

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Samoan Studies Institute

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Samoan Studies Institute

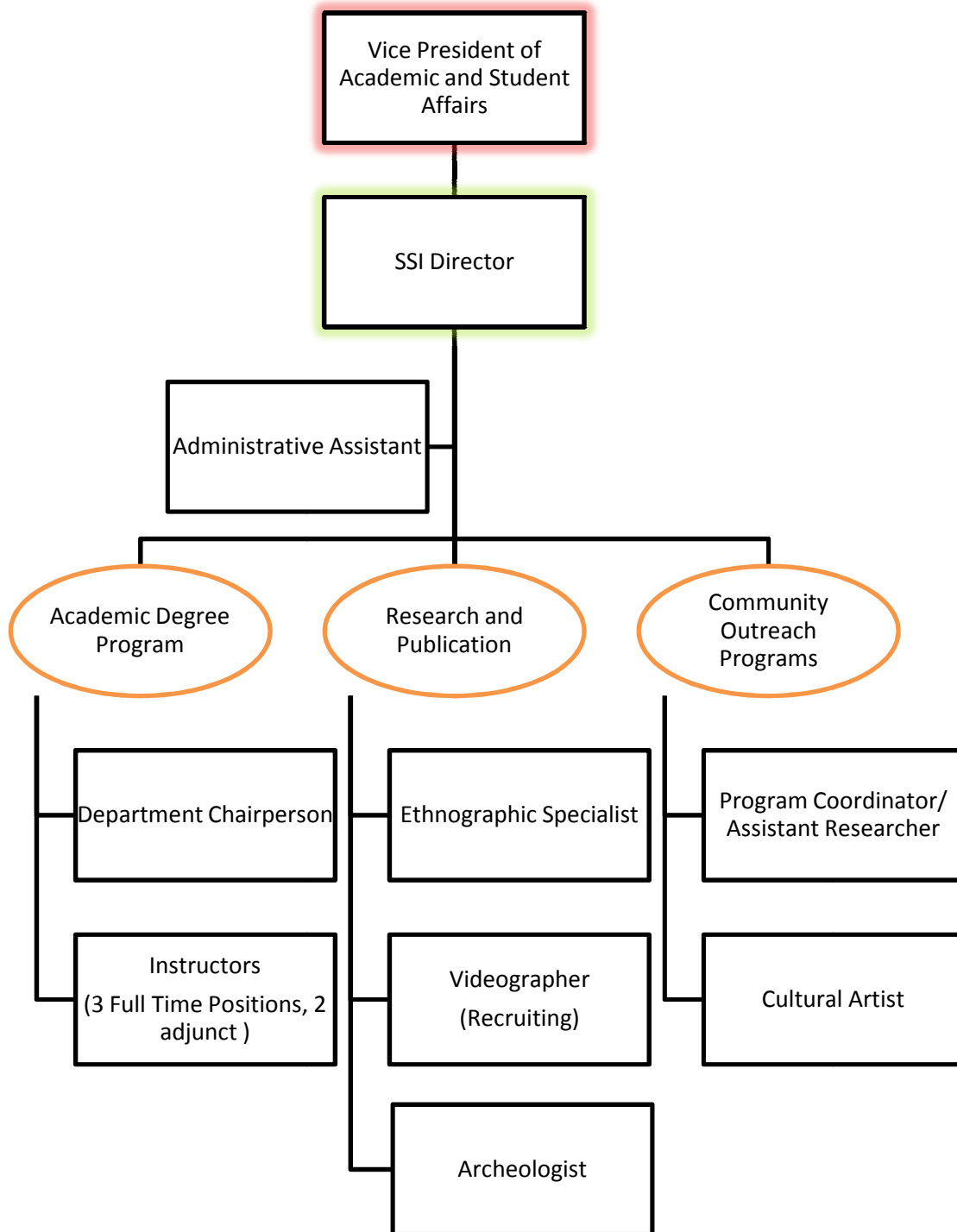
Samoan Studies Institute Mission

To ensure and promote the continuity of Samoan culture, traditions, language and heritage through an inter-disciplinary, comprehensive educational approach that focuses on three major areas: (1) Academic (2) Community and Cultural Extension (3) Research and Publication.

SSI Administration

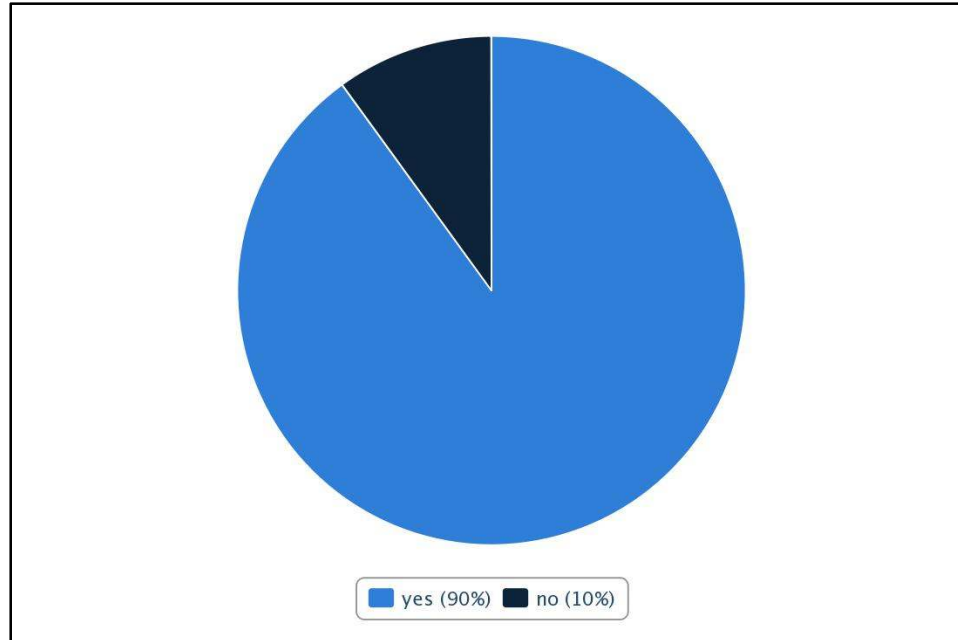
Director	Okenaisa Fauolo
Department Chairperson	Teleiai Ausage

SSI Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

1) Status of participants in this division that completed survey:



2) Please type in the purpose or mission statement for this Dept/Prog/Div:

- The Samoan Studies Institute's mission is to ensure and promote the continuity of Samoan culture, traditions, language and heritage through an inter-disciplinary, comprehensive educational approach that focuses on four major areas:(1). Academic (2) Community and cultural Extension Programs (3) Research and Publication (4) Samoan Language Translation and Interpretation.
- #5 The Samoan Studies Institute: The Samoan Studies Institute’s mission is to ensure and promote the continuity of Samoan culture, traditions, language and heritage through an interdisciplinary, comprehensive educational approach that focuses on four major areas: (1) Academics (2) Community and Cultural Extension Programs (3) Research and Publication, and (4) Samoan Language Translation and Interpretation. O le manulauti a le Ofisa o Aoaoga ma Suesuega Samoa, ia unaia ma faaauau tu ma aga, gagana ma le tofi o Samoa, ina ia faataua ai aoaoga i vaega e fa: (1) Aoaoga (2) Polokalama mo Alalafaga ma Faaso faaleaganuu (3) Suesuega ma Lomiga (4) Faaliliuga ma Faaugaga Faasamoa. The Samoan Studies Department: The Associates of Arts Degree with emphasis in Samoan Studies provides courses to students interested in pursuing a career in education, the public service, social services, private enterprise, journalism, language teaching, Samoan research, interpreting and translation. The Samoan courses promote critical thinking in contemporary and cultural settings. An overview of the complexities in the Fa’asāmoa and Samoan values is pertinent in the discussions. Students will also be enriched with the understanding of cultural diversity locally and internationally.

