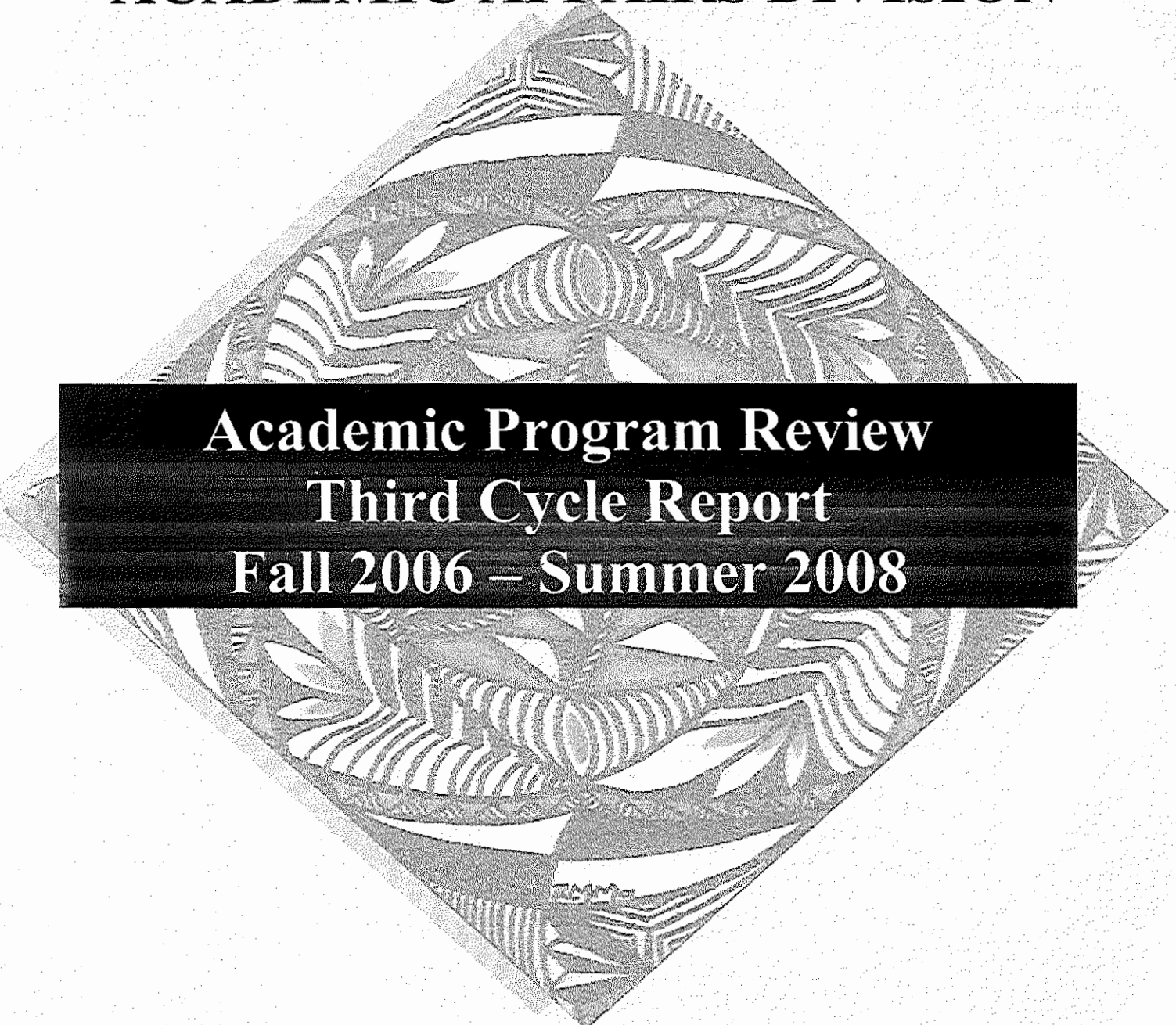# American Samoa Community College
ACADEMIC AFFAIRS DIVISION

Academic Program Review
Third Cycle Report
Fall 2006 – Summer 2008

TABLE OF CONTENT

American Samoa Community College
Academic Affairs Division

Academic Program Review
2006 – 2008

Academic Program Mission

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

Academic Program Review Purpose

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

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

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

Responsibility for Academic Program Review

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

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

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

Criteria for the Academic Program Review

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

Input measures address areas of facilities, equipment, materials, teacher qualification and capacity, and staff development. The self study questionnaire was developed in soliciting information the above areas.

In the area of facilities, there were seven (7) questions that the academic departments were required to provide information for. Issues included the abilities of facilities to accommodate for projected growth in academic programs enrollments, maintenance, if facilities are well ventilated and sufficient lighting, safety, accessibility for handicapped students, availability of storage spaces, and the availability of washing and restrooms for students and faculty use.

In terms of equipment (10 questions), information included whether if the equipment used by students and faculty are "state of the art" or compatibility to state of the art, sufficient in quantity and maintenance, if catalogue, safety for usage, accessibility to students, availability for instructional purposes, reviewed by community advisory council, and provided for the instructors use.

2

For **materials**, there were seven (7) questions that required the academic departments to report on whether the materials are current reflecting the needs of the community and industry, relevancy of supportive and reference materials, sufficiency in quantity, free of gender and cultural bias, maintenance, allow for flexibility, and if materials are available to handicap students.

The questionnaire 3 questions) also required academic departments to report of teacher qualifications, training and certifications.

For **staff development**, reports required information on the availability of a faculty handbook outlining institutional policies and procedures, teachers being informed on such policies and procedures, the communication of pertinent information, training of teachers, the ability of the College to provide financial assistance and release time for training, ability of instructors and programs to communicate with the business community, teachers in involvement in faculty meetings, and relating important and relevant information in a timely manner.

The **program operation** criteria required information that is directly related to the instructional program of the College. The instrument (curriculum grid) was designed to obtain information on scheduling history. The reports should indicate the number of courses that were offered during each semester of the cycle by each academic department. (See Table 1 on page 51).

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

Table 3 identifies instructional methods reflecting effective teaching practices for each course taught in the review cycle helping students in achieving student learning outcomes. Methods of instructions identified by the instrument are lectures, group discussions, hands-on activities, guest speakers, service learning, technology and/or other appropriate instructional methods as identified by each academic department not included in the list.

Table 4 identifies assessment methods used by instructors in each academic department in assessing course learning objectives. Assessment methods identified by instrument include tests/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method not identified by the instrument but are used by instructors for assessing learning objectives. (See Table 4 on page 56 for summaries)

INPUT MEASURE

- ➢   Input Measures
- ➢   Facilities
- ➢   Equipment
- ➢   Materials
- ➢   Teacher Qualifications and Capacity
- ➢   Professional Development

1. INPUT MEASURES

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

A. Facilities

> *1. A. 1. Is the facility large enough for the current program to allow for any projected growth?*

Summary of Findings:
With the exception of the Agriculture & Life Science, College and Life Planning, Education, and ROTC Departments, all other academic departments reported that the current facilities are **not** large enough to accommodate projected growth.

Self Evaluation:
The American Samoa Community under the Academic Affairs Division is comprised of 16 academic departments. Business, College and Life Planning, Criminal Justice, English Language Institute, Fine Arts, Human Social Services, Languages and Literature, Mathematics, Science, Nursing, Reserve Officers Training Corps, Physical Education, Samoan Studies, Social Science.

The Agriculture and Life Sciences Department is directly under the Community and Natural Resources Division (formerly Land Grant Division). The department courses are offered at the CNNR facility.

The College and Life Planning Department is under the Student Services Division and courses are offered on campus based on the availability of classrooms.

Trades and Technology was under the Academic Affairs Division until the Fall 2007 when it became a separate division comprising of the following, Auto Mechanics, Auto Body Repair, Architectural Drafting, Carpentry, Civil Engineering, Information and Communications Technology, and Welding. The division of Trades and Technology is located on the eastern end of campus and facilities are available for the division's instructional program.

The English Language Institute Department is housed at the old library with four classrooms. The ELI classrooms are also used by the Upward Bound Program.

The Reserve Officers Training is housed at the ASCC Gymnasium with its assigned program classrooms.

The Physical Education is also housed at the ASCC Gymnasium where all its courses are offered with the exception of the Tennis (at Lions Park Tennis Court) and Golf (Ili'ili Golf Course) which are offered off-campus.

All other academic departments have assigned classrooms specifically to teach their respective program courses.

The Dean of Academic Affairs has worked very closely with the academic department chairs in scheduling courses throughout the instructional days. This process has allowed for more classes to be offered throughout the five instructional days of the week and to accommodate for classrooms that are mostly shared among academic departments.

The increase in enrollment over the past five years is an indication that the American Community College has grown and will continue to grow. This current trend in increasing enrollment reflects the academic departments' to conclude that the current facilities would not be suitable for any projected growth.

The College is currently undergoing construction to its auditorium. According to the Director of Administrative Services, the old auditorium is being converted into a lecture hall that can accommodate 112 students, and two classrooms (that can be converted to 4). The addition of the lecture hall and four more classrooms would allow for more classes to be offered in the future.

1. A. 2. Is the facility cleaned and well maintained?

Summary of Findings:
The Agriculture & Life Science, Business, College Life Planning, Teacher Education, Fine Arts, Physical Education, ROTC, Social Science and Science Departments all reported that the facilities are well maintained and cleaned. The Criminal Justice, ELI, Human Social Services, Languages and Literature, Nursing, and Samoan Studies Departments reported that the facilities are somewhat well maintained and cleaned.

The Information and Communications Technology Department reported that the facilities were not well maintained and cleaned.

Self Evaluation:
The College's janitorial services are directly under the Administrative Services Division. There are currently four janitors with a supervisor who are responsible for cleaning all of the College's facilities (classrooms, offices, housing units etc.). It is according to the janitorial services supervisor that they also assist in moving furniture whenever offices move to new locations as assigned by the College. Since there only five janitors including the supervisor, cleaning services may not be carried out efficiently on a daily basis. There is shortage as a result of the resignation of two janitors.

1. A. 3. Is the lighting and ventilation sufficient for the facility?

Summary of Findings:
Lighting: The Agriculture & Life Science, Business, College and Life Planning, Criminal Justice, Teacher Education, Fine Arts, Human Social Services, Languages and Literature, Mathematics, Physical Education, Reserve Officers Training Corp., Social

Science, And Information and Technology Departments reported that there is sufficient lighting for facilities.

The English Language Institute, Nursing, and Science Departments reported that lighting for facilities is insufficient.

Ventilation: The Agriculture and Life Sciences, Business, College and Life Planning, Criminal Justice, Teacher Education, Languages and Literature, Nursing, physical Education, Reserve Officers Training Corps, and Samoan Studies Departments all reported that there is ventilation is sufficient.

The English Language Institute, Fine Arts, Human Social Services, Mathematics, Social Science, Science, and Information and Communication Technology Departments reported that ventilation is insufficient.

The College has so far been able to provide support in terms of meeting the needs of each academic department in relation to lighting and ventilation. There is a process in place that if there is a need for assistance to replace light bulbs or servicing air conditions, a job order form is routed to Academic Affairs Division for approval and then to Director of Administrative Services for approval before requests is processed.

The College currently employs a full time electrician who takes care of the electrical requests in a timely manner.

The College's offices and classrooms are fully air conditioned. According to the ASCC Property Management Office there are approximately 178 air conditions installed in campus offices and classrooms. The Administrative Services Division does not employ a fulltime maintenance person who would immediately respond to the air condition problems if they occur. When air conditioning problems do occur, the Administrative Services Division contracts a local company to provide such services for the College. This poses a problem if there is urgency for air conditions to be fixed and serviced in a timely manner.

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1. A. 4. Are there any safety hazards in the facility?

Summary of Findings:
With the exception the Reserve Officers Training Corps Department, all academic departments reported that there are safety hazards in the facilities. Safety hazards reported include electrical, chemicals, unavailability of fire extinguishers and alarms.

Self Evaluation:
It is within the interest of the American Samoa College that it provides a safe working learning environment for its employees and students. The present site of the College is an old site of what was then Mapusaga High School. Much of the original facilities were constructed back in the 1970's. Major renovations were made since, and such renovations were made to meet the unique needs of the College as an institution of higher learning.

Academic departments' reports indicate that electrical wirings are visible and some have been chewed by rats posing safety hazards to employees/faculty. With the usage of internet connected computers, wires connecting faculty/employees computers to the institutions main server are unsafely laid out in offices which serves as a potential safe hazard to occupants.

The deplorable condition of the Science labs as reported by the department faculty indicates water leaking from the buildings' roof, old chemicals stored in old storage areas poses major safety and health hazards to students and faculty.

1. A. 5. Is the facility accessible to the handicapped?

Summary of Findings:
The Agriculture and Life Sciences, College and Life Planning, Teacher Education, Human Social Services, Languages and Literature and the Information and Communications Technology reported that the facilities are accessible to handicap students.

The Business, Criminal Justice, Fine Arts, Mathematics, Nursing, Samoan Studies, Social Science, and Science Departments reported that the current facilities are **not** accessible to handicap students. The main concerns include the unavailability of ramps on campus, entrance doors to classrooms and offices.

Although the Languages and Literature Department reported that the facilities are not accessible to the handicaps, the department's office is located on the second floor of the administration building together with the Social Science and Criminal Justice departments in which students in wheelchairs would not be able to meet with teachers on matters pertaining to their studies at ASCC.

Self Evaluation:
ASCC faculty is committed to providing quality education for our young people not only in teaching but providing advising, tutoring, etc. in order to achieve the College's stated mission. The institution had built a ramp on the west section of the facility which is now accessible for students in wheelchairs. Most of the west side walk ways are accessible to students in wheel chairs, but with limitations.

The College receives federal funding and needs to comply with the American Disability Act.

Every effort should be made to address the concerns as raised by the academic departments to assure that our campus is accessible to handicap students which include adding more ramps and widening doors for classrooms and offices.

1. A. 6. Is there ample storage space available?

Summary of Findings:
The Teacher Education, Human Social Services, Languages and Literature, Physical Education, and the Information and Communications Technology reported that their departments have ample space for storage.

The Agriculture and Life Sciences, Business, College and Life Planning, English Language Institute, Fine Arts, Mathematics, Reserve Officers Corps, Samoan Studies, Social Science, and Science all reported that their departments do **not** have ample storage space. The Criminal Justice Department reported that storage space is not an issue.

Self Evaluation:
All academic departments are equipped with the necessary equipment and spaces for instructors work. Office spaces are signed according to meet the needs of each academic department. Desks, filing cabinets, work stations are provided for instructors to carry out their instructional duties.

The College undoubtedly has grown over the years, increase in enrollment, increase in faculty for some academic departments has resulted in the over-crowdedness in many offices. As this becomes evident, there's very limited space for storage in many academic department offices.

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1. A. 7. Are there washing and restrooms facilities easily accessible for both genders?

Summary of Findings:
Restrooms Facilities:
The Agriculture and Life Sciences, Business, College and Life Planning, Criminal Justice, Teacher Education, Human Social Services, Languages and Literature, Mathematics, Nursing, Physical Education, Reserve Officers Training Corps, Samoan Studies, Social Science, Science, and Information and Communication Technology Departments reported that there are accessible restrooms for both genders.

The English Language Institute and Fine Arts both reported that students in their departments (both genders) do not have access to restroom facilities.

Washing Facilities:
For academic department reported washing facilities as an issue in their repots, the Business, Human Social Services, and Mathematics Departments reported that washing facilities were not easily accessible for both genders while the Physical Education Department was the only department that responded that its students have access to washing facilities.

Self Evaluation:
The College provides restroom facilities for both genders. The gymnasium is well equipped with restrooms and washing facilities. A new restroom facility within the vicinity of the old auditorium (now converted to lecture halls, classrooms and offices).

9

The facility will include restrooms and washing rooms accessible to faculty and employees of the College.

There are restroom facilities accessible to students and faculty all over campus except the eastern side which houses the Fine Arts Departments, Dean of Student Services, Veteran Affairs and College Life Planning Department, and Cafeteria where the restroom was but now converted to a storage area. Therefore, that section of campus does not have an accessible restroom for students, faculty, and employees of the College.

B. Equipment:

1. B. 1. Is program equipment obsolete or compatible to "state of the art" equipment?

Summary of Findings:
The Agriculture and Life Sciences, Business, College and Life Planning, Criminal Justice, Teacher Education, Fine Arts (Music) Human Social Services, Mathematics, Nursing, Physical Education, Samoan Studies, Information and Communication Technology departments all reported that their equipment are compatible to "state of the art". The Business department stated in its report that two of its department's computers currently being used by faculty are obsolete aside from the rest that are compatible to "state of the art". The Drama and Art departments under the Fine Arts department reported that its equipment is obsolete. The Languages and Literature reported that its air conditions are compatible to "state of the art" while their computers are not.

The Reserve Officers Training Corps, Samoan Studies, Social Science, and Science department reported that their equipment is not compatible to "state of the art".

Self Evaluation:
All ASCC faculty and staff are provided with the necessary equipment to carry their daily responsibilities. All offices are equipped with computers, telephones, fax machines, Xerox machines, fax machines, etc.

The MIS Division is responsible in handling the technology component of the College's computer systems and is more than willing to assist in upgrading software whenever necessary.

Some computers as reported by some departments are old models and are considered obsolete and needed to be replaced. MIS makes recommendations if such machines are obsolete and beyond upgrading; has in place required specifications when it is necessary to order new computers.

1. B. 2. Is the equipment in sufficient quantity?

Summary of Findings:
The Agriculture and Life Sciences, College and Life Planning, Teacher Education, Fine Arts (Music), Human Social Services, Physical Education, Reserve Officers Training

Corps, and Samoan Studies departments reported that there is sufficient equipment to carry the instructional programs.

The Business, Criminal Justice, English Language Institute, Fine Arts (Art and Drama), Languages and Literature, Mathematics, Nursing, Social Science, Science, and Information and Communication Technology do **not** have sufficient equipment to carry out their instructional programs.

Self Evaluation:
All academic departments use required textbooks appropriate for each program courses. Textbooks are ordered in a timely manner and are made available for students to purchase at the College's Bookstore. The Dean of Academic Affairs has a book order process in place.

The departments are also provided with the necessary equipment to carry out their instructional duties. The Academic Affairs Office provides Xeroxing services for instructors. The College also has a reproduction office which assists in xeroxing materials for instructors.

The MIS Division has provided the Academic Affairs Division with two laptop computers, two overhead projectors, and one power-point projector for instructors use. The Academic Affairs Office has a system in place to accommodate all instructors' requests for equipment use.

Some academic departments have reported that equipment is not in sufficient quantity. The Business Department reported that it has only six (6) computers on hand for 260 current Business majors. The Criminal Justice Department needs one more computer for one of its instructors who are currently sharing a computer from the Social Science Department. The department also reported that it needs microscopes to meet the needs of the Forensic Science and Criminal Investigation classes.

Although the ELI and Fine Arts departments reported that they do not have sufficient equipment for its programs, the reports failed to identify which equipment that's insufficient in meeting their programs instructional needs. Information and Communications reported that only 20 computers are available for its computer courses and the same concern is shared by the Mathematics Department, Nursing Department,

The Science Department reported that there are only 12 microscopes and 5 dissecting scopes to cater for 24-30 students per class. The Social Science Department reported that it needs an industrial Xerox machine, a locked filing cabinet to file course syllabi and other departmental files.

1. B. 3. Is the equipment well maintained?

Summary of Findings:
With the exception of the Criminal Justice, Languages and Literature, Mathematics, all other academic departments reported that equipment used for their instructional programs are well maintained.

Self Evaluation:
The MIS Division is responsible for the maintenance of the College's computers. Maintenance services for copier machines, printers, air conditions, etc. are done by local companies.

Requests for equipment maintenance are routed through the Academic Affairs Office. The Academic Affairs Office would then forward all invoices to the Business Office for payment.

1. B. 4. Is the equipment cataloged on an inventory list?

Summary of Findings:
All academic departments reported that equipment is catalogued on an inventory list with the Procurement Office.

Self Evaluation:
The College has a purchasing process in place and the Procurement Office conducts all inventory of equipment purchased. It is the responsibility of the Procurement Office to catalog all equipment on inventory lists.

1. B. 5. Are there any safety hazards noticeable with the equipment being used?

Summary of Findings:
The Criminal Justice, Human Social Services, and Science reported noticeable safety hazards with the equipment used in their departments.

The Agriculture and Life Sciences, Business, College and Life Planning, Teacher Education, Fine Art,, Nursing, Reserve Officers Training Corps, Samoan Studies, Social Sciences and Information and Communication Technology all reported that there isn't noticeable safety hazard with the equipment being used in their departments.

Self Evaluation:
It is the College's responsibility to provide equipment necessary in carrying out the daily work of all of the College's units and that the equipment provided are safe. Equipment ranges from computers, Xerox machines, overhead projectors, printers, etc that are used in academic department offices. Equipment is necessary to assist faculty in the implementation of academic department programs.

There are academic departments that use specific equipment because of the uniqueness in their academic programs. Such equipment is necessary for the achievement of their program missions, goals, and the overall institutional student learning outcomes.

According to the Criminal Justice Department, safety hazard relates to that of facility, if there are electrical safety hazards, they directly impact equipment used by the department. The Human Social Services Department reported that it needs assistance in computer maintenance.

The Science Department reported that safety hazards are related to the usage of glassware, sharp tools, and chemicals. There are electrical safety hazards as reported by the department because of unsafe electrical outlets in the laboratories.

1. B. 6. Is the equipment easily accessible for all students?

Summary of Findings:
With the exception of the Human Social Services, Samoan Studies, Education, Social Science (student usage of equipment with conditions), all departments reported that equipment is easily accessible to students.

The College provides the necessary equipment for students' use. Computers are the most used equipment for students' use on campus. This enables students to access the internet to conduct research and typing research papers as required by their courses.

Students have access to the Computer Lab (equipped with 30 computers) for typing and conducting research. The PITCA Labs are equipped with 38 computers which are accessible to students based on a schedule provided by the Dean of Student Services. The Library is equipped with 10 computers available for students' use. The overall total number of computers available to students is 78. This is a ratio of 23 students per computer.

1. B. 7. Is supplementary instructional equipment available when necessary for instruction (demonstration stands, display cases, mock-ups, writing boards, audio-visual equipment, etc.)?

Summary of Findings:
With the exception of the Business, Criminal Justice, English and Language Institute, and Mathematics departments, all academic departments reported that supplementary instructional equipment is available for instruction.

Self Evaluation:
Every effort is made by the College through the Academic Affairs Division in assisting academic departments with supplementary materials necessary for instruction. Classrooms are equipped with blackboards and white boards. Audio visual equipment is stored in the Academic Affairs Office made available to instructors whenever necessary.

If supplementary materials are deemed necessary for instructors' use and are not available, chairs are free to submit purchase requisitions in order for such materials to be procured.

> 1. B. 8. Is student study equipment available when necessary for instruction (audio, tutorial labs, study carrels, simulated work stations, etc.)?

Summary of Findings:
The Agriculture and Life Sciences, College and Life Planning, Teacher Education, Fine Arts, Languages and Literature, Nursing, Reserve Officers Training Corps, Science and Information and Communication Technology have student study equipment necessary required for instruction.

The Business, Criminal Justice, English Language Institute, Human Social Services, Physical Education, Samoan Studies, Social Science departments reported that student equipment are not available for instruction.

Self Evaluation:
Students at ASCC are provided with the necessary equipment for instruction. The Academic Affairs Office assists students with the appropriate equipment if requested i9n advance for class presentations and other related instructional activities.

The College's library is equipped with study carrels and tables for students' use. The Administrative Services has constructed small "fales" at the east end of campus for students to study and do their homework since the renovation of the auditorium, but the noise may be a distraction for students who use the "fales" as a place to study.

> 1. B. 9. Did the major equipment acquisitions receive program advisory council review?

Summary of Findings:
The Agriculture and Life Sciences, Nursing, Physical Education, and Information and Communications Technology Departments reported that major equipment acquisitions received program advisory council review.

The Business, College and Life Planning, Criminal Justice, Teacher Education, English Language Institute, Fine Arts, Human Social Services, Mathematics, Samoan Studies, Social Science, Science all reported that major equipment acquisitions did not receive advisory council review.

Self Evaluation:
Each academic department has a community advisory council providing community input in our academic programs. Each academic department schedules meetings throughout the year of departmental faculty and advisory council. The agenda is set by the academic department chairs and if necessary, the acquisitions of equipment may be reviewed by the respective community advisory councils.

> 1. B. 10. Is the office equipment provided for instructors' use?

Summary of Findings:
All academic departments reported that office equipment is provided for faculty use.

Self Evaluation:
As indicated before, the College provides all necessary equipment for instructors' use.

C. Materials:

1. C. 1. Are the instructional materials in the courses and program area up-to-date, and do they reflect the needs of the industry and the community?

Summary of Findings:
All of the academic departments reported that instructional materials in the courses and programs are up-to-date.

The Agriculture and Life Sciences, Business, College Life Planning, and Nursing Departments reported that the instructional materials in the courses reflect the needs of the industry and community.

The Criminal Justice Department reported that its instructional materials in the courses and the program do not reflect the needs of the industry and the community.

Self Evaluation:
Each academic department is afforded the opportunity to make decisions on instructional materials used in their academic programs. Textbooks and other supplementary materials are approved by the Curriculum Committee. The academic departments constantly review textbooks and supplementary materials ensuring that the information is current and up-to-date.

The Criminal Justice Department's concern is that they need materials for Forensic Science courses thus meeting the needs of the industry and the community.

1. C. 2. Are supportive and reference materials current and relevant and readily available in order to carry out instructional activities?

Summary of Findings:
All academic departments reported that reference materials and relevant in order to carry out instructional services.

The Business, Criminal Justice, Teacher Education, Fine Arts, Languages and Literature and Social Sciences departments reported that reference materials are not readily available in order to carry out instructional services.

Self Evaluation:
The College makes every effort to provide each academic program with supportive and reference materials that are current and in making sure that such materials are readily available to carry out instructional activities.

15

It is up to each academic department to identify supportive and current reference materials for instruction. Whenever necessary, requests are submitted to the Academic Affairs Office and purchased by the Procurement Office. The inter-office routing process may delay orders but eventually textbooks and materials do arrive to carry out our instructional activities.

The Academic Affairs Office sets deadlines for ordering textbooks in advance to assure their arrival in a timely manner. These deadlines are communicated to department chairs in Curriculum Committee meetings, via emails, and memorandum.

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1. C. 3. Are instructional materials in sufficient quantity?

Summary of Findings:
With the exception of the Social Science and the Science departments all other academic departments reported that instructional materials are sufficient in quantity to carry out instructional services.

Self Evaluation:
The College through the Academic Affairs Division works collaboratively with academic departments in making sure that there are enough instructional materials available for instruction.

The Bookstore Manager submits inventories of all instructional materials that are shared with department chairs. This allows for each department to order enough instructional materials and their timely arrival to accommodate instructional activities.

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1. C. 4. Are the instructional materials free of gender and cultural bias?

Summary of Findings:
The Samoan Studies reported that its instructional materials are not free of gender bias but all other academic department reported that instructional materials used in their programs are free of gender bias.

The Criminal Justice and Samoan Studies departments reported that its instructional materials are not free of cultural bias while all other academic departments reported that their instructional materials are free of cultural bias.

Self Evaluation:
Each academic department carefully reviews instructional materials for their academic programs, and in making sure that all instructional materials are free of gender and cultural bias.

All of the academic department textbooks are ordered from off-island and are written by off-island authors that may include culturally bias views as identified by the Criminal Justice Department. All instructional materials used by the Samoan Studies Department are written in Samoan and it reflects the nature of the programs mission and goals.

