techniques, basic human relations, and interpersonal communication skills.	The impact of cultural beliefs and values in working with others and the importance of good health and wellness.	For the uniqueness of the individuals and their culture and values and beliefs.	Working with others and personal responsibilities.
Writing English college papers and research, and elements of English genre.	Independently in writing English essays and research, critical thinking in analysis of various genres in English.	Good writing skills, the world through research and English literature from various cultural background.	Respect themselves and their ability to write clearly and respect the literary works of others.	Critical thinking process, other cultures and their values, good writing.
The application of mathematic rules and	Fundamental operations in arithmetic and algebra	The usefulness of mathematics in solving	For the intricacies of mathematical rules and	The usefulness of mathematics in our daily

principles.	including various kinds of algebraic equations.	problem situations involving numbers.	principles.	lives.
Individual clients' disease process and applying nursing skills in providing care/treatments, and knowledgeable about all medications administered, actions, side effects, and antidotes.	Basic patient care skills and selected therapeutic nursing care skills safely in the clinical setting, and administer medications by various routes. They will also be able to provide teaching to the client (and family) in self-care and promoting health.	The clients and their ability to care for those clients in maintaining health. Appreciate life and the knowledge obtained to provide proper care to those individuals who are in need of care.	Self-first as a nurse professional, and respect their clients as special individuals who are in need of health care. Respect their clients' cultural backgrounds and beliefs for a better understanding of the client as an individual.	Education, health, the client, and especially self as an important part of the clients' health care. They will also value the need to teach the clients in self-care and prevention of illnesses/ diseases.
The physical skills to incorporate them in everyday living.	The basic psychomotor skills and sports skills needed for competitions and leisure activities.	The knowledge gained to teach other students about physical education.	Others through competition of teams and sport making	Of physical education for lifetime use.
The many tasks that an Army officer has to be able to proficiently perform.	The common tasks of all Army officers.	What the Army officer is, what the Army officer knows, and what the Army officer does.	The seven Army values.	Their overall self improvement as a result completing the Army ROTC.
About family and village administration, media reporting, Samoan speech making, and about writing and	Samoan speeches in any kind of situation, communicate effectively in speech and writing Samoan, and to	The meaning of artistic expression, the utilization of informed-making process to promote our	Samoan culture, Samoan values, views of others, and fellowmen	Samoan language and identity.

translation.	accurately perform important cultural activities.	environment, a healthy lifestyle, and for the benefit of the community.		
Of laboratory procedures in both biological and physical sciences.	Such skills as preparation of biological specimens for microscopic examinations and skills in Chemistry such as balancing chemical equations and preparing chemical solutions.	1) The usefulness of biological knowledge in understanding the interdependence of all life forms in the world and, 2) the usefulness of Chemistry and the physical sciences in our daily lives.	For the knowledge so diligently obtained by our biological and physical sciences in our daily lives.	The knowledge and principles learned in biological as well as physical sciences.
Researching, ---- information as well as methods and strategies to be effective public servants.	Practical, researches and field works and to also make sound decisions.	The different views, perspectives and opinions of others.	His or her own cultural heritage and the diversity of societies.	Life long learning experiences.
Specific tasks and technical procedures.	Demonstrate competence based on industry standards of required skills for each specific course.	Relationships between instruction and the career/careers to which the course is linked.	The role that this field/industry fills within logical/global society.	Their own competence and how they as competent/productive members of society, contribute to the improvement of that society
Working knowledge of Samoan culture and	Basic research on oral history and ethnography,	The value of Samoan culture in the identity	None	Samoan culture and its preservation.

history.	traditional ceremonies and procedures, etc.	and heritage of a Samoan.		
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# PROGRAM REVIEW

## TABLE VI. LINKAGES



**American Samoa Community College  
Academic Program Review**

**Table #6**

**Linkages**

<b>Academic Program</b>	
<b>Agriculture &amp; Life Sciences</b>	<p>The Department of Agriculture and Life Sciences courses of study have recently been evaluated by faculty, resulting in the addition of basic science courses, additional English and Math courses. The intent is to better meet both departmental and the college's mission by giving students the building blocks that will better prepare them for transfer to a four year institution, but also better prepare them for employment. Furthermore, ALS programs of study allow students to directly take part in the Division of Community and Natural Resources (CNR) ongoing research and extension efforts through their required participation in the AGR 100 Practical Job Experience Course. Past graduates of the program who have pursued Bachelor's Degrees have returned home to work on research projects involving traditional uses of mangroves, and found employment at the local National park Service. Their knowledge of local species and work experience at NCR were directly applicable to their current jobs.</p> <p>The department currently offers two courses, AGR 100 and AGR 152, that can be taken by developmental students, so that those with limited English proficiency can still begin a pathway into the degree program.</p> <p>Our most recent graduate was able to obtain federal employment with the USDA-Natural Resources Conservation Service in Pago Pago. Another student is assisting with an ongoing Forestry/Agriculture extension project surveying traditional Agroforestry systems in American Samoa. The students' learning extends outside the classroom to meet all five areas of the ASCC mission.</p>
<b>Fine Arts</b> 1) Art  2) Music	<p>None submitted</p> <p>Institutional Mission: 1. Transferable credits; 2. Workforce; 3. Community; 4. Cultural; 5. Professional Development (distant learning e.g. ASCC PTK programs, workshops, seminars).</p> <p>Program Mission: transferable credits (MUS 140 – MUS190); 2. Workforce (Teach in Elementary to Secondary Schools); 3.</p>

<p><b>2) Music (continued)</b></p>	<p>Community (village and Church choirs); Cultural (Speeches, songs, dances, games, works, special ceremonies: ava, saofa'I, etc.) 5. Professional Development (distant learning, workshops, seminars)</p> <p>Educational Goals &amp; Objectives: 1. AA Degree; Pursue BA., MA or PhD; (Transferable credits; 2-3. Workforce &amp; Community (work experiences); 4) Cultural/Academic researches as related to degree; 5. Professional development (distant learning, workshops, seminars)</p>
<p><b>Business</b></p>	<p>1. Credits transferable to regular four-year institutions and accredited business colleges.</p> <p>2. Prepared (equipped) students for employment</p> <p>3. Meet some current needs of the community</p> <p>4. Encouraging and integrating cultural values and norms in every business dealings and practices – loyalty, trustworthy, integrity, respect, service, dedication, etc.</p> <p><b>Other educational goals and objectives:</b></p> <p>1. Tutoring (in-office and at home) for remedial learners/achievers by instructors – weekends or evenings.</p> <p>2. Business to Business Collaboration: allowing designated business representatives to become student mentors while the students are performing and fulfilling the assigned tasks without compensation; meeting with community advisory members once a semester for program improvement.; collecting data from employers – integrating skills into our curriculum that are needed by employers.</p> <p>3. School To Work Visitation: participation – as guest speakers at PTA marketing the business programs; marketing the important of business in society during regular class sessions and outside seminar. Example: Training for taxi and bus drivers, twice a year.</p> <p>4. Course Connectivity: Program projects, activities, and most courses are matched with Business educational National Standards and employability skills required by local employers. Collecting information from other community colleges.</p> <p>5. Job Placement: Part of the Service Learning Initiative. For the past three year component has bridged the cap between us and the many employers. The students are asked to work either part-time or full-time prior the completion of job-site experience. Some employers even call to have ASCC business majors to work for them.</p> <p>6. Keep track of our former graduates and their present status. At least the past five years.</p>
<p><b>College &amp; Life Planning</b></p>	<p>No report</p>

<b>Academic Program</b>	<b>Identify and or describe specific aligned linkages between the program's mission, educational goals and objectives, and the institutional mission</b>
<b>Criminal Justice</b>	None submitted
<b>Education</b>	Information provided was irrelevant.
<b>English Language Institute</b>	The College's mission is to provide high quality programs and services that meet the educational needs of its students and American Samoa. The ELI Program prepares the students for the degree programs and the workforce by equipping them with reading and writing skills. Furthermore, the ELI Program expands that service to the community by using its own students to teach reading and writing to the children. In addition to that, the Eli program enlightens the life of each individual student by allowing him/her to look within and recognizes the special gift and talents he/she possesses. As a result, these individuals could contribute to the society by sharing with others and living good lives as role models.
<b>Health &amp; Human Services</b>	<ol style="list-style-type: none"> <li>1. Transferable courses</li> <li>2. Service to the Community</li> <li>3. Provide immediate job entry</li> <li>4. Appreciation for traditional culture and values.</li> </ol>
<b>Language &amp; Literature</b>	The program provides high quality English courses to meet the educational needs of the students. The courses are transferable to four-year institutions.
<b>Mathematics</b>	<p>Our program goals are directly linked to two of our institutional mission namely:</p> <ol style="list-style-type: none"> <li>1. Help prepare students for immediate entry into the workforce and,</li> <li>2. Provide courses for transfer to four-year institutions.</li> </ol>
<b>Nursing</b>	It is the mission of the Nursing Department to provide nursing students with quality education in preparing them to pass their national exams (NCLEX) to enable them to be employed as professional nurses in the medical field anywhere in the United States and its territories. The program mission, educational goals, and objectives are aligned with the institutional mission, in preparing nursing graduates for the work area and/or transfer to off-island institutions in continuation for their BSN.