Samoa Studies Institute

- The Samoa Studies Institute's mission is to ensure and promote the continuity of Samoan culture, traditions, language and heritage through an interdisciplinary, comprehensive educational approach that focuses on four major areas, (1) Academics (2)Community and Cultural Extension Programs (3)Research and Publication (4)Samoan Language Translation and Interpretation.
- The Samoa Studies Institute's mission is to ensure and promote the continuity of Samoan culture, traditions, language and heritage through an inter-disciplinary, comprehensive educational approach that focuses on four major areas: (1) Academics (2) Community and Cultural Extension Programs (3) Research and Publication, and (4) Samoan Language Translation and Interpretation.
- The Samoa Studies Institute's mission is to ensure and promote the continuity of Samoan culture, traditions, language and heritage through an inter-disciplinary, comprehensive educational approach that focuses on four major areas: (1)Academics (2)Community and Cultural Extension Programs (3)Research and Publication, and (4)Samoan Language Translation and Interpretation.
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- The Samoa Studies Institute's mission is to ensure and promote the continuity of Samoan culture, traditions, language and heritage through an inter-disciplinary, comprehensive educational approach that focuses on four major areas: (1) Academics (2) Community and Cultural Extension Programs (3) Research and Publication, and (4) Samoan Language Translation and Interpretation.
- To ensure and promote the continuity of Samoan Culture, Traditions, Language and Heritage through an interdisciplinary, comprehensive educational approach that focuses on Academic, Community and Cultural Extension Programs, Research and Publication, and Samoan Language Translation and Interpretation.
- Promote Samoan culture, traditions, language and heritage through inter disciplinary approach that focuses on Academic, Community Outreach, Research and Publication, Samoan Language Translation

3) List the outcomes for your Dept/Prog/Div:

- 1. Develop and apply skills in the area of speaking(during contemporary and cultural settings), writing, reading and listening. 2. Develop and apply skills of understanding and interpretation of Samoan Literature 3. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non- material culture. 4. Demonstrate competence and ease in delivering English translations and interpretations of Samoa. 5. Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research.
- #6 Develop and apply skills of understanding and interpretations of Samoan Literature 3. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture 4. Demonstrate competence and ease in delivering English

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- SSI outcomes are in 4 areas: Academics Community and Culture Extension Programs Research and Publication Samoan Language Translations and Interpretations
- Collect, Develop and Publish materials on Samoa that will enhance and maintain Samoan and Pacific Studies designated courses and programs.
- SSI only has outcomes for its Academic Degree Program. 1. Develop and apply skills in area of writing, reading and listening Develop and apply skills of understanding and interpretation of Samoan Literature Demonstrate skills in executing activities that are endemic to Samoan material and non material culture Demonstrate competence and ease in delivering English translations and Samoan interpretations. develop and utilize a variety of techniques

4) Explain how your mission and outcomes support the institution's mission:

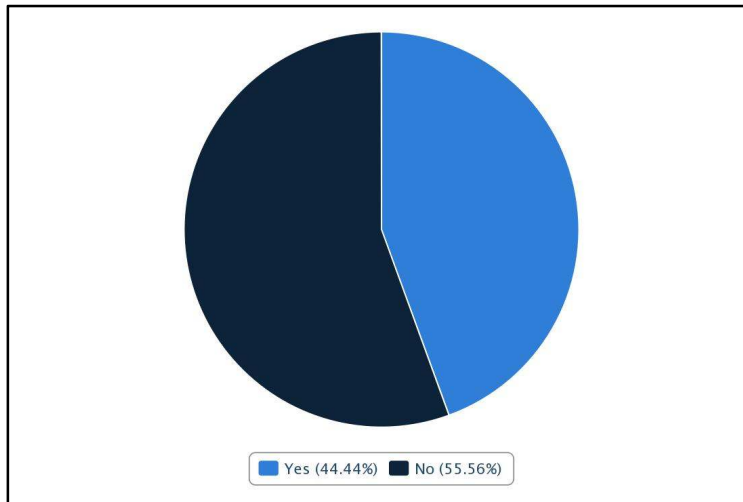
- Instruction of Samoan studies assist the students to understand their language, culture and customs. Being competent in the areas of writing, reading, speaking and listening in their own language would help them feel and gain confidence in themselves; hence enabling them to achieve educational goals, as well as being prepared for work and further studies. Awareness of their Samoan and Pacific origins would greatly impact on their contribution to the growth and well being of American Samoa, be it social, cultural, political, economical, technological, or environmental.
- #7 The SSI mission and outcomes meets the end result of student taking courses that are transferable to higher educational institutions such as University of Hawaii, and firmly supports the ASCC mission of preparing students for Successful entry into the Workforce, and especially

creating a higher awareness of Samoa and the Pacific through studying local and comparing other island nation's social constructs.

- When students are academically developed, they would then be able to demonstrate, utilize, execute, deliver and perform cultural skills, and all that was instructed and taught in classrooms; thus enabling them to achieve their goals and contributing to the social, cultural, political, economic, technological and environmental well being of American Samoa, as stated in ASCC mission.
- Academics: Samoa Studies Institute through its Samoa Studies Department offers an Associate of Arts degree with an emphasis in Samoa Studies to prepare students for employment, transfer to institution of higher learning, and to be knowledgeable in Samoa culture and skillful in Samoa Language. Community and Culture Extension Programs: Community and cultural extension programs are to reinforce partnerships between the college and government agencies, non-government agencies; and for the Samoa Studies Institute to conduct workshops and presentations that promote cultural studies. Moreover, extra-curricular activities to promote and increase knowledge, understanding and skills in any aspect of the Samoa culture through hands-on learning are offered throughout the year. Research and Publication: The Samoa Studies Institute research component maintains an active research program which includes fieldwork and documentation as well as archival research and collections. Research and publications may focus on such topics as both written and oral history, legends, indigenous art forms, music, language, geography, natural resources and archaeology, anthropology, political science, current affairs, and/or other relevant topics. The purpose of this research is to collect, develop and publish materials on Samoa that will enhance and maintain Samoa and Pacific Studies designated courses and programs. The Media Directory, catalogs a collection of numerous video clips and DVD's of Samoa and the Pacific, are available on the College website. Samoa Language Translations and Interpretations: Samoa Studies Institute provides translation and interpretation services for Samoa and English languages for government and non-government agencies, local and off island communities. Students majoring in Samoa Studies are encouraged to participate in these office projects for professional and life experiences.
- 1. It transfer to institutions of higher learning 2. It supports the awareness of Samoa and the Pacific
- The SSI mission and outcomes prepare students to transfer to other institutions of higher learning, to successfully enter into the workforce, to do research and extension related to our Territory's human and natural resources, and give them an awareness of Samoa and the Pacific.
- Our division's mission supports our Institutes Mission in that by documenting and publishing various materials in various forms of media, we are preserving and making available material that will be used as resources for the continued study of Samoa, thereby promoting the continuity of the various aspects of the Samoa Culture, Traditions and Language which the Institute is striving to preserve.
- 1. Some of our Samoa courses are transferable (transfer to institutions of higher learning) 2. AA in Samoa studies is quickly hired in the community as teachers or journalists. 3. SSI conducts researches and have published a number of researches. Contracted by DMWR to do research in Manua. Contracted by DOE to translate ECE materials /information into Samoa Language. 4. make students aware of Samoa and the Pacific. (Students Association for Faasamoa has received numerous invitations for cultural performances. Also SSI radio program - Faasamoa Pea)

2. PERSONNEL DATA

Is the number of personnel adequate to support your Dept/Prog/Div?

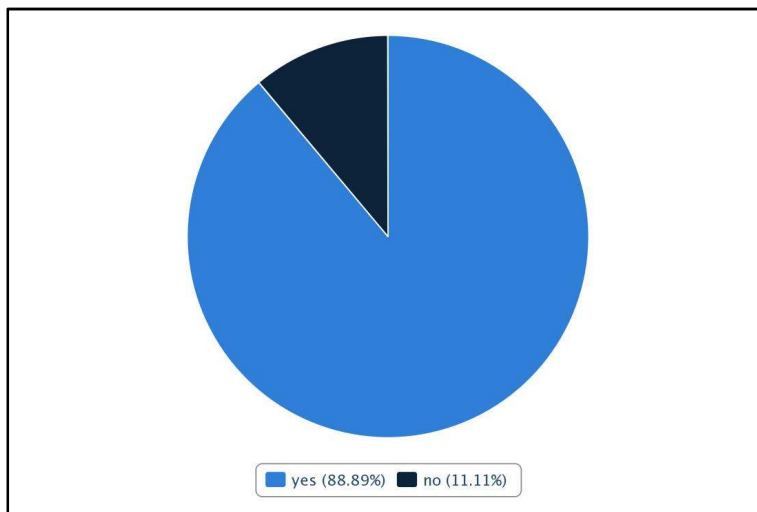


If "no", please explain:

Summarized Comments

- Need Community Outreach personnel = 2 comments
- Vacant position for ethnographer = 1 comment
- Vacant position for Cultural Community Coordinator = 1 comment

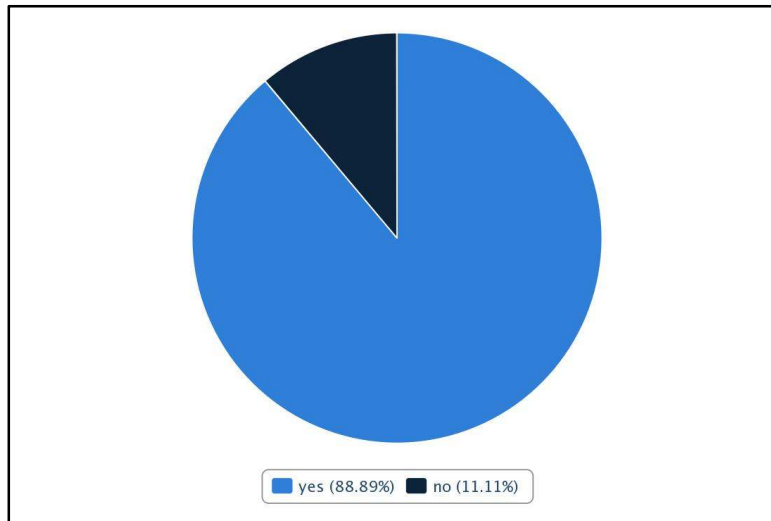
Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?