Summary of Findings:
The only department that reported that its instructional materials, equipment and supplies are not well maintained and reviewed on a regular basis is the Business Department. All other academic departments reported that their instructional materials equipment and supplies are well maintained and reviewed on a regular basis.

Self Evaluation:
The MIS Division assists the College's divisions with the maintenance of its computers. All other equipment is serviced by local contractors where the equipment was purchased from. It is up to the individual academic departments to review their instructional materials, equipment and supplies and place orders accordingly.

Summary of Findings:
The Agriculture and Life Sciences, Criminal Justice, Social Science reported that a variety of instructional materials available, allowing for instructional flexibility, such as competency-based, criterion-referenced and individualized testing are not made available.

All other academic departments reported that such instructional materials are made available for and allowing for instructional flexibility.

Self Evaluation:
Each academic department is afforded the opportunity to develop appropriate instructional materials for the implementation of its programs. This allows for creativity as instructors develop materials in alignment with a variety of methods for instructional delivery. Instructors design tests and other assessment methods appropriate to course subject matter and content. All requirements in relation to testing/assessment and instructional methodology are reflected in course syllabi as submitted to the Academic Affairs Office and distributed to students.

Summary of Findings:
The Teacher Education reported that it has materials available for handicapped students. The Fine Arts reported that there is flexibility in the materials which allows for handicapped students to achieve the appropriate learning outcomes. The Samoan Studies department and Science departments reported that they make every effort in providing materials for handicapped students.

All other academic departments reported that they do not have materials for handicapped students.

Self Evaluation:
The College makes every effort to assist all students attending ASCC and to be in compliance with the American Disability Act. We do not have a significant population of handicap students attending ASCC. The academic departments do not have instructional materials for handicap students and this is an important issue that will have be discussed by the academic departments, Academic Affairs Office, and the Curriculum Committee in the future.

With the few handicap students currently attending ASCC, we are doing everything to assist and accommodate them so they too can achieve our institution's learning outcomes.

D. Teacher Qualifications and Capacity:

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

Summary of Findings:
All academic departments reported that instructors are qualified to teaching teach courses offered in their departments.

Self Evaluation:
The College hires qualified instructors to teach in their respective content areas. Teaching positions, when vacant are advertised.

1. D. 2. Does the instructional staff have appropriate on-the-job training or work experience?

Summary of Findings:
With the exception of the Criminal Justice Department, all other academic departments reported that instructional staff have appropriate on-the-job training or work experience.

Self Evaluation:
All teachers hired by the College go through orientation workshops conducted by various professionals at ASCC. Academic department chairs are responsible in providing on-the-job training for instructors teaching in their academic departments. There are also professional development workshops held throughout the year offered to instructors to assist them with their work as teachers.

1. D. 3. Are all instructors in vocational programs licensed, professionally certified, and fulfilling a professional development plan?

Summary of Findings:
The Business, Human Social Services, Nursing, Physical Education, ROTC, Social Science, and Information and Communications Technology departments all reported that Instructors teaching courses in their programs are licensed and certified. All other departments reported that this licensure and certification do not apply their specific academic areas.

Self Evaluation:
Instructors at ASCC are degreed professionals. Instructors in the area of trades and technology are licensed professionals qualified to teach their content areas.

E. Professional Development:

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

Summary of Findings:
The Criminal Justice, Human Social Services, and Information and Communication departments reported that the institution does not provide a Faculty Handbook keeping faculty informed about institutional policies and procedures.

All other academic departments reported that the institution provides a Faculty Handbook keeping faculty informed of institutional policies and procedures.

Self Evaluation:
The College has a Faculty Handbook that keeps faculty informed of institutional policies and procedures. This Faculty Handbook needs to be reviewed and updated. Recently, the Dean of Academic Affairs called a general faculty meeting to elect Faculty Senators with the hope that the Faculty Senate will revise the Faculty Handbook for the Board of Higher Education's approval.

> *1. E. 2. Are faculty kept informed on matters of institutional policies and procedures? This includes a process for communication, which allows for sharing data, reports, surveys, needs assessments, and enrollment and student demographic data?*

Summary of Findings:
The Agriculture and Life Sciences and Information and Communications Technology departments reported that instructors are not kept informed on matters of institutional policies.

All other academic departments reported that their instructors are kept informed o matters of institutional policies.

Self Evaluation:
All institutional policies and procedures are communicated to faculty members through memorandums and via e-mail. The Registrar's Office shares enrollment data with faculty members. Whenever necessary, reports are provided and distributed to faculty. The Office of Academic Affairs houses mailboxes for all faculty members and other units of the College.

Summary of Finding:
The Criminal Justice department reported that there isn't a requirement for in-service training for part-time instructors. The Samoan Studies department reported that the institution does not require any in-service for new or part-time instructors. The Reserve Officers Training Corps does know if there is an institutional policy requiring in-service training for new or part-time teachers.

All other academic departments reported that the institution requires in-service training for new or part-time instructors.

Self Evaluation:
The College conducts in-service training for new instructors. This activity is usually done in the beginning of every academic semester. Adjunct faculty members are also invited to attend these workshops. In-service trainings are also offered through the semester.

1. E. 4. Do the instructors attend workshops and professional organization meetings? Does the institution provide financial assistance and release time?

Summary of Findings:
All academic departments reported that instructors do attend workshops and professional organization meetings, although some departments felt that not all instructors are afforded the opportunity to attend workshops and professional organizational meetings.

The Agriculture and Life Sciences, Business, College and Life Planning Criminal Justice, Languages and Literature, Samoan Studies, and Science reported that there is financial assistance provided to attend workshops and professional organization meetings.

Self Evaluation:
Instructors are provided the opportunity to attend off-island workshops paid for the College. Instructors who attend off-island training share information and knowledge obtained from these trainings with their colleagues.

With the inception of the Academic Program Review the some of the instructors have been sent to attend assessment training off-island. Instructors who have gone through these assessment trainings are directly involved in the assessment plan committee responsible for the assessment of student learning outcomes activity of the College.

1. E. 5. Do the instructors visit other post-secondary institutions in the state or nation?

Summary of Findings:
The Agriculture Life Sciences, College Life Planning, Teacher Education, Fine Arts, Languages and Literature, Nursing, and Samoan Studies departments all reported that their instructors visit other post-secondary institutions.

The Business, Criminal Justice, English Language Institute, Human Social Services, Social Sciences, Science, and Information and Communications Technology departments reported that their instructors do not visit other post-secondary institutions.

Self Evaluation
Instructors are not required to attend other post-secondary institutions. Some have on their personal and College trips have been able to visit other post-secondary institutions.

1. E. 6. Does the administration encourage and support faculty development activities?

Summary of Findings:
With the exception of the Criminal Justice department, all other academic departments reported that the administration encourages and support faculty development activities.

Self Evaluation:
The College's administration supports all academic department efforts in the implementation of its instructional activities.

1. E. 7. Do instructors regularly communicate with program-related businesses or industries?

Summary of Findings:
The Agriculture and Life Sciences, Business, Criminal Justice, Teacher Education. English Language Institute, Fine Arts, Human Social Services, Languages and Literature, Nursing, and Information and Communications Technology departments reported that their instructors regularly communicate with program-related business or industries.

The College and Life Planning department reported that this is an issue that its department will pursue in the future. The Social Science and Science departments indicated that their instructors do not regularly communicate with program-related businesses or industries.

The Reserve Officers Training Corps and the Samoan Studies departments both reported that this issue does not apply to their respective programs.

Self Evaluation:
Each academic department is afforded the opportunity to communicate with program related businesses or industries depending on their program focus and activities. Some departments have utilized the local business community and industries for the implementation of service learning projects. This allows for the students to get an insight in the operation of such businesses and industries while provided service activities. Other

departments arrange field trips, while others invite guest speakers as means of communicating with program related businesses or industries.

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1. E. 8. What in-service has been made available during the past year?

Summary of Findings:
The following is a compilation of all in-service workshops/trainings that were offered and attended by instructors as reported by the academic departments.

1. Assessment
2. Academic Program Review
3. Accreditation
4. Advising
5. Admissions Policies & Procedures
6. Building a Learner/Student Centered Institution
7. CPR Training
8. Disability Awareness
9. Electronic Tracking
10. Essentials Skills for Life
11. Equal Employment Opportunity
12. Grant Writing
13. Moodle
14. Student Learning Outcomes
15. Suicide Prevention (YANA)

Self Evaluation:
The College provides many opportunities for our instructors to attend professional workshops whenever necessary. These workshops provide our instructors with the appropriate knowledge and skills necessary in carrying out their duties as instructors at the College. The above mentioned workshops were offered during the first year of the cycle, covering a diversity of addressing the needs of the academic faculty and the institution as a whole.

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1. E. 9. Do instructors participate in departmental and/or general faculty meeting?

Summary of Findings:
All academic departments reported that instructors do participate in departmental and/or general faculty meetings.

Self Evaluation:
All academic departments schedule department meetings the academic year. General faculty meetings are held if called by the Dean of Academic Affairs. These meetings communicate pertinent information regarding matters of importance to faculty, academic programs, curriculum issues, etc.

1. E. 10. Does the program/department provide guidelines for procedures and other relevant information to instructors in timely and consistent manner?

Summary of Findings:
All academic departments reported that the programs/departments provide procedures and other relevant information to instructors in a timely and consistent manner.

Self Evaluation:
Academic department chairs communicates information to their academic faculty. Other related information that needs communicated to be communicated other units of the College are routed through the department chairs and the Dean of Academic Affairs.

PROGRAM OPERATION

- ➤ Program Operations
- ➤ Scheduling History
- ➤ Alignment of SLO to Academic Department Courses
- ➤ Methods of Instruction
- ➤ Assessment Methods
- ➤ Articulation Methods
- ➤ Academic Focus
- ➤ Enrollment
- ➤ Recruiting Methods
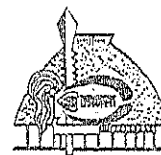
2. PROGRAM OPERATION

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.

Scheduling History

Each academic department was to report all courses that were offered in the semesters of the review cycle beginning in the Fall 2006 semester until the Spring semester 2008. Since this is the review cycle's mid-year report, the data below reflects courses offered in the Fall 2006 and Spring semesters.

(See Table 1 on page 51)

Summary of Findings:

From the reports submitted, the overall total number of courses that were offered in the Fall 2006 semester totaled 168 of the 333 courses listed in the 2006 – 2008 ASCC Catalog. In the Fall 2006 50% of the overall course offerings were offered during this semester. The academic departments that showed the most courses offered were the Business Department, Criminal Justice Department, ELI Department, Fine Arts Department, Human Social Services Department, Science Social Science Department, and Trades and Technology. The departments overall total number of courses equaled to 122 which are 66% of all courses offered in the Fall 2006 semester. The rest of the academic departments made up the 30% of all the courses offered during the Fall 2006 semester.

In the Spring 2007 semester, 174 courses were offered out of 333 courses listed in the ASCC 2006 – 2008 Catalog, which is 52% of all courses listed. The same academic departments as identified above totaling 128 courses out of 174 total numbers of courses offered in the semester. An overwhelming 73% of courses were offered by the same departments as identified above.

In the Summer 2007, only 38 courses were offered which attributed to only 11% of all the course offerings listed in the Catalog. This small percentage is because not all academic departments offer courses in the summer sessions.

The ROTC program did not submit a report for this portion of the program review.

Alignment of Student Learning Outcomes to Academic Department Courses

Table 2 required all required academic departments to identify specific student learning outcomes taught in individual courses as listed in the Catalog. The institutional degree/certificate student learning outcomes are divided into three major areas, 1) Communications Skills, 2 Job Skills and, 3) Life Skills. Communications Skills includes

speaking and writing skills, Reading skills, and Listening Skills. Job Skills included Transferability, Adaptive, and Job Specific Skills. Jobs Skills included Personal Responsibilities, Respect and Diversity, Problem Solving and Technology Skills.

(See Table 2 on page 52-54)

Summary of Findings:
From the academic department reports, under **Communications Skills** (*Speaking and Writing*) SLO #1 – **Speak and write clearly to a variety of audiences,** of the 268 courses reported, 231 (86%) courses are aligned to this skill. SLO #2 – *Use oral and written skills to organize, deliver and evaluate,* 222 (83%) courses are aligned to this skill. For SLO #3 – *Use interpretation and evaluation of information through different media,* 207 (77%) courses are aligned to this skill. For SLO # 4 – *Illustrate, compose, edit and justify sources,* 228 (85%) of the courses are aligned to this skill.

For *Reading Skills* SLO #1 – **Comprehend, interpret, and evaluate information received through different media,** 228 (85%) of the courses are aligned to this skill. Of SLO - #2, **Understand and appreciate the meaning of literary expression,** 217 (81%) of the courses are aligned to this skill.

For *Listening Skills* SLO #1 – Follow *instructions, procedures and guidelines effectively,* 228 (85%) of the courses teach this skill. SLO #2 – *Provide and express meaningful and productive feedback,* 223 (83%) of the courses teach this skill. SLO #3 – *Demonstrate active responsiveness to presenting issues and situations,* 220 (82%) of the courses teach this skill.

Job Skills are divided into three major areas: 1) *Transferable,* 2) *Adaptive,* and *Job Specific.* Under *Transferable Skills* SLO #1 – *Apply acquired knowledge and skills to assigned job or tasks (computer skills, communication skills, math skills, reading skills, etc.),* 243 (91%) of the courses are aligned to this skill. For *Adaptive Skills* SLO #1 – *Demonstrate important work qualities (promptness, dependability, initiative, etc.,* 216 (81%) of the courses are aligned to this skill. For SLO #2 – *Develop insights into human experience and apply to personal occupational and social relationships,* 223 (83%) of the courses are aligned to this skill, for SLO #3 – *Recognize relevance of career choices of life-long learning,* 208 (78%) of the courses are aligned to this skill.

For *Job Specific* SLO #1 – *Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently,* 217 (81%) of the courses are aligned to this skill. SLO #2 – *Apply acquired knowledge and skills to real work situations,* 189 (71%) courses are aligned this skill. SLO #3 – *Preparation for employment or increased competency in current occupation,* 199 (74%) of the courses teach this skill.

Life Skills is divided into the following areas, *Personal Responsibility, Respect and Diversity, and Problem Solving.* For *Personal Responsibility* SLO #1 – *Develop and apply ethical decision making in real life situations,* 209 (78%) courses are aligned to this skill. SLO #2 – *Develop a positive self concept,* 198 (74%) courses are aligned to this

skill. SLO #3 – _Understand a sense of responsibility_. 227 (85%) courses are aligned to this skill. SLO #4 – _Understand and value life-long learning_, 199 (74%) courses are aligned to this skill. SLO #5 – _Understand, demonstrate, and promote good health choices and practices_, 167 (62%) are aligned to this skill.

For **Respect and Diversity** SLO #1 – _Recognize and respect the perspective of others_, 210 (78%) courses are aligned to this skill. SLO #2 – _Contribute to the solution of interpersonal problems, issues and concerns_, 207 (77%) courses are aligned to this skill. SLO #3 - _Value cooperation/collaboration_, 217 (81%) courses teach this skill. SLO #4 – _Develop an awareness of diverse attitudes, values and beliefs_, 235 (88%) courses are aligned to this skill. SLO #5 – _Demonstrate responsibility in being an active and contributing citizen of American Samoa, the Pacific Region and the world_, 202 (75%) are aligned to this skill.

For **Problem Solving** SLO #1 – _Know and apply the importance of persistence, amount of work and time allocated in addressing tasks_, 212(79%) courses are teaching this skill. SLO #2 – _Identify and assess real or potential problems and formulate effective solutions or opinions_, 204 (76%) courses are aligned to this skill. SLO #3 – _Formulate strategies and ideas of others in solving problems_, 214 (80%) courses are aligned to this skill. SLO #4 – _Select, organize and effectively utilize appropriate resources_, 222 (83%) courses are aligned to this skill.

Technology SLO #1 – _Utilize electronic media to communicate, locate and retrieve information_, 166 (62%) courses are aligned to this skill. SLO #2 – _Apply technology to locate, interpret, organize and present information_, 227 (85%) courses are aligned to this skill.

From all the academic department reports the majority of the courses are aligned the three major degree/certificate student learning outcomes.

ROTC did not provide a report for this part of the report.

Methods of Instruction

Table 3 identifies instructional methods reflecting effective teaching practices for each course taught in the review cycle helping students in achieving student learning outcomes.

Methods of instructions identified by the instrument are lectures, group discussions, hands-on activities, guest speakers, service learning, technology and/or other appropriate instructional methods as identified by each academic department not included in the list.

(See Table 3 on page 55)

Summary of Findings:

Lecture still is the most popular method of instruction used by instructors; this method attributes 98 % of all courses as reported by the academic departments. Hands-on activities attributes to 97 %, group discussions totaling 94%, and using technology equaling to 82%. Only 27% use guest speakers as a means of instructional methods, and 44% implement serving learning projects. 6% showed other instructional methods not identified by the instrument but are used by the Agriculture & Life Sciences, and Languages and Literature departments.

Overall, our academic department instructors employ an array of instructional methods for the achievement of student learning outcomes.

Assessment Methods

Table 4 identifies assessment methods used by instructors in each academic department in assessing course learning objectives.

Assessment methods identified by instrument include tests/exams, quizzes, homework, rubrics, portfolio, special projects, and any other assessment method not identified by the instrument but are used by instructors for assessing learning objectives.(See Table 4 on page 56 for summaries)

Summary of Findings:

The most commonly used method of assessment reported by academic departments are tests and exams which attributes to 96%, followed by homework attributing 94%. *6 % of courses use quizzes as a means assessment, 58 % use rubrics while 52% use special projects. The lowest percentile in assessing learning objectives is portfolio, attributing to 34%. The other 34 % are not included in the instrument but are used by academic departments in the assessment of learning objectives.

Our academic department instructors assess learning objectives using a variety of assessment methods thus leading to the mastery of content knowledge and subject matter taught in our curriculum programs.

Articulation Methods:

Table 5 required academic departments to report all courses that are articulated with other colleges and universities, vocational/technical institutions, courses used for staff development by government agencies and private sector, and/or being used for purposes other than the ones identified by the instrument. (See Table 5 on page 57.)

Summary of Findings:

According to academic department reports, 193 (71%) courses were identified as transferable to other colleges and universities, 64 (24%) courses are transferable to vocational/technical institutions, 181 (67%) were identified used for staff development. 38 (14%) of courses reported by academic departments are used for other purposes apart from the ones identified by the instrument. The following academic departments reported

100% of courses offered during the Fall 2006 and Spring 2007 as transferable to colleges and universities, Agriculture and Life Science, Criminal Justice, Fine Arts, Information and Communications Technology, Languages and Literature, Physical Education, Science, and Social Science.

In terms of course articulation to vocational/technical institutions, the Business and Social Sciences reported 100% of its courses as transferable. Others departments ·that reported courses articulated to such institutions were education (7% of courses), Fine Arts (24% of courses), Health and Social Services (8% of courses), ICT (33% of courses), Mathematics (11% of courses), Nursing (28% of courses), and Samoan Studies (20% of courses).

The Business, Fine Arts, Samoan Studies, and Trades & Technology reported that 100% of their program courses are being used for staff development purposes. The Agriculture & Life Sciences (33%), CLP (60%), CJ (81%) education (81%), Health & Human Services (83%), ICT (67%), Languages and Literature (40%), Mathematics (78%), and Nursing (11%) reported of courses used for professional development.

The American Samoa Community College curriculum programs offer meets its mission of offering courses that prepare students for off island colleges and universities and vocational/technical institutions. It also meets community needs by offering courses to students who do not wish to pursue a degree/certificate program but take courses for professional growth and development.

Academic Focus:

Table 6 of the academic program review report required academic departments to identify courses that satisfy program core requirements, general education requirements, electives, and remedial courses preparing students for upper level courses.(See Table 6 on page 58.)

Summary of Findings:
From the academic department reports 233 (83%) courses were identified by the academic departments satisfying program cores, 100 (36%) satisfying general education requirements, and 147 (53%) courses that can be used as electives. Eighteen, 18 (6%) courses were reported to be of the remedial level.

The Agriculture & Life Science Sciences, Criminal Justice, Fine Arts, ICT, Science, and Social Science reported that 100% of their course offerings fulfill program core requirements.
Departments that fall in the 90 percent percentile of courses satisfying program cores include the Business (94%), Health and Social Services (92%), Nursing (94%), and Trades and Technology (98%).

The following departments also reported courses satisfying program cores: Education (67%), Languages and Literature (40%), Mathematics (44%), and Samoan Studies (47%).

For general education, the following departments reported 100% of their courses satisfy general education requirements; Fine Arts, Physical Education, and Social Science. Other departments that reported courses fulfilling general education requirements include Agriculture and Life Sciences (13%), ICT (33%), Languages and Literature (60%), Mathematics (78%), Samoan Studies (47%), and Science (67%).

The Criminal Justice, Fine Arts, Physical Education, and Social Science departments all reported that 100% of their courses can be used as electives. Other departments that reported courses in their curriculum programs that can be used in satisfying elective requirements are Business (6%), CLP (60%), Health and Social Services (75%), Languages and Literature (40%), Mathematics (78%), Nursing (6%), Samoan Studies (93%), and Science (73%).

The following departments reported that they offer remedial courses in their curriculum programs, ELI (100%), Business (6%), CLP (40%), Mathematics (22%), Samoan Studies and (20%).

Our curriculum programs offer a wide variety of courses that prepare students for a successful program of study of their choice at ASCC.

Enrollment:

Table 7 of the academic program instrument required academic departments to identify whether courses in their curriculum programs are open enrollment, courses requiring pre-requisites or special entrance, and to identify remedial English Math courses. (See Table on page 59.)

Summary of Findings:
From the academic department reports 58 (20%) of the courses are offered without pre-requisites. Two hundred sixty seven or 94% of the courses are offered with pre-requisites, while all courses offered in the English Language Institute are 100% remedial. The Mathematics Department identified 22% of its courses as remedial.

The ASCC curriculum program offer courses in programs of study that are open to students without pre-requisites. This allows students to choose courses that will develop the knowledge and skills necessary to be successful in their academic studies and learning experience at ASCC.

Our curriculum program helps prepare students to be successful in upper level courses that re required for a specific program of study. Therefore, academic programs identify courses that develop the necessary content knowledge and skills required before enrolling in upper level courses.

Students who are tested in remedial Math and English should complete all the required courses offered in these academic thus preparing them with the necessary reading,

writing, listening, speaking, and problem solving skills in order to master the required content knowledge and skills taught in upper level courses.

Recruiting Methods:

Table 8 of the academic program review instrument required departments to identify the recruiting methods used in recruiting perspective students into their academic programs. These recruiting methods include Outreach, Media, and other means used by academic departments not identified by the instrument. (See table on page 60.)

The Agriculture and Life Science, College and Life Planning, Criminal Justice, Nursing, Samoan Studies, and Social Science reported that 100% of their recruitment is done through school visitations. The Teacher Education Department reported that 50% of their recruitment is through school visitation while the Human Social Services department uses school visitation as 33% of its recruitment.

The Agriculture and Life Science, Business, Criminal Justice, ICT, Nursing, Samoan Studies, and Social Science reported that 100% of their recruitment is done through Career Days/Job Fair activities. The Teacher Education reported that 50% of their recruitment is through Career Days and Job Fairs.

For Community Service activities, the following departments reported 100% using this method of recruitment: Agriculture and Life Sciences, Business, Nursing, Samoan Studies, and Social Science.

The following departments reported 100% of their recruitment is done through the use of television ads: Agriculture and Life Sciences, Nursing, Samoan Studies, and Social Science.

The only two academic departments that reported 100% of its recruitment through the use of newspaper are the Agriculture and Life Sciences and Nursing.

The Agriculture and Life Sciences Department reported that they also recruit through the Natural and Community Resources Division's community extension programs.

The Human Social Services Department also recruits students through their affiliation with other ASG agencies.

Academic Departments make every effort in recruiting students for their programs of study. These recruitment efforts afford the academic departments the opportunity for students to make choices and decisions based on their academic and career interests.

OUTPUT MEASURES

- ➢ Output Measures
- ➢ Tracking
- ➢ Program Retention and Program Completion
- ➢ Course Completion
- ➢ Assessment of SLO's
- ➢ Conclusion
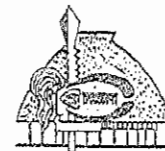
3. OUTPUT MEASURES:

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. (See Table on next page.)

Tracking:

This is the most 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. This required tracking students that have completed their studies at the American Samoa Community College.

The instrument identified the following areas in tracking students: those who have continued their studies at off-island colleges/universities/vocational/technical institutions, those currently serving in the armed forces, and those who are currently employed.

The following graph reflects the information provided by some of the academic departments such as the Agriculture and Life Sciences, Business, Criminal Justice, Fine Arts, and Nursing. Although the numbers are not significant in determining the intended purpose, there are still academic programs who conduct some tracking of their students.

The data reflect the overall totals as identified from the academic department reports.

Summary of Findings:
Overall 18 students have been identified as currently attending colleges and universities, 6 attending vocational/technical institutions, 13 currently employed, and 10 who are currently serving in the military.

As stated, this part of the curriculum grid is the most challenging aspect of the report. It is our goal to work with academic departments in developing actions plans to address this important part of the academic program review. This would require tracking methods and effective record keeping, information such as email addresses, home addresses, phone numbers, etc. should be kept on file of all students enrolled in their academic programs of study. This information is necessary in contacting students to meet this important aspect of the program review report.

3. A. Table 9 Tracking

Table 9   **TRACKING SUMMARY**

Colleges / Universities	18
Vocational / Trades Institute	6
Employment	13
Armed Forces	10
TOTALS:	47

Tracking Grid

Armed Forces, 10

Colleges / Universities, 18

Employment, 13

Vocational / Trades Institute, 6
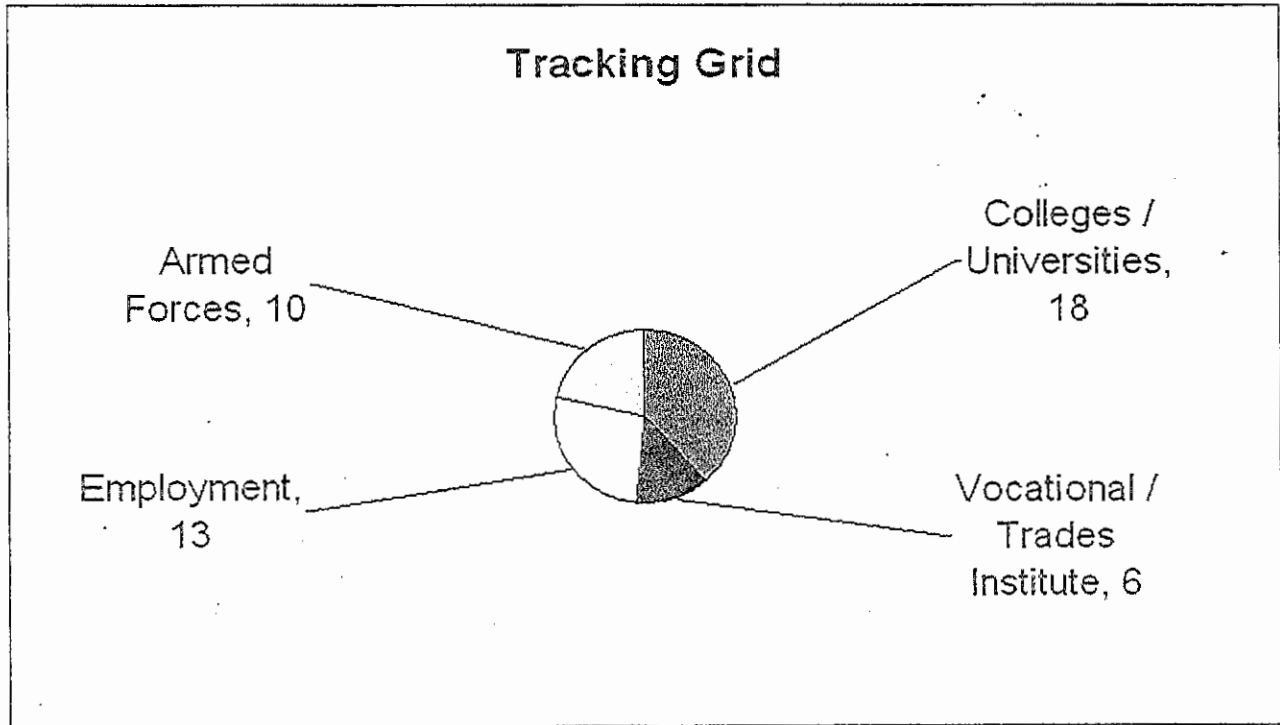
Program Retention and Program Completion:

This part of the curriculum grid required academic departments to report students that are currently enrolled in their academic programs of study. Reports should indicate students enrolled and 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. (See table on next page.)

