Academic Department/Division:	Samoan Studies Department (SSD)

Dean: Director of Samoan Studies Institute Mrs. Okenaisa Fauolo-Manila

Faculty(name & position)

Evile F. Feleti, SSD Chair
Alofa Nuusila, SSD Faculty
Tasia Talamoni, SSD Faculty
Telei'ai C. Ausage, SSD Adjunct Faculty
Tamari Mulitalo-Cheung, SSD Adjunct Faculty

Divisional Learning Outcomes: *(Academic Affairs, Teacher Education, Samoan Studies Institute, Trades & Technology, Land Grant)*

Divisional Outcome #1: Students enrolled in Samoa Studies courses receive effective instructions and updated curriculum that are aligned to College mission

Divisional Outcome #2: The community is aware of Samoa and the Pacific through SSI community and cultural extension programs

Divisional Outcome #3: The community is aware of Samoa and the Pacific through the development and production of research projects, translation projects and publications produced by SSI

Department and/or Program Mission Statement:

> The Samoan Studies Department (SSD) prepares students to be knowledgeable and skillful in the Samoan culture. Furthermore, the Samoan Studies Department offers an Associate of Arts degree with an emphasis in Samoan Studies.

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

1. Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening.

2. Develop and apply skills of understanding and interpretation of Samoan Literature.

3. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture.

4. Demonstrate competence and ease in delivering English translation and interpretation of Samoan.

5. Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research.

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 *(Please elaborate and/or provide supporting evidence for each response).*	
1. Are the facilities adequate for current programs / services? *Response should reflect if the current facilities for instructional use are sufficient for future enrollment. Reference current enrollment trends to project future enrollment growth.*	Yes. However, room M4 needs a white board and replace SmartBoard with a damaged projecting lens. Room M3 needs a SmartBoard, especially for SAM 101, SAM 151, and 200 level courses needing critical visual aid for faculty lectures and viewing rare Samoan documentary. FYI, rooms M4 and M3 are currently occupied by the Samoan Studies Institute. Both rooms are used only for academic instructions and the department does its best in slotting in a time schedule that fits class times for all Samoan classes during the course of each semester.
2. Are the facilities (classroom) clean and well maintained and sufficient? *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.*	Yes. However, the MIS division is yet to complete installing the internet wire/cable connection in room M4.
3. Is lighting (in classroom) adequate?	Yes. Lighting issue in room M3 was recently resolved by ASCC Maintenance/PFM crew
4. Are there any safety hazards?	No. However, there is a water faucet in the back of room M3.
5. Are facilities accessible to students and faculty with disabilities? *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.*	Yes, both rooms M4 and M3 have ramps for handicap access in and out.
6. Are the restroom facilities nearby and accessible for both genders?	Yes, both rooms M4 and M3 have restrooms and are accessible for both genders.

