



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

Academic Department/Programs:	Agriculture, Community & Natural Resources (ACNR)
Dean of Academic Affairs:	Mrs. Letupu Moananu
Director:	Aufa'i Apulu Ropeti Areta
Department Chairperson/Faculty	Pauline M. McFall
<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:</p> <p>The mission of the Agriculture, Community, and Natural Resources Department (ACNR) of the American Samoa Community College is to provide educational services in general agriculture, agribusiness, family and consumer sciences, and natural resources. ACNR currently offers Associate of Science degrees with an emphasis in these areas. Courses are designed to serve both full-time and part-time students including those who may wish to transfer to four-year institutions. The department strives to provide a solid educational foundation that will enable the students to succeed in their academic and career goals.</p>	
<p>Program Learning Outcomes or Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the different career opportunities in Agriculture, Community, and Natural Resources. 2. Understand the importance of Agriculture, Community, and Natural Resources to the Samoan culture and the environment of American Samoa. 3. Apply the concepts and principles of science and technology needed for work in the field of Agriculture, Community, and Natural Resources. 4. Utilize a knowledge base in Agriculture, Community, and Natural Resources to adapt to social and economic changes and challenges. 	



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

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. We utilize 2 main classrooms in the Research Building – Conference Room 210 & Training Room 208. For additional classroom space, we use the Fruits for Life Greenhouse, Computer Lab, and Nutrition Center. Classroom space is sufficient for our current & future enrollment (Fall 2015 – 79 students, Spring 2016 – 143 students)	ACNR Land Grant
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, classrooms/rooms/greenhouses are clean and well maintained on a daily basis.	ACNR Land Grant
3. Is lighting (in classroom) adequate?	Yes	
4. Are there any safety hazards?	No	
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>	No, the upstairs classrooms are not - we have an elevator in the Research building, however it is currently being down and needs to be serviced/repaired. The downstairs classrooms/greenhouses are accessible to students and faculty with disabilities.	ACNR Land Grant
6. Are the restroom facilities nearby and accessible for both genders?	Yes, there are restrooms in each building and on each floor for both genders	ACNR Land Grant

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>	Yes, we have necessary equipment for instructional purposes. Both classrooms are equipped with Smart Boards, white boards, and faculties have access to projectors and laptops for instruction. We also have the supplies/materials needed for field work in the greenhouse, piggery, etc.	ACNR Land Grant
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, we have enough textbooks for our courses. We also submitted a new order for books needed.	ACNR Land Grant & ASCC Le Bookstore



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

3. Do you have adequate (up to date) 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, we have adequate textbooks to support our course/programs	ACNR Land Grant & ASCC Le Bookstore
4. What additional equipment do you need?	None at this time	
5. Is the equipment adequately maintained? <i>Response should indicate if equipment is adequately maintained for instructional purpose.</i>	Yes, equipment is adequately maintained for instructional purposes	ACNR Land Grant
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?	Yes, all our equipment/supplies/materials go through the procurement inventory process before they are utilized by our program	ACNR Land Grant
7. Are there any safety hazards with the current equipment?	No. Students are trained in the beginning of each course on the proper use of field/greenhouse equipment	ACNR Land Grant
8. Is the equipment accessible for employees with disabilities?	Yes	ACNR Land Grant
9. Do you have adequate access to supplies for repairs to keep equipment functioning?	Yes	ACNR Land Grant
Equipment summary:		ACNR Land Grant
<ul style="list-style-type: none"> Number of computers, laptops, iPad, calculators, etc. 	3 desktops, 3 laptops, 4 iPads	
<ul style="list-style-type: none"> Number of printers, scanners, fax machine, etc. 	3 printers, 1 fax (in ACNR admin office)	
<ul style="list-style-type: none"> Number of copiers 	1 copier	
<ul style="list-style-type: none"> Number of vehicles 	We have access to ACNR vehicles	
<ul style="list-style-type: none"> Number of ASCC cell phones 	None	
<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>) 	Greenhouse/fieldwork tools and supplies, power wash, cleaning supplies, microscope, lab supplies, etc. We also have access to ACNR research materials/supplies when coordinated with researchers.	