The reports submitted for this part of the curriculum grid poses a challenge to the academic departments. The departments that provided data for this part of the report showed evidence that they have a record keeping system in place of students enrolled in their programs. Other departments were able to seek the assistance of the Registrar's Office in obtaining the necessary information and data included in their reports.

Summary of Findings:
The following academic departments were able to provide the data for this part of the report: Agriculture and Life Sciences, Business, Criminal Justice, Health Human Services, Nursing, ICT, Social Sciences and Trades and Technology.

For the Fall 2006 semester of the review cycle, 507 students were reported to have enrolled in the above academic department programs, 65 graduated. The same academic departments were able to retain 13% of their students in their programs.

For the Spring 2007 semester, the same academic departments enrolled 444 students, graduated 66 students and retained 15% of the students in their academic programs.

It is clear that there is the need for academic departments to explore every possible means of keeping very accurate records of students enrolled in their programs, graduates, and the number students retained.

3. B. Table 10 Program Retention/Program Completion

TABLE 10	FALL 2006			SPRING 2007		
	Beginning of Semester	Graduated at End of Semester	Retention by Percentage	Beginning of Semester	Graduated at End of Semester	Retention by Percentage
AGRICULTURE & LIFE SCIENCE	22	1	5%	24	2	8%
BUSINESS EDUCATION	138	10	7%	115	25	22%
CRIMINAL JUSTICE	173	17	10%	152	13	9%
EDUCATION	0	0		0	0	
FINE ART	0	0		0	0	
HEALTH & HUMAN SERVICES	140	13	9%	122	9	7%
INFORMATION COMM. TECHNOLOGIES	0	0		1	1	100%-
NURSING	17	16	94%	15	13	87%
SAMOAN STUDIES	0	0		0	0	
SOCIAL SCIENCE	17	2	12%	15	0	
TRADES & TECHNOLOGIES	0	6		0	3	
TOTALS:	507	65	13%	444	66	15%

Retention Grid

Beginning of Semester, 507

13 % Completed

Graduated at End of Semester, 65

Beginning of Semester, 444

15 % Completed

Graduated at End of Semester, 66

Fall 2006

Spring 2007
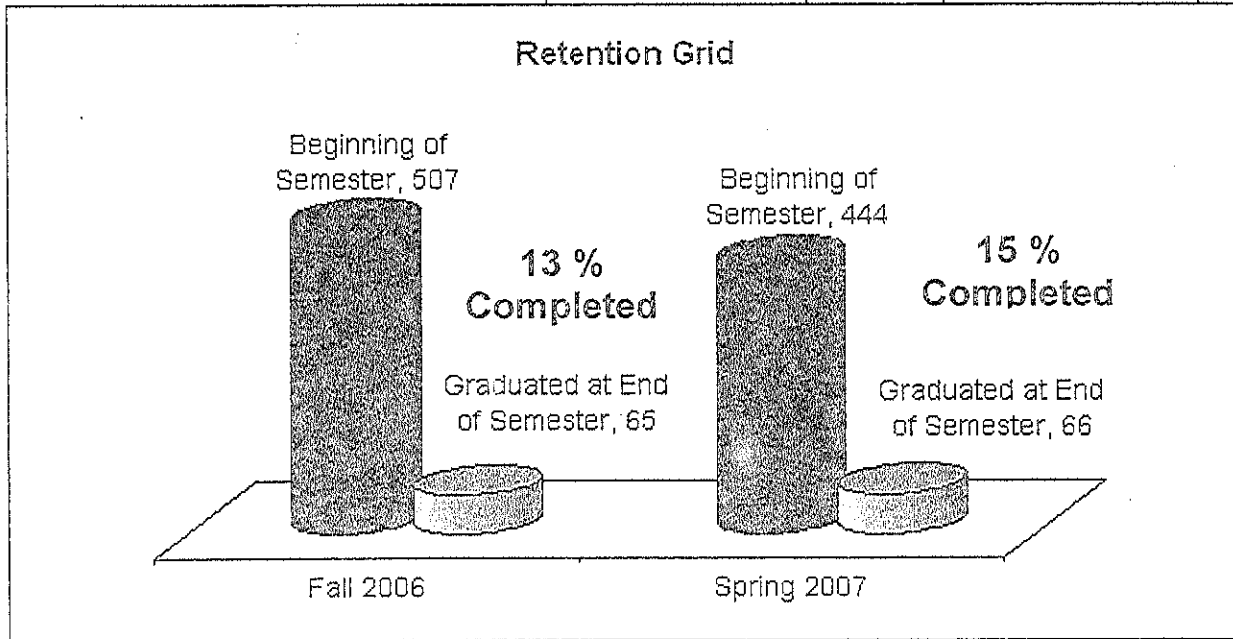
Course Completion:

This portion of the curriculum grid required academic departments to report on students who have enrolled in their academic program courses per semester of the review cycle during the pre-registration period. The number of students that actually complete the courses reflects retention. The terms "course completion" and "course retention" are synonymously used in this case. (See Table on next page.)

For clarification purposes, the number of students that complete academic department courses may be higher than the number during pre-registration; this is because there is the regular registration/late registration, the add and drop, and withdrawal periods that students go through which explains the increase and decrease in course enrollment. That is why the percentages appear to be high in some academic departments' retention data.

The actual total number of students reported is a compilation of students enrolled in all courses offered during the semesters in the review cycle. The totals numbers do not reflect enrollment figures.

With the exception of the Teacher Education and Languages and Literature, Samoan Studies, and Nursing; all other academic programs submitted course completion data.

In the Fall 2006 semester, all academic departments with the exception of the above enrolled 3,211 in courses, 2,630 students were retained and completed courses which attributed to 82%. The most significant completion rates were reported by the Agriculture and Life Sciences Department (111%), which means that more students were added to its courses during the week of add and drop. The Business (89%), CLP (99%), CJ (97%), Fine Arts (93%), Health and Human Services (93%), ICT (93%), PE (89%), Science (98%), and Social Science (93%) showed a significant number of students that actually completed program courses.

In the Spring 2007 semester, 2,698 students enrolled in department courses and 2,544 students that actually completed. This is a 94% overall completion rate. The Agriculture and Life Sciences again had the highest number of student that completed its program courses a completion rate of 148%. The Trades and Technology department also had a higher completion rate of 106%. The other academic department that showed a significant number of students completing department courses were Business (93%), CLP (100%), CJ (98%), Fine Arts (67%0, Health and Human Services (96%), ICT (91%), PE (91%), Science (94%), and Social Science (96%).

In the Summer Session 2007, 361 students enrolled in academic department courses and 344 students actually complete, which is a 95% completion rate. (Not all academic departments offer courses in the Summer session.)

Table 10

	FALL 2006			SPRING 2007			SUMMER 2007	
	Pre-reg to Withdrawal Period Enr.	End of Semester Enr.	Retention by Percentage	Pre-reg to Withdrawal Period Enr.	End of Semester Enr.	Retention by Percentage	Pre-reg to Withdrawal Period Enr.	End of Semester Enr.
AGRICULTURE & LIFE SCIENCE	61	68	111%	23	34	148%	33	35
BUSINESS EDUCATION	229	204	89%	269	251	93%	39	37
COLLEGE LIFE PLANNING	220	217	99%	102	102	100%	65	63
CRIMINAL JUSTICE	278	270	97%	284	277	98%	0	0
EDUCATION	0	0		0	0		0	0
ENGLISH LANGUAGE INSTITUTE	922	0	0%	676	0	0%	0	0
FINE ART	107	99	93%	58	39	67%	34	31
HEALTH & HUMAN SERVICES	116	108	93%	91	87	96%	14	11
INFORMATION COMM. TECHNOLOGIES	168	156	93%	191	173	91%	0	0
LANGUAGE & LITERATURE	0	0		0	0		0	0
MATHEMATICS	0	623		0	624		0	0
NURSING	0	0		0	0		0	0
PHYSICAL EDUCATION	315	279	89%	228	207	91%	34	29
R.O.T.C.	0	0		0	0		0	0
SAMOAN STUDIES	0	0		0	0		0	0
SCIENCE	226	222	98%	270	253	94%	142	138
SOCIAL SCIENCE	413	384	93%	392	376	96%	0	0
TRADES & TECHNOLOGIES	156	0	0%	114	121	106%	0	0
TOTALS:	3211	2630	82%	2698	2544	94%	361	344

Retention by Department by Courses

- Completed at End of Semester
- Beginning of Semester

Summer 2007: 344 / 361
Spring 2007: 2544 / 2698
Fall 2006: 2630 / 3211

Retention by Percentage
Fall 2006 = 82%
Spring 2007 = 94%
Summer 2007 = 95%
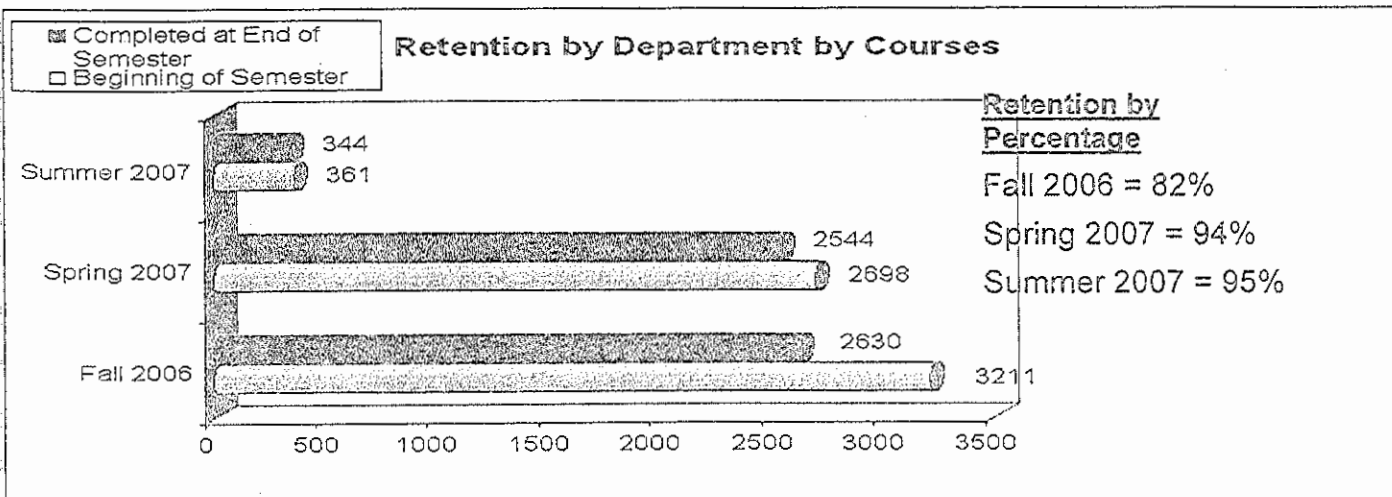
The Assessment of Student Learning Outcomes:

The final part of the academic program review instrument should include data from courses that were identified by each academic department who have already implemented the assessment of student learning outcomes.

The process of assessing student learning outcomes is currently implemented this semester. The Assessment Plan Committee had developed a standardized rubric for assessing Communication Skills. Academic department chairs were informed in one of the Curriculum Committee meetings to submit names of instructors and courses that will be participating in the initial assessment activity. Instructors were identified through the review of course syllabi filed at the Academic Affairs Office. A list was provided identifying all courses that are currently using research papers and/or presentations as course requirements. Academic department chairs submitted names of instructors for their respective departments who will be participating in the assessment process.

Once identified, a workshop was scheduled familiarizing instructors with the instrument. Assessment data will be collected from instructors at the end of the semester for analysis and will be documented. This data will be shared with the accreditation commission, the College's administration, BHE and all stakeholders.

The assessment activity will be a continuous process in achieving the Mission of the College and the mission of the Academic Program Review. Through this process the Academic Affairs Division will continue to review and address assessment issues for continuous improvement in our curriculum programs.

Conclusion:

The third cycle of the Academic Program Review reveals critical issues in terms of input measures, program operation, and output measures that we need to improve on in meeting the Mission of the American Samoa Community College. Issues in the areas of facilities, equipment, teacher qualification/capacity, professional development are important in this process. We rely on the services provided by the institutions support units in carrying out our curriculum program activities.

Although, the academic departments have reported shortcomings or "challenges", our academic personnel continue to sustain their enthusiasm and commitment to our academic programs, thus leading to the achievement of the College's Mission. The reports also show that we as a unit should continue to explore all possible avenues in addressing those identifies "challenges" and this can done with the concerted effort of the Dean of Academic Affairs' Office, academic department chairs, and faculty members. It is equally important that our division work in collaboration with the other units of the College in addressing critical issues as identified in the report.

The report serves as a vehicle for the continuous improvement of our curriculum programs and not to criticize nor penalize any individual or individuals involved in this

review. The intended purpose is to identify critical areas, monopolize on our strengths and finding ways to address weaknesses. Therefore, the process should continue to involve all instructional personnel and not just a few individuals, as our proverbial saying goes, **"E mama se avega pe a galulue faatasi"**, or **"To lighten the load, we have to work in collaboration."** This report reflects that traditional proverbial phrase.

This report is far from perfect but it gives us the opportunity to improve; that is the purpose of this review process. We need as a division needs to work with department chairs in the following areas – 1) identifying effective data collection strategies and analysis, 2) effective tracking methods, 3) effective recruitment methods, and 4) the assessment of student learning outcomes.

In spite of the "challenges" identified in the report, our division continues to offer the best instructional services for our students.

Lastly, the academic program review makes the following major recommendations as identified by the academic program review.

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

2. The BHE, College President, CFO work collaboratively with the Dean of Academic Affairs in securing funding to hire more faculty for the following academic programs: English Language Institute, Languages and Literature, Mathematics, and Teacher Education, and Science to accommodate the increasing enrollment in these programs of study. *(Source: Program Operations)*

3. The Board of Higher Education and the College Administration secure funding in purchasing "state of the art" equipment and up-to-date software to better support instructional as well as student activities in staying current, prepared and informed in the age of technology, in alignment with the mission of the American Samoa Community College. *(Sources: Input Measures, Program Operations, Output Measures)*

APPENDIX

ACADEMIC PROGRAM REVIEW
RECOMMENDATIONS FROM SECOND CYCLE

Recommendations: Part 1 – Mission, Objectives, and Linkages

1.1.1 The Curriculum Committee recommends the Dean of Academic Affairs develop a formalized mechanism to assure that the mission and learning outcomes of the College are meeting the needs of the community at the local and off-island levels.

Response:
The Curriculum Committee Chair proposed the establishment of an Assessment Plan Committee. After its approval by the Curriculum Committee, the Assessment Plan Committee met to fulfill its goals and objectives. The Assessment Plan Committee's tasks included the review of the ASCC Mission's Statement and degree/certificate student learning outcomes. The institutional mission and degree student learning outcomes were reviewed and approved by the college's administration and curriculum committee and are included in the 2006-2008 ASCC Catalog.

1.1.2 The Curriculum Committee recommends that the President hire a qualified Educational Researcher for the Institutional Advancement and Educational Development Office (IAED) with statistical skills to manage, develop, methods in collecting data, to analyze, to present findings on program reviews, enrollment/retention, strategic planning, and performance evaluations for the College.

Response:
With the appointment of Dr. Kathleen Kohlhoff as Director of IAED, an additional researcher was hired to collect institutional data. Such data will be shared with the Academic Affairs Division to in addressing academic program review issues. The IAED Office still needs to share findings as indicated by the recommendation. Data used for previous and the current academic program review are provided by the Registrar's Office.

1.1.3 The Curriculum Committee recommends that the Dean of Academic Affairs identify and include the learning outcomes for the English Language Institute courses in the report.

Response:
With the development of student learning outcomes, the English Language Institute Department has developed departmental learning outcomes, which are aligned to the institutional student learning outcomes. These student learning outcomes are in the current catalog.

1.1.4 The Curriculum Committee recommends that Dean of Academic Affairs include a statement regarding the certain Associate of Science and Certificate of Proficiency courses that can be used to fulfill elective credits and certain learning outcomes for the Associate of Arts degree.

Response:
The 2006-2008 Catalog has learning outcomes for all Associate of Arts and Associate of Science degrees and certificates. The catalog also outlines all courses that fulfill elective requirements degree and certificate programs.

1.1.5 The Curriculum Committee recommends that the Dean of Academic Affairs provide a workshop on writing student learning outcomes in measurable terms for faulty and to revisit course learning outcomes for revisions.

Response:
The Assistant Dean of Academic Affairs and other faculty members conducted workshops of writing student learning outcomes during Spring 07 faculty orientation and how those learning outcomes are aligned to departmental and institutional student learning outcomes.

1.1.6 The Curriculum Committee recommends that the Director of Institutional Advancement and Educational Research evaluates the missions (both college's, departmental) and learning outcomes of degree and certificate offerings on how well the overall degree meets the College's goals.

Response:
The Assessment Plan Committee was given the task to review the institutional mission and development of SLO's. They are included in the 2006-2008 Catalog.

Recommendations: Part 2 – Curriculum Committee

2.1.1 The Curriculum Committee recommends that the Academic Departments abide to the established criteria in course scheduling and course offerings for both regular and summer sessions to ensure that students' needs are met through foundation and bridging of courses, increasing enrollment, reduction in independent studies, and the proper scheduling of required courses. It is further recommended that Dean of Academic Affairs will readjust departmental schedules if department chairs do not adhere to the approved criteria.

Response:
The Academic Affairs Division has now in place a Yearly Schedule Policy as approved by the Curriculum Committee. The academic departments are closely adhering to this policy when submitting course schedules for the academic year. Since the development of the policy very few independent studies were requested and approved, courses have been properly scheduled throughout the week, and the college's enrollment has consistently increased.

2.1.2 The Curriculum Committee recommends that the Dean of Academic Affairs and the Vice President revisit the academic policy on the minimum number of students enrolled in a course during regular semesters addressing issues of cancelled classes due to low

enrollment, instructors alternative responsibilities if load is less that 12 credits, the difficulty in course sequencing for required courses due to cancellations; and the increasing number of Independent Studies.

Response:
Currently, the maximum number of students enrolled in any course is twenty five. There are certain courses that the maximum number is lower that twenty five. The department chair or instructor has to inform the Registrar on the maximum number of students for those specific courses to avoid over-enrollment. If a course reaches the maximum number of students, only the instructor can allow for over-enrollment up to thirty and the Dean of Academic Affairs will sign for over-enrollment of over thirty students per course.

If an instructor carries a teaching load of less than twelve credits in a semester, it is the duty of the department chair and the Dean of Academic Affairs to assign extra responsibilities relative to curriculum and instruction for an instructor to perform to make up for the required 12 credits teaching load.

There numbers of Independent Studies have decreased since the last academic program review as a result of effective advising practices by academic advisors.

2.1.3 The Curriculum Committee recommends that the Human Resources Manager work closely with the department chairs on advertisements for perspective adjunct and upgrading adjunct faculty lists every two years assuring a pool of qualified adjunct faculty to meet the instructional needs of our students.

Response:
The Assistant Dean has on file an updated list of all adjunct faculties as updated and submitted by the Human Resources Office.

2.1.4 The Curriculum Committee recommends that the Dean of Academic Affairs works closely with the Human Resources Manager and the Department Chairs of the Business, Mathematics, Science, and Nursing Department to discuss possibilities of hiring full-time faculties to alleviate the number of adjunct faculties identified in the report.

Response:
The Mathematics Department has hired an additional instructor. The Science Department has also hired an additional instructor. The Business Department has two mew instructors but there is still a need for a full-time Accounting instructor.

2.1.5 The Curriculum Committee recommends that the Dean of Academic Affairs conduct faculty orientation workshops on aligning student learning outcomes to Service Learning ensuring that each course learning outcomes are linked to departmental objectives, degree programs and the overall mission of the College.

44

Response:

Workshops have been conducted on aligning SLO's to departmental SLO's and course LO's. One of the instructors attended an assessment training off-island and conducted an alignment workshop for our teachers during the Spring Semester faculty orientation.

2.1.6 The Curriculum Committee recommends that the instructors implementing Service Learning should adhere to approved Service Learning criteria and submit documentation to the Service Learning Coordinator as evidence that those courses were offered as Service Learning courses.

Response:

The Service Learning Coordinator works directly with all instructors who are currently integrating service learning as instructional pedagogy in their courses. This includes the alignment of course learning objectives to departmental student learning outcomes and to the institutional degree/certificate student learning outcomes.

2.1.7 The Curriculum Committee recommends that the Dean of Academic Affairs work closely with Department Chairs in reviewing course articulation and MOU's with off-island colleges and universities in assuring the inclusion of all new courses in those MOU's and that all list of all articulated courses are made available to all Academic Departments for advising.

Response:

An MOU was signed with the University of Hawaii – Hilo Campus, and there still is an MOU with Chaminade University on course articulation. In addition the Health and Human Services Department has an articulation agreement with Alfred College.

2.1.8 The Curriculum Committee recommends that all the Academic Department Chairs review and considers the deletion of all "dead courses" with the approval of the Curriculum Committee.

Response:

After a review of the 2006-2008 Catalog, all "dead courses" have been removed from the catalog, with the exception of those courses that meet the unique students' and community needs.

2.1.9 The Curriculum Committee recommends that all Academic Departments have all course syllabi on file, post all course syllabi on the College's website and conduct orientation for new faculties.

Response:

The Vice President revised the official course syllabi format and conducted a workshop on how teachers can plan courses for each semester. All courses that offered each semester have course syllabi filed in the Academic Affairs Office and at each academic department.

Orientation for faculty, including new faculty are conducted in the beginning of each semester. It is also the responsibilities of each academic chair to conduct orientation for their faculty on all matters pertaining to their instructional duties at the college.

2.1.10 The Curriculum Committee recommends that the IAED Office with the ASCC Alumni actively collect data on graduates and have them available for each academic department.

Response:
The current Academic Program Review requires all academic departments to actively participate in colleting data, one of which includes the tracking of alumni. Although a very low number of students have been tracked by departments, it is anticipated that all academic departments will develop plans in tracking students who have graduated from their respective programs of study.

2.1.11 The Curriculum Committee recommends that the Student Services Division include in their Students Satisfactory Survey a section, which encourages graduates to write back and keep the College updated on their current addresses and workplaces.

Recommendations: Part 3 – Self Study

3.1.1 The Curriculum Committee recommends that the Dean/Ass't. Dean of Academic Affairs establishes a Comprehension Facility Usage and that the data should be used for scheduling in utilizing classroom usage.

Response:
The Academic Affairs Office hired another administrative assistant responsible in inputting our course schedule. She has in place a system which coordinates with course offerings for each academic department. The system identifies courses and times offered throughout the week. The academic department chairs and faculty have also spread out courses throughout the days of the week allowing for effective usage of classrooms.

3.1.2 The Curriculum Committee recommends that the Academic Affairs Division work collaboratively with the Administrative Services Division on a facility plan to include ramps and lifts for students with disabilities to have access to offices on the second floor of the College's administration's building.

Response:
A new ramp was built at the west wing of the campus to accommodate students in wheelchairs. There is yet a plan to include lifts for the second floor of the administration building making it accessible for students with disability.

3.1.3 The Curriculum Committee recommends that the Administrative Services Division develop an evacuation plan visible to students, staff, and faculties and in the plan the inclusion of fire extinguishers (with regular inspection), and that renovations made with

the College's facilities meet with "all" building code safety requirements thus ensuring a safe and hazard free environment for all College employees and students.

Response:
Recommendation still needs to be fully addressed.

3.1.4 The Curriculum Committee recommends that the Procurement Office provide an updated inventory list for all Academic Department Chairs of available equipment so that such equipment could be made available for instructional purposes whenever needed.

Response:
The MIS has provided faculty with the appropriate equipment for instructional use. The Academic Affairs Office with the Reproduction Office of the College offer xeroxing services.

3.1.5 The Curriculum Committee recommends that each Academic Department updates inventory lists of all office inventory lists and work closely with the MIS Division and Procurement Office in terms of updated specifications for all equipment purchases and used by each Academic Department.

Response:
The MIS Division has provided all employees with specifications for computers ordered by the College.

3.1.6 The Curriculum Committee recommends that the Academic Affairs Division and the Student Services Division develop general guidelines for retention strategies, and these strategies be published in a handbook presented faculty at a workshop during faculty orientation.

Response:
With the current academic program review, each academic department is responsible in collecting retention data. The data should be used in developing strategies to retain students in their courses and programs.

3.1.7 The Curriculum Committee recommends that the Dean and Associate Dean of Academic Affairs conduct a study to identify community input on the need for evening courses for government and private sector employees.

Response:
The College currently offers evening courses for teachers. *The College still needs to conduct a study to identify community input on the need for evening courses for the other government and private sector employees.*

3.1.8 The Curriculum Committee recommends that the Human Services Office compile and submit information on all adjunct and full-time faculties credentials and

47

qualifications to the Dean of Academic Affairs, and the information should be used to determine staff development plans for all ASCC faculties.

Response:
The Human Resources Office has provided a list of all full-time and part-time faculties. Workshops have been conducted on academic programs review, course syllabi, writing learning objectives, student learning outcomes, etc.

The Academic Affairs Office has been sending instructors for off-island training in the area of assessment.

3.1.9 The Curriculum Committee recommends that the Faculty Senate develop and approve an updated Faculty Handbook by Fall 2005 that would include institutional policies and procedures for faculty. Policies on departmental local advisory council and student advisor evaluation should be included. The Faculty Handbook should compliment the institutions Personnel Handbook and the Student Handbook. The faculty Handbook should be approved by the Board of Higher Education and should be updated every two years.

Response:
The recommendation is yet to be addressed.

3.1.10 The Curriculum Committee recommends that the Academic Departments develop an Advisory Council Handbook outlining the purposes and responsibilities of Advisory Councils.

Response:
An Advisory Council Handbook was developed and approved by the Curriculum Committee in the Summer 2007.

3.1.11 The Curriculum Committee recommends that the Academic Affairs Division and the Student Services Division play an active role in the evaluating the advising process by developing an evaluation instrument to ascertain student success in their academic programs.

Response:
The Academic Affairs Division constantly conducts workshops on academic advising. All student IEP forms have been updated and are distributed during registration. The division also gives out a survey to graduates enabling students to provide us with feedback on the advising process.

SELF-STUDY INPUT QUESTIONNAIRE

Please elaborate and/or provide evidence for each response.