Equipment

1.	**Do you have the necessary equipment to fulfill your responsibilities adequately?** *Response should indicate if there is enough equipment for instructional purposes.*	No. Room M4 needs a white board and replace old SmartBoard with a damaged lens that projects pictures on screen. Also, room M3 needs a SmartBoard since all Samoan courses (100 – 291) uses only these rooms on ASCC campus. SSD intends to reserve rooms M4 and M3 for all Samoan classes and not interfere with other classrooms used by all other ASCC classes and programs.
2.	**Do you have textbooks for each course(s)?** *Response should indicate if there are enough textbooks each semester for each course. Identify courses with no textbooks and explain why.*	No, it is one of the Samoan Studies Institute's top priorities in continuing to do research and publish needed textbooks for Samoan academic instruction. In this fall semester 2016, we are on the verge of completing the SAM 101 Textbook Project to be used in spring semester 2017. Other textbook projects are still in the pipeline and are yet to be completed. SSD faculty can still claim the fact that there is still a need for Samoan textbooks to be published by Samoan native people and scholars. This is an area that's still lacking in Samoan Studies.
3.	**Do you have adequate *(up to date)* textbooks to support your course(s)/program(s)?** *Response should indicate if textbooks are with in the 5-year limitations. If not explain why?*	Yes. However, in light of our shortage in Samoan research and textbooks (which is a recurring problem anywhere), we are still doing our best as an institute in publishing our works and continuing to promote ASCC as an active publisher as well as being a US research institution.
4.	**What additional equipment do you need?**	Two SmartBoards for rooms M4 and M3. 1 white board for room M4. More student chairs (10) and tables (2) for room M3 as they are being used only for academic instruction.
5.	**Is the equipment adequately maintained?** *Response should indicate if equipment is adequately maintained for instructional purpose.*	Yes. Faculty laptop used for SmartBoard in room M4 was recently cleaned and repaired by MIS. Also, MIS is often contacted by our office to resolve any technical difficulty during the course of the semester.
6.	**Is all equipment recorded on the procurement inventory and tagged with ASCC identification?**	Yes, sometimes I see procurement crew coming in the office and classrooms to tag ASCC equipment.
7.	**Are there any safety hazards with the current equipment?**	No. MIS would be contacted if a problem occurs.
8.	**Is the equipment accessible for employees with disabilities?**	Yes

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9. Do you have adequate access to supplies for repairs to keep equipment functioning?	No
Equipment summary:	
• Number of computers, laptops, iPad, calculators, etc.	5 computer desktops, 2 laptops one for SmartBoard and one for faculty use. Faculty also has a camera/camcorder used to record student projects or special projects as well as class performances (especially for Samoan non-material and material culture or practical purposes).
• Number of printers, scanners, fax machine, etc.	2 multifunction printers (faculty printer has colored ink), 1 multifunction xerox (also with color).
• Number of copiers	1 copier (multifunction: prints paper, make copies, and can scan files etc.), with color ink.
• Number of vehicles	1 office car used only for college business and approved research purposes.
• Number of ASCC cell phones	None
• 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)*	1 paper cutter and 2 binding machines (also equipped with multifunction features because they can punch in paper holes, and can bind in paper holders and spiral etc.).

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.*	Yes, one of our textbooks documents Samoan stories specifically collected through SSI's research and this project serves the need of the Samoan community in preserving their national identity or valuable stories in school books used in Samoan classes here at ASCC.
2. **What additional supplies and/or materials do you need?**	Need ink for faculty printer, which is currently down and not in use because of that reason. Need a new SmartBoard for rooms M4 and M3 for academic instruction. Need new computer desktops for all faculty members as current equipment are already 3 – 4 years old and are closed to being obsolete. Need a white board for room 4. Need to install internet wire connection in room M4 for internet access by students and faculty. Need a new laptop for SmartBoard use as current machine is 3 – 4 years old and is closed to being obsolete.
3. **Do you have adequate research or resource materials to support your office and instruction?**	Yes, the Samoan Studies Institute (SSI) continues to publish and has been a very active office in upholding ASCC's component of being a US research institution

		and an active publisher of Samoa and Pacific research. Currently the Samoan Studies Department is finalizing one of its textbook projects to be used in the spring semester of 2017.
4.	**What additional research or resource materials do you need?**	Need to purchase newly published Samoan language and cultural books and electronic files needed in the classroom by faculty members.
5.	**Can employees with disabilities adequately use the current materials?**	Yes
6.	**Do you have adequate supplies and materials?**	Yes. However, we still need more equipment like computer desktops and laptops to do research and continue to publish textbooks needed in the Samoan classroom.
7.	**Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities?** *Response should indicate if reference materials in your academic department library or the institution's library current and relevant for instructional use.*	Yes.