If "no", please explain:

- See above. Also, some skill levels can be improved to increase the excellence of services to ASCC and the community.

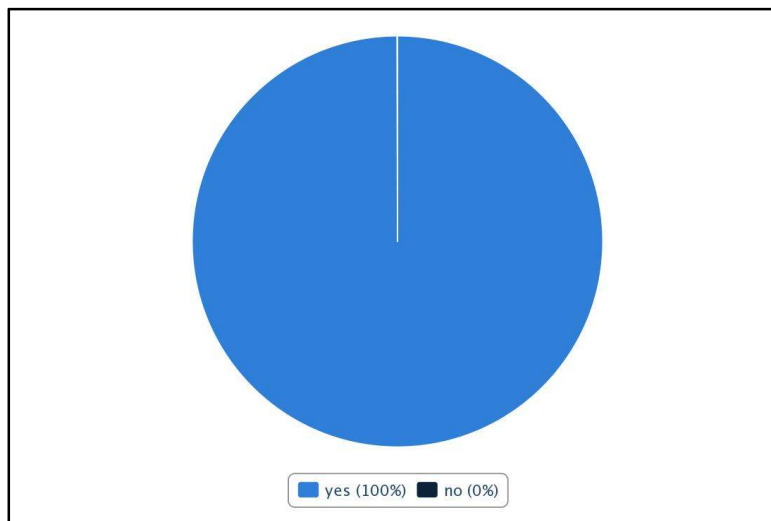
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

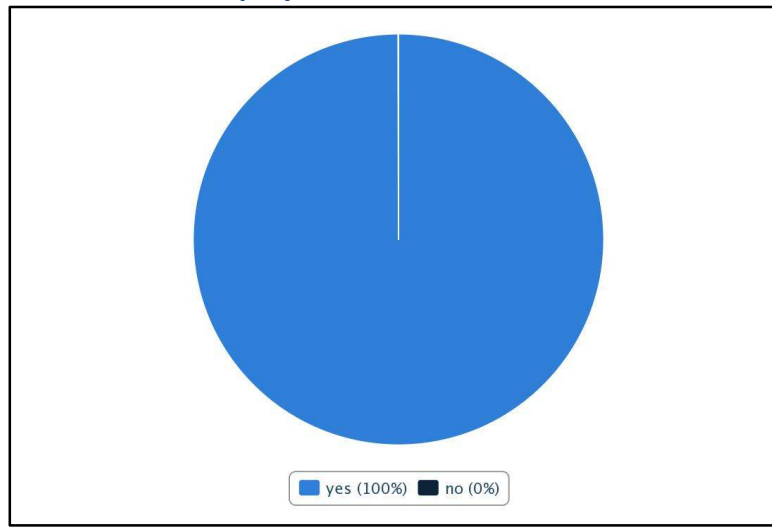
- Still have to take up a copy of the moodle certificate after passing Moodle 2 training online etc.

Are all personnel in this Dept/Prog/Div? careful in protecting the security, confidentiality and integrity of student information according to FERPA?



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- SAM 111 SAM 151 SAM 151 LAB SAM 154 SAM 204 SAM 251
- 4 plus the lab SAM 101A, SAM 111.2, SAM 151.2 Lecture, SAM 151.2 Lab, SAM 154.1
- SAM 111 SAM 151 SAM 151 LAB SAM 154 SAM 204 SAM 251
- I teach 4 courses this semester: SAM 101 Conversational Samoan SAM 111 Intro to Samoan Lang. SAM 151 Freshman Samoan SAM 251 Sophomore Composition
- 4 courses
- 5 per year
- N/A
- Adjunct for Samoan History I and Pacific History.

Degrees, Coursework and other publications:

- CERT. TEACHER B. A. M. A. Publications: 'O TEINE O LE PAPA' FAASAMOA PEA RADIO PROGRAM Coursework 'O le Tamaitai Samoa' 'O le 'Ava a Manua'
- BA in English Literature, Minor in Education -NZ University of Waikato Postgraduate Diploma in Samoan Studies -Samoa, National University of Samoa Masters of Arts in Samoan Studies - Samoa, National University of Samoa Publication/s: Book -stories, poetry, play, conference paper, persuasive oratory ="Uliuli pe sinasina" Published in: Measina 2010; O le lumana'i o lau Gagana Samoa. National University of Samoa Faatautaiga & Faasoia faaleaoaoga a le Faleula o Fatu'aiupu/samoan Language commission publication 2008; O le va. published by Samoan Studies Institute -ASCC. Unpublished: 1. 2012. Measina paper: Sao o le gagana faamauina i le una'ia ma le faaauuina o le poutugagana Samoa 2. 2008. Fesootai Centres in Samoa 3. 2008. Tama uli ma o latou sulii –Ua mutia lo latou ala 4. 2008. Traditional versus Christian beliefs about the afterlife 5. E lele le toloa ae ma'au i le vai
- CERT. TEACHER BACHELOR OF ARTS MASTER OF ARTS 'Teine o le Papa'

- Educational Credentials: Associates of Science in Criminal Justice Bachelors of Art in English Second Language/Minor in Samoan Studies Master's of Education in Curriculum Studies I am currently working on my Ph.D. in Organizational Leadership (a business degree) Publications: Published "O A'u Tala Samoa" for intermediate studies of Samoan language. Co-editor of Bilingual Dictionary of Samoa Co-editor of Tala le Ta'ui (Volume 1) Co-editor of Uta a le Taulasea Co-editor of FEMA Preparedness Guide
- MSS - Masters in Samoan Studies BA - Bachelors of Arts B.Ed - Bachelors of Education Publication - Tala le Taui, vol 1 and 2 for Samoan Studies and Anava Fetala'i on my own 2 other books on line: The Laei a Samoa and Puna'oa
- EDUCATION Ph.D. in Anthropology, University of Hawai'i at Manoa, 2006 M.A. in Anthropology, University of Hawai'i at Manoa, 1994 B.S. (with Highest Honors) in Tropical Horticulture, University of Hawai'i at Hilo, 1991 PUBLICATIONS (PEER REVIEWED) In prep The Reliability of the Engagement with Beauty Scale with Samoan Participants (with R. Diessner). In prep Daily wind patterns and sailing routes between Samoa and East Polynesia: why the northern atoll arc was crucial. 2012 (Edited with Matthew Spriggs and Peter Matthews. Irrigated Taro (*Colocasia esculenta*) in the Indo-Pacific: Biological, Social and Historical Perspectives Osaka: National Museum of Ethnology. 2011 An analysis of the last 1000 years human diet on Tutuila (American Samoa) using carbon and nitrogen stable isotope data (with F. Valentin, E. Herrscher, F. Petchey). *American Antiquity* 76(3):473-486. 2010 Rethinking Polynesians origins: a West-Polynesia Triple-I Model (with E. Matisoo-Smith). *Archaeology in Oceania* 45:1-12. 2010 Re-interpreting Old Dates: Radiocarbon Determinations from the Tokelau Islands (South Pacific) (with F. Petchey and A. McAlister). *Journal of Pacific Archaeology*, 1(2):161-167. 2010 Damage to Archaeological Sites on Tutuila Island (American Samoa) Following the 29 September 2009 Tsunami (with C.W. Filimoehala, S.J. Quintus, and T. Sapienza). *Rapa Nui Journal* 24(1):34-44. 2009 Ethnoecology and Tokelauan fishing lore from Atafu Atoll, Tokelau (with R. Ono). *SPC Traditional Marine Resource Management and Knowledge Information Bulletin* #26(Dec):3-22. 2009 Stability in the South Pacific surface marine 14C reservoir over the last 750 years. Evidence from American Samoa, the southern Cook Islands and the Marquesas (with F, MS Allen, D Addison, A Anderson). *Journal of Archaeological Science*, 36:2234- Petchey 2243 2009 Examining causes and trends in marine trophic level change: 1500 years of fish exploitation at Fatu-ma-Futi, Tutuila Island, American Samoa (with AE Morrison). *Journal of Island and Coastal Archaeology* 4(2):177-194. 2009 Archaeology of Atafu, Tokelau: some initial results from 2008 (B Bass, C Christensen, J Kalolo, S Lundblad, P Mills, F Petchey, & A Thompson). *Rapa Nui Journal* 23(1):5-10. 2008 Recent Advances in the Archaeology of the Fiji/West-Polynesia Region. Edited with C. Sand. 2008 Samoan Plain Ware Ceramics of Tutuila Island, American Sāmoa: Some Thoughts on Their Spatial and Chronological Distribution (with J. Toloa, T. Tago, and S. Vaueli). In *Recent Advances in the Archaeology of the Fiji/West-Polynesia Region*, D.J. Addison and C. Sand editors. 2008 Radiocarbon Dating Marine Shell in Samoa: A New delta-R from Known-age Specimens (F.J. Petchey). In *Recent Advances in the Archaeology of the Fiji/West-Polynesia Region*, D.J. Addison and C. Sand editors. 2008 How Dark Are They. The Sāmoan Dark Ages, ~1500-1000 BP (with T.M. Rieth). In *Recent Advances in the Archaeology of the Fiji/West-Polynesia Region*, D.J. Addison and C. Sand editors. 2008 Pre-Columbian chickens, dates, isotopes, and mtDNA (with A.A. Storey, D. Quiroz, J. M. Ramirez, N. Beavan-Athfield, R. Walter, D. V. Burley, T. L. Hunt, J. S. Athens, L. Huynen and E. A. Matisoo-Smith). *Proceedings of the National Academy of Sciences* 105(48):E99. 2008 The initial settlement of Sāmoa: A review of the radiocarbon dates and a GIS-based predictive model (with T.M. Rieth and A.E. Morrison). *Journal of Island and Coastal Archaeology*, 3:214-239. 2008 The initial investigation of Fatu-ma-

