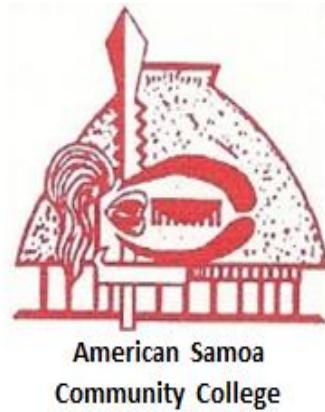


Annual Academic Program Review Manual



American Samoa
Community College

Division of Academic Affairs

Spring 2015

American Samoa Community College (ASCC) Institutional Core values and learning outcomes foster a working and learning environment in which all people can interact and respect each other's differences and values.

The Institutional Core Values and Learning Outcomes

- **Student Centeredness:** ASCC commits to provide high quality programs and services focusing on student learning.
- **Respect for Diversity:** ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life.
- **Teamwork/Collaboration:** ASCC promotes a sound environment for network opportunities through effective communication, partnerships, and growth.
- **Respect for Tradition and Culture:** ASCC embraced cultural heritage, traditions, language, and customs and their impact in education and research.
- **Lifelong Learning:** ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth (Self Evaluation Report, pg. 232).

Academic Program Mission

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

Academic Program Review (APR) Purpose

The Academic Affairs Division Program review is a collaborative process to bring to bear the judgment of respected colleagues in assessing and improving the quality of our academic programs. The APR process is intended to provide a comprehensive assessment of the status of an academic program based on its last program review. This process involves faculty, administrators, and staff in...

- (1) gathering information about academic programs/departments,
- (2) reviewing and analysis of information
- (3) combining all information in making judgments about overall program quality and making recommendations for improvements, and
- (4) A follow up to ensure that all academic programs are fully supported in its efforts to providing quality academic programs/courses.

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

American Samoa Community College has an on-going academic program review process for assessing student learning and attainment of educational goals. The program reviews for academic departments and other program units of the College provide the core data for review and evaluation and are the basis for all on-going planning (*Self Evaluation Report*, pg. 206). Within the institution, all programs, practices and services, are reviewed through the program review biennially. On a department/division level, accomplishments and challenges are reviewed and reported bi-weekly in a regular institution wide report. Other reports include a review of programs, practices, and services through the quarterly report and the annual report (*Self Evaluation Report*, pg. 231). The APR at ASCC increases the sense of shared purpose among our academic department and reinforces the need for coordinated planning for the future by all support units of the college. The involvement of all support units of the college in the academic program review ensures meaningful and effective follow-up review will occur.

“The Curriculum Committee reviews process focuses on the biennial review of the catalog that allows programs and divisions to thoroughly review its courses, programs, certificates and degrees to ensure the alignment of student learning outcomes at all levels and to the Mission of the College. There is a broad-based review of course and program learning outcomes within academic departments, programs, curriculum, and assessment committees. Development of standard operating procedures (SOP) is in place for course and program approval/removal. For recommended changes to be implemented, evidence must be provided to support proposed changes” (*ASCC 2014 Self Study*, pg. 60).

Responsibility for APR

In 2006-2008 and 2008-2009, all academic programs/courses are reviewed over a two-year period (*every Catalog year*). However, due to many institutional changes regarding eligibility requirements mandated by the Accrediting Commission for Community and Junior Colleges (ACCJC), all academic departments, and programs are required to review all programs and courses every fiscal year, beginning in the Fall and ending in the Spring.

Documented APR Manuals and summaries completed.

- Academic Program Review Manual 2006-2008
- Academic Program Review Third Cycle 2006-2008
- Academic Program Review Summary 2008-2009
- Academic Program Review of SLO's/Assessment Report 2010-2012
- Academic Program Review of SLO's/Assessment Report 2012-2014
- Academic Program Review Summary 2014-2015

The Academic Affairs Division's APR is directly under the supervision of the Dean of Academic Affairs. Major responsibilities are assigned to the Associate Dean in overseeing the implementation of the process during the review cycle. The review may require information from other support units of the college, therefore it is the responsibility of the Associate Dean to coordinate and work closely with other support unit administrations ensuring that the needed information is provided.

The Academic Department Chairs resume leadership in carrying out the review within their individual departments/division. The process may be coordinated with the appropriate division dean or associate dean. In previous academic review cycle commences in the fall semester which begins the catalog year, however changes in curriculum/assessment review of all General Education, Core Foundational and Co-Foundational courses, required that all APR should begin in the Fall and ends in the Spring. All department chairs are informed and provided with the program review questionnaires, and curriculum matrixes necessary to collect data from each academic department for the review. Completed reports by each academic department/program will be submitted to the Associate Dean for compilation and data analysis. The first draft of the APR is submitted to the Dean of Academic Affairs and the Vice President for their review and returned to the Associate Dean to prepare a final copy of the report, which is to be distributed to all members of the Curriculum Committee for its review. It is during this review that the committee will make its recommendations in areas of improvement.

To meet the outcomes of the review, copies will be provided for the College's administration and to the Board of Higher Education (BHE) for their review affording them the opportunity to make sound decisions in terms of planning in the following areas:

- (1) Teaching and learning
- (2) Budgeting,
- (3) Facilities, and
- (4) Community collaboration.

This academic program review allows the administration and the Board of Higher Education (BHE) in setting priorities included in the college's five-year plan. The Academic Program Review continues to serve as a vehicle in assessing the academic programs of the American Samoa Community College leading to quality instructional services for our students.

Criteria for the Academic Program Review (APR)

A continuation of ASCC's standardized method used in collecting data and information for the review. The APR instrument was developed in 2006 to include these major criteria: (1) Input Measures, (2) Program Operations, and (3) Output Measures. Over the years the input measures, output measures, and program operations have widen the perspective towards outcomes and data driven questionnaires.

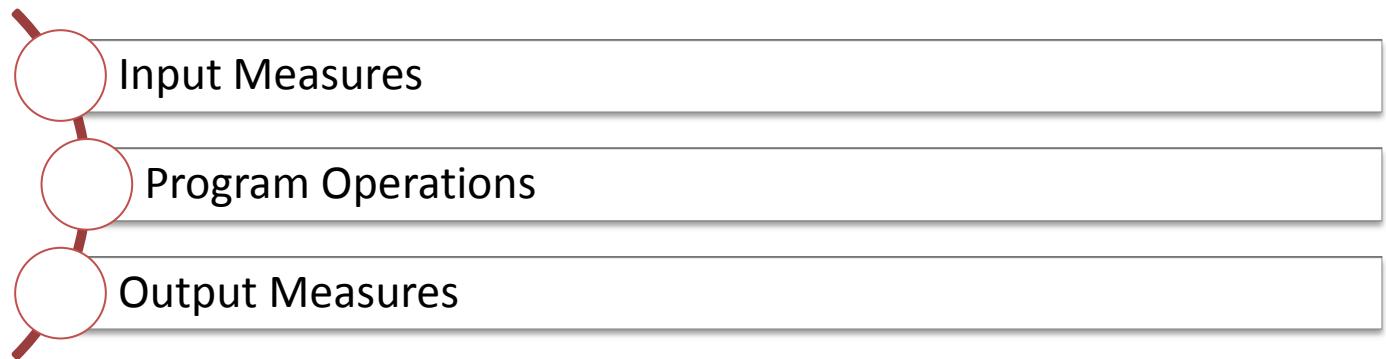
Input Measures: are institutional resources provided for a program of study to achieve stated mission goals and objectives. Main resources are facilities, equipment, teacher qualifications and capacity, and professional development.

Program Operations: criteria required information that is directly related to the instructional program of the College. The instrument (curriculum grid)was designed to obtain information on scheduling history. The reports should indicate the number of

courses that were offered during each semester of the cycle by each academic department.

Output Measures: are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate retention/completion rates, and the assessment of Student learning Outcomes (SLO).

Academic Program Review Criteria



Data Collection Template for Program Review

Academic Department/Program:

Dean:

Faculty (name & position)

Divisional Learning Outcomes:

Department and/or Program Mission Statement:

Program Learning Outcomes (AA, AS, COP, CAPP LO's, Co- and Core LO's):

INPUTS MEASURES

I. Facilities

1. Are facilities adequate for current programs / services?
2. Are the facilities (classroom) clean and well maintained and sufficient?
3. Is lighting (in classroom) adequate?
4. Are there any safety hazards?
5. Are facilities accessible to students and faculties with disabilities?
6. Are the restroom facilities nearby and accessible for both genders?

II. Equipment

1. Do you have the necessary equipment to fulfill your responsibilities adequately?
2. Do you have textbooks for each course(s)? If not, explain.
3. Do you have adequate (*up to date*) textbooks to support your course(s)/program(s)?
4. What additional equipment do you need?
5. Is the equipment adequately maintained?
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?
7. Are there any safety hazards with the current equipment?
8. Is the equipment accessible for employees with disabilities?
9. Do you have adequate access to supplies for repairs to keep equipment functioning?
10. Equipment summary:
 - a. Number of computers, laptops, iPad, calculators, etc
 - b. Number of printers, scanners, fax, machine, etc
 - c. Number of copiers
 - d. Number of vehicles
 - e. Number of ASCC cell phones
 - f. Other major items (*tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science /Marine Science... Use separate sheet of paper if needed*)

Materials

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

2. What additional supplies and/or materials do you need?
3. Do you have adequate research or resource materials to support your office and instruction?
4. What additional research or resource materials do you need?
5. Can employees with disabilities adequately use the current materials?
6. Do you have adequate supplies and materials
7. Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities?

