

**American Samoa Community College
Academic Affairs Division**

**Faculty Professional Development
Action Plan
(2008 – 2009)**

Faculty Professional Development Action Plan

I. Issues and Background

In 2002, the accrediting commission's visiting team made a strong recommendation to the American Samoa Community College to conduct a thorough review of its academic program. Since then, the Academic Affairs Division had conducted a thorough review of its academic programs.

The immediate need was to develop an assessment plan to meet the requirements of the Western Association of Schools and Colleges for the future accreditation of the college. Subsequently the desired outputs, student learning outcomes (SLOs) are academic achievements, is defined as "what students can do with their learning."

An assessment planning committee was proposed by the Associate Dean of Academic Affairs (also Chairperson of the Curriculum Committee) to the Curriculum Committee to begin the groundwork needed to develop the assessment process. The committee approved the establishment of an Assessment Planning Committee. The Associate Dean serves as chairperson with its membership including the Vice President, Dean of Academic Affairs and faculty members.

The Assessment Plan Committee began its work with the revision of the College's Mission Statement. The revised mission statement was unanimously approved by the Curriculum Committee the College's administration and the Board.

The next task was to review the old degree and certificate student learning outcomes. The committee also reviewed the Department of Education's National Standards required for U.S. high schools called Expected School-wide Learning Results (ESLR's). From here the committee was able to identify the academic knowledge, and skills learned at the high school level. The committee was able to design the appropriate skills needed by high school graduates when entering and leaving college. The results were the development of degree and certificate "student learning outcomes" (SLO's).

The committee's first challenge was clarifying terminology so that faculty would understand the difference between teaching "learning objectives" and assessing "student learning outcomes". So the committee agreed to use the term "student learning outcomes" to identify the skills that a student should achieve upon completing a program of study, and "learning objectives" to identify the "content" or "subject matter" taught in program courses.

The development of these institutional degree and certificate student learning outcomes (SLOs) has led to the current process of assessment of SLO's as evidence of student learning as required by the accrediting commission WASC and provided in our academic program review.

Our initial Assessment training, the move towards academic program review began with department chairpersons and the Assessment Planning Committee members being sent off-island to workshops recommended by WASC in order for institutions to understand the academic shift towards academic program review, assessment of learning outcomes, and using assessment for institutional planning.

The majority of ASCC faculty understand this new direction towards assessing student learning outcomes and we have made changes in this direction but through our previous program review data results indicated about six (6) departments still needing assistance with developing, understanding and implementation of academic assessment of SLO's.

Due to the nature of the content the assessment of SLO's in various areas need more planning, and development of appropriate pedagogical strategies needed to assess particular areas such as Math, Trades and Technology, Nursing, Agriculture and Life Science, Fine Arts, ROTC.

There is still a need to increase pedagogical strategies for teaching content besides the traditional tests examinations, and homework assignments across the various departments. More strategies are needed to assist the instructors on how to assess our institutional SLO's in our certificate and degree programs.

Also, with the increasing demand of technology in education ASCC instructors need to feel competent in the use of technology in their courses. In order to meet the growing technological needs of the future it is vital to provide training of ASCC instructors on using technology in the classroom, student information and record management for assessing student learning outcomes by course, degree/certificate program, needed to meet the academic and institutional program review.

With the Board of Higher education's approval, this action plan was formulated to address the following recommendations.

institutional needs and our WASC accreditation standards. The following recommendation was made:

II. Recommendations:

“The Board of Higher Education and the College Administration work collaboratively in developing a professional development plan for ASCC instructors in the areas of assessment, data collection and analysis, effective instructional pedagogy, technology and alignment of program learning objectives to institutional student learning outcomes.” *(Sources: Input Measures, Program Operations, Output Measures)*

The Academic Affairs office through its Academic Program review has identified issues and challenges to be addressed. It is the responsibility of the division to identify solutions to these issues and challenges. Therefore, from the Academic Program Review Report the issue of professional development for faculty was recommended to the Board of Higher Education to be included in meeting the WASC Accreditation Standards. The following goals were developed to implement during 2008 – 2009

GOALS:

- A. To provide training for instructors teaching at ASCC in the areas of:**
- **assessment, data collection, analysis, and alignment**
 - **effective instructional pedagogy,**
- for degree and certificate program learning objectives to institutional and program student learning outcomes.**
- B. To provide training for all instructors teaching at ASCC in the use of technology as:**
- **an instructional pedagogy**
 - **and improving academic student information, record management**

Action Steps:

Goal 1: To provide training for instructors teaching at ASCC in the areas of assessment, data collection and analysis, effective instructional pedagogy, and alignment of program learning objectives to institutional student learning outcomes.

