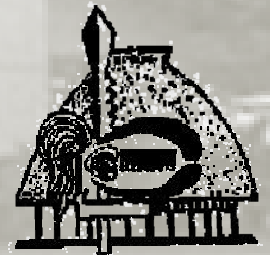# American Samoa Community College

Annual Year 2010
First Quarterly Report
October – December 2009

ASCC 2009-2010 FIRST QUARTER REPORT
October to DECEMBER 2009

TABLE OF CONTENTS

Strategic Plan Goals covered in the 1st Quarter 2010

Department	I. ACADEMIC EXCELLENCE	II. TECHNOLOGY	III. FACILITIES	IV. STAFFING
CNR	Goal 1			
Foundation	Goals not Aligned			
Department of Finance	Goal not Aligned			
Academic and Student Affairs				
Academic Affairs	Goal 1 & 2			
ARO	Goal 1			
Library	Goal 2			
SSS	Goal 1 & Goal 2			
Gear Up	Goal 1			
Student Services	Goal 1 & 2		Goal 1	Goal 1
ITT	Goal 1			Goal 1 & 3
Teacher Education	Goal 1			
Samoan Studies Institute	Goal 1			
AELEL	Goal 1 & 2		Goal 2	Goal 2
Administrative Services & Finance				
Institutional Effectiveness	Goal 1	Goal 1		
PFM			Goal 1	
Human Resources	Goal 1			Goal 2
MIS		Goal 1 & Goal 2	Goal 2	Goal 3
Financial Aid	Goal 1	Goal 1, Goal 2, & Goal 3		Goal 1 & Goal 3
SBDC	Goal 1	Goal 1 & Goal 4		Goal 1
UCEDD	Goal 1			

The 1st Quarter Report for Academic Year 2010 (AY2010) is a document providing evidence of the American Samoa Community College's (ASCC) efforts to achieve transparency, accountability, and mission –driven actions.

Beginning AY 2010 all division goals and objectives were aligned to the ASCC Institutional Strategic Plan 2009 – 2014. This alignment allows each division of the college to report progress made toward the plan and toward their own divisional or program goals. At the end of the quarter, each division submits to the Institutional Effectiveness (IE) a summary of the actions, outcomes, challenges, or recommendations toward each annual goal. The IE division in return compiles the divisional summaries into a comprehensive quarterly report. This report is then distributed to all division heads, to the Board of Higher Education, to the ASCC President, and to the Governor of American Samoa. It is also given out to anyone requesting a copy of the report. The distribution of the quarterly report provides internal and external transparency.

What makes this Quarterly report unique is that it is formatted to show alignment to the Institutional Strategic Plan 2009 – 2014 and it identifies the strategic focus area(s) that the actions or outcomes address. This standard format provides the reader with a mechanism for monitoring and tracking of progress toward the divisional and institutional plans. This report also requires that the divisions be accountable for the achievement of their goals and that progress toward their goals are documented and reported. The comprehensive report provides a summary of the broad range of activities taking place here at ASCC and it allows the divisions to see how integrated their programs and services are to each other and to the institution as a whole.

The AY 2010 1st Quarter Report is the first report documenting the actions towards the plans. As an institution that strives for quality programs and services, ASCC will continue to use the quarterly reports as a summary of work in progress. At the end of each quarter of the AY 2010 and subsequent years reports will be submitted, compiled, and written into a comprehensive document. This is an ongoing process that ASCC has revised and improved through the years allowing for greater transparency accountability in our achievement of the ASCC mission.

COMMUNITY AND NATURAL RESOURCES

Mission

To provide the people of American Samoa appropriate science based and timely information and services in the areas of Community and Natural Resources. We treat our clients, students and colleagues with respect and empower them to be equal partners in their own success. Our words and actions show an appreciation for diversity and exemplify the finest of the Fa'asamoa.

COMMUNITY AND NATURAL RESOURCES

CNR-AY10G1: ACADEMIC EXCELLENCE

CNR- Obj.1.2 CNR will strive to effectively develop and implement its Extension Programs.

OBJECTIVES	ACTIONS	OUTCOMES	CHALLENGES	RECOMMENDATIONS
CNR AG. EXTENSION i. Conduct Agriculture Extension programs.	**FIRST QUARTER**: * Conducted the Pesticide Applicator Safety-training course. * Conducted Farm visitations. * Multiplied improved taro, banana, and sweet potato variety planting materials. * Multiplied recommended vegetable seedlings. *Multiplied fruit tree seedlings. * Conducted seed sales.	**FIRST QUARTER** * Trained and certified 21 Pesticide applicators. * Visited and assisted 46 crop & livestock farmers. * Distributed: - 250 slips of the new 10 sweet-potato varieties; -40 disease-resistant banana varieties; and 1500 improved taro planting materials. * Distributed: 312 eggplant seedlings; 397 tomato seedlings; 95 pepper seedlings; 122 lettuce seedlings; 7 cucumber seedlings; and 455 cabbage seedlings to 37 farmers. * Distributed: 45 papaya seedlings: 11 rambutan seedlings; 7 lemon/lime seedlings; and 8 chestnut seedlings. * Sold 457 vegetable seed packages (10 grams) to 36 farmers.	*Tsunami Note: CNR Extension programs to the community especially to the affected villages were delayed because of the September 29, 2009 earthquake and tsunami. Staff members from the Agriculture Extension and Forestry programs assisted with ASCC & ASG clean- up program. Extension staff also assisted staff members whose houses and properties were damaged and destroyed by the tsunami. The CNR Dean & Director facilitated a special session for all CNR staff to share their experiences of the tsunami.	
OBJECTIVES	ACTIONS	OUTCOMES	CHALLENGES	RECOMMENDATIONS
CNR F4HN ii. Conduct F4HN programs.	**FIRST QUARTER:** * Conducted nutrition education, vegetable gardening, physical activities, health, and food	**FIRST QUARTER** * More than 400 workshop participants acquired knowledge and developed skills in nutrition, vegetable gardening, nutritious meal preparation, food safety, and health and physical activities.	.	

6

	safety workshops. * Conducted basic sewing workshops. * Hosted the Nutrition/Food Safety Radio talk show	*More than 65 sewing workshop participants acquired knowledge and developed skills. * Completed 6 radio talked shows.		
OBJECTIVES	**ACTIONS**	**OUTCOMES**	**CHALLENGES**	**RECOMMENDATIONS**
CNR FORESTRY iii. Conducted Forestry Programs	**FIRST QUARTER** *Conducted greenhouse tours for schools and community. *Propagated plants for projects and the public. *Conducted Arbor Week activities in the schools. *Conducted invasive species (*Piper auritum* & *Castilla elastica)* control work.	**FIRST QUARTER** * Hosted 10 green-house tours to 499 students, 41 teachers, and 32 parents. * Propagated more than 1099 plants and distributed 464 plants to visitors and clients. *12 schools (195 students) from elementary & high schools) planted trees, received tools, and t-shirts as part of the Arbor week celebration. *Controlled the area infested with *Piper auritum* & *Castilla elastic* in Tau, Manu'a using mechanical and chemical methods.	* Tsunami	
OBJECTIVES	**ACTIONS**	**OUTCOMES**	**CHALLENGES**	**RECOMMENDATIONS**
CNR CIG iv. Stimulate interest in—and application of—vegetative	**FIRST QUARTER** * Propagated vetiver grass (*Chrysopogon zizanioides*) for distribution to clients	**FIRST QUARTER** *Planted more 15,000 slips and distributed more than 20, 000 slips to 30 clients. * Surveyed 12 farmers and confirmed that the vetiver grass is an effective barrier in	* Tsunami	

| barriers using vetiver grass (*Chrysopogon zizanioides*) grass in soil and water conservation in American Samoa. | for soil conservation purposes. *Conducted survey on the benefits of the vetiver grass. *Hosted Field Day for farmers and the public. *Compiled final CIG grant report. | reducing soil erosion in American Samoa. *More than 25 farmers, community residents, and staff members from NRCS and CNR attended the Field Day presentations and field trips. *Completed and submitted final narrative and financial report | | |

OBJECTIVES	ACTIONS	OUTCOMES	CHALLENGES	RECOMMENDATIONS
CNR CYFAR v. To strengthen island communities by focusing on increasing the capacity of at-risk youth to earn through entrepreneurial activities.	**FIRST QUARTER** *Recruited new participants for 2010 program. * Worked with UOG on survey and Annual Accomplishment Report * Worked with Elsie in closing off the CYFAR accounts	**FIRST QUARTER** * Recruited 24 new participants * Completed and submitted survey and Annual Accomplishment Report *Received reimbursement from Guam ($20,182.85 & $4,861.25)	**FIRST QUARTER** * Tsunami * Funding	**FIRST QUARTER** * Plan to submit application for next cycle

CNR-Obj.1.1 CNR will strive to effectively develop and implement <u>Research</u> Programs.				

OBJECTIVES	ACTIONS		OUTCOMES	CHALLENGES	RECOMMENDATIONS
CNR-RESEARCH **Human Health and Well-**	Joined meetings with DOH and CDC representatives to contribute information on dengue vector biology and		DOH and the public were able	Many vector breeding	

Being 1. Provide dengue vector control information to agencies and the public.	possibility of increased transmission risk after tsunami. Distributed dengue vector control brochures and provided dengue control PSA video to TV station. Joined DOH - sponsored public health TV program to discuss the need for elimination of dengue vector breeding sites.	to take appropriate vector control measures after the tsunami.	sites remain unmitigated.	
CNR-RESEARCH **Small Farms** 1.1 Provide plant clinic services to the community. Diagnose and provide control recommendations for pest and disease problems submitted to the ASCC plant clinic.	Provided pest diagnoses and recommendations on 7 crops for 4 clients during this reporting period.	Clients were able to apply appropriate measures to control the pest problems.	
1.2 Conduct ongoing surveillance trapping program in collaboration with AS Department of Agriculture for early detection of exotic fruit flies.	Collected and identified 15,772 fruit flies from quarantine surveillance trapping network of 11 sites on Tutuila Island—traps checked weekly.	No exotic fruit flies were found.	
1.3 Collaborate with Department of Agriculture to plan and implement surveys for important agricultural pests.	Continued planning and preparations for light brown apple moth and coconut pests surveys to be conducted in 2010.	Surveys will begin in 2010.	

		CNR extension agents and DoA quarantine staff better prepared to assist clients and do border inspections.		
1.4 Conduct trainings for CNR extension agents and for other agencies	Conducted trainings on taro pests and vegetable pests for CNR agriculture extension staff. Assisted SPC with training for ASDoA quarantine officers.			
OBJECTIVES	**ACTIONS**	**OUTCOMES**	**CHALLENGES**	**RECOMMENDATIONS**
CNR-RESEARCH **Human Health and Well-Being** NRI Bridge Grant: Supports for and Barriers to Healthful Living in American Samoa	Established on-line training with the Collaborative Institutional Training Initiative (CITI) of the University of Miami, for conducting behavioral science research with human subjects. Those taking these courses include Dan, Mina, Richard, Sharon, Marie, and myself. Conducted two focus group training sessions, one with Kevin Cassell of Hawaii. We also ordered and studied the use of qualitative analysis software and digital voice recorders. Held meetings every Tuesday at 2 pm to prepare for our focus group sessions. Wrote a Visual Basic program to input questionnaire data into a database.	Richard and Don completed at least one course module. These gave us practice on facilitation and recording. Produced and distributed a 4-page questionnaire. Over 100 entries to date.	The courses are time-consuming, and students must score 80% or more in order to pass. Learning new software. Getting people to fill out the questionnaire in order to participate in a focus group.	

OBJECTIVES	ACTIONS	OUTCOMES	CHALLENGES	RECOMMENDATIONS
Post-tsunami Work Hosted off-island earthquake and tsunami scientists following our 29 Sept 2009 earthquake and tsunami.	Between 5 October and 17 November several earthquake or tsunami experts visited American Samoa to conduct post-tsunami research. The Research Division accompanied some teams to serve as translators and to provide local knowledge about different villages. We also hosted two seminars to inform the public of the experts' findings.	ASCC CNR was uniquely positioned to quickly assist visiting scientists who, in turn, will provide much needed advice in helping AS prepare for future natural disasters.		

Strive to effectively manage Sea Grant Programs.				
OBJECTIVES	ACTIONS	OUTCOMES	CHALLENGES	RECOMMENDATIONS
CNR – AGRICULTURE EXTENSION Aquaculture 1. Increase enrollment in MSC 200 Introduction to Aquaculture by 5 students	As the marine science program matures, students have increased awareness of academic options. Other faculty and student advisors were made aware of the use of aquaculture in achieving a degree at ASCC. Enrollment at ASCC increased to the highest levels on record. Students are offered internship and volunteer experiences with local environmental agencies.	Enrollment in MSC 200 increased to 18 students in fall 09 from 5. 15 students enrolled during spring 2010 semester	MSC 200 is an agriculture class but is not available for use by agriculture students as an elective.	Cross list both courses with Agriculture Community and Natural Resources Department

CNR – AGRICULTURE EXTENSION Aquaculture 2. Create tilapia breeding program at CNR	Tanks, pumps, plumbing and filtration equipment were all acquired and assembled providing adequate life support to maintain aquatic and marine life. Tilapia were acquired and two spawning cycle has been completed.	CNR is now able to do control spawning of tilapia. Generations will be selected for based on phenotypic characteristics	It is difficult to find pure red tilapia, *Oreochromis mossambicus* x *O. niloticus* on island.	Arrange import of pure strain of hybrid red tilapia from Fiji.
CNR – AGRICULTURE EXTENSION Aquaculture 3.1 Create aquarium demonstration facility	Combined with the tilapia breeding program and the feeds production lab, the aquarium demonstration facility was created to formalize the Center for Sustainable Integrated Agriculture and Aquaculture. Freshwater and marine aquarium systems were assembled and stocked with native organisms	Approximately 225 people have visited the facility to learn about freshwater and marine ecology and aquaculture	It is difficult to maintain systems due to difficulty in procurement through ASCC	Improve procurement procedures to ensure orders arrive on time
CNR – AGRICULTURE EXTENSION Aquaculture 3.2 Establish aquaria in schools	Set up an aquarium/aquaponics system at Aua School. Sixth grade students assembled the system and received training in safety and basic biology of animals, plants, and bacteria. Tilapia, gobies, shrimp, and snails were stocked in a tank and plant seeds were planted for sprouting.	All teachers and students at Aua School are excited about their system and visit it daily to watch fish and other organisms interact. Interest in aquatic science is increasing	N/A	N/A

CNR AGRICULTURE EXTENSION Aquaculture 4. Improve local production of feeds for tilapia production	Co-principal investigator on grant with Oceanic Institute in Hawaii to develop feeds made with locally available feedstuffs. Hosted Dr. Warren Dominy in November to advise local Samoan Family Sunfish Cooperative, Inc. and myself on steps needed to establish feedmill in American Samoa. One farmer produced 185 lbs of tilapia feed in the past quarter at ASCC.	ASCC will be capable of producing feeds and conducting feeding trials using locally produced feeds	Little incentive from local government for farmers to invest in increasing farm production of tilapia	ASG could look at benefits to creating tax or farm incentives for local tilapia farmers
CNR – AGRICULTURE EXTENSION Aquaculture 4. Provide technical advice to Samoan Family Sunfish Cooperative, Inc.	Arranged meeting between the cooperative members and Bank of Hawaii representative Scott Fujii. Mr. Fujii introduced the available funds through the Bank of Hawaii Charitable Foundation. Submitted articles of incorporation to AS Attorney General's office	Cooperative members now aware of funding to facilitate acquisition of stable feeds supply through BOH funding	Establish 501c(3) tax status for the cooperative.	