Methods

1. Is there a written curriculum, which relates to the specific learning outcomes of the program? Response provides an explanation of how your academic curriculum is specifically related to the Program Mission and/or learning outcomes.
2. Do course syllabi have measurable student learning outcomes? Response should indicate if every course offered has identified measurable student learning outcomes achievable by students upon course completion.
3. Is the sequence of the course content appropriate and does it provide for program continuity? Response should indicate if appropriate sequencing of courses is in place, which allows for knowledge being built upon previous knowledge. Sequencing involves lower level courses as offered as required before students take upper level courses.
4. What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field trips, guest lecturers, etc.)? Response should indicate arrays of instructional methodologies and strategies used by faculties in delivering instruction. Instructional methods may not be limited to those mentioned in the question but also drawn from faculties' course syllabi.
5. Is the institution and programs evaluated by students or peers on a regular basis? Response should indicate if student enrolled in your degree and/or certificate programs of study evaluate your academic program. Explain how this process is done and the evaluating instrument that is being used by student to evaluate your program(s)/course(s).
6. Does the program have a comprehensive strategy for recruitment? Response should indicate if your department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/division.
7. Has the program been actively utilizing recruitment strategies? Response should indicate how your department/division recruitment strategy is implemented.
8. What criteria does the instructor or advisor use to place student in the classroom? Response should explain how student are placed in courses that are taught in your academic departments: placement tests, standardized test scores, pre-requisites, etc.
9. What is the current and past enrollment of the program? Response should strictly include past enrollment of the last review cycle and current enrollment.
10. Is the enrollment in the program too high or too low for current resources? Response should indicate if programs student enrollment is too high or too low for current physical, financial, and human resources.
11. Do all students have a designated advisor? Response should indicate if all students are assigned with an advisor and if all instructors in your department are assigned.

12. Are the advisors and faculty knowledgeable concerning program curriculum? Response should indicate if all your department faculties are well versed with the curriculum and or academic offerings of your academic department/division.
13. Is there a formal faculty advisement mechanism is in place to assist student with program and career decisions? Response should indicate if there is a mechanism or process in place in helping student who are seeding degrees within your program as well as assisting them in making choices on career choices and paths.
14. Does the program have a comprehensive strategy in place for retention? Response should indicate an explanation or how your academic department/division is retaining students in your department/division program.
15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels? Responses should indicate of your academic department requires students to take remedial Math and English courses before enrolling in college bound courses.
16. What is the retention rate for the program? Response should indicate the number of students retained in you degree program(s). If your department/division does not offer a degree/certificate program, you still have to identify your program's retention rate.
17. What percentage of entering students graduate? Response should indicate the percentages of student that enter your program that actually complete with an Associate of Arts/Science or Certificate of Proficiency. If your department does not offer a degree or certificate, identify the number of student that actually complete courses that are required for degree or certificate programs.

Teacher Qualifications

1. Are the instructors in the program qualified to teach their particular courses? Response should indicate of the instructor currently teaching in your academic department are qualified to teach assigned courses, through degrees and certifications.
2. Does the faculty have appropriate on the job training or work experience? Responses should indicate if instructors in your department receive on the job training through in service workshops, faculty orientations, off-island conferences, etc.
1. 3. Is there adequate number of personnel to support your department/program/division? In no, please explain.

Faculty/Professional Development:

1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures? Response should indicate if there is a Faculty Handbook outlining ASCC policies and procedures.
2. Does the institution require any in service training for new or adjunct instructors? Response should indicate if all new faculties' new or adjunct instructors hire by the College requires in service training.
3. Do the instructors attend workshops and professional committee meetings? Response should indicate if instructors are given the opportunity to attend off-island conferences and if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences

4. Does the institution provide financial assistance and release time? Response should indicate if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences
5. Do instructors regularly communicate with program-related business or industries'? Response should indicate if the department faculties are in contact with the local business community on issues related to instruction, career paths, community needs, and all activities related to the programs of your department/division.
6. Is there an advisory council for the program? Response should indicate if your department currently has Advisory Council members.
 - a. Does the membership represent local business and industry? Response should indicate if your Academic department/divisions' Advisory Council membership is well represented with local business leaders and related industries particular to your program(s) of study.
 - b. How often does the local advisory council meet?
 - c. Are minutes of the advisory council meetings kept on file?
 - d. In what ways has the committee helped to plan, develop, and evaluate and promote the program? Response should indicate the committee's involvement planning, developing, evaluating, and promoting the department's academic program(s).
 - e. How has the local advisory council assisted the program? Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.
 - f. What program improvements has the council recommended? Response should indicate recommendations that were made by your advisory council leading to program improvements.
 - g. In what ways have the instructors and administration acted on these suggested improvements? Response should indicate recommendation that were made by your advisory council leading to program improvements.
 - h. To whom does the advisory council report its findings? President, VP, Chairperson, Instructors? Response should indicate whom the advisory council directly reports its findings to.
 - i. Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?
 - j. Is there advisory council provided related program information to help them assist with program recommendations? Response should indicate if the department provides the advisory council with all related information that helps them with program recommendations. Explain what kind of information your department/division has provided the council.
7. Are institutional manuals or handbooks available to all faculty? Please specify by name and accessibility (i.e. Policy / Personnel Manual, Governance Manual, Faculty Handbook, Student Handbook)
8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?
9. Is adequate in-service or local training provided?
10. What opportunities are provided for off-island professional development?
11. Do employees have the opportunity to visit other post-secondary institutions? Response should indicate local and non-local MOU's, Articulation Agreements...

12. Does the administration support professional development activities training for your department / division?
13. Are department / division meetings held regularly?
14. Are there minutes of these meetings with a sign in sheet for attendance?
15. Are guidelines for procedures and relevant information presented in a timely and consistent manner?

Job Placing and/or Tracking

1. Is placement data collected on a continuing basis, readily available to instructor, and used in program planning and evaluation? Response should indicate if data relating to job placement is collected on a regular basis and your department for planning and evaluating your programs uses such data.
2. Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation? Response should indicate if your academic department has collected an employer satisfaction survey on a continuous basis and if the data were made available to your instructor for planning and evaluation.
3. Is there a mechanism in place to receive feedback from four year institutions on transfer students. Response should indicate if there is a process currently in place obtaining information from four-year colleges of past ASCC student transferred to those institutions.
4. Can the program justify non-degree student placement? Response should indicate how your academic program can justify those students non-degree seeking student placement in your program.
5. Is your program required to sit any type on national exam for licensure? Identify which national exam and explain in detail the process and protocol, as to administer this exam.

Faculty/Student Evaluations

1. Are faculty performance evaluations conducted on a regular basis? Response should indicate if student evaluate faculties on a regular basis, include when evaluations are done.
2. Are the cooperative linkages with other programs/departments, employment services, or vocational training programs relevant to students? Response should indicate how your program is linked to other academic departments' programs, government/private sector agencies and/or other vocational training programs.
3. Do instructors view assessment as an integral and necessary part of instruction? Response should indicate if your department faculties view assessment as an integral and necessary part of instruction.

(THIS SECTION CAN BE COMPLETED BY THE DEAN OR DIRECTOR UPON COMPLETION OF ALL SURVEY QUESTIONS, BY ALL STAFF AND FACULTY WITHIN THE DIVISION).

VII. Priorities for Improvement

Please list the three most important changes that should be made to your department/division to improve operations:

1. _____

2. _____
 3. _____

VIII. Based on the data collected, what are the department / division's plans (including objectives, activities, and outcomes) for improvement in the next six months?

PROGRAM OPERATIONS

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

MISSION

1. Do you know the mission of your division?
2. Did you participate in the development of the mission of your division?
3. How does the mission of your division support the College's mission?

GOALS:

1. Do you know the DLO of your division?
2. Did you participate in the development of the DLO of your division?
3. Are you directly involved in the implementation of the outcomes of your department/division?

OBJECTIVES:

- Do you know the objectives of your division?
- Did you participate in the development of the objectives of your division?
- Are you directly involved in the implementation of the objectives of your division?

PROCESS:

- How many units are within your division?
- What is the function of each unit in the division?
- How does each unit of the division support the division's mission?
- Are you involved in the budget planning of your unit or division? If yes, please explain.

JOB DESCRIPTIONS:

- Number of years in this current position
- How many years have you worked for ASCC?
 - AT ASCC ONLY:
 - Less than one year
 - Less than 5 years
 - Less than 10 years
 - Less than 15 years
 - Less than 20 years
 - Less than 25 years

- Less than 35 years
- Do you know your current job description?
- Do most of your duties fall within your job description? If no, explain.
- What role do you play in supporting student learning?

TIME ON TASK:

- Does your department/division have a flow chart?
- What role/task do you have in the flow of responsibilities of your division?
- What is the length of time you spend on a particular task in your scope of work? Describe the task and the time it takes.
- What is expected of you to compete at the end of the day? The week?
- What prevents you from effectively performing your duties?
- What other duties are you involved in that occupy your time on task?

OUTPUT MEASURES

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

Mission

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

Effectiveness

1. What services/programs does your division provide that affect: (must respond to all areas).
 - a. Academic/Education?
 - b. Staffing?
 - c. Technology (high or low tech)?
 - d. Facilities?
 - e. Budgeting?