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Futi: an ancient coastal village site, Tutuila Island, Territory of American Samoa (with G. Walter and A.E. Morrison). *New Zealand Journal of Archaeology*, 29(2007):89-107 2008 Risk Management and Variability in Irrigation and Agricultural Production on Nuku Hiva, Marquesas Islands. In *Comparative Island Archaeologies*, J. Conolly and M. Campbell editors. 2008 Assessing the role of climate change and human predation on marine resources at the Fatu-ma-Futi Site

- AA in Pre-Law AS in CJ
- Masters of Social Sciences Degree and a Diploma of Teaching.

Other qualifications not listed in previous question:

- Parish Minister's wife 12 years World Council of Churches Creation Forum - - Pacific Region Coordinator - Vavau, Samoa 1994 - Guatemala 1995 - England 1996 - Karen Kenya 1997 Pacific Women Fellowship Workshop - Tonga/Rarotoga/Fiji
- Other qualifications • Trained radio and newspaper journalist, public relations officer -UNESCO training Apia by NZ and Australians professors and seasoned journalists; Cook Islands; Jakarta Indonesia; Nadi, Fiji 1996-1999 • Service Learning training/workshops -Arizona • Moodle 2 certificate online 2012 • Editor SSI student publication "Ne'i Solo le Falute 1-5" 2005- & Editor and reader Faasamoa Pea stories 2013 • experience in Publisher for publications • Translating workshop -Melbourne, Australia 2011
- Expert Translator for Samoan and English language Coordinated ePathways-Samoan online course for Samoan Studies Institute (this program connected ASCC with Samoan students situated in New Zealand, Hawaii, California and Utah).
- COMPETITIVE GRANTS RECEIVED \$19,985 2010 Coral Reef Advisory Group (Creating a Pristine Coral-Reef Baseline for American Samoa) \$259,380 2009 National Science Foundation (Archaeological, Geomorphological, and Ethno-ecological Investigations of Tokelau: Origins, Migrations, Adaptations, and Ecological Dynamics of an Atoll People) \$9,954 2009 Mia Tegner Memorial Research Grant for Historical Marine Ecology & Environmental History (Historical Ecology and Marine Resource Management in Atoll Ecosystem: Archaeological and Ethno-Ecological Approach to Understanding the Effects of the Last 1000 Years of Indigenous Marine Exploitation in Tokelau, Polynesia) \$25,504 2009 National Science Foundation (RAPID: Recording Archaeological Sites Exposed by a Recent Tsunami on Tutuila Island, American Samoa) \$20,000 2009 National Park Service (NPSA ASMIS update student-training project) \$25,000 2009 Preservation Technology and Training Grant (The Tutuila Basalt Export Industry: Leveraging Resources to Train Native American Samoans in Preservation Technology \$9,780 2008 Mia Tegner Memorial Research Grant for Historical Marine Ecology & Environmental History (Historical Ecology of American Samoa) \$11,447 2008 University of the South Pacific Remote Research Award, with Tokelau Dept of Education (Tokelau Science Education and Research Project) \$5,000 2007 American Samoa Humanities Council (Tutuila Archaeology Village-Awareness Program)
- Primary Samoan Language Translator

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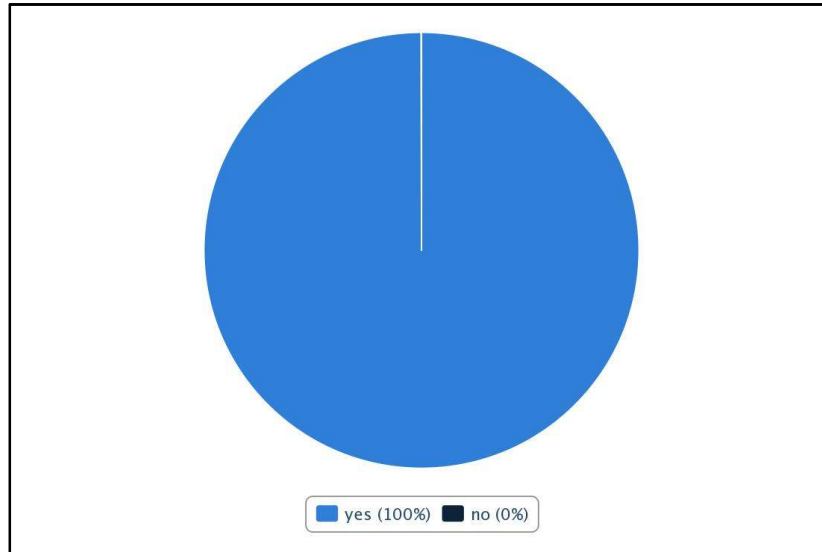
Samoan Studies Institute

List involvement in college/instructional/community activities (i.e club sponsorships, committees, boards, organizations, etc.)

- Treasurer - Saole Drugfree Coalition Board member - Iunivesite o le Amosa o Savavau a Tutuila & Manua Principal Papauta Girls College, Apia, Samoa English Teacher - CCCS Senior College/Leulumoega Fou, Papauta Girls College Cultural coordinator- Tautua Samoa Office, Fagatogo. Sunday School teacher Church Youth Counselor 'Aoga Faifeau' Tutor Village Church 'Mafutaga a Tina' Vice President
- • Faleula Administrative Assistant to Secretariat 2002-2007 • Translator SSI current * Senate member-current * Assessment team Library & Resources *Service Learning - 2007-2012, 2013 • Advisor to Student club 2010 Word of Life church Board member/Missions support prayer and finance group; Intercessory Prayer group; Sunday school teacher; volunteer teacher bi-weekly Children's fun night; monthly visitation to Fatuoaga Elderly
- Board Member -Iunivesite o le Amosa o Savavau Tutuila & Manua Lecturer
- Member of the ASCC General Assessment Committee Vice President of the ASCC Matai Alumni Association Major Sponsor of the Samoan Studies Award for every ASCC graduation Co-Lead Adviser of the ASCC Phi Theta Kappa honor society chapter Faculty Adviser of the ASCC SGA Student Club: Happy Hour
- 1. Member of the Curriculum Committee - ASCC 2. Member of the Assessment Core and General Committee - ASCC 3. PTA president for Lupelele Elementary School 4. Member of the island-wide PTA organization 5. Chairperson and a full time instructor (ASCC) 6. Full time Matai in the family and the village 7. Committed member for the church 8. Advisor for the SAFF - Student Association for Faasamoa 9. Leading Matai during family court cases at the Land and Titles court in Samoa
- Many
- Member of Amerika Samoa Historic Preservation Commission Member of Amerika Samoa Archival Commission. Lead Advisor for Students Association for Faasamoa

4. STAFF DEVELOPMENT

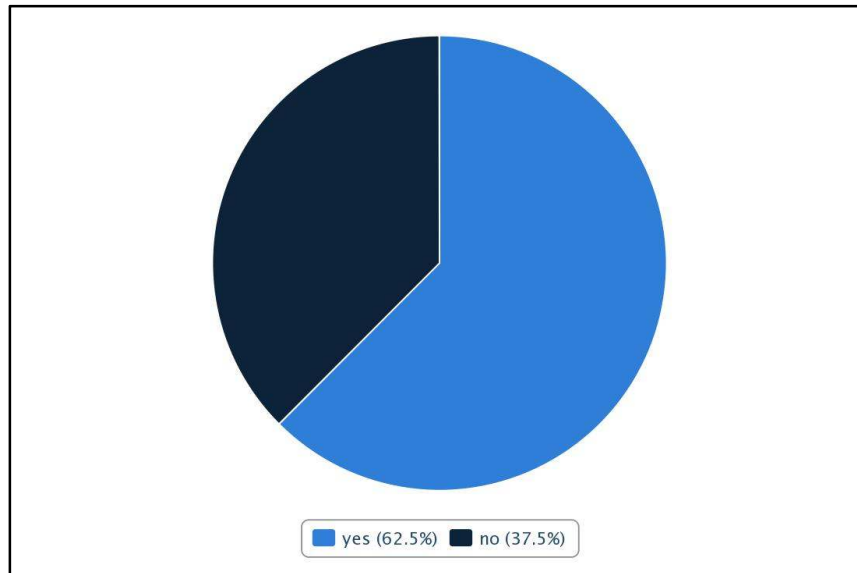
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

No answers

Are there any unmet needs for professional development among personnel in this Dept/Prog/Div?