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, our instructional materials are up to date and reflect the needs of the ACNR field area	ACNR Land Grant
2. What additional supplies and/or materials do you need?	Greenhouse/fieldwork supplies, lab supplies and equipment, ink/toners	ACNR Land



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

		Grant
3. Do you have adequate research or resource materials to support your office and instruction?	Yes	ACNR Land Grant
4. What additional research or resource materials do you need?	N/A	ACNR Land Grant
5. Can employees with disabilities adequately use the current materials?	No	ACNR Land Grant
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, we have a library in the research building. We also have a computer lab for student research/assignment purposes.	ACNR Land Grant

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, our curriculum – which reflects our 4-degree areas, relate to our program learning outcomes and mission.	
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, our course syllabi have measurable student learning outcomes	
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, our degrees are designed to prepare students for transfer to off-island colleges/universities – and all our courses are transferrable	
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>	Traditional lecture, audiovisual, PowerPoint presentations, guest/professional lecturers, field trips, field activities in the greenhouse or piggeries, site visits (i.e. farms, piggeries, vet office, National Park), lab work, discussion, group presentations	
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, through student course evaluations, teacher/employee evaluations (by supervisors and director), and curriculum is evaluation through the curriculum committee	



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

<p>6. Does the program have a comprehensive strategy for recruitment? <i>Response should indicate if your department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/PROGRAMS.</i></p>	<p>Yes, we have been participating regularly in high school career days as well as outreach to elementary/high schools. We also host numerous field trips a semester for students (K-12) that visit the ACNR Land Grant compound. Our other recruiting strategy is through our ACNR Summer Institute for high school students.</p>	
<p>7. Has the program been actively utilizing recruitment strategies? <i>Response should indicate how your department/programs recruitment strategy is implemented.</i></p>	<p>Yes. Refer to above</p>	
<p>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></p>	<p>Through pre-requisites</p>	
<p>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></p>	<p>Fall 2015 – 79 Spring 2016 - 143</p>	
<p>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></p>	<p>We are at the acceptable level (neither too high nor too low).</p>	
<p>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></p>	<p>Yes, students are assigned to one of three ACNR instructors – Pauline McFall, Ionatana Fasavalu, or Dr. Otto Hansell</p>	
<p>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></p>	<p>Yes, all faculty are knowledgeable on program curriculum and academic programs</p>	
<p>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></p>	<p>Yes, we have advising sheets for all 4 of our degree programs. We advise/assist students based on these advising sheets</p>	
<p>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></p>	<p>No, there is no formal comprehensive strategy for retention</p>	
<p>15. Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels? <i>Responses should indicate if your academic department requires students to take remedial Math and English courses before enrolling in college</i></p>	<p>Yes, students must pass CAPP courses before they can enroll in any of our degree program courses</p>	



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

<i>bound courses.</i>		
16. What is the retention rate for the program? <i>Response should indicate the number of students 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>	Average retention rate is 90% for our courses	
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>	We do not have the exact % of entering students who graduate. Fall 2015 – 1 Spring 2016 – 3 Fall 2016 - 3	

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, instructors are all qualified	
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, instructors have adequate training and work experience	
3. Is there adequate number of personnel to support your department/programs? <i>If no, please explain.</i>	Yes, there is adequate personnel	

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, there is a handbook for institutional policies and procedures	
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>	N/A	
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, instructors are given opportunity for workshops and professional development meetings/conferences	



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

<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>	Yes, through our ACNR Land Grant program	
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>	Yes, our instructors regularly communicate with business and industries in the ACNR field	
6. Is there an advisory council for the program? <i>Response should indicate if your department currently has Advisory Council members.</i>	Yes, there is an advisory council	
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?	Once a year. There has been no meeting in the past 2 years, need to be activated/implemented	
c. Are minutes of the advisory council meetings kept on file?	Yes, in the past	
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>	N/A – there is a need for the advisory council to meet, especially since we have new members for this catalog year – 2016-2018	
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>	For as long as the program was in place	
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>	N/A	
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>	N/A	
h. To whom does the advisory council	Chairperson, Instructor, ACNR Director	



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

report its findings? President, VP, Chairperson, Instructors? <i>Response should indicate whom the advisory council directly reports its findings to.</i>		
i. Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?	Yes	
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>	N/A	
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>)	No, but faculty can access these manuals in our admin office	
8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?	No	
9. Is adequate in-service or local training provided?	No	
10. What opportunities are provided for off-island professional development?	NACTA – conference, Agriculture in the Classroom Conference for instructors	
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>	Yes, we have the opportunity to visit our neighboring Samoa – National University of Samoa and the University of the South Pacific – which have strong agriculture programs	
12. Does the administration support professional development activities training for your department / programs?	Yes, we have strong support from our Director and administration	
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>	Yes, data is collected regularly	