<b>Physical Education</b>	None Submitted
<b>Reserve Officer Training Corp.</b>	The American Samoa Community College and Headquarters, Cadet Command (ROTC) both strive to develop the highest levels in student learning programs. The ROTC program was instituted at the American Samoa Community College to perpetuate the educational needs of students American Samoa, leading to more Samoan army officers.
<b>Samoan Language &amp; Culture</b>	<ol style="list-style-type: none"> <li>1. The program has developed, and is continuing to develop courses that can be transferable to senior institutions of higher learning.</li> <li>2. The program offers courses that are job related. A uniqueness of this program is that it develops "future" (Samoan leaders) and valuable members of the Samoan community.</li> <li>3. Through translation, journalism, and other language courses, the program provides students with the opportunity to acquire a job as a cub reporter, or translator with the Fono, or other departments, as an interpreter in the courts, or even a writer.</li> <li>4. The program provides the students with courses that will give them a full awareness of how to become meaningful members of and to live a successful life, in any Samoan community anywhere in the world.</li> </ol>
<b>Science</b>	<p>Our program goals are directly linked to two of our institutional missions, namely:</p> <ol style="list-style-type: none"> <li>1. Help prepare students for immediate entry in the workforce and,</li> <li>2. Provides students with courses that can be transferred to four-year institutions.</li> </ol>
<b>Social Sciences</b>	<p>The Social Science Department meets the College's four areas of focus:</p> <ol style="list-style-type: none"> <li>1. Transfer of its courses to four-year institutions.</li> <li>2. Prepare students for the employment market.</li> <li>3. Offer programs that serve the need of the community.</li> <li>4. Students to be appreciative of their cultures.</li> </ol>
<b>Trades &amp; Technology</b>	The trades and Technology supports the College mission through its commitment to the needs of the territory through national standards. The departments' programs assist students to meet their vocational goals and provide a full range of coursework at the degree, certificate and individual upgrade outcome level. Students may also gain valuable insight and experience for further educational/vocational training in related fields.
<b>SAMPAC</b>	None Submitted

# PROGRAM REVIEW

## TABLE VII. CURRICULUM GRID (1/2)

**Instructional Affairs Division  
Academic Program Review**

**Table #7**

**Curriculum Grid (Columns 1 and 2)**

Academic Program	Courses	Credential		Mission			
		AA	AS / Certificate	Transfer	Employment	Cultural Development	Community Service
Agriculture & Life Sciences	AGE150	*		*	*		
	AGR100	*		*	*		
	AGR152	*		*	*		
	AGR250	*		*	*		
	NRS180	*		*	*		
	NRS200	*		*	*		
	NRS250	*		*	*		
	ANS150(A)	*		*	*		
	FAM250	*		*	*		
	FAM260	*		*	*		*
NUT150	*		*	*		*	
Fine Arts 1) Art	ART150	*	*	*	*	*	
	ART151	*	*	*	*	*	
	ART170	*	*	*	*	*	
	ART171	*	*	*	*	*	
	ART160	*	*	*	*	*	*
	ART161	*		*	*	*	
	ART165	*		*	*	*	*
	ART172	*		*	*	*	*
	ART180	*		*	*	*	*

Academic Program	Courses	Credential AA / AS / Certificate	Mission Transfer/Employment/Cultural Development/Community Service	
1) Art (continued)	ART175	*	*	*
	ART299	*	*	*
2) Music	MUS140	*	*	
	MUS145	*	*	
	MUS150	*	*	
	MUS153	*	*	
	MUS155	*	*	
	MUS156	*	*	
	MUS160	*	*	
	MUS161	*	*	
	MUS162	*	*	
	MUS165	*	*	
	MUS170	*	*	
	MUS175	*	*	
	MUS180	*	*	
	MUS185	*	*	
	MUS187	*	*	
	MUS190	*	*	
	MUS191	*	*	
MUS192	*	*		
MUS193	*	*		
MUS194	*	*		
MUS296	*	*		
MUS299	*	*		

Academic Program	Courses	Credential		Mission			
		AA / AS / Certificate		Transfer/Employment/Cultural Development/Community Service			
Business (continued)	ACC150	*		*	*	*	
	ACC151	*		*	*	*	
	ACC152	*		*	*	*	
	ACC210	*		*	*	*	*
	ACC220	*		*	*	*	*
	BUS102	*	*	*	*	*	
	BUS103	*	*	*	*	*	*
	OAT101	*	*	*	*	*	
	OAT204	*	*	*	*	*	
	OAT220	*	*	*	*	*	*
	OAT225	*	*	*	*	*	*
	OAT230	*	*	*	*	*	*
	CSC151	*		*	*		*
	CSC152	*	*	*	*		
	CSC155	*	*	*	*		*
	CSC156	*	*	*	*		*
	BUS220	*	*	*	*		*
	BUS225	*	*	*	*	*	*
	BUS260	*	*	*	*	*	*
	ECO250	*	*	*	*	*	*
	ECO251	*	*	*	*	*	*
	MGT252	*	*	*	*	*	*
	MKT200	*	*	*	*	*	*
	MKT206	*	*	*	*	*	*
	MKT212	*	*	*	*	*	*
	CSC160	*	*	*	*	*	*
	CSC170	*	*	*	*	*	*



Academic Program	Courses	Credential	Mission		
College Life & Planning	No Report	AA / AS / Certificate	Transfer/Employment/Cultural Development/Community Service		
<b>Criminal Justice</b>	CJ150	* * *	*	*	
	CJ155	* * *	*	*	*
	CJ160	* * *		*	
	CJ165	* * *	*		
	CJ170	* * *	*	*	
	CJ175	* * *	*	*	
	CJ180	* * *	*	*	
	CJ185	* * *	*	*	
	CJ190	* * *	*	*	
	CJ195	* * *	*	*	
	CJ200	* * *	*	*	
	CJ210	* * *	*	*	*
	CJ215	* * *	*	*	*
	CJ220	* * *	*	*	*
	CJ230	* * *	*	*	*
	CJ240	* * *	*	*	
	CJ250	* * *	*	*	
<b>Education</b>	ECE141	Work to School			*
	ECE142	Work to School			*
	ECE150	* * *		*	
	ECE151	* * *		*	
	ECE152	* * *		*	
	ED150	* * *		*	
	ED157	*PT * *		*	
	ED215	*PT * *		*	
	ED257	*PT * *		*	

Academic Program	Courses	Credential AA / AS / Certificate	Mission Transfer/Employment/Cultural Development/Community Service			
English Language Institute	ENG90 ENG91 ENG95 ENG81 ENG80 ENG85 ENG71 ENG70	All ELI courses are college preparatory courses.	All ELI courses are college preparatory courses.			
Health & Human Services	HEA140 HEA150 HEA151 HEA152 HEA160 HEA250 HEA260 HEA299 ASL150 HSV150 HSV200 HSV250 HSV280	* * * * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * *
Languages & Literature	ASL150 ENG151 ENG165 ENG201 ENG251 JOU155	* * * * * * * * * * *	* * * * * *	* * * * * *	* * * * * *	* * * * * *

Academic Program	Courses	Credential AA / AS / Certificate	Mission Transfer/Employment/Cultural Development/Community Service		
<b>Languages &amp; Literature</b>	ENG150 ENG250 LIT270 LIT272 LIT274 LIT276 SPA151 SPA152 SPH153	* * * * * * * * * * * *	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *
<b>Mathematics</b>	MAT80 MAT90 MAT150 MAT155 MAT250 MAT260 MAT280 MAT281	Prep Prep * * * * * Elective Elective	Prep Prep * * * * * * *		
<b>Nursing</b>	PHM150 NUR150 NUR150(L) NUR155 NUR180 NUR180(L) NUR190 NUR190(L) NUR200	* * * * * * *	* * * * * * * *		

Academic Program	Courses	Credential AA / AS / Certificate	Mission Transfer/Employment/Cultural Development/Community Service	
Nursing (continued)	NUR200(L)		*	*
	NUR203			
	NUR203(L)	*	*	*
	NUR204			
	NUR204(L)	*	*	*
	NUR205			
	NUR205(L)	*	*	*
	NUR206			
	NUR207	*	*	*
	NUR207(L)	*	*	*
	NUR208			
	NUR208(L)	*	*	*
	NUR209			
	NUR209(L)	*	*	*
	NUR210			
NUR211	*	*	*	
NUR211(L)	*	*	*	
NUR212		D-A review course offered to graduates with CT or AS degree in Nursing to prepare for NCLEX-PN and/or RN		

Academic Program	Courses	Credential AA / AS / Certificate	Mission Transfer/Employment/Cultural Development/Community Service			
Physical Education	PED150M PED150W PED151M PED151W PED155M PED155W PED154 PED156	* * * * * * * * * * * * * * * *	No information submitted			
ROTC	ROTC150 ROTC151 ROTC252 ROTC253	Non degree program.	* * * *			
Samoan Language and Culture	SAM101 SAM111 SAM151 SAM152 SAM153 SAM161 SAM162 SAM201 SAM202 SAM211	Prep Prep * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *			
Science	AST150 BIO150 BIO180	* * * * * *	* * * * * *			

