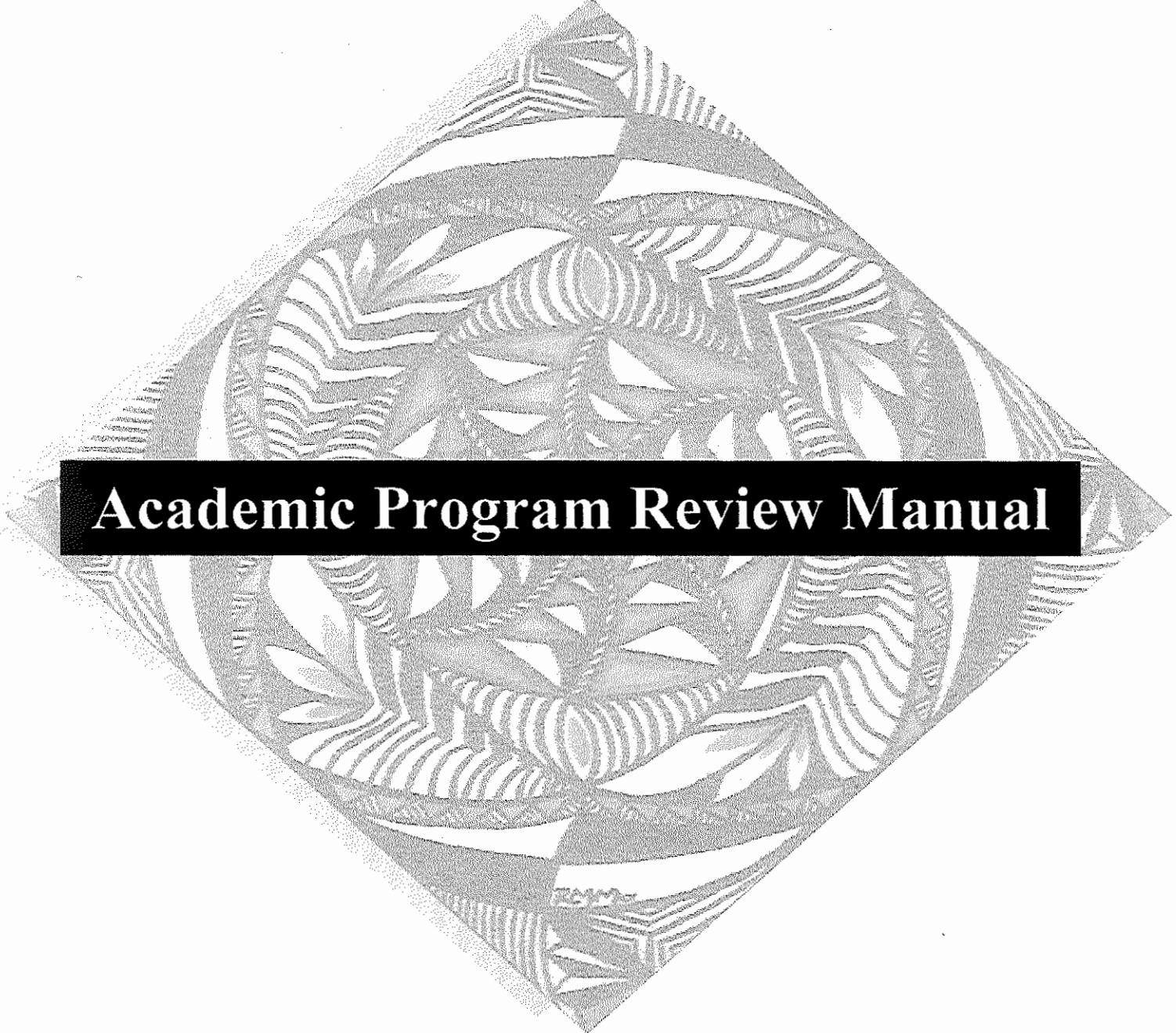


American Samoa Community College Academic Affairs Division



Academic Program Review Manual

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AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
ACADEMIC PROGRAM REVIEW MANUAL

The American Samoa Community College Board of Higher Education policy statement regarding the Academic Program Review is as follows:

"American Samoa Community College will review all instructional programs on a two year cycle. The purpose of the review is to improve instruction, verify cost effectiveness and to determine a continued need for the program. A program may be reviewed out of cycle as needed."