- f. Other Resources?
2. How is feedback from internal/external stakeholders used to make changes or improvements?
(e.g. *Advisory Council Members*)
 - a. What other methods (*data, reports, memo's, etc.*) are used to make changes to improve your division?
 - b. Identify the changes or improvements made as a result of feedback or methods used?
 - c. How are these changes communicated to internal/external stakeholders for quality assurance?
 3. How do you evaluate your services?
 4. How will your division use program review results to evaluate your program or services?

GENERAL EDUCATION OUTCOMES MATRIX

GE DOMAINS	GE SUB DOMAINS	GE OUTCOMES		COURSES
COMMUNICATION	LISTENING & SPEAKING	1-A	Listen actively and speak effectively in many different situations.	SPH 153
	READING	1-B	Read effectively to comprehend, interpret and evaluate information.	ENG 150
	WRITING	1-C	Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.	ENG 151
INFORMATION & TECHNOLOGY LITERACY	EVALUATE INFORMATION	2-A	Demonstrates the ability to access, locate, manage and evaluate information from multiple sources.	ICT 150
	PRESENT INFORMATION USING TECHNOLOGY	2-B:1	Utilizes technological tools to perform basic functions appropriate to job and life.	ICT 150
	APPLY INFORMATION	2-B:2	Applies research skills and presents knowledge in multiple formats.	ICT 150
CRITICAL THINKING	QUANTITATIVE	3-A	Apply quantitative skills to personal, academic and career related activities.	MAT 151 or PHSCI 150
	SCIENTIFIC	3-B	Apply scientific concepts and models to analyze complex problems in academic and real life situations.	PHSCI 150
	PROBLEM SOLVING	3-C	Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.	MAT 151 or PHSCI 150
GLOBAL AWARENESS & CULTURAL COMPETENCE	SOCIAL, ECONOMIC & POLITICAL SYSTEMS	4-A	Identifies social, economic and political systems and issues.	HIS 170/171 or HIS 150/151
	PERSPECTIVES OF OTHERS, DIVERSITY	4-B	Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.	HIS 170/171 or HIS 150/151 or HIS 162
	SAMOA & THE PACIFIC	4-C	Demonstrates an appreciation of Samoan Culture and other Pacific cultures.	HIS 162
PERSONAL RESPONSIBILITY & DEVELOPMENT	ETHICAL DECISION MAKING	5-A	Demonstrates and applies ethical decision making in real life situations.	HEA 150 or PSY 150
	HEALTH CHOICES AND PRACTICES	5-B	Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.	HEA 150 or PSY 150

	COMMUNITY & FAMILY PARTICIPATION	5-C	Identify and recognize the relevance of being responsible and participate actively in family and community.	HEA 150 or PSY 150
	CAREER, PERSONAL, & PROFESSIONAL GROWTH	5-D	Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.	

ASCC's General Education Outcomes align with the statement of the Association of American Colleges and Universities Essential Learning Outcomes at the appropriate degree level, with the following, as stated by the Association:

- Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts;
- Intellectual and Personal Skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving;
- Personal and Social Responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning; and
- Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies.

The College has identified and standardized its general education outcomes (GEO) for all AA/AS/COP/COC degree/certificate programs. These outcomes and areas are comparable to those offered at other accredited institutions. GEO requirements have been identified to assess GEO outcomes for all degree/certificate programs to ensure students are well rounded in the general education area upon completion of the freshmen level. All Certificates of Proficiency require completion of General Education Math and English requirements. (*Adapted ASCC Self Study Report pg. 83*).

ASCC's General Education outcomes are as follows:

- **GEO 1: Communication** – Foster the ability to receive and express information through various mediums
 - *GEO 1-A Listening and Speaking* – Listen actively and speak effectively in many different situations
 - *GEO 1-B Reading* – Read effectively to comprehend, interpret and evaluate information
 - *GEO 1-C Writing* – Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences
- **GEO 2: Information Technology Literacy** – Demonstrates the ability to utilize technology to evaluate present and apply information
 - *GEO 2-A Evaluate Information* – Demonstrates the ability to access, locate, manage and evaluate information from multiple sources

- *GEO 2-B:1 Present and Apply Information/Technology* – Utilizes technological tools to perform basic functions appropriate to job and life;
 - *GEO 2-B:2 Apply Information*- Applies research skills in multiple formats
 - **GEO 3: Critical Thinking** – Demonstrates the ability to think critically in applying quantitative and scientific concepts and methods to effectively problem-solve in a variety of contexts
 - *GEO 3-A Quantitative* – Apply quantitative skills to personal, academic and career related activities
 - *GEO 3-B Scientific* – Apply scientific concepts and models to analyze complex problems in academic and real life situations
 - *GEO 3-C Problem Solving* – Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts
 - **GEO 4: Global Awareness and Cultural Competence** – Understands and appreciates the historical and cultural context regionally and globally
 - *GEO 4-A Social, Economic & Political System*- Identifies social, economic and political systems and issues
 - *GEO 4-B Perspectives of Others, Diversity*- Recognizes and respects the perspectives of others (locally and globally) and develop an awareness of diverse attitudes, values and beliefs
 - *GEO 4-C Samoa and the Pacific*- Demonstrates an appreciation of Samoan culture and other Pacific cultures
 - **GEO 5: Personal Development and Responsibility** – Enhance personal growth and wellness leading to responsible decision-making
 - *GEO 5-A Ethical Decision Making* -Demonstrates and applies ethical decision making in real life situations
 - *GEO 5-B Choices and Practices*- Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness
 - *GEO 5-C Community & Family Participation* - Identify and recognize the relevance of being responsible and participate actively in family and community
 - *GEO 5-D Career, Personal, & Professional Growth* - Develop career goals and plans, and apply lifelong learning skills for personal and professional growth
- (Adapted ASCC Self Evaluation Report 2014, pg.142-143)*

In spring 2013, the ASCC Assessment Report concludes with two recommendations:

- **GE Assessment Cycle:** it is important that a GE Assessment cycle identifies that coincides with the review of the ASCC Biennial General Catalog. This will allow GE faculty a process schedule to review the effectiveness of ASCC's General Education Program. Provided is an example of an assessment grid (*Refer to diagram in the 2013 Report*). The discussion on when assessment data is collected for review and reporting may follow the above grid given that a definition is provided on the purpose and process.

Further breakdown is necessary to reveal outcomes assessed for each of the GE courses identified above. It is also important that GE faculty continue to consensus on GE outcome commonalities shared in different courses. It is recommended that all GE faculties begin assessing all GE Outcomes and collect data on semester basis until the assessment cycle has been identified and approved.

GENERAL EDUCATION QUALITIES	ASSESSING GE QUALITIES 1 ST & 2 ND YEAR				
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5
	COURSES	COURSES	COURSES	COURSES	COURSES
GE 1	SPH 153 ENG 150 ENG 151			SPH 153 ENG 150 ENG 151	
GE 2	ICT 150			ICT 150	
GE 3		PHSCI 150 MAT 151		PHSCI 150 MAT 151	
GE 4		HIS 150 HIS 151 HIS 170 HIS 171 HIS 162	HIS 150 HIS 151 HIS 170 HIS 171 HIS 162		
GE 5		HEA 150 PSY 150	HEA 150 PSY 150		

- **Monitoring Program Assessment:** It is recommended that all academic programs continue to review program qualities and competencies in preparation for program SLO reporting. All academic programs are now fully responsible for reporting student achievement and program curriculum data. In the beginning of spring 2013 semester, Dean Helsham required that all academic programs submit an assessment cycle of PLO's and CLO's assessed within each semester. An extension of this recommendation will include the monitoring of courses taught within the current catalog and outcome specificities on student achievement.

General Education assessment cycle of all outcomes is conducted by all general education faculties. Each general education course(s) are assessed on a semester based. The assessment instruments are specific content rubrics that are defined by each Program/Department. The Curriculum Committee ensures the alignment of its offerings and mission through an ongoing review and assessment of General Education Outcomes. Being an outcome driven Institution, ASCC's hierarchy of Student Learning Outcomes identifies the scope, assessment instruments, and cycles for all levels of student learning outcomes. (*ASCC Self Study Report pg. 54-55*).

Assessing General Education Outcomes, Program Learning Outcomes, and Course Learning Outcomes: (Referencing: *ASCC Institutional Strategic Plan 2015-2020, pg. 15; ASCC Self Evaluation Report to ACCJC 2014 Crosswalk, p.67-68*).

In the fall of 2012, the General Education Program was published in the 2012-2014 ASCC Catalog and fully implemented with institutional focus to assist General Education faculty to review the APR 2014-2015

assessment of GEOs by domain that followed a set review process that was completed in the spring of 2013.

“ASCC has defined statements linked to outcomes for all the degrees it offers:

- **General Education:** The core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describes what the institution wants students to be able to do on completion of the General Education Program for an AA, AS, or B.Ed. degree. (1st Year)
- **Core Foundational Areas:** Courses that enhance content foundational competencies in core disciplinary areas of study. Core foundational course requirements are determined by the degree programs. (2nd Year)
- **Co-Foundational Areas:** Courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas.

Currently, ASCC has completed its first cycle (2 years) of GEO assessment in the spring of 2014 following the ASCC Catalog review cycle. Data has been collected, compiled, and disseminated to General Education faculty for their review and analysis (*Referencing: Self Study 2014 Report. P. 73*)

Assessing General Education Outcomes (GEO)

Scope: Academic Programs and Departments

- Course: Semester based assessment using rubrics defined by Program/Department
- General Education Outcomes: Semester based assessment using content rubrics defined by General Education Faculty. In addition, course evaluations are disseminated on a semester based with Student Achievement report submitted biennially (*ASCC Self Study Report pg. 66-67*).