Academic Program	Courses	Credential AA / AS / Certificate	Mission Transfer/Employment/Cultural Development/Community Service				
Science (continued)	BIO181	* *	*	*			
	BIO250	* *	*	*			
	BIO251	* *	*	*			
	BIO255	* *	*	*			
	CHM150	* *	*	*			
	CHM151	* *	*	*			
	BIO155	* *	*	*			
	MET150	* *		Has not been offered since Fall 1999			
	MSC150	* *	*	*			
	MSC155	* *	*	*			
	MSC157	* *	*	*			
	MSC160	* *	*	*			
	MSC170	* *	*	*			
	MSC171	* *	*	*			
	MSC210	* *				*	
	MSC256	* *				*	
	MSC270	* *				*	
	MSC280	* *		*			
	PHY150	* *	*	*			
	PHY151	* *	*	*			
PHY152	* *	*	*				
PHY155		Course never been offered.		Course never been offered.			
Social Science	PSY150	* * *	*	*	*	*	
	PSY250	* * *	*	*	*	*	
	SOC150	* * *	*	*	*	*	
	HIS160	* * *	*	*	*	*	

Academic Program	Courses	Credential AA / AS / Certificate	Mission Transfer/Employment/Cultural Development/Community Service				
Social Science (continued)	ANT210	*	*	*	*	*	
	ANT160	*	*	*	*	*	
	ANT170	*	*	*	*	*	*
	POL220	*	*	*	*	*	*
	GEO100	*	*	*	*	*	*
	GEO160	*	*	*	*	*	*
	GEO161	*	*	*	*	*	*
	HIS162	*	*	*	*	*	*
	PSY251	*	*	*	*	*	*
	ANT151	*	*	*	*	*	*
	ANT153	*	*	*	*	*	*
	POL150	*	*	*	*	*	*
	POL160	*	*	*	*	*	*
	POL151	*	*	*	*	*	*
	POL250	*	*	*	*	*	*
	POL251	*	*	*	*	*	*
	PAD150	*	*	*	*	*	*
	PAD160	*	*	*	*	*	*
	PAD170	*	*	*	*	*	*
	HIS170	*	*	*	*	*	*
	HIS171	*	*	*	*	*	*
	REL150	No info	*	*	*	*	*
	HIS150	No info	*	*	*	*	*
	PHL150	No info	*	*	*	*	*
	ANT154	*	*	*	*	*	*
	HIS151	*	*	*	*	*	*
	POL150	*	*	*	*	*	*

Academic Program	Courses	Credential AA / AS / Certificate	Mission			
			Transfer/Employment/Cultural Development/Community Service			
Trades and Technology	ADT160	*		*	*	
	ADT260	*		*	*	
	ADT280	*		*	*	
	ELE150	*		*	*	
	ELE151	*		*	*	
	ELE170	*		*	*	
	ELE190	*		*	*	
	ELE201	*		*	*	
	ELE202	*		*	*	*
	ELE203	*		*	*	*
	ELE299	*			*	*
	CET150	*		*	*	*
	CET151	*		*	*	*
	CET160	*		*	*	*
	CET261	*		*	*	*
	CET260	*		*	*	*
	CET265	*		*	*	*
	CET270	*		*	*	*
	CET299	*			*	*
	CNA170	*			*	*
CNA175	*			*	*	



# PROGRAM REVIEW

## TABLE VIII. CURRICULUM GRID (3,4,5)

**Instructional Affairs Division  
Academic Program Review**

**Table # 8**

**Curriculum Grid (Columns 3, 4 and 5)**

<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>				<i>Learning Outcomes</i> <i>Pgs 58, 62, 63 of</i> <i>2000 – 2002 Catalog</i>	<i>Service Learning Component</i>		
		<i>Prog.</i>	<i>Core/Gen.Ed.</i>	<i>/Elect/</i>	<i>Rem</i>		<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
<b>Agriculture &amp; Life Science</b>	AGE150	*				AS 1,2,4		*	
	AGR100	*				AS 1,2,3,4,6		*	
	AGR152	*				AS 1-6		*	
	AGR250	*				AS 1-4		*	
	NRS180	*				AS 1-4		*	
	NRS200	*				AS 1-4,6			*
	NRS250	*				AS 1-5,6			*
	ANS150(A)	*				AS 1-4,6		*	
	ANS150(B)	*				AS 1-4,6		*	
	FAM250	*				AS 1-6	*		
	FAM260	*				AS 1-6	*		
NUT150	*				AS 1-6		*		
<b>Fine Arts</b> 1) Art	ART150	*	*	*		(?) 1,3,4,5,7,8			*
	ART151	*	*	*		(?) 1,3,4,5,7,8			*
	ART170	*	*	*		(?) 1,2,3,4,5,7,8	*		*
	ART171	*	*	*		(?) 1,2,3,4,5,7,8	*		*
	ART160	*	*	*		(?) 1,3,4,5,7,8	*		*
	ART161	*	*	*	*	(?) 1,3,4,7	*		*
	ART165					(?) 1,2,3,4,5,7,8		*	

<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>				<i>Learning Outcomes</i> <i>Pgs 58, 62, 63 of</i> <i>2000 – 2002 Catalog</i>	<i>Service Learning Component</i>		
		<i>Prog.</i>	<i>Core/Gen.Ed.</i>	<i>/Elect/</i>	<i>Rem</i>		<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
1) Art (continued)	ART172		*	*	*	(?) 1,3,4,5,7	*		*
	ART180	*	*	*		(?) 1,3,5,7,8		*	*
	ART175		*	*		(?) 1,2,7,8		*	
	ART299			*		(?) 1,2,7,8		*	
2) Music	MUS140	*				AA 7		*	
	MUS145		*			AA 7		*	
	MUS150		*			AA 6,7		*	
	MUS153	*				AA 6,7		*	
	MUS155	*				AA 7		*	
	MUS156			*		AA 7		*	
	MUS160			*		AA 3,5,6,7		*	
	MUS161	*				AA 3,5,6,7		*	
	MUS162	*				AA 3,5,6,7		*	
	MUS165	*				AA 3,5,6,7		*	
	MUS170	*				AA 7		*	
	MUS175	*				AA 7		*	
	MUS180	*				AA 7		*	
	MUS185	*				AA 7		*	
	MUS187	*				AA 7		*	
	MUS190	*				AA 7		*	
	MUS191	*				AA 7		*	
	MUS192	*				AA 7		*	
	MUS193	*				AA 7		*	
	MUS194	*				AA 7		*	
	MUS296	*				AA 3,4,5		*	
	MUS299	*	*			AA 6,7		*	

Academic Program	Courses	Academic Focus				Learning Outcomes Pgs 58, 62, 63 of 2000 – 2002 Catalog	Service Learning Component		
		Prog.	Core	Gen. Ed.	Elect/Rem		Yes	No	Currently Planned
Business	ACC150	*			*	AS/Cert 1,2,3,4,5,6			*
	ACC151	*			*	AS/Cert 1,2,3,5,6			*
	ACC152	*				AS/Cert 1,2,3,4,5,6			*
	ACC210	*				AS/Cert 1,2,3,4,5,6			*
	ACC220	*				AS 1,2,3,4,5,6	*		
	BUS102	*	*	*	*	AS/Cert 1,2,3,4,5,6			*
	BUS103	*		*	*	AS/Cert (?)			*
	OAT101	*	*	*		AS/Cert 1,2,3,4,6	*		
	OAT204	*				AS/Cert 1,2,3,4,6	*		
	OAT220	*				AS/Cert 1,2,3,4,5,6	*		
	OAT225	*				AS/Cert 1,2,3,4,5,6	*		
	OAT230	*				AS/Cert 1,2,3,4,5,6	*		
	CSC151			*	*	AA (?)		*	
	CSC152		*		*	AA 8 AS 1,3,4,5		*	
	CSC155	*		*	*	AA 8 AS 1,3,4,5		*	
	CSC156	*	*		*	AA 8 AS 1,3,4,5		*	
	BUS220	*			*	AS/Cert 1,2,3,5,6	*		
	BUS225	*			*	AS/Cert 1,2,3,4,5,6	*		
	BUS260	*				AS/Cert 1,2,3,4,5,6	*		
	ECO250	*				AS/Cert 1,2,3,4,5	*		
	ECO251	*				AS/Cert 1,2,3,4,6			*
	MGT252	*				AS 1,2,3,4,5,6	*		
	MKT200	*				AS/Cert 1,2,3,4,6			*
	MKT206	*				AS 1,2,3,4,5,6	*		
	MKT212	*				AS 1,2,3,4,5,6	*		
	CSC160	*				AS 1,2,3,5,6			*
	CSC170	*				AS 1,2,3,5,6	*		

<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>		<i>Learning Outcomes</i> <i>Pgs 58, 62, 63 of</i> <i>2000 – 2002 Catalog</i>	<i>Service Learning Component</i>		
		<i>Prog</i>	<i>Core/Gen.Ed./Elect/Rem</i>		<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
<b>College &amp; Life Planning</b>	No Report	No Report		No Report	No Report		
<b>Criminal Justice</b>	CJ150	*	*	AS 1,2,3,4,5,6			*
	CJ155	*		AS 1,2,3,4,5	*		
	CJ160	*		AS 1,2,3,4,5	*		
	CJ165	*	*	AS 1,2,3,4,5,6			*
	CJ170	*	*	AS 1,2,3,4,5,6	*		
	CJ175	*	*	AS 1,2,3,4,5,6			*
	CJ180	*	*	AS 1,2,3,5,6	*		
	CJ185	*	*	AS 1,2,3,4,5,6		*	
	CJ190	*	*	AS 1,2,3,4,5,6	*		
	CJ195	*	*	AS 1,2,3,4,5,6	*		
	CJ200	*	*	AA 6 AS 2,4,5,6	*		
	CJ210	*	*	AA 4,6 AS 2,3,4,5,6		*	
	CJ215	*	*	AS 2,4,5,6	*		
	CJ220	*	*	AA 1,4,6 AS 2,4,5,6		*	
	CJ230	*		AS 1,2,3,4,5,6	*		
	CJ240	*		AA 3,4,5,6 AS 1-6	*		
	CJ250	*	*	AA 1,4,6 AS 1-6		*	
<b>Education</b>	ECE141		*	Not written as required by the instrument.	Not specified in the department's report as required by the instrument.		
	ECE142		*				
	ECE150	*	*				
	ECE151		*				
	ECE152		*				
	ED150	*	*				

