

ACADEMIC PROGRAM REVIEW

Academic Department/Division:	Nursing
Dean: Letupu Moananu	
Faculty(name & position) Chairperson: Lele Ah Mu, Faculty: Ann Longnecker, Adjunct Faculty: Sylvia Tauiliili, Aolele Taafua, Mark Villajuan, Evelyn Faaiuasoa, Margaret Seseapasara	
Divisional Learning Outcomes: <i>(Academic Affairs, Teacher Education, Samoan Studies Institute, Trades & Technology, Land Grant)</i>	
Department and/or Program Mission Statement: The Nursing Department prepares and perpetuates knowledgeable and caring nurses who are aware of and sensitive to the health needs of the diverse cultures, growing number of complex diseases and disorders, and to care for clients in a variety of health care settings. The department offers programs that will qualify the graduate of the Nurse Aide Training Program to take the National Nurse Aide Assessment Program Examination (NNAAP) for certification, and the National Council for Licensure Examination (NCLEX) for the Licensed Practical Nurse (LPN), and Registered Nurse (RN) that will provide the foundation for an off-island Bachelor of Science in Nursing (BSN). Successful completion of these Registry Examinations enables the nurse aide and/or nurses to practice in the United States accredited hospitals and Public Health agencies within American Samoa, as well as other U.S. territories.	

PROGRAM LEARNING OUTCOMES (PLO): (AS, COP, COC)

1. Demonstrate and utilize basic communication and writing skills to effectively facilitate understanding between patients, clients, family, significant others, and members of the healthcare personnel; utilize technology to provide legal documentation of the patient care plan, complete care provided and medications administered; to utilize teaching methods appropriate to various ages.
2. Practices within the profession's ethical and legal framework and is accountable for own nursing practices, behaviors, and care delegated; also to function within the legal parameters and ethical practices that influence clients' responses to illness in a variety of health care environments.
3. Develop an awareness of cultural and ethnic factors also to participate collaboratively in the nursing process by contributing to the patient care plan by providing safe, basic nursing care of patients in various health care settings
4. Utilize the nursing process in the care of clients with needs resulting from altered states of wellness, by applying nursing knowledge, skills, and theory to provide basic, and technical nursing care, and to promote safe nursing practices and critical thinking skills in the care of clients throughout the life span development, also to provide safe and competent nursing care based on the facts and principles of biological, psychological, sociological, cultural and spiritual functioning of clients.
5. Demonstrates sound leadership principles based on planning, managing, and delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by others; responsible and accountable for own learning, and for participation in community and professional activities; and understanding of the levels of authority and responsibility, uses basic leadership skills to delegate nursing care tasks, and function as a member of the health care team under the supervision of the Licensed Practical Nurse (LPN), Registered Nurse (RN), or Medical Doctor/Medical Officer (MD/MO).

INPUT 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>	
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>	Facilities are not adequate for current or future enrollment. M-10 and M-9 do not have large rooms to accommodate the large number of students with a tentative spring enrollment at 25. Students will have to be divided into smaller groups to move comfortably during skills performance.
2. Are the facilities (classroom) clean and well maintained and sufficient? <i>Response should indicate if classrooms</i>	Classrooms are fairly clean with hallways needing light. Requests for light bulbs and fluorescent bulbs were submitted without any

<i>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>	result. Maintenance assessment may be results of possible damages to electrical wiring. AC had been a problem at the beginning of the semester but is now working. It was advised by the repair company to purchase a new AC to replace the damaged one that had been temporarily repaired for use in M-10.
3. Is lighting (in classroom) adequate?	Yes
4. Are there any safety hazards?	Yes, roof in M-9 leaks when it rains, hallways without light.
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>	Yes. There is a wheelchair ramp outside of M-9 though hallways are too narrow to accommodate a wheelchair. The rear bathroom in M-9 is accessible to wheelchairs. M-10 does not have a ramp but a walkway that can accommodate a wheelchair into the building. The bathroom is large enough for a wheelchair and is accessible.
6. Are the restroom facilities nearby and accessible for both genders?	Yes.

Equipment	
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>	No. There is a need for 2 hospital beds, a vital sign machine and Alaris IV pump for skills training.
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.
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. Textbooks are within the 5 year limitation.
4. What additional equipment do you need?	A land line, hospital beds, a vital sign machine and Alaris IV pump and manikins for training.