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

<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>	Yes, it is collected – but we need to access it more for program planning and evaluation	
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>	No, there is no mechanism in place. We just keep in touch with students via email and social media	
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>	No	
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		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, every year	
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>	Yes, we work in collaboration with various programs within the ACNR Land Grant division as well as other agencies such as EPA, National Park, Marine & Wildlife, Department of Health, and Department of Education	
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, faculty view assessment as integral and necessary for instruction programs	



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

Priorities for Improvement

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

1. Organize and revive our Community Advisory Council
2. Organize and manage data collection on students, retention rates, graduates, job placement, etc.
3. Continue and enhance recruiting efforts

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

- Aggressively work on our 3 priorities for improvement
- Hold regular department meetings, document

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	ACNR
Dean:	Letupu Moananu, Dean of Academic Affairs
Director:	Aufai Apulu Ropeti Areta
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?	Mission falls in line and supports the college's overall mission, by preparing our students for transfer to other colleges/universities or to enter the workforce
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>)	No
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?	N/A
2. What is the function of each department in the division?	N/A
3. How does each department of the division support the division's mission?	N/A
4. Are you involved in the budget planning of your department or division? If yes, please explain.	Yes, we are involved in the budget planning within our ACNR department
JOB DESCRIPTIONS:	
1. Number of years in this current position	5
2. How many years have you worked for ASCC?	
o AT ASCC ONLY:	
▪ Less than one year	



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

▪ Less than 5 years	
▪ Less than 10 years	9
▪ 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?	Instructor, academic advisor
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?	Oversee the instructional division within ACNR
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.	Teaching, preparing, grading & assessment – 4-5 hrs day Administrative, grant management, etc. – 4-5 hrs day
4. What is expected of you to compete at the end of the day? The week?	All duties and responsibilities as an Instructor, coordinator, and administrator
5. What prevents you from effectively performing your duties?	Not managing time wisely, unexpected issues that arise, sickness
6. What other duties are you involved in that occupy your time on task?	Administrative and grant management duties

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



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



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

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.

<p>1. List the achievements of each DLO and/or PLO within your division.</p>	<ul style="list-style-type: none"> • PLO 1: Demonstrate an understanding of the different career opportunities in Agriculture, Community, and Natural Resources – successfully assessed through course term/research papers & group presentations • PLO 2: Understand the importance of Agriculture, Community, and Natural Resources to the Samoan culture and the environment of American Samoa – successfully assessed through course term/research papers, group presentations/projects, exams • PLO 3: Apply the concepts and principles of science and technology needed for work in the field of Agriculture, Community, and Natural Resources – successfully assessed through course assignments, field/lab work, and group presentations/projects • PLO 4: Utilize a knowledge base in Agriculture, Community, and Natural Resources to adapt to social and economic changes and challenges – successfully assessed through course assignments, field/lab work, and group presentations/projects
<p>2. What do you use to measure ‘each’ achievement?</p>	<p>If student/students were able to successfully complete assignment (grade of B or better), receive favorable points in rubrics assessment, or receive a grade of ‘B’ or better in the course.</p>
<p>3. What DLO and/or PLO ‘were not’ achieved within your division?</p>	<p>All our PLO’s were achieved through the various courses offered in our ACNR curriculum</p>
<p>4. What impediments contributed to not achieving the DLO and/or PLO?</p>	<p>We need a more organized or centralized (and effective) method of data collection and management</p>
<p>5. Explain/Identify how your achievements are connected (aligned) to the 4 bullets of the Institutional Core Values:</p>	
<p>a. Transfer to institutions of higher learning</p>	<p>Our courses are transferrable to off-island colleges/universities and prepare students for transfer. A good number of our graduates transfer to off-island colleges/universities</p>
<p>b. Successful entry into the workforce</p>	<p>Our program/degrees are also designed to prepare students for entry into the workforce whether locally or off-island</p>
<p>c. Research and extension in human and natural resources</p>	<p>Our program/degrees provide a lot of opportunity for ‘authentic’ learning, where students have hands-on learning experiences with our research and extension programs here at ACNR Land Grant – within our research labs, greenhouses, field work, piggery, farms, etc.</p>
<p>d. Awareness of Samoa and the Pacific</p>	<p>PLO 2 achieves this core value – where students understand and focus on how agriculture, community, and natural resources are important to the Samoan culture and the environment in American Samoa</p>
<p>Effectiveness</p>	
<p>1. What services/programs does your division provide that</p>	