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.*	Yes
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.*	Yes
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.*	Yes
4. **What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field**	• Samoan language primarily with a bi-lingual approach where/when applicable • Textbook: Please be sure to read the assigned

	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.*	sections and take notes of key points. • Lectures/Power Points: Take notes during course lectures/Power Point Presentations, as these are meant to help clarify ideas and issues in your readings. • Handouts: These may be used to clarify topics wherever/whenever appropriate. • Discussions: Class discussions will allow for developing ideas, sharing different viewpoints and strengthening communication skills and analyses. • Group activities: This encourages teamwork and collaboration, as well as building rapport between and amongst students. • Writing Activities: To strengthen writing skills; to promote/encourage analyzing, processing and presenting of information. • Other assignments: To encourage students to read the textbook, review and evaluate notes in order to better understand issues covered.
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).*	Yes, faculty, staff, and students (student evaluation forms distributed by IE Division) are done on a regular basis. Faculty and staff are done annually, and students are evaluated every semester (specifically for students enrolling in General Education courses). Moreover, the Samoan Studies Department also executes a Pre-test and Post-test for students enrolling in SAM 101 (A & B) Conversation Samoan, SAM 111 Introduction to Samoan language, and SAM 151 Freshman Samoan Composition. Test results are evaluated and documented by the office. SSI's "Faasamoa Pea" radio program is also evaluated and report findings. In addition, every time SSI engage in public lectures, and programs involving the community, an evaluation is always done for assessment purposes and decision making future projects.
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.*	Yes, in addition to setting up a Student Association for Faasamoa (SAFF) that has been proven effective over the years in recruiting ASCC students that are keen in participating in Samoan cultural activities, SSD is also instrumental in recruiting interested students that are enrolling in their Samoan classes.
7.	**Has the program been actively utilizing recruitment strategies?** *Response should indicate how your department/division recruitment strategy is implemented.*	Yes. In recent times, SSI tracked ASCC students that have graduated with Samoan Studies AA degrees. A list was compiled and documented for useful and research data.

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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.*	Most Samoan courses are open enrollment classes except for SAM 244 Theatrical Arts (Faleaitu) with a SAM 111 Intro to Samoan Language prerequisite, and other 200 level courses comprising of SAM 251 Sophomore Samoan Composition, SAM 271 Samoan Creative Writing, and SAM 281 Translation with a prerequisite of SAM 151/151L Freshman Samoan Composition. In the past, SSD executed a placement test that used to place students in Samoan classes that fit their current strengths, but that all changed when it was not approved by the Curriculum Committee for catalog 2014 – 2016. Today, the SSD pre-test and post-test is only done in SAM 101 (A & B), SAM 111 and SAM 151 for data collection.
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.*	From a range of 5 – 10 students for interested students majoring in the Samoan Studies AA degree. However, a steady number of students are still taking introductory level courses to satisfy their Samoan and the Pacific requirements for their degrees.
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.*	No. Number of students in the program is just right for the Samoan Studies Department to move forward with its academic mission, as well as the continuity of SSI's critical services.
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.*	Yes, the department also encourages all faculty members to advise any students regardless of their set degree programs or advisors.
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.*	Yes, faculty members are continually informed by the department chair in their biweekly and monthly meetings. Updates are also sent via email in addition to hard copies made available during meetings. Transparency is a policy valued in this department.
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.*	Yes, SSD faculty members actually meet with students that are enrolled in their Samoan classes, regardless of their degree programs, to inform students of the next steps to take after ASCC, at the same time recruit students for the Samoan Studies AA degree.
14. **Does the program have a comprehensive strategy in place for retention?** *Response should indicate an explanation or how your*	Yes, by means of continually meeting with students, and engaging them in activities initiated by SSI. Student involvement in community and outreach programs and

academic department/division is retaining students in your department/division program.	activities as part of SSI's services is proven to be an effective method of retaining students.
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.*	Yes, the current catalog supports ASCC credentials required by 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.*	From a range of 5 – 10 students.
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.*	98%

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.*	Yes, all faculty members have Master's degrees and tertiary credentials.
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.*	Yes, the majority of the instructors are veteran teachers who used to teach in elementary and high schools. Faculty members also participated in teacher trainings, assessment trainings, and informational workshops and conferences sponsored by ASCC.
3. Is there adequate number of personnel to support your department/program/division? *In no, please explain.*	Yes.