<p>5. Is the equipment adequately maintained? <i>Response should indicate if equipment is adequately maintained for instructional purpose.</i></p>	<p>4 Beds are broken and needs repair. Other bed and equipment are well maintained. Manikins easily fall apart from melting glue due to the warm temperature of the rooms when school is out during the summer.</p>
<p>6. Is all equipment recorded on the procurement inventory and tagged with ASCC identification?</p>	<p>Yes</p>
<p>7. Are there any safety hazards with the current equipment?</p>	<p>Yes, the beds.</p>
<p>8. Is the equipment accessible for employees with disabilities?</p>	<p>The hospital beds are broken and therefore used for training only until they can be repaired. There is a wheel chair used for training that can be utilized if needed.</p>
<p>9. Do you have adequate access to supplies for repairs to keep equipment functioning?</p>	<p>Yes, the ASCC maintenance department for the beds.</p>
<p>Equipment summary:</p>	
<ul style="list-style-type: none"> • Number of computers, laptops, iPad, calculators, etc. 	<p>3 working computers, 3 laptops – ASCC</p>
<ul style="list-style-type: none"> • Number of printers, scanners, fax machine, etc. 	<p>1 fax, purchased by CSBG</p>
<ul style="list-style-type: none"> • Number of copiers 	<p>1</p>
<ul style="list-style-type: none"> • Number of vehicles 	<p>0</p>
<ul style="list-style-type: none"> • Number of ASCC cell phones 	<p>0</p>
<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>) 	<p>Smartboard</p>

<p>Materials</p>	
<p>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></p>	<p>Yes.</p>

2. What additional supplies and/or materials do you need?	Stethoscopes, aneroids, desk sphygmomanometers.
3. Do you have adequate research or resource materials to support your office and instruction?	Yes.
4. What additional research or resource materials do you need?	None.
5. Can employees with disabilities adequately use the current materials?	Yes.
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? <i>Response should indicate if reference materials in your academic department library or the institution's library current and relevant for instructional use.</i>	Yes.

Methods	
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, curriculum provides a complete picture of learning experiences provided to the student and related to the program mission and learning outcomes.
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, each course identifies the learning outcome achievable by students by the end of the course.
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. Although the alpha numbering does not follow a logical sequence, course offering by program for each semester is in place to allow for building of knowledge.
4. What methods of instruction are utilized in teaching your program area (i.e., lecture, audiovisual,	Lectures, audiovisual, online researches, guest lecturers, online testing, power point presentation, in-class and homework assignments, clinical

<p>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.</p>	<p>presentation and experience.</p>
<p>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).</p>	<p>No. Evaluation was previously covered by IA. At this time post-conferences and reflection papers has taken over the evaluation forms that were provided by IA.</p>
<p>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.</p>	<p>Recruitment consists of visits to various high schools to promote the nursing program and profession. Pamphlets are available to provide information for each nursing programs at ASCC. Faculty and students are involved in health fairs, career fairs, and outreach programs.</p>
<p>7. Has the program been actively utilizing recruitment strategies? Response should indicate how your department/division recruitment strategy is implemented.</p>	<p>Yes. Each year during nurses' week or regular course scheduling, a group of students and faculty are out in the community to visit schools and to provide health teaching presentations to the community and schools.</p>
<p>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.</p>	<p>Pre-nursing students must complete the GERs and pre-requisites that are required for program admission with a gpa of 2.5 or higher. An online pre- and post-test is done for each nursing course except NUR155 and NUR206.</p>
<p>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.</p>	<p>Students admitted to the current RN group was 12 fall 2014 and 6 this semester. The PN program admitted in the last cycle was 21 with 9 completing the program. The current number of admittance was at 17 with 11 completing the program.</p>
<p>10. Is the enrollment in the program too</p>	<p>The enrollment in the PN program is too high for</p>

<p>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>the current physical resource, and too low for the critical shortage at LBJ and DOH.</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 each instructor (2) with the chairperson keeping track of all outstanding pre-requisites or nursing courses and requirements.</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 department/division.</i></p>	<p>Yes, faculty/advisors are well knowledgeable with the program curriculum.</p>
<p>13. Is there a formal faculty advisement mechanism is 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 seeding degrees within your program as well as assisting them in making choices on career choices and paths.</i></p>	<p>Yes. Students are advised from the beginning of their college education on courses required in each programs.</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/division is retaining students in your department/division program.</i></p>	<p>Yes. The nursing scholarship is used as an initiative to retain students as well as the successful outcome for those who complete the program and pass the NCLEX licensure exams with employment placement at the LBJ Tropical Medical Center or Department of Health.</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 of your academic department requires students to take remedial Math and English courses before enrolling in college bound courses.</i></p>	<p>Yes. Remedial math and English are offered at ASCC. The Nurse aide program requires ENG90, 91, and MAT 90. PN and RN programs require ENG150, 151 and MAT151.</p>
<p>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</i></p>	<p>The retention rate is high with 100% of students who wish to complete their program. The problem occurs with failing grades at the end of the first semester and only 62 – 69% of students</p>