Mission

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

Goals

1. That identified ASCC academic faculty systematically collects information/data relative to student attainment of identified objectives.
2. That systematically collected information/data be compiled and reviewed to make sound decisions to improve overall program efficiency specifically in the area of curriculum, instructing, advising, and planning.
3. And, that the findings of this assessment process be documented, reported, and utilized in developing strategic, institutional, academic plans and priorities.

Academic Program Review Purpose

The Academic Affairs Division Program review is a collaborative process to bring to bear the judgment of respected colleagues in assessing and improving the quality of our academic programs. This process involves faculty, administrators and staff in (1) gathering information about academic programs, (2) reviewing and analysis of information (3) combining all information in making judgments about overall program quality and making recommendations for improvements, and (4) a follow up to ensure that all academic programs are fully supported in its efforts to providing quality academic programs.

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

The Academic Program Review at ASCC increases the sense of shared purpose among our academic departments and reinforces the need for coordinated planning for the future by all support units of the college. The involvement of all support units of the college in the academic program review ensures meaningful and effective follow-up review will occur.

Responsibility for Academic Program Review

All academic programs are reviewed over a two year period (every Catalog year). The Academic Affairs Division's Academic Program Review is directly under the supervision of the Dean of Academic Affairs. Major responsibilities are assigned to the Associate Dean in overseeing the implementation of the process during the review cycle. The review may require information from other support units of the college, therefore it is the responsibility of the Associate Dean to coordinate and work closely with other support unit administrators ensuring that the needed information is provided.

The Academic Department Chairs resume leadership in carrying out the review within their individual departments. The process may be coordinated with the division dean or associate dean. Every review cycle commences in the Fall semester which begins the Catalog year. All department chairs are informed and provided with the self-study questionnaires, and curriculum grid tables necessary to collect data from each academic department for the review. Completed reports by each academic department will be submitted to the Associate Dean for compilation and data analysis. The first draft of the Academic Review Report is submitted to the Dean of Academic Affairs and the Vice President for their review and returned to the Associate Dean to prepare the final copy of the report which is to be distributed to all members of the Curriculum Committee for its review. It is during this review that the committee will make its recommendations in areas of improvement.

To meet the objectives of the review, copies will be provided for the College's administration and to the Board of Higher Education for their review affording them the opportunity to make sound decisions in terms of planning in the following areas: (1) teaching and learning, (2) budgeting, (3) facilities, and (4) community collaboration. This academic program review allows the administration and the Board of Higher Education in setting priorities included in the college's five year plan. The Academic Program Review continues to serve as a vehicle in assessing the academic programs of the American Samoa Community College leading to quality instructional services for our students.

Criteria for the Academic Program Review

Every effort was made to standardize the method used in collecting data and information for the review. The academic program review instrument was developed to include these major criteria: (1) Input Measures, (2) Program Operations, and (3) Output Measures.

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

A. Facilities and Equipment

(Please elaborate and/or provide supporting evidence for each response.)

Facility: 1. *Is the facility large enough for the current program and to allow any projected growth?*
Responses should reflect if the current facilities for instructional use are sufficient for future enrollment. Reference current enrollment trends to project future enrollment growth.

Resources: Academic Affairs Office, Administrative Services Division, Academic Department Chairs

2. *Is the facility clean and well maintained; sufficient lighting and ventilations?*
Responses 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 enough in the facilities' classrooms.

Resources: Administrative Services Maintenance Division

3. *Is the facility accessible to the handicapped?*
Responses 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.

Resources: Administrative Services Division, University Center for Excellence on Developmental Disabilities

Equipment: 1. *Is program equipment obsolete or compatible to "state of the art" equipment?*
Response should indicate if equipment e.g. computers have the most recent programs installed. An old computer with the latest software installed is "state of the art". If printers, faxes, xerox machines are operable, they are "state of the art".

Resources: Management Information Systems Division

2. *Is the equipment in sufficient quantity?*
Responses should indicate if there is enough equipment for instructional purposes.

Resources: Academic Departments Chair and Faculty

3. *Is supplementary instructional equipment available when necessary for instruction (demonstration stands, display cases, mock-ups, writing boards, audio-visual equipment, etc.)?*

Responses should indicate if the above instructional supplementary materials necessary for your use in the classrooms and other related instructional activities are readily available for your use.

