Academic Department/Division:	**English CAPP**

Dean:Letupu Moananu

Faculty(name & position): Dr. Siamaua Ropeti

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

ILO 1: Effective Communicators:

ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written and visual strategies.

ILO 2: Critical Thinkers:

ASCC graduates engage in the examination of ideas, issues, and problems, drawing established bodies of knowledge and means of analysis. Graduates organize information logically, and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.

ILO 3: Global Citizens:

ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.

Department and/or Program Mission Statement:

The mission of the English College Accelerated Preparatory Program (CAPP) is to help students with English limitations to improve their thinking, speaking, listening, reading and writing skills. Students apply these skills to higher education and real life experiences.

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

CAPP Learning Outcomes:

Reading, Speaking and Writing Outcomes:

1. Actively listen and engage in individual or group discussions and conversations.
2. Engage in conversational styles, forms
and sound of English.
3. Identify and apply basic college reading skills to describe, interpret, summarize, and make analytical judgments in reading selections.
4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs, and essay using critical thinking skills.
5. Participate in learning activities using technology and service learning.

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INPUTS MEASURES

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

Facilities *(Please elaborate and/or provide supporting evidence for each response).*	
1. **Are the facilities adequate for current programs / services?** *Response should reflect if the current facilities for instructional use are sufficient for future enrollment. Reference current enrollment trends to project future enrollment growth.*	**Facilities need expansion to accommodate the growing number of students in CAPP, further they need to be accessible for students using wheelchairs and other specialized needs.**
2. **Are the facilities (classroom) clean and well maintained and sufficient?** *Response should indicate if classrooms are well cleaned and maintained regularly; lighting is sufficient in classrooms. The air should be well circulated, whereby students and instructors are comfortable in the facilities' classroom.*	They are well maintained when those assigned to that task are on campus. If the janitor is absent, then they are not clean and can pose a hazardous risk when drinks and such are spilled on the floors.
3. **Is lighting (in classroom) adequate?**	**There are some lights with no bulbs in classrooms E3 and E 4**
4. **Are there any safety hazards?**	**A slippery sidewalk in front of our offices where students walk to and from classes pose that threat as water drips from air-conditioning on to the cement floor.**
5. **Are facilities accessible to students and faculty with disabilities?** *Response should confirm if there are ramps and other means appropriate for easy movement of the handicapped in and out of the classrooms and within the facilities.*	Not all, M-12 classrooms walkway is too narrow for students with wheelchairs.
6. **Are the restroom facilities nearby and accessible for both genders?**	**All students need to use the stairs or the walkway to go down to use bathroom facilities.**

Equipment	
1. **Do you have the necessary equipment to fulfill your responsibilities adequately?** *Response should indicate if there is enough equipment for instructional purposes.*	We try to order ahead as we serve a huge population so right now we do have sufficient equipment's/ resources.

2. **Do you have textbooks for each course(s)?** *Response should indicate if there are enough textbooks each semester for each course. Identify courses with no textbooks and explain why.*	Yes we do.
3. Do you have adequate *(up to date)* textbooks to support your course(s)/program(s)? *Response should indicate if textbooks are with in the 5-year limitations. If not explain why?*	**Yes we do.**
4. What additional equipment do you need?	**Resources for students with disabilities**
5. **Is the equipment adequately maintained?** *Response should indicate if equipment is adequately maintained for instructional purpose.*	Yes,
6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?	**Yes, business personnel usually conduct this inventory for justification**
7. Are there any safety hazards with the current equipment?	**Not that I know of**
8. Is the equipment accessible for employees with disabilities?	**Students are accessible to all our laptops for their use.**
9. Do you have adequate access to supplies for repairs to keep equipment functioning?	**We desperately need updated services especially for our lab laptops. It would be advantageous for us to have a specialized technician for this task for CAPP English as all our classes channel in and out of the lab daily and technicalities are bound to occur.**
Equipment summary:	
• Number of computers, laptops, iPad, calculators, etc.	38 student laptops, 8 desktops,
• Number of printers, scanners, fax machine, etc.	2 printers
• Number of copiers	2 copiers
• Number of vehicles	0
• Number of ASCC cell phones	0
• Other major items *(tools, instruments, and equipment(s) from these departments: Nursing, Fine Arts Department, Business, Math, Science/Marine Science…Use separate sheet of paper if needed)*	None