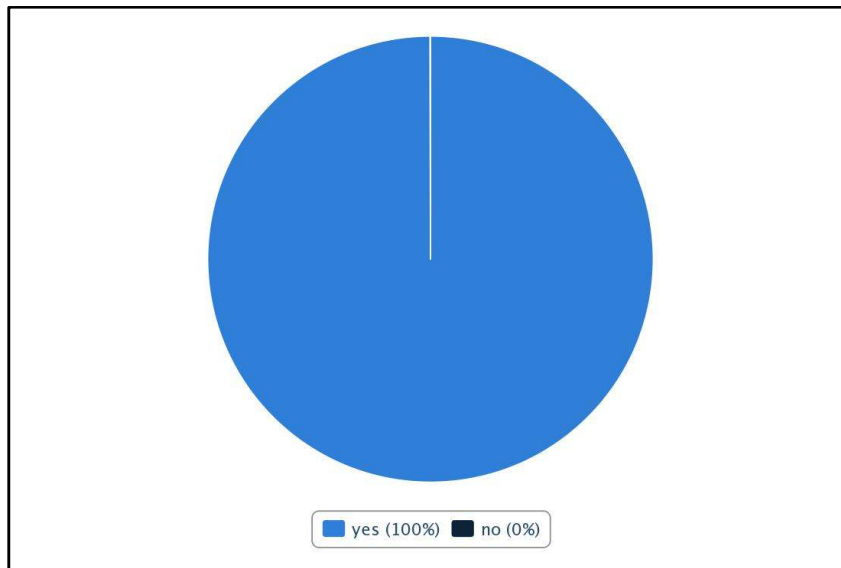


If “yes”, please explain:

Summarized Comments

- Professional Development = 3 comments
- Smart Board Training = 2 comment
- Moodle Training = 1 comment
- Sabbatical leave Training = 1 comment
- Assessment Training = 1 comment
- Testing for Translation Competency = 1 comment

Are faculty/staff evaluated on an annual basis by the immediate supervisor (i.e.: Director, Dean, Vice President)?

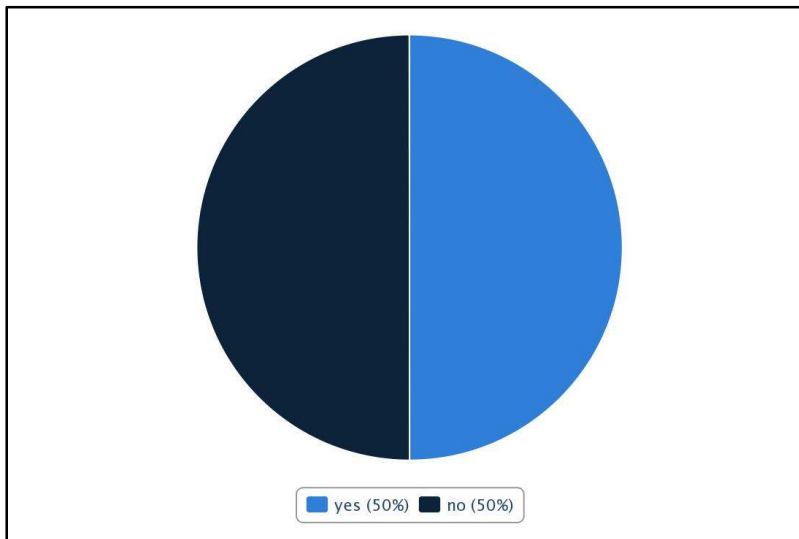


5. FACILITIES, EQUIPMENT and BUDGET

Briefly describe the facilities occupied by this Dept/Prog/Div (i.e., classrooms, offices, labs, etc.)

- SSI office Classrooms 7,8, 19, A45, M4, M3, A5, SSI mini lab. ITT labs. Fale Samoa
- SSI offices/Building hosting cubicles and back room for faculty and staff, Falesamoa, SSI mini computer lab, M3 and M4 with Smartboard, A5, A40, A45
- The Samoan Studies Institute main office is located in lower campus right next to the Fale Samoa. Its left wing houses the faculty and the Director's office. right wing houses the Support Staff and our Samoan Studies mini-computer laboratory, as well as the Media center and mini storage. The Samoan Studies building has two bathrooms, each located on each wing. The Samoan Studies also manages the M3 and M4 building located on upper campus right next to the Nursing department. M3 and M4 houses two classrooms and a meeting place for faculty. M4 is equipped with a white board and a SmartBoard. M4 and M3 both have bathrooms.
- office, computer lab, classroom, research room, media
- Good at the moment, but need improvements
- SSI main building and M3-M4
- Our Office is a small back corner of the Main Institute building.
- SSI has one classroom in the upper campus while the faculty office is located in the lower campus.

Are all facilities adequate to support the mission of your Dept/Prog/Div?



If "no", please explain:

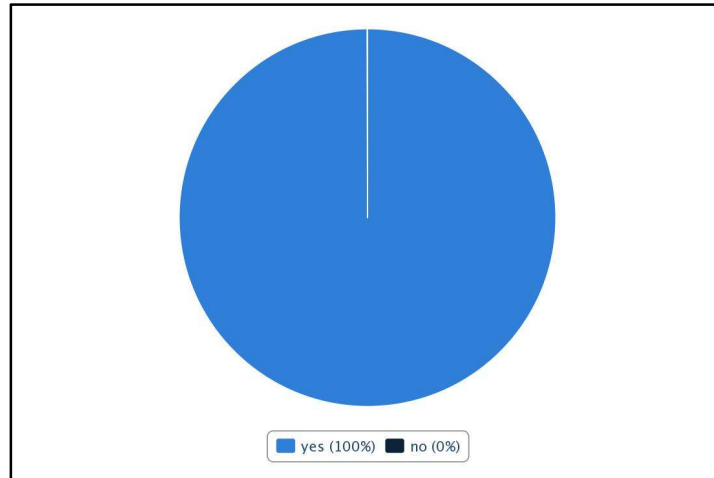
Summarized Comments

- Moodle accessibility = 1 comment
- Updated computers in SSI Lab = 1 comment
- Smart Board = 1 comment
- Ramp for disabled = 1 comment
- Men's bathroom needs to be fixed = 1 comment
- Repairs in the office = 1 comment
- Need more space = 2 comments

Briefly describe current equipment used by this Dept/Prog/Div and indicate whether it is adequate or inadequate.

- One PC and network printer. These are adequate.
- Ethernet Cables, Cable Tester, Network Switch, Connection Cables, Computers, Printers, Scanner, Power Tools, Hardware, Software, Phone Lines,
- There are various equipments that are being used for each offices and all are adequate. We have laptops/projectors that we check out to Faculty&Staff for either their class presentations/registration, etc. Also within our department we use have a software called Track-it that keeps track of our technician's work orders.
- Equipment's used very adequate.
- All equipments are adequate. Cat5, Troubleshooting Tools for PC.
- N/A
- MIS uses servers, PC and Mac desktops, PC and Mac laptops, smartboards, projectors, phones, phone conference units, video teleconference units, ipads, printers, fax machines, scanners and a variety of tools to support the ASCC equipment. MIS uses all equipment that it supports to better provide support.
- Computers: Up to date to current Standards. Printers: Network printers enough for a minimum 5 employees Projectors: for Presentation and student activity Switches: To connect to the internet. Routers: same as switches.

Are additional facilities or equipment required to support this Dept/Prog/Div?