Delivery of instruction is reviewed and evaluated within each program or department.

Chairpersons conduct observations and provide feedback to instructors regarding delivery of instruction. Program and Departments’ internal review of courses through learning outcomes were presented to Curriculum committee for review. Dialogue is continued within each department focusing on the effectiveness of instructions and making recommendations as to what needs to be changed or strengthened. Faculty orientations allow faculty with opportunities to share strategies and methodologies for delivery through workshops. Course evaluation results as well as course passing rates document the effectiveness of instruction delivered. A separate survey for General Education Outcomes asks instructors to evaluate their own performance each semester. (*Adapted ASCC Self Study Report pg. 73*)

General Education Outcomes are currently being assessed with various departments offering GEO requirements. Decision-making is now based on achieving student-learning outcomes. Any recommendation in revising SLOs has to be communicated at all levels. This is an indication of collaborative effort and teamwork. A thorough curriculum review resulted in the articulation of General Education Outcomes and the separation of General Education courses, core foundational courses, and

co-foundational (program) courses. The 2014-2016 Catalog reflects these changes. (*Adapted ASCC Self Study Report pg. 76-78*)

Assessment general education is an ongoing process to ensure competencies and qualities are achieved by students. Course evaluations are disseminated by IE to evaluate General Education Outcomes. Faculty members, in collaboration with academic chairpersons, program directors and appropriate Deans, are responsible for identifying appropriate student learning outcomes prior to submission for further review to Assessment and Curriculum committees (*Adapted ASCC Self Study Report pg. 76-78*)

ASCC Curriculum Committee Chairperson and faculty have a central role in determining and developing qualities and competencies of general education outcomes at all levels. There is ongoing dialogue and discussion within academic departments, curriculum committee and assessment committee to ensure program offerings are meeting the Mission of the College. Rigorous review of course curricular programs occurs to ensure alignment with General Education outcomes, course outcomes, and program outcomes as well as WASC standards. In addition, the ASCC General Catalogue 2014-2016 identifies General Education Outcomes (GEO's) for degrees, programs and certificates (*Adapted ASCC Self Study Report pg.91*).

The institution's goals and values are stated in the Governance Manual 3001.2 and in major publications of the College. The institutional core values have been articulated throughout the College in the development of General Education Outcomes, in the revision of the Institutional Learning Outcomes to reflect core values, and in the alignment of program and divisional outcomes. The goals and values are clearly articulated through institutional reports and documents, and in the Institutional Strategic Plan. Through their daily operations and in carrying out their responsibilities outlined in divisional SOPs staff practice the core values of student centeredness, collaboration and teamwork, respect for diversity, respect for tradition and culture, and lifelong learning (*Adapted ASCC Self Study Report pg.218*).

CORE FOUNDATIONAL AREAS

These courses enhance content foundational competencies in core disciplinary areas of study. Core Foundational course requirements are determined by degree programs. Please refer to specific degree program to determine Core Foundational course requirements. (*ASCC 2014-2016 Catalog, pg. 45-46*).

Note: Highlighted in bold are the GERs. Students are not to take any GERs in the core foundational areas. They are to choose another option from the available clusters to complete program degree requirement.

Arts

Fine Arts – Courses encompassing the visual and performing arts in Music, Arts, and Theatre.
Cluster I – Arts, Music, and Drama Courses

ART150, ART160, DRA150, DRA151, MUS150, MUS160, MUS165, MUS170, MUS180

Humanities

Courses which enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy, and the arts.

Cluster II – Humanities Courses

SPH 153, PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274

Note: Select one 3 credit course from Cluster I; or as specified by a program to take another Humanities course.

Computer Science

Courses that provide students' knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry level employment.

Course – **ICT 150**

Note: ICT 150 is offered as a GER. There is no need to take this course in the Core Foundational Area.

English

Courses that enable students to demonstrate active listening and speaking abilities, to develop proficiencies in clear and effective written communication, and to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.

Courses – **ENG 150, ENG 151, ENG 251**

History

Courses providing the chronological study of historical events from two respective contexts: American history, and Global history. These regional and global historical patterns look at both the life and development of people and their relative social, political, and economic situations.

Course Options – **HIS 150, or HIS 151, or HIS 170 or HIS 171**

Note: Students' that have taken HIS 150 or HIS 170 in the GERs can take the subsequent course (HIS 151 or HIS 171) in the Core Foundational area as specified in a degree program.

Mathematics

Courses that promote critical thinking and logical reasoning while developing problem solving skills by studying various branches of Mathematics.

Courses – **MAT151, MAT 250, or MAT280**

Note: Students placing in MAT250 are allowed to waive MAT151. In their 2nd year, students may be required to take another upper level Mathematics course(s).

Physical Education

Courses that promote physical education and health as well as developing basic sports skills for lifetime use.

Course Options – Select any one credit PED course or **HEA 150**.

Samoan and the Pacific Studies

Courses which promote critical thinking and enrich the understanding of cultural diversity in the Samoan and Pacific region.

Cluster I: Samoan and Pacific History & Geography

HIS 160, HIS 161, SAM 152, GEO 150, GEO 161, **HIS 162**

Cluster II: Samoan Language

SAM 101A, SAM 101B, SAM 111, SAM 151/ SAM 151L, SAM 154

Note: Select one 3 credit course from Cluster II.

Science

Courses providing foundational competencies in physical and life sciences through lecture and course required laboratory activities.

Cluster I: Life Science

Understanding of complex and varied life forms and life processes

BIO150/BIO150L, or BIO155/BIO155L, or BIO180/BIO180L, or MSC170/MSC170L

Cluster II: Physical Science

Understanding of natural science principles and of the ways in which scientists investigate natural science phenomena.

CHM 150/ CHM 150L, or MSC 150/MSC 150L, or PHY 151/ PHY 151L or **PHSCI 150/150L**

Note: Select one 4 credit course from Cluster I: Life Science.

Social Science

Courses acquainting students with their place in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, economic, and political progress.

Cluster I – Cultural Courses ANT150, ANT153, ANT154, GEO160

Cluster II – Political Courses PAD150, POL150, POL160, POL170

Cluster III – Social and Behavioral Courses **PSY150**, PSY250, SOC150

Note: Select one 3 credit course from Cluster I or II.

CO FOUNDATIONAL AREA COURSES

Consists of courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas (*ASCC 2014-2016 Catalog, pg. 46*).

- I. **Scope:** Academic Departments/Divisions/Faculty and Adjunct Faculty
- II. **Charge:** Department Chairmen and faculty
 - i. Definition
 - 1. Co-Foundational Areas
 - a. These courses are specific to a discipline or area of specialization. In addition, it is program focused with emphasis in specialized areas (*2014-2016 ASCC Catalog, pg. 45*).

Closing the Loop at a Course Level

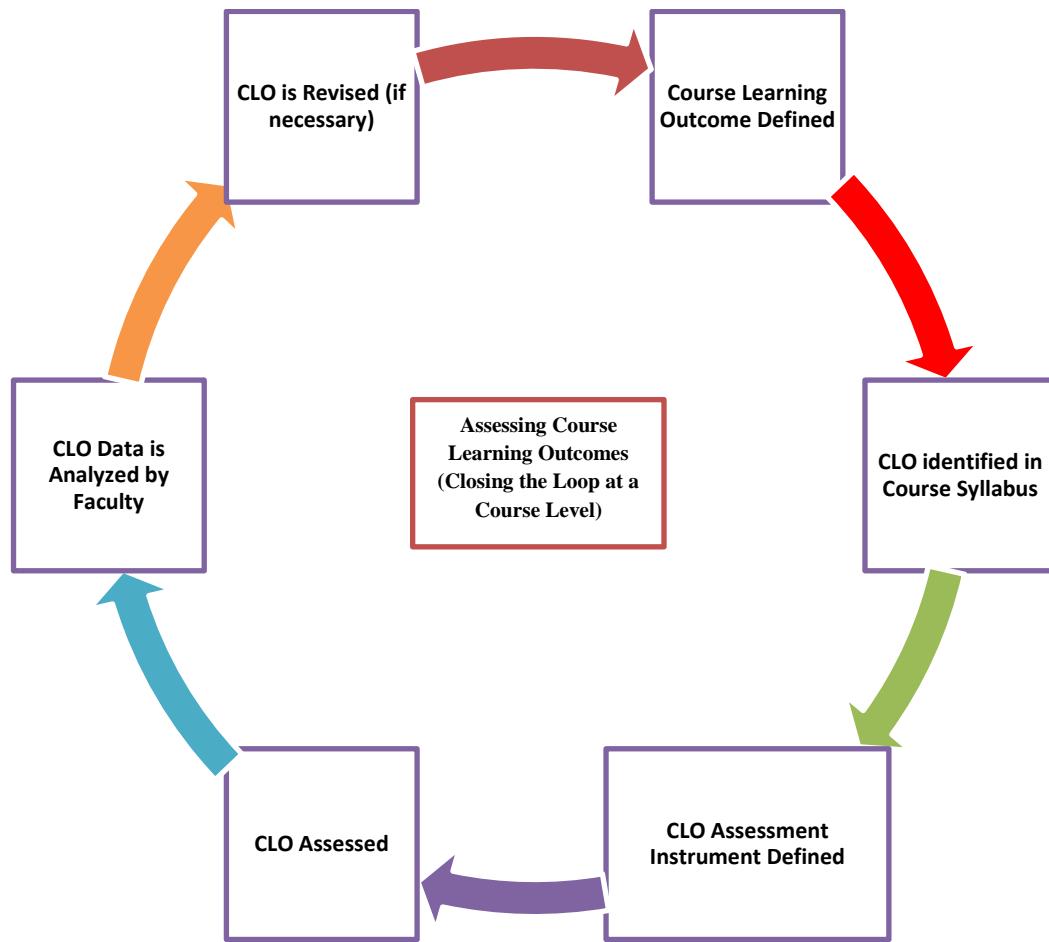
Closing the Loop Dialog: (*Guidelines for Closing the Assessment Loops, Spring 2010, p. 6-18*); (*ASCC Academic Assessment Plan 2010, pg. 8*).

