

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Teacher Education
American Samoa Bachelors in Education Program

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

TED/ASBEP Mission

The mission of the American Samoa Bachelors in Education Program is to meet the professional development needs of pre-services and in-services teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the twenty first century.

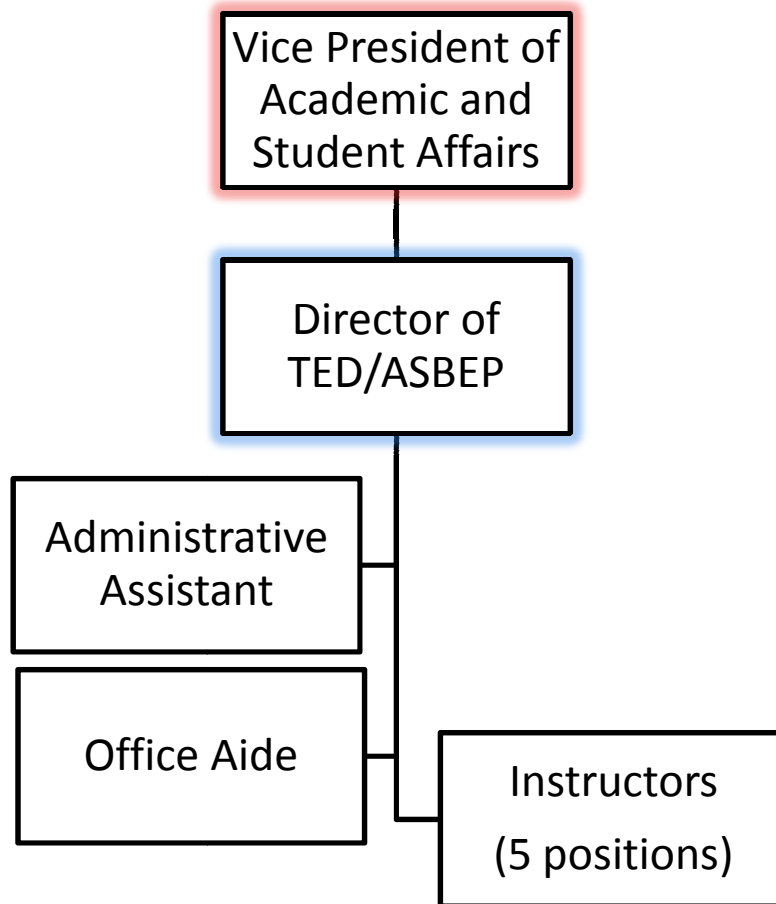
TED/ASBEP Administration

Dean	Dr. Lina Galea'i-Scanlan
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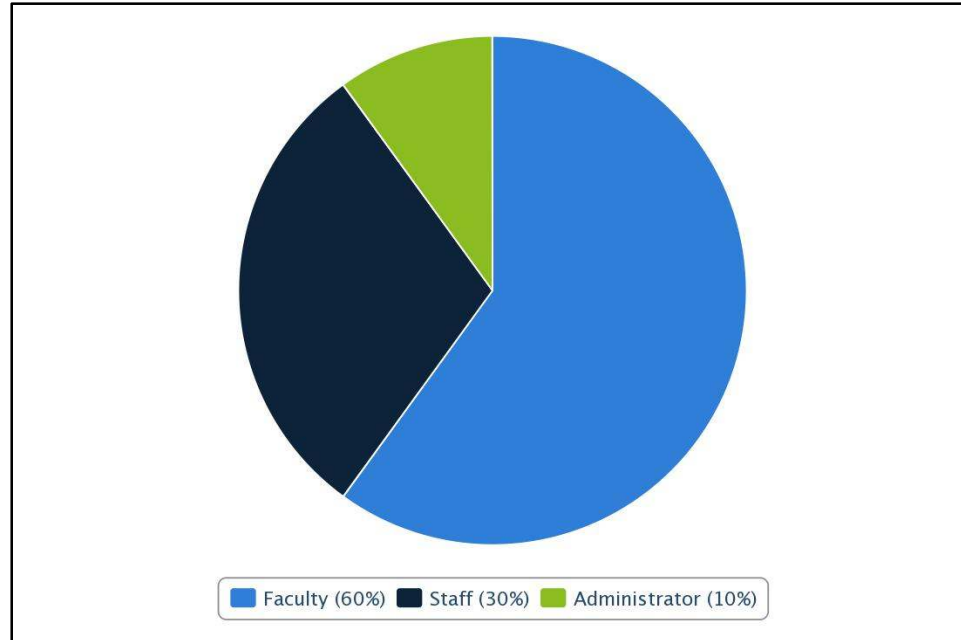
Teacher Education/ American Samoa Bachelors in Education Program

Teacher Ed/ American Samoa Bachelors in Education Program 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:

- Refer to Catalog
- The mission of the American Samoa Community College is to foster successful student learning by providing educational programs and services of high quality that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.
- The mission of the American Samoa Bachelor of Education in Elementary Education Program is to meet the professional development needs of pre-service and in-service teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the 21st century.
- The mission of ASBEP is to meet the professional development needs of pre-service and in-service teachers enabling them to effectively teach in AS and within the context of the global demands of the 21st century. The program aims to: 1. prepare and provide ongoing professional development of Early Childhood Education (not being addressed at this time, not sure when it will be) and elementary education teachers at the undergraduate level 2. apply knowledge in education that is research based, innovative and appropriate for the American Samoa society 3. provide service for the support to the local and regional educational communities
- The ASCC Teacher Education Department provides preparatory courses for pre- and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture. In addition, Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods, and research

that will improve the quality of standard based teaching as an instrument that reflects best teaching and learning practices.

- The Mission of the American Samoa Bachelor of Education in Elementary Education is to meet the professional development needs of pre-service teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the twenty-first century.
- The mission of the Am. Samoa Bachelor of Education in Elem. Education is to meet the professional development needs of pre-service teachers enabling them to effectively teach in Am. Samoa and within a contrast of the global demands of the 21st century.
- The mission of the American Samoa Bachelor of Education in Elementary Education is to meet the professional development needs of pre-service and in-service teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the twenty-first century. The program aims to: Prepare and provide ongoing professional development of Early Childhood Education and Elementary Education teachers at the undergraduate level; Apply knowledge in education that is research based, innovative and appropriate for the American Samoa society; Provide service for and support to the local and regional education communities.
- The American Samoa Community College Teacher Education Department provides preparatory course for pre-and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture. In addition, Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods, and research that will improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices.