RESEARCH FOUNDATION

Mission

Establish perpetual funding resources through the network of contacts including but not limited to the ASCC Alumnus, Data Base Donors and Charitable Organizations for short and long-term projects of the American Samoa Community College.

Department: Research Foundation	Qtr: 1st Quarter		ASCC Strategic Focus:

AY10G1:

RF-Obj.1.1:   Review of the ASCC Current Classification System

Action	Outcome	Challenges	Recommendations
ASCC Reclassification Review	A Survey was conducted for the entire ASCC staff and faculty	Late submissions of completed survey forms causing delays in the project	Management should be more aggressive in encouraging staff to abide by deadlines set by other divisions within ASCC

RF-Obj.1.2: Proposal for fundraising activities

Action	Outcome	Challenges	Recommendations
Plan for fundraising activities was completed. President's Approval	Awaiting President's Approval	Lack of funds to fund the project	Identify funds to fund the fundraising proposal

DEPARTMENT OF FINANCE

Mission

To develop a high-performance organization one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of ASCC, and timely disbursement of students' PELL grants; one that puts people first- in a way that delights those who are employees of the department and those who enter the halls of the department working environment; and so the overall vision and the mission of the College might fully be accomplished.

DEPARTMENT OF FINANCE

FIN-AY10G1: TO PROVIDE FISCAL SUPPORT TO ENABLE THE INSTRUCTIONAL AND ADMINISTRATIVE COMPONENTS OF THE AMERICAN SAMOA COMMUNITY COLLEGE (ASCC) TO FUNCTION EFFECTIVELY AND RESPONSIBLY BY PROVIDING WAYS OF ACCESSING BUDGETARY FINANCIAL INFORMATION INSTANTANEOUSLY TO AUTHORIZED PERSONNEL BEFORE THE END OF THE FIRST QUARTER OF THE FISCAL 2010.

FIN-Obj.1.1 To work closely with the MIS Division to ensure that all system interfaces are operational by January 31st 2010.

Action	Outcome	Challenges	Recommendation
Continued to work closely with MIS to ensure that all system interfaces are operational by January 31st, 2010.	Will not meet original deadline, January 31st 2010. A new deadline is set. It is anticipated to have all system interfaces operational by May 31st 2010	Conflicting work schedules between MIS and DOF have not allowed enough time to continue training on system interfaces.	Continue to work with each other to schedule training sessions and to learn on our own as we continue to use the system on a daily basis.

FIN-Obj.1.2 To collaborate with MIS the require training schedule of various levels of authorize individuals to access the system by January 15th 2010.

Action	Outcome	Challenges	Recommendation
Currently working with MIS to implement training for the Deans & Directors to access the system to view their budget reports on a daily basis.	Project is still on-going. Will not meet January 15th 2010 deadline. It anticipated to have levels of authority set up and operating by May 31st 2010.	Challenge is technical difficulties. At one point the system service required maintenance which postponed many scheduled activities that placed delays in deadlines.	Continue to work with MIS and Deans & Directors to meet this goal.

FIN-Obj.1.3 To holding training with responsible individuals as to how to read and access financial information and reports by December 31st 2009.

Action	Outcome	Challenges	Recommendation
Continued to work with MIS.	Project is on-going. Training is only possible/provided on as-needed basis for managers and few actual users.	Technical problems continue to delay training.	Train as we go and continue to work closely with MIS.

FIN-AY10G2: TO STABILIZE THE INCESSANT SHORTAGE OF CASH TO RUN ASCC FINANCIAL OPERATIONS IN ORDER TO MEET THE INSTITUTIONAL STRATEGIC DIRECTIONS BY MARCH 31ST, 2010.

FIN-Obj2.1 To implement recommendation previously presented to Management with respect to various scenarios on restructuring tuition and other student fees by January 31st 2010.

Action	Outcome	Challenges	Recommendation
Several financial proposals were presented to the Board of Directors.	The Board of Directors continue to deliberate on the proposals.	To convince the Board of Directors that the college is experiencing cash problems.	Continue to work with the President and the Board of Directors to make a decision.

FIN-Obj2.2 To implement recommendation previously presented to Management before the Summer Team in July 2010 of restructuring curriculum schedule to bring the existing semesters close together and add another semester, thus assist in early cash in flow to the college instead of the current dilemma of waiting for at least 2 months before any significant cash infusion is received to run the ASCC operations.

Action	Outcome	Challenges	Recommendation
The proposal to add an additional semester as done as other similar junior colleges.	Management continues to deliberate.	Faculty and Staff have different views as to how this will affect the college.	Continue to work with Upper-Management.

FIN-Obj2.3 To lobby with the main frame of government - the Governor and the Governor and the Fono Leadership, to implement their proposed plans to aid the only Institution of Higher Education in the Territory by earmarking additional funds to increase the present financial subsidy by January 31st 2010.

Action	Outcome	Challenges	Recommendation
CFO along with Management continue to lobby for additional fundings to reflect Public Law 22-30.	Still awaiting a response/decision from ASG.	The local government also experiencing financial problems that is affecting our college as well as the community	CFO and management continue to lobby for funds and for the Research & Foundation to strengthen efforts to locate external funding.

FIN-Obj.2.4 To prepare alternative plans by January 31st 2010 should objectives 2.1, 2.2 and 2.3 fail to materialize.

Action	Outcome	Challenges	Recommendation
Continue to pursue all specified goals.	Would like to make something happen in January 2010.	Maintaining a steady cash flow to continue operations at a functional level.	Continue to work with Executvie Management and Finance Dept Management to find creative ways to maintain a steady cash flow.

FIN-Obj.2.5 To encourage stakeholders to patronize the Bookstore for greater returns to help contribute to the ailing cash flow at ASCC.

Action	Outcome	Challenges	Recommendation
We encourage staff, faculty, community and ASG to purchase from the Bookstore. We will continue with public announcements on the radio and in the newspapers.	Bookstore has been able to provide most orders for office supplies, electronics and college paraphanellia.	Due to the cash flow situation, keeping a constant stock has been extremely challenging.	Continue to work with vendors to work out term payments and look into creative ways to keep stock on shelves.

FIN-AY10G3: TO MONITOR THE APPROVED BUDGETS FOR EACH DEPARTMENT BY PROVIDING APPROPRIATE REPORTS RELATING TO BUDGETED AND ACTUAL EXPENDITURES TO MANAGEMENT BY THE 10TH OF EACH MONTH.

FIN-Obj3.1 To ensure all monthly closing procedures are functioning and operational within the various divisions of the Department of Finance. This effort will avail timely preparation of monthly reports for review by the Chief Financial Officer by the 8th and subsequent distribution of reports to the various departments by the 10th of each month.

Action	Outcome	Challenges	Recommendation
Managers and staff working diligently to update data and reconciliate bank records.	We were delayed with the distribution of the 1st quarter report. We expect timely output for future reports.	Our recent Annual Audit was scheduled during critical financial periods (ie End of Year) at which multiple reports were due.	To schedule next year's audit during a more feasible period that works for both the Auditors and ASCc.

FIN-Obj3.2 To ensure that the pre & post audit review procedures of all transactions are properly followed by having periodic compliance review by the Compliance Officer with a full report to the Chief Financial Officer on the 1st of each month.

Action	Outcome	Challenges	Recommendation
CFO and staff took aggressive action to prepare for the 2009 Annual Audit.	This quarter, a more intense focus on compliance was implemented. Several Standard Operating Procedures were revised/developed to meet the current challenges.	Re-assign compliance matters to a temporary facilitator to continue compliance efforts.	CFO and managers to prioritize this area to ensure that policies & procedures are adhered to.

FIN-AY10G4: *TO STRENGTHEN EXISTING INTERNAL CONTROLS AND PROCEDURES APPERTAINING TO DOCUMENT AND WORKFLOW WITHIN EACH DIVISION BY APPLYING RANDOM REVIEW ON THE MONTHLY BASIS OF VARIOUS TRANSACTIONS THROUGHOUT THE FINANCIAL ENVIRONMENT BY COMPLIANCE OFFICER; THIS EFFORT WOULD PREVENT ANY POTENTIAL IMPROPRIETY THAT MIGHT SURFACE TO HINDER THE INTEGRITY OF THE FINANCIAL ENVIRONMENT WITHIN THE DEPARTMENT.*

FIN-Obj4.1 To revisit the internal control procedures for the purpose of strengthening and improving controls to safeguard the integrity of the inherent system controls by the Compliance Officer and with the task to be completed by the end of December 31st, 2009

Action	Outcome	Challenges	Recommendation
SOPs were reviewed, re-written and distributed for managers/staff feedback in December 2009.	The first DRAFT set of revised SOPs were distributed to managers for review and input. A review meeting is scheduled for January 29, 2010.	One challenge is to revise and implement at the same time. The other challenge will be the transition of implementation to ensure minimal confusion.	Once SOPs are finalized, we recommend having a staff & faculty training to inform all stakeholders of our procedures and our internal control mechanisms that are in place.

FIN-Obj4.2 To develop guidance to help perpetuate the review process on a quarterly basis.

Action	Outcome	Challenges	Recommendation
This task is now assigned to our Admin. Officer to develop guidance to help perpertuate our review process.	Objective is currently on-going. Plan to finalize a review process in the 2nd Quarter FY10'.	None	To ensure that deadline is met.

FIN-AY10G5: *TO REDUCE OUTSTANDING ACCOUNTS PAYABLE BY 60% AT THE END OF MAY 2010.*

FIN-Obj5.1 To closely monitor the cash flow to allow for the retiring of payables by 60% at the end of May 2010.

Action	Outcome	Challenges	Recommendation
CFO closely monitoring cash flow on daily basis. Also, a new Credit	Monitoring the cash flow is the daily priority for it forecasts the	Payables continue to rise while receivables remain stagnant.	One or more of the following are recommended: 1) cut spending; 2)

& Collection Division was set up to collect outstanding student debts of $3M as of 9/30/09.	days events at which vendor payments are very slow.		increase tuition/fees; or 3) layoff employees

FIN-Obj5.2 To strategize payment plans with vendors to allow for extended payment timeline.

Action	Outcome	Challenges	Recommendation
Management constantly working with vendors to negotiate payment terms for old debts while continues to allow us to continue to order/purchase.	Vendors continue to be supportive of our financial situation for it is everywhere.	The major challenge is the limited financial resources and the delay in the Board of Directors' decision on a submitted proposal.	Minimize or cut spending.

FIN-AY10G6: TO REDUCE OUTSTANDING ACCOUNTS RECEIVABLE (AR) BY 60% BY SEPTEMBER 30TH, 2010.

FIN-Obj6.1 To collect $500,000 by September 30th 2010.

Action	Outcome	Challenges	Recommendation
The new Credit & Collection Division is now pursuing the collection of these funds. They will work closely with the CFO.	Many outstanding student debts have been paid off or are now on a payment plan. Other receivables being collected are bounced checks, Golden Gate Master's Degree Program debt, etc.	Many old debts are for students that have moved off-island or changed their names thus contact is a major challenge.	After 3 contact attempts (phone call & collection letters), the student name/information will be forwarded to the Tax Office and/or a Credit Collections Agency.

FIN-Obj6.2 To work with students with delinquent accounts by following payment plans on the monthly basis with reports to the CFO on a weekly basis.

Action	Outcome	Challenges	Recommendation
Financial Assistance is available to students requiring installment	In-house policies for registration/enrollment are	Staff continue to learn how to use the colleague database on a	To provide transparency with all faculty and staff on restrictions to

| payments. | more stringent. Any Student with an outstanding debt will not be allowed to register for classes until their debt is paid off or a Deferred Payment Plan is set up for the student's outstanding debt. | train-as-you-go basis to ensure that all outstanding debts are collected. | students with outstanding debts. |

FIN-Obj6.3 To implement and monitor the established collection procedures in order to successfully meet the AY10G6.0 of 60% reduction in AR balances at 9/30/10.

Action	Outcome	Challenges	Recommendation
Policies & Procedures were established for collection procedures and is revised on a as needed basis.	Work flow for Accounts Receivable and Credit & Collection continue to develop and grow. Weekly reports are due from both Divisions for CFO review and analyzing.	Training and educating the staff is a constant activity at this time.	CFO to continue to work closely with the Accounts Receivables and Credit & Collections Divisions.

FIN-Obj6.4 To constantly send out reminder letters to the delinquent students to allow the legal proceedings properly take its course in order to collect the delinquent balances; and this should be monitor closely on a monthly basis and report to the CFO on a weekly basis on all activities against these accounts.

Action	Outcome	Challenges	Recommendation
Every student with an outstanding debt has a file with Credit & Collections. This file will maintain current records of collection activities.	All outstanding debts must have a Promissory Note signed by the Independent Student or Legal Guardian for collection purposes. Many parents that	To ensure that all students with outstanding debts are logged and tracked in the colleague database. Also, constant follow-up is required to collect the	Provide sufficient training for staff to fully understand their function and improve knowledge in Credit & Collections.

	have met with our Credit & Collections Staff were pleased to know that payment plans are offered.	outstanding debts.	

