



AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF ACADEMIC AFFAIRS
2016-2018

Academic Department/Programs:	Trades & Technology Division/ Architectural Drafting Technology
Dean of Academic Affairs:	Mrs. Letupu Moananu
Director:	Michael Le'au
Department Chairperson/Faculty	Fred Suisala/ Adullam Esera
<p>Divisional Learning Outcomes: (<i>Academic Affairs</i>)</p> <p>Divisional Outcome 1: Curriculum, Instruction, and Planning. Provide the highest quality programs and courses through on-going review and assessment of student learning outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcome assessments.</p> <p>Divisional Outcome 2: Highest level of academic services. Provide opportunities to establish quality academic and student programs. Provide academic services and be accountable to for maintaining the academic integrity of programs for students and faculty.</p> <p>Divisional Outcome 3: Internal and External Partnerships and Entities. Provide quality academic programs and services to meet transferability requirements and to coordinate programs and activities for workforce development. Provide opportunities and resources for the underserved, challenged, and non-traditional population and promote diversity and global engagement.</p> <p>Divisional Outcome 4: Manage and allocate institutional resources effectively. Collaborate and work as a team with internal divisions, programs and departments in achieving student success and promote opportunity, access, and equity in professional development for faculty and staff both locally and off-island.</p> <p>Divisional Outcome 5: Recruit, retain, and support faculty and staff in a culture of excellence and innovation. Promote excellence in teaching pedagogy through continuous evaluation of the teaching and learning process, provide professional development to equip instructors with technological skills necessary in the high technological world. Support instructors with appropriate teaching classification and ranks in alignment with the hiring process. Demonstrate continuous commitment to student learning by upgrading skills in teaching and learning.</p>	
<p>Academic Department or Program Mission: The mission of the Trades & Technology Division (TTD) is to equip students with knowledge and technical skills in their vocational specialties, through the issuance of certificate of proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public and private entities. In addition, TTD develops programs that prepare students for entry-level employment and upgrade skills of incumbent workers, and prepare them for professional licensure and certification. The Trades & Technology Division provides preparatory training for students to further their education and training beyond ASCC.</p>	
<p>Program Learning Outcomes or Learning Outcomes:</p> <p><u>PLO #1: Demonstrate & Perform:</u> To demonstrate working knowledge of safety procedures, test instruments, and tools and equipment of their discipline. Therefore, to obtain, analyze and synthesize gathered information necessary to complete an assigned task;</p> <p><u>PLO #2: Work Ethics:</u> Attain skills for entry level employment in their chosen field of study and related fields including work ethics to be a successful employee.</p> <p><u>PLO/GEO #3 Computer Applications:</u> To utilize appropriate technological tools, terminology and procedures for personal, academic, and career tasks, include access, evaluate from a variety of sources and contexts, including technology.</p> <p><u>PLO/GEO #4 Information Communication:</u> To think critically in evaluating information, solving problems and making decisions; in addition to read and listen actively to learn</p>	



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and communicate;

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>		Resource allocation
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>	Yes...for now, but for the future I highly recommend that the facilities be larger or have a separate room for lab.	
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>	Yes...because they are not that big in size and we have a janitor who does an outstanding job in keeping it that way. May need a little more with "lighting" because we work with DETAILED drawings and measurements which requires good lighting in our classrooms.	
3. Is lighting (in classroom) adequate?	Wouldn't mind a little bit more light as mentioned in #2.	
4. Are there any safety hazards?	Some of the courses require the use of sharp instruments and also large tools which requires a lot of SPACE for the students, which is something we don't have...as mentioned in #1.	
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>	I don't think so...one room needs a ramp because the finish floor is a bit high and even with a ramp students using wheel chairs wouldn't be able to get in because the door openings are not ADA compliant as well.	
6. Are the restroom facilities nearby and accessible for both genders?	Yes	

Equipment		Resource Allocation
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>	We have a large plotter which is used to plot out student drawings. It broke down, MIS replaced the part, but it still don't work. Also a smart board that broke down, I think last year. MIS had a look at it, then they took it with them...haven't seen it since.	
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>	Yes	