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

- 1.Competence content and pedagogy 2.Competence in Samoan Language history and culture. 3.Competence in Technology 4.Competence in Student Diversity 5.Designs and provides meaningful learning experiences. 6.Competence in Assessment. 7.Competence in school and community relationship. 8.Competence in Professional Development.
- 1.Competence in Content and Pedagogy. 2.Competence in Samoan Language and Culture. 3.Competence in Technology. 4.Competence in Student Diversity. 5.Designs and provides meaningful learning experiences. 6.Competence in assessment. 7.Competence in school and community relationship. 8.Competence in professional development.
- As for knowledge, it needs to be organize again, but for attitude it is a little okay.
- The Teacher Education Development Department's outcomes are as follow; • Content & Pedagogy • Samoan Language & Culture • Student diversity • Meaningful Learning Experiences • Assessment technology school & Community Relationship • Professionalism
- The outcomes are that graduates from ASBEP will be competent in: 1. teaching content area and the fundamental principles, theories and methodologies in elementary education 2. the traditional and transitional perspectives of the Samoan culture/language and their implication in teaching and learning 3. the current technology and the application of technology
- -Competency in content and pedagogy -Competency in Samoan language, history and culture - Competence in technology -Competence in student diversity -Designs and provides meaningful learning experiences -Competence in assessment -Competence in school and community relationships -Competence in professional development
- Content & Pedagogy Samoan Language & Culture Technology Student Diversity Meaningful Learning Experiences Assessment School & Community Relationships Professionalism

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- 1. Competence in Content and Pedagogy 2. Competence in the Samoan Lang. History and Culture 3. Competence in Technology 4. Competence in Student Diversity 5. Designs and provide meaningful experiences 6. Competence in Assessment 7. Competence in School and Community Relationship 8. Competence in Professional Development
- The PLOs for ASBEP are as follows: 1. Competence in Content and Pedagogy 2. Competence in the Samoan Language, History, and Culture 3. Competence in Technology 4. Competence in Student Diversity 5. Designs and provides meaningful learning experiences 6. Competence in Assessment 7. Competence in School & Community Relationships 8. Competence in Professional Development
- Program Learning Outcome #1: Competence in Content and Pedagogy Program Learning Outcome #2: Competence in Samoan Language, History and Culture Program Learning Outcome #3: Competence in Technology Program Learning Outcome #4: Competence in Student Diversity Program Learning Outcome #5: Designs and provides meaningful learning experiences Program Learning Outcome #6: Competence in Assessment Program Learning Outcome #7: Competence in School & Community Relationships Program Learning Outcome #8 Competence in Professional Development

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

- Both have been carefully aligned.
- They are aligned alright.
- Our 300 and 400 level education courses have been developed in alignment with both the College's mission and the mission of American Samoa Bachelor of Education in Elementary Program.
- The mission of the college is to foster successful student learning and services that will enable students to achieve their educational goals, etc, ASBEP provides that, our program is geared to provide students with a well rounded learning experience in the field of education that by the time the students graduate they are knowledgeable and well equipped to enter the teaching field. We produce qualified teachers that ASDOE have and will continue to LOVE. One tidbit that aids to the success of the program is that the faculty of ASBEP are not just Instructors, but also former elementary/high school teachers who come to the program with years of experience and that speaks volumes in fulfilling the mission of the program and the institution as well. We need a raise.
- TED caters to the community by offering quality educational courses/programs that will aid students in obtaining degrees with an emphasis in education. We offer 2 and 4 year programs for students and teachers. These programs and educational courses will help individuals become certified teachers, which will help our education system greatly. After completing our TED programs, our students will be able to give back to society by producing highly qualified teachers that will in turn help future generations.
- To support all the needs of students and faculties within the program. Making sure to provide them with materials that is needed for learning and teaching. And also, giving them the best service that I know how to meet every needs.
- Outcomes and mission direct the focuses of the Bachelor's program to help pre-sevice teacher to achieve essential teaching skills and pedagogical methods before entering learning environment. This will not only contribute to the academic success of the institution, but it upholds high standards of the Teacher Education Department.

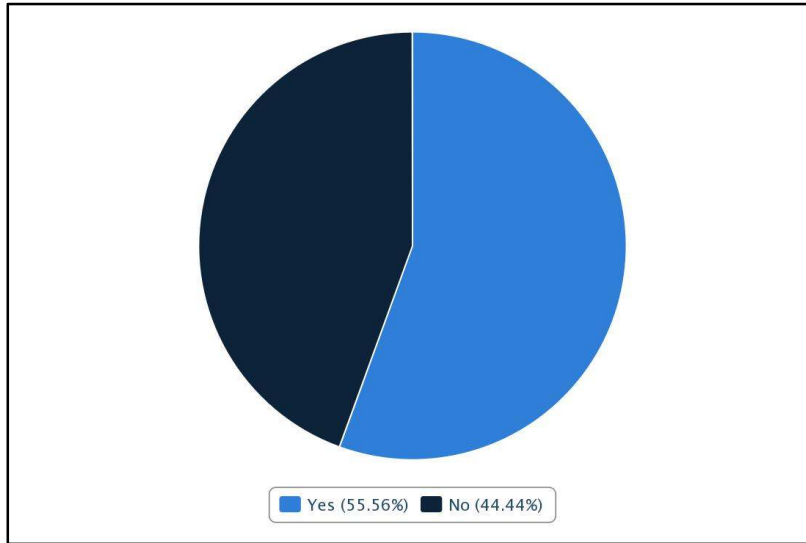
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- Our mission supports ASCC's mission for we also strive to foster successful student learning. We attain such an endeavor through the coursework we offer especially their alignment to our program learning outcomes. Our program thrives in sustaining our Samoan culture especially its usefulness in the field of education. We are committed to nurturing teachers that will be competent when they transfer into the work force and/or plan to further their education. The content our program provides is solidified with research that substantiates the integrity of the program.
- Our mission supports the institution's mission in that we provide courses and activities that we provide a high quality educational program that meets the needs of the territory and its people. By providing best practices for those individuals who wish to pursue a career in the teaching profession and implementation of courses and activities for in-service teachers within ASDOE and private school sector, TED provides support for the institution's mission through its programs in both the AA and B.Ed. Program. The program further supports the Core Values of the institution as it continues to guide students through their program of study in the TED Program.

2. PERSONNEL DATA

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

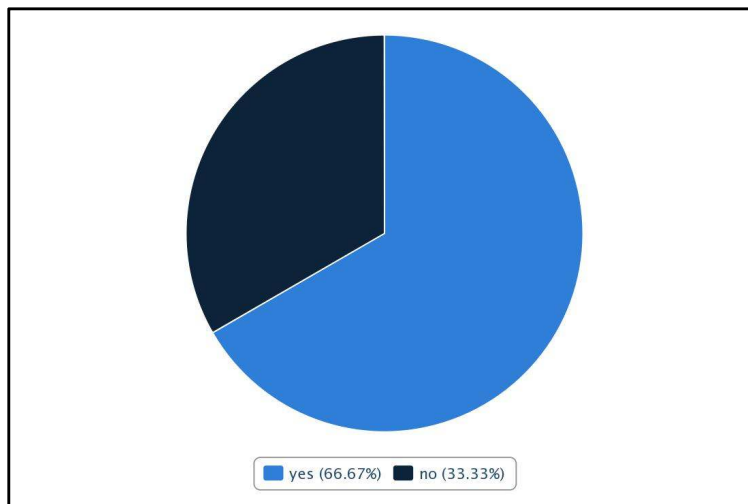


If "no", please explain:

Summarized Comments:

- Need more faculty
 - Faculty in general = 1 comment
 - Faculty in content areas = 1 comment
 - Full-time Faculty vs adjunct = 1 comment
- Need Administrative Assistant for entire division = 1 comment

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



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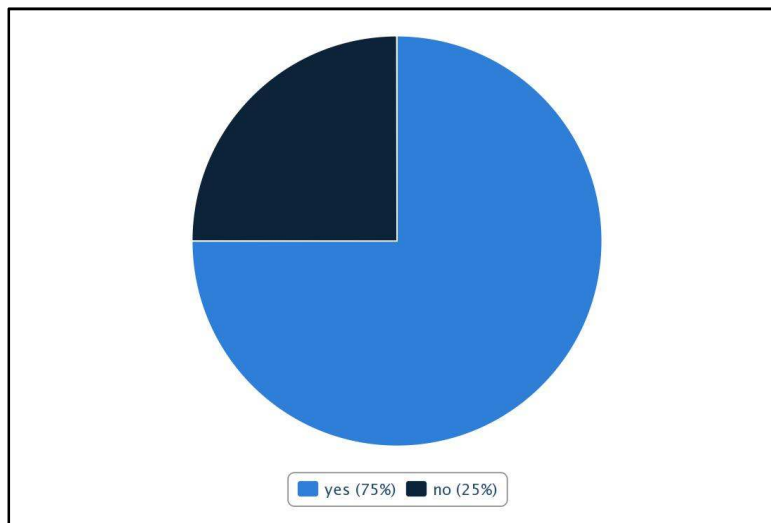
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If "no", please explain:

Summarized Comments:

- More content area instructors = 1 comment
- More collaboration among faculty = 1 comment
- More Doctorates = 1 comment

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



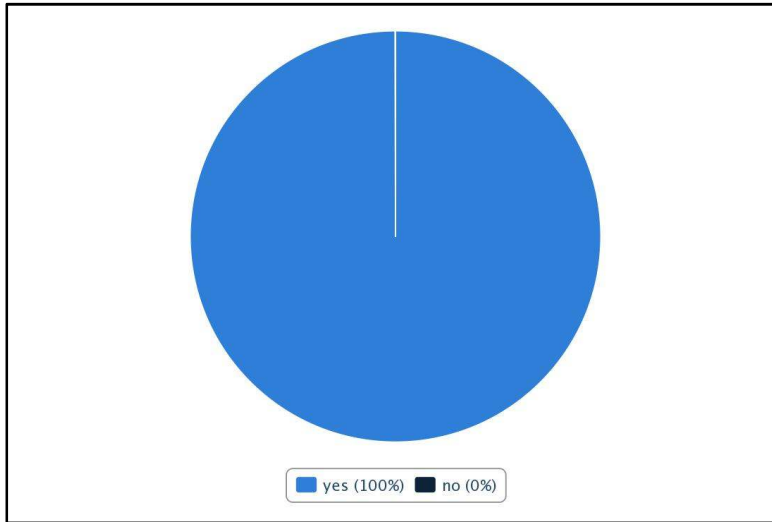
If "no", please explain:

- I really don't know.
- As a novice faculty, was I suppose to be brief on such matter. As of now, I am not aware of any such implementation, documentation
- I wouldn't know, but I would hope so.

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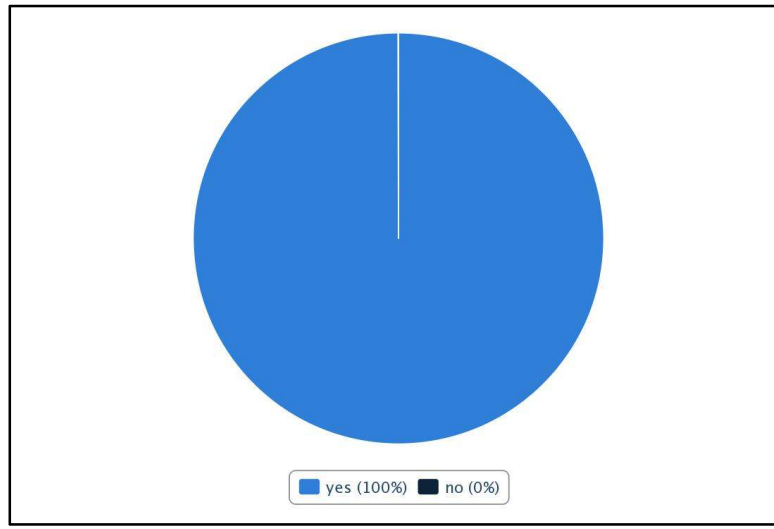
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Are all personnel in this Dept/Prog/Div? careful in protecting the security, confidentiality and integrity of student information according to FERPA?



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- six
- None, I am just a staff.
- I teach ED305-Foundations of Curriculum & Instruction, ED312-Teaching Language Arts to Elementary Teacher II, ED330-Elementary Mathematics Methods, and ED150-Introduction to Teaching
- I teach 5 different courses this semester. In all so far since coming on board, I've taught 7 courses.
- n/a
- 3
- 2
- 2 courses; namely ED 319, ED 150 (summers), ED 312 when needed

Degrees, Coursework and other publications:

- MEd
- Associate of Arts in Liberal Arts, and Associate of Arts in Education.
- Master in Instructional & Curriculum-Mathematics K-14 Master in Educational Leadership Bachelor in Elementary, Associate in Science- Engineering Technology
- BS in Sociology with emphasis in deviant behavior MA in Education Instruction and Curriculum
- AAs in Education and Liberal Arts, currently in the Bachelor Education Program.
- Bachelors of Education (B.Ed) and Master of Education (M.Ed)
- M.Ed. Curriculum Instruction
- B.A. Secondary Education, English Mt. St. Mary's College M.Ed. University of Hawaii-Manoa, Curriculum and Instruction; Reading M.A. University of San Francisco, Private Administration and Leadership, Education/Principalship Ph.D. Capella University, Teaching and Learning, C&I

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Dissertation: Motivational Factors of Catholic Educators, Published All coursework have all been in Education/Elementary/Secondary/Educational Leadership

Other qualifications not listed in previous question:

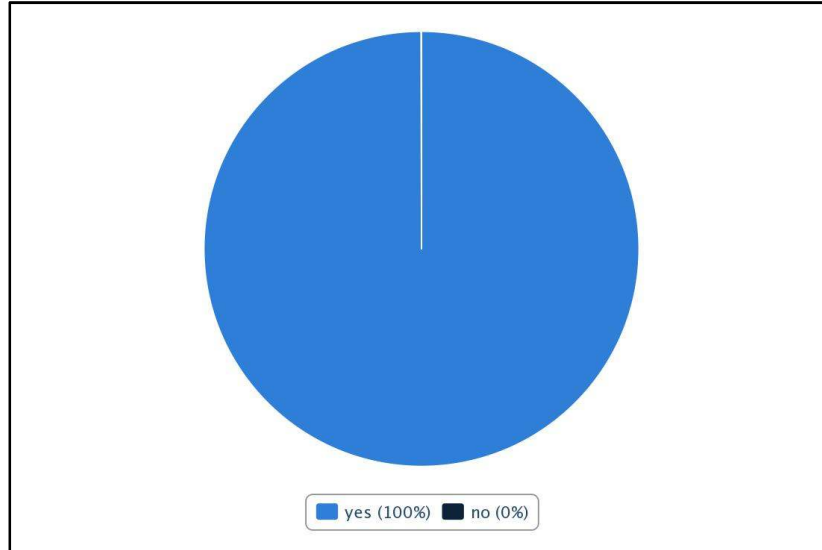
- Diploma of teaching (New Zealand)
- None.
- Accreditation Basic Certification
- Outreach counselor, high school counselor, teaching experience over 20 years
- Sport Development and Organizers Mentorship of Prospect Teachers

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

- Governance Committee
- American Samoa Bachelors Program (ASBEP)
- ASCC Curriculum Committee: Standard II-Student Learning Programs and Services
- Church youth leader (president, advisor, counselor, girl's camp director) for 30+ years, youth and adult choir conductor, church national board public relations as a media specialist, member of a women's organization that promotes self reliance and service among other good and wholesome attributes, Social Studies Chairperson in elementary, Science Fair Judge for school, History Day judge for school, Geography Bee Coordinator for school, Senior Chairperson for high school, member of English Committee, teacher/counselor for at risk students, after school tutor, after school program (CDA - implemented music-ukulele and technology), involved in Career Fair, Gear Up Program, member of high school sub-committee for accreditation, member or 3 sub-committees at ASCC, thank you Sonny
- n/a
- Secretary for the Am. Samoa Volleyball Association Vice President of the Oceania Eastern Zone
- Committee Member in Standard 11B
- Catholic Board of Education; member Chairperson, St. Joseph, the Worker International Community Lector, Eucharistic Minister Choir Member Pastoral Council, member Pacific Horizons, former Board member Self Study Accreditation Co-Chair, Standard IIB Finance Committee, member Governance Committee, member Library Resources, member