What	By Who	By When?	Expected Outcome
Work with WASC to identify assessment and methodology training for faculty	Academic Affairs Office, Assessment Plan Committee	Spring Semester 2008	List of training events
Identify and list faculty scheduled for training. (three-year plan)	Academic Affairs Office, Assessment Plan Committee	Spring 2008 Semester	List and scheduling of departments and faculty for training.
Sent off the first group of instructors for training. (year-01)	Academic Affairs Office, Assessment Plan Committee	Spring 2008 Semester	To receive the appropriate training for effective methodology in teaching and learning (30% trained)
Continue to select instructors for off-island training	Academic Affairs Office, Assessment Plan Committee	Summer Session 2008 and Fall Semester 2008	To receive the appropriate training for effective methodology in teaching and learning (60% trained)
Continue to select instructors for off-island training.	Academic Affairs Office, Assessment Plan Committee	Spring 2009 Semester And Summer Session 2009	To receive the appropriate training for effective methodology in teaching and learning (90% trained)
Prepare status report on success of staff development program	Academic Affairs Office, Assessment Plan Committee, Academic Dept. Chairs, Faculty	Fall 2009	Identify strengths and weakness of program – work on addressing issues identified by review

Goal 2: To provide training for all instructors teaching at ASCC in the use of technology as an instructional pedagogy and for improving academic student information and record management.

What	By Who	By When?	Expected Outcome
Assessment Planning Committee surveys on technology training needs	Assessment Plan Committee	Spring 2008	Identified training needs for faculty
Technology task force to develop a technology certificate training for ASCC instructors	Assessment Plan Committee assignment of Technology Task Force	Spring 2008	Certificate on technology training for ASCC instructors
Implement technology certificate training for ASCC instructors	Assessment Plan Committee and Technology Task Force	Summer and Fall - 08	First training 30% of ASCC instructors complete training.
Instructors who completed training 60% use technology strategies in courses – Collect data on use in courses	Assessment Planning Committee, Academic Department Chairs/faculty	Fall - 2008	Assessment data on use of technology from instructors who completed training.
Implement second technology training for ASCC instructors.	Assessment Planning Committee, Curriculum Committee	Spring - 2009	Second training 60% of ASCC instructors complete training.
Instructors who completed training 80% use technology strategies in courses – Collect data on use in courses	Assessment Planning Committee, Curriculum Committee, Dean of Academic Affairs and Assistant Dean.	Spring - 2009	Assessment data on the use of technology from instructors who completed training.
Follow – up assessment survey with instructors who completed training on the strengths/weaknesses	Assessment Planning Committee	Spring - 2009	Results from survey
Prepare report on assessment of SLO's	Academic Affairs Office and Assessment Plan	Summer 0 2009	Identify strengths and weakness– improvement plans. Outcomes

**American Samoa Community College
Academic Affairs Division
Instructional Professional Development Plan
For Faculty**

**Budget
(2008 – 2009)**

I. Faculty Training – (14 faculty members) \$65,000

Travel arrangements e.g. airfares, per-diem, registration fees, ground transportation, etc.

Areas of training:

- using instructional tools to assess SLOs;
- Effective pedagogy strategies across content subjects
- Academic Program Review
- Technology Software training in SSPS

II. Technology Training – (30 faculty) \$15,000

Develop in-house certificate for faculty in the use of technology cost for planning, consultant/trainer, software, implementation of training, and monitoring usage of training in courses.

Areas of training:

- **Using Power Point presentations**
- **Using Spreadsheet for student records**
- **Internet research for preparation and instructional Strategy for the classroom**
- **Using other software programs for instructional purposes**

Total: \$80,000