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

affect: (must respond to all areas).	
a. Academic/Education?	ACNR Instructional program – offers 4 degrees & prepares students for off-island transfer or for successful entry into the workforce. ACNR also has USDA NIFA grants that support the instruction program – by helping to pay instructor salaries, provide for equipment and supplies, and opportunities for professional development.
b. Staffing?	Staff professional development
c. Technology (high or low tech)?	ACNR student lab, computer equipment & supplies
d. Facilities?	Classroom/lab space within the ACNR Land Grant facility
e. Budgeting?	ACNR grant provides support for Instructional program
f. Other Resources?	ACNR Instructional program also has the support from the various programs within Land Grant to enhance students' learning experience – professional, research, and extension staff, research labs, greenhouses, piggery, extension plot, wellness center, nutrition center, etc.
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?	Instructor and course evaluations, annual employee evaluations, department meetings, etc.
b. Identify the changes or improvements made as a result of feedback or methods used?	We have not utilized these methods as much as we should. As mentioned earlier, we need to improve on our data collection/reporting methods – it needs to be centralized, organized, well managed, and easily accessible
c. How are these changes communicated to internal/external stakeholders for quality assurance?	We need to improve on our communication with internal/external stakeholders. A primary example will be our need to revive and activate our Community Advisory Council.
3. How do you evaluate your services?	Instructor and course evaluations, annual employee evaluations, and success of students who go through our program
4. How will your division use program review results to evaluate your program or services?	Addressing our strengths and weaknesses, where we need to improve, and how to improve, etc.



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

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

ACADEMIC DEPARTMENT/PROGRAM: Agriculture, Community, and Natural Resources (ACNR)

Name of Program: Agriculture, Community, and Natural Resources							
<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.	AGR 100 I	X	X	X	X		X
2.	AGR 100 II		X	X		X	X
3.	AGE 150		X			X	
4.	AGR 152	X			X		
5.	AGR 197	X			X		
6.	AGR 200	X			X		
7.	AGR 250		X			X	
8.	AGR 297		X			X	
9.	ANS 150 A	X	X		X	X	
10.	ANS 150 B	X	X		X	X	
11.	FAM 250				X		
12.	FAM 260					X	
13.	NRS180	X			X		
14.	NRS 200		X			X	
15.	NRS 250	X			X		
16.	NUT 150	X	X		X	X	
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							



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

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 Agriculture, Community, and Natural Resources (ACNR)

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				
AGR 100 I	X	X	X				
AGR 100 II	X	X	X				
AGE 150	X	X					
AGR 152	X	X	X	X			
AGR 197			X		X		
AGR 200	X	X	X				
AGR 250	X	X	X				
AGR 297			X		X		
ANS 150 A	X	X	X				
ANS 150 B	X	X	X				
FAM 250	X	X					
FAM 260	X	X					
NRS180	X	X	X				
NRS 200	X	X	X				
NRS 250	X	X	X				
NUT 150	X	X	X	X			



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

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: Agriculture, Community, and Natural Resources (ACNR)

Academic Department/Division					
Course	Test/Exams/Quizzes	Special Projects (research, group, paper, etc.)	Assignments – homework, worksheets, etc.	Rubrics	Portfolio – weekly journals, report
<i>Ex: ICT 150</i>	<i>x</i>	<i>x</i>		<i>x</i>	
AGR 100 I		X	X	X	X
AGR 100 II		X	X	X	X
AGE 150	X		X	X	
AGR 152	X	X	X		
AGR 197		X	X	X	
AGR 200	X	X	X		
AGR 250	X	X	X		
AGR 297		X	X		
ANS 150 A	X	X	X		
ANS 150 B	X	X	X		
FAM 250	X		X	X	
FAM 260	X		X	X	
NRS180	X	X	X		
NRS 200	X	X	X		
NRS 250	X	X	X		
NUT 150	X		X	X	