4. STAFF DEVELOPMENT

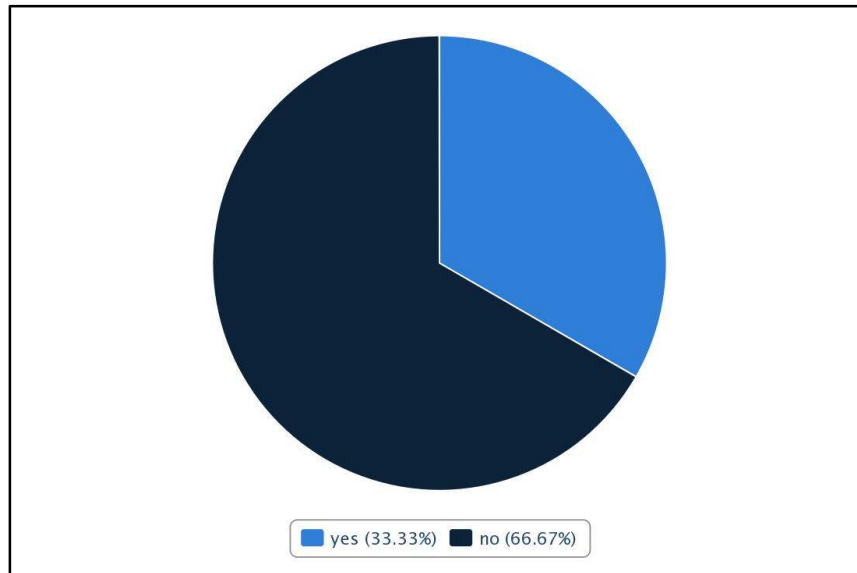
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- Myself and two other members of our department attended a WASC accreditation workshop at Anaheim, California.

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



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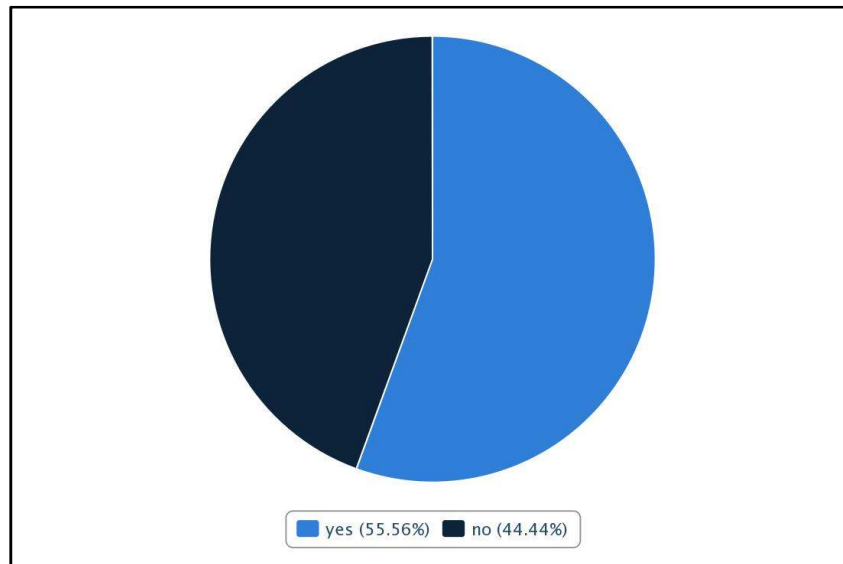
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If “yes”, please explain:

Summarized comments:

- Content area training = 1 comment
- Technology training = 1 comment
- Data collection training = 1 comment

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

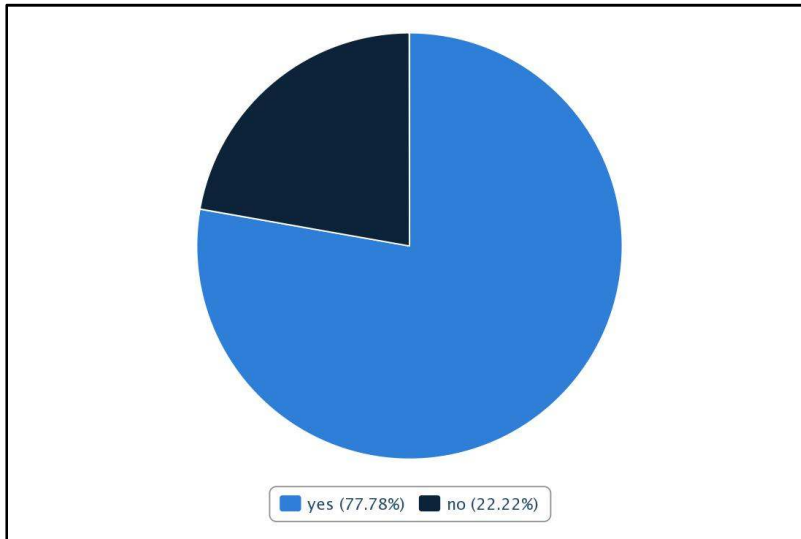


5. FACILITIES, EQUIPMENT and BUDGET

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

- Classrooms, offices
- Classrooms, offices, and labs.
- Teacher Education Development Department has two builds that hold its main office, faculties office, and computer labs.
- Classrooms-TED 1 & 2 have air condition issues and many times are too warm as there are no windows to allow air to circulate. Air conditioners are located only in back of the room and when not working properly (most times) students sit at the back of the room, the instructor is at the front of the room feeling no cool air at all. Air conditioners need to be maintained also in Room 10 where the computers are. that lab has 26 computers but some are out of commission and need attention. Office floods during rainstorms. Recently we received wired keyboards and mice for the computers which really saved time and headaches in starting up the computers especially for ED 240 as with the wireless keyboards and mice the signals would continually cross and cause havoc unless each unit was individually turned on before the start of the class session. It was so time consuming to recalibrate them on a continual basis. Thankfully that no longer have to be done, however to keep up with technology we will have to look into more ample equipment in the very near future for students.
- TED has two buildings that houses offices and 2 computer labs and classrooms. TED also has 3 classrooms situated on the main campus with one of them being our technology classroom. There is a section of the library that houses educational resources as well as a small computer lab.
- TED 1-2, M7-A,B,C, Room 10, TE1 Lab, ERC-Library
- Facility such as the classroom is great and in good conditions. Need bookshelves, trade books, MacBook, and up-to-date SmartBoards to equip each TED rooms.
- The main office is okay. However, I need space for I am situated in a mere cubbyhole.
- TED has two buildings that serve as offices for both administration and faculties. Each office is equipped with AC, computer, office furniture, teaching guides, wireless, internet access and phone line/extension. Both building have printers, copiers and instructional resource supplies to meet their needs. Both building hold mini labs to service both AA and B.Ed students. There are bathroom facilities for both buildings. TED also has a new vehicle to help visit schools and students out in the field. There are two large classrooms located below for TED majors; namely TED 1 & 2. The rooms are large enough to hold 25-30 students with desks and chairs. The room has white boards and chalkboards for the teacher to use. There is Room 10 that holds 30 MAC computers for the ED 240 course as well as other ED courses that would need to use the lab. In the lab, there is a SMARTBOARD for teachers and students to use. The room has AC, but it is always in need of service. TED is looking into the AC; it has been serviced. It has great lighting, desks, chairs, tables. There is wireless and internet access in the MAC Lab. TED has an ERC Room located in the 2nd floor of the ASCC Library. This library holds over 8000 volumes of books for TED majors to use for research and coursework. There are 7 computers in the lab for students to use. There is a printer for student use, wireless and internet access. The area is in it own space and has room to fit students in it who wish to study in private. There DVD's, videos, and other periodicals available for TED majors and faculties.