Materials

1. **Are the instructional materials in the courses and program are up to date and do they reflect the needs of the industry and the community?** *Response should indicate if all instructional materials such as textbooks, supplementary materials, journals, magazines, etc. are up to date and appropriate for instruction. Explain if such instructional materials reflect the needs of the community.*	**Of course**
2. **What additional supplies and/or materials do you need?**	**Another printer and resources for students with disabilities**
3. **Do you have adequate research or resource materials to support your office and instruction?**	**Resource materials are needed as indicated above**
4. **What additional research or resource materials do you need?**	**Resources for students with disabilities**
5. **Can employees with disabilities adequately use the current materials?**	**No**
6. Do you have adequate supplies and **materials?**	Yes
7. **Are supportive and reference materials current, relevant, and readily available in order to carry out instructional activities?** *Response should indicate if reference materials in your academic department library or the institution's library current and relevant for instructional use.*	Yes

Methods	
1. **Is there a written curriculum, which relates to the specific learning outcomes of the program?** *Response provides an explanation of how your academic curriculum is specifically related to the Program Mission and/or learning outcomes.*	Yes
2. **Do course syllabi have measurable student learning outcomes?** *Response should indicate if every course offered has identified measurable student learning outcomes achievable by students upon course completion.*	Yes
3. **Is the sequence of the course content appropriate and does it provide for program continuity?** *Response should indicate if*	**Yes**

	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.	
4.	**What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual, individualized instruction, field trips, guest lecturers, etc.)?** *Response should indicate arrays of instructional methodologies and strategies used by faculties in delivering instruction. Instructional methods may not be limited to those mentioned in the question but also drawn from faculties' course syllabi.*	Lecture, ppt presentation, individualized instructions, group work, student presentation``
5.	**Is the institution and programs evaluated by students or peers on a regular basis?** *Response should indicate if student enrolled in your degree and/or certificate programs of study evaluate your academic program. Explain how this process is done and the evaluating instrument that is being used by student to evaluate your program(s)/course(s).*	Both students and peers through evaluation forms from IE
6.	**Does the program have a comprehensive strategy for recruitment?** *Response should indicate if your department/division has a comprehensive strategy for recruitment and explain what that strategy is for your academic department/division.*	No, the majority of students come to us anyway, thus no need for recruitment
7.	**Has the program been actively utilizing recruitment strategies?** *Response should indicate how your department/division recruitment strategy is implemented.*	No
8.	**What criteria does the instructor or advisor use to place student in the classroom?** *Response should explain how student are placed in courses that are taught in your academic departments: placement tests, standardized test scores, pre-requisites, etc.*	Placement testing or SAT scores
9.	**What is the current and past enrollment of the program?** *Response should strictly include past enrollment of the last review cycle and current enrollment.*	Correct figures can be obtained from Records Office
10.	**Is the enrollment in the program too high or too low for current resources?** *Response*	It is always too high