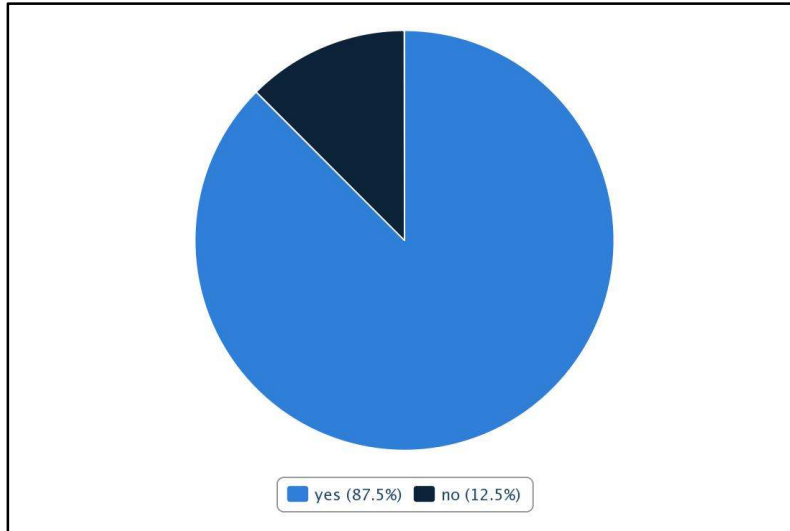


If so, please list and explain:

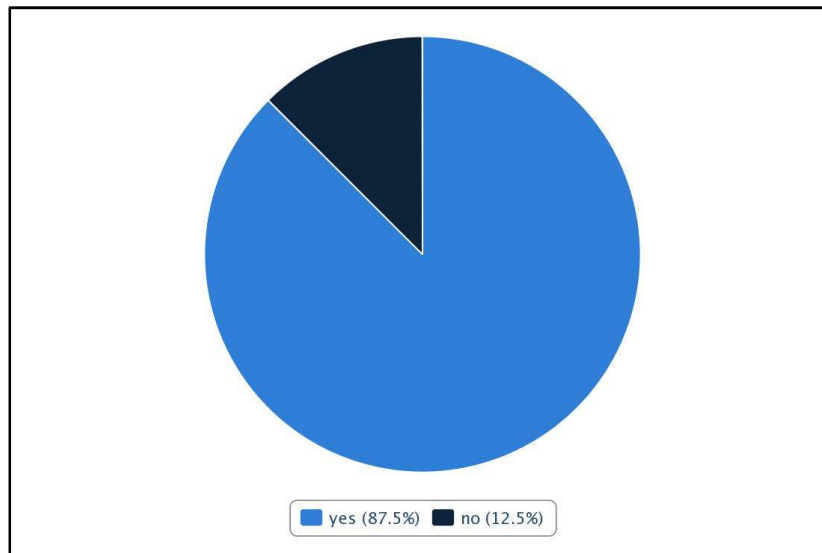
Summarized Comments

- Laptops = 1 comment
- Fix Parking lot= 1 comment
- Updated computers/ equipment = 2 comments
- Digital camera = 1 comment
- Room insulation = 1 comment
- Recording studio = 1 comment
- Office spaces vs cubicles = 1 comment

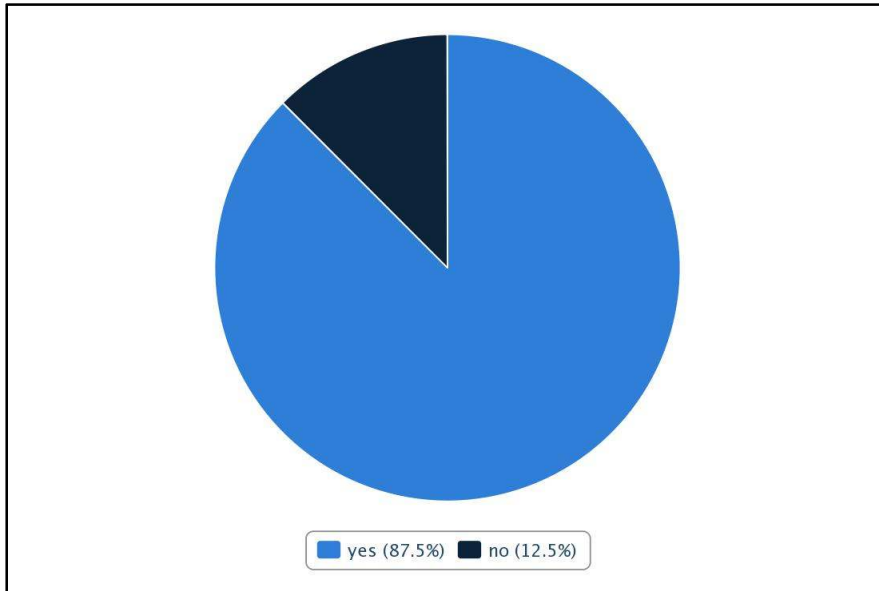
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



Does the institution take reasonable steps to provide a healthy, safe, and secure environment for this Dept/Prog/Div?



Are the physical facilities accessible to persons with disabilities?

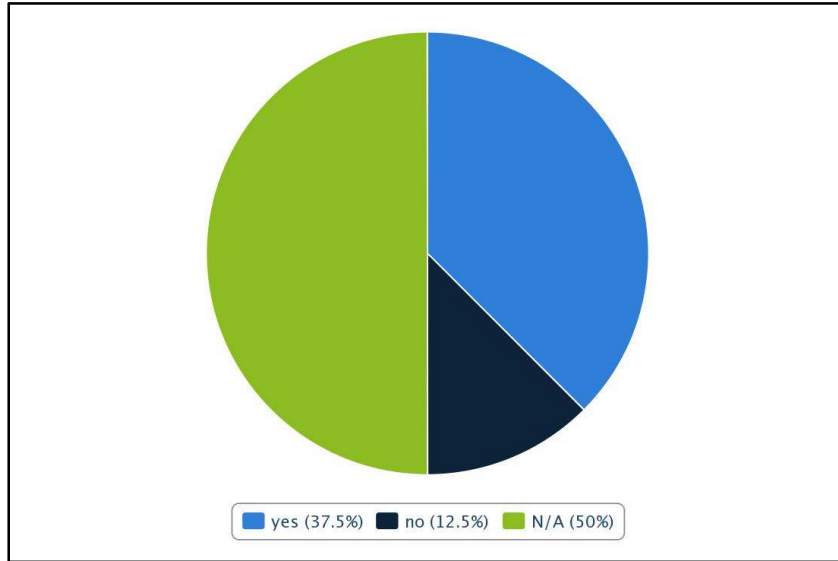


If "no", please describe below what is needed to make your area accessible.

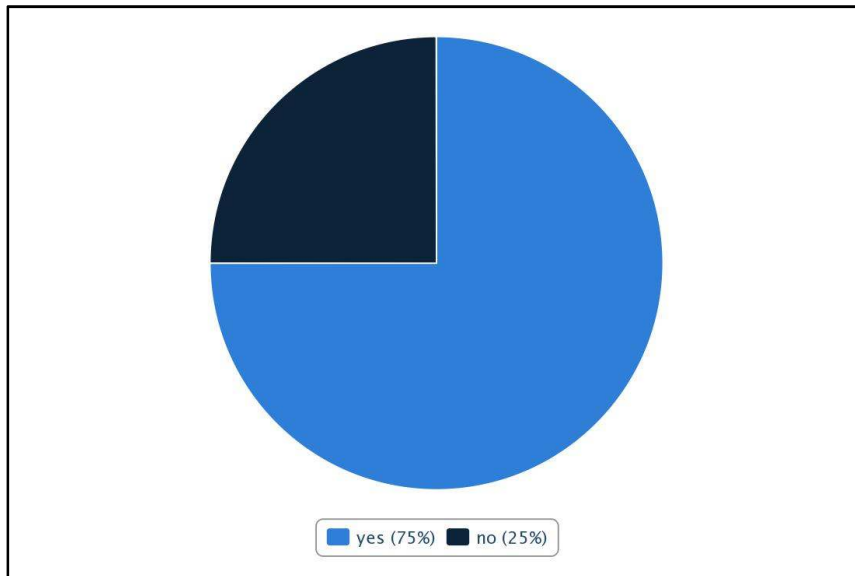
Summarized Comments

- Rails, walkways = 1 comment
- Ramps = 3 comments
- Wheelchair accessibility = 2 comments

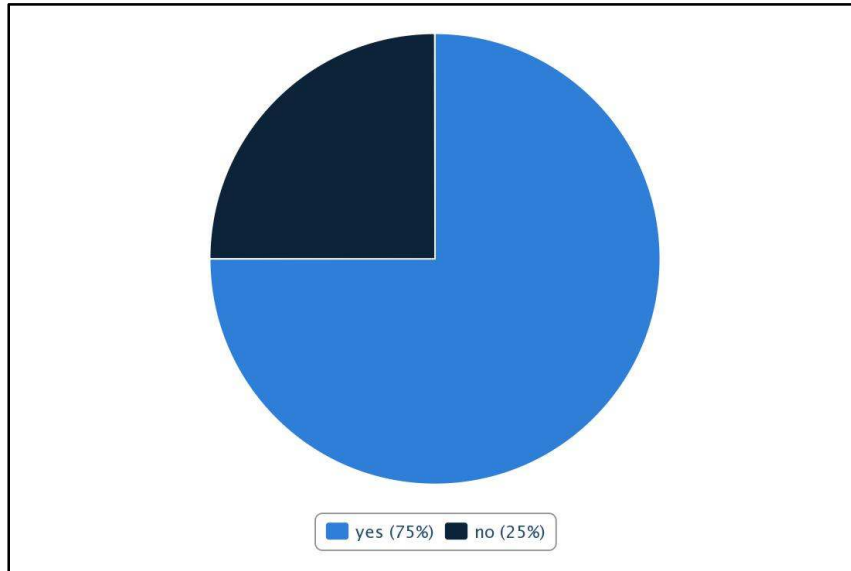
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



Is the budget information available to this Dept/Prog/Div?



Is adequate financial support available to meet the needs of this Dept/Prog/Div?