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



If "no", please explain:

- Some are doing their job correctly, and some are not.
- Refer to #15

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

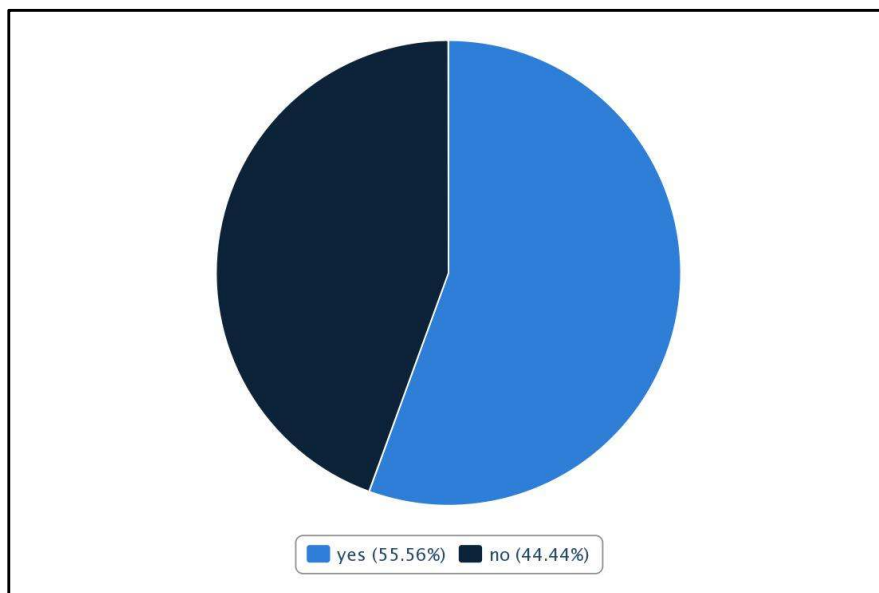
- Computers
- Mac computers, printers, and xerox machines. It is adequate.
- Our department has a vehicle, as for its usage, I have no idea what its purpose of or function, for the office or for the faculty to travel to designated school, which support our bachelor program.
- The issue has been with laptops for students' use, computer lab hours, and in printing materials for class and/or for students' assignments. Students' laptops to be loan out are either nonfunctional or in very poor condition and were not monitored carefully. Now, the need is still there for students who are near graduation, but no laptops are available so that service will probably be discontinued. To print materials for classes is not only costly, but we don't have adequate equipment as well. For example, we have a printer that is new, but a small one for a small office, not ample for our use and so the cartridge will run out shortly and will need to be replaced often. With our budget, we are not sure if we will have the cartridge replaced when the need arises. We are carefully monitoring the use of the printer, however it is something we can't do without. Extra cartridges and service for printers should always be budgeted for.
- Computer labs are equipped with iMacs. Laptops for B.Ed. students usage are outdated and need to be upgraded.
- Mac Computers, Mac laptops, iPads, sXerox machines, Printers, SMARTBOARD & Vehicle.

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- Some equipments must meet the technology invasion in education such as the purchase of smart boards, smart walls, also iPads. This will assist pre-service teachers while teaching and promote integration of technology in teaching.
- Equipments are adequate. Our students as well as ourselves are utilizing iMacs and our computer labs are fully furnished with such computers. There are some faculties utilizing PCs but the majority have switched to iMacs.
- I believe the current equipment is adequate for the program now. The program is looking into other technology that would help the program such as SMART WALL and other instructional resources.

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



If so, please list and explain:

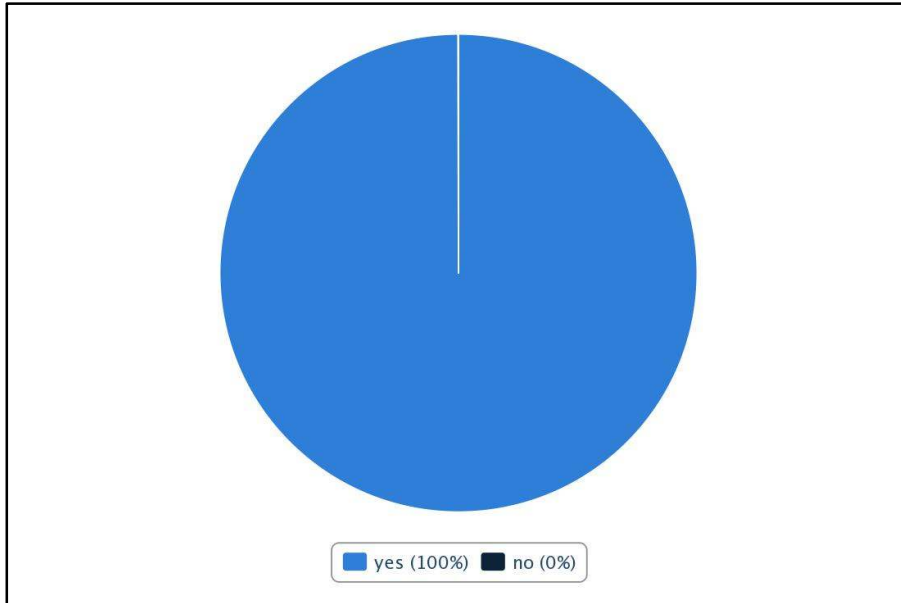
Summarized Comments:

- More Student equipment = 2 comments
- Copy machine = 1 comment
- Upgraded equipment = 4 comments
- Ipads for students = 1 comment
- Smartboards = 3 comments