<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>		<i>Learning Outcomes</i> <i>Pgs 58, 62, 63 of</i> <i>2000 – 2002 Catalog</i>	<i>Service Learning Component</i>		
		<i>Prog.</i>	<i>Core/Gen.Ed./Elect/Rem</i>		<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
<b>Education (continued)</b>	ED157 ED215 ED257	*	*	See comments on previous page.	See comments on previous page.		
<b>English Language Institute</b>	ENG90 ENG91 ENG95 ENG81 ENG80 ENG85 ENG71 ENG70			L.O. written as applied to each course.	*		*
<b>Health &amp; Human Services</b>	HEA140 HEA150 HEA151 HEA152 HEA160 HEA250 HEA260 HEA299 ASL150 HSV150 HSV200 HSV250 HSV280	*	*	AS 1,2,3,4,5,6 AS 1,2,3,4,5,6 AS 1,2,3,4,5,6 AS 1,2,3,4,5,6 AS 1,2,4,5,6 AS 1,2,3,4,5 AS (no info) AS 1,2,5,6 AS 1,3,4,5,6 AA 3,4,5,6 AA 1,2,4,5,6 AA 1,2,3,4,5,6 AA 1,2,3,4,6	*	*	*

<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>			<i>Learning Outcomes</i> Pgs 58, 62, 63 of 2000 – 2002 Catalog	<i>Service Learning Component</i>		
		<i>Prog.</i>	<i>Core/Gen.Ed.</i>	<i>Elect/Rem</i>		<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
<b>Languages &amp; Literature</b>	ASL150			*	(?) 1-7	*		
	ENG151	*	*	*	(?) 1-7		*	
	ENG165			*	(?) 1-7		*	
	ENG201			*	(?) 1-7		*	
	ENG251	*	*	*	(1) 1-7		*	
	JOU155			*	(?) 1-7		*	
	ENG150	*	*	*	(?) 1-7		*	
	ENG250	*	*	*	(?) 1-7		*	
	LIT270			*	(?) 1-7		*	
	LIT272			*	(?) 1-7		*	
	LIT274			*	(?) 1-7		*	
	LIT276			*	(?) 1-7		*	
	SPA151			*	(?) 1-7		*	
	SPA152			*	(?) 1-7		*	
	SPH153	*	*		(?) 1-7		*	
<b>Mathematics</b>	MAT80	Prep			Prep		*	
	MAT90	Prep			Prep		*	
	MAT150		*	*	AA, AS (?)		*	
	MAT155		*	*	AA, AS (?)		*	
	MAT250		*		AA (?)		*	
	MAT260		*		AA, AS		*	
	MAT280		*		AA (?)		*	
	MAT281		*		AA (?)		*	
<b>Nursing</b>	PHM150	*			AS/Cert 1,2,3,4,5,6	*		
	NUR150	*			Cert 1,2,3,4,5,6	*		

<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>		<i>Learning Outcomes</i> <i>Pgs 58, 62, 63 of</i> <i>2000 – 2002 Catalog</i>	<i>Service Learning Component</i>		
		<i>Prog.</i>	<i>Core/Gen.Ed./Elect/Rem</i>		<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
<b>Nursing (continued)</b>	NUR150(L)						
	NUR155	*		Cert 1,2,3,4,5,6	*		
	NUR180	*		Cert 1,2,3,4,5,6	*		
	NUR180(L)						
	NUR190	*		Cert 1,2,3,4,5,6	*		
	NUR190(L)						
	NUR200	*		AS 1,2,3,4,5,6	*		
	NUR200(L)						
	NUR203	*		AS 1,2,3,4,5,6	*		
	NUR203(L)						
	NUR204	*		AS 1,2,3,4,5,6	*		
	NUR204(L)						
	NUR205	*		AS 1,2,3,4,5,6	*		
	NUR205(L)						
	NUR206	*		AS 1,2,3,4,5,6	*		
	NUR207	*		AS 1,2,3,4,5,6	*		
	NUR207(L)						
	NUR208	*		AS 1,2,3,4,5,6	*		
NUR208(L)							
NUR209	*		AS 1,2,3,4,5,6	*			
NUR209(L)							
NUR210	*		AS 1,2,3,4,5,6	*			
NUR211	*		AS 1,2,3,4,5,6	*			
NUR211(L)							
NUR212	*		AS 2 Cert 1	*			
<b>Physical Education</b>	PED150M	*	*	Information irrelevant.	No information submitted		





<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>			<i>Learning Outcomes</i> <i>Pgs 58, 62, 63 of</i> <i>2000 – 2002 Catalog</i>	<i>Service Learning Component</i>		
		<i>Prog.</i>	<i>Core/Gen.Ed./Elect/Rem</i>			<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
	BIO181		*		AA AS (?)		*	
	BIO250	*	*		AA AS (?)		*	
	BIO251	*	*		AA AS (?)		*	
	BIO255	*	*		AA AS (?)		*	
	CHM150	*	*		AA AS (?)		*	
	CHM151	*	*		AA AS (?)		*	
	BIO155	*	*		AA (?)		*	
	MET150	Hasn't been offered since Fall '99			.....	.....		
	MSC150	*	*		AA AS (?)		*	
	MSC155	*	*		AA AS (?)		*	
	MSC157	*	*		AA AS (?)		*	
	MSC160	*	*		AA AS (?)		*	
	MSC170	*	*		AA AS (?)		*	
	MSC171	*	*		AA AS (?)		*	
	MSC210	*			AS (?)		*	
	MSC256		*		AA (?)		*	
	MSC270	*	*		AA (?)		*	
	MSC280	*	*		AA (?)		*	
	PHY150	*	*		AA AS (?)		*	
	PHY151	*	*		AA AS (?)		*	
	PHY152	*	*		AA AS (?)		*	
	PHY155	Never been offered			Never been offered		Never been offered	
<b>Social Science</b>	PSY150	*	*	*	AA 1-6 AS 1-6	*		
	PSY250	*	*	*	AA 1-6 AS 1-4	*		
	SOC150	*	*	*	AA 1-6 AS 1-6	*		
	HIS160	*	*	*	(?) 1-8		*	

<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>			<i>Learning Outcomes</i> <i>Pgs 58, 62, 63 of</i> <i>2000 – 2002 Catalog</i>	<i>Service Learning Component</i>		
		<i>Prog.</i>	<i>Core/Gen.Ed./</i>	<i>Elect/Rem</i>		<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
<b>Social Science (continued)</b>	ANT210		*	*	(?) 1-8		*	
	ANT160		*	*	(?) 1-6		*	
	ANT170		*	*	(?) 1-6		*	
	POL220		*	*	(?) 1-8		*	
	GEO100		*	*	(?) 1-6		*	
	GEO160	*	*	*	(?) 1-8		*	
	GEO161		*	*	(?) 1-8		*	
	HIS161	*	*	*	(?) 1-8		*	
	HIS162	*	*	*	(?) 1-8		*	
	PSY251			*	(?) 1-4		*	
	ANT151		*	*	(?) 1,2,3,5		*	
	ANT153		*	*	(?) 1,2,3,5		*	
	POL150		*	*	AA 1-8 AS 1-6		*	
	POL160	*	*	*	AA 1-8 AS 1-6		*	*
	POL151		*	*	AA 1-8 AS 1-6		*	*
	POL250		*	*	AA 1,3,4,5,6,8 AS 1-6		*	
	POL251		*	*	AA 1,2,3,4,5,6,8 AS 1-6		*	
	PAD150		*		AA 1-8 AS 1-6		*	
	PAD160	*		*	AA 1,2,3,4,5,6,8 AS 1-6		*	
	PAD170	*		*	AA 1,2,3,4,5,6,8 AS 1-6		*	
	HIS170	*	*	*	AA 1,2,3,5,8		*	
	HIS171	*	*	*	AA 1,2,3,5,8		*	
	REL150		*	*	None listed		*	
	HIS150	*	*	*	AS 1,2,3,5,6	*		
	PHL150	*	*	*	AS 1,2,3,5,6		*	
	ANT154	*	*	*	AS 1,2,3,5,6	*		
HIS151	*	*	*	AS 1,2,3,5,6	*			