<i>department/division does not offer a degree/certificate program, you still have to identify your program's retention rate.</i>	are retained.
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>	The percentage of entering students varies. The percentage of those who complete is 62% of ASN, 69% of Certificate of Proficiency, 75-100% for the Certificate of Completion.

Teacher Qualifications	
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, all have RN license through degrees, supervisory and teaching experience at the clinical area.
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>	Faculty had both years of training and work experience. All have received orientation to the ASCC nursing program and using evaluation tools.
3. Is there adequate number of personnel to support your department/program/division? <i>In no, please explain.</i>	Yes. Prefer 3 full-time faculty who are able to teach a variety of content area. The clinical lab requires faculty with strong knowledge in their content area to provide top learning experiences.

Faculty/Professional Development:	
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, handbooks had been distributed a few times.
2. Does the institution require any in service training for new or adjunct	Yes. New or adjunct faculty require orientation and training to familiarize with course

<p>instructors? <i>Response should indicate if all new faculties' new or adjunct instructors hire by the College requires in service training.</i></p>	<p>requirements, rubrics, CLOs and PLOs.</p>
<p>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 conferences</i></p>	<p>Nursing instructors are required to attend off-island conferences and training to retain/renew licensing certifications. The College does not provide financial assistance.</p>
<p>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></p>	<p>No. The College does not.</p>
<p>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/division.</i></p>	<p>Yes. The chairperson and faculty are in constant contact with LBJTMC, DOH/PH, Community Advisory Committee and other ASG agencies for student activities and placement related to program or course.</p>
<p>6. Is there an advisory council for the program? <i>Response should indicate if your department currently has Advisory Council members.</i></p>	<p>Yes.</p>
<p>a. Does the membership represent local business and industry? <i>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.</i></p>	<p>Representatives consist of the nursing area from the medical institution and agencies, ASCC Health Science, and AHEC. There is one community representative.</p>
<p>b. How often does the local advisory council meet?</p>	<p>Twice a year.</p>
<p>c. Are minutes of the advisory council meetings kept on file?</p>	<p>Yes.</p>

<p>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></p>	<p>The members do not attend the meetings due to other obligations. The meeting called on June 2014, June 2015 consisted of the nursing chairperson and AHEC manager. Last meeting was Wednesday, November 23, 2016. Due to the shortage of nurses, the council is proactive in recruiting students. It has been recommended by the council that the program require updated immunization for all incoming nursing students.</p>
<p>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></p>	<p>The nursing department provides information to LBJ and PH nursing representatives who call to request a list of students, syllabi, and schedule. Separate meetings such as with AHEC and Health Science are done on availability.</p>
<p>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></p>	<p>The council would like to see larger classroom and clinical lab rooms at ASCC. They also suggested hiring another full-time instructor and 2 more clinical adjunct faculty to cover the increase of students as needed. This will depend on the available budget. Furthermore, it was suggested that the program purchase own supplies / equipment to have it on hand for students to purchase if none available at the bookstore.</p>
<p>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></p>	<p>There is insufficient funding to assist with enlarging classroom and lab room. The Chair and faculty will continue to work together to provide classroom and clinical lab experience for students.</p>
<p>h. To whom does the advisory council report its findings? President, VP, Chairperson, Instructors? <i>Response should indicate whom the advisory council directly reports its findings to.</i></p>	<p>To the Chair and faculty, ASHSRB and the AS Nurses Association.</p>
<p>i. Is there an advisory council handbook detailing guidelines available to instructors and advisory council members?</p>	<p>Yes, from the Director of Curriculum.</p>
<p>j. Is there advisory council</p>	<p>The council members are provided information</p>