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3. Do you have adequate (<i>up to date</i>) textbooks to support your course(s)/program(s)? <i>Response should indicate if textbooks are within the 5-year limitations. If not explain why?</i>	Yes	
4. What additional equipment do you need?	Maybe another plotter and smart board if we still can't get those ones fixed. Also most of the back-up batteries are not backing up any computers, they're being used as extension cords.	
5. Is the equipment adequately maintained? <i>Response should indicate if equipment is adequately maintained for instructional purpose.</i>	I don't think so.	
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?	Yes	
7. Are there any safety hazards with the current equipment?	Other than they don't work...I don't know	
8. Is the equipment accessible for employees with disabilities?	No...they can't even get into the classroom in the first place.	
9. Do you have adequate access to supplies for repairs to keep equipment functioning?	Nope	
Equipment summary:		
<ul style="list-style-type: none"> Number of computers, laptops, iPad, calculators, etc. 	Computers: 11 Laptops: 1	
<ul style="list-style-type: none"> Number of printers, scanners, fax machine, etc. 	Printer: 1 Plotter: 1	
<ul style="list-style-type: none"> Number of copiers 	0	
<ul style="list-style-type: none"> Number of vehicles 	0	
<ul style="list-style-type: none"> Number of ASCC cell phones 	0	
<ul style="list-style-type: none"> 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	Resource Allocation	
1. Are the instructional materials in the courses and program up to date and do they reflect the needs of the industry and the community? <i>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.</i>	Yes	
2. What additional supplies and/or materials do you need?	Visual aids such as dvds	



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3. Do you have adequate research or resource materials to support your office and instruction?	Need a few more resources	
4. What additional research or resource materials do you need?	Textbooks: Architectural Graphic Standards, Architectural Code books	
5. Can employees with disabilities adequately use the current materials?	Yes	
6. 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>	Yes	

Methods		Resource Allocation
1. Is there a written curriculum, which relates to the specific learning outcomes of the program? <i>Response provides an explanation of how your academic curriculum is specifically related to the Program Mission and/or learning outcomes.</i>	Yes. They are all mapped out in the course syllabus	
2. Do course syllabi have measurable student learning outcomes? <i>Response should indicate if every course offered has identified measurable student learning outcomes achievable by students upon course completion.</i>	Yes. They are all mapped out in the course syllabus	
3. Is the sequence of the course content appropriate and does it provide for program continuity? <i>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.</i>	Yes	
4. What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field trips, guest lecturers, etc.)? <i>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.</i>	there's lecture, class & take home assignments, field trips and lab work	
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>	Yes. Based on sequence of courses offered semesterly.	
6. Does the program have a comprehensive strategy for recruitment? <i>Response should indicate if your</i>	We have brochures for every program and we hand them out during student orientations or we have presentations in	



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<i>department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/PROGRAMS.</i>	CAPP classes when given the opportunity. We also go out to high schools and we present to seniors and juniors during their career days.	
7. Has the program been actively utilizing recruitment strategies? <i>Response should indicate how your department/programs recruitment strategy is implemented.</i>	Yes	
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>	Right now...I guess they'd have to complete CAPP courses if they place awful on placement tests. We also try to modify our program entry level courses...like removing Pre-Reqs so they can take the courses.	
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>	Well the current would be...3 and the past...10	
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>	Its just right...for now. But theres gonna be more.	
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 all your department faculties are well versed with the curriculum and or academic offerings of your academic programs.</i>	Yes	
13. Is there a formal faculty advisement mechanism 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 paths.</i>	I think we've tried getting them together, like a co-hort or something like that.	
14. Does the program have a comprehensive strategy in place for retention? <i>Response should indicate an explanation or how your academic department/programs are retaining students in your programs.</i>	Im not sure...we just try to get em interested, and just to have the courses open for them so they don't lose interest	
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>	Yeah	
16. What is the retention rate for the program? <i>Response should indicate the number of students</i>	10	



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<i>retained in you degree program(s). If your department/programs 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>	90%. The other 10% get jobs before they graduate and some join the armed forces because we keep closing classes with low enrollment.	

Teacher Qualifications		Resource Allocation
1. Are the instructors in the program qualified to teach their particular courses? <i>Response should indicate of the instructor currently teaching in your academic department are qualified to teach assigned courses, through degrees and certifications.</i>	Yes	
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>	Yes	
3. Is there adequate number of personnel to support your department/programs? <i>If no, please explain.</i>	Adequate number of personnel...No. but the support is there...from routing paperwork for paychecks, sending out emails for reminders of meetings, follow-ups on equipment/tool repairs, distributing office materials for use, to advising students in different programs...the support is there!	