<i>Academic Program</i>	<i>Courses</i>	<i>Academic Focus</i>			<i>Learning Outcomes</i> <i>Pgs 58, 62, 63 of</i> <i>2000 – 2002 Catalog</i>	<i>Service Learning Component</i>		
		<i>Prog.</i>	<i>Core/Gen.Ed./</i>	<i>Elect/Rem</i>		<i>Yes</i>	<i>No</i>	<i>Currently Planned</i>
<b>Social Science</b> <b>(continued)</b>	POL150	*	*	*	AS 1,2,3,5,6	*		
<b>Trades &amp; Technology</b>	ADT160	*			AS 2 Cert (?)			*
	ADT260	*			AS 2 Cert 2			*
	ADT280	*			AS 2 Cert 2	*		
	ELE150	*			AS (?) Cert (?)	*		
	ELE151	*			AS (?) Cert (?)	*		
	ELE170	*			AS (?) Cert (?)			*
	ELE190	*			AC (?) Cert (?)	*		
	ELE201	*			AS (?) Cert (?)	*		
	ELE202	*			AS (?) Cert (?)			*
	ELE203	*			AS (?) Cert (?)			*
	ELE299	*			AS (?) Cert (?)			*
	CET150	*			AS (?) Cert (?)	*		
	CET151	*			AS (?) Cert (?)			*
	CET160	*	*		AS (?) Cert (?)			*
	CET261	*			AS (?) Cert (?)	*		
	CET260	*			AS (?) Cert (?)	*		
	CET265	*			AS (?) Cert (?)	*		
	CET270	*			AS (?) Cert (?)			*
	CET299	*			AS (?) Cert (?)	*		
	CNA170	*			AS (?)	*		
	CNA175	*			AS (?)	*		

# PROGRAM REVIEW

## TABLE IX. CURRICULUM GRID (6,7,8,9)

**Instructional Affairs Division  
Program review**

**Table #9**

**Curriculum Grid (Columns 6, 7, 8, & 9)**

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Agriculture &amp; Life Science</b>	AGE150		*	*		Sp '99	*	
	AGR100	*(depending on assign)		*		Every semester	*	
	AGR152		*	*(new)		Fall '00,'01,'02	*	
	AGR250		*	*		Sp '02	*	
	NRS180	*		*		Sp '02	*	
	NRS200	*		*		'99 (?) will offer Sp '03	*	
	NRS250	*		*		'99 (?) will offer Sp '03	*	
	ANS150(A)	*		*		Sp '02	*	
	ANS150(B)		*	*		Sp '02	*	
	FAM250		*	*		Sum '02	*	
	FAM260		*	*		Sp '02	*	
	NUT150		*	*		Sum '02	*	
<b>Fine Arts 1) Art</b>	ART150	*		*		'74 – present F & Sp	*	
	ART151	*		*		Fall and Spring	*	
	ART170	*		*		'89 – present to Fall	*	
	ART171	*		*		'93 – present to Sp	*	
	ART160		*	*		'93 - present F to Sp	*	
	ART161		*		*	'94 - present Sp		*

Academic Program	Courses	Computer Tech. Focus		Articulation Status		Scheduling History	Course Outline/Syll. file	
		Yes	No	Yes	No		Yes	No
1) Art (continued)	ART165	*		*		'89 – present Sp	*	
	ART172	*		*		'74 – present Sp	*	
	ART180		*	*		'98 – present Fall	*	
	ART175		*	*		'98 – present Sum	*	
	ART299		*	*		'98 – present		*
2) Music	MUS140		*		*	According to the Departmental report, All courses were not Offered in the Fall Of 2000 to Fall of 2002		*
	MUS145		*		*			*
	MUS150		*	*				*
	MUS153		*	*				*
	MUS155		*	*				*
	MUS156		*	*				*
	MUS160		*	*				*
	MUS161		*	*				*
	MUS162		*	*				*
	MUS165		*	*				*
	MUS170		*	*				*
	MUS175		*	*				*
	MUS180		*	*				*
	MUS185		*	*				*
	MUS187		*	*				*
	MUS190		*	*				*
	MUS191		*	*				*
MUS192		*	*			*		
MUS193		*	*			*		
MUS194		*	*			*		

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>2) Music (continued)</b>	MUS296 MUS299		*	*		See comments on previous Page.		*
			*	*				*
<b>Business</b>	ACC150		*	*		2000 – 2002		*
	ACC151		*	*		2000 - 2002		*
	ACC152	*		*		2000 – 2002		*
	ACC210	*		*		2000 – 2002		*
	ACC220	*		*		2000 – 2002		*
	BUS102	*		*		'00 Sp & Sum '02 Sp		*
	BUS103	*		*		2000 – 2002		*
	OAT101	*		*		2000 – 2002		*
	OAT204	*		*		2002 – 2002		*
	OAT220		*	*		2000 – 2002		*
	OAT225	*		*		2000 – 2001		*
	OAT230	*		*		2002 – 2001		*
	CSC151	*		Not sure		2000 – 2002		*
	CSC152	*		*		2000 – 2002		*
	CSC155	*		*		2000 – 2002		*
	CSC156	*		*		2000 – 2002		*
	BUS220	*		*		2000 – 2002		*
	BUS225	*		*		2000 – 2002		*
	BUS260	*		*		2000 – 2002		*
	ECO250	*		*		2000 – 2002		*
	ECO251	*		*		2000 – 2002		*
	MGT252	*		*		2000 – 2002		*
	MKT200	*		*		2000 – 2002		*



<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Business (continued)</b>	MKT206	*		*		2000 – 2002	*	
	MKT212	*		*		2000 – 2002	*	
	CSC160	*		*		2000 – 2002	*	
	CSC170	*		*		2000 - 2002	*	
<b>College &amp; Life Planning</b>	<b>No Report</b>	<b>No Report</b>		<b>No Report</b>		<b>No Report</b>	<b>No report</b>	
<b>Criminal Justice</b>	CJ150		*		*	Offered twice a year	*	
	CJ155		*		*	Offered once a year	*	
	CJ160		*		*	Offered once a year	*	
	CJ165		*		*	Offered once a year	*	
	CJ170		*		*	Offered once a year	*	
	CJ175		*		*	Offered once a year	*	
	CJ180		*		*	Offered once a year	*	
	CJ185		*		*	Offered once a year	*	
	CJ190		*		*	Offered once a year	*	
	CJ195		*		*	Offered once a year	*	
	CJ200		*		*	Offered twice a year	*	
	CJ210		*		*	Offered twice a year	*	
	CJ215		*		*	Offered twice a year	*	
	CJ220		*		*	Offered once a year	*	
	CJ230		*		*	Offered once a year	*	
	CJ240		*		*	Offered once a year	*	
	CJ250		*		*	Offered once a year	*	

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Education</b>	ECE141 ECE142 ECE150 ECE151 ECE152 ED150 ED157 ED215 ED257	N/A N/A Dev. In process Dev. In process Dev. In process Dev. In process Dev. In process Dev. In process Dev. In process		Prof. Dev. for ECE Prof. Dev. For ECE ED-ECE ED-ECE ED-ECE DOE-Elementary DOE-elementary DOE Elementary DOE Elementary		None submitted in Departmental Report.	*	*
<b>English Language Institute</b>	ENG90 ENG91 ENG95 ENG81 ENG80 ENG85 ENG71 ENG70	* DL * DL * DL * DL * DL * DL * DL * DL		*	*	Responses are not Relevant to what The instrument Requires.	*	*
<b>Health &amp; Human Services</b>	HEA140 HEA150 HEA151 HEA152 HEA160 HEA250 HEA260		*	*	*	F 00,01 Sp 01,02 F 00,01 Sp 01,02 F 00,01 Sp 01,02 F 01, Sp 01,02 Sum 01 F 00, Sp 01,02 No info provided	*	*

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Health &amp; Human Services</b>	HEA299		*	*		F 00,01 Sp 01,02	*	
	ASL150		*	*		F 00,01 Sp 01,02	*	
	HSV150		*	*		F 00,01 Sp 01,02	*	
	HSV200		*	*		F 00,01 Sp 01	*	
	HSV250		*	*		F 01, Sp 01,02	*	
	HSV280		*	*		No info provided	*	
<b>Languages &amp; Literature</b>	ASL150	*		*		Responses are not Relevant to what Is required by the Instrument.	*	
	ENG151	*		*			*	
	ENG165	*		*			*	
	ENG201	*		*			*	
	ENG251	*		*			*	
	JOU155	*		*			*	
	ENG150	*		*			*	
	ENG250	*		*			*	
	LIT270	*		*			*	
	LIT272	*		*			*	
	LIT274	*		*			*	
	LIT276	*		*			*	
	SPA151	*		*			*	
	SPA152	*		*			*	
SPH153	*		*		*			
<b>Mathematics</b>	MAT80		*		*	Offered every sem	*	
	MAT90		*		*	Offered every sem	*	
	MAT150		*		*	Offered every sem	*	

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>			
<b>Mathematics</b>	MAT155		*		*	Offered every sem	*	
	MAT250		*		*	Offered every sem	*	
	MAT260		*		*	Present & Last 2 sem	*	
	MAT280		*		*	Last offered Sp '97	*	
	MAT281		*		*	Last offered Fall '97		
<b>Nursing</b>	PHM150	*		All Nursing courses that are being offered are articulated with LBJ Med. Center and the Dept. of Health.		2 yrs/3 sem.	*	
	NUR150	*				1 yr/1 sem.	*	
	NUR150(L)							
	NUR155	*				1 yr/1 sem.	*	
	NUR180	*				1 yr/1 sem.	*	
	NUR180(L)							
	NUR190	*				1 yr/1 sem.	*	
	NUR190(L)							
	NUR200	*				1 yr/1 sem.	*	
	NUR200(L)							
	NUR203	*				1 yr/1 sem.	*	
	NUR203(L)							
	NUR204	*				1 yr/1 sem.	*	
	NUR204(L)							
	NUR205	*				1 yr/1 sem.	*	
	NUR205(L)							
NUR206	*			1 yr/1 sem.	*			
NUR207	*			1 yr/1 sem.	*			
NUR207(L)								
NUR208	*			1 yr/1 sem.	*			