should indicate if programs student enrollment is too high or too low for current physical, financial, and human resources.	
11. **Do all students have a designated advisor?** *Response should indicate if all students are assigned with an advisor and if all instructors in your department are assigned.*	Yes, they are assigned by Records Office, all our faculty are advisors for CAPP students
12. **Are the advisors and faculty knowledgeable concerning program curriculum?** *Response should indicate if all your department faculties are well versed with the curriculum and or academic offerings of your academic department/division.*	Yes, we do it twice every semester
13. **Is there a formal faculty advisement mechanism in place to assist student with program and career decisions?** *Response should indicate if there is a mechanism or process in place in helping student who are seeding degrees within your program as well as assisting them in making choices on career choices and paths.*	We advise, this could be better addressed by counsellors at Student Services
14. **Does the program have a comprehensive strategy in place for retention?** *Response should indicate an explanation or how your academic department/division is retaining students in your department/division program.*	Yes
15. **Does the institution provide developmental or remedial mathematics and English courses for students who are placed at these levels?** *Responses should indicate of your academic department requires students to take remedial Math and English courses before enrolling in college bound courses.*	**This is that level**
16. **What is the retention rate for the program?** *Response should indicate the number of students retained in you degree program(s). If your department/division does not offer a degree/certificate program, you still have to identify your program's retention rate.*	**Numbers change every session, correct figures can be obtained from IE**
17. **What percentage of entering students graduate?** *Response should indicate the percentages of student that enter your program that actually complete with an Associate of Arts/Science or Certificate of Proficiency. If*	**We do not track as we are developmental.**

| *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.* | |

Teacher Qualifications	
1. **Are the instructors in the program qualified to teach their particular courses?** *Response should indicate of the instructor currently teaching in your academic department are qualified to teach assigned courses, through degrees and certifications.*	**All of them are**
2. **Does the faculty have appropriate on the job training or work experience?** *Responses should indicate if instructors in your department receive on the job training through in service workshops, faculty orientations, off-island conferences, etc.*	**All of them do**
3. **Is there adequate number of personnel to support your department/program/division?** *In no, please explain.*	**Not at this time, we need one more instructor**

Faculty/Professional Development:	
1. **Does the institution provide a Faculty Handbook to keep Faculty informed about institutional policies and procedures?** *Response should indicate if there is a Faculty Handbook outlining ASCC policies and procedures.*	**We refer to the catalog**
2. **Does the institution require any in service training for new or adjunct instructors?** *Response should indicate if all new faculties' new or adjunct instructors hire by the College requires in service training.*	**Yes**
3. **Do the instructors attend workshops and professional committee meetings?** *Response should indicate if instructors are given the opportunity to attend off-island conferences and if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences*	**Yes**
4. **Does the institution provide financial assistance and release time?** *Response should*	Release time for chair only

	indicate if the College provides financial assistance for off-island trainings, seminars, workshops, and conferences	
5.	**Do instructors regularly communicate with program-related business or industries'?** *Response should indicate if the department faculties are in contact with the local business community on issues related to instruction, career paths, community needs, and all activities related to the programs of your department/division.*	**No**
6.	**Is there an advisory council for the program?** *Response should indicate if your department currently has Advisory Council members.*	**Yes**
	a. **Does the membership represent local business and industry**? Response should indicate if your Academic department/divisions' Advisory Council membership is well represented with local business leaders and related industries particular to your program(s) of study.	Yes
	b. **How often does the local advisory council meet?**	**Hasn't met in a while**
	c. **Are minutes of the advisory council meetings kept on file?**	**No**
	d. **In what ways has the committee helped to plan, develop, and evaluate and promote the program?** *Response should indicate the committee's involvement planning, developing, evaluating, and promoting the department's academic program(s).*	**It has not**
	e. **How has the local advisory council assisted the program?** *Response should indicate the involvement of your academic departments in providing the necessary assistance that is requested by department faculties.*	**It did not**
	f. **What program improvements has the council recommended?** *Response should indicate recommendations that were made by your advisory council*	**None**