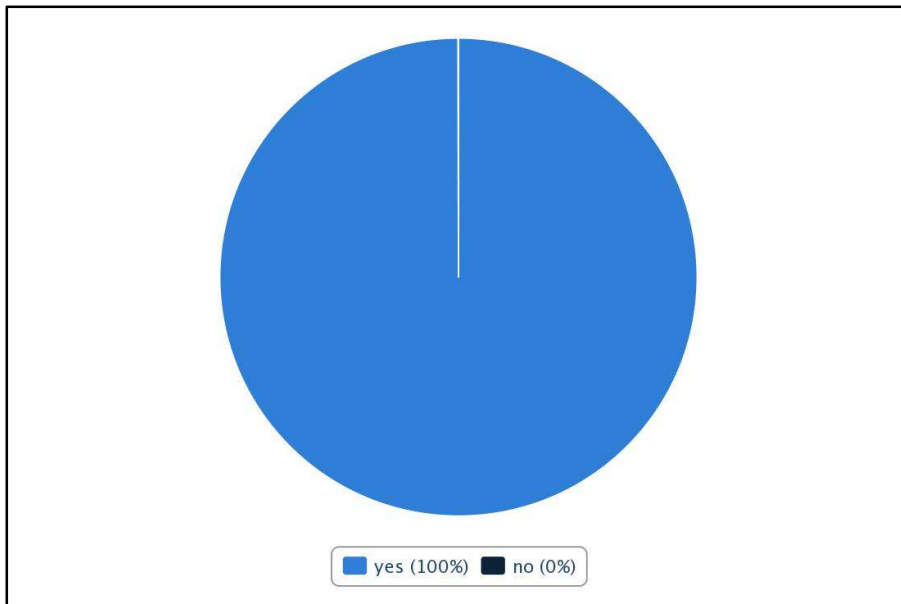
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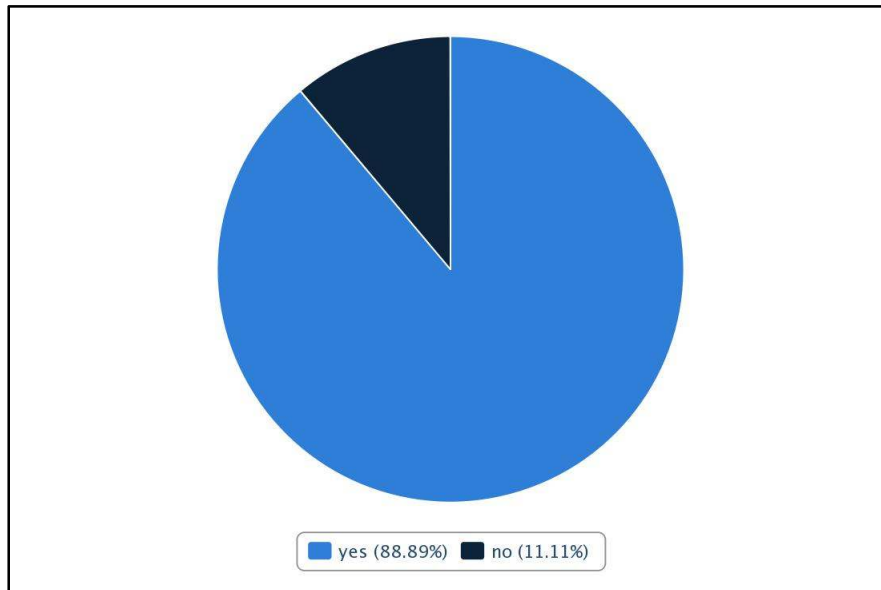
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



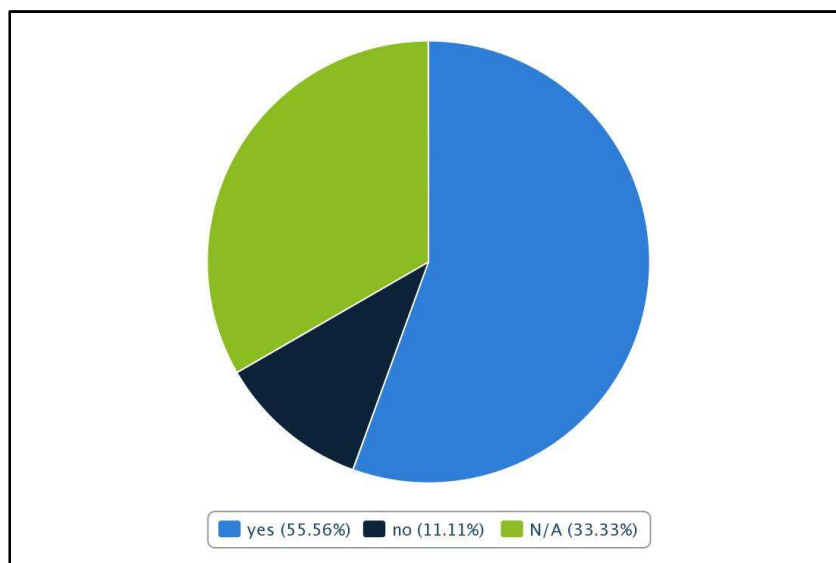
Are the physical facilities accessible to persons with disabilities?



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

- There are places where ramps are needed and better accessibility needed to be addressed for people in wheelchairs. Example: there should be a gradual incline for wheelchairs where there is a curb and no other access to get to a building. For the blind, classrooms and buildings should have braille so that those who are blind will be able to locate places on their own if help is not available to them.

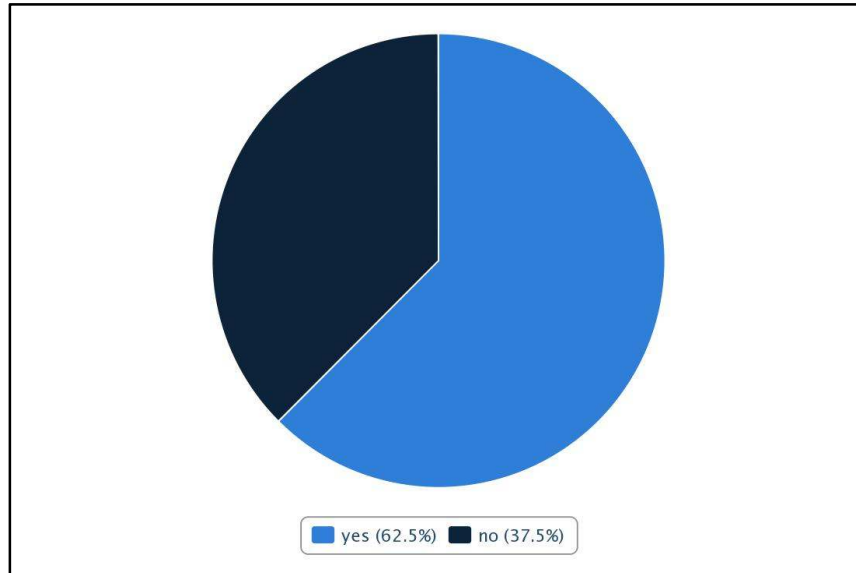
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



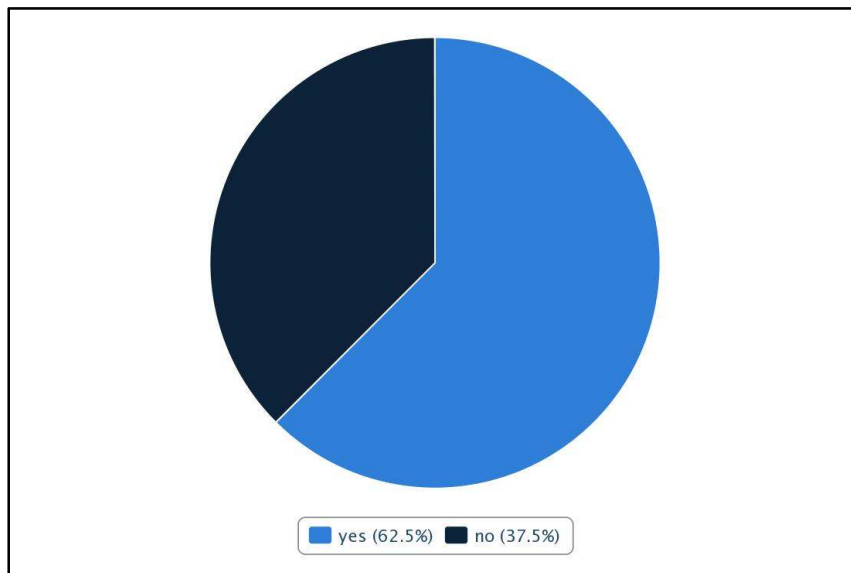
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Is the budget information available to this Dept/Prog/Div?