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.*	Yes, and now with the newly active Faculty Senate, faculty members are always informed via email and meetings done in the beginning of the semester, faculty convocations, and information received from their department representative in the Faculty Senate.
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.*	Yes.
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*	Yes.
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*	Yes.
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.*	Yes, this interaction or engagement with stakeholders situated in the community takes place during office projects that warrant their attendance. Also, SSI has an active program that invites senior citizens from the T.A.O.A program to do work in the office on a daily basis. Old people from this program communicate with SSI personnel on a daily basis.
6. Is there an advisory council for the program? *Response should indicate if your department currently has Advisory Council members.*	Yes. Members were carefully selected from the private sector, churches, and most importantly traditional leaders and people who have had teaching experiences in similar contents.
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.	Yes, as a matter of fact, one of our council members oversees a local radio station 92.1 KSBS and is currently running our SSI's "Faasamoa Pea" radio program at her radio station free of charge.

b.	**How often does the local advisory council meet?**	SSI is always diligent in inviting the advisory council to participate in the conclusion of its major projects as they unfold each semester. This way they can come and witness the end product of SSI's work done during a semester/year.
c.	**Are minutes of the advisory council meetings kept on file?**	Yes
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).*	SSI has an open line of communication with its advisory council. The advisory council advises as it pleases to inform the office of shortcomings in its services rendered for the public and especially for students in the classroom. The advisory council is sought to provide advice in planning, developing, and evaluating SSI programs.
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.*	Once again, they have been very instrumental in airing our "Faasamoa Pea" radio program for free and without paying anything. The "Faasamoa Pea" radio program is a crucial method of promoting the Samoan culture and language on public media by imparting student work and achievements to the public via an active radio station.
f.	**What program improvements has the council recommended?** *Response should indicate recommendations that were made by your advisory council leading to program improvements.*	Continuing annual programs done by SSI. For instance, continue doing public lectures on Samoan culture and language, Samoan writing competitions, and expand research for the "Tālā le Ta'ui" book series to include all villages of American Samoa or Tutuila and the Manu'a islands.
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.*	Ideas suggested by the advisory council are highly valued and are carefully heeded by the SSI administration, SSD faculty and staff members.
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.*	SSI carefully follows the ASCC Participatory Manual created by the administration. In addition, the Director of the Samoan Studies Institute is also consulted during this process.
i.	**Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?**	Yes
j.	**Is there advisory council provided**	Yes, the department provides the advisory council with

	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.*	updates from the new ASCC catalog for 2016 – 2018. The council can also inquire on files of meetings held in the department. Transparency is highly valued in this process.
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)*	Yes, if not faculty members can always refer to the Academic Affairs Division for assistance.
8.	**Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?**	Yes
9.	**Is adequate in-service or local training provided?**	Yes
10.	**What opportunities are provided for off-island professional development?**	Assessment training, translation workshops, and teacher trainings to improve and to be updated with the new information pertinent for student learning.
11.	**Do employees have the opportunity to visit other post-secondary institutions?** *Response should indicate local and non-local MOU's, Articulation Agreements…*	Yes, for SSI MOU's with other organizations/institutions, please contact SSI Director Okenaisa Fauolo-Manila for more information.
12.	**Does the administration support professional development activities training for your department / division?**	Yes, SSI Director does encourage faculty members to participate in teacher trainings/workshops, however, all efforts are stifled by the lack of transportation and training funds from a lack of budget.
13.	**Are department / division meetings held regularly?**	Yes, meeting agendas are set by SSD Chair and Director to make sure matters being discussed coincide with SSI's current work. Meeting minutes are carefully produced for each meeting and are afterwards submitted to SSI Director and Director of Curriculum and Assessment.
14.	**Are there minutes of these meetings with a sign in sheet for attendance?**	Yes.
15.	**Are guidelines for procedures and relevant information presented in a timely and consistent manner?**	Yes.