Resources: Academic Departments

B. Methods and Materials

(Please elaborate and/or provide supporting evidence for each response.)

Methods: 1. *Is there a written curriculum, which relates to the specific goals and objectives of the program?*

Responses provide an explanation of how your academic curriculum is specifically related to the goals and objectives of your program.

Resources: Academic Departments, Academic Affairs Office

2. *Do course syllabi have measurable student-learning outcomes?*

Responses should indicate if every course offered has identified measurable student learning outcomes achievable by students upon course completion.

Resources: Academic Departments, Academic Affairs Office

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.

Resources: Academic Departments, Academic Affairs Office

4. *What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field trips, guest lecturers, etc.)?*

Responses 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.

Resources: Academic Departments, Academic Affairs Office

5. *Is the instruction and program evaluated by students/ or peers on a regular basis?*

Responses should indicate if students enrolled in your degree and/or certificate programs of study evaluate your academic program. Explain how this process is done and the instrument that is being used by students to evaluate your programs.

Resources: Academic Department Chairs and Faculty

Materials: 1. *Are the instructional materials in the courses and program area 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 appropriate for instruction. Explain if such instructional materials reflect the needs of the community.

Resources: Academic Department Chairs and Faculty

2. *Are supportive and reference materials current and 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.

Resources: Academic Department Chairs and Faculty, Director of Library/Learning Resource Center

3. *Are the instructional materials free of gender and cultural bias?*

Responses should indicate if there sexual or cultural biases in textbooks and other reference materials used in courses that are taught in your program.

Resources: Academic Department Chair and Faculty

C. Recruitment, Admission, Enrollment, Advisement and Retention of Students
(Please elaborate and/or provide evidence for each response.)

Recruitment: 1. *Does the program have a comprehensive strategy for recruitment?*

Response should indicate if your department has a comprehensive strategy for recruitment and explain what that strategy is for your academic department.

Resources: Academic Department Chairs and Faculty

2. *Has the program been actively utilizing recruitment strategies?*

Response should indicate how your department's recruitment strategy is implemented.

Resources: Academic Department Chairs and Faculty, Director of Admissions

Admission: 1. *What criteria does the instructor or advisor use to place students in the classroom (minimum entry standards)?*

Response should explain how students are placed in courses that are taught in your academic departments: placement tests, standardized test scores, pre-requisites, etc.

Resources: Academic Department Chairs and Faculty, Academic Affairs Office

Enrollment: 1. *What is the current and past enrollment of the program?*

Response should strictly include past enrollment of the last review cycle and current enrollment.

Resources: Academic Department Chairs and Faculty, Registrar's Office

2. *Is the enrollment in the program too high for too low for current resources?*

Responses should indicate if programs student enrollment is too high or too low for current physical, financial and human resources.

Resources: Academic Department Chairs, Academic Affairs Office, Chief Financial Office, Director of Administrative Services

3. *Are students encouraged to explore non-traditional careers?*

Responses should indicate if students are enrolled in careers that are usually traditionally considered male or female.

Resources: Academic Department Chairs and Faculty, Student Services Division (Career Counselors)

4. *Can you justify the non-degree enrollment?*

Response should indicate an explanation of non-degree seeking students enrolled in your program.

Resources: Academic Department Chairs and Faculty, Director of Admissions, Registrar's Office

Advisement: 1. *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.

Resources: Registrar's Office

2. *Are the advisors and faculty knowledgeable in regard to program curriculum?*

Responses should indicate if all your department faculties are well versed with the curriculum/and or academic offerings of your academic department.

Resources: Academic Department Chair and Faculty

3. *Is there a formal faculty advisement mechanism in place to assist students with program and career decisions?*

Responses should indicate if there is a mechanism or process in place in helping students who are seeking degrees within your program as well as assisting them in making choices on career choices and paths.

Resources: Academic Department Chair and Faculty, Academic Affairs Office, Student Services Division (Counseling Services)

Retention: 1. *Does the program have a comprehensive strategy in place for retention?*

Response should indicate an explanation or how your academic department is retaining students in your program(s).

Resources: Academic Department Chair and Faculty, Academic Department Advisory Council

2. *Does the institution provide developmental or remedial mathematics and English courses for students who are placed in these levels?*

Responses should indicate if your academic department requires students to take remedial Math and English courses before enrolling in upper level courses.