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



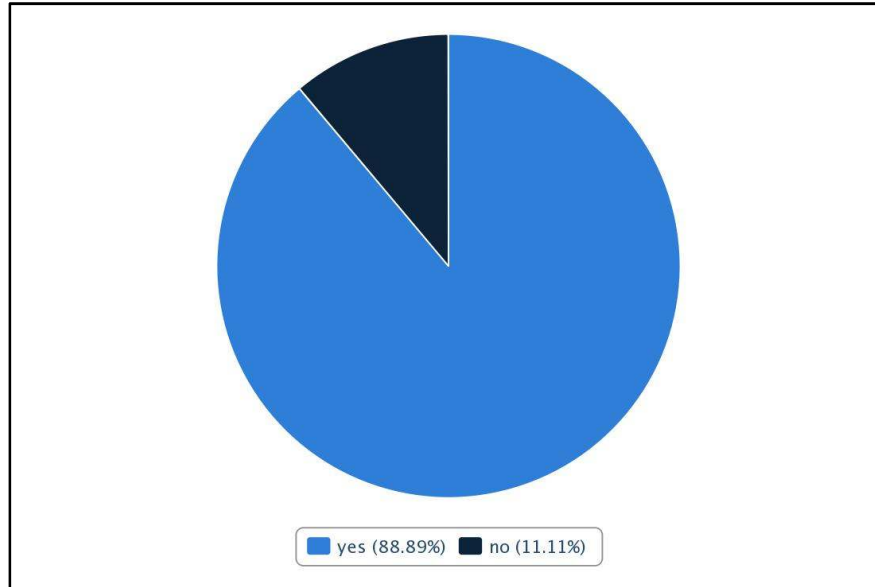
If "no", please explain:

Summarized comments:

- Don't know the budget = 3 comments

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.)?



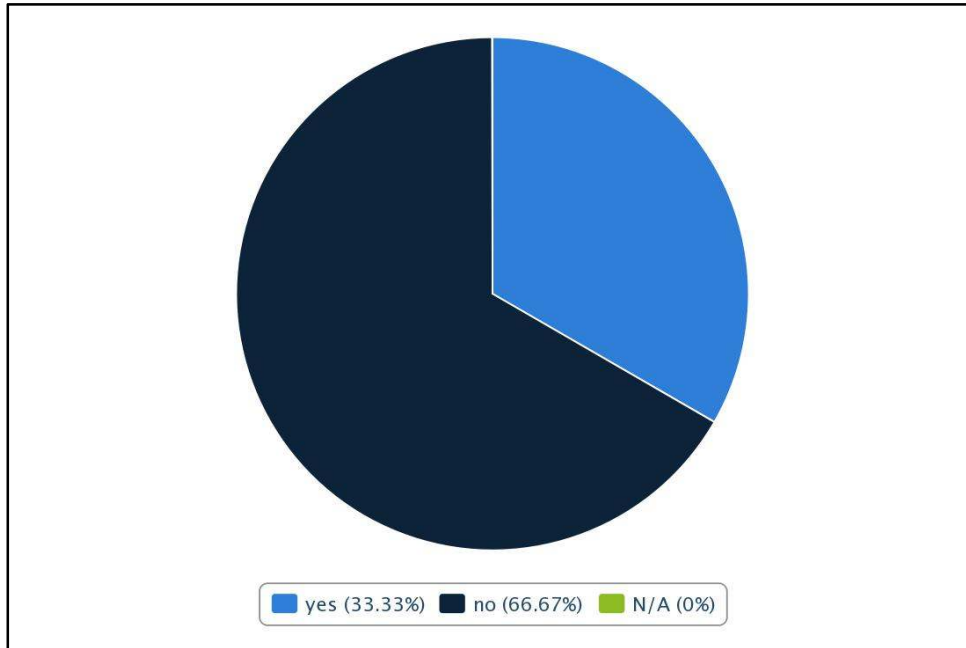
If "yes", please list or if "no", please explain:

- Moodle
- I don't see any improvement on technologies for students' learning. This is one resources I would like our department to improve on.
- I believe so. MOODLE Webmail Smart Board/projector-presentations other applications as taught in ED 240
- We use Moodle and have one Smart Board in a classroom.
- SMARTBOARD to accommodate instructional delivery and presentation for both faculty and student teachers; pre-service and in-service.
- smartboards, Mac Computers, printers, Moodle,
- MOODLE, Compliance Assist, & Smart Board.

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



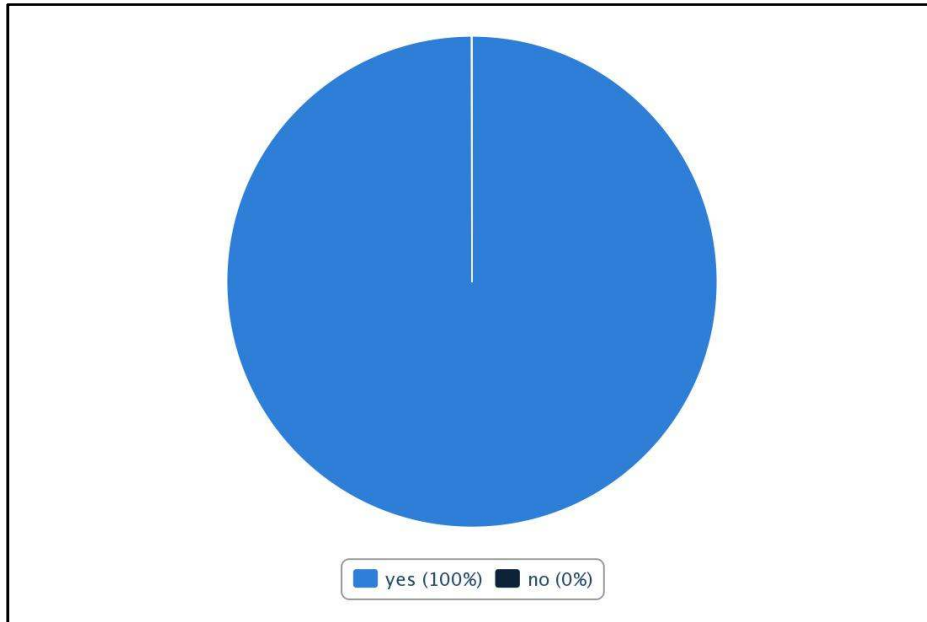
If "no", please explain:

Summarized comments:

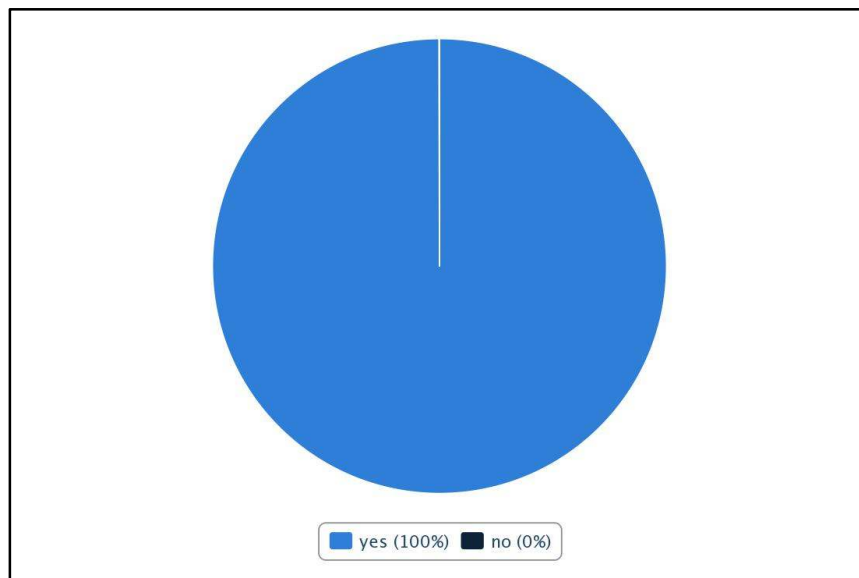
- Need evening hours = 6 comments

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?