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.*	Yes, data was collected by SSI research team and are used to inform SSD's future decision making.
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.*	Yes, this information is stored by the office and can be reached or disclosed upon request to the SSI's admin assistant Mrs. Hannacho Sione. SSD Chairperson can also be dispatched to retrieve these critical files for the faculty.
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.*	SSD is currently working on an effective process. However, SSI research team has been very instrumental in going out to collect this information. Information has been collected using public media (internet social media), phone call, and actual visits at students' homes and schools.
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.*	Yes, these students are treated the same way that the department treats degree seekers. Some of these students are folks that are already working for ASG, or people wanting to learn cultural practices pertinent to their traditional roles in their villages or communities.
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.**	No.

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.*	Yes, especially faculty teaching General Education courses or classes listed under Core Foundational courses. This information can only be fully addressed by the Academic Affairs Division.
2. **Are the cooperative linkages with other programs/departments, employment services, or vocational training programs relevant to students?** *Response should*	Yes, Samoan courses coincide with the last bullet of ASCC's mission statement, "Awareness of Samoa and the Pacific." Therefore, taking a Samoan course can satisfy a student's Samoan and Pacific requirement.

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.*	Yes.

(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

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	Samoan Studies Department
Dean/Director	Okenaisa Fauolo-Manila
MISSION	
1. Do you know the mission of your division?	Yes
2. Did you participate in the development of the mission of your division?	Yes
3. How does the mission of your division support the College's mission?	Samoan studies is a critical component of ASCC's mission, check the bullet #4 of the mission for relevancy of this claim.
GOALS:	
1. Do you know the DLO of your division? *(Division learning Outcomes)*	Yes
2. Did you participate in the development of the DLO of your division? *(Division learning Outcomes)*	Yes
3. Are you directly involved in the implementation of the outcomes of your department/division?	Yes
OBJECTIVES:	
1. Do you know the objectives of your division?	Yes
2. Did you participate in the development of the objectives of your division?	Yes
3. Are you directly involved in the implementation of the objectives of your division?	Yes
PROCESS:	
1. How many departments are within your division?	4 (Academics, Community Outreach and Cultural Extension Programs, Research and Publication, and Translation and Interpretations)
2. What is the function of each department in the division?	1. SSI's Academic Program deals with academic instruction through its Samoan Studies Department and it offers an Associate of Arts degree with an emphasis in Samoan Studies to prepare students for employment, transfer to institution of higher learning, and to be knowledgeable in Samoan

		culture and skillful in Samoan language.
		2. The Community and Cultural Extension Programs are to reinforce partnership between the College and government agencies, non-government agencies, and for the Samoan Studies Institute to conduct workshops and presentations that promote cultural studies. Moreover, extra-curricular activities to promote and increase knowledge, understanding and skills in any aspect of the Samoan culture through hands-on learning are offered throughout the year.
		3. The Research and Publications component maintains an active research program which includes fieldwork and documentation as well as archival research and collections. Research and publication may focus on such topics as both written and oral history, legends, indigenous art forms, music, language, geography, natural resources and archaeology, anthropology, political science, current affairs, and or other relevant topics. The purpose of this research is to collect, develop and publish materials on Samoa that will enhance and maintain Samoan and Pacific Studies designated courses and programs. The Media Directory, which catalogs a collection of numerous video clips and DVD's of Samoa and the Pacific, is available on the College website.
		4. Samoan Language Translation and Interpretations crew provides translation and interpretation services for Samoan and English language for government and non-government agencies, local and off island communities. Students majoring in Samoan Studies are encouraged to participate in these office projects for professional and life experience.
3.	How does each department of the division support the division's mission?	The Samoan Studies Department's mission statement is aligned to the Samoan Studies Institute's mission.
4.	Are you involved in the budget planning of your department or division? If yes, please explain.	No, though the office budget is always revealed during our office meeting when it's ready. When it is presented by the director before the office, faculty and staff can ask questions and even provide valuable ideas for future decision making.
JOB DESCRIPTIONS:		
1.	Number of years in this current position	10 years as a faculty member and 2 years as a department