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Nursing (continued)</b>	NUR208(L) NUR209 NUR209(L) NUR210 NUR211 NUR211(L) NUR212	*				See comments on previous page.	1 yr/1 sem.	*
		*					1 yr/1 sem.	*
		*					2 yrs/2 sem.	*
		*						*
<b>Physical Education</b>	PED150M PED150W PED151M PED151W PED155M PED155W PED154 PED156		*		*	Articulation is Planned according To the dept's Report.	6 years 6 years 6 years 6 years 6 years 6 years 2 years 2 years	*
			*		*			*
			*		*			*
			*		*			*
			*		*			*
			*		*			*
			*		*			*
<b>ROTC</b>	ROTC150 ROTC151 ROTC252 ROTC253		*		*	All course are Articulated with UH.	No info.	*
			*		*			*
			*		*			*
			*		*			*
<b>Samoan Language &amp; Culture</b>	SAM101 SAM111 SAM151 SAM152		*		*		F 00, Sp 02 F 01, 02 Sp 00,01,02 F 00,01,02 Sum 00,01,02	*
		*		*				*
		*		*				*
		*		*				*

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Samoan Language &amp; Culture (continued)</b>	SAM153					Same as SAM151	*	
	SAM161					F 02	*	
	SAM162					F 01,02, Sp 02	*	
	SAM201				*	Sp 00,02 F 00,01 Sum 00	*	
	SAM202		*		*	Sp 00, 02	*	
	SAM211		*		*	Sp 00,01,02 F 00,01 Sum 00 2000 -01 not enough students.	*	
<b>Science</b>	AST150	*		*		F '99	*	
	BIO150		*	*		Every semester	*	
	BIO180		*	*		Every semester	*	
	BIO181		*	*		Every semester	*	
	BIO250	*		*		Every 1 <sup>st</sup> semester	*	
	BIO251	*		*		Every 2 <sup>nd</sup> semester	*	
	BIO255		*	*		Sp 01	*	
	CHM150		*	*		Every 1 <sup>st</sup> semester	*	
	CHM151		*	*		Every 2 <sup>nd</sup> semester	*	
	BIO155		*	*		Sum 02	*	
	MET150	Not offered since '99			*	Not offered since '99	Not offered since '99	
	MSC150		*	*		F 01	*	
	MSC155		*	*		Sp 02	*	
	MSC157		*	*		F '99	*	
	MSC160		*	*		Sp 02	*	
	MSC170		*	*		Sp 02	*	
	MSC171		*	*		Sum 02	*	

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Science (continued)</b>	MSC210		*	*		F 01	*	
	MSC256		*	*		F '99	*	
	MSC270		*	*		F 01	*	
	MSC280		*	*		Sp 02	*	
	PHY150		*	*		Every semester	*	
	PHY151		*	*		Summ 01,02	*	
	PHY152	Never been offered			*	1999	*	
	PHY155	Never been offered			*	Never been offered	*	
								Never been offered
<b>Social Science</b>	PSY150	*		*		F 2000 – Sum 2002	*	
	PSY250	*		*		F 2000 – Sp 2002	*	
	SOC150	*		*		F 2000 – F 2002	*	
	HIS160	*		*		All regular semester	*	
	ANT210	*		*		Summer (?)		*
	ANT160	*			*	Offer regular sem.		*
	ANT170	*			*	Cancel-low enrollment		*
	POL220	*			*	No info.		*
	GEO100	*		*		Offer every semester	*	
	GEO160	*		*		Offer every semester	*	
	GEO161	*		*		Offer every semester	*	
	HIS162	*		*		Offer every semester	*	
	PSY251		*	*		Fall (?)		*
	ANT151		*		*	No info.		*
	ANT153		*		*	No info.		*
	POL150		*	*	*	Sp 2002 – Fall 2002	*	
	POL160		*	*	*	Sum 2000 – 2002	*	

<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Social Science (continued)</b>	POL151		*		*	Sp 2000 – Fall 2002	*	
	POL250		*		*	Sp 2000 – Fall 2002	*	
	POL251		*		*	Sp 2000 – Fall 2002	*	
	PAD150		*		*	Sp 2000 – Fall 2002	*	
	PAD160		*		*	Sp 2000 – Fall 2002	*	
	PAD170		*		*	Sp 2000 – Fall 2002	*	
	HIS170	*		*		Sp 2000 – Fall 2002	*	
	HIS171	*		*		Fall 2002 – Sum 2003	*	
	REL150	*		*		Fall 2002 – Sum 2003	*	
	HIS150	*		*		Fall 2002 – Sp 2003	*	
	PHL150	*		*		Fall 2002 – Sp 2003	*	
	ANT154	*		*		Fall 2002 – Sp 2003	*	
	HIS151	*		*		Fall 2002 – Sp 2003	*	
	POL150	*		*		Fall 2002 – Sp 2003	*	
							*	
<b>Trades &amp; Technology</b>	ADT160	*		*		F 99,00,01,02		
	ADT260	*		*		Sp 99,00,01,02	*	
	ADT280	*			*	Sp 00,01,02	*	
	ELE150	*		*		F 98,99,00,01,02	*	
	ELE151	*		*		Sp 00,01,02	*	
	ELE170	*			*	Sp 00,01		*
	ELE190	*		*		Sp 00,01		*
	ELE201	*			*	F 00,01		*
	ELE202	*		*		F 02 Sp 00,01	*	
	ELE203		*		*	Sp 00,01		*



<i>Academic Program</i>	<i>Courses</i>	<i>Computer Tech. Focus</i>		<i>Articulation Status</i>		<i>Scheduling History</i>	<i>Course Outline/Syll. file</i>	
		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>		<i>Yes</i>	<i>No</i>
<b>Trades &amp; Technology</b>	ELE299		*		*	Sp 00,01,02		*
	CET150	*		*		F 99,00,01,02	*	
	CET151	*		*		Sp 00,01,02	*	
	CET160	*		*		F 02 Sp 00,01,02	*	
	CET261	*			*	Sp 01		*
	CET260		*		*	Sp 00		*
	CET265	*			*	Sp 01,02	*	
	CET270	*		*		Sp 01		*
	CET299	*		*		F 02		*
	CNA170	*		*		F 02, Sp 02	*	
	CNA175	*		*		F 02	*	

# PROGRAM REVIEW

## TABLE X. CURRICULUM GRID (10,11)

**Instructional Affairs Division  
Program Review**

**Table #10**

**Curriculum Grid (10 and 11)**

<i>Academic Program</i>	<i>Course</i>	<i>Enrollment Open/Special Entr. Req/Post Rem Eng.-Math</i>	<i>Academic Requirements Spec. Proj./Perf of Skill/Comm Part./Other</i>
<b>Agriculture &amp; Life Science</b>	AGE150	* * *	* * *
	AGR100	* * *	* * *
	AGR152	* * *	* * *
	AGR250	* * *	* * *
	NRS180	* * *	* * *
	NRS200	* * *	* * *
	NRS250	* * *	* * *
	ANS150A	* * *	* * *
	ANS150B	* * *	* * *
	FAM250	* * *	* * *
	FAM260	* * *	* * *
	NUT150	* * *	* * *
<b>Fine Arts 1) Art</b>	ART150	* * *	* * *
	ART151	* * *	* * *
	ART170	* * *	* * *
	ART171	* * *	* * *
	ART160	* * *	* * *
	ART161	* * *	* * *
	ART165	* * *	* * *

<i>Academic Program</i>	<i>Course</i>	<i>Enrollment</i> <i>Open/Special Entr. Req/Post Rem Eng.-Math</i>	<i>Academic Requirements</i> <i>Spec. Proj./Perf of Skill/Comm Part./Other</i>	
1) Art (continued)	ART172	*	*	*
	ART180	*	*	*
	ART175	*	*	*
	ART299	*		
2) Music	MUS140	*		*
	MUS145	*		*
	MUS150	According to the report submitted by the Dept Chair, actual enrollment number Are included for semesters courses were Offered.	*	*
	MUS153		*	*
	MUS155			*
	MUS156			*
	MUS160		*	*
	MUS161		*	*
	MUS162		*	*
	MUS165		*	*
	MUS170			*
	MUS175			*
	MUS180			*
	MUS185			*
	MUS187			*
	MUS190		*	*
	MUS191		*	*
	MUS192		*	*
	MUS193		*	*
	MUS194		*	*
	MUS296		*	*
	MUS299		*	*

<i>Academic Program</i>	<i>Course</i>	<i>Enrollment</i> <i>Open/Special Entr. Req/Post Rem Eng.-Math</i>			<i>Academic Requirements</i> <i>Spec. Proj./Perf of Skill/Comm Part./Other</i>			
<b>Business</b>	ACC150		*	*	*	*	*	
	ACC151		*	*	*	*	*	
	ACC152		*			*	*	*
	ACC210		*			*	*	*
	ACC220		*			*	*	*
	BUS102		*			*		
	BUS103		*	*		*		*
	OAT101		*			*		*
	OAT204			*		*		
	OAT220			*		*		
	OAT225			*		*		
	OAT230			*		*		*
	CSC151		*			*		
	CSC152		*	*		*		
	CSC155			*				
	CSC156			*				
	BUS220			*		*		*
	BUS225			*		*		
	BUS260			*		*		
	ECO250			*		*		
	ECO251			*		*		
	MGT252			*		*		
	MKT200			*		*		
	MKT206			*		*		
	MKT212			*		*		*
	CSC160			*		*		
	CSC170			*		*		