<p>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/division has provided the council.</i></p>	<p>with new changes each catalog and has requested copies of the catalog to refer to for additional changes. They are also invited to participate in the interviewing process of new nursing students.</p>
<p>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)</p>	<p>Yes. Faculty handbook, policy manual, and student handbook to introduce the student to the nursing program are available.</p>
<p>8. Is there adequate communication from supervisors and other divisions/departments, including sharing of pertinent data, reports, and surveys and needs assessments?</p>	<p>Yes. Other divisions/departments communicate by phone call or email messages to request assistance with reports, surveys or data.</p>
<p>9. Is adequate in-service or local training provided?</p>	<p>Yes if question is in reference to continuing nursing training or in-service, and ASCC assessment training.</p>
<p>10. What opportunities are provided for off-island professional development?</p>	<p>The chairperson belongs to the National Council of State Boards of Nursing and is required to attend bi-yearly to be involved in discussions of necessary changes to the profession and educational programs, NCLEX, and professional development. Fulltime faculty is a certified nurse midwife and requires annual recertification to maintain licensing in the area.</p>
<p>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></p>	<p>Yes. Nursing faculty had visited a number of institutions; OHSU, USD, Guam University, UHM. Articulation had been successful with a MOU contract signed with the University of Maine at Fort Kent (UMFK) for the BSN online program for RNs and UHM for continuous Transcultural Simulation training for RN students.</p>
<p>12. Does the administration support professional development activities</p>	<p>Off-island activities are not supported.</p>

training for your department / division?	
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, if request is given early before the due date and time.

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? <i>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.</i>	Data of graduates passing the NCLEX and job placement are collected on a regular basis. It is used to evaluate each program if changes are needed to improve course content or the NCLEX pass rate. Additional data include off-island migration for employment, Armed service, or education.
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>	Data is collected through verbal communication during departmental meetings and faculty evaluation. Verbal data are discussed and changes made as necessary.
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>	Yes. A process is in place with UMFK's online RN to BSN program to provide feedback on students' performance and accomplishments, ASCC courses articulated, and changes needed to improve satisfaction. A process already in place allows the two or four year institution to send an evaluation form to the nursing program inquiring about the student and completed program, courses taken and number of contact hours for didactic and clinical experience.
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>	Yes, for students seeking the Certified Nurse Aide COC, and Practical Nursing COP. Successful completion of these programs allows the student to take a certification test after the COC and license exam after the COP and to seek employment if they successfully pass.

<p>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.</p>	<p>Yes. The nursing department chairperson completes the following for the Nurse Aide, PN and ASN graduates.</p> <ul style="list-style-type: none"> • Verify the COC, COP and ASN completion for each graduate. Student must pass required course(s) with a C or better. • Chair collects and send all fees for the COC's written and skills test. Completed tests and scores for skills are faxed for confidentiality as required by the PearsonsonVue Testing Center, confirm faculty to supervise and schedule the test. Skills test is scheduled on a separate day. • For the COP and AS program, the Chair verifies that the student has completed all requirements, assist the student with graduation application and submit. • Assist each graduate to complete the ASHSRB program verification form and NCLEX application form to take the test at the Pago Plaza PearsonVue testing center. • Assist the Practical and Registered Nursing graduate to complete the NCLEX application online for the National Council Licensure Examination for the PN and RN. Each test cost \$200 for the national and \$50 for the local ASHSRB for a total of \$250. • The graduate will receive confirmation of their authorization to test (ATT) number by email immediately after the ASHSRB declares the graduate eligible to take the NCLEX from Pearsonvue. The graduate will schedule date of test online using the ATT number with the Chair.
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Faculty/Student Evaluations	
<p>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></p>	<p>Evaluation of faculty and adjunct performance is done by the chairperson annually. Students have not evaluated the faculty since forms had not been received from IA.</p>
<p>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</i></p>	<p>Yes. A student nurse is required to complete courses in English, math, science, social science, health science, humanities to prepare them for the program and learning about nursing/medical concepts. The Chair meets with other ASCC departments because of their pre-requisites or</p>

<p><i>academic departments' programs, government/private sector agencies and/or other vocational training programs.</i></p>	<p>admission requirements. The Nursing department is linked to LBJTMC and DOH/PH because of training as well as employment opportunity.</p>
<p>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.</p>	<p>Yes. It is important and necessary to assess course content, curriculum, student's performance and the outcome of the NCLEX pass-rate. This allows for needed changes and improvement to each program to follow national standards and the continuous changes to the NCLEX exams every 3 years.</p>

(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. A landline to M-10 to connect the fax machine for communication with Pearsonvue Testing Center
2. Larger classroom/skills' lab to accommodate the increase number of enrollment
3. Hire 2 bilingual clinical adjunct faculty to take on the additional number of students at the clinical area
4. Ensure that the ASCC Bookstore orders medical supplies and receiving it on time for nursing students

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?