Facilities

1. Is the facility large enough for the current program and to allow any projected growth?
2. Is the facility clean and well maintained?
3. Is the lighting and ventilation sufficient for the facility?
4. Are there any safety hazards in the facility?
5. Is the facility accessible to the disabled?
6. Is there ample storage space available?
7. Are there washing and restroom facilities easily accessible for both genders?

Equipment
1. Is program equipment obsolete or compatible to "state of the art" equipment?
2. Is the equipment sufficient in quantity?
3. Is the equipment well maintained?
4. Is the equipment cataloged on an inventory list?
5. Are there any safety hazards noticeable with the equipment being used?
6. Is the equipment easily accessible for all students?
7. Is supplementary instructional equipment available when necessary for instruction (demonstration stands, display cases, mock-ups, writing boards, audio-visual equipment, etc.)?
8. Is student study equipment available when necessary for instruction (audio-tutorial labs, study carrels, simulated work stations, etc.)?
9. Did the major equipment acquisitions receive program advisory council review?
10. Is the office equipment provided for instructions' use?

Materials
1. Are the instructional materials in the courses and program area up-to-date, and do they reflect the needs of the industry and the community?
2. Are supportive and reference materials current and relevant and readily available in order to carry out instructional activities?
3. Are instructional materials in sufficient quantity?
4. Are the instructional materials free of gender and cultural bias?
5. Are the instructional materials, equipment, and supplies well maintained and reviewed on a regular basis?
6. Are a variety of instructional materials available which allow for instructional flexibility, such as competency-based, criterion-referenced and individualized testing?
7. Are materials available for disabled students when required?

Teacher Qualification and Capacity
1. Are the instructors in the program qualified to teach their particular courses?
2. Does the instructional staff have appropriate on-the-job or work experience?
3. Are all instructors in vocational programs licensed, professionally certified, and fulfilling a professional development plan?

Professional Development
1. Does the institution provide a Faculty Handbook to keep faculty informed about institutional policies and procedures?
2. Are faculty kept informed on matters of institutional policies and procedures? This includes a process for communication which allows for sharing data, reports, surveys, needs assessments, and enrollment and student demographic data?
3. Does the institution require any in-service training for new or part-time instructors?
4. Do the instructors attend workshops and professional organization meetings? Does the institution provide financial assistance and release time?
5. Do the instructors visit other post-secondary institutions in the state or nation?
6. Does the administration encourage and support faculty development activities?
7. Do instructors regularly communicate with program-related businesses or industries?
8. What in-service has been made available during the past year?
9. Do instructors participate in departmental and/or general faculty meetings?
10. Does the program/department provide guidelines for procedures and other relevant information to instructors in timely and consistent manner?

Scheduling History (Table 1): Academic departments identify all courses that have been offered during the course of the academic program review cycle.

Table 1	Total Fall'06 Courses	Total Spr'07 Courses	Total Sum'07 Courses	Total Fall'07 Courses	Total Spr'08 Courses	Total Sum'08 Courses
Agriculture	7	7	3	0	0	
Business	15	15	2	0	0	0
CLP	3	3	3	0	0	0
Criminal Justice	10	11	3	1	0	0
Education	7	7	0	7	0	0
ELI	9	9	5	9	0	0
Fine Arts	28	27	3	29	0	0
Health & Human Services	10	12	0	0	0	0
ICT	3	3	0	0	0	0
Language & Literature	5	4	4	0	0	0
Mathematics	7	7	5	0	0	0
Nursing	2	2	1	4	0	0
Physical Education ROTC	7	7	4	7	0	0
Samoan Studies	5	6	3	7	0	0
Science	9	10	2	0	0	0
Social Science	24	24	0	0	0	0
Trades & Technology	17	20	0	0	0	0
TOTAL:	168	174	38	64	0	0

Courses Offered Per Semester (Mid-Term)

Total Sum'07 Courses, 38

Total Fall'06 Courses, 168

Total Spr'07 Courses, 174
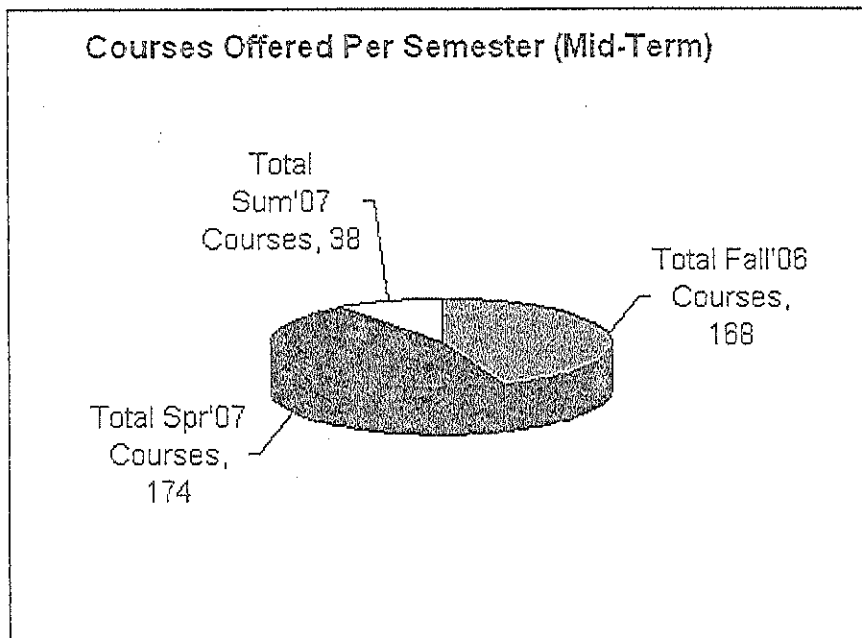
Student Learning Outcomes (Table 2): Academic departments identify the skills taught through courses offered during the review cycle aligned to the identified institutional degree/certificate student learning outcomes.

Table 2	Total courses	Communication Skills								
		Speaking & Writing				/ Reading		/ Listening		
		1	2	3	4	1	2	1	2	3
Agriculture	15	0	0	0	15	7	7	8	7	0
Business	17	17	15	14	16	16	10	14	15	14
CLP	3	0	1	1	1	1	2	0	1	2
Criminal Justice	16	17	3	8	8	16	11	16	14	14
Education	14	12	12	0	0	0	0	0	0	0
ELI	9	9	9	9	9	9	9	9	9	9
Fine Arts	33	33	33	33	33	33	33	30	30	30
Health & Human Svcs	12	5	8	4	3	5	1	5	5	8
ICT	3	0	0	1	2	0	3	0	1	2
Language & Literature	10	10	10	10	10	10	10	10	10	10
Mathematics	9	9	9	3	9	9	8	9	8	7
Nursing	18	18	18	18	18	18	18	18	18	18
Physical Education ROTC	7	7	7	7	7	7	7	7	7	7
Samoan Studies	8	0	3	5	2	4	5	8	4	5
Science	11	11	11	11	11	10	10	11	11	11
Social Science	27	27	27	27	27	27	27	27	27	27
Trades & Technology	56	56	56	56	56	56	56	56	56	56
TOTAL:	**268**	**231**	**222**	**207**	**227**	**228**	**217**	**228**	**223**	**220**
Percentage:		**86%**	**83%**	**77%**	**85%**	**85%**	**81%**	**85%**	**83%**	**82%**
Agriculture	15	0%	0%	0%	100%	47%	47%	53%	47%	0%
Business	17	100%	88%	82%	94%	94%	59%	82%	88%	82%
CLP	3	0%	33%	33%	33%	33%	67%	0%	33%	67%
Criminal Justice *	16	106%	19%	50%	50%	100%	69%	100%	88%	88%
Education *	14	86%	86%	0%	0%	0%	0%	0%	0%	0%
ELI	9	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fine Arts	33	100%	100%	100%	100%	100%	100%	91%	91%	91%
Health & Human Svcs	12	42%	67%	33%	25%	42%	8%	42%	42%	67%
ICT	3	0%	0%	33%	67%	0%	100%	0%	33%	67%
Language & Literature *	10	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mathematics	9	100%	100%	33%	100%	100%	89%	100%	89%	78%
Nursing	18	100%	100%	100%	100%	100%	100%	100%	100%	100%
Physical Education ROTC	7	100%	100%	100%	100%	100%	100%	100%	100%	100%
Samoan Studies	8	0%	38%	63%	25%	50%	63%	100%	50%	63%
Science	11	100%	100%	100%	100%	91%	91%	100%	100%	100%
Social Science	27	100%	100%	100%	100%	100%	100%	100%	100%	100%
Trades & Technology	56	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 2

	Total courses	Job Skills Transferable 1		Adaptive 1	Adaptive 2	Adaptive 3	Job Specific 1	Job Specific 2	Job Specific 3
Agriculture	15	15		0	0	15	0	0	15
Business	17	17		9	15	6	17	17	9
CLP	3	3		0	3	0	0	1	2
Criminal Justice	16	16		13	5	5	5	16	16
Education	14	6		6	6	6	12	12	12
ELI	9	0		9	9	9	0	0	0
Fine Arts	33	33		33	33	33	33	33	33
Health & Human Svcs	12	10		5	11	7	9	8	6
ICT	3	3		0	2	0	0	0	2
Language & Literature	10	10		10	10	0	10	10	10
Mathematics	9	5		9	5	6	9	5	5
Nursing	18	18		18	18	18	18	18	18
Physical Education ROTC	7	7		7	7	7	7	0	0
Samoan Studies	8	7		3	5	2	3	2	4
Science	11	10		11	11	11	11	11	11
Social Science	27	27		27	27	27	27	0	0
Trades & Technology	56	56		56	56	56	56	56	56
TOTAL:	268	243	0	216	223	208	217	189	199
Percentage:		91%		81%	83%	78%	81%	71%	74%
Agriculture	15	100%		0%	0%	100%	0%	0%	100%
Business	17	100%		53%	88%	35%	100%	100%	53%
CLP	3	100%		0%	100%	0%	0%	33%	67%
Criminal Justice *	16	100%		81%	31%	31%	31%	100%	100%
Education ˙	14	43%		43%	43%	43%	86%	86%	86%
ELI	9	0%		100%	100%	100%	0%	0%	0%
Fine Arts	33	100%		100%	100%	100%	100%	100%	100%
Health & Human Svcs	12	83%		42%	92%	58%	75%	67%	50%
ICT	3	100%		0%	67%	0%	0%	0%	67%
Language & Literature *	10	100%		100%	100%	0%	100%	100%	100%
Mathematics	9	56%		100%	56%	67%	100%	56%	56%
Nursing	18	100%		100%	100%	100%	100%	100%	100%
Physical Education ROTC	7	100%		100%	100%	100%	100%	0%	0%
Samoan Studies	8	88%		38%	63%	25%	38%	25%	50%
Science	11	91%		100%	100%	100%	100%	100%	100%
Social Science	27	100%		100%	100%	100%	100%	0%	0%
Trades & Technology	56	100%		100%	100%	100%	100%	100%	100%

Table 2	Total courses	Life Skills																
		Personal-Responsb.					/ Respect & Diversity					/ Problem Solv.				/Tech.	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
Agriculture	15	0	0	2	4	9	0	0	0	7	6	0	0	1	14	0	13
Business	17	14	7	13	9	4	16	14	17	13	3	13	16	16	14	9	15
CLP	3	0	0	1	0	2	0	0	0	2	1	1	0	0	2	0	3
Criminal Justice	16	16	-4	16	0	0	5	5	16	16	5	16	4	15	13	0	16
Education	14	10	10	10	10	10	10	10	10	10	10	10	10	10	10	1	1
ELI	9	6	6	6	6	6	6	6	6	6	6	6	6	6	2	0	0
Fine Arts	33	33	33	33	33	33	33	33	33	33	33	26	26	26	26	33	33
Health & Human Svcs	12	7	3	6	7	8	8	7	7	7	6	2	7	5	6	6	6
ICT	3	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Language & Literature	10	1	10	10	0	0	10	10	0	10	10	10	10	10	10	10	10
Mathematics	9	4	5	5	6	1	3	2	9	7	0	9	5	9	9	4	9
Nursing	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	0	18
Physical Education ROTC	7	7	7	7	7	7	7	7	7	7	7	7	7	0	0	7	0
Samoan Studies	8	0	1	7	6	2	0	1	0	5	3	0	1	4	4	2	6
Science	11	10	11	10	10	11	11	11	11	11	11	11	10	10	10	11	11
Social Science	27	27	27	27	27	0	27	27	27	27	27	27	27	27	27	27	27
Trades & Technology	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
TOTAL:	268	209	198	227	199	167	210	207	217	235	202	212	204	214	222	166	227
Percentage:		78%	74%	85%	74%	62%	78%	77%	81%	88%	75%	79%	76%	80%	83%	62%	85%
Agriculture	15	0%	0%	13%	27%	60%	0%	0%	0%	47%	40%	0%	0%	7%	93%	0%	87%
Business	17	82%	41%	76%	53%	24%	94%	82%	100%	76%	18%	76%	94%	94%	82%	53%	88%
CLP	3	0%	0%	33%	0%	67%	0%	0%	0%	67%	33%	33%	0%	0%	67%	0%	100%
Criminal Justice *	16	100%	25%	100%	0%	0%	31%	31%	100%	100%	31%	100%	25%	94%	81%	0%	100%
Education *	14	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	7%	7%
ELI	9	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	22%	0%	0%
Fine Arts	33	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	79%	79%	79%	79%	100%	100%
Health & Human Svcs	12	58%	25%	50%	58%	67%	67%	58%	58%	58%	50%	17%	58%	42%	50%	50%	50%
ICT	3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33%	33%	33%	0%	100%
Language & Literature *	10	10%	100%	100%	0%	0%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%
Mathematics	9	44%	56%	56%	67%	11%	33%	22%	100%	78%	0%	100%	56%	100%	100%	44%	100%
Nursing	18	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%
Physical Education ROTC	7	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	0%	100%	0%
Samoan Studies	8	0%	13%	88%	75%	25%	0%	13%	0%	63%	38%	0%	13%	50%	50%	25%	75%
Science	11	91%	100%	91%	91%	100%	100%	100%	100%	100%	100%	100%	91%	91%	91%	100%	100%
Social Science	27	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Trades & Technology	56	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Methods of Instruction (Table 3): Academic departments identify instructional methodology reflecting effective teaching practices for each course taught in the review cycle.

Table 3	Total courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other
Agriculture		14	15	15	3	1	2	10
	15	93%	100%	100%	20%	7%	13%	67%
Business		17	17	17	10	2	17	
	17	100%	100%	100%	59%	12%	100%	
CLP		3	2	3	1	0	3	
	3	100%	40%	60%	20%	0%	60%	
Criminal Justice		16	14	16	9	0	16	
	16	100%	88%	100%	56%	0%	100%	
Education		10	7	7	0	0	4	
	13	77%	54%	54%	0%	0%	31%	
ELI		9	9	9	1	6	6	
	9	100%	100%	100%	11%	67%	67%	
Fine Arts		33	28	33	5	23	28	
	33	100%	85%	100%	15%	70%	85%	
Health & Human Services		11	10	10	3	1	9	
	12	92%	83%	83%	25%	8%	75%	
ICT		3	3	3	0	0	3	
	3	100%	100%	100%	0%	0%	100%	
Language & Literature		5	5	5	5	0	0	5
	5	100%	100%	100%	100%	0%	0%	100%
Mathematics		9	9	9	1	3	9	
	9	100%	100%	100%	11%	33%	100%	
Nursing		18	18	18	18	13	18	
	18	100%	100%	100%	100%	72%	100%	
Physical Education		7	7	7	0	3	3	
	7	100%	100%	100%	0%	43%	43%	
ROTC		0	0	0	0	0	0	
	0							
Samoan Studies		9	9	9	6	3	6	
	9	100%	100%	100%	67%	33%	67%	
Science		11	10	11	2	0	9	
	11	100%	91%	100%	18%	0%	82%	
Social Science		27	27	27	3	6	27	
	27	100%	100%	100%	11%	22%	100%	
Trades & Technology		56	56	56	3	56	56	
	56	100%	100%	100%	5%	100%	100%	
TOTAL:	263	258	246	255	70	117	216	15
Percentage:		98%	94%	97%	27%	44%	82%	6%

Assessment Methods (Table 4): Academic departments identify assessment methods assessing learning objectives for each course offered in the review cycle.

Table 4	Total courses	Tests / Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
Agriculture		11	6	13	0	3	13	15
	15	73%	40%	87%	0%	20%	87%	100%
Business		17	14	17	0	3	13	2
	17	100%	82%	100%	0%	18%	76%	12%
CLP		3	3	3	1	1	0	1
	3	60%	60%	60%	20%	20%	0%	20%
Criminal Justice		16	16	16	0	0	11	8
	16	100%	100%	100%	0%	0%	69%	50%
Education		12	8	6	0	0	8	1
	13	92%	62%	46%	0%	0%	62%	8%
ELI		9	9	9	2	9	2	0
	9	100%	100%	100%	22%	100%	22%	
Fine Arts		33	33	33	33	33	33	0
	33	100%	100%	100%	100%	100%	100%	
Health & Human Services		9	4	4	2	2	8	12
	12	75%	33%	33%	17%	17%	67%	100%
ICT		3	3	3	0	0	3	0
	3	100%	100%	100%	0%	0%	100%	
Language & Literature		5	5	5	4	4	1	2
	5	100%	100%	100%	80%	80%	20%	40%
Mathematics		9	9	9	4	3	4	2
	9	100%	100%	100%	44%	33%	44%	22%
Nursing		18	18	18	17	18	17	17
	18	100%	100%	100%	94%	100%	94%	94%
Physical Education		7	0	7	0	3	3	0
	7	100%	0%	100%	0%	43%	43%	
ROTC		0	0	0	0	0	0	0
	0							
Samoan Studies		9	6	9	6	7	9	2
	9	100%	67%	100%	67%	78%	100%	22%
Science		11	11	11	0	3	4	3
	11	100%	100%	100%	0%	27%	36%	27%
Social Science		27	27	27	27	1	5	23
	27	100%	100%	100%	100%	4%	19%	85%
Trades & Technology		54	54	56	56	0	3	2
	56	96%	96%	100%	100%	0%	5%	4%
TOTAL:	263	253	226	246	152	90	137	90
Percentage:		96%	86%	94%	58%	34%	52%	34%

56

Articulation (Table 5): Academic departments identify all courses in their respective programs that are being articulated with other colleges and universities.

Table 5	Total courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
Agriculture		15	0	5	0
	15	100%	0%	33%	0%
Business		14	17	17	7
	17	82%	100%	100%	41%
CLP		0	0	3	0
	3	0%	0%	60%	0%
Criminal Justice		16	0	13	0
	16	100%	0%	81%	0%
Education		13	1	14	5
	15	87%	7%	93%	33%
ELI	9	NOT APPLICABLE			
Fine Arts		33	8	33	0
	33	100%	24%	100%	0%
Health & Human Services		11	1	10	0
	12	92%	8%	83%	0%
ICT		3	1	2	0
	3	100%	33%	67%	0%
Language & Literature		10	0	4	0
	10	100%	0%	40%	0%
Mathematics		6	1	7	7
	9	67%	11%	78%	78%
Nursing		11	5	2	18
	18	61%	28%	11%	100%
Physical Education		7	0	0	0
	7	100%	0%	0%	0%
ROTC		0	0	0	0
	0				
Samoan Studies		12	3	15	0
	15	80%	20%	100%	0%
Science		15	0	0	0
	15	100%	0%	0%	0%
Social Science		27	27	0	0
	27	100%	100%	0%	0%
Trades & Technology		0	0	56	0
	56	0%	0%	100%	0%
TOTAL:	271	193	64	181	37
Percentage:		71%	24%	67%	14%

57

Academic Focus (Table 6): Academic departments identify courses that satisfy degree certificate core requirements, course that satisfy general education requirements, courses that can be used as electives, and remedial courses.

Table 6	Total courses	Program Core	General Education	Elective	Remedial
Agriculture		15	2	0	0
	15	100%	13%	0%	0%
Business		16	0	1	1
	17	94%	0%	6%	6%
CLP		0	0	3	2
	3	0%	0%	60%	40%
Criminal Justice		16	0	16	0
	16	100%	0%	100%	0%
Education		10	0	14	0
	15	67%	0%	93%	0%
ELI		0	0	0	9
	9	0%	0%	0%	100%
Fine Arts		33	33	33	0
	33	100%	100%	100%	0%
Health & Human Svcs		11	0	9	0
	12	92%	0%	75%	0%
ICT		3	1	0	0
	3	100%	33%	0%	0%
Language & Literature		4	6	4	0
	10	40%	60%	40%	0%
Mathematics		4	7	7	2
	9	44%	78%	78%	22%
Nursing		17	0	1	1
	18	94%	0%	6%	6%
Physical Education		0	7	7	0
	7	0%	100%	100%	0%
ROTC		0	0	0	0
	0				
Samoan Studies		7	7	14	3
	15	47%	47%	93%	20%
Science		15	10	11	0
	15	100%	67%	73%	0%
Social Science		27	27	27	0
	27	100%	100%	100%	0%
Trades & Technology		55	0	0	0
	56	98%	0%	0%	0%
TOTAL:	280	233	100	147	18
Percentage:		83%	36%	53%	6%

Enrollment (Table 7): Academic departments identify courses that are open to students without pre-requisites, courses requiring pre-requisites, and English – Math remedial courses.

Table 7	Total courses	Open Enrollment	Special Entrance Requirement (Pre-requisites)	Remedial Math / Remedial English
Agriculture		2	13	5
	15	13%	87%	33%
Business		1	16	0
	17	6%	94%	0%
CLP		2	1	0
	3	40%	20%	0%
Criminal Justice		0	16	0
	16	0%	100%	0%
Education		0	19	0
	19	0%	100%	0%
ELI		0	9	9
	9	0%	100%	100%
Fine Arts		11	33	16
	33	33%	100%	48%
Health & Human Svcs		10	12	0
	11	91%	109%	0%
ICT		1	2	2
	3	33%	67%	67%
Language & Literature		0	10	0
	10	0%	100%	0%
Mathematics		1	8	2
	9	11%	89%	22%
Nursing		0	18	1
	18	0%	100%	6%
Physical Education		7	5	7
	7	100%	71%	100%
ROTC		0	0	0
	0			
Samoan Studies		4	12	1
	15	27%	80%	7%
Science		14	15	0
	15	93%	100%	0%
Social Science		0	27	0
	27	0%	100%	0%
Trades & Technology		5	51	0
	56	9%	91%	0%
TOTAL:	283	53	267	43
Percentage:		20%	94%	15%

Recruiting Methods (Table 8): Academic departments identify methods used in recruiting students in their academic programs.

Table 8	# of Degree/Certificate Programs	OUTREACH			MEDIA			OTHERS (Please Specify)	
		School Visitations	Career Day /Job Fair	Community Service	Television / Cable	Radio	Newspaper		
Agriculture	4	4	4	4	4	0	4	0	4
		100%	100%	100%	100%	0%	100%	0%	100%
Business	6	· 6	6	6	0	0	1	2	0
		100%	100%	100%	0%	0%	17%	33%	0%
CLP	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Criminal Justice	4	4	4	0	0	0	0	1	0
		100%	100%	0%	0%	0%	0%	25%	0%
Education	2	1	1	1	0	0	1	2	0
		50%	50%	50%	0%	0%	50%	100%	0%
ELI	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Fine Arts	2	0	0	0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%	0%	0%
Health & Human Svcs	3	1	0	0	0	0	0	2	1
		33%	0%	0%	0%	0%	0%	67%	33%
ICT	1	0	1	0	0	0	0	0	0
		0%	100%	0%	0%	0%	0%	0%	0%
Language & Literature	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Nursing	2	2	2	2	2	2	2	1	0
		100%	100%	100%	100%	100%	100%	50%	0%
Physical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
ROTC	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Samoan Studies	2	2	2	2	0	0	1	1	0
		100%	100%	100%	0%	0%	50%	50%	0%
Science	1	0	0	0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%	0%	0%
Social Science	1	1	1	1	0	0	0	0	0
		100%	100%	100%	0%	0%	0%	0%	0%
Trades & Technology	13	0	0	0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%	0%	0%
TOTAL:	41	21	21	16	6	2	9	9	5

Percentage:

TABLE 1

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
AGRICULTURE & LIFE SCIENCE							
1	AGE 150		✓				
2	AGR 100 I			✓			
3	AGR 100 II	✓	✓				
4	AGR 152	✓					
5	AGR 197		✓				
6	AGR 250		✓				
7	AGR 297			✓			
8	ANS 150 A	✓					
9	ANS 150 B	✓					
10	FAM 250		✓				
11	FAM 260		✓				
12	NRS 180	✓	✓				
13	NRS 200						
14	NRS 250	I/S					
15	NUT 150	✓		✓			
BUSINESS EDUCATION							
16	ACC 150	✓	✓				
17	ACC 151	✓	✓				
18	ACC 152	✓	✓				
19	ACC 210	✓	✓				
20	ACC 220	✓	✓				
21	BUS 102	✓	✓				
22	BUS 103	✓	✓	✓			
23	BUS 200	✓	✓				
24	BUS 225		✓				
25	BUS 260	✓	✓				
26	ECO 250	✓	✓				
27	ECO 251	✓	✓				
28	MGT 250	✓	✓				
29	MKT 200	✓					
30	MKT 206	✓					
31	MKT 212		✓				
32	OAT 101	✓	✓	✓			
33	OAT 204						
34	OAT 220						
35	OAT 225						
36	OAT 230						
CRIMINAL JUSTICE							
37	CJ 150	✓	✓	✓	✓		

TABLE 1

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
38	CJ 155		✓				
39	CJ 160	✓					
40	CJ 165	✓	✓				
41	CJ 170	✓	✓				
42	CJ 175	✓					
43	CJ 180	✓	✓				
44	CJ 185		✓				
45	CJ 190	✓	✓				
46	CJ 195						
47	CJ 200			✓			
48	CJ 210	✓	✓				
49	CJ 215			✓			
50	CJ 220	✓	✓				
51	CJ 230		✓				
52	CJ 240		✓				
53	CJ 250	✓					
COLLEGE & LIFE PLANNING							
54	CLP 80						
55	CLP 81						
56	CLP 90	✓	✓	✓			
57	CLP 91	✓	✓	✓			
58	CLP 150	✓	✓	✓			
EDUCATION							
59	ECE 141						
60	ECE 142						
61	ECE 150						
62	ECE 151						
63	ECE 152						
64	ED 150	✓	✓		✓		
65	ED 150P	✓	✓		✓		
66	ED 157	✓	✓		✓		
67	ED 157P	✓	✓		✓		
68	ED 160						
69	ED 160P						
70	ED 215						
71	ED 215P						
72	ED 240	✓	✓		✓		
73	ED 257	✓	✓		✓		
74	ED 257P	✓	✓		✓		
75	ED 280						
76	ED 285						
77	ED 285P						
ENGLISH LANGUAGE INSTITUTE							
78	ENG 70	✓	✓	✓	✓		
79	ENG 80	✓	✓	✓	✓		
80	ENG 90	✓	✓	✓	✓		
81	ENG 71	✓	✓		✓		
82	ENG 81	✓	✓	✓	✓		
83	ENG 91	✓	✓	✓	✓		
84	ENG 75	✓	✓		✓		