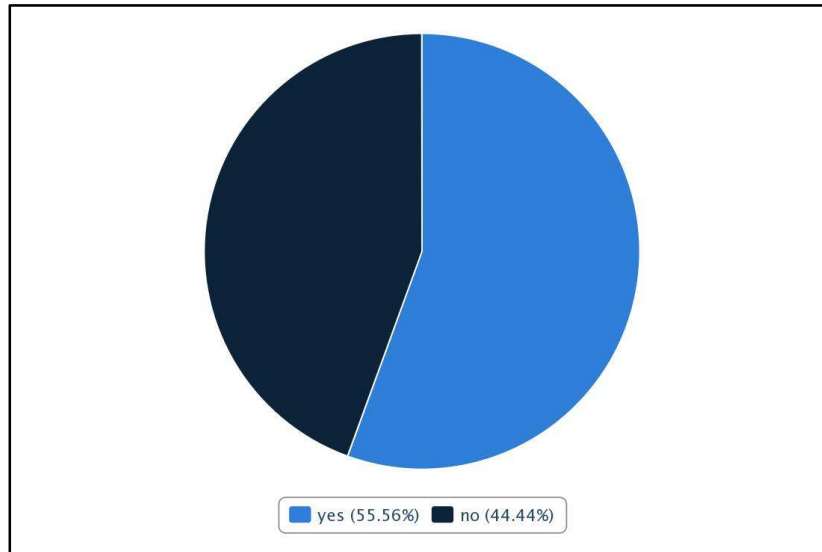
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Listed below are Institutional Surveys, Instruments, Data, and other processes for evaluating Dept/Prog/Div effectiveness. Please indicate which instruments are frequently used for evaluating effectiveness of this Dept/Prog/Div.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	3 (37.50%)	3 (37.50%)	2 (25.00%)	8	3.88 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	3 (37.50%)	3 (37.50%)	2 (25.00%)	8	3.88 / 5
Bi-Weekly Reports	1 (11.11%)	0 (0.00%)	1 (11.11%)	5 (55.56%)	2 (22.22%)	9	3.78 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	3 (33.33%)	4 (44.44%)	2 (22.22%)	9	3.89 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	1 (11.11%)	7 (77.78%)	1 (11.11%)	9	4.00 / 5
Performance Evaluation	0 (0.00%)	1 (11.11%)	2 (22.22%)	5 (55.56%)	1 (11.11%)	9	3.67 / 5
Institutional Program Review	0 (0.00%)	1 (11.11%)	1 (11.11%)	5 (55.56%)	2 (22.22%)	9	3.89 / 5
Course Evaluation	0 (0.00%)	1 (11.11%)	0 (0.00%)	6 (66.67%)	2 (22.22%)	9	4.00 / 5
Student Satisfaction Survey	0 (0.00%)	1 (11.11%)	1 (11.11%)	6 (66.67%)	1 (11.11%)	9	3.78 / 5
Fact Sheets/ Books	0 (0.00%)	1 (12.50%)	3 (37.50%)	3 (37.50%)	1 (12.50%)	8	3.50 / 5
							3.83 / 5

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



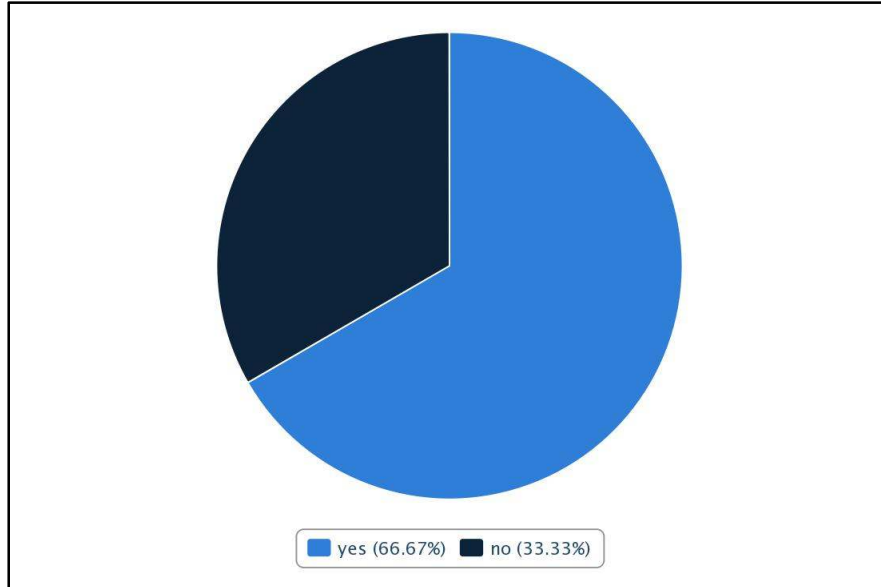
If yes, describe some recent improvements that have come about in response to needs identified through these evaluation processes.

- Faculties adjusting teaching activities for SLOs that weren't successfully mastered by students
- TED computers labs have been installed to accommodate education students. Xerox/printer has been purchased to cater to faculty and students in TED 2nd building.
- Bi-weekly reports makes it a lot easier for both Director and Staff to get things done. Work Performance is KEY for me, if the students and faculties needs are met, than it reflects on my work Performance. Students Improvements, is communicating more openly with their Instructors and the Director providing service to meet their needs.
- New to the Department...N/A
- The evaluation processes has given faculties information/data needed to review overall program and its courses. It also has allowed administration to review procedures and processes needed to implement and follow up on for program improvement.

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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?

Summarized comments:

- Collaboration issues = 1 comment
- Unclear of what happens when outcomes are not achieved = 1 comment
- Meet with Director to discuss = 2 comments
- Revisit the outcome and change strategies for achieving outcome = 2 comments
- Review of recommendations = 1 comment

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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.

- Attaining Full accreditation for BED for next 5 years.
- WASC visit and accreditation.
- One of this department's milestones has been accredited by WASC and ACCJC due to the dedication and hard works of people that were here before me. Just want to say, Malo lave.
- Accreditation for a 4 year program!!! YAY!!! But we better beef up our assessment and data collection and address recommendations to stay in the game.
- This is only department at ASCC that offers a Bachelor program.
- WASC Accreditation, Spelling Bee Pronouncer. 8 BA graduates.
- WASC Accredited Department Gradual increase in participants enrollment
- We have attained Financial Aid for the students. our enrollment has increased and we are seeing more in-service teachers in our program.
- Overview: 20+ TED majors over 3 years graduated with their AA degree in Elementary Education; most are currently in the B.Ed. Program 8 B.Ed. graduates; 5 are currently teaching with ASDOE, 2 pursuing their Masters degree in Education B.Ed. Program; fully accredited with WASC Senior Commission; 6 years All TED courses to include B.Ed. Courses are on MOODLE Computer access increased with 2 mini labs in both TED buildings ERC space expanded 10 feet to accommodate more resources and computers; 8000 volumes approximately for TED Department Vehicle for Field Experience; exchanged former truck to Ad min side for a new vehicle for TED Department Partnership directly from TED to ASDOE for teacher certification; AA degree and B.Ed. degree Hired new faculties for different content areas such as Math and Science Completing final phases for PRAXIS test center; initiated out of TED Department; this is via ETS. SOP Manual completed; work continues as we add on to SOP's for TED Departmen