According to Wright (2008), closing the loop refers to the findings of the analyzed data pertaining to student achievement, treatments to improve student learning, and possible ways to improve curriculum infrastructure and assessment processes (p. 19).

Co and Core Foundational Area Assessment Cycle (*approved May 2015*).

Co & Core Foundational Area Course Assessment Cycle	ASSESSING Co and Core Foundational Area QUALITIES 1 ST & 2 ND YEAR				
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5
	<i>Course Alpha</i>	<i>Course Alpha</i>	<i>Course Alpha</i>	<i>Course Alpha</i>	<i>Course Alpha</i>
	100-150	151-199	200-250	251-299	
	300-400	401-499			

Course Learning Outcomes (CLO) (Guidelines for Closing the Assessment Loop, Spring 2010, p. 6)





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Collecting and Analyzing Assessment Data (Course Level)

Once outcomes are assessed at a course level, data (*student levels of SLO achievement*) are recorded and analyzed to determine how effective the learning outcomes were achieved. Were there any challenges or impediments that prevented you from fully addressing an identified CLO? Use the following questions in the table below to initiate the CLO achievement dialogue:

Questions:	Faculty Response:	
Course Learning Outcomes Assessed		
1. How many learning outcomes are identified for this course?		
2. How many learning outcomes were assessed?		
3. If an outcome was not assessed, what prevented you from assessing each CLO?		
Assessment Data Results		
a) Is there a timeline in your Topical Outline (Syllabus) or Course Matrix for assessing each CLO?	Yes _____	No _____
b) Did student perform as well as you hoped? Why or Why not/What can be done to improve student achievement of CLO's?	Explain:	
c) Do we need to revisit the assessment timeline or procedures that build in to the assessing of CLO's in our Topical Outline (Syllabus) or Course Matrix?	Why?	
d) Do our CLOs need to be modified? Are the instruments used to assess CLOs really assessing what we're addressing performances, skills, content etc.?	Why?	
e) What recommendations will you make for the next time you assess your CLOs?		

After answering the above questions, you will notice that the dialogue should now focus on analyzing student achievement of learning outcomes fully emphasizing what the data reveals



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Table 1: Course Offering Fall to Spring

Academic Departments/Programs	Fall	Spring	Summer	Fall	Spring
1. Agriculture, Community, & Natural Resources					
2. Business					
3. College Life Planning					
4. Criminal Justice					
5. English Language Institute (ELI)					
6. Health & Human Services					
7. Language & Literature					
8. Math					
9. Nursing					
10. Physical Education					
11. Reserve Officer Training Corps					
12. Samoan Studies					
13. Science					
14. Social Science					
15. Teacher Education					
16. Trades & Technology					

Table 2: Curriculum Mapping Matrix: Course aligned to PLO

Program Name	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
XXX 150					
XXX 165					
XXX 180					
XXX 190					
XXX 200					
XXX 210					
XXX 225					
XXX 250					
XXX 260					
XXX 299					



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Table 3: PLO aligned to ILO Matrix

	ILO 1 Student Centeredness	ILO 2 Respect For Diversity	ILO 3 Collaboration and Teamwork	ILO 4 Respect for Tradition And Culture	ILO 5 Lifelong Learning
PLO 1					
PLO 2					
PLO 3					
PLO 4					
PLO 5					
PLO 6					
PLO 7					

Note: Identify which PLO is aligned to ILO, by placing an X in the box.



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Table 4: Core and Core Foundational Assessment Data Sheets



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Table 5: Course Graded assignment aligned with Course Learning Outcomes

Table 6: Course Graded Matrix aligned to Level of Competency.

Note: Identify the **Levels of Competency** of each question.

Note: Identify the levels of competency of each course graded assignment that student will be able to achieve by the end of the course and/or graduation.



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Table 7: GEO Data Sheets

ASCC GENERAL EDUCATION DOMAIN 1: COMMUNICATION																						
Course:	SPH 153 (INTRODUCTION TO SPEECH)																					
Semester:																						
Instructor:																						
Competencies Assessed				Class Enrollment:				GEO:1A														
Communication (A)	Status			Student Assessed:																		
	Assessed																					
	Not Assessed																					
SPEECH 153																						
GEO 1-A (CLO 1)																						
ORAL PRESENTATION RUBRIC (ANALYTICAL RUBRIC)																						
	D-1	D-2	D-3	D-4	D-5	D-6																
B	0	0	0	0	0	0																
D	0	0	0	0	0	0																
P	0	0	0	0	0	0																
SPEECH 153																						
GEO 1-A (CLO 2)																						
INFORMATIVE SPEECH RUBRIC (ANALYTICAL RUBRIC)																						
	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10												
B	0	0	0	0	0	0	0	0	0	0												
D	0	0	0	0	0	0	0	0	0	0												
P	0	0	0	0	0	0	0	0	0	0												

	SPEECH 153									
	GEO 1-A (CLO 2)									
	PERSUASIVE SPEECH (ANALYTICAL RUBRIC)									
	D-1	D-2	D-3	D-4	D-5					
B	0	0	0	0	0					
D	0	0	0	0	0					
P	0	0	0	0	0					



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ASCC GENERAL EDUCATION DOMAIN 1: COMMUNICATION																				
Course:	ENG 150 FRESHMAN READING																			
Semester:																				
Instructor:																				
Communication (B)	Competencies Assessed					Class Enrollment:				GEO:1B										
	Status					Student Assessed:														
	Assessed																			
	Not Assessed																			
	ENG 150																			
	GEO 1-B (CLO 1)																			
	LITERARY TERMINOLOGIES (HOLISTIC RUBRIC)																			
	D-1																			
B	0																			
D	0																			
P	0																			
	ENG 150																			
	GEO 1-B (CLO 4)																			
	LITERARY ANALYSIS/INTERPRETATION (ANALYTICAL RUBRIC)																			
	D-1	D-2	D-3																	
B	0	0	0																	
D	0	0	0																	
P	0	0	0																	

	ENG 150									
	GEO 1-B (CLO 5)									
	CULTURAL/HISTORICAL RESPONSE RUBRIC (ANALYTICAL RUBRIC)									
	D-1	D-2	D-3	D-4	D-5					
B	0	0	0	0	0					
D	0	0	0	0	0					
P	0	0	0	0	0					



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ASCC GENERAL EDUCATION DOMAIN 2: COMMUNICATION									
Course:	ICT 150 (INTRODUCTION TO COMPUTERS)								
Semester:									
Instructor:									
Competencies Assessed			Class Enrollment:						<u>GEO:2A, 2B:1, 2B:2</u>
Technology Literacy (A, B-1, B-2)	Status		Student Assessed:						
	Assessed								
Not Assessed									
ICT 150									
GEO 2-A (CLO 1)									
MICROSOFT OFFICE SUITE 2010 RUBRIC									
	D-1	D-2	D-3	D-4	D-5	D-6			
B	0	0	0	0	0	0			
D	0	0	0	0	0	0			
P	0	0	0	0	0	0			

	ICT 150									
	GEO 2-B:1 (CLO 2)									
	WINDOWS 7 OS SYSTEM RUBRIC									
	D-1	D-2	D-3							
B	0	0	0							
D	0	0	0							
P	0	0	0							
	ICT 150									
	GEO 2-B:2 (CLO 3)									
	INTERNET & WORLD WIDE WEB RUBRIC									
	D-1	D-2	D-3	D-4						
B	0	0	0	0						
D	0	0	0	0						
P	0	0	0	0						



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	ICT 150									
	GEO 2-B:2 (CLO 4)									
	QUIZES/MIDTERM/FINAL									
	D-1	D-2	D-3	D-4	D-5					
B	0	0	0	0	0					
D	0	0	0	0	0					
P	0	0	0	0	0					



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ASCC GENERAL EDUCATION DOMAIN 1: COMMUNICATION																		
Course:	ENG 151 (FRESHMAN COMPOSITION)																	
Semester:																		
Instructor:																		
Communication (C)	Competencies Assessed				Class Enrollment:		Student Assessed:				GEO:1C							
	Status																	
	Assessed																	
	ENG 151																	
	GEO 1-C (CLO 1)																	
	EXPOSITORY RUBRIC (ANALYTICAL RUBRIC)																	
	D-1	D-3																
B	0	0																
D	0	0																
P	0	0																
	ENG 151																	
	GEO 1-C (CLO 2)																	
	PERSUASIVE RUBRIC (ANALYTICAL RUBRIC)																	
	D-3	D-4	D-9															
B	0	0	0															
D	0	0	0															
P	0	0	0															

	ENG 151										
	GEO 1-C (CLO 3)										
	RESUME & COVER LETTER RUBRIC (ANALYTICAL RUBRIC)										
	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8			
B	0	0	0	0	0	0	0	0			
D	0	0	0	0	0	0	0	0			
P	0	0	0	0	0	0	0	0			
	ENG 151										
	GEO 1-C (CLO 4)										
	RESEARCH RUBRIC (ANALYTICAL RUBRIC)										
	D-1	D-2	D-3	D-4	D-9	D-11					
B	0	0	0	0	0	0					
D	0	0	0	0	0	0					
P	0	0	0	0	0	0					