Resources: Academic Department Chair, Academic Affairs Office, Admission's Office

3. *What is the retention rate for the program?*

Responses should indicate the number of students retained in your degree program(s). If your department does not offer a degree/certificate program, you still have to identify your program's retention rate.

Resources: Academic Department Chair and Faculty, Registrar's Office, Institutional Effectiveness Division

4. *What percentage of entering students graduate?*

Responses should indicate the percentages of students 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 students that actually complete courses that are required for degree or certificate programs.

Resources: Academic Department Chair and Faculty, Registrar's Office, Director of Admissions, Institutional Effectiveness Division

D. Teacher Qualifications:

(Please elaborate and/or provide supporting evidence for each response.)

1. *Are the instructors in the program qualified to teach their particular courses?*

Responses should indicate if the instructors currently teaching in your academic department are qualified to teach assigned courses, through degrees and certifications.

Resources: Academic Department Chairs, Academic Affairs Office

2. *Does the instructional staff 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.

Resources: Academic Department Chairs, Academic Affairs Office, Human Resources Office

E. Faculty Development:

(Please elaborate and/or provide supporting evidence for each response.)

1. *Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures?*

Responses should indicate if there is a Faculty Handbook outlining ASCC policies and procedures.

Resources: Academic Department Chairs, Faculty Senate

2. *Does the institution require any in-service training for new or part-time instructors?*

Response should indicate if all new faculties' new or part-time instructors hire by the College requires in-service training.

Resources: Academic Affairs Office

3. *Do the instructors attend workshops and professional organization meetings? Does the institution provide financial assistance and release time?*

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.

Resources: Academic Affairs Office

4. *Do instructors regularly communicate with program-related businesses 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.

Resources: Academic Department Chair and Faculty, Academic Department Advisory Council

F. Local Advisory Councils

(Please elaborate and/or provide supporting evidence for each response.)

1. *Is there an advisory council for the program?*

Response should indicate if your academic department currently has Community Faculty Council.

Resources: Academic Department Chair and Faculty

2. *Does the membership represent local business and industry?*

Response should indicate if your Academic Department's Advisory Council's membership is well represented with local business leaders and related industries particular to your program(s) of study.

Resources: Academic Department Chair and Faculty

3. *How often does the local advisory council meet?*

Response should indicate a schedule of when meetings of your Community Faculty Advisory Council meet with your academic department faculties.

Resources: Academic Department Chair and Faculty, Community Advisory Council

4. *Are minutes of the local advisory council meetings kept on file?*

Response should indicate if minutes of meetings are kept on file as evidence.

Resources: Academic Department Chair, Community Advisory Council

5. *In what ways has the committee helped to plan, develop, evaluate and promote the program?*

Response should indicate the committee's involvement planning, developing, evaluating, and promoting the department's academic program(s).

Resources: Academic Chair, Community Advisory Council

6. *How has the local advisory council assisted the program?*

Response should indicate the involvement of your academic department's in providing the necessary assistance that is requested by department faculties.

Resources: Community Advisory Council

7. *What program improvements has the council recommended?*

Response should indicate recommendations that were made by your advisory council leading to program improvements.

Resources: Community Advisory Council

8. *In what ways have the instructors and administration acted on these suggested improvements?*

Response should indicate how your department faculties and the College's administration have acted issues as suggested by the council for program improvements.

Resources: Academic Department Chair and Faculty, Academic Affairs Office, College Administration

9. *To whom does the advisory council report its findings? President, VP, Chairs, Instructors?*

Response should indicate whom the advisory council directly reports its findings to.

Resources: Academic Department Chair, Academic Affairs Office, College Administration

10. *Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?*

Response should indicate if the College has a Community Faculty Council Handbook serving as a guide of the council's work with all academic departments.

Resources: Academic Department Chair, Academic Affairs Office, Community Advisory Council

11. *Is the advisory council provided related program information to help them assist with program recommendations?*

Response should indicate if the department provides the advisory council with all related information that helps them with program recommendations. Explain what kind of information your department has provide the council with.

Resources: Academic Department Chair, Academic Affairs Office, Community Advisory Council

G. Job Placement and/or Tracking

(Please elaborate and/or provide supporting evidence for each response.)

1. *Is placement data collected on a continuing basis, readily available to instructors, 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.

Resources: Director of Admissions, Registrar's Office, Institutional Effectiveness Division

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 instructors for planning and evaluation.