Faculty/Professional Development:		Resource allocation
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>	Yes	
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>	IDK	
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</i>	Yes	



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<i>conferences</i>		
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>	Don't know...never been to one.	
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/programs.</i>	pass	
6. Is there an advisory council for the program? <i>Response should indicate if your department currently has Advisory Council members.</i>	Yes	
a. Does the membership represent local business and industry? <i>Response should indicate if your Academic department/programs' Advisory Council membership is well represented with local business leaders and related industries particular to your program(s) of study.</i>	Yes	
b. How often does the local advisory council meet?	I think when there needs to be improvement in the programs or when we are told to revise	
c. Are minutes of the advisory council meetings kept on file?	Should be.	
d. In what ways has the committee helped to plan, develop, and evaluate and promote the program? <i>Response should indicate the committee's involvement planning, developing, evaluating, and promoting the department's academic program(s).</i>	They meet with the instructor and discuss the needs within the community and businesses and how the programs can meet those needs. Then they can discuss how the program can be modified in order to meet those needs	
e. How has the local advisory council assisted the program? <i>Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.</i>	Yes	
f. What program improvements has the council recommended? <i>Response should indicate recommendations that were made by your advisory council leading to program improvements.</i>	We haven't met yet.	
g. In what ways have the instructors and administration acted on these suggested improvements? <i>Response should indicate recommendation that were made by your advisory council leading to program improvements.</i>	We should take into consideration what they propose since we are a community college, we have to serve the needs of the community.	
h. To whom does the advisory council	The council meets with the instructor then they meet	



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report its findings? President, VP, Chairperson, Instructors? <i>Response should indicate whom the advisory council directly reports its findings to.</i>	with the Chairman and present their findings.	
i. Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?	I don't know	
j. Is there advisory council provided related program information to help them assist with program recommendations? <i>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/programs has provided the council.</i>	Im confused	
7. Are institutional manuals or handbooks available to all faculty? Please specify by name and accessibility (<i>i.e. Policy / Personnel Manual, Governance Manual, Faculty Handbook, Student Handbook</i>)	Faculty handbook and governance manual	
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?	For Architectural Drafting...none.	
11. Do employees have the opportunity to visit other post-secondary institutions? <i>Response should indicate local and non-local MOU's, Articulation Agreements...</i>	Don't know	
12. Does the administration support professional development activities training for your department / programs?	Yes	
13. Are department / programs meetings held regularly?	Yes	
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		Resource Allocation
1. Is placement data collected on a continuing basis, readily available to instructor, and used in program planning and evaluation? <i>Response should indicate if data relating to job placement is collected on a regular basis and your department</i>	Idk	



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<i>for 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? <i>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.</i>	Idk	
3. Is there a mechanism in place to receive feedback from four year institutions on transfer students? <i>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.</i>	Idk	
4. Can the program justify non-degree student placement? <i>Response should indicate how your academic program can justify those students non-degree seeking student placement in your program.</i>	We have an apprentice 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.	Idk	

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



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Priorities for Improvement

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

1. remodify to meet new needs within the community
2. -
3. -

Based on the data collected, what are the department / program's plans (including objectives, activities, and outcomes) for improvement in the next six months? Get the qualified instructors for programs, improve classrooms, more field trips.

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 instruments, 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/programs.

Academic Department/Programs	
Dean:	
Director:	
1. Do you know the mission of your program(s)?	Yes
2. Did you participate in the development of the mission of your programs?	Yes
3. How does the mission of your division support the College's mission?	Student centered
Division Learning Outcomes	
1. Do you know the DLOs of your division? (<i>Division Learning Outcomes</i>)	Yes
2. Did you participate in the development of the DLOs of your division? (<i>Division Learning Outcomes</i>)	Yes
3. Are you directly involved in the implementation of the outcomes of your department/division?	Yes
PROCESS:	
1. How many departments are within your division?	11
2. What is the function of each department in the division?	Teach the programs
3. How does each department of the division support the division's mission?	
4. Are you involved in the budget planning of your department or division? If yes, please explain.	No
JOB DESCRIPTIONS:	
1. Number of years in this current position	7
2. How many years have you worked for ASCC?	7
o AT ASCC ONLY:	
▪ Less than one year	
▪ Less than 5 years	
▪ Less than 10 years	
▪ Less than 15 years	



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▪ 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?	I play the role of the instructor
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?	Instructor
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.	
4. What is expected of you to compete at the end of the day? The week?	
5. What prevents you from effectively performing your duties?	Sickness
6. What other duties are you involved in that occupy your time on task?	Meetings

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



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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

Report on students that are currently enrolled in your academic programs of study.

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.

PROGRAM COMPLETION: Report 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.



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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.

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 the DLO and/or PLO?	
5. Explain/Identify how your achievements are connected (aligned) to the 4 bullets of the Institutional Core Values:	
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 (<i>data, reports, memo's, etc.</i>) 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.

ACADEMIC DEPARTMENT/PROGRAM:

Name of Program: ADT							
	<i>Courses</i>	<i>Fall 2016</i>	<i>Spring 2017</i>	<i>Summer 2017</i>	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>Summer 2018</i>
1.	ADT140	X					
2.	ADT150	X					
3.	ADT160	X					
4.	ADT190		X				
5.	BPR200		X				
6.	ADT210				X		
7.	ADT215				X		
8.	ADT230					X	
9.	ADT260		X		X		
10.	ADT251					X	
11.	ADT280					X	
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							



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Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the assessment review cycle that will help student achieve student-learning outcomes. Methods of instructions such as lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc.