TABLE 1

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
85	ENG 85	✓	✓		✓		
86	ENG 95	✓	✓		✓		
FINE ARTS							
87	ART 150	✓	✓		✓		
88	ART 151		✓				
89	ART 160	✓	✓		✓		
90	ART 161	✓	✓		✓		
91	ART 170	✓	✓		✓		
92	ART 171						
93	ART 175						
94	ART 180	✓			✓		
95	ART 299	✓			✓		
96	DNC 150	✓		✓	✓		
97	DNC 155	✓	✓		✓		
98	DRA 150	✓	✓		✓		
99	DRA 151	✓	✓		✓		
100	DRA 170	✓	✓		✓		
101	DRA 250	✓	✓		✓		
102	DRA 251	✓	✓		✓		
103	MUS 140						
104	MUS 145	✓	✓		✓		
105	MUS 150	✓	✓	✓	✓		
106	MUS 151						
107	MUS 153	✓	✓		✓		
108	MUS 155				✓		
109	MUS 156				✓		
110	MUS 160	✓	✓	✓	✓		
111	MUS 161	✓	✓		✓		
112	MUS 162						
113	MUS 165	✓	✓		✓		
114	MUS 170	✓	✓		✓		
115	MUS 175	✓	✓		✓		
116	MUS 180	✓	✓		✓		
117	MUS 185	✓	✓		✓		
118	MUS 187	✓	✓		✓		
119	MUS 190*	✓	✓		✓		
120	MUS 191						
121	MUS 192*	✓					
122	MUS 193	✓	✓		✓		
123	MUS 194						
124	MUS 296		✓				
125	MUS 299						
126	SPH 153	✓	✓	✓	✓		
HEALTH & HUMAN SERVICES							
127	ASL 150		✓				
128	HEA 140	✓	✓				
129	HEA 150	✓	✓				
130	HEA 151	✓	✓				
131	HEA 152	✓					
132	HEA 160						

TABLE 1

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
133	HEA 250	✓	✓				
134	HEA 260		✓				
135	HEA 299	✓	✓				
136	HSV 150	✓					
137	HSV 155		✓				
138	HSV 160		✓				
139	HSV 165	✓	I/S				
140	HSV 200	✓					
141	HSV 220						
142	HSV 250	✓	✓				
143	HSV 280						
144	HSV 299		✓				
INFO. COMMUNICATION TECH.							
145	ICT 150	✓	✓				
146	ICT 160	✓	✓				
147	ICT 170	✓	✓				
148	ICT 210						
149	ICT 230						
150	ICT 235						
151	ICT 236						
152	ICT 250						
153	ICT 270						
LANGUAGE & LITERATURE							
154	ENG 150	✓	✓	✓			
155	ENG 151	✓	✓	✓			
156	ENG 201						
157	ENG 250	✓	✓	✓			
158	ENG 251	✓	✓	✓			
159	JOU 155						
160	LIT 270	✓					
161	LIT 272						
162	LIT 274						
163	LIT 276						
MARINE SCIENCE							
164	MSC 110						
165	MSC 150						
166	MSC 155						
167	MSC 160						
168	MSC 170						
169	MSC 197						
170	MSC 200						
171	MSC 220						
172	MSC 270						
173	MSC 280						
174	MSC 297						
MATHEMATICS							
175	MAT 80	✓	✓	✓			
176	MAT 90	✓	✓	✓			
177	MAT 150	✓	✓	✓			
178	MAT 151	✓	✓	✓			

TABLE 1

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
179	MAT 155	✓	✓				
180	MAT 250	✓	✓	✓			
181	MAT 260	✓	✓				
182	MAT 280	·					
183	MAT 281	·					
MILITARY SCIENCE (ROTC)		·					
184	MSL 101						
185	MSL 102						
186	MSL 201						
187	MSL 202						
NURSING							
188	NUR 80						
189	NUR 150	✓			✓		
190	NUR 155	✓			✓		
191	NUR 180		✓				
192	NUR 190			✓			·
193	NUR 200				✓		
194	NUR 203						
195	NUR 204						
196	NUR 205				✓		
197	NUR 206						
198	NUR 207						
199	NUR 208						
200	NUR 209						
201	NUR 210						
202	NUR 211						
203	NUR 212						
204	PHM 150		✓				
205	PHM 200						
PHYSICAL EDUCATION							
206	PED 150	✓	✓		✓		
207	PED 151	✓	✓		✓		
208	PED 152	✓	✓	✓	✓		
209	PED 153	✓	✓	✓	✓		
210	PED 154	✓	✓	✓	✓		
211	PED 155	✓	✓		✓		
212	PED 156	✓	✓	✓	✓		
213	PED 159						
214	PED 161						
215	PED 162						
216	PED 170						
217	PED 171						
SAMOAN STUDIES							
218	SAM 101A		✓				
219	SAM 101B	✓			✓		
220	SAM 111	✓	✓	✓	✓		
221	SAM 151		✓	✓	✓		
222	SAM 151L		✓	✓	✓		
223	SAM 152		✓		✓		
224	SAM 154	✓	✓		✓		

TABLE 1

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
225	SAM 172						
226	SAM 204	✓			✓		
227	SAM 244						
228	SAM 251	✓					
229	SAM 261						
230	SAM 271						
231	SAM 281						
232	SAM 291						
SCIENCE							
233	AST 150						
234	BIO 150	✓	✓	✓		⌀	
235	BIO 155						
236	BIO 180	✓	✓				
237	BIO 181	✓	✓				
238	BIO 250	✓	✓				
239	BIO 251	✓	✓				
240	BIO 255						
241	CHM 150	✓	✓				
242	CHM 151	✓	✓				
243	CHM 152						
244	MET 150						
245	PHSCI 150	✓	✓	✓			
246	PHY 151	✓	✓				
247	PHY 152		✓				
SOCIAL SCIENCE							
248	ANT 150	✓					
249	ANT 153		✓				
250	ANT 154	✓	✓				
251	ANT 160	✓					
252	ANT 210						
253	ANT 220						
254	GEO 150	✓	✓				
255	GEO 160	✓	✓				
256	GEO 161						
257	HIS 150	✓	✓				
258	HIS 151	✓	✓				
259	HIS 160	✓	✓				
260	HIS 161	✓	✓				
261	HIS 162	✓	✓				
262	HIS 170	✓	✓				
263	HIS 171	✓	✓				
264	PAD 150	✓	✓				
265	PAD 160						
266	PHIL 150	✓	✓				
267	POL 150	✓	✓				
268	POL 151	✓	✓				
269	POL 160	✓	✓				
270	POL 170	✓	✓				
271	POL 220	✓	✓				
272	POL 250		✓				

TABLE 1

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
273	POL 251	✓	✓				
274	PSY 150	✓	✓				
275	PSY 250	✓	✓				
276	REL 150		✓				
277	SOC 150	✓	✓				
278	SOC 211	✓					
279	SOC 250						
TRADES & TECHNOLOGY							
280	ABR 111	✓					
281	ABR 113	✓					
282	ABR 123	✓		✓			
283	ABR 124	✓					
284	ABR 131		✓				
285	ABR 132		✓				
286	ABR 133		✓				
287	ABR 134		✓				
288	ABR 136						
289	ABR 137						
290	ABR 138						
291	ABR 139						
292	ABR 140						
293	ABR 141						
294	ABR 142						
295	ABR 143						
296	ABR 144						
297	ADT 140	✓					
298	ADT 150	✓					
299	ADT 151	✓					
300	ADT 152	✓					
301	ADT 153		✓				
302	ADT 160		✓				
303	ADT 201		✓				
304	ADT 251		✓				
305	ADT 260						
306	ADT 280						
307	AUM 150	✓					
308	AUM 151	✓					
309	AUM 200		✓				
310	AUM 201		✓				
311	BPR 200		✓				
312	CET 150		✓				
313	CET 151						
314	CET 160	✓	✓				
315	CET 260		✓				
316	CET 261						
317	CET 265						
318	CET 270						
319	CET 299						
320	CON 150	✓	✓				
321	CON 151	✓					

TABLE 1

	Courses	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
322	CON 220						
323	CON 221						
324	ELE 150		✓				
325	ELE 151		✓				
326	ELE 170		✓				
327	ELE 190						
328	ELE 201						
329	ELE 202	✓					
330	ELE 203						
331	ELE 299	✓					
332	WLD 150	✓				✎	
333	WLD 151	✓					
334	WLD 240		✓				
335	WLD 241		✓				

TABLE 2

#	Courses	Communication Skills – Speaking & Writing 1	2	3	4	/Reading 1	2	/Listening 1	2	3	Job Skills – Transferable 1	/Adaptive 1	2	3	/Job Specific 1	2	3	Life Skills – Personal Responsb. 1	2	3	4	5	/Respect & Diversity 1	2	3	4	5	/Problem Solv. 1	2	3	4	/Tech 1	2
AGRICULTURE & LIFE SCIENCE
1	AGE 150				X		X		X		X		X				X				X				X						X			X
2	AGR 100 I				X	X		X			X		X				X				X					X								X
3	AGR 100 II				X	X		X			X		X				X				X					X								X
4	AGR 152				X	X		X			X		X				X				X					X					X			X
5	AGR 197				X			X			X		X				X		X															X
6	AGR 250				X		X	X			X		X				X		X															X
7	AGR 297				X	X		X			X		X				X				X				X						X			X
8	ANS 150 A				X	X			X		X		X				X				X				X						X			X
9	ANS 150 B				X	X			X		X		X				X				X				X						X			X
10	FAM 250				X	X		X			X		X				X			X					X						X			X
11	FAM 260				X	X		X			X		X				X				X					X					X			X
12	NRS 180				X	X		X			X		X				X			X						X					X			X
13	NRS 200				X	X		X			X		X				X				X				X						X			X
14	NRS 250		X		X			X			X		X				X				X				X						X			X
15	NUT 150				X	X			X		X		X				X				X					X					X			X
BUSINESS EDUCATION
16	ACC 150	X	X	X	X	X		X	X	X	X	X			X	X		X		X			X	X	X	X		X	X	X				X
17	ACC 151	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X		X			X	X	X	X		X	X	X	X	X	X
18	ACC 152	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X			X		X	X		X	X	X	X	X	X
19	ACC 210	X		X		X		X	X		X		X	X	X	X		X					X	X	X	X			X	X			X
20	ACC 220	X		X	X	X	X		X	X	X		X	X	X	X	X	X		X	X		X	X	X			X	X	X	X	X	X
21	BUS 102	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X				X	X	X	X		X	X	X	X		
22	BUS 103	X	X	X	X	X		X	X		X		X		X	X	X	X		X			X	X	X	X	X	X	X	X		X	X
23	BUS 200	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X		X	X	X	X		X	X	X	X	X	X

69

TABLE 2

Courses	Communication Skills									Job Skills							Life Skills															
	Speaking & Writing				/Reading		/Listening			Transferable	/Adaptive			/Job Specific			Personal Responsb.					/Respect & Diversity					/Problem Solv.				/Tech	
	1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
24 BUS 225	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X			X	X	X	X	
25 BUS 260	X	X	X	X	X		X	X	X	X	X	X		X	X	X		X	X	X	X	X	X				X	X	X	X	X	X
26 ECO 250	X	X	X	X	X		X	X	X	X		X		X	X		X		X	X		X	X	X		X	X	X	X	X		X
27 ECO 251	X	X		X	X	X		X	X	X		X		X	X		X		X	X		X	X	X	X		X	X	X	X		X
28 MGT 250	X	X		X	X					X		X		X	X				X				X	X				X		X		
29 MKT 200	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X		X	X		X	X	X	X		X	X	X	X		X
30 MKT 206	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X		X	X	X	X		X	X	X	X	X	X
31 MKT 212	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X
32 OAT 101	X	X		X		X	X	X	X	X		X		X	X		X	X		X		X		X	X		X		X	X		X
33 OAT 204																																
34 OAT 220																																
35 OAT 225																																
36 OAT 230																																
CRIMINAL JUSTICE																																
37 CJ 150	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X		X			X	X	X	X	X	X					X
38 CJ 155	X		X	X	X	X	X	X		X				X	X	X		X					X	X		X		X				X
39 CJ 160	X		X	X	X	X	X			X				X	X	X		X					X	X		X		X				X
40 CJ 165	X	X			X	X	X		X	X				X	X	X		X					X	X		X		X	X			X
41 CJ 170	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X		X
42 CJ 175	X				X	X	X	X	X	X	X			X	X	X		X					X	X		X		X	X			X
43 CJ 180	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X		X
44 CJ 185	X				X		X	X	X	X	X			X	X	X		X					X	X		X		X	X			X
45 CJ 190	X	X			X	X	X	X	X	X	X			X	X	X		X					X	X		X		X	X			X
46 CJ 195	X																															
47 CJ 200	X				X		X	X	X	X	X			X	X	X		X					X	X		X		X	X			X

TABLE 2

| | Communication Skills | | | | | | | | | Job Skills | | | | | | | Life Skills | | | | | | | | | | | | | | | | |
| | Speaking & Writing | | | | /Reading | | /Listening | | | Transferable | /Adaptive | | | /Job Specific | | | Personal Responsb. | | | | | /Respect & Diversity | | | | | /Problem Solv. | | | | /Tech | |
Courses	1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
48 CJ 210	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X		X
49 CJ 215	X				X		X	X	X	X	X				X	X	X		X				X	X			X			X		X
50 CJ 220	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X		X
51 CJ 230	X				X		X	X	X	X	X				X	X	X		X				X	X			X			X		X
52 CJ 240	X				X		X	X	X	X	X				X	X	X		X				X	X			X			X		X
53 CJ 250	X		X	X	X	X	X	X	X	X	X				X	X	X		X				X	X			X			X		X
COLLEGE & LIFE PLANNING																																
54 CLP 80																																
55 CLP 81																																
56 CLP 90		X			X			X		X		X				X			X						X		X					X
57 CLP 91			X			X			X	X		X				X				X					X					X		X
58 CLP 150				X	X				X	X		X			X					X						X					X	X
EDUCATION																																
59 ECE 141	X	X												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
60 ECE 142	X	X												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
61 ECE 150	X	X												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
62 ECE 151	X	X												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
63 ECE 152	X	X												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
64 ED 150	X	X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
65 ED 150P	X	X																														
66 ED 157	X	X								X	X	X	X	X	X	X																
67 ED 157P														X	X	X																
68 ED 160																																
69 ED 160P																																
70 ED 215										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

71

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Course Alignment to Degree/Certificate Student Learning Outcomes

TABLE 2

Courses	Communication Skills — Speaking & Writing 1	2	3	4	/Reading 1	2	/Listening 1	2	3	Job Skills — Transferable 1	/Adaptive 1	2	3	/Job Specific 1	2	3	Life Skills — Personal Responsb. 1	2	3	4	5	/Respect & Diversity 1	2	3	4	5	/Problem Solv. 1	2	3	4	/Tech 1	2
71 ED 215P			·																													
72 ED 240	X	X	·							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
73 ED 257	X	X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
74 ED 257P	X	X																														
75 ED 280	X	X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
76 ED 285																																
77 ED 285P																																
ENGLISH LANGUAGE INSTITUTE																																
78 ENG 70	X	X	X	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X		
79 ENG 80	X	X	X	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X		
80 ENG 90	X	X	X	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X			
81 ENG 71	X	X	X	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X			
82 ENG 81	X	X	X	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X			
83 ENG 91	X	X	X	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X			
84 ENG 75	X	X	X	X	X	X	X	X	X		X	X	X																			
85 ENG 85	X	X	X	X	X	X	X	X	X		X	X	X																			
86 ENG 95	X	X	X	X	X	X	X	X	X		X	X	X																			
FINE ARTS																																
87 ART 150	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X
88 ART 151	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X
89 ART 160	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X
90 ART 161	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X
91 ART 170	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X
92 ART 171																																
93 ART 175																																

72

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Course Alignment to Degree/Certificate Student Learning Outcomes

TABLE 2

	Courses	Communication Skills									Job Skills							Life Skills															
		Speaking & Writing				/ Reading		/ Listening			Transferable	/ Adaptive			/ Job Specific			Personal Responsb.					/ Respect & Diversity					/ Problem Solv.				/Tech	
		1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
94	ART 180	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X
95	ART 299	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X
96	DNC 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
97	DNC 155	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
98	DRA 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
99	DRA 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
100	DRA 170	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
101	DRA 250	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
102	DRA 251	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
103	MUS 140																																
104	MUS 145	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
105	MUS 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
106	MUS 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
107	MUS 153	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
108	MUS 155	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
109	MUS 156	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
110	MUS 160	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
111	MUS 161	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
112	MUS 162																																
113	MUS 165	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
114	MUS 170	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
115	MUS 175	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
116	MUS 180	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
117	MUS 185	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
118	MUS 187	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

73

TABLE 2

| | Communication Skills | | | | | | | | | Job Skills | | | | | | | Life Skills | | | | | | | | | | | | | | | |
| | Speaking & Writing | | | | / Reading | | / Listening | | | Transferable | / Adaptive | | | / Job Specific | | | Personal Responsb. | | | | | / Respect & Diversity | | | | | / Problem Solv. | | | | /Tech | |
Courses	1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
119 MUS 190*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
120 MUS 191																																
121 MUS 192*	X	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
122 MUS 193	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
123 MUS 194																																
124 MUS 296	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
125 MUS 299																																
126 SPH 153	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HEALTH & HUMAN SERVICES																																
127 ASL 150																																
128 HEA 140	X				X						X			X																	X	X
129 HEA 150											X								X	X	X										X	X
130 HEA 151					X	X				X	X																				X	X
131 HEA 152									X	X				X						X												
132 HEA 160																																
133 HEA 250																																
134 HEA 260	X	X		X			X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X		
135 HEA 299		X								X	X			X																		
136 HSV 150		X	X						X	X	X	X	X	X	X		X		X		X	X	X	X	X			X		X		
137 HSV 155		X		X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X
138 HSV 160	X	X	X		X		X	X	X	X		X	X	X	X	X	X			X	X	X	X	X		X	X	X	X	X	X	X
139 HSV 165	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X
140 HSV 200																																
141 HSV 220																																
142 HSV 250		X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		

74

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Course Alignment to Degree/Certificate Student Learning Outcomes

TABLE 2

Column groups — **Communication Skills:** Speaking & Writing (SW), / Reading (R), / Listening (L). **Job Skills:** Transferable (Tr), / Adaptive (Ad), / Job Specific (JS). **Life Skills:** Personal Responsb. (PR), / Respect & Diversity (RD), / Problem Solv. (PS), /Tech.

#	Courses	SW1	SW2	SW3	SW4	R1	R2	L1	L2	L3	Tr1	Ad1	Ad2	Ad3	JS1	JS2	JS3	PR1	PR2	PR3	PR4	PR5	RD1	RD2	RD3	RD4	RD5	PS1	PS2	PS3	PS4	T1	T2
143	HSV 280																																	
144	HSV 299	X	X					X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		
INFO. COMMUNICATION TECH.																																	
145	ICT 150				X	X			X		X		X				X												X				X
146	ICT 160			X		X				X	X																					X	X
147	ICT 170				X	X				X	X		X				X													X			X
148	ICT 210																																
149	ICT 230																																
150	ICT 235																																
151	ICT 236																																
152	ICT 250																																
153	ICT 270																																
LANGUAGE & LITERATURE																																	
154	ENG 150	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
155	ENG 151	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
156	ENG 201	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
157	ENG 250	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
158	ENG 251	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
159	JOU 155	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
160	LIT 270	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
161	LIT 272	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
162	LIT 274	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
163	LIT 276	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X		X	X	X	X	X	X	X	X
MARINE SCIENCE																																	
164	MSC 110																																

75

TABLE 2

	Courses	Communication Skills									Job Skills							Life Skills															
		Speaking & Writing				/ Reading		/ Listening			Transferable	/ Adaptive			/ Job Specific			Personal Responsb.					/ Respect & Diversity					/ Problem Solv.				/Tech	
		1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
165	MSC 150																																
166	MSC 155																																
167	MSC 160																																
168	MSC 170																																
169	MSC 197																																
170	MSC 200																																
171	MSC 220																																
172	MSC 270																																
173	MSC 280																																
174	MSC 297																																

76

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Course Alignment to Degree/Certificate Student Learning Outcomes

TABLE 2

Courses	Communication Skills — Speaking & Writing 1	S&W 2	S&W 3	S&W 4	Reading 1	Reading 2	Listening 1	Listening 2	Listening 3	Job Skills — Transferable 1	Adaptive 1	Adaptive 2	Adaptive 3	Job Specific 1	Job Specific 2	Job Specific 3	Life Skills — Personal Responsb. 1	P.R. 2	P.R. 3	P.R. 4	P.R. 5	Respect & Diversity 1	R&D 2	R&D 3	R&D 4	R&D 5	Problem Solv. 1	P.S. 2	P.S. 3	P.S. 4	Tech 1	Tech 2
MATHEMATICS																																
175 MAT 80	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X			X	X		X	X	X	X	X	X
176 MAT 90	X	X		X	X	X	X	X	X	X	X	X	X	X		X		X		X			X	X	X		X	X	X	X	X	X
177 MAT 150	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X					X	X		X		X	X		X
178 MAT 151	X	X		X	X	X	X	X	X	X	X			X				X	X	X			X	X	X		X	X	X	X	X	X
179 MAT 155	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X		X	X		X	X	X			X
180 MAT 250	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X		X	X		X	X	X	X	X	X
181 MAT 260	X	X	X	X	X		X			X	X	X	X	X	X	X	X		X	X		X		X	X		X		X	X		X
182 MAT 280	X	X		X	X	X	X	X			X			X										X			X		X	X		X
183 MAT 281	X	X		X	X	X	X	X			X			X										X			X		X	X		X
MILITARY SCIENCE (ROTC)																																
184 MSL 101																																
185 MSL 102																																
186 MSL 201																																
187 MSL 202																																
NURSING																																
188 NUR 80	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
189 NUR 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
190 NUR 155	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
191 NUR 180	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
192 NUR 190	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
193 NUR 200	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
194 NUR 203	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
195 NUR 204	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
196 NUR 205	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Course Alignment to Degree/Certificate Student Learning Outcomes

TABLE 2

Courses	\#	SW1	SW2	SW3	SW4	R1	R2	L1	L2	L3	Transf 1	Adapt 1	Adapt 2	Adapt 3	JobSpec 1	JobSpec 2	JobSpec 3	PR1	PR2	PR3	PR4	PR5	RD1	RD2	RD3	RD4	RD5	PS1	PS2	PS3	PS4	Tech1	Tech2
		Communication Skills									**Job Skills**							**Life Skills**															
		Speaking & Writing				Reading		Listening			Transferable / Adaptive				/ Job Specific			Personal Responsb.					/ Respect & Diversity					/ Problem Solv.				/Tech	
NUR 206	197	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NUR 207	198	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NUR 208	199	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NUR 209	200	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NUR 210	201	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NUR 211	202	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NUR 212	203	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PHM 150	204	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PHM 200	205	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PHYSICAL EDUCATION																																	
PED 150	206	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X			X	
PED 151	207	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X			X	
PED 152	208	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X			X	
PED 153	209	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X			X	
PED 154	210	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X			X	
PED 155	211	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X			X	
PED 156	212	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X			X	
PED 159	213																																
PED 161	214																																
PED 162	215																																
PED 170	216																																
PED 171	217																																
SAMOAN STUDIES																																	
SAM 101A	218		X			X		X		X	X		X							X				X				X				X	
SAM 101B	219			X		X		X		X																							X

78

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Course Alignment to Degree/Certificate Student Learning Outcomes

TABLE 2

	Courses	Communication Skills									Job Skills							Life Skills															
		Speaking & Writing				/Reading		/Listening			Transferable	/Adaptive			/Job Specific			Personal Responsb.					/Respect & Diversity					/Problem Solv.				/Tech	
		1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
220	SAM 111		X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X			X		X	X		X	X	X		X	X
221	SAM 151			X			X	X	X		X		X				X		X	X							X					X		X
222	SAM 151L			X			X	X	X		X		X				X		X	X							X					X		X
223	SAM 152		X			X		X	X		X		X			X			X	X							X				X			
224	SAM 154			X	X		X	X		X	X	X		X	X		X		X	X	X						X				X	X		X
225	SAM 172																																	
226	SAM 204																																	
227	SAM 244																																	
228	SAM 251			X			X	X		X	X	X			X				X	X							X			X				X
229	SAM 261																																	
230	SAM 271																																	
231	SAM 281																																	
232	SAM 291																																	
SCIENCE																																	
233	AST 150																																	
234	BIO 150	X	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X
235	BIO 155																																	
236	BIO 180	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X
237	BIO 181	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
238	BIO 250	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
239	BIO 251	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
240	BIO 255	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
241	CHM 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
242	CHM 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
243	CHM 152																																	

79

TABLE 2

Courses	Communication Skills — Speaking & Writing 1	2	3	4	/Reading 1	2	/Listening 1	2	3	Job Skills Transferable 1	/Adaptive 1	2	3	/Job Specific 1	2	3	Life Skills Personal Responsb. 1	2	3	4	5	/Respect & Diversity 1	2	3	4	5	/Problem Solv. 1	2	3	4	/Tech 1	2
244 MET 150																																
245 PHSCI 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
246 PHY 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
247 PHY 152	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SOCIAL SCIENCE																																
248 ANT 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
249 ANT 153	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
250 ANT 154	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
251 ANT 160	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
252 ANT 210																																
253 ANT 220																																
254 GEO 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
255 GEO 160	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
256 GEO 161																																
257 HIS 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
258 HIS 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
259 HIS 160	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
260 HIS 161	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
261 HIS 162	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
262 HIS 170	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
263 HIS 171	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
264 PAD 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
265 PAD 160																																
266 PHIL 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
267 POL 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Course Alignment to Degree/Certificate Student Learning Outcomes

TABLE 2

Courses		Communication Skills									Job Skills							Life Skills															
		Speaking & Writing				/Reading		/Listening			Transferable	/Adaptive			/Job Specific			Personal Responsb.					/Respect & Diversity					/Problem Solv.				/Tech	
		1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
268	POL 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
269	POL 160	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
270	POL 170	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
271	POL 220	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
272	POL 250	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
273	POL 251	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
274	PSY 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
275	PSY 250	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
276	REL 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
277	SOC 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
278	SOC 211	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
279	SOC 250																																
TRADES & TECHNOLOGY																																	
280	ABR 111	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
281	ABR 113	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
282	ABR 123	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
283	ABR 124	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
284	ABR 131	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
285	ABR 132	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
286	ABR 133	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
287	ABR 134	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
288	ABR 136	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
289	ABR 137	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
290	ABR 138	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
291	ABR 139	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

TABLE 2

	Courses	Communication Skills									Job Skills							Life Skills															
		Speaking & Writing				/Reading		/Listening			Transferable	/Adaptive			/Job Specific			Personal Responsb.					/Respect & Diversity					/Problem Solv.				/Tech	
		1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
292	ABR 140	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
293	ABR 141	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
294	ABR 142	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
295	ABR 143	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
296	ABR 144	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
297	ADT 140	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
298	ADT 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
299	ADT 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
300	ADT 152	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
301	ADT 153	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
302	ADT 160	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
303	ADT 201	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
304	ADT 251	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
305	ADT 260	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
306	ADT 280	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
307	AUM 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
308	AUM 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
309	AUM 200	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
310	AUM 201	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
311	BPR 200	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
312	CET 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
313	CET 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
314	CET 160	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
315	CET 260	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
316	CET 261	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