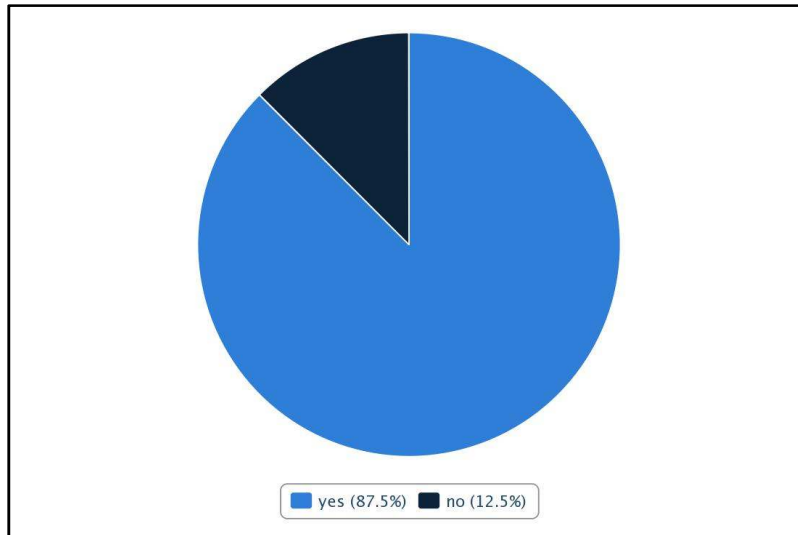


If "no", please explain:

- like all other departments we make do -and our director is quite good at looking for translation jobs etc that adds some dimes onto our plates -well I mean the office plate
- SSI struggles to maintain excellent services to ASCC and the community with a limited budget. Most of the budget is consumed by salaries.

6. TECHNOLOGY and LIBRARY

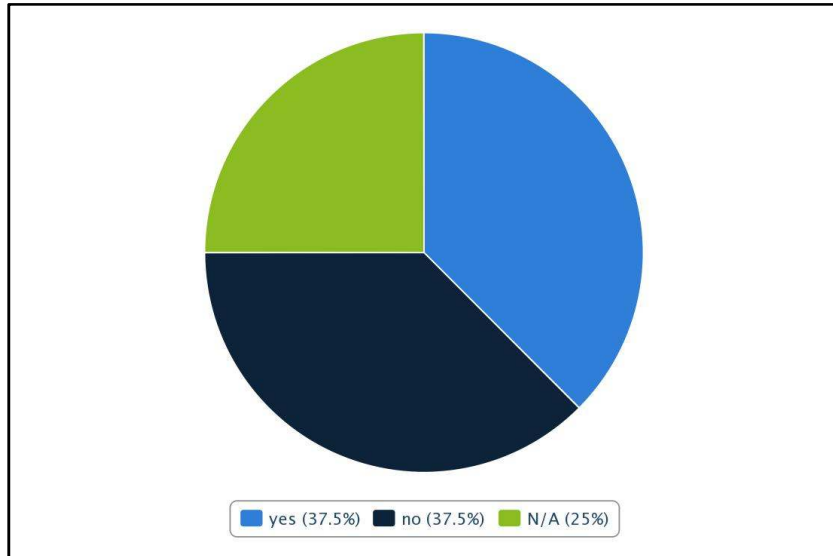
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



If "yes", please list or if "no", please explain:

- Webmail, Moodle Smart Board applications
- yes -Moodle and smartboard apps -we're just waiting for the MIS to install our wifi gadget/box and we'll be fine =than God for smartboards and moodles etc
- Moodle used by one of our instructors Each employee has an ASCC email SmartBoard machine in the Samoan Studies M4 and M3 building ePathways program for Samoan online courses (a project that is currently on hold due to funding)
- Moodle, Smart Board
- Smart boards, moodle, webmail etc
- There is an effort at this, but it is inadequate. For example, there are smart boards in some classrooms, but the software is not available to load onto faculty laptops. There are computer labs for students, but availability is limited both in time and in number of computers. Internet is available, but bandwidth is inadequate and this makes it hard for students or faculty/staff to use efficiently or usefully.
- The computer's at the library's computer lab allow students access to the web. Instructors utilize the smart board to help broaden and simplify subject matter being taught as well as to display supplemental material such as educational videos and documentaries.
- Webmail MOODLE for Samoan Coursesee Smart board application

Is the library available and accessible to students (day, evening, online) at their time of need?



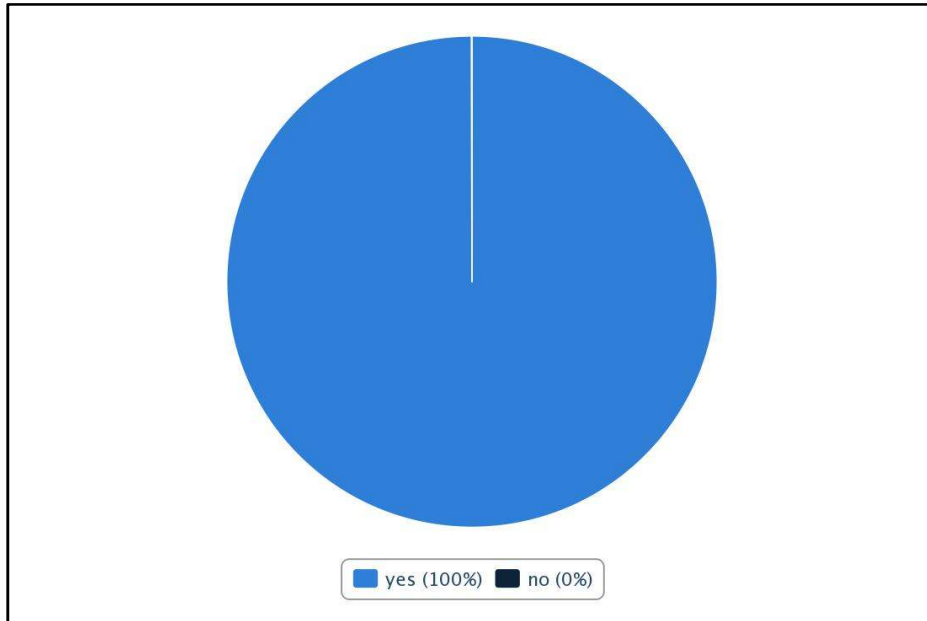
If "no", please explain:

Summarized Comments

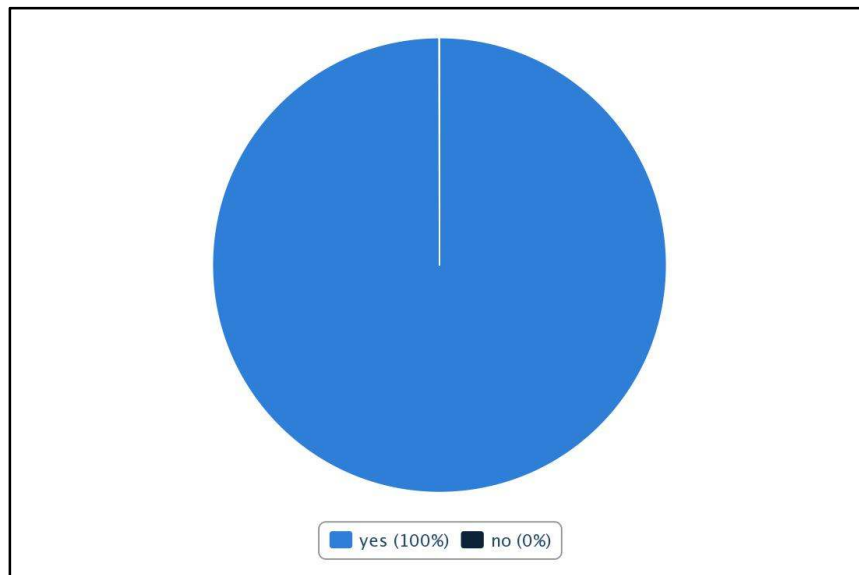
- Need evening hours = 2 comments
- Need to open earlier = 1 comment

6. EVALUATION AND IMPROVEMENT

Is there evidence that the effectiveness of instruction and services are periodically evaluated?



Are research-based evaluation processes (e.g., surveys, interviews, analysis of data) used for assessing this Dept/Prog/Div?