ACADEMIC AND STUDENT AFFAIRS

ACADEMIC AFFAIRS

Mission

As the learning outcome centered division, the Academic Affairs Division is in alignment with the ASCC Catalog to provide the highest levels of quality academic services for students through on-going analysis, assessment, and improvement of instructional programs and personnel.

ACADEMIC AFFAIRS – 1st Quarter Report

AA-AY10G1: ENHANCE AND DELIVER INNOVATIVE, EFFECTIVE EDUCATION AND SUPPORT PROGRAMS TO FACILITATE STUDENT ACADEMIC SUCCESS BY:

AA-Obj.1.2: Recruit faculty and adjunct to fill vacant positions.

Action	Outcome	Challenges	Recommendations
1.2a. Advertise and worked with Human Resources office on vacant, and new faculty: - Psychology/Sociology - 2 ELI Instructors (new positions add to FY09-10 budget) - Marine Science (instructor resigned) - Nursing Instructor	**1.2a.** Hired Psychology/Sociology instructor (Spring 2010). - Ads for ELI and Marine Science completed. - Other instructional positions (Nursing) on hold temporarily due to cash flow problem.	**1.2a.** Finance Issues (Cash Flow Problem) effect hiring instructors. **1.2b.** Human Resources process from job announcement to hiring is too lengthy.	1.2a. Review ASCC personnel staffing for right or down sizing positions. 1.2b. Review and develop an HR process with turn around timelines on the hiring process from beginning to hiring. 1.2c. Train or disseminate to appropriate programs the HR timelines process for job announcements.

AA-Obj.1.3: Increase the number of faculty positions/high need areas.

Action	Outcome	Challenges	Recommendations
1.3a. FY Budget increased the hiring of 2 - ELI instructors. **1.3b.** Worked with HR on job announcement for ELI positions. **1.3c.** Math positions decreased by one from 6 to 5 instructors this FY 09-10 Budget.	**1.3a.&b.** Completed advertising of ELI positions. **1.3c.** Transferred unused instructional position from ROTC to Math in order to maintain the 6 Math instructors.	**1.3a.&b.** Cash Flow problem. And HR process is too lengthy. **1.3c.** Need lost Math instructor position back in the budget.	**1.3a.&b.** Need to review ASCC personnel staffing for right or down sizing. **1.3c.** Need to restore lost Math instructor position in next FY Budget.

AA-AY10G1: ENHANCE AND DELIVER INNOVATIVE, EFFECTIVE EDUCATION AND SUPPORT PROGRAMS TO FACILITATE STUDENT ACADEMIC SUCCESS BY:

AA-Obj.1.5 Emphasize the alignment of Course Learning Outcomes and Program Learning Outcomes to the Institutional Learning Outcomes.

Action	Outcome	Challenges	Recommendations
1.5a. Assessment Planning Committee reviewing Department/Program Assessment Plans for 08-10. **1.5b.** Assessment Committee working on reviewing Department Assessment Plans for 2008-10.	**1.5a.** Academic Departments presented on program SLOs and assessment data collected in Communication and made recommendations based on assessment data. **1.5b.** Assessment Committee develop matrix for department/program SLOs	**1.5a.** Need to assess other SLO categories such as Life and Job Skills. Using presentation recommendations for improving curriculum and learning. **1.5b.** Meeting deadlines and more professional development in assessment.	**1.5a.** Continue assessing Life Skills in Spring 2010. **1.5b.** Committee members need release time and sending Assessment Committee members to Assessment Training.

AA-Obj.2.1 Assess, revise, Restructure curriculum.

Action	Outcome	Challenges	Recommendations
2.1a. Collect SLO data from Fall 2009 on Life Skills 2.1b. Used Communication SLO data from Fall 2008 -09 for Departmental presentation on assessment status/results and recommendations from data collected	2.1a. SLO summary rubrics on Life Skills and Communication collected for Spring 2009 2.1a. Need to forward SLO rubric summaries to IE 2.1b. Developed a folder of documents on departmental presentations on SLO's status and recommendations	2.1 Not having enough release time for faculty to work on assessment analysis of data.	**2.1 Two days to work on departmental assessment plans.**

ACADEMIC AFFAIRS : Admissions and Registrar's Office

ARO-AY10G1: GOAL 1: ASCC WILL ENHANCE AND DELIVER INNOVATIVE, EFFECTIVE EDUCATION & SUPPORT PROGRAMS TO FACILITATE STUDENT ACADEMIC SUCCESS BY:

ARO-Obj.1.1: To assure accurate and accessible student records.

Action	Outcome	Challenges	Recommendations
1. Work with MIS in safeguarding student data in the Datatel/Colleague system and in compliance with Federal regulations	1. Visibility and accountability of services to College community (This is an ongoing action to achieve the set objective)	1. Data entering of historical student data from the old Blackbaud Student Information System to the new Colleague/Datatel system. 2. Safeguarding and assuring that FERPA is not being violated due to the campus wide accessibility of student database.	1. Scheduling FERPA workshop for all college personnel; 2. To revive the Datatel system task force recommended by the Datatel trainers to review and make recommendations for system improvement.

ARO-Obj.1.2 Assess and expand current physical capability of student records storage

	NOTE: This is an action that has yet been fulfilled.		

ACADEMIC AFFAIRS : Library

LIB-AY10G2: ASCC WILL SUPPORT FACULTY & STAFF PERFORMANCE COMMITMENT BY:

IE-Obj.2.1: Provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

Action	Outcome	Challenges	Recommendations
1. To encourage library staff to take class towards a certificate or degree. 2. To work with HRO for approval procedures for taking class.	1. Three library staff have registered and will be taking class in spring 2010. 2. HRO has approved three staff taking class in spring 2010.	1. After three staff taking class in spring 2010, library has down to only one staff working and covering eight hours a day in the library.	1. Need to fill the vacancy positions as soon as possible to resume the normal full-staff services. 2. Need to have Facilities and Maintenance staff fixed the housing as soon as possible before the hiring of professional cataloger from off-island.

ACADEMIC AFFAIRS : Student Support Services

AY10G1: TO REDUCE THE ATTRITION OF PARTICIPANTS FROM 40% TO 25%

STRATEGIC FOCUS
ACADEMIC EXCELLENCE *: Goal 1- ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:* • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life)

SSS-Obj.1.1: At least 150 eligible SSS students will be identified, selected, and enrolled in SSS by February 30th and September 30th every semester.

Action	Outcome	Challenges	Recommendations
On the last week of August, 243 ELI students from ELI English 70, 71 and 80, 81classes attended the SSS Fall Orientation held at the SSS Lab. Two hundred (200) interested students completed and turned in their SSS applications.	The 200 applications were screened by the SSS staff to ensure the students met eligibility criteria. The qualified students were asked to submit the required documentations. The total number of new students selected and enrolled in the SSS program was 121. Those continued were 32 and the population for the SSS during the Fall semester was 153 students.	The SSS staff experienced difficulties in obtaining the necessary documentations from the students	Need to create a better method of obtaining the required documentations to complete participants' files. SSS staff will work with ELI instructors in creating a better method of requiring students to submit documentation

SSS-Obj.1.2.: Fifty (50%) of newly admitted project participants will have their needs assess and place in academic/tutorial skill levels within four weeks of acceptance

SSS participants were encouraged to visit the Counselor for interviews and submit all required documentations needed to complete their files.	Those who visited the Counselor for needs assessment and placement into their respective tutorials: 186 received academic counseling, 144 received personal counseling, and 20 received personal interviews	After the tsunami, students appeared very restless and likewise, SSS had a difficult time collecting data from students.	Teachers and SSS staff must work together in making sure SSS participants submit needed documentations.

SSS-Obj.1.3.: Hundred (100%) of all active participants will receive a minimum of one academic advising contact and ten (10) academic or personal support contact hours.

Action	Outcome	Challenges	Recommendations
All (100%) SSS participants were assigned to ELI Advisors for academic advising during the ASCC student registration period. Qualified SSS participants were scheduled to attend tutorial with their tutors for semester.	SSS participants received academic advising from their ELI advisors and placed in respective ELI courses English 70, 71, 80, and 81. Continued students took English 90 & 91. The effects of the tsunami resulted in only 102 students participated in tutorial throughout the quarter. The inactive participants received less than 10 tutorial support contact hours.	Students were restless and indifferent about their studies during the semester.	Continue to encourage students to attend SSS activities to assist them with their ELI studies.

SSS-AY10G2: TO RETAIN AND GRADUATE PARTICIPANTS AT RATES EQUAL TO OR BETTER THAN STUDENTS WHO TEST DIRECTLY INTO THE COLLEGE-LEVEL ENGLISH PROGRAM.

STRATEGIC FOCUS
Academic Excellence : Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life)

SSS-Obj.2.1 At least 70% of participants who receive a minimum of five (5) tutorial sessions will pass their ELI courses

Action	Outcome	Recommendations	Action
Information concerning retention is continually being conveyed to students during tutorial and workshops.	Fall Semester grades: Eng 70 – 21 students Eng 81 - 33 students Pass - 7 Pass - 21 NP -14 NP - 12 Eng 71 – 18 students Eng 90 - 47 students Pass - 10 Pass - 33 NP - 8 NP - 14	Students were not faithful in keeping their tutorial hours. Instructors commented this was the worse semester in regards to students' behavior towards learning.	Information concerning retention is continually being conveyed to students during tutorial and workshops.

	Eng 80 - 46 students Pass - 37 NP - 9	Eng 91 - 49 students Pass - 29 NP - 20		

SSS-Obj.2.2: A minimum of fifty (50) participants will increase their social skills through participation in SSS activities, workshops, and cultural events as measured through students' evaluations and behavioral observations by SSS staff.

Action	Outcome	Challenges	Recommendations
All SSS participants were encouraged to participate in SSS club activities, career and training workshops throughout the semester	Over 75% of SSS participants who filled and submitted evaluations expressed positive attitudes towards working with instructors, SSS staff and peers.	Some students were not able to attend SSS functions due to conflicting class schedules.	Will try to schedule activities at students' activities times. (Tues & Thurs lunch times.

SSS-AY10G3: 80% OF PARTICIPANTS WILL BE IN GOOD ACADEMIC STANDING AT THE END OF EACH PROJECT YEAR.

STRATEGIC FOCUS
Academic Excellence: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life)

SSS-Obj.3.1: SSS participants will pass at least one (1) ELI course to qualify for the grant aid.

Action	Outcome	Challenges	Recommendations
SSS worked collaboratively with the ELI instructors to obtain grades of all SSS participants for the Fall, 2009.	137 SSS participants passed ELI classes for Fall semester. Will finalize these grades after Spring semester to determine Grant Aid re cipients.	None	Continue to provide support services to SSS participants for Spring semester.

SSS-Obj 3.2: Instructors and SSS staff will work collaboratively in distributing the 2009-2010 student grant aid.

The ELI instructors had been informed concerning their role in ensuring students participated in SSS activities.	Has not occurred	None	Continue to work with Eli faculty and SSS students.

SSS-Obj.3.3: At least 50% of SSS participants will participate in special projects and receive grant aid.			
Action	**Outcome**	**Challenges**	**Recommendations**
Students are being encouraged to attend SSS tutorial and activities. The application for grant aid will be forthcoming this semester.	Has not occurred	None	Continue to plan for projects
SSS-Obj.3.4: At least sixty (60%) of participants in the SSS program (excluding transfers, and those who exit for the reasons of work, military, health, family, or death) will be retained at ASCC.			
151 students signed up for SSS and at the end of the semester there were 153.	The total student population retained was 214. The high number represents some students took two classes (reading & writing) for Fall.	None	Will encourage students' participation in SSS activities.

SSS-AY10G4: TO INCREASE THE TRANSFER RATE OF ELIGIBLE STUDENTS FROM TWO-YEAR TO FOUR-YEAR INSTITUTIONS.

STRATEGIC FOCUS:			
Academic Excellence : Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Enhancing Opportunities for Student Academic, Career and Personal Success			
SSS-Obj.4.1: 20% of the ASCC graduates who participated in the Student Support Services Program will transfer to a four-year institution off-island.			
Action	**Outcome**	**Challenges**	**Recommendations**
SSS consulted the assistance of the Admission Office in securing the number of off-island transfer graduates for Fall semester.	For fall semester only, 17% of graduates were SSS students.	Unable to contact students for transfer information.	SSS and Student Services will work to identify transfer SSS graduates.

SSS-Obj.4.2: To work closely with Student Services in providing counseling activities to assist students in applying for admission to and obtaining financial assistance for enrollment in, a four year program of post secondary education.

Action	Outcome	Challenges	Recommendations
SSS will work closely with Student Services Counselors this semester.	Has not occurred.	None	Will work closely with Student Services

SSS-Obj.4.3: Recognize SSS graduates in end of semester banquet.

SSS participated in ASCC Graduation Banquet!	28 ASCC SSS graduates received certificates of completion and gifts! 14 showed up and rest did not attend the function.	Thirteen (13) SSS graduates were not present at the Banquet.	Will work with Student Services to ensure SSS graduates attend future Banquets**.**

SSS-AY10G5: TO MAINTAIN AN INSTITUTIONAL CLIMATE SUPPORTIVE OF THE SUCCESS OF ELIGIBLE STUDENTS.

STRATEGIC FOCUS:
Staffing : Goal 2: ASCC will support Faculty & Staff Performance Commitment by: • Providing a Work Environment that encourages professional growth, recognizes and support excellence in Services and provides advancement opportunities

SSS-Obj 5.1: College SSS alumni will serve as tutors and mentors for SSS participants.

Action	Outcome	Challenges	Recommendations
Every semester, SSS recruits tutors and mentors from the pool of ASCC SSS applicants.	SSS worked with 7 tutors and mentors. Four (4) were SSS college students and 3 were ASCC students and they worked on voluntary basis.	Due to limited working hours, student tutors ended their assignments early before semester ended.	Continue to recruit from ASCC SSS students for Spring semester.

SSS-Obj.5.2: The SSS Club will comprise of 50% of SSS active participants.