	chairperson
2. How many years have you worked for ASCC?	10 years
o *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	
3. Do you know your current job description?	Yes
4. Do most of your duties fall within your job description? If no, explain.	Yes
5. What role do you play in supporting student learning?	As a chairperson, I'm involved in the planning process, assessment development, decision making process, and almost everything that relates to supporting student learning in the Samoan Studies Department as well as ASCC.
TIME ON TASK:	
1. Does your department/division have a flow chart?	Yes
2. What role/task do you have in the flow of responsibilities of your division?	Academic Degree Program Division – Samoan Studies Department Chairperson
3. 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.	A whole semester since I teach four classes aside from performing my chairperson responsibilities. For instance, this fall semester 2016, I am charged with overseeing a textbook project that has a time frame of 5 months. This textbook is expected by the SSD Director to be used in the next semester by the SAM 101 Conversational Samoan course. Therefore, aside from my chairperson responsibilities, I am also spending an exceptional amount of my time as a full time faculty on researching and guiding other faculty members in my department, who are also working on this project.
4. What is expected of you to compete at the end of the day? The week?	For a day on a regular basis, I would teach two or three classes. Set up classrooms room m4 and M3 for SSD faculty members. Make sure all faculty members have signed in and sign out in the end of the day. Send email reminders and work on SSD's assessment. Meet with SSI Director to discuss meeting agendas and come up with new ideas of recruiting students to major in Samoan Studies. In addition, despite the fact of designating all faculty members to be student advisors, the chairperson is the primary advisor that students go to if they want to seek

	information about the Samoan Studies degree program.

For a weekly schedule, the chairperson attends Curriculum Committee meetings whenever called by the Director of Curriculum and Assessment. Attend Academic Assessment Committee meetings. Work with SSI Director on textbook orders, developing semester schedules, and completing a biweekly report.

The chairperson will also perform any other duties assigned by the SSI Director, among other things. |
| 5. What prevents you from effectively performing your duties? | Health issues, lack of team work from my other counterparts in the office as well as the lack of attendance by other team members who are working with me in a project. Other faculty members are not doing anything but are claiming that they are overworked. |
| 6. What other duties are you involved in that occupy your time on task? | Substituting for absent instructors on certain days of the week. Perform any other duties assigned by the SSD Director. |

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

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.

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?

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

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Name of Program: Associate of Arts Degree with an Emphasis in Samoan Studies						
Courses	*Fall 2014*	*Spring 2015*	*Summer 2015*	*Fall 2015*	*Spring 2016*	*Summer 2016*
SAM 101A	X	X		X	X	X
SAM 101B	X	X		X	X	
SAM 111	X	X	X	X	X	X
SAM 151/151L	X	X		X	X	
SAM 152	X	X		X	X	
SAM 154	X			X	X	
SAM 172	X	X				
SAM 204				X	X	
SAM 244	X					
SAM 251		X		X		
SAM 261	X	X		X		
SAM 271		X		X		
SAM 281		X		X		

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: Samoan Studies Department

Academic Department/Division	Samoan Studies				
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning
SAM 101A	X	X	X		
SAM 101B	X	X	X		
SAM 111	X	X	X	X	
SAM 151/151L	X	X	X	X	
SAM 152	X	X	X	X	
SAM 154	X	X	X	X	
SAM 172	X	X	X	X	

Continue:

Courses					
SAM 204	X	X	X	X	
SAM 244	X	X		X	
SAM 251	X	X	X	X	
SAM 261	X	X		X	
SAM 271	X			X	
SAM 281	X			X	

Continue:

Courses					

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.