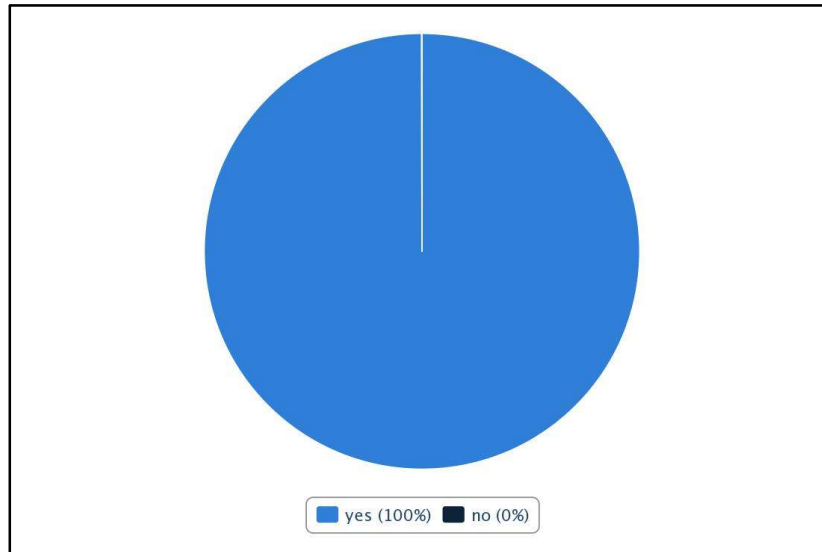
Divisional Assessment SPR 2014

Samoan Studies Institute

Listed below are Institutional Surveys, Instruments, Data, and other processes for evaluating Dept/Prog/Div effectiveness. Please indicate which instruments are frequently used for evaluating effectiveness of this Dept/Prog/Div.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	1 (14.29%)	3 (42.86%)	3 (42.86%)	7	4.29 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (50.00%)	4 (50.00%)	8	4.50 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (25.00%)	6 (75.00%)	8	4.75 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	3 (37.50%)	2 (25.00%)	3 (37.50%)	8	4.00 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	1 (12.50%)	6 (75.00%)	1 (12.50%)	8	4.00 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	1 (12.50%)	3 (37.50%)	4 (50.00%)	8	4.38 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	2 (25.00%)	3 (37.50%)	3 (37.50%)	8	4.13 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	1 (12.50%)	3 (37.50%)	4 (50.00%)	8	4.38 / 5
Student Satisfaction Survey	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)	7	4.14 / 5
Fact Sheets/ Books	1 (14.29%)	0 (0.00%)	3 (42.86%)	2 (28.57%)	1 (14.29%)	7	3.29 / 5
							4.19 / 5

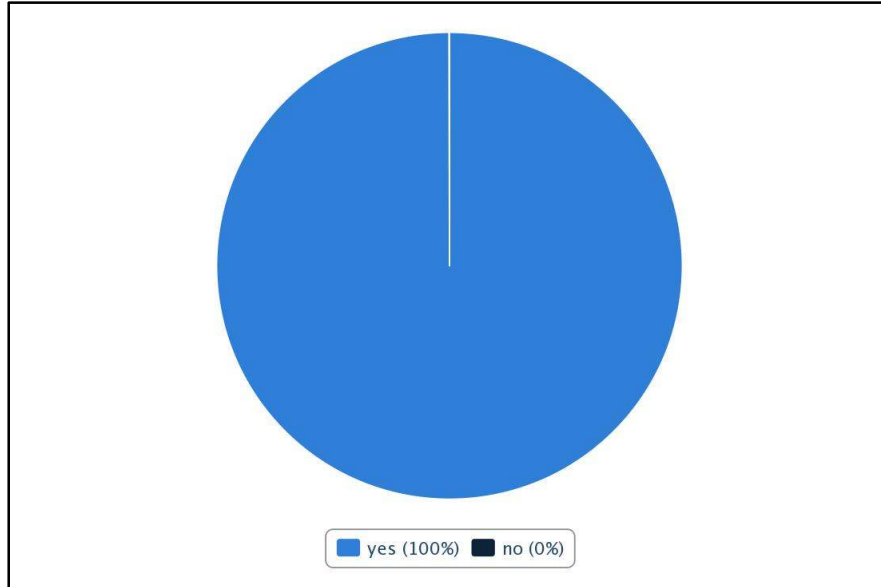
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



If yes, describe some recent improvements that have come about in response to needs identified through these evaluation processes.

- SSI placement test - recently -pre & post test SAFF - a great improvement in preparing student to perform ava ceremonies, entertainments and other at short notice. Publication in Samoan has grown -Tala le Tau'i, Nei solo le falute, etc. Faculty professional development
- after assessment a need to improve writing skills came up and thus faculty had to work on this area after crash course evaluation -noted the course was too intense and that there were sections that needed cutting -as a result -faculty and coordinator worked to adjust conversational Samoan course offered to new teachers
- Samoan Studies mini-computer lab as a result of the ePathways project SSI is currently working on a Bilingual dictionary Faasamoa Pea radio program to showcase student work in the Samoan Studies courses SAFF or the Samoan Studies students association for recruitment Publication of new Samoan cultural and language textbooks or readers
- 1. SSI Projects met the launching date 2. Exams scores for placement test improve, comparing the pre test results and the post test
- Improved time management for projects based on bi-weekly reports and meetings. More structured timelines for project deadlines etc.
- Annual, quarterly and bi weekly are goal orientated. Help with evaluating and reviewing SSI needs and especially if the set outcomes are met. Alignment to Strategic plan.

Does this Dept/Prog/Div identify expected outcomes; assess whether it achieves these outcomes; and provide evidence of improvement based analysis of those results?



What steps are taken when an outcome is not achieved?

- Revisit Re do Review Achieve
- director pushed for faculty to complete reader for students and glossary project and set timeline for meeting deadline Chairperson and faculty looking after the different projects had to give updates at biweekly meetings of office til product was handed to director for her revision (like today's meeting and handing over of Reader by Feleti on behalf of faculty-
- Faculty and support staff meet to assess its own objectives and find out ways to mend it collaboratively. Meetings occur every two weeks to follow up on progress. Responsibilities are equally distributed among all employee. Director supervises every meeting with the help of the SSD chairperson and office admin. assistant.
- Re-evaluate an assessment tool or re-teach the require objectives in another different strategy
- There is an evaluation as to why the outcome was not achieved. A discussion on how to achieve this goal and what improvements need to be made to achieve the goal is held. A strategic plan is laid out and implemented. There are periodic reviews to see if we are on track as far as the plan is concerned to make sure we achieve the desired outcome.
- It is re evaluated in our SSI faculty and staff meetings. Looking for solutions to overcome the challenges as to why we did not achieve that particular outcome.

Divisional Assessment SPR 2014

Samoan Studies Institute

Provide an overview of significant results, honors, awards and milestones achieved, as well as enhancements made to this Dept/Prog/Div over the past three years.

- Samoan translation of Mission & Vision statement in catalog. Rise in Samoan certificate majors/graduates Translations: been doing a lot of translations for offices such as Marine and Wild Life, and many others. Publications: Tala le Taui Nei solo le falute Samoan medicine (fofo) Samoa anamua coloring book Muliava (Rose Atoll) SSI Promo Tape SAFF - Student Association for Faasamoa - Invited to entertain at lot of official functions/ special holiday (Veterans day) _ Am. Samoa representation to Festival of Arts in the Solomons. - Faculty awarded degrees/some still working towards.
- * Publications of Tala le Ta'ui 1, 2 already edited (historical first); O le uta a le Taulasea; Bilingual Guide; FEMA translated booklet, Muliava bilingual booklet and videos given to the people in Manu'a who were interviewed, Leone Healing garden video projects; community netowrking - Fagatogo book in pipeline and more publications other than faculty's own - * use of selected stories for 92FM Radio weekly program from collection of annual student publication of Nei Solo le falute -promotion of institute mission * cubicles for teachers * M4 gets Smartboard * SAFF club acts as a recruiting agent - brings in students to take SS degree exposure to traditional dancing, represent American Samoa to Pacific Festival of Arts and local occasions, hosts ava and other ceremonies -achieivng missions of promoting faasamoa
- MOU with the SIT program Establishment of its mini-computer lab for the ePathways project Publication of Samoan books such as Medical Bilingual Guide, Tala le Ta'ui (Oral Traditions of Tutuila and Manu'a), archaeological reports and color book by Dr. David Addison, Uta a le Taulasea (Samoan Medical dictionary), Faasamoa Program on FM KSBS radio station to showcase student success in terms of their writing to the public, publication of the Rose Atoll report. Currently the office is working on a bilingual guide and the second volume of the Tala le Ta'ui textbook.
- SSI has done a lot of publications; community outreach programs; research and translations not only within the College but with other ASG departments and private sectors.
- 1. Tala le Taui - vol 2 completed 2. Samoan Glossary ready to launge this semester 3. Project with the American Samoa Humanities Council 4. Rose Atoll project 5. FEMA translations on disaster 6. Leone Healing Garden 7. SAM 111 Reader 8. Faculties degree - professional development
- Publication of various material eg. "Ua tala le ta'ui" Lomiga 1, Oral Traditions of Rose Atoll publication and Video Production etc.
- Translation and Interpretation Service Achieved contract of \$50,000.00 to translate materials for ECE Research and Publication Achieved a contract of \$56,000.00 to do research and published report on Oral Traditions of Muliava, Rose Atoll. Community Outreach Faasamoa Pea radio program on KSBS FM 92.1 Students Association for Faasamoa with numerous invitations to perform at official events (Governor's Dinner for SKS officials, Veterans Day, Samoa Bowl and so forth) 2 Faculty received Masters degree in Samoan Studies from National University of Samoa.