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ASCC GENERAL EDUCATION DOMAIN 3: CRITICAL THINKING																		
Course:	MAT 151 (INTERMEDIATE ALGEBRA)																	
Semester:																		
Instructor:																		
Competencies Assessed				Class Enrollment:				<u>GEO:3A, 3C</u>										
Critical Thinking (A & C)	Status			Student Assessed:														
	Assessed																	
	Not Assessed																	
MAT 151																		
GEO 3-A (CLO 1, 2, 3) (UNIVERSAL STATEMENT)																		
3-A:1-A: CALCULATIONS (MULTIPLE RUBRICS)																		
	PR:D-4	HR:D-2	TR:D-2															
B	0	0	0															
D	0	0	0															
P	0	0	0															

	MAT 151									
	GEO 3-A (CLO 1, 2, 3) (UNIVERSAL STATEMENT)									
	3-A:2-A: ANALYSIS (PRESENTATION RUBRIC)									
	D-5									
B	0									
D	0									
P	0									
	MAT 151									
	GEO 3-C (CLO 1, 2, 3)									
	PRESENTATION RUBRIC (ANALYTICAL RUBRIC)									
	D-1	D-2	D-3							
B	0	0	0							
D	0	0	0							
P	0	0	0							
RECOMMENDATIONS:										
								<u>KEY</u>		
								PR: PRESENTATION RUBRIC		
								HR: HOMEWORK RUBRIC		
								TR: TEST RUBRIC		



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ASCC GENERAL EDUCATION DOMAIN 3: CRITICAL THINKING



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ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE										
Course:	HIS 150 (AMERICAN HISTORY 1)									
Semester:										
Instructor:										
Competencies Assessed				Class Enrollment:						GEO:4A
GLOBAL AWARENESS & CULTURAL COMPETENCE	Status			Student Assessed:						
	Assessed									
Not Assessed										
HIS 150										
GEO 4-A (CLO 4)										
RESEARCH PAPER RUBRIC										
	D-1									
B	0									
D	0									
P	0									
HIS 150										
GEO 4-A (CLO 4)										
REFLECTIVE ANALYSIS RUBRIC										
	D-4									
B	0									
D	0									
P	0									
RECOMMENDATIONS:										



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ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE							
Course:	HIS 150 (AMERICAN HISTORY 1)						
Semester:							
Instructor:							
Competencies Assessed			Class Enrollment:		GEO:4B		
GLOBAL AWARENESS & CULTURAL COMPETENCE	Status		Student Assessed:				
	Assessed						
	Not Assessed						
HIS 150							
GEO 4-B (CLO 4)							
RESEARCH PAPER RUBRIC							
	D-2						
B	0						
D	0						
P	0						
RECOMMENDATIONS:							



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ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE									
Course:	HIS 151 (AMERICAN HISTORY 2)								
Semester:									
Instructor:									
Competencies Assessed				Class Enrollment:				GEO:4A	
GLOBAL AWARENESS & CULTURAL COMPETENCE		Status		Student Assessed:					
		Assessed							
		Not Assessed							
HIS 151									
GEO 4-A (CLO 4)									
RESEARCH PAPER RUBRIC									
	D-1								
B	0								
D	0								
P	0								
HIS 151									
GEO 4-A (CLO 4)									
REFLECTIVE ANALYSIS RUBRIC									
	D-4								
B	0								
D	0								
P	0								
RECOMMENDATIONS:									



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ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE									
Course:	HIS 170 (WORLD CIVILIZATION 1)								
Semester:									
Instructor:									
Competencies Assessed				Class Enrollment:				<i>GEO:4A</i>	
GLOBAL AWARENESS & CULTURAL COMPETENCE	Status			Student Assessed:					
	Assessed								
Not Assessed									
HIS 170									
GEO 4-A (CLO 4)									
RESEARCH PAPER RUBRIC									
	D-1								
B	0								
D	0								
P	0								
HIS 170									
GEO 4-A (CLO 4)									
REFLECTIVE ANALYSIS RUBRIC									
	D-4								
B	0								
D	0								
P	0								
RECOMMENDATIONS:									



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ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE										
Course:	HIS 170 (WORLD CIVILIZATION 1)									
Semester:										
Instructor:										
Competencies Assessed				Class Enrollment:						GEO:4B
GLOBAL AWARENESS & CULTURAL COMPETENCE	Status			Student Assessed:						
	Assessed									
Not Assessed										
HIS 170										
GEO 4-B (CLO 4)										
RESEARCH PAPER RUBRIC										
	D-2									
B	0									
D	0									
P	0									
RECOMMENDATIONS:										

ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE										
Course:	HIS 171 (WORLD CIVILIZATION 2)									
Semester:										
Instructor:										
Competencies Assessed				Class Enrollment:						GEO:4B
GLOBAL AWARENESS & CULTURAL COMPETENCE	Status			Student Assessed:						
	Assessed									
Not Assessed										
HIS 171										
GEO 4-B (CLO 4)										
RESEARCH PAPER RUBRIC										
	D-2									
B	0									
D	0									
P	0									
RECOMMENDATIONS										



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ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE										
Course:	HIS 171 (WORLD CIVILIZATION 2)									
Semester:										
Instructor:										
Competencies Assessed				Class Enrollment:		GEO:4B				
GLOBAL AWARENESS & CULTURAL COMPETENCE	Status			Student Assessed:						
	Assessed									
	Not Assessed									
HIS 171										
GEO 4-B (CLO 4)										
RESEARCH PAPER RUBRIC										
	D-2									
B	0									
D	0									
P	0									
RECOMMENDATIONS:										

ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE										
Course:	HIS 162 (PACIFIC HISTORY)									
Semester:										
Instructor:										
Competencies Assessed				Class Enrollment:		GEO:4B				
GLOBAL AWARENESS & CULTURAL COMPETENCE	Status			Student Assessed:						
	Assessed									
	Not Assessed									
HIS 162										
GEO 4-B (CLO 3)										
COMPREHENSIVE EXAM										
	D-1									
B	0									
D	0									
P	0									
RECOMMENDATIONS:										



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ASCC GENERAL EDUCATION DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE									
Course:	HIS 162 (PACIFIC HISTORY)								
Semester:									
Instructor:									
Competencies Assessed			Class Enrollment:			GEO:4C   			
GLOBAL AWARENESS & CULTURAL COMPETENCE	Status		Student Assessed:						
	Assessed								
	Not Assessed								
HIS 162 GEO 4-C (CLO 4) COMPREHENSIVE EXAM									
	D-5								
B	0								
D	0								
P	0								
RECOMMENDATIONS:									



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ASCC GENERAL EDUCATION DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT											
Course:	PSY 150 (INTRODUCTION TO PSYCHOLOGY)										
Semester:											
Instructor:											
Competencies Assessed					Class Enrollment:		<u>GEO: 5B</u>				
Critical Thinking (A & C)	Status			Student Assessed:							
	Assessed										
Not Assessed											
	PSY 150										
	GEO 5-B (CLO 2) (UNIVERSAL STATEMENT)										
	INDIVIDUAL PRESENTATION										
	D-1										
B	0										
D	0										
P	0										
	PSY 150										
	GEO 5-B (CLO 2) (UNIVERSAL STATEMENT)										
	RESEARCH PAPER										
	D-1										
B	0										
D	0										
P	0										

ASCC GENERAL EDUCATION DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT											
Course:	PSY 150 (INTRODUCTION TO PSYCHOLOGY)										
Semester:											
Instructor:											
Competencies Assessed					Class Enrollment:		<u>GEO: 5C</u>				
Critical Thinking (A & C)	Status			Student Assessed:							
	Assessed										
Not Assessed											
	PSY 150										



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	GEO 5-C (CLO 3) (UNIVERSAL STATEMENT)									
	USD COMMUNITY SERVICE-LEARNING (PRESENTATION RUBRIC)									
	D-2									
B	0									
D	0									
P	0									

ASCC GENERAL EDUCATION DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT														
Course:	HEA 150 (INTRODUCTION TO HEALTH SCIENCE)													
Semester:														
Instructor:														
Critical Thinking (A & C)	Competencies Assessed			Class Enrollment:			<i>GEO: 5A</i>							
	Status			Student Assessed:										
	Assessed													
	Not Assessed													

	HEA 150										
	GEO 5-A (CLO 4) (UNIVERSAL STATEMENT)										
	MAKING GOOD DECISIONS ESSAY RUBRIC										
	D-3										
B	0										
D	0										
P	0										

ASCC GENERAL EDUCATION DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT														
Course:	HEA 150 (INTRODUCTION TO HEALTH SCIENCE)													
Semester:														
Instructor:														
Critical Thinking (A & C)	Competencies Assessed			Class Enrollment:			<i>GEO: 5B</i>							
	Status			Student Assessed:										
	Assessed													
	Not Assessed													



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	HEA 150									
	GEO 5-B (CLO 2) (UNIVERSAL STATEMENT)									
	HEALTH JOURNAL									
	D-3									
B	0									
D	0									
P	0									



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Table 8: Assessment Report Template

The purpose of assessment is to identify strengths and weaknesses in student learning and then to make changes to programs in order to improve learning. We are required to demonstrate that every academic program undertakes and completes this process regularly, on an ongoing basis. This annual report is for academic year 2014 – 2015 and 2015 – 2016 will provide important information on the assessment of student achievement and learning.