ACADEMIC DEPARTMENT/DIVISION _____

Academic Department/Division (Place a check mark)							
Courses (List all courses in each program)	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning		
<i>Ex: ICT 150</i>	x	x	x				
ADT140	X						
ADT150	X		X				
ADT160	X		X				
ADT190	X	X	X				
BPR200	X			X			
ADT210	X	X	X				
ADT215	X			X			
ADT230	X	X	X				
ADT260	X		X				
ADT251	X			X			
ADT280	X	X	X				



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Table 3: Identify the assessment instrument(s) used by instructors in your academic department in assessing course-learning outcomes. Assessment instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects... that are used and/or practiced by your instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION _____

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio
	x	x		x	
ADT140	x		x	x	
ADT150	x		x	x	x
ADT160	x		x	x	x
ADT190	x		x	x	
BPR200	x		x	x	
ADT210	x		x	x	
ADT215	x		x	x	
ADT230	x		x	x	
ADT260	x		x	x	x
ADT251	x		x	x	
ADT280	x		x	x	

Course	Special Projects	Others (specify)			

Course					



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Table 4: Identify your 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 on this table.

ACADEMIC DEPARTMENT/PROGRAM:

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
<i>Ex: ICT 150</i>	<i>x</i>				

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

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



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Table 5: Identify courses in your academic department/program 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/PROGRAMS:

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
<i>Ex: ICT 150</i>		x		x		
ADT140	x		x			
ADT150	x		x			
ADT160	x		x			
ADT190			x			
BPR200			x			
ADT210			x			
ADT215			x			
ADT230			x			
ADT260			x			
ADT251			x			
ADT280			x			



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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.

ACADEMIC DEPARTMENT/DIVISION _____

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
<i>Ex: ENG 70</i>			X	
<i>Ex: MAT 90</i>			X	

- Definition:**
 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.



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Table 7: Identify recruiting methods used by your academic department/programs in recruiting perspective students' into your degree/certificate programs. These recruiting methods include Outreach, Media, and other means used by academic departments/programs. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/programs.*

ACADEMIC DEPARTMENT/PROGRAMS _____

Academic Department/Division									
Courses or Programs	Outreach			Media			Social Networking		
	School Visitations	Career Day/ Job Fair	Community Service	TV/ Cable	Radio	Newspaper	Facebook	ASCC website	Twitter
<i>Ex: AS Automotive Technology</i>	x	x		x			x		



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Table 8: Tracking Grid

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*).

ACADEMIC DEPARTMENT/PROGRAMS:

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
<i>Ex: AS Automotive Technology</i>	<i>1</i>				
AS Architectural Drafting Technology		2	1	2	5



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Table 9: Program Retention grid

PROGRAM RETENTION:

Report on students that are currently enrolled in your academic programs of study.

ACADEMIC DEPARTMENT/PROGRAMS:

Degree/Certificate	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>	<i>Beginning of the Semester</i>	<i>Graduated at the End of Semester</i>
<i>Ex: AS Automotive Technology</i>		1						
<i>Ex: AS Architectural Drafting Technology</i>	3	1						



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Table 10: Course Completion grid

COURSE COMPLETION:

Report on students who have enrolled in your academic program/courses per semester during the priority-registration period. The number of student that actually completes the course(s) reflects retention. The term “course completion” and “course retention” are synonymously used in this case.

ACADEMIC DEPARTMENT/DIVISION:

Courses	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>	<i>Priority Registration to Withdrawal Period Enrollment</i>	<i>End of Semester Enrollment</i>
<i>Ex: ICT 150-01</i>	20	18						
<i>Ex: ICT 150-02</i>	25	24						



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Table 11: Degree/Certificate Completion grid

PROGRAM COMPLETION

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.

ACADEMIC DEPARTMENT/PROGRAM:

Degree/Certificate	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<i>Ex: AS Automotive Technology</i>	<i>4</i>			
<i>Ex: COP in Architectural Drafting Technology</i>	<i>0</i>			

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



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Table 12: Scheduling History

ACADEMIC DEPARTMENT/PROGRAMS:

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
ADT140	x	x	x	x
ADT150	x		x	
ADT160	x		x	
ADT190		x		x
BPR200		x		x
ADT210				x
ADT215			x	
ADT230				x
ADT251			x	

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
ADT260		x		x
ADT280			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)