Resources: Institutional Effectiveness Division, Academic Affairs Office, Student Services Division

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 students transferred to those institutions.

Resources: Academic Department Chairs, Institutional Effectiveness Division

4. *Can the program justify non-degree student placement?*

Responses should indicate how your academic program can justify those students non-degree seeking student's placement in your program.

Resources: Academic Department Chair and Faculty, Director of Admissions

J. Faculty/Student Evaluations

(Please elaborate and/or provide supporting evidence for each response.)

1. *Are faculty evaluations conducted on a regular basis?*

Responses should indicate if students evaluate faculties on a regular basis; include when evaluations are done.

Resources: Academic Department Chair, Academic Affairs Office

2. *Are the cooperative linkages with other programs/ departments, employment services, or vocational training programs relevant to students?*

Responses should indicate how your program is linked to other academic departments' programs, government/private sector agencies and/or other vocational training programs.

Resources: Academic Department Chairs and Faculty

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.

Resources: Academic Department Chairs and Faculty, Academic Affairs Office, Assessment Plan Committee

3. *Do students evaluate the advisement process?*

Response should indicate if the students evaluate the current advisement process that is in place.

Resources: Student Services Division, Academic Affairs Office

PART II

Program Operations

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

Table 1:

Identify all academic department courses offered in the academic program review cycle.

Table 2:

Identify specific student learning outcomes taught in individual courses as listed in the Catalog. The institutional degree/certificate student learning outcomes are divided into three major areas, 1) Communications Skills, 2) Job Skills and, 3) Life Skills. Communications Skills includes speaking and writing skills, Reading skills, and Listening Skills. Job Skills included Transferability, Adaptive, and Job Specific Skills. Jobs Skills included Personal Responsibilities, Respect and Diversity, Problem Solving and Technology Skills.

Table 3:

Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help students 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 speakers, service learning, technology and/or other appropriate instructional methods as identified by each academic department not included in the list as specified by the grid.

Table 4:

Identify assessment methods used by instructors in your academic department in assessing course learning objectives. Assessment methods identified by instrument include tests/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method not identified by the instrument but are used by your academic department instructors for assessing course learning objectives.

Table 5:

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

Table 6:

Identify courses in your academic department that satisfy program core requirements, general education requirements, electives, and remedial courses preparing students for upper level courses.

Table 7:

Identify courses in your curriculum programs that are open enrollment, courses requiring pre-requisites or special entrance, and to identify remedial English and Math courses.

Table 8:

Identify recruiting methods used by your academic departments in recruiting perspective students into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument.

PART III

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.

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.

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 students that actually complete the courses reflects retention. The terms "course completion" and "course retention" are synonymously used in this case.

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review

Scheduling History

TABLE 1

Academic Department _____

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

TABLE 2

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[illegible]

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review

Methods of Instruction

TABLE 3

Academic Department _____

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review

Assessment Methods

TABLE 4

Academic Department _____

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Articulation

Academic Department _____

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Enrollment

Academic Department _____

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requisites)	Remedial Math / Remedial English
1				
2				
3				
4				
5				
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7				
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12				
13				
14				
15				

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review

Academic Department: _____

TABLE 8

RECRUITMENT METHODS

Courses	OUTREACH			MEDIA			OTHERS (Please Specify)	
	School Visitations	Career Day /Job Fair	Community Service	Television / Cable	Radio	Newspaper		
1								
2								
3								
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19								
20								
21								

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review

Academic Department: _____

Table 9

TRACKING GRID

DEGREE/CERTIFICATE PROGRAMS		Colleges / Universities		Vocational / Trades Institutes		Employment		Armed Forces (Specify: Army, Air Force, Marine, etc.)	
1									
2									
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18									
19									
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21									

NOTE: The purpose of this grid is to track where the graduates moved to after graduating from ASCC.

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review

RETENTION GRID

Academic Department: _____

Degree / Certificate	FALL 2006		SPRING 2007		FALL 2007		SPRING 2008	
	Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester
1								
2								
3								
4								
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8								
9								
10								
11								
12								
13								

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review

Completion Rates Grid

Academic Department:

[illegible]

Completion Rates Grid

[illegible]

AMERICAN SAMOA COMMUNITY COLLEGE

Academic Program Review

Academic Focus

Academic Department _____

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
1					
2					
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