<i>Academic Program</i>	<i>Course</i>	<i>Enrollment</i> <i>Open/Special Entr. Req/Post Rem Eng.-Math</i>	<i>Academic Requirements</i> <i>Spec. Proj./Perf of Skill/Comm Part./Other</i>
<b>Education (continued)</b>	ED257		
<b>English Language Institute</b>	ENG90 ENG91 ENG95 ENG81 ENG80 ENG85 ENG71 ENG70	* * * * * * * *	Information provided is irrelevant to What is required by the instrument.
<b>Health &amp; Human Services</b>	HEA140 HEA150 HEA151 HEA152 HEA160 HEA250 HEA260 HEA299 ASL150 HSV150 HSV200 HSV250 HSV280	* * * * RSA(?) * * * * * * * *	Tests/Research/Presentations Tests/Journals Tests/Research Tests/Skills Tests/Home Visitations Tests/Presentations/Service Tests Tests/Journals Tests Skills Tests/Presentations Tests/Presentations/Research/Demonst. Tests/Journals/experience Tests/Research
<b>Languages &amp; Literature</b>	ASL150 ENG151 ENG165 ENG201	* * * *	* * * * * * * *

<i>Academic Program</i>	<i>Course</i>	<i>Enrollment</i> <i>Open/Special Entr. Req/Post Rem Eng.-Math</i>	<i>Academic Requirements</i> <i>Spec. Proj./Perf of Skill/Comm Part./Other</i>
<b>Languages &amp; Literature (continued)</b>	ENG251	*	* *
	JOU155	*	* * *
	ENG150	*	* * *
	ENG250	*	* * *
	LIT270	*	* * *
	LIT272	*	* * *
	LIT274	*	* * *
	LIT276	*	* * *
	SPA151	* *	* * *
	SPA152	*	* * *
	SPH153	*	* * *
<b>Mathematics</b>	MAT80	*	Written Tests
	MAT90	*	Written Tests
	MAT150	*	Written Tests
	MAT155	*	Written Tests
	MAT250	*	Written Tests
	MAT260	*	Written Tests
	MAT280	*	Written Tests
	MAT281	*	Written Tests
<b>Nursing</b>	PHM150	*	* *
	NUR150	*	* *
	NUR150L	*	* *
	NUR155	*	* *
	NUR180	*	* *
	NUR180L	*	* *
	NUR190	*	* *



<i>Academic Program</i>	<i>Course</i>	<i>Enrollment</i> <i>Open/Special Entr. Req/Post Rem Eng.-Math</i>	<i>Academic Requirements</i> <i>Spec. Proj./Perf of Skill/Comm Part./Other</i>
Nursing (continued)	NUR190L		
	NUR200	*	*
	NUR200L		
	NUR203	*	*
	NUR203L		
	NUR204	*	*
	NUR204L		
	NUR205	*	*
	NUR205L		
	NUR206	*	*
	NUR207	*	*
	NUR207L		
	NUR208	*	*
	NUR208L		
NUR209	*	*	
NUR209L			
NUR210	*	*	
NUR211	*	*	
NUR211L			
NUR212	*	*	
Physical Education	PED150M	*	*
	PED150W	*	*
	PED151M	*	*
	PED151W	*	*
	PED155M	*	*
	PED155W	*	*



Academic Program	Course	Enrollment Open/Special Entr. Req/Post Rem Eng.-Math	Academic Requirements Spec. Proj./Perf of Skill/Comm Part./Other
Science (continued)	BIO155	*	Written Exam
	MET150	Has not been offered since Fall '99	Hasn't been offered since Fall '99
	MSC150	*	Written Exam
	MSC155	*	Written Exam
	MSC157	*	Written Exam
	MSC160	*	Written Exam
	MSC170	*	Written Exam
	MSC171	*	Written Exam
	MSC210	*	Written Exam
	MSC256	*	Written Exam
	MSC270	*	Written Exam
	MSC280	*	Written Exam
	PHY150	*	Written Exam
	PHY151	*	Written Exam
	PHY152	*	Written Exam
PHY155	*	Written Exam	
Social Science	PSY150	*	*
	PSY250	*	*
	SOC150	*	*
	HIS160	* *	* *
	ANT210	* *	* *
	ANT160	* *	* *
	ANT170	* *	* *
	POL220	* *	* *
	GEO100	* *	* * *
	GEO160	* *	* *
GEO161	* *	* *	

Academic Program	Course	Enrollment Open/Special Entr. Req/Post Rem Eng.-Math			Academic Requirements Spec. Proj./Perf of Skill/Comm Part./Other				
Social Science (continued)	HIS161	*	*			*			
	HIS162	*	*			*			
	PSY251	*	*			*			
	ANT151	*	*			*			
	ANT153	*	*			*			
	POL150		*	*		*	*		
	POL160		*	*		*	*		
	POL151		*	*		*	*	*	
	POL250		*				*		
	POL251		*				*		
	PAD150			*			*	*	*
	PAD160			*			*	*	*
	PAD170			*			*	*	*
	HIS170			*	*		*		
	HIS171			*	*		*		
	REL150			*			*		
	HIS150			*			*		
	PHL150			*	*		*		
	ANT154	No Info					*		
		HIS151		*	*		*		
	POL150		*	*		*			
Trades & Technology	ADT160	*				*			
	ADT260	*				*			
	ADT280	*					*		
	ELE150	*					*		
	ELE151	*	*				*		
	ELE170		*				*		

<i>Academic Program</i>	<i>Course</i>	<i>Enrollment</i> <i>Open/Special Entr. Req/Post Rem Eng.-Math</i>		<i>Academic Requirements</i> <i>Spec. Proj./Perf of Skill/Comm Part./Other</i>
<b>Trades &amp; Technology (continued)</b>	ELE190		*	*
	ELE201	*		*
	ELE202	*		*
	ELE203		*	*
	ELE299	*		*
	CET150		*	*
	CET151	*		*
	CET160	*		*
	CET261	*		*
	CET260		*	*
	CET265	*		*
	CET270		*	*
	CET299		*	*
	CNA170	*		*
CNA175	*		*	

# PROGRAM REVIEW

## TABLE XI. FACULTY INFORMATION

**Instructional Affairs Division  
Program Review**

**Table #11**

**Faculty Information**

Academic Program	Number of Faculty	Instructors & Courses Taught	Semester/Session
Agriculture & Life Sciences	10 (FTE)	<p>1. Don Vargo AGR155 (No longer offered)</p> <p>Fred Brooks AGR150 A/B (no longer offered)</p> <p>2. Frederick Wanjau AGR250 MAT260 (Math course)</p> <p>3. Larry Hirata AGE250 (no longer offered)</p> <p>4. D. E. Hanson (New faculty)</p> <p>5. Nicola Davison (No longer faculty) NUT150</p> <p>6. Tavita Elisara ANS150</p>	<p>Fall 2000</p> <p>Fall 2001, '02</p> <p>Spring 2002 Fall 2002</p> <p>Spring 2002</p> <p>No info. if instructor ever taught.</p> <p>Spring 2001, '02</p> <p>Spring 2001, '02</p>

Agriculture & Life Sciences		<p>7. Laura Laumatia ANS150 A/B</p> <p>8. Sheri Mann AGR152 NRS180</p> <p>9. Darlene Moss FAM250 FAM260</p> <p>10. Mark Schmaedick ENT200 AGR152</p>	<p>Spring 2002</p> <p>Fall 2000, '01 Spring 2002</p> <p>Fall 2001, Summer 2002 Spring 2002, Summer 2002</p> <p>Spring 2002 Fall 2002</p>
Fine Arts	3 (FT) 1 (PT)	<p>1. Kathleen Kolhoff (No course load listed)</p> <p>2. Regina M. Meredith (No course load listed)</p> <p>3. N. Paul Pouesi MUS150 MUS151 MUS153 MUS160 MUS161 MUS162 (Not offered)</p> <p>4. Pulefaasisina Tuiasosopo MUS170 MUS185 MUS190</p>	<p>Missing in report</p> <p>Missing in report</p> <p>Fall 2000,'02 Spring 2000,'01,'02 Fall 2001,'02 Spring 2002 Fall 2000,'01,'02 Spr. 2000,'01,'02 Fall 2000,'01,'02 Spr. 2000,'01,'02 Fall 2001,'02</p> <p>Fall 2000,'01,'02 Spr. 2000,'01,'02 Fall 2000,'01,'02 Spr. 2000,'01,'02 Fall 2001,'02 Spr. 2000,01,'02</p>



Fine Arts		MUS192 MUS296	Fall 2000,'02 Fall 2000,'02	Spring 2000,'01 Spring 2000,'02
Business	4 (FT)	<p>1. Faofua Faatoafe</p> <p>OAT101 BUS102 BUS200 BUS225 MKT200 MKT206 MKT212 OAT204 OAT220 OAT225 OAT230</p> <p>2. Faitolo Ueligitone</p> <p>BUS102 BUS103 BUS260 MGT250 ECO250 ECO251</p> <p>3. Samuela Matautia</p> <p>ACC150 ACC151 ACC205 ACC210 ACC220</p>	<p>2001 – 2002</p> <p>2000</p> <p>2000 – 2002</p> <p>2000 – 2002</p> <p>2001 – 2002</p> <p>2001 – 2002</p> <p>2001 – 2002</p> <p>Not offered Catalog Year 2000</p> <p>2000 – 2002</p> <p>2000 – 2002</p> <p>2000</p>	<p>2000 – 2002</p> <p>2002 – 2002</p> <p>2000 – 2002</p> <p>2000 – 2002</p> <p>2000 – 2002</p> <p>2000 – 2002</p>