Course	Special Projects	Others (specify)			

Course					



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

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: Agriculture, Community, and Natural Resources (ACNR)

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
<i>Ex: ICT 150</i>	<i>x</i>				
AGR 100 I	X				
AGR 100 II	X				
AGE 150	X				
AGR 152	X				
AGR 197	X				
AGR 200	X				
AGR 250	X				
AGR 297	X				
ANS 150 A	X				
ANS 150 B	X				
FAM 250	X				
FAM 260	X				
NRS180	X				
NRS 200	X				
NRS 250	X				
NUT 150	X				

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



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

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: Agriculture, Community, and Natural Resources (ACNR)

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
<i>Ex: ICT 150</i>		<i>x</i>		<i>x</i>		
AGR 100 I				X	X	
AGR 100 II				X	X	
AGE 150				X	X	
AGR 152				X	X	
AGR 197				X	X	
AGR 200				X	X	
AGR 250				X	X	
AGR 297					X	
ANS 150 A				X	X	
ANS 150 B				X	X	
FAM 250				X	X	
FAM 260				X	X	
NRS180				X	X	
NRS 200				X	X	
NRS 250				X	X	
NUT 150				X	X	



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

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: Agriculture, Community, and Natural Resources (ACNR)

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	
AGR 100 I		X		
AGR 100 II		X		
AGE 150		X		
AGR 152		X		
AGR 197		X		
AGR 200		X		
AGR 250		X		
AGR 297		X		
ANS 150 A		X		
ANS 150 B		X		
FAM 250		X		
FAM 260		X		
NRS180		X		
NRS 200		X		
NRS 250		X		
NUT 150		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.



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

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: Agriculture, Community, and Natural Resources (ACNR)

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>	<i>x</i>	<i>x</i>		<i>x</i>			<i>x</i>			
ACNR	X	X	X				X			



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

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: ACNR Department (*data for 31 graduates from 2011-2016*)

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)
<i>Ex: AS Automotive Technology</i>	<i>1</i>				
ACNR	21	11			



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

Table 9: Program Retention grid

PROGRAM RETENTION:

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

ACADEMIC DEPARTMENT/PROGRAMS: ACNR *(need more data on this)*

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>		<i>1</i>						
<i>Ex: AS Architectural Drafting Technology</i>	<i>1</i>							



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

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: ACNR (*need more data on this*)

Courses	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
	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
<i>Ex: ICT 150-01</i>	20	18						
<i>Ex: ICT 150-02</i>	25	24						



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

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: ACNR

Degree/Certificate	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<i>Ex: AS Automotive Technology</i>	<i>4</i>			
<i>Ex: COP in Advanced Automotive Technology</i>	<i>2</i>			
AS in General Agriculture	1			
AS in Agribusiness	1			
AS in Natural Resources	2			

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



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

Table 12: Scheduling History

ACADEMIC DEPARTMENT/PROGRAMS:

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<i>Ex: AUTO 100 Fundamentals of Automotive Mechanics</i>	x	x	x	x
<i>Ex: AUTO 172 Automotive Engine Performances</i>	x			
<i>Ex: AUTO 174 Automotive Braking Systems</i>	x			
<i>Ex: AUTO 176 Automotive Steering and Suspension</i>		x		
<i>Ex: AUTO 178 Automotive Electrical/Electronics</i>		x		
<i>Ex: AUTO 250 Advanced Auto Engine Performances</i>			x	
<i>Ex: AUTO 280 Automotive Engine Diagnosis & Repair</i>			x	
<i>Ex: AUTO 282 Automotive Transmission, Transaxle, and Drive Trains</i>				x
<i>Ex: AUTO 284 Automotive Cooling/Heating & Air Conditioning</i>				x

Courses	Fall 2016	Spring 2017	Fall 2017	Spring 2018
AGR 100 I	X	X	X	X
AGR 100 II		X		
AGE 150		X		X
AGR 152	X		X	
AGR 197	X		X	
AGR 200	X		X	
AGR 250		X		X
AGR 297		X		X
ANS 150 A	X	X	X	X
ANS 150 B	X	X	X	X
FAM 250			X	
FAM 260				X
NRS180	X		X	
NRS 200		X		X
NRS 250	X		X	
NUT 150	X	X	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)