1. Seek funding to purchase ATI online assessment for the PN students spring 2017.
2. Improvise for a larger classroom to accommodate increase enrollment for spring 2017.
3. Obtain assistance from the Academic Affairs to reconnect a land line for M-10 to use for the fax machine.
4. It may be necessary for the program to order medical supplies and have it on hand for students to purchase at the beginning of the semester and program.

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	
Dean/Director	
MISSION	
1. Do you know the mission of your division?	Nursing Department - Yes
2. Did you participate in the development of the mission of your division?	Yes
3. How does the mission of your division support the College's mission?	Cultural, employment and transferability.
GOALS:	
1. Do you know the DLO of your division? <i>(Division learning Outcomes)</i>	Yes
2. Did you participate in the development of the DLO of your division? <i>(Division learning Outcomes)</i>	Yes
3. Are you directly involved in the implementation of the outcomes of your department/division?	Yes
OBJECTIVES:	
1. Do you know the objectives of your division?	Yes
2. Did you participate in the development of the objectives of your division?	Yes
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?	Offer supporting courses, Associate of Science and Arts degree, COP, and COC. Degrees are transferable to four year institution or employment opportunity.
3. How does each department of the division support the division's mission?	<ul style="list-style-type: none"> • Cultural Awareness • Successful entry into the workforce • Transferability

	• Research and extension in human and natural resources
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	19
2. How many years have you worked for ASCC?	23 years
o 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?	Advising, theory and clinical instructions, student advocate
TIME ON TASK:	
1. Does your department/division have a flow chart?	No.
2. What role/task do you have in the flow of responsibilities of your division?	Assessment of programs, evaluation of faculty and students, evaluation of clinical placements and maintaining MOUs.
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.	Completing program assessments –8 - 10 hours weekly. Evaluation of faculty – 2 hours per semester. Evaluation of students - 8 to10 hours, depending on # of students per semester. Clinical placements and finding clinical faculty – 8 to 14 hours between semesters.
4. What is expected of you to compete at the end of the day? The week?	Scheduled lecture and clinical, assignments, quiz & exam, grading papers, meeting with students and faculty, meeting with stakeholders.
5. What prevents you from effectively performing your duties?	Unscheduled advising, meetings
6. What other duties are you involved in that occupy your time on task?	Unscheduled meetings due to student errors at the clinical area (LBJ, DOH).

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

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.

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. *NCLEX, employment*
2. What do you use to measure 'each' achievement? *NCLEX pass and employment*
3. What DLO and/or PLO 'were not' achieved within your division? *None*
4. What impediments contributed to not achieving these department/division? *N/A*
5. Identify how your achievements are connected (aligned) to:
 - a. Transfer to institutions of higher learning – *1*
 - b. Successful entry into the workforce – *16*
 - c. Research and extension in human and natural resources - *0*
 - d. Awareness of Samoa and the Pacific - *0*

Effectiveness

1. What services/programs does your division provide that affect: (must respond to all areas).
 - a. Academic/Education? *Nurse Aide program, Practical Nursing & Registered Nursing Programs*
 - b. Staffing? *2, 6*
 - c. Technology (high or low tech)? *High Technology*
 - d. Facilities? *M-9 and M-10 with space limitation*
 - e. Budgeting? *Funds from ASCC Nursing, CSBG, DOI, scholarship funds for nursing students from ASG DOE*
 - f. Other Resources? *NCLEX Computerized testing, online assessment testing*
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? *Data of incoming and outgoing students, NCLEX pass rate to provide licensed nurses to LBJTMC and DOH/PH, memos to healthcare agencies to provide scheduled clinical practicum, required changes to curriculum.*
 - b. Identify the changes or improvements made as a result of feedback or methods used? *Total of credits for all programs reduced due to feedback from curriculum and assessment committees as well as the ASHSRB that accredits the nursing program.*

- c. How are these changes communicated to internal/external stakeholders for quality assurance? *Through meetings and memos.*
3. How do you evaluate your services? *Services are evaluated through student s' performance by nurse leaders in various units and departments.*
4. How will your division use program review results to evaluate your program or services? *The program review will be used to evaluate faculty and students' performance, the NCLEX pass-rate and employment opportunities.*