SSS staff encouraged and supported the SSS students' club in all their	The president of the Club for the Fall semester was one of our volunteer tutors. Membership	Students were more restless this semester.	Will engage club members in special projects for Grant Aid.

activities.	grew to 95 students.		
SSS-Obj.5.3: Conduct activities design to acquaint students with the range of career options available to them.			
SSS staff worked with alumni members who are successful professionals in the community.	US Army Staff Sargent Afu Lefaoseu, presented on career options in the military services. He also encouraged students to succeed in education. Sargent Lefaoseu will receive his Doctorate Degree in January, 2010.	None	Will have schedule career workshops for this semester.
SSS-Obj.5.4: Provide at least one (1) cultural event not usually available to SSS participants.			
Plans in progress	Has not occurred	None	Plans in progress

ACADEMIC AFFAIRS : GEAR UP American Samoa

GU-AY10G1:   SIGNIFICANTLY INCREASE THE NUMBER OF STUDENTS IN AMERICAN SAMOA PREPARED TO ENTER AND SUCCEED IN POSTSECONDARY EDUCATION.

STRATEGIC FOCUS			
Academic Excellence: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success.			
GU-Obj.1.1: Implement GUAS activities to successfully meet and sustain program outcomes.			
Action	**Outcome**	**Challenges**	**Recommendations**
1. The GUAS Office will continue to update the GUAS website <www.gearup.as> posting the cohort 10th grade student grades on the student online portals, and posting student, teacher and parent academic, social and financial aid information. 2. Provide Classroom assistance by mentoring, tutoring and substituting for Math and English cohort classrooms teachers. 3. The GUAS will continue to encourage the Read for Tickets Project rewarding students when they read and submit a book report. 4. The GUAS will conduct this years Summer Mini-Camps engaging students to 3 weeks of learning with Algebra camp, Writers camp, Autodesk camp, Reading camp and Pre-SAT camp. 4. GUAS will continue to publish the quarterly GEAR UP Newsletter. The	1. During the reporting period the GUAS Website was upgraded to show the GUAS 2010 Google Calendar, Bio's of two new staff, Issue #3 of the GUAS Newsletter to include the 2009 First Semester cohort students English and Math grades on the MarkBook student portal; 2. During the reporting period the GUAS Instructors were able to observed 28 Before and After School Homework observing 660 students in attendance; 3. GUAS distributed 741 High School classic reading books to the eight High School GUAS English Teachers. These books are used in their reading and writing activities. The GUAS list of books can be attained upon request; 4. GUAS publish the 3rd issue GEAR UP Newsletter November 2009; 5. The GUAS held November and December stakeholder meetings with 1) Site Managers, 2) DOE District Leaders, 3) Local Partners and 4) GUAS Staff Planning Meetings. Meeting minutes can be attained	1. GUAS is in need of a Math Instructor to help provide advance Math Training and PD sessions for the GUAS teachers; 2. The September 29, tsunami disaster caused a set back for all GUAS program activities 3. Daily visitation to all the eight cohort HS's is a challenge for GUAS. In order for GUAS staff to visit all the schools the staff members are having to use their own personal vehicles to visit the After/Before Homework sessions, the WAS sessions and to present PD sessions to the high school cohort staff;	1. The GUAS is in need of hiring an additional Instructor to help monitor and conduct Math teacher training sessions and PD sessions to the eight cohort high schools; 2. The GUAS is in need of securing another vehicle in order to conduct program activities at

37

Newsletter highlights program activities. 5 GUAS will continue to hold stakeholder planning meetings with: 1) DOE District Leaders, 2) Principal and Coordinators, 3) Partners and 4) Office staff. 6. GUAS will continue to provide MarkBook classroom management software training to all GUAS cohort High School administrators and teachers. 7. GUAS will publish all program evaluation reports, performance reports, training reports, meeting minutes, newsletters, etc. for all stakeholders to include cohort clients. 8. GUAS will continue to monitor and document all cohorts Before and After School Homework sessions. 9. GUAS will offer after school technology Math, Autodesk and Pre-SAT learning sessions at ASCC ITT Computer Lab. 10. GUAS will present scheduled teaching strategy training sessions to all cohort HS teacher tutors. 11. GUAS will continue to research and write grants to support the GUAS mission and to further expand the programs and activities being implemented by GUAS. 12. GUAS will research and share funding.	upon request; 6) The Data Specialist conducted 18 hours of MarkBook Technology training to 14 teachers and administrators at FMHS, MBA and NVTHS during the reporting period; 7) Four GUAS cohort high schools conducted Before and After School Homework sessions while the larger AS DOE high schools conducted only the Before School sessions. In addition, GUAS/ITT provided the After School Autodesk and Algebra Sessions; 8) During the reporting period the GUAS Instructors conducted 24 Professional Development training sessions to a total number of 48 cohort teachers. PD sessions consisted of 1) Reading Teaching Strategies, 2) Classroom Management and 3) Student Portfolio development; 9) The Director worked with Pima Prevention Partnership in submitting the Teacher Quality Partnership Grant Applications to the U.S. DOE October 6; 10) ASCC President and the GUAS Director was notified of the GEARUP Tech Support Planning Award approval October 27. This Planning Award grants GUAS $24,000.00 for the purpose of planning for the Fall 2010 GEARUP Student Math & English Intervention Proposal for $100,000.00 The application is due March 15, 2010. 11) During the reporting period GUAS alerted three ASCC Directors and Department Heads of the applications that could assist their development and	4. GUAS has had success in meeting with our Site Managers and Partners scheduled meetings however, the AS DOE District Leaders have not been as participative in attending the schedule meetings . GUAS values the AS DOE District Leaders feedback to the GUAS programming; 5. It is necessary for GUAS to monitor the Before/After School Homework sessions. A few GUAS Cohort School Administrators and Teachers are not monitoring the Homework sessions for the GUAS program. Teachers are not showing up, and the Administrators are not performing their duties; 6. In spite of the suggestions made by the Deputy Directors and District Leaders in the past 3 years to have GUAS present to AS DOE Teacher Orientations and give PD sessions GUAS has not	the cohort high schools on a daily basis; 3. GUAS modified the Homework Session student sign-in sheets to capture a more accurate number and to identify those students who will be earning incentives; 4. GUAS will need to engage teachers to practice new and motivating teaching skills with their students; 5. GUAS must begin planning the 2010 Summer Camp;

| opportunities to all cohort High Schools, Partners and ASCC associates | growth. The departments were: 1) ASCC Library, 2) Samoan Studies and 3) Nursing Department. | been officially invited to provide services to AS DOE Teacher Orientations. | |

GU-Obj.1.2: Train 50 teachers each year to improve outcomes of GUAS cohort students

STRATEGIC FOCUS:			

Technology: *To effectively maintain and develop its Multimedia Peripheral access and services to internal and external stakeholders*
Staffing: *Invest and promote professional and employee development to enhance institutional effectiveness.*

Action	Outcome	Challenges	Recommendations
1. GUAS will present teaching strategy training sessions in Math and English to all cohort High School teacher tutors. 2. GUAS will train Math and English teachers how to integrate the GUAS assistive technology student learning programs (Math Trek, TALL, Pre-SAT software) with their classroom students. 3. GUAS will continue to present Teacher Orientations, Technology training sessions with electronic learning software programs and teaching strategies to all cohort schools and to non-GUAS schools when requested. 4. GUAS will design and implement student activities in reading and writing that will engage students and teachers; 5. GUAS will extend tuition assistance to any cohort teacher tutor who wishes to enroll into a degree required/pre Praxis teacher education courses at ASCC.	1) During the reporting period the GUAS Instructors conducted 24 hours of Professional Development Training sessions to 48 GUAS cohort Teachers and Administrators. PD sessions consisted of classroom management, English Reading and Writing teaching strategies; 2) The Data Specialist conducted 18 hours of Technology training to 14 cohort Teachers and Administrators to MarkBook Classroom Management systems; 3) The GUAS Staff conducted individual cohort school Teacher Orientation to 8 cohort high schools with 42 Teachers and Administrators; 4) GUAS upgraded the bandwidth to the GUAS Server with Blue Sky Communication. The increased Bandwidth has increased the speed and wireless access to the GUAS Server, Website and Internet connectivity; 4) The GUAS Instructors and staff developed five training syllabuses that are designed to help	1. GUAS is in need of hiring a Math Instructor to assist in the Homework sessions and the PD Teacher training sessions; 2. All Stakeholders were given an orientation to the GUAS Website and the educational resources that are available. All GUAS Partners websites are also hosted on the GUAS website for acknowledgment and Internet access. The challenge is to encourage all partners to share and use the services of the GUAS Website; 3. The September 29, Tsunami hampered the progress of the GUAS program activities. Progress	1. GUAS will encourage all GUAS Staff members to access and use the website learning resources; 2. GUAS will encourage Vocational Education Teachers to offer an integrated Algebra and Autodesk Vocational program at their individual high school; 3. All GUAS Teacher Tutors will be encouraged to enroll into the ASCC BA Education courses in order to improve their skill and to further their progress towards a teacher education degree.

| | teachers engage students with reading and writing skills. | was made however, at a slow pace; | |

GU-Obj.1.3 Conduct process and outcome evaluation of GUAS

STRATEGIC FOCUS

Technology G1.1 *To develop its Computer and Server access and services to internal and external stakeholders*

Action	Outcome	Challenges	Recommendations
1. GUAS will implement the Student College Knowledge Survey at the beginning of the school year; this survey is to evaluate our effectiveness in our students understanding in accessing and preparing for college. (US DOE Requirement) 2. GUAS will implement the Parent College Knowledge Survey at the beginning of the School year; this survey is to evaluate our effectiveness to our preparing the parents understanding in their child's readiness to access college. (US DOE Requirement) 3. The GUAS will develop and implement a 10th grade Pre/Post Math and English Assessment exam measuring student progress. The Pre-Test will be implemented in November 2009, and the Post-Test will be implemented in April 2010. 4. GUAS partnership with AS DOE will help in accessing the cohort students SAT10 and, or SBA test score results to determine the progress of GUAS students from year to year and to analyze our students test results with the overall U.S. National Percentile Rate and the Stanine test score analysis. 5. GUAS and Pima Prevention Partnership (PPP) have created 8 evaluation and survey assessments instruments that are used to measure and assess GUAS program activities, academic achievement and students/parents understanding in accessing college. 6. GUAS will submit Annual Performance Report (APR) April 15, 2010, and the October 1, 2010 End-of-Year Program Evaluation to	1) During the reporting period GUAS implemented the Student College Knowledge Survey to all eight high school cohort students. 1071 Surveys were collected and forwarded on to PPP for their analysis; 2) The Parent College Knowledge Surveys were distributed to the cohort students to have their parents complete and send back to the GUAS Office; 3) During the reporting period the GUAS Instructors implemented the Pre Math and English Assessment Instrument to over 1071 cohort students; 4) The GUAS and PPP revised the existing evaluation and surveys assessing the GUAS program data; 5) GUAS upgraded the Internet bandwidth of the GUAS Server	1. It has been difficult collecting the Parent College Knowledge Survey with the cohort parents; 2. Grading the approximately 1071 English and 1071 Math Pre-Test Assessment has been a time consuming task for the staff during the Christmas Holiday. We anticipate completion mid-February; 3. Internet accessibility for AS DOE has been strained as	1. GUAS is considering offering an incentive to parents who completes the PCKS and turn it back into the GUAS Office; 2. GUAS is considering an incentive for all GUAS students who completes work assignments by accessing the GUAS Website: conducting access to college research, access learning programs, connect with GUAS Partners, review GUAS reports, access and review students English and Math grades and attendance, access GUAS Program activities and

US DOE and to all GUAS Stakeholders;. 7. GUAS will provide monthly reports to PPP reporting on all activities, student academic progress, stakeholder meetings minutes and programmatic issues and barriers. 8. PPP will conduct a subjective evaluation report by interviewing staff, teacher, principal, parent and partners. The "GUAS PERSPECTIVE REPORT" and other reports will be submitted to the US DOE and to all Stakeholders to include being posted on the GUAS website; 9. GUAS will continue collecting cohort student Math and English classroom performance reports as well as their attendance records to the Before/After Homework Sessions which is collected bi-monthly to be posted on the GUAS website Student High School Portal.	with Blue Sky Communication. The increased Bandwidth has increased the speed and wireless availability for all GUAS users to the Internet; 6) Monthly reports and the GUAS Newsletter was forward to PPP for evaluative purposes 7). All 2009, cohort students attendance to the Homework session has been recorded and posted on the website Portal Link.	a result of the September 29, tsunami disaster; 4. The Tsunami disaster has caused a delay in most all data collecting processes.	completing GUAS evaluations and surveys; 3) GUAS is considering creating a GUAS Blog for students, parents and teachers to develop an online communication and college educational sharing to an access to college.

GU- Obj.1.4: Increase targeted students' academic performance and preparation for post-secondary education.

STRATEGIC FOCUS

ASCC-AY10G: I.1: To enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success.

Action	Outcome	Challenges	Recommendations
1. GUAS will continue to offer Before and After School Homework Session at all cohort High Schools. 2. GUAS will award students incentives in attending the BSHS and or the ASHS. 3. GUAS will support cohort High Schools staff to access their respective school Computer lab and Library during the BSHS and ASHS.	1. During the reporting period five cohort high schools offered Before School Homework sessions and five cohort schools offered After School Homework sessions; 2. The GUAS worked with all cohort high schools uploading the GUAS learning software. GUAS purchased needed technology supplies i.e., laptops, color printers, Math Trek software, reading books, dictionaries, etc; 3. Upon request from NVTHS the GUAS Instructor substituted for absent English classroom teachers; 4. 741 reading books have been purchased and distributed to the cohort high school English classrooms in the effort to	1. The 9/29 Tsunami caused a slow start for the GUAS student academic assistive programs; 2. During the reporting period the high schools extra-curricular activities caused less students participating in the GUAS Homework Sessions; 3. Internet access to the	1. GUAS will schedule Partners and stakeholders to present sessions to the GUAS classroom teachers teaching strategies to include AS DOE Teacher Orientation and, or AS DOE Teacher PD sessions; 2. The GUAS Instructors will schedule and

4. GUAS will coordinate a reading and writing incentive program awarding students for reading books, writing journals, poetry, submitting articles, etc.

5. GUAS will again conduct a summer camp training for all GUAS cohort students, 2010 Summer Camps will focus on Language Arts, Autodesk, Math Trek, Pre-SAT, etc;

6. GUAS will hold 3 ASCC Computer Labs from 3:00 pm to 4:00 pm. During the 2009-2010, GUAS will be providing Algebra, Autodesk, and a Pre-SAT integrating assistive technology training sessions for GUAS students.