TABLE 2

	Courses	Communication Skills									Job Skills							Life Skills															
		Speaking & Writing				/ Reading		/ Listening			Transferable	/ Adaptive			/ Job Specific			Personal Responsb.					/ Respect & Diversity					/ Problem Solv.				/Tech	
		1	2	3	4	1	2	1	2	3	1	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2
317	CET 265	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
318	CET 270	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
319	CET 299	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
320	CON 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
321	CON 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
322	CON 220	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
323	CON 221	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
324	ELE 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
325	ELE 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
326	ELE 170	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
327	ELE 190	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
328	ELE 201	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
329	ELE 202	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
330	ELE 203	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
331	ELE 299	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
332	WLD 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
333	WLD 151	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
334	WLD 240	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
335	WLD 241	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
	AGRICULTURE & LIFE SCIENCE							
1	AGE 150	X	X	X				Class project
2	AGR 100 I	X	X	X	X			Student projects
3	AGR 100 II	X	X	X	X			Student projects
4	AGR 152	X	X	X	X			Field trips
5	AGR 197	X	X	X				Research Paper
6	AGR 250	X	X	X			X	Student projects
7	AGR 297		X	X		X		
8	ANS 150 A	X	X	X				
9	ANS 150 B	X	X	X				Research term paper
10	FAM 250	X	X	X				
11	FAM 260	X	X	X				Research Paper
12	NRS 180	X	X	X				Field Project
13	NRS 200	X	X	X				
14	NRS 250	X	X	X			X	Reading
15	NUT 150	X	X	X				
	BUSINESS EDUCATION							
16	ACC 150	X	X	X	X		X	
17	ACC 151	X	X	X	X		X	
18	ACC 152	X	X	X	X		X	
19	ACC 210	X	X	X	X		X	
20	ACC 220	X	X	X	X		X	
21	BUS 102	X	X	X	X		X	
22	BUS 103	X	X	X			X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
23	BUS 200	X	X	X			X	
24	BUS 225	X	X	X		X	X	
25	BUS 260	X	X	X	X		X	
26	ECO 250	X	X	X	X		X	
27	ECO 251	X	X	X	X		X	
28	MGT 250	X	X	X			X	
29	MKT 200	X	X	X			X	
30	MKT 206	X	X	X			X	
31	MKT 212	X	X	X	X	X	X	
32	OAT 101	X	X	X			X	
33	OAT 204							
34	OAT 220							
35	OAT 225							
36	OAT 230							
CRIMINAL JUSTICE								
37	CJ 150	X		X			X	
38	CJ 155	X	X	X			X	
39	CJ 160	X	X	X			X	
40	CJ 165	X	X	X	X		X	
41	CJ 170	X	X	X	X		X	
42	CJ 175	X	X	X	X		X	
43	CJ 180	X	X	X	X		X	
44	CJ 185	X	X	X	X		X	
45	CJ 190	X	X	X			X	

85

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
46	CJ 195							
47	CJ 200	X		X			X	
48	CJ 210	X	X	X			X	
49	CJ 215	X	X	X			X	
50	CJ 220	X	X	X	X		X	
51	CJ 230	X	X	X	X		X	
52	CJ 240	X	X	X	X		X	
53	CJ 250	X	X	X	X		X	
COLLEGE & LIFE PLANNING								
54	CLP 80							
55	CLP 81							
56	CLP 90	X		X			X	
57	CLP 91	X	X	X			X	
58	CLP 150	X	X	X	X		X	
EDUCATION								
59	ECE 141	X						
60	ECE 142	X						
61	ECE 150	X						
62	ECE 151	X						
63	ECE 152	X						
64	ED 150	X	X	X			X	
65	ED 150P		X	X				
66	ED 157	X	X	X			X	
67	ED 157P		X	X				

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
68	ED 160							
69	ED 160P							
70	ED 215							
71	ED 215P							
72	ED 240	X		X			X	
73	ED 257	X	X	X			X	
74	ED 257P		X	X				
75	ED 280	X	X					
76	ED 285							
77	ED 285P							
ENGLISH LANGUAGE INSTITUTE								
78	ENG 70	X	X	X		X	X	
79	ENG 80	X	X	X		X	X	
80	ENG 90	X	X	X	X	X	X	
81	ENG 71	X	X	X		X	X	
82	ENG 81	X	X	X		X	X	
83	ENG 91	X	X	X		X	X	
84	ENG 75	X	X	X				
85	ENG 85	X	X	X				
86	ENG 95	X	X	X				
FINE ARTS								
87	ART 150	X		X			X	
88	ART 151	X		X			X	
89	ART 160	X	X	X			X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
90	ART 161	X	X	X	X	X		
91	ART 170	X		X			X	
92	ART 171							
93	ART 175							
94	ART 180	X	X	X				
95	ART 299	X	X	X				
96	DNC 150	X		X	X	X	X	
97	DNC 155	X		X	X	X	X	
98	DRA 150	X	X	X		X	X	
99	DRA 151	X	X	X				
100	DRA 170	X	X	X				
101	DRA 250	X	X	X			X	
102	DRA 251	X	X	X			X	
103	MUS 140							
104	MUS 145	X	X	X	X	X	X	
105	MUS 150	X	X	X		X	X	
106	MUS 151	X	X	X		X	X	
107	MUS 153	X	X	X		X	X	
108	MUS 155	X	X	X		X	X	
109	MUS 156	X	X	X		X	X	
110	MUS 160	X	X	X		X	X	
111	MUS 161	X	X	X		X	X	
112	MUS 162							
113	MUS 165	X	X	X		X	X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
114	MUS 170	X	X	X		X	X	
115	MUS 175	X	X	X		X	X	
116	MUS 180	X	X	X	X	X	X	
117	MUS 185	X	X	X		X	X	
118	MUS 187	X	X	X		X	X	
119	MUS 190*	X	X	X		X	X	
120	MUS 191							
121	MUS 192*	X	X	X		X	X	
122	MUS 193	X	X	X		X	X	
123	MUS 194							
124	MUS 296	X	X	X		X	X	
125	MUS 299							
126	SPH 153	X	X	X		X	X	
HEALTH & HUMAN SERVICES								
127	ASL 150							
128	HEA 140	X		X	X		X	
129	HEA 150	X	X	X			X	
130	HEA 151	X					X	
131	HEA 152	X	X	X			X	
132	HEA 160							
133	HEA 250							
134	HEA 260	X	X	X				
135	HEA 299		X	X				
136	HSV 150	X	X		X		X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
137	HSV 155	X	X	X	X		X	
138	HSV 160	X	X	X			X	
139	HSV 165	X	X	X			X	
140	HSV 200							
141	HSV 220							
142	HSV 250	X	X	X			X	
143	HSV 280							
144	HSV 299	X	X	X		X		
INFO. COMMUNICATION TECH.								
145	ICT 150	X	X	X			X	
146	ICT 160	X	X	X			X	
147	ICT 170	X	X	X			X	
148	ICT 210							
149	ICT 230							
150	ICT 235							
151	ICT 236							
152	ICT 250							
153	ICT 270							
LANGUAGE & LITERATURE								
154	ENG 150	X	X	X	X			X
155	ENG 151	X	X	X	X			X
156	ENG 201							
157	ENG 250	X	X	X	X			X
158	ENG 251	X	X	X	X			X

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
159	JOU 155							
160	LIT 270	X	X	X	X			X
161	LIT 272							
162	LIT 274							
163	LIT 276							
MARINE SCIENCE								
164	MSC 110							
165	MSC 150							
166	MSC 155							
167	MSC 160							
168	MSC 170							
169	MSC 197							
170	MSC 200							
171	MSC 220							
172	MSC 270							
173	MSC 280							
174	MSC 297							
MATHEMATICS								
175	MAT 80	X	X	X			X	
176	MAT 90	X	X	X			X	
177	MAT 150	X	X	X	X		X	
178	MAT 151	X	X	X			X	
179	MAT 155	X	X	X			X	
180	MAT 250	X	X	X		X	X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
181	MAT 260	X	X	X			X	
182	MAT 280	X	X	X		X	X	
183	MAT 281	X	X	X		X	X	
MILITARY SCIENCE (ROTC)								
184	MSL 101							
185	MSL 102							
186	MSL 201							
187	MSL 202							
NURSING								
188	NUR 80	X	X	X	X		X	
189	NUR 150	X	X	X	X	X	X	
190	NUR 155	X	X	X	X	X	X	
191	NUR 180	X	X	X	X	X	X	
192	NUR 190	X	X	X	X	X	X	
193	NUR 200	X	X	X	X	X	X	
194	NUR 203	X	X	X	X	X	X	
195	NUR 204	X	X	X	X	X	X	
196	NUR 205	X	X	X	X	X	X	
197	NUR 206	X	X	X	X	X	X	
198	NUR 207	X	X	X	X	X	X	
199	NUR 208	X	X	X	X	X	X	
200	NUR 209	X	X	X	X		X	
201	NUR 210	X	X	X	X		X	
202	NUR 211	X	X	X	X	X	X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
203	NUR 212	X	X	X	X		X	
204	PHM 150	X	X	X	X	X	X	
205	PHM 200	X	X	X	X		X	
PHYSICAL EDUCATION								
206	PED 150	X	X	X		X	X	
207	PED 151	X	X	X		X	X	
208	PED 152	X	X	X				
209	PED 153	X	X	X				
210	PED 154	X	X	X				
211	PED 155	X	X	X		X	X	
212	PED 156	X	X	X				
213	PED 159							
214	PED 161							
215	PED 162							
216	PED 170							
217	PED 171							
SAMOAN STUDIES								
218	SAM 101A	X	X	X				
219	SAM 101B	X	X	X				
220	SAM 111	X	X	X	X	X	X	
221	SAM 151	X	X	X	X			
222	SAM 151L	X	X	X	X		X	
223	SAM 152	X	X	X	X		X	
224	SAM 154	X	X	X	X	X	X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
225	SAM 172							
226	SAM 204	X	X	X			X	
227	SAM 244							
228	SAM 251	X	X	X	X	X	X	
229	SAM 261							
230	SAM 271							
231	SAM 281							
232	SAM 291							
SCIENCE								
233	AST 150							
234	BIO 150	X		X			X	
235	BIO 155							
236	BIO 180	X	X	X			X	
237	BIO 181	X	X	X			X	
238	BIO 250	X	X	X			X	
239	BIO 251	X	X	X			X	
240	BIO 255	X	X	X	X		X	
241	CHM 150	X	X	X				
242	CHM 151	X	X	X				
243	CHM 152							
244	MET 150							
245	PHSCI 150	X	X	X	X		X	
246	PHY 151	X	X	X			X	
247	PHY 152	X	X	X			X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
	SOCIAL SCIENCE							
248	ANT 150	X	X	X			X	
249	ANT 153	X	X	X			X	
250	ANT 154	X	X	X			X	
251	ANT 160	X	X	X			X	
252	ANT 210							
253	ANT 220							
254	GEO 150	X	X	X	X	X	X	
255	GEO 160	X	X	X	X	X	X	
256	GEO 161	X						
257	HIS 150	X	X	X			X	
258	HIS 151	X	X	X			X	
259	HIS 160	X	X	X		X	X	
260	HIS 161	X	X	X			X	
261	HIS 162	X	X	X		X	X	
262	HIS 170	X	X	X			X	
263	HIS 171	X	X	X			X	
264	PAD 150	X	X	X	X	X	X	
265	PAD 160							
266	PHIL 150	X	X	X			X	
267	POL 150	X	X	X			X	
268	POL 151	X	X	X		X	X	
269	POL 160	X	X	X			X	
270	POL 170	X	X	X			X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
271	POL 220	X	X	X			X	
272	POL 250	X	X	X			X	
273	POL 251	X	X	X			X	
274	PSY 150	X	X	X			X	
275	PSY 250	X	X	X			X	
276	REL 150	X	X	X			X	
277	SOC 150	X	X	X			X	
278	SOC 211	X	X	X			X	
279	SOC 250							
TRADES & TECHNOLOGY								
280	ABR 111	X	X	X		X	X	
281	ABR 113	X	X	X		X	X	
282	ABR 123	X	X	X		X	X	
283	ABR 124	X	X	X		X	X	
284	ABR 131	X	X	X		X	X	
285	ABR 132	X	X	X		X	X	
286	ABR 133	X	X	X		X	X	
287	ABR 134	X	X	X		X	X	
288	ABR 136	X	X	X		X	X	
289	ABR 137	X	X	X		X	X	
290	ABR 138	X	X	X		X	X	
291	ABR 139	X	X	X		X	X	
292	ABR 140	X	X	X		X	X	
293	ABR 141	X	X	X		X	X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
294	ABR 142	X	X	X		X	X	
295	ABR 143	X	X	X		X	X	
296	ABR 144	X	X	X		X	X	
297	ADT 140	X	X	X		X	X	
298	ADT 150	X	X	X		X	X	
299	ADT 151	X	X	X		X	X	
300	ADT 152	X	X	X		X	X	
301	ADT 153	X	X	X		X	X	
302	ADT 160	X	X	X		X	X	
303	ADT 201	X	X	X		X	X	
304	ADT 251	X	X	X		X	X	
305	ADT 260	X	X	X		X	X	
306	ADT 280	X	X	X	X	X	X	
307	AUM 150	X	X	X		X	X	
308	AUM 151	X	X	X		X	X	
309	AUM 200	X	X	X		X	X	
310	AUM 201	X	X	X		X	X	
311	BPR 200	X	X	X		X	X	
312	CET 150	X	X	X		X	X	
313	CET 151	X	X	X		X	X	
314	CET 160	X	X	X		X	X	
315	CET 260	X	X	X		X	X	
316	CET 261	X	X	X		X	X	
317	CET 265	X	X	X		X	X	

TABLE 3

	Courses	Lecture	Group Discussions	Hands-On Activities	Guest Speakers	Service Learning	Technology	Other(Specify)
318	CET 270	X	X	X		X	X	
319	CET 299	X	X	X	X	X	X	
320	CON 150	X	X	X		X	X	
321	CON 151	X	X	X		X	X	
322	CON 220	X	X	X		X	X	
323	CON 221	X	X	X		X	X	
324	ELE 150	X	X	X		X	X	
325	ELE 151	X	X	X		X	X	
326	ELE 170	X	X	X		X	X	
327	ELE 190	X	X	X		X	X	
328	ELE 201	X	X	X		X	X	
329	ELE 202	X	X	X		X	X	
330	ELE 203	X	X	X		X	X	
331	ELE 299	X	X	X	X	X	X	
332	WLD 150	X	X	X		X	X	
333	WLD 151	X	X	X		X	X	
334	WLD 240	X	X	X		X	X	
335	WLD 241	X	X	X		X	X	

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
T4_Assessment Methods

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
AGRICULTURE & LIFE SCIENCE								
1	AGE 150	X		X			X	Attendance Participation
2	AGR 100 I					X	X	Attendance Participation
3	AGR 100 II					X	X	Attendance Participation
4	AGR 152		X	X			X	Participation
5	AGR 197	X		X			X	Attendance Participation
6	AGR 250	X	X	X		X	X	Attendance Participation
7	AGR 297			X			X	Final Report
8	ANS 150 A	X	X	X				Attendance Participation
9	ANS 150 B	X		X			X	Attendance Participation
10	FAM 250	X	X	X			X	Attendance Participation
11	FAM 260	X	X	X			X	Attendance Participation
12	NRS 180	X		X			X	Attendance Participation
13	NRS 200	X	X	X			X	Attendance
14	NRS 250	X		X			X	Attendance, Book Review & Ethics Story
15	NUT 150	X		X				Attendance
BUSINESS EDUCATION								
16	ACC 150	X	X	X				Practice Set
17	ACC 151	X		X			X	
18	ACC 152	X	X	X			X	
19	ACC 210	X	X	X			X	
20	ACC 220	X		X			X	
21	BUS 102	X	X	X		X	X	

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
22	BUS 103	X	X	X			X	
23	BUS 200	X	X	X		X	X	
24	BUS 225	X	X	X			X	
25	BUS 260	X	X	X			X	
26	ECO 250	X	X	X			X	
27	ECO 251	X	X	X				
28	MGT 250	X	X	X			X	
29	MKT 200	X	X	X			X	
30	MKT 206	X	X	X			X	Off-island trip/work experience (40hrs)
31	MKT 212	X		X				
32	OAT 101	X	X	X		X		
33	OAT 204							
34	OAT 220							
35	OAT 225							
36	OAT 230							
CRIMINAL JUSTICE								
37	CJ 150	X	X	X				Court Observation
38	CJ 155	X	X	X				
39	CJ 160	X	X	X				
40	CJ 165	X	X	X			X	
41	CJ 170	X	X	X			X	Court Observation
42	CJ 175	X	X	X			X	
43	CJ 180	X	X	X			X	Court Observation

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
44	CJ 185	X	X	X				
45	CJ 190	X	X	X				
46	CJ 195							
47	CJ 200	X	X	X			X	
48	CJ 210	X	X	X			X	Court Observation
49	CJ 215	X	X	X			X	
50	CJ 220	X	X	X			X	Court Observation
51	CJ 230	X	X	X			X	Court Observation
52	CJ 240	X	X	X			X	Court Observation
53	CJ 250	X	X	X			X	Court Observation
COLLEGE & LIFE PLANNING								
54	CLP 80							
55	CLP 81							
56	CLP 90	X	X	X				
57	CLP 91	X	X	X				
58	CLP 150	X	X	X	X	X		Oral Presentations
EDUCATION								
59	ECE 141	X						
60	ECE 142	X						
61	ECE 150	X						
62	ECE 151	X						
63	ECE 152	X						
64	ED 150	X	X	X			X	

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
65	ED 150P		X				X	
66	ED 157	X	X	X			X	
67	ED 157P	X	X				X	
68	ED 160							
69	ED 160P							
70	ED 215							
71	ED 215P							
72	ED 240	X	X	X			X	
73	ED 257	X	X	X			X	
74	ED 257P	X	X	X			X	Field work
75	ED 280	X	X	X			X	
76	ED 285							
77	ED 285P							
ENGLISH LANGUAGE INSTITUTE								
78	ENG 70	X	X	X		X		
79	ENG 80	X	X	X		X		
80	ENG 90	X	X	X	X	X	X	
81	ENG 71	X	X	X		X		
82	ENG 81	X	X	X		X		
83	ENG 91	X	X	X	X	X	X	
84	ENG 75	X	X	X		X		
85	ENG 85	X	X	X		X		
86	ENG 95	X	X	X		X		

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
	FINE ARTS							
87	ART 150	X	X	X	X	X	X	
88	ART 151	X	X	X	X	X	X	
89	ART 160	X	X	X	X	X	X	
90	ART 161	X	X	X	X	X	X	
91	ART 170	X	X	X	X	X	X	
92	ART 171							
93	ART 175							
94	ART 180	X	X	X	X	X	X	
95	ART 299	X	X	X	X	X	X	
96	DNC 150	X	X	X	X	X	X	
97	DNC 155	X	X	X	X	X	X	
98	DRA 150	X	X	X	X	X	X	
99	DRA 151	X	X	X	X	X	X	
100	DRA 170	X	X	X	X	X	X	
101	DRA 250	X	X	X	X	X	X	
102	DRA 251	X	X	X	X	X	X	
103	MUS 140							
104	MUS 145	X	X	X	X	X	X	
105	MUS 150	X	X	X	X	X	X	
106	MUS 151	X	X	X	X	X	X	
107	MUS 153	X	X	X	X	X	X	
108	MUS 155	X	X	X	X	X	X	

103

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
109	MUS 156	X	X	X	X	X	X	
110	MUS 160	X	X	X	X	X	X	
111	MUS 161	X	X	X	X	X	X	
112	MUS 162							
113	MUS 165	X	X	X	X	X	X	
114	MUS 170	X	X	X	X	X	X	
115	MUS 175	X	X	X	X	X	X	
116	MUS 180	X	X	X	X	X	X	
117	MUS 185	X	X	X	X	X	X	
118	MUS 187	X	X	X	X	X	X	
119	MUS 190*	X	X	X	X	X	X	
120	MUS 191							
121	MUS 192*	X	X	X	X	X	X	
122	MUS 193	X	X	X	X	X	X	
123	MUS 194							
124	MUS 296	X	X	X	X	X	X	
125	MUS 299							
126	SPH 153	X	X	X	X	X	X	
HEALTH & HUMAN SERVICES								
127	ASL 150							
128	HEA 140	X		X			X	Attendance/Participation
129	HEA 150	X		X			X	Attendance/Participation
130	HEA 151	X		X			X	Attendance/Participation

104

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
131	HEA 152	X					X	Attendance/Participation
132	HEA 160							
133	HEA 250							
134	HEA 260				X		X	Chapter summaries
135	HEA 299							Attendance / Journal
136	HSV 150	X	X				X	Oral presentation
137	HSV 155	X	X					Oral presentation
138	HSV 160	X	X	X	X		X	Survey
139	HSV 165	X	X			X		Oral presentation
140	HSV 200							
141	HSV 220							
142	HSV 250	X					X	Journal
143	HSV 280							
144	HSV 299					X		Attendance / Journal
INFO. COMMUNICATION TECH.								
145	ICT 150	X	X	X			X	
146	ICT 160	X	X	X			X	
147	ICT 170	X	X	X			X	
148	ICT 210							
149	ICT 230							
150	ICT 235							
151	ICT 236							
152	ICT 250							

105

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
153	ICT 270							
LANGUAGE & LITERATURE								
154	ENG 150	X	X	X	X	X	X	
155	ENG 151	X	X	X	X	X		Term papers
156	ENG 201							
157	ENG 250	X	X	X	X	X		
158	ENG 251	X	X	X	X	X		Term papers
159	JOU 155							
160	LIT 270	X	X	X				
161	LIT 272							
162	LIT 274							
163	LIT 276							
MARINE SCIENCE								
164	MSC 110							
165	MSC 150							
166	MSC 155							
167	MSC 160							
168	MSC 170							
169	MSC 197							
170	MSC 200							
171	MSC 220							
172	MSC 270							
173	MSC 280							

106

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
174	MSC 297							
MATHEMATICS								
175	MAT 80	X	X	X	X	X		
176	MAT 90	X	X	X	X			
177	MAT 150	X	X	X		X	X	
178	MAT 151	X	X	X	X			
179	MAT 155	X	X	X		X		
180	MAT 250	X	X	X			X	
181	MAT 260	X	X	X	X			
182	MAT 280	X	X	X			X	X
183	MAT 281	X	X	X			X	X
MILITARY SCIENCE (ROTC)								
184	MSL 101							
185	MSL 102							
186	MSL 201							
187	MSL 202							
NURSING								
188	NUR 80	X	X	X		X	X	
189	NUR 150	X	X	X	X	X	X	X
190	NUR 155	X	X	X	X	X	X	X
191	NUR 180	X	X	X	X	X	X	X
192	NUR 190	X	X	X	X	X	X	X
193	NUR 200	X	X	X	X	X	X	X

107

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
194	NUR 203	X	X	X	X	X	X	X
195	NUR 204	X	X	X	X	X	X	X
196	NUR 205	X	X	X	X	X	X	X
197	NUR 206	X	X	X	X	X	X	X
198	NUR 207	X	X	X	X	X	X	X
199	NUR 208	X	X	X	X	X	X	X
200	NUR 209	X	X	X	X	X	X	X
201	NUR 210	X	X	X	X	X	X	X
202	NUR 211	X	X	X	X	X	X	X
203	NUR 212	X	X	X	X	X		X
204	PHM 150	X	X	X	X	X	X	X
205	PHM 200	X	X	X	X	X	X	X
PHYSICAL EDUCATION								
206	PED 150	X		X		X	X	
207	PED 151	X		X		X	X	
208	PED 152	X		X				
209	PED 153	X		X				
210	PED 154	X		X				
211	PED 155	X		X		X	X	
212	PED 156	X		X				
213	PED 159							
214	PED 161							
215	PED 162							

108

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
216	PED 170							
217	PED 171							
SAMOAN STUDIES								
218	SAM 101A	X	X	X	X		X	End Semester Performance
219	SAM 101B	X	X	X			X	
220	SAM 111	X	X	X	X	X	X	
221	SAM 151	X		X	X	X	X	
222	SAM 151L	X		X	X	X	X	
223	SAM 152	X		X	X	X	X	
224	SAM 154	X	X	X		X	X	
225	SAM 172							
226	SAM 204	X	X	X		X	X	
227	SAM 244							
228	SAM 251	X	X	X	X	X	X	Seminar presentation. End Semester
229	SAM 261							
230	SAM 271							
231	SAM 281							
232	SAM 291							
SCIENCE								
233	AST 150							
234	BIO 150	X	X	X				
235	BIO 155							
236	BIO 180	X	X	X		X	X	Lab manuals

109

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
237	BIO 181	X	X	X		X	X	Lab manuals
238	BIO 250	X	X	X				
239	BIO 251	X	X	X				
240	BIO 255	X	X	X			X	
241	CHM 150	X	X	X				
242	CHM 151	X	X	X				
243	CHM 152							
244	MET 150							
245	PHSCI 150	X	X	X		X	X	Lab manuals
246	PHY 151	X	X	X				
247	PHY 152	X	X	X				
SOCIAL SCIENCE								
248	ANT 150	X	X	X	X			
249	ANT 153	X	X	X	X			Fieldtrip
250	ANT 154	X	X	X	X			Position papers
251	ANT 160	X	X	X	X			
252	ANT 210							
253	ANT 220							
254	GEO 150	X	X	X	X		X	Survey
255	GEO 160	X	X	X	X		X	Survey
256	GEO 161							
257	HIS 150	X	X	X	X			Research Paper
258	HIS 151	X	X	X	X			Research Paper

110

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
259	HIS 160	X	X	X	X			Research Paper
260	HIS 161	X	X	X	X			Research Paper
261	HIS 162	X	X	X	X			Research Paper
262	HIS 170	X	X	X	X			Research Paper
263	HIS 171	X	X	X	X			Research Paper
264	PAD 150	X	X	X	X	X	X	Research Paper
265	PAD 160							
266	PHIL 150	X	X	X	X			Research Paper
267	POL 150	X	X	X	X			Research Paper
268	POL 151	X	X	X	X			Research Paper
269	POL 160	X	X	X	X			Research Paper
270	POL 170	X	X	X	X			Research Paper
271	POL 220	X	X	X	X			Research Paper
272	POL 250	X	X	X	X			Research Paper
273	POL 251	X	X	X	X			Research Paper
274	PSY 150	X	X	X	X		X	
275	PSY 250	X	X	X	X		X	
276	REL 150	X	X	X	X			Research Paper
277	SOC 150	X	X	X	X			Research Paper
278	SOC 211	X	X	X	X			Research Paper
279	SOC 250							
TRADES & TECHNOLOGY								
280	ABR 111	X	X	X	X			

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
281	ABR 113	X	X	X	X			
282	ABR 123	X	X	X	X			
283	ABR 124	X	X	X	X			
284	ABR 131	X	X	X	X			
285	ABR 132	X	X	X	X			
286	ABR 133	X	X	X	X			
287	ABR 134	X	X	X	X			
288	ABR 136	X	X	X	X			
289	ABR 137	X	X	X	X			
290	ABR 138	X	X	X	X			
291	ABR 139	X	X	X	X			
292	ABR 140	X	X	X	X			
293	ABR 141	X	X	X	X			
294	ABR 142	X	X	X	X			
295	ABR 143	X	X	X	X			
296	ABR 144	X	X	X	X			
297	ADT 140	X	X	X	X		X	
298	ADT 150	X	X	X	X			
299	ADT 151	X	X	X	X			
300	ADT 152	X	X	X	X			
301	ADT 153	X	X	X	X			X Field trips
302	ADT 160	X	X	X	X			
303	ADT 201	X	X	X	X			