	leading to program improvements.	
g.	**In what ways have the instructors and administration acted on these suggested improvements?** *Response should indicate recommendation that were made by your advisory council leading to program improvements.*	**NA**
h.	**To whom does the advisory council report its findings? President, VP, Chairperson, Instructors?** *Response should indicate whom the advisory council directly reports its findings to.*	**NA based on above responses**
i.	**Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?**	**I am not aware of this**
j.	**Is there 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/division has provided the council.*	**NA**
7.	**Are institutional manuals or handbooks available to all faculty?** Please specify by name and accessibility *(i.e. Policy / Personnel Manual, Governance Manual, Faculty Handbook, Student Handbook)*	Yes, they can be found on the online catalog
8.	**Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?**	**Yes, via curriculum and assessment meetings, also there are on line submissions via email from directors of IE and Assessment**
9.	**Is adequate in-service or local training provided?**	**Yes**
10.	**What opportunities are provided for off-island professional development?**	**Assessment, Student Records**
11.	**Do employees have the opportunity to visit other post-secondary institutions?** *Response should indicate local and non-local MOU's,*	**Not our faculty**

Articulation Agreements…	
12. Does the administration support professional development activities training for your department / division?	**We haven't had one in remediation for a while now**
13. Are department / division 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	
1. **Is placement data collected on a continuing basis, readily available to instructor, and used in program planning and evaluation?** *Response should indicate if data relating to job placement is collected on a regular basis and your department for planning and evaluating your programs uses such data.*	**NA**
2. **Is employer satisfaction data collected on a continuing basis, readily available to instructors, and used in program planning and evaluation?** *Response should indicate if your academic department has collected an employer satisfaction survey on a continuous basis and if the data were made available to your instructor for planning and evaluation.*	**NA**
3. **Is there a mechanism in place to receive feedback from four year institutions on transfer students.** *Response should indicate if there is a process currently in place obtaining information from four-year colleges of past ASCC student transferred to those institutions.*	**YES**
4. **Can the program justify non-degree student placement?** *Response should indicate how your academic program can justify those students non-degree seeking student placement in your program.*	**NA**
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**	**NO**

exam.	

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

(THIS SECTION CAN BE COMPLETED BY THE DEAN OR DIRECTOR UPON COMPLETION OF ALL SURVEY QUESTIONS, BY ALL STAFF AND FACULTY WITHIN THE DIVISION).

VII. Priorities for Improvement
Please list the three most important changes that should be made to your department/division to improve operations:

1. _____
2. _____
3. _____

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

➤ **Program Operations**
- o Mission
- o Goals
- o Objective
- o Process
- o Job Descriptions
- o Time on Task

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PROGRAM OPERATIONS

Program Operation is a descriptive review of the curricular and instructional organization of a program of study. Program operation includes the following components: scheduling history, student learning outcomes, methods of instruction, assessment methods, articulation, academic focus, and enrollment.

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

Academic Department/Division	English CAPP
Dean/Director	Letupu Moananu
MISSION: The mission of the English College Accelerated Preparatory Program (CAPP) is to help students with English limitations to improve their thinking, speaking, listening, reading and writing skills. Students apply these skills to higher education and real life experiences	
1. Do you know the mission of your division?	Yes
2. Did you participate in the development of the mission of your division?	Yes, we all did
3. How does the mission of your division support the College's mission?	The college wants to enable students to achieve their goals and contribute to the community. To achieve that goal, they can improve in the specific skills we teach to prepare them for long term goals and careers in the future.
GOALS:	
1. Do you know the DLO of your division? *(Division learning Outcomes)*	Yes
2. Did you participate in the development of the DLO of your division? *(Division learning Outcomes)*	It was channeled to us via curriculum meeting
3. Are you directly involved in the implementation of the outcomes of your department/division?	Yes
OBJECTIVES:	
1. Do you know the objectives of your division?	Yes
2. Did you participate in the development of the objectives of your division?	It was channeled to us via curriculum meeting
3. Are you directly involved in the implementation of the objectives of your division?	Yes
PROCESS:	
1. How many departments are within your division?	17
2. What is the function of each department in the division?	To teach students

3. How does each department of the division support the division's mission?	To teach all students to achieve their goals and be effective comtributors in their community
4. Are you involved in the budget planning of your department or division? If yes, please explain.	No