Business		4. Bob Moore CSC151 CSC152 CSC155 CSC160 CSC170	2000 – 2002 2000 – 2002 2000 – 2002 2000 – 2002 2000 – 2002
College Life & Planning	No Report	No Report	No Report
Criminal Justice	Missing	Missing	Missing
Education		ECE141 ECE142 ECE150 ECE151 ECE152 ED150 ED157 ED215 ED257 ED260	Courses started in Spring 2001, according to dept. report.
English Language Institute	6 (FT)	1. Elisapeta Faalafi ENG80 ENG81 ENG85 ENG90 ENG91 ENG95	According to the report, all courses were offered Catalog Year 2000 – 2002

English Language Institute		<p>2. Repeka Nuusa ENG81 ENG85 ENG90 ENG91 ENG95</p> <p>3. Almarine Cotton ENG80 ENG81 ENG85 ENG90 ENG91</p> <p>4. Eseta Taotua ENG60 ENG61 ENG80 ENG81</p> <p>5. Lina G. Scanlan ENG85 ENG90 ENG91</p> <p>6. Lusía Pereira ENG80 ENG81</p>	
Health & Human Services	2 (FT) 1 (PT)	1. Daniel Chang 2. Rosevonne Pato	Courses according to the report were taught from Fall 2000

Health & Human Services		3. Tafa Mamea  Report did not indicate the courses taught by individual instructors.	to Spring 2002.
Language & Literature	4 (FT) 5 (PT)	1. Marianne Ring 2. Dorothy King 3. James Kneubuhl 4. Malamalama Muagututia 5. Kathleen Kolhoff  Report did not indicate the courses taught by individual instructors.	Report suggested to refer to Fall 2002.
Mathematics	No information	No information	No information
Nursing	2 (FT) 8 (Adjunct)	1. Lele A. Mageo NUR180 NUR180L NUR150 NUR150L NUR190 NUR190L NUR200 NUR200L NUR203 NUR203L NUR204 NUR204L	Summer 2002  Fall 2001  Spring 2000  Spring 2000  Summer 2001  Summer 2001

Nursing		<p>NUR205 NUR205L</p> <p>2. Patricia Brooks NUR150 NUR150L NUR180 NUR180L NUR190 NUR190L NUR200 NUR200L NUR203 NUR203L NUR204 NUR204L NUR205 NUR205L NUR207 NUR207L NUR208 NUR208L NUR212</p>	<p>Fall 2000</p> <p>Fall 2001</p> <p>Summer 2002</p> <p>Spring 2002</p> <p>Spring 2000</p> <p>Summer 2001</p> <p>Summer 2001</p> <p>Fall 2000</p> <p>Summer 2001</p> <p>Fall 2000</p> <p>Fall 2001</p>
Physical Education	<p>1 (FT) 2 (Adjunct)</p>	<p>1. Frank Lefiti PED154</p> <p>2. Dave Godinet PED159</p> <p>3. Ed Imo</p>	<p>All courses according to the DC were/are offered during Fall/Spring</p>

Physical Education		PED150 PED151 PED155	
R.O.T.C.	1 (FT)	1. George Chew ROTC150 ROTC151 ROTC252 ROTC253	Fall 2002 Fall 2002 Spring 2003 Spring 2003
Samoan Language & Culture	No info.	No information submitted.	No information submitted.
Social Science	5 (FT) 3 (PT)	1. Fiatagata Johnson PSY150 PSY250 SOC150  2. Adrian M. Vasai All PAD Courses (?) POL151 POL160  3. Mikaele Etuale HIS150 POL151 ANT150 ANT154 SOC211 POL250	Social Science courses are offered all year round according to the report as submitted.

Social Science		<p>4. Randall Baker  HIS170  HIS171  PHIL150  REL150  POL150</p> <p>5. Okenaisa Fauolo  HIS161  HIS162  GEO 160  GEO161  GEO100</p> <p>6. Pulefaasisina Tuiasosopo  HIS160</p> <p>7. Erica Rodwaggen  ANT153</p> <p>8. Irene Helshem  PSY251</p>	<p>Spring 2002</p> <p>Offered but not enough students.</p>
Trades & Technology	<p>1 (FT)  7 (PT)</p>	<p>1. David Kulberg  CET160  ADT160  ELE299  CET299</p> <p>2. Mogens Ring  CET150</p>	<p>Fall 2002 Summer 2002, '01  Fall 2000, '01, '02  Summer 2000, '02  Fall 2002</p> <p>Fall 2000, '01</p>

	<p>CET151 ADT280 CET265 CET261 CET270</p> <p>3. Faafetai Wells CET150</p> <p>4. David Gianni ADT260</p> <p>5. Kris Mc Phee ADT260</p> <p>6. Kesi Kuki ELE150 ELE151 ELE170 ECE190 ECE201 ECE202 ELE203</p> <p>6. Sue Scanlan CNA170</p> <p>7. Michael Leau CNA175</p>	<p>Summer 2001,'02 Summer 2000,'01,'02 Summer 2001,'02 Summer 2000 Summer 2001</p> <p>Fall 2002</p> <p>Summer 2001</p> <p>Summer 2002</p> <p>Fall 2000,'01,'02 Summer 2000,'01,'02 Summer 2001,'02 Summer 2000,'02 Fall 2000,'01 Summer 2001 Summer 2000,'01</p> <p>Fall 2002 Summer 2002</p> <p>Fall 2002</p>
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# PROGRAM REVIEW

## TABLE XII. DEPARTMENTAL IMPEDIMENTS

**Instruction Affairs Division  
Academic Program Review**

**Table #12**

**Departmental Impediments**

<b>Academic Program</b>	<b>Instructional Responses/Facilities</b>	<b>Supplies/Equipment</b>
<b>A. Agriculture &amp; Life Sciences</b>	-No teaching labs due to grant restrictions.	-Not enough computers to meet technology focus of curriculum
<b>B. Fine Arts</b> <b>1) Art</b>  <b>2) Music</b>	-None submitted  -Office (need space & renovation, furnitures) -Classroom (need more space, soundproof ceiling, lightning) -need small AC soundproof rooms for practice (piano, voice) -Renovate Music Library (choral & band) -Parking space for music faculty. -Recording instruments (performances, projects)	-None submitted  -Musical instruments (marching band and stage band) -Risers (concert choir) -Stage lights and built in microphones (auditorium) -P.A. sound systems -Office computer & printer, Xerox machine -T.V., video, Digital camera
<b>C. Business</b>	-None submitted	-None submitted
<b>D. College &amp; Life Planning</b>	<b>No Report</b>	<b>No Report</b>

<b>E. Criminal Justice</b>	<b>No Report</b>	<b>No Report</b>
<b>F. Education</b>	-None submitted	-None Submitted
<b>G. English Language Institute</b>	-Need more classrooms for increasing student enrollment.	-Need a computer lab to accommodate Developmental English and Math programs.
<b>H. Health &amp; Human Services</b>	-No assigned classroom for department	-None submitted
<b>I. Language &amp; Literature</b>	-Not enough computers	-Not enough
<b>J. Mathematics</b>	-None submitted	-None submitted
<b>K. Nursing</b>	-Not enough nursing instructors -Inadequate janitorial services -Deteriorating conditions of Lab Room.	-Computer maintenance -Computer programs need upgrading -Need new updated videos
<b>L. Physical Education</b>	-Inadequate	-Inadequate
<b>M. Reserve Officer Training</b>	-Need bigger classrooms to accommodate more students.	-Inadequate equipment and supplies. - Need Army ROTC uniforms, training aids, monetary resources, textbooks.
<b>N. Samoan Language &amp; Culture</b>	-None submitted	-None submitted
<b>O. Science</b>	-None submitted	-None submitted
<b>P. Social Sciences</b>	-Need classrooms to replace room being lost to DL	-Need an efficient photocopier

<b>Q. Trades &amp; Technology</b>		
<b>1) Technology</b>	-Need for a full-time Electronics Instructor	-Need for quality equipment

	<b>Instructional Knowledge/Skills/Training</b>	<b>Supervision</b>	<b>Institutional Support</b>
<b>A.</b>	-None	-None	-Instructors are limited to 10% FTE for instruction. -Instructors are considered as staff and not faculty. -Physical isolation leads to miscommunication of information.
<b>B.</b>			
1)	-None submitted	-None submitted	-None submitted
2)	-Faculty to attend special workshops & trainings (Summer) -Faculty recitals (every semester) -Faculty special research (published works, projects, etc.)	-Faculty evaluation (classroom performances, accomplishing goals set forth in institutional and department mission, aligning syllabus to mission)	-Promote faculty academic development (training, workshops, degree programs) -Budget for upgrading facilities
<b>C.</b>	-None submitted	-None submitted	-None submitted
<b>D.</b>	No Report	No Report	No Report
<b>E.</b>	No Report	No Report	No Report
<b>F.</b>	-None submitted	-None submitted	-None submitted
<b>G.</b>	-Need to attend workshops to upgrade teaching methods	-None submitted	-None submitted