7. GUAS will provide students College tours to the ASCC campus and to GUAS Partner Government Agencies as well as local public and private organizations to better prepare the students for college and career oppertunities..

help encourage reading and writing activities.

5. During the reporting period GUAS taught two After School sessions at the ASCC ITT Computer Labs for 25 cohort students in each Algebra and Autodesk Lab. The Technology Sessions were held Monday, Tuesday and Wednesday from 3:00 to 4:00 PM and was taught by the GUAS staff;

6. The GUAS implemented the Pre-English and Math Assessment Exams to all eight cohort 10th grade cohort students, approximately 1071 students. The GUAS Instructors and staff scheduled the test dates with each of the high school Principals;

7. The GUAS toured two cohort high schools (FMHS & IAA) to ASCC Campus. The tour visited Land Grant, ITT, La Book Store, the Library and the Campus Snack Bar;

8. GUAS rose over $20,000.00 through a donation from PPP Tuscan, Arizona to include supplies and materials donated by local Partners. The GUAS Tsunami Relief supplies were distributed to all affected cohort students. 200 high school students received a backpack filled with school supplies and a duffel bag consisting of personal supplies to include tee shirts, slippers, school uniform material, toiletries, undergarments, etc.

9. GUAS visited 3 AS DOE Elementary Schools: Matatula, Alataua/Taputapu and Masefau Elementary Schools to distribute GUAS Tsunami Relief supplies: sports equipment, tents, coolers, tee shirts and organized a sports day event for the entire elementary school.

cohort high schools have been unreliable having experience the destruction of the tsunami .The affects to AS DOE Erate and the connectivity to the individual high schools caused problems for their Internet connection;

4. Offering incentives to cohort students will require complete dedication from the High School cohort staff. GUAS has had a difficult time with two high schools staff attendance, teacher student ratio and accurate and timely data being reported. GUAS Instructors are finding conflicting reports;

5. This year GUAS has not been able to secure After School AS DOE Bus services as a result of a shortage of busses and a busy AS DOE bus schedule.

implement a series of Pre-SAT training sessions for teachers and students;

3. GUAS will begin this Spring 2010 semester offering a Robotics After School Session at the ASCC, ITT Lab. Four Robotic Kits will provide four groups of 25 cohort students each to engage in the mathematical, engineering vocational opportunity;

4. GUAS will need to increase the opportunity and motivation for students to attend the ASCC After School Academic Programs for cohort students.

5. GUAS will invite ASCC Financial Aid and Student Services to present to the cohort school WAS programs;

GU-Obj. 1.5: Increase the rate of high school graduation and participation in post-secondary education.

Action	Outcome	Challenges	Recommendations
NA	NA	NA	NA

GU-Obj.1.6: Increase students' and families' knowledge of post-secondary education options, preparation and financing.

		STRATEGIC FOCUS	

Technology G1: *To develop its Computer and Server access and services to internal and external stakeholders*

1. The GUAS website is currently hosted on the ASCC Website as an ASCC Community Program and also as a Special Project. It is intended to help better inform parents, students and educators to information about financial aid and college access; 2. The GUAS will continue to publish the GEAR UP Newsletters highlighting the 2009-2010 school year activities. News Letters are distributed to all stakeholders and all cohort High Schools as well as to the general community. 3. GUAS will continue monthly WAS (Wrap Around Services) to the High School communities. 4. GUAS will upon request present GUAS access to	1. GUAS presented an on-line Website presentation to the stakeholders' the websites' student, parent and teacher resources links as well as the links to college financial assistance, the APR, Newsletters, SAT Academic Achievement Report, Program activities and the cohort student link to the grade Portal; 2. The GUAS published the third issue of the GEARUP Newsletter November 2000; 3. During the reporting period the GUAS assisted in presenting 5 WAS (Wrap Around Services) Sessions at the cohort high schools with a approximate attendance of 380 students, teachers and parents; 4. Upon request the GUAS visited Matatula Elementary to meet with the School Administrator and PTA Representatives to help share program academic activities; 5. As a post tsunami relief effort the GUAS was requested by three Elementary Schools to help motivate their students from after having experience the tsunami disaster: 1) Matatula Elementary, 2) Alataua Elementary/Taputapu	1. The tsunami and the recovery of had delayed the GUAS efforts in reaching parents and technology assisted programs; 2. Integrating the use of the GUAS Website with GUAS students, teachers, parents and all stakeholders has been slow; 3. Encouraging all cohort schools to hold WAS sessions for the cohort clients to discuss college access and financial assistance; 4. Initiate and support cohort schools and parents to tour ASCC and listen to college access support programs; 5. The majority of the high schools lack the technology Internet connection, computers, printers, etc to conduct technology learning	1. GUAS will schedule the stakeholder to present to the GUAS cohort teachers teaching strategies and to all GUAS WAS presentations; 2. The GUAS Instructors will schedule and implement a series of Pre-SAT training sessions for students; 3. Increase the opportunity and motivation cohort students to attend the ASCC After School Academic Programs and campus tours. 4. Invite ASCC Financial Aid and Student Services to present to the cohort students during campus tours or after hour visits; 5. GUAS will design a GEAR UP "Teachers Newsletter" to present Pre-SAT teaching strategies, Reading and Writing

college presentations to non-GUAS schools both Elementary and High School levels.	Elementary and 3) Masefau Elementary. GUAS donated sports equipment, tee shirts, tents, coolers and ice cream for the entire school;	lessons or to access college resource information;	activities and Financial Aid and Access to college information;

GU-Obj.1.7   Increase the daily attendance and on time promotion to successive grade levels for GUAS students.

STRATEGIC FOCUS

Academic Excellence G1: *To enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success.*

Action	Outcome	Challenges	Recommendations
1. GUAS will provide incentives for students who attend the Homework sessions. 2. GUAS will provide AS DOE School Bus Services to pick up students after the ASHS and drive them to their respective villages. 3. GUAS will encourage cohort Math and English Teachers to require their students who need the academic assistance to attend the GUAS Homework sessions.(BSHS, ASHS) 4. GUAS will work closely with the AS DOE District Leaders in providing Teacher Professional Development sessions for the Elementary and High Schools faculty and staff.	1. The incentives for students was not initiated during the reporting period as a result of the many distractions that plagued the program however, GUAS is gearing up to put the incentive plan into action spring 2010; 2. AS DOE Bus services was not put into place as a result of the large DOE cohort High Schools shifted their After School Homework sessions to Before School availing the students to other after school extra-curricular activities; 3. The GUAS Instructors visited and monitored the Before/After School Homework sessions providing tutoring and instructional mentoring at the cohort High Schools;	1. Collecting accurate data from a few cohort schools have been difficult as a result of the lack of support from school administrators who are not monitoring the Homework sessions and the staff attrition; 2. The lack of AS DOE District Leaders participation and support has lessened the feedback and partnership effort; 3. The September 29, tsunami and the islands recovery slowed the progress and attendance of the Homework Sessions. Power and water outage as well as downed Internet connection plagued the islands effort in getting back to normal; 4. AS DOE Bus services schedule is busy transporting other extra-curricular school activities making it difficult for GUAS to secure their services;	1. Offer incentives to students who attend and participate with at least 80% of the bi-monthly Homework Sessions; 2. Devise a system to reward high percentage in Pre-SAT Vocabulary and writing assignments; 3. Offer student motivating programs and activities that will entice them to participate;

GU-Obj.1.8: Increase the number of GUAS students who expect to graduate from high school.

Action	Outcome	Challenges	Recommendations
NA	NA	NA	NA

ACADEMIC AFFAIRS: UPWARD BOUND

UBP-AY10G1: _TO MEET FEDERAL STIPULATED GRANT PROPOSAL OBJECTIVES._

STRATEGIC FOCUS
Academic Excellence   _Goal 1: ASCC will enhance and deliver innovative, effective education &_   _support programs to facilitate Student Academic Success by:_   • _Providing highly qualified faculty, appropriate facilities and a curriculum that reflects Communication, Job and Life Skills_   • _Assessing and Revising/Restructuring (recommendations to improve) Curriculum_   • _Emphasizing High Quality Teaching & Services_   • _Developing and implementing programs that serve the needs of the Community_   _Goal 2: ASCC will support Faculty & Staff Performance Commitment by:_   • _Providing a Work Environment that encourages professional growth, recognizes and support excellence in Services and provides advancement opportunities_

UBP-obj.1.1: identify, enroll and assess once a year the academic, educational and motivational needs of at least 50 eligible pacific island high school students;

Action	Outcome	Challenges	Recommendations
All fifty (50) students currently participating in the UBP have met and completed program requirements for enrollment. **Objective 1.1 -** (20% of these students will be recruited and selected based upon federal criteria addressing "High Risk" students);	23 students were interviewed with their parents; 12 students were accepted to fill the positions held by seniors who graduated in the past school year, and 13 were placed on the Wait List. *November and December, 3 students from the wait list replaced 3 students who were terminated due to poor attendance;	Grant is level funded allowing only 50 participants for both Tutuila and Manu'a site;	Write separate proposals for Tutuila an Manu'a; additional proposals for a UB Math & Science program;

UBP-Obj.1.2: To provide 50 (100%) eligible Pacific Island high school students, during the school year, appropriate tutoring

sessions in three major areas such as English (reading, writing and literature), Mathematics (algebra, geometry and pre-calculus) and Science (biology, chemistry and physics). These subject areas will extend to a six-week summer program with additional classes in the areas of computers, foreign language, critical thinking and cultural literacy & exploration. (Process)

Action	Outcome	Challenges	Recommendations
13 Counseling Sessions – 9 Contact Hours 35 Tutorial Sessions – 35 Contact Hours **Objective 1.2 –** Tutorial sessions are aligned to participants high school course work (classes) including assessments and scholastic tests to enforce and secure student learning outcomes. Tutorial sessions will also be monitored to ensure participation in collaboration with federal grant requirements;	Counseling Session – 33 students; Tutorial Session - 42 students; *Number of students is calculated on an average amount	*Due to ASG/DOE change in time schedule student and tutor release time have caused inconsistencies in UBP schedule;*	*Saturday Tutorials were approved and scheduled for make up sessions;*

STUDENT SERVICES DIVISION

Mission

The mission of the Student Services Division is to support the educational pursuit of all students attending ASCC characterized by a concern for high quality services, student access, learning, progress, and success.

STUDENT SERVICES DIVISION – 1ST QUARTER

SS-AY10G1: STUDENT SERVICES DIVISION WILL ENHANCE AND DELIVER INNOVATIVE EFFECTIVE EDUCATION AND SUPPORT PROGRAMS TO FACILITATE STUDENT ACADEMIC SUCCESS

STRATEGIC FOCUS
Academic Excellence: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:

SS-Obj.1.1: Deliver/Provide Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life).

Action	Outcome	Challenges	Recommendations
DOSS provided the following services for the 1st Quarter 2010, September-October-November 2009: **I. *Counseling*** services (Academic, Career, Personal, Diversity, Tutorial VA, Transferability, Alumni). **Earthquake/Tsunami:* *Services, assistance and training were provided for students and faculty after the Earthquake/Tsunami disaster. A Tsunami Committee was formed w/memberships from the Administration (VP of ASA, Dean of AA, a Counselor & student representatives.* **II. *Tutoring*** services in coordination with the Division of Academic Affairs and department chairs; **III. *Student Recruitment & College Prep*** *-Offered 10 sections of College & Life*	**I. Counseling:** -From October to December, a great number of students have visited the SLAC facility for tutoring and study, as well as counseling assistance from the Alumni/ Transfer Counselor that is situated in the Student Learning Assistance Center (SLAC). -Low-grade counseling during this period was successful; all four counselors met and consulted students on a walk-in basis. More than 100 students were seen and assisted. The low-grade form provided to the faculty proved to be effective in getting the students to meet with the counselors. Low Grade Period – instructors used the Low Grade Report Form provided to set appointments with the Counselors; ELI brought in the most students; 46 Low Grade (LG) Referral by instructors; 24 ELI LG students seen and counseled; 13 Personal Counseling;	**I. Counseling** -To improve the collection of student contact data; -Majority of faculty are inept to participate with the low-grade process giving students alternatives to perhaps improve their grades for the classes. -Getting students to come and ask for assistance from the Counselors -How to include/incorporate Counselors as part of their academic planning. -Keeping data and log on students met and seen. **-**CLP 150 textbooks cost too much. -Student retention - high	**I. Counseling** -Mandatory visit(s)/appointment to a counselor at least once per semester. -To clarify the process by which counselors keep records and logs of student contacts, visits and appointments. - **II. Tutoring** -All academic departments chairperson should continue to meet on a regular basis to discuss more effective strategies to encourage students to come in for tutorial assistance. -Make it mandatory for students on suspension,

Planning (CLP150), *High School Outreach, and Financial Aid* *Workshops (on-and-off-campus).* **IV. Financial Assistance**: **-Scholarships/loans** (In-house, local & national) -**Work-study** *via School-To-Work (STW) &* *Student Employment Center; Federal* *Work-Study, & CACGP.* -**VA students** Assistance on variety of benefits they may qualify for, i.e. the Post 9/11 Veterans Education Assistance Act of 2008, Montgomery Bill – Active Duty; Montgomery Bill – Selected Reserve; Reserve Educational Assistance Program; and Dependents Educational Assistance Program. **V. Vibrant and secure environment for** **campus life** **-SGA** activities, i.e., Miss ASCC; intramurals (volleyball, basketball & table tennis); SGA Retreat; Breakfast for students during week of Finals; workshops on Leadership, ASCC Policies, Ethics, First Aid, Transferability, Zero Tolerance; re SGA Fall 2009 Calendar of Activities. **-Zero Tolerance** is being enforced -The **Student Learning Assistance Center** **(SLAC)** provided space, technology (2	35 Walk-in **-College and Life Planning (CLP 150)** Each counselors taught 2 CLP sections per semester, with a total of 10 CLP 150 sections offered Fall 2009 Annie 48/63 Mark 49/60 Mary 56/22 Matesina 28/50 Fualaau 42/23 *Total 213/218* -All walk-ins were recorded including names of students and their purpose for visiting was recorded and assistance provided **Earthquake &Tsunami Disaster** -Provided psychological training executed by Red Cross Representatives; -Provided Post Crisis Counseling for students of ASCC who were affected both direct and indirectly by the Tsunami. -An assembly was also provided attended by many students and a faculty; close to 200 participated and attended. -A counselor also assisted by walking in villages searching for students who were directly affected. **II. Tutoring:** Collected reports from academic	enrollment at the onset of the semester and decreases towards midterm; -Finding strategies to get students to complete course to the end. **II. Tutoring** Need more feedback from academic departments on the number of students who participated in the Tutoring services for Fall 2009. **III. Student Recruitment &** **College Prep** Transportation and Scheduling for High School(s) outreach. **IV. Financial Assistance** -Getting paychecks for the tutors on a timely basis from the Business Office. **V. Vibrant and secure** **environment for Campus** **Life** -Materials ordered for SLAC have not been forthcoming.	probation and low-grade status to be tutored on a weekly basis with the coordination and assistance of the instructors. **III. Student Recruitment &** **College Prep** ASCC to provide assistance with vehicles. **IV. Financial Assistance** **V. Vibrant and secure** **environment for campus** **life** -Set up SLAC as a "smart" classroom. -The SLAC space is ideal, however, renovation and replacing of ceiling must be done ASAP before the beam falls down (beam and wires being eaten/chewed by large rats that visits the office. **VI. Accurate and accessible** **student records** For DOSS to be directly

computers available) and counseling services for students to enhance academic, career, and personal success.