JOB DESCRIPTIONS:	
1. Number of years in this current position	3
2. How many years have you worked for ASCC?	Ten years exactly
○ *AT ASCC ONLY:*	
▪ Less than one year	
▪ Less than 5 years	
▪ Less than 10 years	
▪ Less than 15 years	
▪ Less than 20 years	
▪ Less than 25 years	
▪ Less than 35 years	
3. Do you know your current job description?	Yes
4. Do most of your duties fall within your job description? If no, explain.	Yes
5. What role do you play in supporting student learning?	I teach

TIME ON TASK:	
1. Does your department/division have a flow chart?	Don't remember seeing one
2. What role/task do you have in the flow of responsibilities of your division?	I teach
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.	Depends on how many courses I teach daily
4. What is expected of you to compete at the end of the day? The week?	Weekly lessons following syllabus
5. What prevents you from effectively performing your duties?	Lack of support from student services, over-enrollment of classes
6. What other duties are you involved in that occupy your time on task?	Serve in committees, completing reports, grading, assessing, etc

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

➢ **Output Measures**
- o Tracking
- o Program Retention
- o Program Completion
- o Course Completion
- o Scheduling History
- o Assessment of SLO
  - ▪ Developmental
  - ▪ Gateway Courses
  - ▪ General Education
  - ▪ Core Foundational Area
  - ▪ Co-Foundational Area
- o Summary
- o Findings

OUTPUT MEASURES

Output measures are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate, retention/completion rates, and the assessment of student learning outcomes *(Academic Program Review-Third Cycle Report, Fall 2006-Summer 2008).*

TRACKING:
Identify the following areas in tracking students: those who have continued their studies at off-island colleges/universities, vocational/technical institutions off island, those currently serving in the armed forces, and those who are currently employed *(Academic Program Review Manual, nd).*

This is the most important challenging part of the academic program review report since its inception. Because of requirements set by the accrediting commission to provide evidence of successful academic student achievements from their college experience, this portion of the curriculum grid was added to the review. The required tracking students that have completed their studies at the American Samoa Community College. The instrument identified the following area in tracking students: those who have continued their studies at off-island colleges/ vocational/ technical institutions, those currently serving in the armed forces, and those who are currently employed *(Academic Program Review-Third Cycle Report, Fall 2006-Summer 2008, pg. 33).*

PROGRAM RETENTION and PROGRAM COMPLETION:
Report on students that are currently enrolled in your academic programs of study. Reports should indicate students enrolled, the number of students that have actually graduated (completion) in the respective semesters of the review cycle and students who remain (retention) in their academic programs.

COURSE COMPLETION:
Report on students who have enrolled in your academic program courses per semester of the review cycle during the pre-registration period. The number of student that actually completes the courses reflects retention. The terms "course completion" and "course retention" are synonymously used in this case.

➢ **Matrix**
- o   Table 1: Course Offering
- o   Table 2: Methods of Instruction
- o   Table 3:Assessment Instruments
- o   Table 4: Course Articulation
- o   Table 5: Course Requirement
- o   Table 6: Course Enrollment Process
- o   Table 7: Recruiting
- o   Table 8: Tracking
- o   Table 9: Program Retention
- o   Table 10: Program Completion
- o   Table 11:Course Completion
- o   Table 12: Scheduling History

OUTPUT MEASURES

Output measures are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate, retention/completion rates, and the assessment of student learning outcomes.

Mission

1. List the achievements of each DLO and/or PLO within your division.
2. What do you use to measure 'each' achievement?
3. What DLO and/or PLO 'were not' achieved within your division?
4. What impediments contributed to not achieving these department/division?
5. Identify how your achievements are connected (aligned) to:
    a. Transfer to institutions of higher learning
    b. Successful entry into the workforce
    c. Research and extension in human and natural resources
    d. Awareness of Samoa and the Pacific

Effectiveness

1. What services/programs does your division provide that affect: (must respond to all areas).
    a. Academic/Education?
    b. Staffing?
    c. Technology (high or low tech)?
    d. Facilities?
    e. Budgeting?
    f. Other Resources?
2. How is feedback from internal/external stakeholders used to make changes or improvements? *(e.g. Advisory Council Members)*
    a. What other methods *(data, reports, memo's, etc.)* are used to make changes to improve your division?
    b. Identify the changes or improvements made as a result of feedback or methods used?
    c. How are these changes communicated to internal/external stakeholders for quality assurance?
3. How do you evaluate your services?
4. How will your division use program review results to evaluate your program or services?