112

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
304	ADT 251	X	X	X	X			
305	ADT 260	X	X	X	X			
306	ADT 280	X	X	X	X			
307	AUM 150	X	X	X	X			
308	AUM 151	X	X	X	X			
309	AUM 200	X	X	X	X			
310	AUM 201	X	X	X	X			
311	BPR 200	X	X	X	X			
312	CET 150	X	X	X	X			
313	CET 151	X	X	X	X			
314	CET 160	X	X	X	X			
315	CET 260	X	X	X	X			
316	CET 261	X	X	X	X			
317	CET 265	X	X	X	X			
318	CET 270	X	X	X	X			
319	CET 299			X	X		X	
320	CON 150	X	X	X	X			X Field trips
321	CON 151	X	X	X	X			
322	CON 220	X	X	X	X			
323	CON 221	X	X	X	X			
324	ELE 150	X	X	X	X			
325	ELE 151	X	X	X	X			
326	ELE 170	X	X	X	X			

113

TABLE 4

	Courses	Tests/Exams	Quizzes	Homework	Rubrics	Portfolio	Special Projects	Others (Specify)
327	ELE 190	X	X	X	X			
328	ELE 201	X	X	X	X			
329	ELE 202	X	X	X	X			
330	ELE 203	X	X	X	X			
331	ELE 299			X	X		X	
332	WLD 150	X	X	X	X			
333	WLD 151	X	X	X	X			
334	WLD 240	X	X	X	X			
335	WLD 241	X	X	X	X			

TABLE 5

Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
AGRICULTURE & LIFE SCIENCE				
1 AGE 150	UH-Hilo			
2 AGR 100 I	UH-Hilo			
3 AGR 100 II	UH-Hilo			
4 AGR 152	UH-Hilo			
5 AGR 197	UH-Hilo			
6 AGR 250	UH-Hilo			
7 AGR 297	UH-Hilo			
8 ANS 150 A	UH-Hilo			
9 ANS 150 B	UH-Hilo			
10 FAM 250	UH-Hilo			
11 FAM 260	UH-Hilo		ASG HSS Division	
12 NRS 180	UH-Hilo		ASCC CNR Forestry Div.	
13 NRS 200	UH-Hilo		ASCC CNR Forestry Div.	
14 NRS 250	UH-Hilo		ASCC CNR Forestry Div.	
15 NUT 150	UH-Hilo		ASG Public Hlth Diabetic & ASCC CNR Nut. Div.	
BUSINESS EDUCATION				
16 ACC 150	X	X	X	Upgrade personal skills
17 ACC 151	X	X	X	
18 ACC 152	X	X	X	
19 ACC 210	X	X	X	
20 ACC 220	X	X	X	Upgrade personal skills
21 BUS 102		X	X	Personal Skills

115

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
22	BUS 103		X	X	Upgrade personal skills
23	BUS 200	X	X	X	Upgrade personal skills
24	BUS 225	X	X	X	
25	BUS 260	X	X	X	
26	ECO 250	X	X	X	
27	ECO 251	X	X	X	
28	MGT 250	X	X	X	Running own-based business
29	MKT 200	X	X	X	
30	MKT 206	X	X	X	
31	MKT 212	X	X	X	
32	OAT 101		X	X	Upgrade personal skills
33	OAT 204				
34	OAT 220				
35	OAT 225				
36	OAT 230				
CRIMINAL JUSTICE					
37	CJ 150	X			
38	CJ 155	X		X	
39	CJ 160	X		X	
40	CJ 165	X		X	
41	CJ 170	X		X	
42	CJ 175	X		X	
43	CJ 180	X		X	

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
44	CJ 185	X		X	
45	CJ 190	X		X	
46	CJ 195				
47	CJ 200	X			
48	CJ 210	X		X	
49	CJ 215	X			
50	CJ 220	X		X	
51	CJ 230	X		X	
52	CJ 240	X		X	
53	CJ 250	X		X	
COLLEGE & LIFE PLANNING					
54	CLP 80				
55	CLP 81				
56	CLP 90			X	
57	CLP 91			X	
58	CLP 150			X	
EDUCATION					
59	ECE 141	X		X	COP / ECE
60	ECE 142	X		X	COP / ECE
61	ECE 150	X		X	COP / ECE
62	ECE 151	X		X	COP / ECE
63	ECE 152	X			COP / ECE
64	ED 150	X		X	
65	ED 150P	X		X	

117

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
66	ED 157	X		X	
67	ED 157P	X		X	
68	ED 160				
69	ED 160P				
70	ED 215			X	
71	ED 215P			X	
72	ED 240	X	X	X	
73	ED 257	X		X	
74	ED 257P	X		X	
75	ED 280	X		X	
76	ED 285				
77	ED 285P				
ENGLISH LANGUAGE INSTITUTE					
78	ENG 70	N/A	N/A	N/A	N/A
79	ENG 80	N/A	N/A	N/A	N/A
80	ENG 90	N/A	N/A	N/A	N/A
81	ENG 71	N/A	N/A	N/A	N/A
82	ENG 81	N/A	N/A	N/A	N/A
83	ENG 91	N/A	N/A	N/A	N/A
84	ENG 75	N/A	N/A	N/A	N/A
85	ENG 85	N/A	N/A	N/A	N/A
86	ENG 95	N/A	N/A	N/A	N/A
FINE ARTS					
87	ART 150	X	X	X	

118

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
88	ART 151	X	X	X	
89	ART 160	X	X	X	
90	ART 161	X	X	X	
91	ART 170	X	X	X	
92	ART 171				
93	ART 175		q		
94	ART 180	X	X	X	
95	ART 299	X	X	X	
96	DNC 150	X		X	
97	DNC 155	X		X	
98	DRA 150	X		X	
99	DRA 151	X		X	
100	DRA 170	X		X	
101	DRA 250	X		X	
102	DRA 251	X		X	
103	MUS 140				
104	MUS 145	X		X	
105	MUS 150	X		X	
106	MUS 151	X		X	
107	MUS 153	X		X	
108	MUS 155	X		X	
109	MUS 156	X		X	
110	MUS 160	X		X	
111	MUS 161	X		X	

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
112	MUS 162				
113	MUS 165	X		X	
114	MUS 170	X		X	
115	MUS 175	X		X	
116	MUS 180	X		X	
117	MUS 185	X		X	
118	MUS 187	X		X	
119	MUS 190*	X		X	
120	MUS 191				
121	MUS 192*	X		X	
122	MUS 193	X		X	
123	MUS 194				
124	MUS 296	X		X	
125	MUS 299				
126	SPH 153	X		X	
HEALTH & HUMAN SERVICES					
127	ASL 150				
128	HEA 140			X	
129	HEA 150	X			
130	HEA 151	X	X	X	
131	HEA 152	X		X	
132	HEA 160				
133	HEA 250				
134	HEA 260	X		X	

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
135	HEA 299	X		X	
136	HSV 150	X			
137	HSV 155	X		X	
138	HSV 160	X		X	
139	HSV 165	X		X	
140	HSV 200				
141	HSV 220				
142	HSV 250	X		X	
143	HSV 280				
144	HSV 299	X		X	
INFO. COMMUNICATION TECH.					
145	ICT 150	X	X	X	
146	ICT 160	X			
147	ICT 170	X		X	
148	ICT 210				
149	ICT 230				
150	ICT 235				
151	ICT 236				
152	ICT 250				
153	ICT 270				
LANGUAGE & LITERATURE					
154	ENG 150	X		X	
155	ENG 151	X		X	
156	ENG 201	X			

121

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
157	ENG 250	X		X	
158	ENG 251	X		X	
159	JOU 155	X			
160	LIT 270	X			
161	LIT 272	X			
162	LIT 274	X			
163	LIT 276	X			
MARINE SCIENCE					
164	MSC 110				
165	MSC 150				
166	MSC 155				
167	MSC 160				
168	MSC 170				
169	MSC 197				
170	MSC 200				
171	MSC 220				
172	MSC 270				
173	MSC 280				
174	MSC 297				
MATHEMATICS					
175	MAT 80			X	Upgrade personal skill
176	MAT 90			X	Pre-req. for any Math 150 and up
177	MAT 150	X		X	Need for Cohort degree
178	MAT 151			X	Pre-req. for Math 250

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
179	MAT 155	X	X	X	Required for AS Deg.
180	MAT 250	X		X	Required for AA Deg.
181	MAT 260	X		X	Required in Bus Maj
182	MAT 280	X			
183	MAT 281	X			
	MILITARY SCIENCE (ROTC)				
184	MSL 101				
185	MSL 102				
186	MSL 201				
187	MSL 202				
	NURSING				
188	NUR 80			X	Employment
189	NUR 150		X		LPN license - employment
190	NUR 155		X		LPN license - employment
191	NUR 180		X		LPN license - employment
192	NUR 190		X		LPN license - employment
193	NUR 200	X			RN License
194	NUR 203	X			Employment & BSN degree
195	NUR 204	X			Employment & BSN degree
196	NUR 205	X			Employment & BSN degree
197	NUR 206	X			Employment & BSN degree
198	NUR 207	X			Employment & BSN degree
199	NUR 208	X			Employment & BSN degree
200	NUR 209	X			Employment & BSN degree

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
201	NUR 210	X			Employment & BSN degree
202	NUR 211	X			Employment & BSN degree
203	NUR 212			RN & PN Review	Employment & BSN degree
204	PHM 150		X		Employment & BSN degree
205	PHM 200	X			Employment & BSN degree
PHYSICAL EDUCATION					
206	PED 150	X			
207	PED 151	X			
208	PED 152	X			
209	PED 153	X			
210	PED 154	X			
211	PED 155	X			
212	PED 156	X			
213	PED 159				
214	PED 161				
215	PED 162				
216	PED 170				
217	PED 171				
SAMOAN STUDIES					
218	SAM 101A			X	
219	SAM 101B			X	
220	SAM 111			X	
221	SAM 151	X		X	
222	SAM 151L	X		X	

124

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
223	SAM 152	X		X	
224	SAM 154	X		X	
225	SAM 172	X		X	
226	SAM 204	X		X	
227	SAM 244	X		X	
228	SAM 251	X		X	
229	SAM 261	X		X	
230	SAM 271	X	X	X	
231	SAM 281	X	X	X	
232	SAM 291	X	X	X	
SCIENCE					
233	AST 150	X			
234	BIO 150	X			
235	BIO 155	X			
236	BIO 180	X			
237	BIO 181	X			
238	BIO 250	X			
239	BIO 251	X			
240	BIO 255	X			
241	CHM 150	X			
242	CHM 151	X			
243	CHM 152	X			
244	MET 150	X			
245	PHSCI 150	X			

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
246	PHY 151	X			
247	PHY 152	X			
SOCIAL SCIENCE					
248	ANT 150	X	X		
249	ANT 153	X	X		
250	ANT 154	X	X		
251	ANT 160	X	X		
252	ANT 210				
253	ANT 220				
254	GEO 150	X	X		
255	GEO 160	X	X		
256	GEO 161				
257	HIS 150	X	X		
258	HIS 151	X	X		
259	HIS 160	X	X		
260	HIS 161	X	X		
261	HIS 162	X	X		
262	HIS 170	X	X		
263	HIS 171	X	X		
264	PAD 150	X	X		
265	PAD 160				
266	PHIL 150	X	X		
267	POL 150	X	X		
268	POL 151	X	X		

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
269	POL 160	X	X		
270	POL 170	X	X		
271	POL 220	X	X		
272	POL 250	X	X		
273	POL 251	X	X		
274	PSY 150	X	X		
275	PSY 250	X	X		
276	REL 150	X	X		
277	SOC 150	X	X		
278	SOC 211	X	X		
279	SOC 250				
TRADES & TECHNOLOGY					
280	ABR 111			X	
281	ABR 113			X	
282	ABR 123			X	
283	ABR 124			X	
284	ABR 131			X	
285	ABR 132			X	
286	ABR 133			X	
287	ABR 134			X	
288	ABR 136			X	
289	ABR 137			X	
290	ABR 138			X	
291	ABR 139			X	

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
292	ABR 140			X	
293	ABR 141			X	
294	ABR 142			X	
295	ABR 143			X	
296	ABR 144			X	
297	ADT 140			X	
298	ADT 150			X	
299	ADT 151			X	
300	ADT 152			X	
301	ADT 153			X	
302	ADT 160			X	
303	ADT 201			X	
304	ADT 251			X	
305	ADT 260			X	
306	ADT 280			X	
307	AUM 150			X	
308	AUM 151			X	
309	AUM 200			X	
310	AUM 201			X	
311	BPR 200			X	
312	CET 150			X	
313	CET 151			X	
314	CET 160			X	
315	CET 260			X	

TABLE 5

	Courses	Colleges /Universities	Vocational / Technical Institutions	Professional Development	Others (Specify)
316	CET 261			X	
317	CET 265			X	
318	CET 270			X	
319	CET 299			X	
320	CON 150			X	
321	CON 151			X	
322	CON 220			X	
323	CON 221			X	
324	ELE 150			X	
325	ELE 151			X	
326	ELE 170			X	
327	ELE 190			X	
328	ELE 201			X	
329	ELE 202			X	
330	ELE 203			X	
331	ELE 299			X	
332	WLD 150			X	
333	WLD 151			X	
334	WLD 240			X	
335	WLD 241			X	

129

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
AGRICULTURE & LIFE SCIENCE					
1	AGE 150	X			
2	AGR 100 I	X			
3	AGR 100 II	X			
4	AGR 152	X			
5	AGR 197	X			
6	AGR 250	X			
7	AGR 297	X			
8	ANS 150 A	X	Life Science option 2 cr.		
9	ANS 150 B	X	Life Science option 2 cr.	a 4 credit course	
10	FAM 250	X			
11	FAM 260	X			
12	NRS 180	X			
13	NRS 200	X			
14	NRS 250	X			
15	NUT 150	X			
BUSINESS EDUCATION					
16	ACC 150	X			
17	ACC 151	X			
18	ACC 152	X			
19	ACC 210	X			
20	ACC 220	X			
21	BUS 102	X			
22	BUS 103	X			

130

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
23	BUS 200	X			
24	BUS 225	X			
25	BUS 260	X			
26	ECO 250	X			
27	ECO 251	X			
28	MGT 250	X			
29	MKT 200	X			
30	MKT 206	X			
31	MKT 212	X			
32	OAT 101			X	X
33	OAT 204				
34	OAT 220				
35	OAT 225				
36	OAT 230				
	CRIMINAL JUSTICE				
37	CJ 150	X		X	
38	CJ 155	X		X	
39	CJ 160	X		X	
40	CJ 165	X		X	
41	CJ 170	X		X	
42	CJ 175	X		X	
43	CJ 180	X		X	
44	CJ 185	X		X	
45	CJ 190	X		X	

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
46	CJ 195				
47	CJ 200	X		X	
48	CJ 210	X		X	
49	CJ 215	X		X	
50	CJ 220	X		X	
51	CJ 230	X		X	
52	CJ 240	X		X	
53	CJ 250	X		X	
	COLLEGE & LIFE PLANNING				
54	CLP 80				
55	CLP 81				
56	CLP 90			X	X
57	CLP 91			X	X
58	CLP 150			X	
	EDUCATION				
59	ECE 141			X	
60	ECE 142			X	
61	ECE 150			X	
62	ECE 151			X	
63	ECE 152			X	
64	ED 150	X		X	
65	ED 150P	X		X	
66	ED 157	X		X	
67	ED 157P	X		X	

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
68	ED 160			X	
69	ED 160P			X	
70	ED 215	X			
71	ED 215P	X			
72	ED 240	X			
73	ED 257	X			
74	ED 257P	X			
75	ED 280	X		X	
76	ED 285			X	
77	ED 285P			X	
ENGLISH LANGUAGE INSTITUTE					
78	ENG 70				X
79	ENG 80				X
80	ENG 90				X
81	ENG 71				X
82	ENG 81				X
83	ENG 91				X
84	ENG 75				X
85	ENG 85				X
86	ENG 95				X
FINE ARTS					
87	ART 150	X	X	X	
88	ART 151	X	X	X	
89	ART 160	X	X	X	

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
90	ART 161	X	X	X	
91	ART 170	X	X	X	
92	ART 171				
93	ART 175				
94	ART 180	X	X	X	
95	ART 299	X	X	X	
96	DNC 150	X	X	X	
97	DNC 155	X	X	X	
98	DRA 150	X	X	X	
99	DRA 151	X	X	X	
100	DRA 170	X	X	X	
101	DRA 250	X	X	X	
102	DRA 251	X	X	X	
103	MUS 140				
104	MUS 145	X	X	X	
105	MUS 150	X	X	X	
106	MUS 151	X	X	X	
107	MUS 153	X	X	X	
108	MUS 155	X	X	X	
109	MUS 156	X	X	X	
110	MUS 160	X	X	X	
111	MUS 161	X	X	X	
112	MUS 162				
113	MUS 165	X	X	X	

134

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
114	MUS 170	X	X	X	
115	MUS 175	X	X	X	
116	MUS 180	X	X	X	
117	MUS 185	X	X	X	
118	MUS 187	X	X	X	
119	MUS 190*	X	X	X	
120	MUS 191				
121	MUS 192*	X	X	X	
122	MUS 193	X	X	X	
123	MUS 194				
124	MUS 296	X	X	X	
125	MUS 299				
126	SPH 153	X	X	X	
HEALTH & HUMAN SERVICES					
127	ASL 150				
128	HEA 140	X			
129	HEA 150	X		X	
130	HEA 151	X		X	
131	HEA 152	X		X	
132	HEA 160				
133	HEA 250				
134	HEA 260			X	
135	HEA 299	X			
136	HSV 150	X		X	

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
137	HSV 155	X		X	
138	HSV 160	X		X	
139	HSV 165	X		X	
140	HSV 200				
141	HSV 220				
142	HSV 250	X		X	
143	HSV 280				
144	HSV 299	X			
INFO. COMMUNICATION TECH.					
145	ICT 150	X	X		
146	ICT 160	X			
147	ICT 170	X			
148	ICT 210				
149	ICT 230				
150	ICT 235				
151	ICT 236				
152	ICT 250				
153	ICT 270				
LANGUAGE & LITERATURE					
154	ENG 150	X	X		
155	ENG 151	X	X		
156	ENG 201			X	
157	ENG 250	X	X		
158	ENG 251	X	X		

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
159	JOU 155			X	
160	LIT 270		X		
161	LIT 272		X		
162	LIT 274			X	
163	LIT 276			X	
MARINE SCIENCE					
164	MSC 110				
165	MSC 150				
166	MSC 155				
167	MSC 160				
168	MSC 170				
169	MSC 197				
170	MSC 200				
171	MSC 220				
172	MSC 270				
173	MSC 280				
174	MSC 297				
MATHEMATICS					
175	MAT 80		X		X
176	MAT 90		X		X
177	MAT 150	X	X	X	
178	MAT 151		X	X	
179	MAT 155	X	X	X	
180	MAT 250	X	X	X	

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
181	MAT 260	X	X	X	
182	MAT 280			X	
183	MAT 281			X	
MILITARY SCIENCE (ROTC)					
184	MSL 101				
185	MSL 102				
186	MSL 201				
187	MSL 202				
NURSING					
188	NUR 80	X			X
189	NUR 150	X			
190	NUR 155	X			
191	NUR 180	X			
192	NUR 190	X			
193	NUR 200	X			
194	NUR 203	X			
195	NUR 204	X			
196	NUR 205	X			
197	NUR 206	X			
198	NUR 207	X			
199	NUR 208	X			
200	NUR 209	X			
201	NUR 210	X			
202	NUR 211	X			

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
203	NUR 212			X	
204	PHM 150	X			
205	PHM 200	X			
PHYSICAL EDUCATION					
206	PED 150		X	X	
207	PED 151		X	X	
208	PED 152		X	X	
209	PED 153		X	X	
210	PED 154		X	X	
211	PED 155		X	X	
212	PED 156		X	X	
213	PED 159				
214	PED 161				
215	PED 162				
216	PED 170				
217	PED 171				
SAMOAN STUDIES					
218	SAM 101A		X		X
219	SAM 101B		X	X	X
220	SAM 111	X	X	X	X
221	SAM 151	X	X	X	
222	SAM 151L	X	X	X	
223	SAM 152			X	
224	SAM 154	X	X	X	

139

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
225	SAM 172			X	
226	SAM 204	X	X	X	
227	SAM 244			X	
228	SAM 251	X		X	
229	SAM 261	X		X	
230	SAM 271			X	
231	SAM 281			X	
232	SAM 291			X	
SCIENCE					
233	AST 150	X	X	X	
234	BIO 150	X	X	X	
235	BIO 155	X			
236	BIO 180	X	X	X	
237	BIO 181	X	X		
238	BIO 250	X		X	
239	BIO 251	X			
240	BIO 255	X		X	
241	CHM 150	X	X	X	
242	CHM 151	X	X	X	
243	CHM 152	X			
244	MET 150	X	X	X	
245	PHSCI 150	X	X	X	
246	PHY 151	X	X	X	
247	PHY 152	X	X	X	

140

TABLE 6

Courses	Program Core	General Education	Elective	Remedial
SOCIAL SCIENCE				
248 ANT 150	X	X	X	
249 ANT 153	X	X	X	
250 ANT 154	X	X	X	
251 ANT 160	X	X	X	
252 ANT 210				
253 ANT 220				
254 GEO 150	X	X	X	
255 GEO 160	X	X	X	
256 GEO 161				
257 HIS 150	X	X	X	
258 HIS 151	X	X	X	
259 HIS 160	X	X	X	
260 HIS 161	X	X	X	
261 HIS 162	X	X	X	
262 HIS 170	X	X	X	
263 HIS 171	X	X	X	
264 PAD 150	X	X	X	
265 PAD 160				
266 PHIL 150	X	X	X	
267 POL 150	X	X	X	
268 POL 151	X	X	X	
269 POL 160	X	X	X	
270 POL 170	X	X	X	

141

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
271	POL 220	X	X	X	
272	POL 250	X	X	X	
273	POL 251	X	X	X	
274	PSY 150	X	X	X	
275	PSY 250	X	X	X	
276	REL 150	X	X	X	
277	SOC 150	X	X	X	
278	SOC 211	X	X	X	
279	SOC 250				
TRADES & TECHNOLOGY					
280	ABR 111	X			
281	ABR 113	X			
282	ABR 123	X			
283	ABR 124	X			
284	ABR 131	X			
285	ABR 132	X			
286	ABR 133	X			
287	ABR 134	X			
288	ABR 136	X			
289	ABR 137	X			
290	ABR 138	X			
291	ABR 139	X			
292	ABR 140	X			
293	ABR 141	X			

142

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
294	ABR 142	X			
295	ABR 143	X			
296	ABR 144	X			
297	ADT 140	X			
298	ADT 150	X			
299	ADT 151	X			
300	ADT 152	X			
301	ADT 153	X			
302	ADT 160	X			
303	ADT 201	X			
304	ADT 251	X			
305	ADT 260	X			
306	ADT 280	X			
307	AUM 150	X			
308	AUM 151	X			
309	AUM 200	X			
310	AUM 201	X			
311	BPR 200	X			
312	CET 150	X			
313	CET 151	X			
314	CET 160	X			
315	CET 260	X			
316	CET 261	X			
317	CET 265	X			

143

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
T6_Academic Focus

TABLE 6

	Courses	Program Core	General Education	Elective	Remedial
318	CET 270	X			
319	CET 299	X			
320	CON 150	X			
321	CON 151	X			
322	CON 220	X			
323	CON 221	X			
324	ELE 150	X			
325	ELE 151	X			
326	ELE 170	X			
327	ELE 190	X			
328	ELE 201	X			
329	ELE 202	X			
330	ELE 203				
331	ELE 299	X			
332	WLD 150	X			
333	WLD 151	X			
334	WLD 240	X			
335	WLD 241	X			

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
	AGRICULTURE & LIFE SCIENCE			
1	AGE 150		X	ENG 80
2	AGR 100 I	X		
3	AGR 100 II	X		
4	AGR 152		X	ENG 70
5	AGR 197		X	
6	AGR 250		X	
7	AGR 297		X	
8	ANS 150 A		X	ENG 70
9	ANS 150 B		X	
10	FAM 250		X	
11	FAM 260		X	
12	NRS 180		X	
13	NRS 200		X	ENG 90
14	NRS 250		X	
15	NUT 150		X	ENG 90
	BUSINESS EDUCATION			
16	ACC 150		X	
17	ACC 151		X	
18	ACC 152		X	
19	ACC 210		X	
20	ACC 220		X	
21	BUS 102		X	
22	BUS 103		X	

145

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
23	BUS 200		X	
24	BUS 225		X	
25	BUS 260		X	
26	ECO 250		X	
27	ECO 251		X	
28	MGT 250		X	
29	MKT 200		X	
30	MKT 206		X	
31	MKT 212		X	
32	OAT 101	X		
33	OAT 204			
34	OAT 220			
35	OAT 225			
36	OAT 230			
CRIMINAL JUSTICE				
37	CJ 150		X	
38	CJ 155		X	
39	CJ 160		X	
40	CJ 165		X	
41	CJ 170		X	
42	CJ 175		X	
43	CJ 180		X	
44	CJ 185		X	
45	CJ 190		X	

146

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
46	CJ 195			
47	CJ 200		X	
48	CJ 210		X	
49	CJ 215		X	
50	CJ 220		X	
51	CJ 230		X	
52	CJ 240		X	
53	CJ 250		X	
COLLEGE & LIFE PLANNING				
54	CLP 80			
55	CLP 81			
56	CLP 90	X		
57	CLP 91	X		
58	CLP 150		X	
EDUCATION				
59	ECE 141		X	
60	ECE 142		X	
61	ECE 150		X	
62	ECE 151		X	
63	ECE 152		X	
64	ED 150		X	
65	ED 150P		X	
66	ED 157		X	
67	ED 157P		X	

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
68	ED 160		X	
69	ED 160P		X	
70	ED 215		X	
71	ED 215P		X	
72	ED 240		X	
73	ED 257		X	
74	ED 257P		X	
75	ED 280		X	
76	ED 285		X	
77	ED 285P		X	
ENGLISH LANGUAGE INSTITUTE				
78	ENG 70		X	X
79	ENG 80		X	X
80	ENG 90		X	X
81	ENG 71		X	X
82	ENG 81		X	X
83	ENG 91		X	X
84	ENG 75		X	X
85	ENG 85		X	X
86	ENG 95		X	X
FINE ARTS				
87	ART 150		X	X
88	ART 151		X	X
89	ART 160		X	

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
90	ART 161		X	X
91	ART 170		X	
92	ART 171			
93	ART 175			
94	ART 180		X	
95	ART 299		X	
96	DNC 150	X	X	X
97	DNC 155	X	X	X
98	DRA 150		X	X
99	DRA 151		X	
100	DRA 170		X	
101	DRA 250		X	
102	DRA 251		X	
103	MUS 140			
104	MUS 145	X	X	
105	MUS 150		X	
106	MUS 151		X	
107	MUS 153		X	X
108	MUS 155		X	X
109	MUS 156		X	X
110	MUS 160		X	X
111	MUS 161		X	X
112	MUS 162			
113	MUS 165		X	X

149

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
114	MUS 170	X	X	X
115	MUS 175	X	X	
116	MUS 180	X	X	
117	MUS 185	X	X	
118	MUS 187	X	X	X
119	MUS 190*	X	X	
120	MUS 191			
121	MUS 192*	X	X	
122	MUS 193	X	X	
123	MUS 194			
124	MUS 296		X	
125	MUS 299			
126	SPH 153		X	X
HEALTH & HUMAN SERVICES				
127	ASL 150			
128	HEA 140	X	X	
129	HEA 150	X	X	
130	HEA 151	X	X	
131	HEA 152	X	X	
132	HEA 160			
133	HEA 250			
134	HEA 260	X	X	
135	HEA 299		X	
136	HSV 150	X	X	