DEPARTMENT/PROGRAM:

REPORT DATE:

CHAIRPERSON:

REPORT AUTHOR(S):

1. OUTCOMES ASSESSED: Program learning outcomes (PLO) and courses: What PLOs and courses did you assess?

LIST PLOs AND ALIGNED COURSES ASSESSED FOR: Academic Year: Fall and Spring Semesters – 2014-15

- 1.
- 2.
- 3.

LIST PLOs AND ALIGNED COURSES ASSESSED FOR: Academic Year: Fall and Spring Semesters – 2015-16

- 1.
- 2.
- 3.

2. OUTCOMES ALIGNMENT: Briefly describe how your Program Learning Outcomes(PLO) are linked to the Institutional Learning Outcomes: (from 2014-16 catalog/syllabi)

Program Learning Outcomes (PLO) Aligned to ILO: >>>>>	>Institutional Learning Outcomes (ILO):
1. 2. 3.	1. 2. 3.

3. ASSESSMENT METHODS OF OUTCOMES: How was each PLO assessed?

2014 – 15 Program Learning Outcome: (PLO)	2014 – 15 How assessed?
1. 2. 3.	1. 2. 3.

2015 – 16 Program Learning Outcome: (PLO)	2015 – 16 How assessed?
1. 2. 3.	1. 2. 3.



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4. ASSESSMENT RESULTS: What were the results of the assessment for each PLO? What did you find? Or Learn?

Program Learning Outcome: (PLO)	Results of the Assessment:
1.	1.
2.	2.

5. IMPROVEMENTS RESULTING FROM YOUR FINDINGS: As a result of the assessment(s), did you make changes or recommendations for change to your program? Please describe. Did you make/are you making changes to your assessment plan/methods, etc.?

PROGRAM LEARNING OUTCOMES: (PLO)	PROGRAM IMPROVEMENTS/RECOMMENDATIONS:
1.	1.
2.	2.
3.	3.

6. SUPPORTING DOCUMENTS/EVIDENCE: Please LISTS the materials that illustrate your assessment work. These may include rubrics, memos, minutes; analyses, plans, new syllabi, new policies, etc. (please keep all supporting assessment documents with your program)

LIST OF ALL SUPPORTING ASSESSMENT DOCUMENTS FOR 2014-2016:

- 1.
- 2.
- 3.
- 4.

7. EXEMPLARY ASSESSMENT: Was there any aspect of your assessment that was especially illuminating? Effective? And Surprising or worth sharing with others?

SHARING OF BEST PRACTICES AND OTHER RESULT FINDINGS:



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Table 9: **ACADEMIC PROGRAM REVIEW**

Academic Department/Division:	
Dean:	
Faculty(name & position)	
Divisional Learning Outcomes: <i>(Academic Affairs, Teacher Education, Samoan Studies Institute, Trades & Technology, Land Grant)</i>	
Department and/or Program Mission Statement:	
Program Learning Outcomes: <i>(AA, AS, COP, CAPP LO's, Co- and Core LO's)</i>	



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➤ Input Measures

- Facilities
- Equipment
- Materials
- Methods
- Teacher Qualifications
- Faculty Professional Development
- Job Placing and/or Tracking
- Faculty/Student Evaluation



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INPUTS MEASURES

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

Facilities (<i>Please elaborate and/or provide supporting evidence for each response</i>).	
1. Are the facilities adequate for current programs / services? <i>Response should reflect if the current facilities for instructional use are sufficient for future enrollment. Reference current enrollment trends to project future enrollment growth.</i>	
2. Are the facilities (classroom) clean and well maintained and sufficient? <i>Response should indicate if classrooms are well cleaned and maintained regularly; lighting is sufficient in classrooms. The air should be well circulated, whereby students and instructors are comfortable in the facilities' classroom.</i>	
3. Is lighting (in classroom) adequate?	
4. Are there any safety hazards?	
5. Are facilities accessible to students and faculty with disabilities? <i>Response should confirm if there are ramps and other means appropriate for easy movement of the handicapped in and out of the classrooms and within the facilities.</i>	
6. Are the restroom facilities nearby and accessible for both genders?	

Equipment	
1. Do you have the necessary equipment to fulfill your responsibilities adequately? <i>Response should indicate if there is enough equipment for instructional purposes.</i>	
2. Do you have textbooks for each course(s)? <i>Response should indicate if there are enough textbooks each semester for each course. Identify courses with no textbooks and explain why.</i>	



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3. Do you have adequate (<i>up to date</i>) textbooks to support your course(s)/program(s)? Response should indicate if textbooks are within the 5-year limitations. If not explain why?	
4. What additional equipment do you need?	
5. Is the equipment adequately maintained? Response should indicate if equipment is adequately maintained for instructional purpose.	
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?	
7. Are there any safety hazards with the current equipment?	
8. Is the equipment accessible for employees with disabilities?	
9. Do you have adequate access to supplies for repairs to keep equipment functioning?	
Equipment summary:	
• Number of computers, laptops, iPad, calculators, etc.	
• Number of printers, scanners, fax machine, etc.	
• Number of copiers	
• Number of vehicles	
• Number of ASCC cell phones	
• Other major items (<i>tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science...Use separate sheet of paper if needed</i>)	

Materials	
1. Are the instructional materials in the courses and program are up to date and do they reflect the needs of the industry and the community? Response should indicate if all instructional materials such as textbooks, supplementary materials, journals, magazines, etc. are up to date and appropriate for instruction. Explain if such instructional materials reflect the needs of the community.	



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2. What additional supplies and/or materials do you need?	
3. Do you have adequate research or resource materials to support your office and instruction?	
4. What additional research or resource materials do you need?	
5. Can employees with disabilities adequately use the current materials?	
6. Do you have adequate supplies and materials?	
7. Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities? <i>Response should indicate if reference materials in your academic department library or the institution's library current and relevant for instructional use.</i>	

Methods	
1. Is there a written curriculum, which relates to the specific learning outcomes of the program? Response provides an explanation of how your academic curriculum is specifically related to the Program Mission and/or learning outcomes.	
2. Do course syllabi have measurable student learning outcomes? Response should indicate if every course offered has identified measurable student learning outcomes achievable by students upon course completion.	
3. Is the sequence of the course content appropriate and does it provide for program continuity? Response should indicate if appropriate sequencing of courses is in place, which allows for knowledge being built upon previous knowledge. Sequencing involves lower level courses as offered as required before students take upper level courses.	
4. What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field trips, guest lecturers, etc.)? Response should indicate arrays of	



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<i>instructional methodologies and strategies used by faculties in delivering instruction. Instructional methods may not be limited to those mentioned in the question but also drawn from faculties' course syllabi.</i>	
5. Is the institution and programs evaluated by students or peers on a regular basis? <i>Response should indicate if student enrolled in your degree and/or certificate programs of study evaluate your academic program. Explain how this process is done and the evaluating instrument that is being used by student to evaluate your program(s)/course(s).</i>	
6. Does the program have a comprehensive strategy for recruitment? <i>Response should indicate if your department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/division.</i>	
7. Has the program been actively utilizing recruitment strategies? <i>Response should indicate how your department/division recruitment strategy is implemented.</i>	
8. What criteria does the instructor or advisor use to place student in the classroom? <i>Response should explain how student are placed in courses that are taught in your academic departments: placement tests, standardized test scores, pre-requisites, etc.</i>	
9. What is the current and past enrollment of the program? <i>Response should strictly include past enrollment of the last review cycle and current enrollment.</i>	
10. Is the enrollment in the program too high or too low for current resources? <i>Response should indicate if programs student enrollment is too high or too low for current physical, financial, and human resources.</i>	
11. Do all students have a designated advisor? <i>Response should indicate if all students are assigned with an advisor and if all instructors in your department are assigned.</i>	
12. Are the advisors and faculty knowledgeable concerning program curriculum? <i>Response should indicate if</i>	



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<i>all your department faculties are well versed with the curriculum and or academic offerings of your academic department/division.</i>	
13. Is there a formal faculty advisement mechanism is in place to assist student with program and career decisions? <i>Response should indicate if there is a mechanism or process in place in helping student who are seeking degrees within your program as well as assisting them in making choices on career choices and paths.</i>	
14. Does the program have a comprehensive strategy in place for retention? <i>Response should indicate an explanation or how your academic department/division is retaining students in your department/division program.</i>	
15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels? <i>Responses should indicate of your academic department requires students to take remedial Math and English courses before enrolling in college bound courses.</i>	
16. What is the retention rate for the program? <i>Response should indicate the number of students retained in your degree program(s). If your department/division does not offer a degree/certificate program, you still have to identify your program's retention rate.</i>	
17. What percentage of entering students graduate? <i>Response should indicate the percentages of student that enter your program that actually complete with an Associate of Arts/Science or Certificate of Proficiency. If your department does not offer a degree or certificate, identify the number of student that actually complete courses that are required for degree or certificate programs.</i>	

Teacher Qualifications	
1. Are the instructors in the program qualified to teach their particular courses? <i>Response</i>	



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<p><i>should indicate of the instructor currently teaching in your academic department are qualified to teach assigned courses, through degrees and certifications.</i></p>	
<p>2. Does the faculty have appropriate on the job training or work experience? <i>Responses should indicate if instructors in your department receive on the job training through in service workshops, faculty orientations, off-island conferences, etc.</i></p>	
<p>3. Is there adequate number of personnel to support your department/program/division? <i>In no, please explain.</i></p>	