VI. Accurate and accessible student records
-Student names are logged and or attendance is taken accordingly to assure services rendered and for data collection i.e. counseling walk-in visits, appointments, prospective graduates meetings.

A. Counselors continue to serve students on an "open door policy" by providing counseling on a daily basis through walk-in.

-Students names are logged accordingly to assure services rendered and for data collection.

-Students are informed during New Student Orientation held at the beginning of Fall and Spring semesters all of the Student Services and opportunities available to all including free Counseling for all students.

-Counselors' office hours are made visible to all students, faculty and staff by posting it on their door.

-Continue to provide and offer *College* | departments offering tutorials on number of students tutored for Fall 2009, re Tutorial Directory Fall 2009.

Hired peer tutors: 6 tutors under the FWS, and 12 tutors under the CACG project. Tutors were paid bi-weekly once time-schedules were established; most contracts ended in the latter part of November.
-**32**: Total walk-ins referred to tutors;
-**162**: Overall total of students tutored.

Low Grade Reporting Period - Instructors used the Low Grade form provided by DOSS to set appointments – ELI dept brought in the most students, total #24 students seen and counseled.
Hired Peer Counselors from September under the Federal Work Study (FWS) and the CACGP ended in November.

-As the semester progressed, more and more walk-in students.

III. Student Recruitment & College Prep
-**College and Life Planning (CLP 150)** courses are also offered as part of counseling, college & life panning, and retention. Each counselor taught 2 CLP sections per semester, with a total of 10 sections of CLP 150 offered in the Fall 2009 semester.
Annie 48/63
Mark 49/60
Mary 56/22 | -SLAC facility is unsafe for students and staff due to rat infestation. The work space/facility poses a safety hazard for students and staff; this includes the Counselors' offices.

VI. Accurate and accessible student records
Accessibility to student records, schedules and transcripts, is difficult due to ARO's process and/or "busy-ness" along with the computer being down.

.

- | hooked up to the DATATEL/Colleague.

. |

and Life Planning (CLP 150)
Classes. A total of 10 sections were offered for Fall 2009 semester, 2 sections per counselor.

-Counseling is also provided to students with personal issues that is/are interfering with their educational pursuit or issues that needs to be addressed immediately re YANA;

Academic counseling is also provided for students on probation and also during the Low-grade Reporting Period as per Low Grade Report from instructors;
Walk-ins counseling is also provided on a 'need' basis.

B. Tutoring:
-Tutorial services were provided to all walk-in students and also on a 'need' basis.
-Students were also referred to Academic Departments Tutoring services as needed, re Tutorial Directory of Fall 2009.
-12 Tutors were hired under the College Access Challenge Grant Program;
-6 Tutors were hired under the Federal Work Study Program;
-Tutors were hired at an hourly rate of $7.25 and given a maximum of 65 hours for the semester, paid on a bi-weekly basis
The SLAC facility was also open for any

Matesina 28/50
Fualaau 42/23
Total 213/218

 -High School Outreach to all public and private high schools, except Manu'a High School (funding);
-Financial Aid Workshops (on-and-off-campus), coordinated and sponsored by DOSS and Financial Aid Department.

Transferability:
-Students were able to apply online to off-island 4-yr accredited institutions, expediting the application process.

Students were able to shop around and made better choices for a college/university that suited best their major/preferences and financial situation.

-39 students inquiries on transferability, scholarships, loans, work-study.
-College and Life Planning (CLP 150) also assist students for transfer to off-island colleges & universities and to the world of work.

IV. Financial Assistance

-**22** Total recipients **ASG Financial Aid Assistance**: 8 Transfer Scholarships/3

tutorials under the CACGP and FWS program.
 	
C. Transferability:
Continue to gather information for ASCC Fall 2009 tutorial program/services from DOAA/academic departments.
-Computers were set up in the SLAC to assist with student transferability information, applications, and research.
 	
D. Financial Assistance
 	
E. To promote a vibrant and secure environment for campus life
 	
F. Accurate and accessible student records
 	
-**The 4-1-1 Student Newsletter** is the mode of communication for all student-related announcements and is published electronically and/or hard copies are made available to all students and staff; i.e. applications availability and deadlines in regards to
 In-House Scholarships, ASG Scholarships/Student loan applications, National Scholarships, availability of work-study applications and deadlines, transferability info, tutoring availability, alumni outreach, VA updates, etc.
Post flyers at various departments,
	Teacher Scholarships and 11 Loans.
	
	Non Pell Work Study:
	  -Student Employment Center – 12 students hired; ($10,000 FY 2010 + $3000 from SGA).
	
	  -**STW** - **69** total (**20-22** student trainees on-campus + **47** off-campus).
	
	-**CACGP** -12 Tutors were hired under the College Access Challenge Grant Program;
	-FWS - 6 Tutors were hired under the Federal Work Study Program;
	-Tutors were hired at an hourly rate of $7.25 and given a maximum of 65 hours for the semester, paid on a bi-weekly basis.
	
	-**Scholarships** – In-House:
	  Saili le Atamai (SGA) - $3000
	  Presidential Merit Scholarship – 2 students at $500 each ($1000 per semester);
	  Miss ASCC Pageant for winner and 3 runner-ups: $2000;
	
	 -**VA Students**:
	A total of **111** Veteran students were served for Fall 2009.
	Chapter 30 = 6 (Veterans & Retirees;
	Chapter 31 = 8 (Rehab);
	Chapter 35 = 49 Family Members;
	Chapter 16016/1607 = 46 Reservists;
	Chapter 33 = 2 Post 9/11.
	Chapter 33 = 2		

offices, Le Bookstore, and Cafeteria as well as through the -**The Student Learning Assistance Center (SLAC)** provided space, technology (2 computers available) and counseling, tutoring and transferability services for students to enhance academic, career, and personal success.	**V. To promote a vibrant and secure environment for campus life** -SGA Re Student Calendar of Activities, Fall 2009. -Zero Tolerance enforcement with the assistance of the Campus Security Officers along with the Board of Hearing and Appeals committee members, chaired by the Dean of Student Services and includes Dean of Academic Affairs, and representatives from the Academic Counseling, Faculty and Student. -4-1-1 Student Newsletters The 4-1-1 Student Newsletter, published weekly by Student Services SLAC office is the DOSS's mode of communication for all student-related information. **VI. Accurate and accessible student records** -ASCC Alumni survey, 37 collected during alumni meetings and functions. -Alumni Exit Survey and Satisfaction Survey given to graduates of Fall 2009 completed and collected 92; Both surveys forwarded to IE for data assessment. -ASCC Matai Alumni Association brought in 104 alumni connections.		

SS-Obj.1.2: Enhance opportunities for Student Academic, Career and Personal Success.

Action	Outcome	Challenges	Recommendations
I. _Transferability_ -Alumni/Transfer Counselor is responsible in counseling students with information as needed, along with the assistance of the Dean. -At the end of each semester, the list of ASG transfer scholarship and loans recipients is forwarded to IE and also kept on DOSS file. -Continue to gather information for ASCC Fall 2009 tutorial program/services from DOAA/academic departments. -Computers were set up in the SLAC to assist with student transferability information, applications, and research. -Students are made aware through the 4-1-1 Student Newsletters published weekly and through flyers and notices posted on Bulletin Boards throughout campus. **II. _Expand Employment Counseling_** Coordinator of Student Employment Center is responsible in providing this service; also the Career Counselor counsels students accordingly. -Space for employment counseling & resources is located in the Student Employment Center, Career Counselor's office and SLAC. -4-1-1 Student Newsletters provides	-Availability and deadline for ASG Scholarship/loan applications, 11/2/2009 to 11/22/2009; In-House Scholarships applications availability and deadlines, 8/31/09 to 10/18/09; Non-Pell Work Study (STW and Employment Center) applications availability and deadlines were also posted in the 4-1-1. National Scholarship, Barry Goldwater deadline, 12/29/2009, and 1/29/2010 deadline for ASCC Representative to mail (2) applications. -Students were informed of graduation commencement important dates and deadlines. -Alumni Counselor assisted 24 students on scholarships/loans info & transfer information. There were 39 students inquiries in the Dean's office on transferability, scholarships, loans; There 62 students for Disciplinary hearings, grievances, and using the Xerox for copies. CLP: All counselors have taught 2 section of CLP, a total of 10 sections were open, which included the Student Employment	Reaching 100% of student population on regarding announcements for all to be informed and knowledgeable of access and opportunities availability. Only 2 computers are working in the SLAC office– was advised to wait for the Stimulus money in order to purchase computers to meet the needs of the students. -Rat (large!) problems, destruction of computer lines/telephone lines – are eating all of the wires of computers, printers, telephone & wood (beam support). III. Collecting info from ASCC alumni due to confidentiality issue. Making work area safe for all of Student Services staff on a daily basis. -Alumni Counselor assisted	Assistance from Instructors to remind students during class to become aware of flyers, posters, announcements via the 4-1-1 of all student-related news. -Strategies and/or ideas to maintain CLP students to complete semester. -Continue to counsel students about their mission, goals and objectives so they can become successful and matriculate in a timely manner.

announcements along with notices, flyers and referrals from staff and faculty. ***III. Track alumni employment. Transfer and enrichment.*** -The Alumni /Transfer Counselor is responsible in putting the Alumni database together, which includes the current Fall 2009 graduates. -Data collected are organized in Binders, and shared with IE and Research Foundation office (J.AhSue). -The Alumni/Transfer Counselor is also housed in the SLAC and is accessible to students seeking assistance, information and transferability. -Marketing ASCC Alumni page on Facebook website. -Employment data is noted on the quarterly reports and DOSS file. ***IV. Strengthen and increase articulation agreements*** Chaminade University of Honolulu, Ms Shauna Pimental, Admissions Counselor, visited/recruit to ASCC on 9/28 & 10/01, 2009.	Coordinator/VA Student Affairs as part of the CLP teaching pool. -Students were able to utilize the SLAC to search for College, Career, Transfer and research using the 2 computers that are available and/or working.	24 students on scholarships and transfer information.	

SS-Obj.1.3:
- Assess and Revise/Structure (recommendations to improve) Student Services.
- Continue and complete Program Review for all Student Services

Action	Outcome	Challenges	Recommendations
I. To continue Student Services Program Review Program Review is ongoing, as per Quarterly Reports. Utilizing the ASCC's Program Review Process. ***II. To provide a systematic process to organize and interpret assessment data*** ***III. To evaluate the effectiveness of Student Services*** Student Satisfaction Survey and the Exit survey is administered each semester to prospective graduate students. ***IV. To review the Student Services through the biennial catalog Update*** -Student Services update for 2010-2012 Catalog is in the state of being, and will be updated as it is being scheduled on Curriculum Committee meetings dates.	-Work space remains the same and absolutely nothing has been done, e.g. SLAC – beam and ceiling tiles are falling and fluorescent lights have not been replaced, + covers of lights are hanging down. -ASTCA panel is an eyesore w/wires sticking out and will soon fall down w/out any structural support – only thing holding the panel is being held up with the telephone wires connected to the it. Rats are seen coming up and down using the ASTCA wires and eating the computer-printers-telephone wires in the SLAC office.	SLAC office is a safety hazard due to rat infestation. -Internet connection has been cut off due to rats chewing on wires. Waiting for materials or equipments that was placed on order last Spring/Summer/Fall 2009 to arrive – always the same answer from the businesses "ASCC have not paid their bills" therefore order of materials and equipments are on HOLD! Biggest problem is Rat infestation – eating wires and leaving droppings everywhere = unsanitary. No work being done. -	-DOSS must have a better facility for our student population; -Insufficient computers to assist students to do transfer, tutorials, scholarships, research, FAFSA applications and other online information and applications. Have used rat poisoning and traps, yet problem continues – the rats are using the ceiling/attic as their home. -Replace ceiling/roof of the SLAC.

SS-Obj.1.4: Emphasize High Quality Student Services.