150

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
137	HSV 155	X	X	
138	HSV 160	X	X	
139	HSV 165	X	X	
140	HSV 200			
141	HSV 220			
142	HSV 250	X	X	
143	HSV 280			
144	HSV 299		X	
INFO. COMMUNICATION TECH.				
145	ICT 150	X		
146	ICT 160		X	X
147	ICT 170		X	X
148	ICT 210			
149	ICT 230			
150	ICT 235			
151	ICT 236			
152	ICT 250			
153	ICT 270			
LANGUAGE & LITERATURE				
154	ENG 150		X	
155	ENG 151		X	
156	ENG 201		X	
157	ENG 250		X	
158	ENG 251		X	

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
159	JOU 155		X	
160	LIT 270		X	
161	LIT 272		X	
162	LIT 274		X	
163	LIT 276		X	
MARINE SCIENCE				
164	MSC 110			
165	MSC 150			
166	MSC 155			
167	MSC 160			
168	MSC 170			
169	MSC 197			
170	MSC 200			
171	MSC 220			
172	MSC 270			
173	MSC 280			
174	MSC 297			
MATHEMATICS				
175	MAT 80	X		X
176	MAT 90		X	X
177	MAT 150		X	
178	MAT 151		X	
179	MAT 155		X	
180	MAT 250		X	

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
181	MAT 260		X	
182	MAT 280		X	
183	MAT 281		X	
MILITARY SCIENCE (ROTC)				
184	MSL 101			
185	MSL 102			
186	MSL 201			
187	MSL 202			
NURSING				
188	NUR 80		X	X
189	NUR 150		X	
190	NUR 155		X	
191	NUR 180		X	
192	NUR 190		X	
193	NUR 200		X	
194	NUR 203		X	
195	NUR 204		X	
196	NUR 205		X	
197	NUR 206		X	
198	NUR 207		X	
199	NUR 208		X	
200	NUR 209		X	
201	NUR 210		X	
202	NUR 211		X	

153

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
203	NUR 212		X	
204	PHM 150		X	
205	PHM 200		X	
PHYSICAL EDUCATION				
206	PED 150	X	X	X
207	PED 151	X	X	X
208	PED 152	X		X
209	PED 153	X		X
210	PED 154	X	X	X
211	PED 155	X	X	X
212	PED 156	X	X	X
213	PED 159			
214	PED 161			
215	PED 162			
216	PED 170			
217	PED 171			
SAMOAN STUDIES				
218	SAM 101A		X	
219	SAM 101B		X	
220	SAM 111	X	X	X
221	SAM 151		X	
222	SAM 151L		X	
223	SAM 152	X		
224	SAM 154	X		

154

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
225	SAM 172	X		
226	SAM 204		X	
227	SAM 244		X	
228	SAM 251		X	
229	SAM 261		X	
230	SAM 271		X	
231	SAM 281		X	
232	SAM 291		X	
SCIENCE				
233	AST 150	X	X	
234	BIO 150	X	X	
235	BIO 155	X	X	
236	BIO 180	X	X	
237	BIO 181	X	X	
238	BIO 250	X	X	
239	BIO 251	X	X	
240	BIO 255	X	X	
241	CHM 150	X	X	
242	CHM 151	X	X	
243	CHM 152	X	X	
244	MET 150	X	X	
245	PHSCI 150	X	X	
246	PHY 151	X	X	
247	PHY 152		X	

TABLE 7

Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
SOCIAL SCIENCE			
248 ANT 150		X	
249 ANT 153		X	
250 ANT 154		X	
251 ANT 160		X	
252 ANT 210			
253 ANT 220			
254 GEO 150		X	
255 GEO 160		X	
256 GEO 161			
257 HIS 150		X	
258 HIS 151		X	
259 HIS 160		X	
260 HIS 161		X	
261 HIS 162		X	
262 HIS 170		X	
263 HIS 171		X	
264 PAD 150		X	
265 PAD 160			
266 PHIL 150		X	
267 POL 150		X	
268 POL 151		X	
269 POL 160		X	
270 POL 170		X	

156

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
271	POL 220		X	
272	POL 250		X	
273	POL 251		X	
274	PSY 150		X	
275	PSY 250		X	
276	REL 150		X	
277	SOC 150		X	
278	SOC 211		X	
279	SOC 250			
TRADES & TECHNOLOGY				
280	ABR 111	X		
281	ABR 113	X		
282	ABR 123		X	
283	ABR 124		X	
284	ABR 131		X	
285	ABR 132		X	
286	ABR 133		X	
287	ABR 134	X		
288	ABR 136		X	
289	ABR 137		X	
290	ABR 138		X	
291	ABR 139		X	
292	ABR 140		X	
293	ABR 141		X	

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
294	ABR 142		X	
295	ABR 143		X	
296	ABR 144		X	
297	ADT 140		X	
298	ADT 150		X	
299	ADT 151		X	
300	ADT 152		X	
301	ADT 153		X	
302	ADT 160		X	
303	ADT 201		X	
304	ADT 251		X	
305	ADT 260		X	
306	ADT 280		X	
307	AUM 150		X	
308	AUM 151		X	
309	AUM 200		X	
310	AUM 201		X	
311	BPR 200		X	
312	CET 150	X		
313	CET 151		X	
314	CET 160	X		
315	CET 260		X	
316	CET 261		X	
317	CET 265		X	

158

TABLE 7

	Courses	Open Enrollment	Special Entrance Requirement (Pre-requesites)	Remedial Math / Remedial English
318	CET 270		X	
319	CET 299		X	
320	CON 150		X	
321	CON 151		X	
322	CON 220		X	
323	CON 221		X	
324	ELE 150		X	
325	ELE 151		X	
326	ELE 170		X	
327	ELE 190		X	
328	ELE 201		X	
329	ELE 202		X	
330	ELE 203		X	
331	ELE 299		X	
332	WLD 150		X	
333	WLD 151		X	
334	WLD 240		X	
335	WLD 241		X	

159

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review

RECRUITMENT METHODS

TABLE 8

Degree / Certificate	OUTREACH			MEDIA			OTHERS (Please Secify)	
	School Visitations	Career Day /Job Fair	Community Service	Television / Cable	Radio	Newspaper		
AGRICULTURE & LIFE SCIENCE								
1 AS in Agribusiness	X	X	X	X		X		Tours & fieldtrips
2 AS in Family & Consumer Science	X	X	X	X		X		Tours & fieldtrips
3 AS in General Agriculture	X	X	X	X		X		Tours & fieldtrips
4 AS in Natural Resources	X	X	X	X		X		Tours & fieldtrips

Note: Community Service recruitment is conveyed through CNR In-School Extension Programs such as 4H-Youth, Nutrition and Sewing.

Forestry Urban and Community , and Agriculture Small-Scale Vegetable gardening programs. Only AGR 297 has a service-learning prgm.

Degree / Certificate	OUTREACH			MEDIA			OTHERS (Please Secify)	
BUSINESS EDUCATION								
5 AS in Accounting	X	X	X					
6 AS in Business Management	X	X	X			X		
7 AS in Office Administration & Technol	X	X	X				Office visit	
8 COP in Accounting	X	X	X					
9 COP in Business Management	X	X	X				Office visit	
10 COP in Office Administration & Techn	X	X	X					
CRIMINAL JUSTICE								
11 AA in Pre-Law	X	X					Via ELI recruitment	
12 AS in Criminal Justice	X	X						
13 AS in Forensic Science	X	X						
14 COP in Criminal Justice	X	X						

RECRUITMENT METHODS

TABLE 8

Degree / Certificate	OUTREACH			MEDIA			OTHERS (Please Secify)	
	School Visitations	Career Day /Job Fair	Community Service	Television / Cable	Radio	Newspaper		
EDUCATION								
15 AA in Education	X	X	X			X	DOE	
16 COP in Elementary Education							DOE	
FINE ART								
17 AA in Art								
18 AA in Music								
HEALTH & HUMAN SERVICES								
19 AA in Human Services							DOE, DHSS	
20 AS in Health Science	X						TAOA, DOE	DHSS,
21 COP in Guidance and Counseling								
INFORMATION COMM. TECHNOLOGIES								
22 COP in ICT - Electronic Office Option		X						
MARINE SCIENCE								
23 AA in Marine Science								
NURSING								
24 AS in Nursing	HS	X	X	X	X	X	Articulation with other institution	
25 COP in Practical Nursing	HS	X	X	X	X	X		
SAMOAN STUDIES								
26 AA in Samoan Studies	X	X	X			X	X	
27 COP in Samoan Studies	X	X	X					
SOCIAL SCIENCE								

161

RECRUITMENT METHODS

TABLE 8

	Degree / Certificate	OUTREACH			MEDIA			OTHERS (Please Secify)	
		School Visitations	Career Day /Job Fair	Community Service	Television / Cable	Radio	Newspaper		
28	AA in Political Science	X	X	X					
TRADES & TECHNOLOGIES									
29	AS in Architectural Drafting								
30	AS in Automotive Body Repair								
31	AS in Automotive Mechanics								
32	AS in Civil Engineering Technology								
33	AS in Contruction								
34	AS in Electronics								
35	AS in Welding								
36	COP in Architectural Drafting								
37	COP in Auto Body Repair								
38	COP in Automotive Mechanics								
39	COP in Civil Engineering Technology								
40	COP in Construction								
41	COP in Welding								

152

Table 9

TRACKING GRID

ACADEMIC DEPTS	Colleges / Universities		Vocational / Trades Institutes		Employment		Armed Forces (Specify: Army, Air Force, Marine, etc.)	
AGRICULTURE & LIFE SCIENCE								
1 AS in Agribusiness								
2 AS in Family & Consumer Science		BYU HI						
3 AS in General Agriculture					Circle 4 Pig Farm - Utah			
4 AS in Natural Resources	UH-Hilo	Oregon SU						
BUSINESS EDUCATION								
5 AS in Accounting	X	X			X		Army	Air Force
6 AS in Business Management	X	X	X	Bus. Sch.	X		Army	
7 AS in Office Administration & Technology								
8 COP in Accounting								
9 COP in Business Management								
10 COP in Office Administration & Technology								
CRIMINAL JUSTICE								
11 AA in Pre-Law								
12 AS in Criminal Justice	10				10		3	Army
13 AS in Forensic Science								
14 COP in Criminal Justice								
EDUCATION								
15 AA in Education								
16 COP in Elementary Education								
FINE ART								
17 AA in Art	X	X	X	X	X	X	X	X
18 AA in Music	X	X			X	X	X	X
HEALTH & HUMAN SERVICES								
19 AA in Human Services	X	X				X		X
20 AS in Health Science	X	X	X	X		X		
21 COP in Guidance and Counseling						X		

163

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
Fall 2006 - Summer 2008

Table 9

TRACKING GRID

ACADEMIC DEPTS	Colleges / Universities		Vocational / Trades Institutes		Employment		Armed Forces (Specify: Army, Air Force, Marine, etc.)	
INFORMATION COMM. TECHNOLOGIES								
22 COP in ICT - Electronic Office Option								Not applicable
MARINE SCIENCE								
23 AA in Marine Science								
NURSING								
24 AS in Nursing	1				7			
25 COP in Practical Nursing	3				2			
SAMOAN STUDIES								
26 AA in Samoan Studies								
27 COP in Samoan Studies								
SOCIAL SCIENCE								
28 AA in Political Science								
TRADES & TECHNOLOGIES								
29 AS in Architectural Drafting								
30 AS in Automotive Body Repair								
31 AS in Automotive Mechanics								
32 AS in Civil Engineering Technology								
33 AS in Contruction								
34 AS in Electronics								
35 AS in Welding								
36 COP in Architectural Drafting								
37 COP in Auto Body Repair								
38 COP in Automotive Mechanics								
39 COP in Civil Engineering Technology								
40 COP in Construction								
41 COP in Welding								

164

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
RETENTION GRID

Table 10

	Degree / Certificate	FALL 2006		SPRING 2007		FALL 2007	
		Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester
AGRICULTURE & LIFE SCIENCE							
1	AS in Agribusiness	14	0	12	1		
2	AS in Family & Consumer Science	4	0	7	1		
3	AS in General Agriculture	3	0	3	0		
4	AS in Natural Resources	1	1	2	0		
BUSINESS EDUCATION							
5	AS in Accounting	70	2	70	16		
6	AS in Business Management	65	7	45	9		
7	AS in Office Administration & Technology	2					
8	COP in Accounting	1	1				
9	COP in Business Management						
10	COP in Office Administration &						
CRIMINAL JUSTICE							
11	AA in Pre-Law	34	10	30	6		
12	AS in Criminal Justice	133	7	117	6		
13	AS in Forensic Science	6		5	1		
14	COP in Criminal Justice						
EDUCATION							
15	AA in Education						
16	COP in Elementary Education						
FINE ART							
17	AA in Art						
18	AA in Music						
HEALTH & HUMAN SERVICES							
19	AA in Human Services	12	2	30	3		
20	AS in Health Science	122	11	86	5		
21	COP in Guidance and Counseling	6	165	6	1		

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
RETENTION GRID

Table 10

Degree / Certificate	FALL 2006		SPRING 2007		FALL 2007	
	Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester	Beginning of Semester	Graduated at End of Semester
INFORMATION COMM. TECHNOLOGIES						
22 COP in ICT - Electronic Office Option			1	1		
MARINE SCIENCE						
23 AA in Marine Science						
NURSING						
24 AS in Nursing						
25 COP in Practical Nursing	17	16	15	13	12	
SAMOAN STUDIES						
26 AA in Samoan Studies						
27 COP in Samoan Studies						
SOCIAL SCIENCE						
28 AA in Political Science	17	2	15	0		
TRADES & TECHNOLOGIES						
29 AS in Architectural Drafting		3		3		
30 AS in Automotive Body Repair						
31 AS in Automotive Mechanics						
32 AS in Civil Engineering Technology						
33 AS in Contruction						
34 AS in Electronics		3				
35 AS in Welding						
36 COP in Architectural Drafting						
37 COP in Auto Body Repair						
38 COP in Automotive Mechanics						
39 COP in Civil Engineering Technology						
40 COP in Construction						
41 COP in Welding						

Table 10	FALL 2006		SPRING 2007		SUMMER 2007	
Courses	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
AGRICULTURE & LIFE SCIENCE						
1 AGE 150			4	7		
2 AGR 100 I					6	9
3 AGR 100 II	3	3	9	11		
4 AGR 152	14	12				
5 AGR 197			3	7		
6 AGR 250			1	cancelled		
7 AGR 297			2	2	1	0
8 ANS 150 A	4	10				
9 ANS 150 B	4	8				
10 FAM 250			1	3		
11 FAM 260			1	2		
12 NRS 180	1	1	2	2		
13 NRS 200						
14 NRS 250	1	2				
15 NUT 150	34	32			26	26
BUSINESS EDUCATION						
16 ACC 150	22	19	17	16		
17 ACC 151	11	11	14	12		
18 ACC 152	17	17	14	13		
19 ACC 210	4	Cancelled	21	20		
20 ACC 220	2	Cancelled	19	19		
21 BUS 102	27	22	28	23		
22 BUS 103	27	24	19	18	13	12
23 BUS 200	24	22	22	20		
24 BUS 225			26	26		
25 BUS 260	8	8	15	14		
26 ECO 250	11	11	20	20		
27 ECO 251	17	15	12	11		
28 MGT 250	7	7				
29 MKT 200	11	11				
30 MKT 206	14	14				
31 MKT 212			13	12		
32 OAT 101	27	23	29	27	26	25

Table 10	FALL 2006		SPRING 2007		SUMMER 2007	
Courses	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
33 OAT 204						
34 OAT 220						
35 OAT 225						
36 OAT 230						
CRIMINAL JUSTICE						
37 CJ 150	49	47	26	26		
38 CJ 155			23	23		
39 CJ 160	28	28				
40 CJ 165	16	15	29	27		
41 CJ 170	43	40	28	27		
42 CJ 175	29	28				
43 CJ 180	27	27	25	25		
44 CJ 185			29	28		
45 CJ 190	11	11	31	30		
46 CJ 195			21	20		
47 CJ 200			11	11		
48 CJ 210	35	34	17	16		
49 CJ 215	18	18				
50 CJ 220			16	16		
51 CJ 230			14	14		
52 CJ 240			14	14		
53 CJ 250	22	22				
COLLEGE & LIFE PLANNING						
54 CLP 80						
55 CLP 31						
56 CLP 90	22	22				
57 CLP 91	20	20				
58 CLP 150	178	175	102	102	65	63
EDUCATION						
59 ECE 141						
60 ECE 142						
61 ECE 150						
62 ECE 151						
63 ECE 152						

RETENTION GRID

Table 10	FALL 2006		SPRING 2007		SUMMER 2007	
Courses	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
64 ED 150						
65 ED 150P						
66 ED 157						
67 ED 157P						
68 ED 160						
69 ED 160P						
70 ED 215						
71 ED 215P						
72 ED 240						
73 ED 257						
74 ED 257P						
75 ED 280						
76 ED 285						
77 ED 285P						
ENGLISH LANGUAGE INSTITUTE						
78 ENG 70	73		53			
79 ENG 80	168		87			
80 ENG 90	182		148			
81 ENG 71	43		15			
82 ENG 81	202		121			
83 ENG 91	183		188			
84 ENG 75	32		13			
85 ENG 85	27		28			
86 ENG 95	12		23			
FINE ARTS						
87 ART 150						
88 ART 151						
89 ART 160						
90 ART 161						
91 ART 170						
92 ART 171						
93 ART 175						
94 ART 180						
95 ART 299						

Table 10

#	Courses	FALL 2006		SPRING 2007		SUMMER 2007	
		Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
96	DNC 150						
97	DNC 155						
98	DRA 150						
99	DRA 151						
100	DRA 170						
101	DRA 250						
102	DRA 251						
103	MUS 140						
104	MUS 145						
105	MUS 150	17	17	4	4		
106	MUS 151	3	2				
107	MUS 153	51	46	33	30	34	31
108	MUS 155						
109	MUS 156						
110	MUS 160	36	34	21	5		
111	MUS 161						
112	MUS 162						
113	MUS 165						
114	MUS 170						
115	MUS 175						
116	MUS 180						
117	MUS 185						
118	MUS 187						
119	MUS 190*						
120	MUS 191						
121	MUS 192*						
122	MUS 193						
123	MUS 194						
124	MUS 296						
125	MUS 299						
126	SPH 153						
	HEALTH & HUMAN SERVICES						
127	ASL 150						
128	HEA 140	13	12	13	12		

Table 10		FALL 2006		SPRING 2007		SUMMER 2007	
	Courses	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
129	HEA 150	33	30	8	8	14	11
130	HEA 151	30	28	26	25		
131	HEA 152	15	15				
132	HEA 160						
133	HEA 250						
134	HEA 260			7	7		
135	HEA 299	11	11	7	7		
136	HSV 150	6	5				
137	HSV 155			12	10		
138	HSV 160			7	7		
139	HSV 165			1	1		
140	HSV 200						
141	HSV 220						
142	HSV 250	8	7	6	6		
143	HSV 280						
144	HSV 299			4	4		
INFO. COMMUNICATION TECH.							
145	ICT 150	133	124	169	152		
146	ICT 160	11	9	6	6		
147	ICT 170	24	23	16	15		
148	ICT 210						
149	ICT 230						
150	ICT 235						
151	ICT 236						
152	ICT 250						
153	ICT 270						
LANGUAGE & LITERATURE							
154	ENG 150						
155	ENG 151						
156	ENG 201						
157	ENG 250						
158	ENG 251						
159	JOU 155						
160	LIT 270						

Table 10

	Courses	FALL 2006		SPRING 2007		SUMMER 2007	
		Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
161	LIT 272						
162	LIT 274						
163	LIT 276						
MARINE SCIENCE							
164	MSC 110						
165	MSC 150						
166	MSC 155						
167	MSC 160						
168	MSC 170						
169	MSC 197						
170	MSC 200						
171	MSC 220						
172	MSC 270						
173	MSC 280						
174	MSC 297						
MATHEMATICS							
175	MAT 80		282		264		
176	MAT 90		141		199		
177	MAT 150		3		9		
178	MAT 151		58		39		
179	MAT 155		50		29		
180	MAT 250		62		51		
181	MAT 260		22		30		
182	MAT 280		5		3		
183	MAT 281						
MILITARY SCIENCE (ROTC)							
184	MSL 101						
185	MSL 102						
186	MSL 201						
187	MSL 202						
NURSING							
188	NUR 80						
189	NUR 150	17	16	15	13	13	
190	NUR 155	15	14				

Table 10	FALL 2006		SPRING 2007		SUMMER 2007	
Courses	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
191 NUR 180			15	13		
192 NUR 190					13	
193 NUR 200						
194 NUR 203						
195 NUR 204						
196 NUR 205						
197 NUR 206						
198 NUR 207						
199 NUR 208						
200 NUR 209						
201 NUR 210						
202 NUR 211						
203 NUR 212						
204 PHM 150						
205 PHM 200						
PHYSICAL EDUCATION						
206 PED 150	61	52	25	25		
207 PED 151	49	43	38	32		
208 PED 152	32	29	49	49	12	9
209 PED 153	20	17	15	11		
210 PED 154	40	37	25	23	22	20
211 PED 155	74	66	49	43		
212 PED 156	39	35	27	24		
213 PED 159						
214 PED 161						
215 PED 162						
216 PED 170						
217 PED 171						
SAMOAN STUDIES						
218 SAM 101A						
219 SAM 101B						
220 SAM 111						
221 SAM 151						
222 SAM 151L						

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
RETENTION GRID

Table 10	FALL 2006		SPRING 2007		SUMMER 2007	
Courses	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
223 SAM 152						
224 SAM 154						
225 SAM 172						
226 SAM 204						
227 SAM 244						
228 SAM 251						
229 SAM 261						
230 SAM 271						
231 SAM 281						
232 SAM 291						
SCIENCE						
233 AST 150						
234 BIO 150	51	51	52	49	90	90
235 BIO 155						
236 BIO 180	55	55	54	51		
237 BIO 181	11	10	12	11		
238 BIO 250	16	16	25	25		
239 BIO 251	11	11	14	13		
240 BIO 255			6	6		
241 CHM 150	25	25	21	20		
242 CHM 151	3	3	9	9		
243 CHM 152						
244 MET 150						
245 PHSCI 150	48	47	74	67	52	48
246 PHY 151	6	4	2	1		
247 PHY 152			1	1		
SOCIAL SCIENCE						
248 ANT 150	32	31				
249 ANT 153			23	21		
250 ANT 154	21	21	26	26		
251 ANT 160	9	4				
252 ANT 210						
253 ANT 220						
254 GEO 150	32	27	30	29		

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
RETENTION GRID

Table 10		FALL 2006		SPRING 2007		SUMMER 2007	
Courses		Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
255	GEO 160	26	26	25	23		
256	GEO 161						
257	HIS 150	29	28	31	30		
258	HIS 151	26	25	30	28		
259	HIS 160	29	28	30	28		
260	HIS 161	28	27	28	27		
261	HIS 162	25	22	15	15		
262	HIS 170	30	27	26	25		
263	HIS 171	28	24	23	23		
264	PAD 150	13	13	19	17		
265	PAD 160						
266	PHIL 150	31	28	28	28		
267	POL 150	27	26	32	31		
268	POL 151	27	27	26	25		
269	POL 160						
270	POL 170						
271	POL 220						
272	POL 250						
273	POL 251						
274	PSY 150						
275	PSY 250						
276	REL 150						
277	SOC 150						
278	SOC 211						
279	SOC 250						
TRADES & TECHNOLOGY							
280	ABR 111	11					
281	ABR 113	11					
282	ABR 123	11					
283	ABR 124	11					
284	ABR 131			9	10		
285	ABR 132			9	10		
286	ABR 133			9	10		
287	ABR 134			9	10		

Table 10		FALL 2006		SPRING 2007		SUMMER 2007	
Courses		Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
288	ABR 136						
289	ABR 137						
290	ABR 138						
291	ABR 139						
292	ABR 140						
293	ABR 141						
294	ABR 142						
295	ABR 143						
296	ABR 144						
297	ADT 140	12					
298	ADT 150	14					
299	ADT 151	8					
300	ADT 152	7					
301	ADT 153			5	6		
302	ADT 160			9	10		
303	ADT 201			5	6		
304	ADT 251			5	5		
305	ADT 260						
306	ADT 280						
307	AUM 150	11					
308	AUM 151	10					
309	AUM 200			9	8		
310	AUM 201			6	7		
311	BPR 200			6	5		
312	CET 150			2	2		
313	CET 151						
314	CET 160	11		8	9		
315	CET 260			2	2		
316	CET 261						
317	CET 265						
318	CET 270						
319	CET 299						
320	CON 150	5		1	1		
321	CON 151	4					

176

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Program Review
RETENTION GRID

	Table 10	FALL 2006		SPRING 2007		SUMMER 2007	
	Courses	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.	Pre-reg to Withdrawal Perior Enr.	End of Semester Enr.
322	CON 220						
323	CON 221						
324	ELE 150			9	9		
325	ELE 151			1	1		
326	ELE 170			3	3		
327	ELE 190						
328	ELE 201						
329	ELE 202	4					
330	ELE 203						
331	ELE 299	6					
332	WLD 150	12					
333	WLD 151	8					
334	WLD 240			4	4		
335	WLD 241			3	3		

AMERICAN SAMOA COMMUNITY COLLEGE
ACADEMIC AFFAIRS DIVISION
OFFICIAL COURSE SYLLABUS FORM

Course Alpha/Number:		Semester / Year:	
Course Title:		Days / Time:	
Instructor:		Department:	
Office Hours & Location:		Classroom:	
Email Address:		Contact Phone:	

Required Textbook: _____

Additional Supplement: _____

I. Course Description (Paragraph Description from Catalog): _____
_____
_____

II. Course Rationale (Brief statement on how students may use this course, i.e. transfer, degree requirements, elective, pre-requisite...): _____
_____
_____

III. Learning Objectives: Identify the "content" or "subject-matter" objectives students will learn from the course: _____
_____
_____

IV. Student Learning Outcomes (SLO): Identify learning outcomes (knowledge, skills, attitudes) students will develop at the end of the course beyond the content or subject matter. (see degree and certificate SLO's) _____
_____
_____

V. Course Requirements: Learning activities/assignments required for the course.
_____
_____
_____

173

VI. Methods of Instruction: Paragraph description on how the course will be taught, indicating, lecture, lecture/lab, group discussions or other primary forms of instruction; frequency activities; field-trips _____

_____

_____

VII. Grading:
1. Clarify whether you will use a letter grade system or a point system. If you will use a point system, explain final point and letter grade equivalents.
2. Explain the weighting of course components:
   a. Component 1 (e.g., exercises), weight (% or points)
   b. Component 2 (e.g. quizzes), weight
   c. Component 3 (e.g., interim exams), weight
   d. Component 4 (e.g., participation), weight
   e. Component 5 (e.g., attendance), weight
   f. Component 6 (e.g., final exam), weight
   Or, in competency-based courses, explain the level at which each competency must be mastered in order to complete the course.
3. Explain how difficult-to-quantify things such as effort, improvement, and participation will be graded, if graded.

VIII. Last day to completely withdraw from the course. See *"2006-2008 ASCC Academic Calendar"* in the catalog. _____

IX. Attendance Policy: See *Catalog "Academic Policies & Procedures"* section

_____

_____

_____

Tentative Course Topical Outline:

MEETING SESSION DATE   ASSIGNMENTS/PROJECTS

Week 1 _____

Week 2 _____

Week 3 _____

Week 4 _____

Week 5 _____

Week 6 _____

Week 7 _____

Week 8 _____

Week 9 _____

Week 10 _____

Week 11 _____

Week 12 _____

Week 13 _____

Week 14 _____

Week 15 _____