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Academic Department/Division	Samoan Studies				
Course	Test	Exams	Homework	Rubrics	Portfolio
SAM 101A	X	X	X	X	
SAM 101B	X	X	X	X	
SAM 111	X		X	X	
SAM 151/151L	X	X	X	X	X
SAM 152	X	X	X	X	X
SAM 154	X	X	X	X	

Course	Special Projects	Others (specify)			
Applicable to:	SAM 101B				
Applicable to:	SAM 152				
Applicable to:	SAM 204				
Applicable to:	SAM 251				

Course					
SAM 172			X	X	
SAM 204	X	X	X	X	
SAM 244			X	X	
SAM 251		X	X	X	X
SAM 261		X	X	X	
SAM 271			X	X	X
SAM 281			X	X	

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 identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
SAM 101A & SAM 101B	X		X		Employed several times by DOE's World Teach Organization (for 2 two weeks Crash Course). Also, more non-Samoan speakers have enrolled to learn basic Samoan language.
SAM 111	X				
SAM 151/151L	X				
SAM 261			X		

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)

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: <u>Samoan Studies Department</u>

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
SAM 101A			X			X
SAM 101B			X			X
SAM 111			X			X
SAM 151/151L			X			X
SAM 152			X	X	X	X
SAM 154			X	X	X	X
SAM 172				X	X	X
SAM 204				X	X	X
SAM 244				X	X	X
SAM 251				X	X	X
SAM 261				X	X	X
SAM 271				X	X	X
SAM 281				X	X	X

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

ACADEMIC DEPARTMENT/DIVISION: <u>Samoan Studies Department</u>

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
SAM 101A	X			
SAM 101B	X			
SAM 111	X			
SAM 151/151L	X			
SAM 152	X			
SAM 154	X			
SAM 172	X			
SAM 204	X			
SAM 244		X		
SAM 251		X		
SAM 261		X		
SAM 271		X		
SAM 281		X		

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
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: Samoan Studies Department

Academic Department/Division									
	Outreach			Media			Social Networking		
Courses or Programs	School Visitations	Career Day/Job Fair	Community Service	TV/ Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
SSD	√	√	√	√	√	√	√	√	

Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
SAM.E.AA	X	X			

Table 9: Program Retention grid

ACADEMIC DEPARTMENT/DIVISION: <u>Samoan Studies Department</u>

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	Beginning of the Semester	Graduated at the End of Semester	Beginning of the Semester	Graduated at the End of Semester	Beginning of the Semester	Graduated at the End of Semester	Beginning of the Semester	Graduated at the End of Semester	Beginning of the Semester	Graduated at the End of Semester
1. SAM.E.AA	X	X	X	X			X	X		
2.										
3.										
4.										
5.										

Table 10: Program Completion grid

ACADEMIC DEPARTMENT/DIVISION: <u>Samoan Studies Department</u>

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	Priority Registration to Withdrawal Period Enrollment	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*
SAM 101A										
SAM 101B										
SAM 111	X	X	X	X			X	X	X	X
SAM 151/151L	X	X	X	X			X	X	X	X
SAM 152	X	X	X	X			X	X	X	X
SAM 154	X	X					X	X	X	X
SAM 172	X	X	X	X						
SAM 204							X	X	X	X
SAM 244	X	X								
SAM 251			X	X			X	X		
SAM 261	X	X	X	X			X	X		
SAM 271			X	X			X	X		
SAM 281			X	X			X	X		

Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION: <u>Samoan Studies Department</u>

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.**

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION: Samoan Studies Department

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	
SAM 101A	X	X		X	X	X
SAM 101B	X	X		X	X	
SAM 111	X	X	X	X	X	X
SAM 151/151L	X	X		X	X	
SAM 152	X	X		X	X	
SAM 154	X			X	X	
SAM 172	X	X				
SAM 204				X	X	
SAM 244	X					
SAM 251		X		X		
SAM 261	X	X		X		
SAM 271		X		X		
SAM 281		X		X		

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)