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

ACADEMIC DEPARTMENT/DIVISION __I believe this is not applicable to us, so we'll leave this blank. thanks_____

Name of Program:						
Courses	*Fall 2014*	*Spring 2015*	*Summer 2015*	*Fall 2015*	*Spring 2016*	*Summer 2016*

Table 2: Identify instructional methods reflecting effective teaching practices for each course taught in the review cycle that will help student achieve student-learning outcomes that is developed by your academic department. Methods of instructions identified by the instrument are lectures, group discussions, hands on activities, guest speaker, service learning, technology, field excursions, etc. and /or appropriate instructional methods as identified by each academic department not included in the list as specified by the table.

ACADEMIC DEPARTMENT/DIVISION _____

Academic Department/Division					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	Service Learning

Continue:

Courses					

Continue:

Courses					

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Table 3: Identify assessment methods/instruments used by instructors in your academic department in assessing course-learning outcomes. Assessment methods identified by instrument includes test/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method/instrument not identified in this list that are used and/or practiced by your academic department instructors for assessing course learning outcomes.

ACADEMIC DEPARTMENT/DIVISION _____

Academic Department/Division					
Course	Test	Exams	Homework	Rubrics	Portfolio

Course	Special Projects	Others (specify)			

Course					

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Table 4: Identify your academic department/division courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identifies by the instrument.

ACADEMIC DEPARTMENT/DIVISION _____

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

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

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

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Table 5: Identify courses in your academic department that satisfy General Education requirements, Core Foundational Area requirements, Co-Foundational Area, Program requirements, and electives courses for preparing student for upper level courses. Identify the course if it is a developmental, general education, core foundational area or co-foundational area course.

ACADEMIC DEPARTMENT/DIVISION _____

Academic Department/Division						
Courses	Developmental Courses	General Education	Core Foundational Area	Co-Foundational Area	Program Requirements	Electives
	Eng 70					
	Eng 71					
	Eng 80					
	Eng 81					
	Eng 90					
	Eng 91					

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

ACADEMIC DEPARTMENT/DIVISION _____

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math

Define:
Open Enrollment: the unrestricted enrollment of students at schools, colleges, or universities of their choice.
Special Entrance (pre-requisite)
Remedial Math-developmental math courses
Remedial English-developmental English courses.

Table 7: Identify recruiting methods used by your academic departments/division in recruiting perspective student into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. *Response should indicate with a checkmark on which means of recruiting methods is used in your academic department/division.*

ACADEMIC DEPARTMENT/DIVISION _____

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

Table 8: Tracking Grid

ACADEMIC DEPARTMENT/DIVISION _____

Degree/Certificate Programs	Workforce/ Employment	Colleges/ Universities	Vocational/ Trades Institutions	Armed Forces (specify)	Other (specify)

Table 9: Program Retention grid

ACADEMIC DEPARTMENT/DIVISION _____

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

Table 10: Program Completion grid

ACADEMIC DEPARTMENT/DIVISION _____

Courses	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016	
	Priority Registration to Withdrawal Period Enrollment	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*	*Priority Registration to Withdrawal Period Enrollment*	*End of Semester Enrollment*

Table 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION _____

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	

   a. **Identify the AA/AS/COP/COC**

   b. **Identify how many students that have completed the course each semester.**

Table 12: Scheduling History

ACADEMIC DEPARTMENT/DIVISION _____

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016

Reference
Data Collection Template for Program Review Template (2008-2009)
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