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

ACADEMIC DEPARTMENT/DIVISION
NURSING

Name of Program: Nurse aide						
<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>
NUR100,100L	X			X		
Name of Program: Practical Nursing						
NUR150, 150L		X				
NUR155		X				
NUR180, 180L				X		
NUR190, 190L					X	
PHM150	X	X			X	
Name of Program: Registered Nursing						
NUR200, 200L	X					
NUR205,205L	X					
NUR206		X				
NUR207, 207L		X				
NUR203, 203L				X		
NUR204, 204L				X		
NUR208, 208L					X	
NUR211, 211L					X	
PHM200		X			X	

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

Nursing

Academic Department/Division					
Courses	Lecture	Group Discussions	Hands on Activities	Guest Speakers	(Community Service) Learning
NUR100L	X	X	X		X
PHM150	X	X	X		
NUR150	X	X	X	X	
NUR150L	X	X	X		X
NUR180	X	X	X	X	
NUR180L	X	X	X		X

Continue:

Courses					
NUR190	X	X	X	X	
NUR190L	X	X	X		X
NUR203	X	X	X	X	
NUR203L	X	X	X		X
NUR204	X	X	X	X	
NUR204L	X	X	X		X
NUR205	X	X	X	X	

Continue:

Courses					
NUR205L	X	X	X		X
NUR206	X	X	X		
NUR207	X	X	X	X	
NUR207L	X	X	X		X
NUR208	X	X	X	X	
NUR208L	X	X	X		X
NUR211	X	X	X	X	
NUR211L	X	X	X		X
PHM200	X	X	X		

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

Nursing

Academic Department/Division		Quizzes/Exams	Homework	Rubrics	Student Portfolio (Program)
Course	Computer Online Testing				

Course	Online Testing	Health Teaching	Quiz Exam	Others (specify)			
NUR150	X	X	X		X	X	X
NUR150L	X		X		X	X	X
NUR180	X	X	X	Community	X	X	X
NUR180L	X		X	Outreach Project	X	X	X
NUR190	X	X	X		X	X	X
NUR190L	X		X		X	X	X

Course						X	X
NUR203	X	X	X		X	X	X
NUR203L	X		X		X	X	X
NUR204	X	X	X		X	X	X
NUR204L	X		X		X	X	X
NUR205	X	X	X		X	X	X
NUR205L	X		X			X	X
NUR206	X	X	X		X	X	X
NUR207	X	X	X	Community	X	X	X
NUR207L	X		X	Outreach Project	X	X	X
NUR208	X	X	X	Community	X	X	X
NUR208L	X		X	Outreach Project	X	X	X
NUR211	X	X	X	Community	X	X	X
NUR211L	X		X	Outreach Project	X	X	X

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

Nursing

Academic Department/Division					
Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Others (Specify)
NUR100, 100L		X	X	BLS	

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Professional LPN License
NUR150,150L	X			BLS	X
NUR155	X				X
NUR180, 180L	X			IV Certification	X
NUR190,190L	X				X
PHM150	X				X

Courses	Colleges/ Universities	Vocational/Technical Institutions	Professional Development	Certifications	Professional RN License
NUR150,150L	X			IV Certification	X
NUR203,203L	X			BLS	X
NUR204,204L	X				X
NUR205,205L	X				X
NUR206	X				X
NUR207,207L	X				X
NUR208,208L	X				X
NUR211,211L	X				X
PHM200	X				X

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 Nursing

Academic Department/Division				
Courses	Open Enrollment	Special Entrance (Pre-Req)	Remedial English	Remedial Math
NUR100, 100L		X	X	X
NUR150, 150L		X		
NUR155		X		
NUR180, 180L		X		
NUR190, 190L		X		
NUR203, 203L		X		
NUR204, 204L		X		
NUR205, 205L		X		
NUR206		X		
NUR207, 207L		X		
NUR208, 208L		X		
NUR211, 211L		X		
PHM150		X		
PHM200		X		

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 11: Course Completion grid

ACADEMIC DEPARTMENT/DIVISION

Nursing

Degree/Certificate	Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
	15	15					13	13				
COC	15	15					13	13				
COP			17	17			11	11	11	11		
ASN	12	12	9	9			9	9	9	9		

- 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

Nursing

Courses	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
NUR100, 100L	X			X	
NUR150,150L	X	X			
NUR155		X			
NUR180, 180L				X	
NUR190,190L					X
NUR203,203L				X	
NUR204,204L				X	
NUR205,205L	X				
NUR206		X			
NUR207,207L		X			
NUR208,208L					X
NUR211,211L					X
PHM150	X				X
PHM200		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)