Action	Outcome	Challenges	Recommendations
I. To increase effective delivery & student services Through Counselors (Academic, Personal, Career, Tutorial/Diversity, Alumni/Transfer); Student Employment Coordinator, School-to-Work Coordinator/VA Student Affairs, Student Government Association/Officers, CACGP staff – delivery & student services are in the state of delivering and rendering services on a daily basis. All DOSS Staff are equipped with new computers; -SLAC is also equipped w/1 new Color and 1 Black & White printer to accommodate students; -SGA also has a new printer; ID machine to replace old one has been ordered last semester but PO/PR and inks to be returned to IDVille was still sitting in the Procurement Office, Jan 15, 2010. 4-1-1 Student Newsletter continues to be published weekly, and emailed to all staff and faculty; a hard copy is also posted on a Bulletin Board in front of the SLAC office; hard copies are also available at popular places that students frequents; at the LeBookstore, Cafeteria, etc. Provided services for students and faculty after earthquake/tsunami disaster; A committee was formed to assist and provide support.	I. **To increase effective delivery & student services** -Quarterly Reports and Monthly meetings. -Assessment of student services per semester for prospective graduates via Student Satisfaction Survey and Exit Survey administered by DOSS. 4-1-1 Student Newsletter - Awareness of all students on student-related information and activities on-campus, locally, nationally and globally – SGA activities, announcements, deadlines, scholarships, transferability info, tutoring, VA updates, counseling, etc. -Provided Psychological training executed by representatives of the Red Cross attended by all SGA officers, counselors and staff; -Provided post-crisis counseling for students who were affected and indirectly affected by disaster, 12 students participated; -An assembly was provided for ASCC students after the disaster, a count of >200 students	Results of SS should be made available after turning it in to IE. No facility to hold student-related activities; Lack of trained employees to deal w/crisis/emergency; -Lack of training and materials available for emergency assistance. The internet service being cut off from time to time would paralyze efforts to assist the students with transferability and research. -Limited computers.	Results of Satisfaction Survey and Exit Survey to be made available in a timely manner so services may be adjusted/improved. -Professional workshops for staff to deal w/disaster related assistance. -Awareness of ASCC Evacuation Plan for everyone – students, faculty & staff. On-campus siren or bell for warning. -DOSS must be located together in one facility instead of offices being scattered/placed wherever – may be a factor in students not knowing where DOSS is located which results in now knowing where to go for Student Services assistance in Counseling, Tutoring, Transfer, etc!!! -Provide more computers, so we may be able to serve

	participated; -Counselors (Mark) assisted on walking various villages searching for students who have been directly affected by disaster.		and accommodate more students.
II. To continue to evaluate staff performance *Two-Way Performance Evaluation and Student Evaluation of CLP Instructors.* **III. To use staff performance data to improve individual effectiveness** *Two-Way Performance Evaluation and Student Evaluation of CLP Instructors, along with students' memos and notes.* **IV. To provide professional development activities in teaching and learning** No off-island opportunities provided this semester.	-Book Drive and Dollar Drive sponsored by SGA officers for students that were directly affected by disaster -Food Drive to assist students and faculty that were directly affected by earthquake/tsunami disaster; -You Are Not Alone (YANA) is advertised daily in the Samoa News Community Bulletin Board.		

SS-AY10G2: STUDENT SERVICES WILL SUPPORT STAFF PERFORMANCE COMMITMENT

STRATEGIC FOCUS			
ACADEMIC EXCELLENCE: Goal 2: ASCC will support Faculty & Staff Performance Commitment by:			
SS-Obj.2.1: Provide a Work Environment that encourages professional growth, recognizes and supports excellence in services and provides advancement opportunities.			
Action	**Outcome**	**Challenges**	**Recommendations**
I. To provide administrative resources for staff in teaching and learning **II. To provide recognition of Merit** **III. To implement professional improvement & degree advancement**	-Collect and compile data as well as minutes for the meetings held on a monthly basis. -Awareness and sensitivity of each department's services &	100% attendance and keeping minutes of meeting.	-SLAC Administrative Assistant should take minutes for Counselors/CLP meetings. -Offer incentives to

IV. To implement staff reclassification & ranks Divisional and departmental (Counselors/CLP, YANA, Peer Mentors, SGA, STW) meetings held on a monthly basis on updates, successes, impediments and recommendations; and when Dean deems necessary for important announcements. -Held monthly meetings to discuss and update reports for each department. -Birthday(s) celebrations with a Pot Luck; Gift exchanges to celebrate Christmas.	responsibilities; -Be more knowledgeable of ASCC mission, goals, and objectives and of the student services mission; -Work as a team; -Establish social connections.		attend meetings such as points toward Recognition of Merit.

SS-AY10G3: STUDENT SERVICES WILL WORK WITH ASCC IN THE IMPLEMENTATION OF THE CONSTRUCTION OF THE MULTIPURPOSE FACILITY

STRATEGIC FOCUS
FACILITIES: Goal 1: ASCC will implement the existing facilities plan through formalized planning and plan schedule of new construction by: • Constructing the Multipurpose Facility, Fale Samoa, the ITT Building, Teacher Education Building, Fine Arts Building and the refurbished Malae to accommodate institutional programs that leads to the fulfillment of our mission.

SS-Obj.3.1: To lend assistance in the construction of the Multipurpose Facility to accommodate the Student Services Division

Action	Outcome	Challenges	Recommendations
Non-action and no movement on Multipurpose Facility.			Let's get it built ASAP please! Students need a place/facility/building they can call their own to hang out and study. Almost every place on-campus is **prohibited** to students although our ASCC mission states that they are our priority!

SS-AY10G4: INVEST IN AND PROMOTE PROFESSIONAL AND EMPLOYEE DEVELOPMENT TO ENHANCE INSTITUTIONAL EFFECTIVENESS.

STRATEGIC FOCUS			
STAFFING: Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness.			
SS-Obj.4.1: Provide professional development and training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.			
Action	**Outcome**	**Challenges**	**Recommendations**
I. To establish a committee to develop guidelines for Professional and Employee Development Training Plan _II. To support required training_ _III. To promote personal and professional growth_ No Professional Development for any DOSS personnel this 1st quarter 2010.	N/A	N/A	To include DOSS staff in the committee to develop guidelines for Professional and Employee Development Training Plan.

INSTITUTE OF TRADES AND TECHNOLOGY

Mission

The mission of ITT is three fold:
- Prepare students for entry level employment;
- Prepare incumbent workers to receive certification and professional licensures; and,
- Prepare students to transfer to other higher institutes of learning outside of American Samoa.

INSTITUTE OF TRADES AND TECHNOLOGY -1ˢᵗ QUARTER REPORT

ITT-AY10G1: ITT INTENDS TO REVISE, ENHANCE AND UPGRADE ITS CURRENT PROGRAM/COURSE AND CURRICULUM LEADING UP TO AN ASSOCIATE OF SCIENCE DEGREE AND/OR CERTIFICATE OF PROFICIENCY (COP)

STRATEGIC FOCUS			
"Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • *Providing highly qualified faculty, appropriate facilities and a curriculum that reflects Communication, Job and Life Skills."*			
ITT-Obj.1.1: By the end of Academic Year, ITT will have re-organized and re-structured ITT's faculty and staff duties and responsibilities to align with ITT's new workload and priorities			
Action	**Outcome**	**Challenges**	**Recommendations**
Directions were issued to chairperson	Chairperson is being sent to Level II training of SLO's and assessment	None	
Comment: This Objective is temporarily suspended pending the outcome of the re-classification conducted by a Special Appointed Committee.			

ITT-AY10G2: ITT INTENDS TO INTRODUCE AND INTEGRATE THE APPRENTICESHIP TRAINING PROGRAM (ATP) TO ITS CURRENT PROGRAM/COURSE CURRICULUM ENHANCING THE WORKFORCE SKILLS OF STUDENTS LEADING UP TO A CERTIFICATION AND/OR PROFESSIONAL LICENSURE ISSUED BY UNITED STATES DEPARTMENT OF LABOR (USDOL)

STRATEGIC FOCUS			
ACADEMIC EXCELLENCE: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • *Expanding Academic Programs to meet the Mission of ASCC.*			
ITT-Obj.2.1: By the end of Academic Year, ITT Apprenticeship MOU will have been signed and program formalized by the Governor			
Action	**Outcome**	**Challenges**	**Recommendations**
Completed (100%)	A signed MOU by the Governor	Funding required to start the program	Accelerate process for stimulus funding
Comments: The remainder of this Goal is contingent on the availability of stimulus funding			

62

ITT-AY10G3: *ITT INTENDS TO INTRODUCE AND INTEGRATE "NIGHT CLASSES" (OF NON-CREDIT) TO ITS CURRENT PROGRAM/COURSE CURRICULUM ENHANCING THE COMMUNITY'S ACADEMIC AND OCCUPATIONAL SKILLS LEADING UP TO A CERTIFICATE OF COMPLETION (COC) PROMOTING SELF-SUFFICIENCY AND SELF-RELIANCE.*

STRATEGIC FOCUS
ACADEMIC EXCELLENCE: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: Developing and implementing programs that serve the needs of the Community."
ITT-Obj.3.1: By the end of Academic Year, ITT will have recruited and hired instructors to teach community "night school" courses.

Action	Outcome	Challenges	Recommendations
None	Suspended	Funding required to start program	Accelerate process for stimulus funding

Comments: The remainder of this Goal is contingent on the availability of stimulus funding.

ITT-AY10G4: *ITT INTENDS TO ENGAGE IN A COMPREHENSIVE OUTREACH, PROMOTION AND RECRUITMENT CAMPAIGN TO INCREASE THE ENROLLMENT OF STUDENTS ENTERING ITT PROGRAMS*

STRATEGIC FOCUS
ACADEMIC EXCELLENCE: "Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Developing and implementing programs that serve the needs of the Community. Expanding Academic Programs to meet the Mission of ASCC."
ITT-Obj.4.1: By the end of Academic Year, ITT will have recruited and hired a full time community outreach person.

Action	Outcome	Challenges	Recommendations
None	Suspended	Funding required	(see comments)

ITT-Obj.4.2: By the end of Academic Year, ITT will have developed and implemented a comprehensive recruitment and promotional plan for ITT

Action	Outcome	Challenges	Recommendations
Brainstorm planning sessions are completed	Preliminary plan is being drafted	None	None

ITT-Obj.4.3: By the end of Academic Year, ITT will have developed a scholarship program for ITT from the private sector

Action	Outcome	Challenges	Recommendations
Meetings with potential donors has completed	Proposal frame work is being drafted	Hard economic times may alter the availability of scholarships	None

ITT-Obj.4.4: By the end of Academic Year, ITT will have developed an ITT website and upgrade its current ITT Newsletter

Upgrade of ITT newsletter is completed	Current ITT newsletter is being edited	None	

Comments: Outreach position has been deleted from the budget, thus, suspended pending until stimulus funding is available

ITT-AY10G5: ITT INTENDS TO IMPLEMENT A PROFESSIONAL DEVELOPMENT PLAN FOR ITS MANAGEMENT, STAFF AND FACULTY

STRATEGIC FOCUS:

STAFFING: Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness." "Provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality of services."

ITT-Obj.5.1
By the end of Academic Year, will have determined the required certification and educational requirements for staff and faculty.

Action	Outcome	Challenges	Recommendations
None	Suspended	None	(see comments)

ITT-Obj.5.2
By the end of Academic Year, will have met with appropriate officials (such as, VP and Director of 4-year teacher's training program) to develop and implement a professional development plan specifically, tailored to ITT

Discussions for the framework has completed	Preliminary plan is being drafted	None	None

Comments: This Objective is temporarily suspended pending the outcome of the re-classification conducted by a Special Appointed Committee.

ITT-AY10G6: *ITT INTENDS TO PROPOSE AND ESTABLISH A RE-CLASSIFICATION SYSTEM THAT REFLECTS THE UNIQUENESS AND SPECIAL OF QUALIFICATIONS AND EXPERIENCES REQUIRED OF INSTRUCTORS WHO WILL TEACH AT ITT.*

STRATEGIC FOCUS			
STAFFING: *"Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services."* • *"Budget positions for identified high need areas."*			
ITT-Obj.6.1: By the end of Academic Year, will have reviewed current re-classification study and make adjustments to align with ITT requirements, accordingly.			
Action	**Outcome**	**Challenges**	**Recommendations**
Suspended	None	None	(see comments)
Comments: This Goal is temporarily suspended pending the outcome of the re-classification conducted by a Special Appointed Committee.			

ITT-AY10G7: *ITT INTENDS TO RECRUIT, HIRE AND RETAIN QUALIFIED INSTRUCTORS (FACULTY AND ADJUNCTS) TO TEACH AT ITT*

STRATEGIC FOCUS			
"Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services." • *"Budget positions for identified high need areas."*			
ITT-Obj.7.1: By the end of Academic Year, ITT will have reviewed, modified and upgraded all of ITT's Position descriptions			
Action	**Outcome**	**Challenges**	**Recommendations**
Reviewed Chairpersons PD	Chairperson's PD is being drafted	None	After PD modification, request to re-classify position

ITT-Obj.7.2: By the end of Academic Year, ITT will have recruited and hired additional faculty and staff, as needed in accordance to internal ASCC procedures, to fill vacancies.

Action	Outcome	Challenges	Recommendations
Recruited and interviewed candidates	Hired Electronics Instructor	Making an attractive offer to secure their employment	Expeditious hiring of Electronics Instructor is highly recommended

ITT-AY10G8: *ITT INTENDS TO PROPOSE IMPROVEMENT OF ITS CURRENT FACILITIES BY RENOVATING, REPAIRING AND BUILDING OF NEW AND OLD FACILITIES RESPECTIVELY INCLUDING CLASSROOMS AND LAB SPACES TO MEET ITS GROWING NEEDS OF ITT*

STRATEGIC FOCUS
FACILITIES: **Goal 1: ASCC will implement the existing facilities plan through formalized planning and plan schedule of new construction by:** • Constructing the Multipurpose Facility, Fale Samoa, the ITT Building, Teacher Education Building, Fine Arts Building and the refurbished Malae to accommodate institutional programs that leads to the fulfillment of our mission

ITT-Obj.8.1
By the end of Academic Year, ITT will have (when resources are available), developed its own facilities "master plan" to accommodate traditional, apprenticeship and night-school programs, in order to meet classroom and lab space requirements for instructional purposes.

Action	Outcome	Challenges	Recommendations
None	None	Funding required	(see comments)

Comments: This Goal cannot be accomplished without funding for facilities

AMERICAN SAMOA BACHELORS IN EDUCATION PROGRAM

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.

TEACHER EDUCATION/ASBEP – 1st Quarter Report

AY10G1: TED/ASBEP WILL CONTINUE TO DELIVER TIS TED AND 3RD YEAR PROPOSED ASBEP DEGREE AND CERTIFICATE PROGRAMS EFFECTIVELY AND IN ALIGNMENT TO ASCC CURRICULUM REQUIREMENTS.