Faculty/Professional Development:	
<p>1. Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures? <i>Response should indicate if there is a Faculty Handbook outlining ASCC policies and procedures.</i></p>	
<p>2. Does the institution require any in service training for new or adjunct instructors? <i>Response should indicate if all new faculties' new or adjunct instructors hire by the College requires in service training.</i></p>	
<p>3. Do the instructors attend workshops and professional committee meetings? <i>Response should indicate if instructors are given the opportunity to attend off-island conferences and if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences</i></p>	
<p>4. Does the institution provide financial assistance and release time? <i>Response should indicate if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences</i></p>	
<p>5. Do instructors regularly communicate with program-related business or industries? <i>Response should indicate if the department faculties are in contact with the local business community on issues related to instruction, career paths, community needs, and all activities related to the programs of your department/division.</i></p>	
<p>6. Is there an advisory council for the</p>	



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program? Response should indicate if your department currently has Advisory Council members.	
a. Does the membership represent local business and industry? Response should indicate if your Academic department/divisions' Advisory Council membership is well represented with local business leaders and related industries particular to your program(s) of study.	
b. How often does the local advisory council meet?	
c. Are minutes of the advisory council meetings kept on file?	
d. In what ways has the committee helped to plan, develop, and evaluate and promote the program? Response should indicate the committee's involvement planning, developing, evaluating, and promoting the department's academic program(s).	
e. How has the local advisory council assisted the program? Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.	
f. What program improvements has the council recommended? Response should indicate recommendations that were made by your advisory council leading to program improvements.	
g. In what ways have the instructors and administration acted on these suggested improvements? Response should indicate recommendation that were made by your advisory council leading to program improvements.	
h. To whom does the advisory council report its findings? President, VP, Chairperson, Instructors? Response should indicate whom the advisory council directly reports its findings to.	
i. Is there an advisory council handbook detailing guidelines available to instructors and advisory	



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council members?	
j. Is there advisory council provided related program information to help them assist with program recommendations? Response should indicate if the department provides the advisory council with all related information that helps them with program recommendations. Explain what kind of information your department/division has provided the council.	
7. Are institutional manuals or handbooks available to all faculty? Please specify by name and accessibility (i.e. Policy / Personnel Manual, Governance Manual, Faculty Handbook, Student Handbook)	
8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?	
9. Is adequate in-service or local training provided?	
10. What opportunities are provided for off-island professional development?	
11. Do employees have the opportunity to visit other post-secondary institutions? Response should indicate local and non-local MOU's, Articulation Agreements...	
12. Does the administration support professional development activities training for your department / division?	
13. Are department / division meetings held regularly?	
14. Are there minutes of these meetings with a sign in sheet for attendance?	
15. Are guidelines for procedures and relevant information presented in a timely and consistent manner?	

Job Placing and/or Tracking	
1. Is placement data collected on a continuing basis, readily available to instructor, and used in program planning and evaluation? Response should indicate if data relating to job placement is collected on a regular basis and your department for	



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<i>planning and evaluating your programs uses such data.</i>	
2. Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation? Response should indicate if your academic department has collected an employer satisfaction survey on a continuous basis and if the data were made available to your instructor for planning and evaluation.	
3. Is there a mechanism in place to receive feedback from four year institutions on transfer students. Response should indicate if there is a process currently in place obtaining information from four-year colleges of past ASCC student transferred to those institutions.	
4. Can the program justify non-degree student placement? Response should indicate how your academic program can justify those students non-degree seeking student placement in your program.	
5. Is your program required to sit any type on national exam for licensure? Identify which national exam and explain in detail the process and protocol, as to administer this exam.	

Faculty/Student Evaluations	
1. Are faculty performance evaluations conducted on a regular basis? Response should indicate if student evaluate faculties on a regular basis, include when evaluations are done.	
2. Are the cooperative linkages with other programs/departments, employment services, or vocational training programs relevant to students? Response should indicate how your program is linked to other academic departments' programs, government/private sector agencies and/or other vocational training programs.	
3. Do instructors view assessment as an integral and necessary part of instruction? Response should indicate if your department faculties view assessment as an integral and necessary part of instruction.	



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(THIS SECTION CAN BE COMPLETED BY THE DEAN OR DIRECTOR UPON COMPLETION OF ALL SURVEY QUESTIONS, BY ALL STAFF AND FACULTY WITHIN THE DIVISION).

VII. Priorities for Improvement

Please list the three most important changes that should be made to your department/division to improve operations:

1. _____
2. _____
3. _____

VIII. Based on the data collected, what are the department / division's plans (including objectives, activities, and outcomes) for improvement in the next six months?



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➤ Program Operations

- Mission
- Goals
- Objective
- Process
- Job Descriptions
- Time on Task



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PROGRAM OPERATIONS

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

The program operation criteria required information that is directly related to the instructional program(s) of the College. The instrument (*curriculum matrix*) was designed to obtain information on academic areas as listed above. The reports should indicate the number of courses that were offered during each semester of the cycle by each academic department.

Academic Department/Division	
Dean/Director	
MISSION	
1. Do you know the mission of your division?	
2. Did you participate in the development of the mission of your division?	
3. How does the mission of your division support the College's mission?	
GOALS:	
4. Do you know the DLO of your division? (<i>Division learning Outcomes</i>)	
5. Did you participate in the development of the DLO of your division? (<i>Division learning Outcomes</i>)	
6. Are you directly involved in the implementation of the outcomes of your department/division?	
OBJECTIVES:	
• Do you know the objectives of your division?	
• Did you participate in the development of the objectives of your division?	
• Are you directly involved in the implementation of the objectives of your division?	
PROCESS:	
• How many departments are within your division?	
• What is the function of each department in the division?	
• How does each department of the division support the division's mission?	
• Are you involved in the budget planning of your department or division? If yes, please explain.	
JOB DESCRIPTIONS:	
• Number of years in this current position	
• How many years have you worked for ASCC?	



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○ AT ASCC ONLY:	
▪ Less than one year	
▪ Less than 5 years	
▪ Less than 10 years	
▪ Less than 15 years	
▪ Less than 20 years	
▪ Less than 25 years	
▪ Less than 35 years	
● Do you know your current job description?	
● Do most of your duties fall within your job description? If no, explain.	
● What role do you play in supporting student learning?	
TIME ON TASK:	
● Does your department/division have a flow chart?	
● What role/task do you have in the flow of responsibilities of your division?	
● What is the length of time you spend on a particular task in your scope of work? Describe the task and the time it takes.	
● What is expected of you to complete at the end of the day? The week?	
● What prevents you from effectively performing your duties?	
● What other duties are you involved in that occupy your time on task?	

Referencing: (Academic Program Review Manual, nd. pg. 14-29)



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➤ **Output Measures**

- Tracking
- Program Retention
- Program Completion
- Course Completion
- Scheduling History
- Assessment of SLO
 - Developmental
 - Gateway Courses
 - General Education
 - Core Foundational Area
 - Co-Foundational Area
- Summary
- Findings



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OUTPUT MEASURES

Output measures are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate, retention/completion rates, and the assessment of student learning outcomes (*Academic Program Review-Third Cycle Report, Fall 2006-Summer 2008*).

TRACKING:

Identify the following areas in tracking students: those who have continued their studies at off-island colleges/universities, vocational/technical institutions off island, those currently serving in the armed forces, and those who are currently employed (*Academic Program Review Manual, nd*).

This is the most important challenging part of the academic program review report since its inception. Because of requirements set by the accrediting commission to provide evidence of successful academic student achievements from their college experience, this portion of the curriculum grid was added to the review. The required tracking students that have completed their studies at the American Samoa Community College. The instrument identified the following area in tracking students: those who have continued their studies at off-island colleges/ vocational/ technical institutions, those currently serving in the armed forces, and those who are currently employed (*Academic Program Review-Third Cycle Report, Fall 2006-Summer 2008, pg. 33*).

PROGRAM RETENTION and PROGRAM COMPLETION:

Report on students that are currently enrolled in your academic programs of study. Reports should indicate students enrolled, the number of students that have actually graduated (completion) in the respective semesters of the review cycle and students who remain (retention) in their academic programs.

COURSE COMPLETION:

Report on students who have enrolled in your academic program courses per semester of the review cycle during the pre-registration period. The number of student that actually completes the courses reflects retention. The terms “course completion” and “course retention” are synonymously used in this case.



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➤ Matrix

- Table 1: Course Offering
- Table 2: Methods of Instruction
- Table 3: Assessment Instruments
- Table 4: Course Articulation
- Table 5: Course Requirement
- Table 6: Course Enrollment Process
- Table 7: Recruiting
- Table 8: Tracking
- Table 9: Program Retention
- Table 10: Program Completion
- Table 11: Course Completion
- Table 12: Scheduling History



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OUTPUT MEASURES

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

Mission

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

Effectiveness

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



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

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Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION _____

Continue:

Continue:



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Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

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Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identified by the instrument.

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Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION _____



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

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Define:

Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.

Special Entrance (pre-requisite)

Remedial Math-developmental math courses



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Remedial English-developmental English courses.

Table 7: Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/division.*

ACADEMIC DEPARTMENT/DIVISION _____



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Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION



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Table 9: Program Retention grid

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Table 10: Program Completion grid

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Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION _____

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	

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



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Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION

Reference

Data Collection Template for Program Review Template (2008-2009)

Etuale, M. (nd). Academic Program Review Manual, American Samoa Community College.

Student Learning Outcome Report Fall 2007- Summer 2008

Assessment Report Template (2010-2012; 2012-2014)