STRATEGIC FOCUS
ACADEMIC EXCELLENCE - Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Providing highly qualified faculty, appropriate facilities and a curriculum that reflects Communication, Job and Life Skills • Assessing and Revising/Restructuring (recommendations to improve) Curriculum • Emphasizing High Quality Teaching & Services • Developing and implementing programs that serve the needs of theCommunity

TED/ASBEP-Obj.1.1 Review and make appropriate changes to catalog information for 2010-2012

Action	Outcome	Challenges	Recommendations
Review and make appropriate changes to catalog information for 2010-2012.	• Director and faculty met and discussed needed changes for catalog 2010-2012. Changes were made and faculty will make presentation to Curriculum Committee with regards to the changes. Date set for next CC meeting. • All 2 year courses have been realigned to the 3rd year program course of study. • A faculty workshop has been scheduled to further review ED 300 level courses for alignment, SLO's and assessment tools for course work. • Newly revised PLO's completed and will be presented to CC for final approval. New PLO's are revised from the original PLO's to include the 4 year program and its mission and vision statement. • 3 TED courses were designed in December for spring to offer on MOODLE; they are ED 150 (2 sections), ED 157 and ED 340.	• No challenges with this objective. Faculty high motivated to move the 3rd year program and move to the next level of coursework, namely the ED 400 courses. • Funding continues to be a challenge for ASBEP; however, ASBEP is working with GUAS and have applied for a Teacher Quality Grant to help support the B.Ed. program. • Because of low enrollment, ED 340 could not be offered this semester; however, the course is ready for MOODLE and online.	None

TED/ASBEP-Obj.1.2 Evaluate Assessment Plan and how results are used for instructional improvements			
Action	**Outcome**	**Challenges**	**Recommendations**
Evaluate Assessment Plan and how results are used for instructional purposes.	• One faculty member will be attending the Level II Assessment Seminar for training. This faculty is expected to return to help with "closing the loop" with regards to assessment for TED/ASBEP program. • TED department has met to discuss a workshop to address the assessment plan and assessment tools.	• Time is a key challenge for TED faculty. A meeting for such work has to be on Saturdays because faculties teach full time. There is a scheduled meeting for such work before the end of next month. • Faculty representative for Assessment will be working with faculty departments across the board for at least one year; TED faculty and its Director need to secure a time to work with faculty rep to Assessment in order to meet this goal. TED will have to work around the faculty rep's work time in order to have time with him to work on department assessment needs and or appoint another representative to the committee to help with the work load. Dialogue between the rep and the Director needs to take place.	

SAMOAN STUDIES INSTITUTE

Mission

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

SAMOAN STUDIES INSTITUTE – 1st Quarter Report

SSI - AY10G1: *SSI WILL CONTINUE TO DELIVER ITS SAMOAN STUDIES DEGREE AND CERTIFICATE PROGRAMS EFFECTIVELY AND IN ALIGNMENT TO ASCC CURRICULUM REQUIREMENTS*

STRATEGIC FOCUS			
Academic Excellence: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Assessing and Revising/Restructuring (recommendations to improve) Curriculum			
SSI-Obj.1.2 Evaluate Assessment Plan and how results are used for Instructional Improvements			
Action	**Outcome**	**Challenges**	**Recommendations**
1. Director, Dept Chair & faculty had two Saturday meetings in analyzing assessment data as from Spring 08 – Summer 09 2. Dept Chair presented to the College Administration and Curriculum Committee on SS standing	1. Increase understanding of integration and alignment of assignments SLO from course to Institutional SLO 2. Overall Rating of SSI presentation was proficiency.	1. Time for faculty to meet	
SSI-Obj.1.4: Devise an effective method for recruiting and retaining students majoring in Samoan Studies			
Action	**Outcome**	**Challenges**	**Recommendations**
1. SSI Community and Cultural Program Coordinator is made responsible for recruitment **2.** Program Coordinator traveled to Manua with Upward Bound & AELEL	1. Positive feedback from Manua High School PTA and students		1. Continue with current process on recruiting

SSI - AY10G2: SSI WILL ENSURE AND PROMOTE EFFECTIVE COMMUNITY AND CULTURAL EXTENSION PROGRAMS

STRATEGIC FOCUS			
Academic Excellence: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Developing and implementing programs that serve the needs of the Community			
SSI-Obj.2.1 Review and maintain current SSI MOU with other agencies such as TAOA, SIT, Tafesilafai, ASCCN, SSI Advisory Committee, National Parks			
Action	**Outcome**	**Challenges**	**Recommendations**
1. Had two meetings and two site visits with TAOA Assistant Director 2. Principal Researcher consistently working with National Parks 3. Met with ASCCN Program Director for 2010	1. 3 weeks Workshop for ASCC staff and faculty on weaving baskets 2. Samoan classes involved in the demonstrations of making laufala and afa 3. Demonstrations were documented by SSI Media 4. ASCC SSI and AS National Parks project on mapping archeological sites on weekends. More than 10 ASCC students were involved. Students were compensated under NP grants 5. SSI Videographer working with students on creating video clips for Archeology website 6. Samoan History students completed a Service Learning Project for ASCCN 7. Samoan History students received stipends		1. Continue with current processes of ensuring partnership works that benefit SSI services and in especially SS students
SSI-Obj. 2.3 Provide support for staff involvement in different community projects and other services such as Translations			
Action	**Outcome**	**Challenges**	**Recommendations**

1. Director, Researcher Assistant and Program Coordinator are responsible for all Translation requests made to SSI 2. Standardized charge with $25 for Transcriptions and $50.00 for Translations per hour. 3. Translation jobs were from DOE SPED, Trans perfect Company in New York, Office for Protection and Advocacy for the Disabled, 2nd job for South Seattle Community College	1. SSI was able to collect $1,000.00 from ASDOE SPED for translation of their Hand Book, $3,000.00 from Trans perfect Company 2. Follow up with invoices already given to OPAD, South Seattle Community College		1. Continue SSI efforts in building reliable reputation with services provided

SSI - AY10G3: SAMOAN STUDIES INSTITUTE WILL CONTINUE TO DEVELOP AND IMPLEMENT RESEARCH PROJECTS AND PUBLICATIONS

STRATEGIC FOCUS			
Academic Excellence: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Developing and implementing programs that serve the needs of the Community			
SSI-Obj.3.1 Collect and disseminate information and publications on Samoan Literature			
Action	**Outcome**	**Challenges**	**Recommendations**
1. Director, Department Chair & Faculty agreed for Samoan Day Emphasis to change from performing culture to performing Language 2. Students in Samoan Language courses were informed about Solo le Falute. 3. Director, Principal Research and Cultural Artist worked with TED Instructor Leomiti on a Coloring Book for Level 5 students @ Pavaiai	1. Samoan Day was a real success. Positive verbal feedback from President, VP for Academic & students Affairs and Dean of Instructions 2. Nei Solo le Falute Vol 2 was disseminate during Samoan Day 3. Publication of a 21 pages coloring book on Ancient Samoa	1. Marketing of SSI publications to general public	1. Continue work with other departments in strengthening instructional programs and other services

SSI-Obj.3.2 Continue publications and research projects			
Action	**Outcome**	**Challenges**	**Recommendations**
1. Research carried out by Director, Department Chair and Researcher Assistant on Lunar Calendar	1. Amerika Samoa's Lunar Calendar for 2010 with Publication Company in Hawaii. Lunar calendar will be ready at the end of January 2010 for distribution as part of SSI community outreach programs		

ADULT EDUCATION LITERACY & EXTENDED LEARNING (AELEL)

MISSION

To enable every adult learner in American Samoa to acquire the necessary basic skills, reading, writing, computation, speaking, and listening – to complete successfully in today's workplace, strengthen family foundation, and exercise full citizenship.

AELEL – 1ˢᵗ Quarter Report

AELEL-AY010G2: TO PROVIDE QUALITY PROGRAMS AND SERVICES THAT SUPPORT AND ENHANCE RECRUITMENT, RETENTION AND RECOGNITION OF STUDENTS, FACULTY AND STAFF. (ACADEMIC G-1 OBJ-2,7,8; G-2 OBJ-1: STAFFING G-1 OBJ-1)

STRATEGIC FOCUS
Academic Excellence *Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:* • Assessing and Revising/Restructuring (recommendations to improve) • Enhancing Opportunities for Student Academic, Career and Personal Success • Expanding Academic Programs to meet the Mission of ASCC Curriculum *Goal 2: ASCC will support Faculty & Staff Performance Commitment by:* • Providing a Work Environment that encourages professional growth, recognizes and support excellence in Services and provides advancement opportunities *Staffing* *"Goal 2: ASCC will support Faculty & Staff Performance Commitment by:* • Providing a Work Environment that encourages professional growth, recognizes and support excellence in Services and provides advancement opportunities"*
AELEL-OBJ 2.1 Provide the support, resources and professional development opportunities that faculty and staff need to be successful in their various roles and to promote student learning.

Action	Outcome	Challenges	Recommendations
1. Schedule workshops to be conducted by each staff member for the entire AELEL department to inform them of the CASAS Institute we attended during the summer.	Every member of the AELEL staff including the Director conducted a workshop pertaining to the area of focus from the CASAS annual institute we attended.		Base on the success of these workshops, we are scheduling a series of workshop for our staff this quarter. We feel that each unique individual has something to share with the rest of the staff to assist in teaching or administration duties.

Action	Outcome	Challenges	Recommendations
2. Attend any online courses offered by the NRS, OVAE, or other related agencies that deals with Adult Basic Education Nationwide.	Three of our staff had attended and completed NRS Basics an online course offered by the NRS.	The time the course was offered was in conflict with teaching schedule.	To continue taking courses and seminar online offered by NRS, OVAE, and other partners of Adult Education.
AELEL-OBJ 2.2 Review and improve recruiting practices.			
1. Travel to Manu'a to recruit adult learners in the islands.	Travel to Manu'a last November and present at the Manu'a High School PTA in reference to the AELEL services that are available.	Transportation to Manu'a has shown to be one of the challenges.	Established a ESL and ABE programs in Ta'u, Fitiuta, and Faleasao.
AELEL-OBJ 2.3 Promote student retention and progression through systematic review and enhancement of programs and services.			
1. Analyze the data from the annual statistical report for program improvements.	More students in ABE courses needed more English language skills to successfully pass each level.		ABE students to be referred to ESL courses to help improve their English skills.
AELEL-OBJ 2.4 Develop and improve evaluation and recognition			
1. Established an instructor of the year award base on performance and evaluation.	A monthly award for instructors is now in effect. It is based on attendance and performance.	Finance.	
2. Established an award system to recognize the top and the most improved student in every class.	A student award system is established for the first time this semester	Finance.	

AELEL-AY010G3: TO COMPLY WITH FEDERAL GUIDELINES AND REGULATIONS ON THE IMPLEMENTATION OF THE ADULT EDUCATION & FAMILY LITERACY ACT OF 1998 (AEFLA). (ACADEMIC G-1 OBJ-1,2,3,4,5,6,8; G-2 OBJ-1; TECHNOLOGY G-2 OBJ-1; G-4 OBJ-1; PHYSICAL F&M G-2 OBJ-1)

STRATEGIC FOCUS
Academic Excellence   *Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:*   • Providing highly qualified faculty, appropriate facilities and a curriculum that reflects Communication, Job and Life Skills   • Assessing and Revising/Restructuring (recommendations to improve) Curriculum   • Emphasizing High Quality Teaching & Services   • Developing and implementing programs that serve the needs of the Community   • Increasing the Quality and Availability of Educational Technology   • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life)   *Goal 2: ASCC will support Faculty & Staff Performance Commitment by:*   • Providing a Work Environment that encourages professional growth, recognizes and support excellence in Services and provides advancement opportunities   *Technology*   *Goal 2: ASCC will effectively maintain and develop its Network &Communication assets and services to internal and external stakeholders by:*   • Providing reliable network and telecommunications connectivity   *Goal 4: ASCC will effectively maintain and develop its Distance Learning and Online Services to internal and external stakeholders by:*   • Providing opportunities and access for Distance Learning and Online Services   *Physical F & M*   *Goal 2: ASCC will improve our services through renovations by utilization and the allocation of resources to maximize productivity by:*   • Upgrading our physical assets through the renovations of our classrooms/labs and offices for the successful implementation of our academic programs and services.
AELEL-OBJ 3.4 Prepare and submit by December 31, 2009 the Financial, Statistical, and Narrative report to the Office of Vocational & Adult Education (OVAE).

Action	Outcome	Challenges	Recommendations
1. Collect and compile data for the statistical report.	Statistical report had already been submitted by deadline, Dec. 31, 2009.		Continue the record keeping of student files and updating when needed.
2. Review the previous narrative report to better prepare this years report.	Narrative report had been submitted by deadline, Dec. 31, 2009.		

AELEL-AY010G5: TO EXPAND AELEL SERVICE IN THE COMMUNITY INCLUDING MANU'A AND AUNUU ISLANDS.

STRATEGIC FOCUS
Academic Excellence *Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:* • Providing highly qualified faculty, appropriate facilities and a curriculum that reflects Communication, Job and Life Skills • Developing and implementing programs that serve the needs of the Community • Enhancing Opportunities for Student Academic, Career and Personal Success • Expanding Academic Programs to meet the Mission of ASCC *Technology* *Goal 2: ASCC will effectively maintain and develop its Network &Communication assets and services to internal and external stakeholders by:* • Providing reliable network and telecommunications connectivity *Goal 3: ASCC will effectively maintain and develop its Multimedia/Peripheral assets and services to internal and external stakeholders by:* • Enhancing the opportunities for all ASCC stakeholders to utilize and access multimedia services *Goal 4: ASCC will effectively maintain and develop its Distance Learning and Online Services to internal and external stakeholders by:* • Providing opportunities and access for Distance Learning and Online Services *Staffing* *"Goal 2: ASCC will support Faculty & Staff Performance Commitment by:* • Providing a Work Environment that encourages professional growth, recognizes and support excellence in Services and provides advancement opportunities"*

Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services. • Budget positions for identified high need areas.			
AELEL-OBJ 5.1 Increase the awareness in the community through aggressive advertisement on the various media available.			
1. Request for interview on the different programs hosted by the various government agencies that could help sell the adult education program to the community.	In collaboration with SSI and Upward Bound Program, a trip to Manu'a was a brief but a great opportunity for AELEL to showcase its services.	Transportation to Manu'a.	

ADMINISTRATIVE SERVICES AND FINANCE

DIVISION OF INSTITUTIONAL EFFECTIVENESS

IE –AY10G1: TO IMPROVE COMMUNICATIONS AND COLLABORATE WITH ALL DIVISION AND DEPARTMENTS IN FACILITATING THE COLLECTION OF DATA FOR RESEARCH AND EVALUATION

STRATEGIC FOCUS
ACADEMIC EXCELLENCE : Goal 1- ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Emphasizing High Quality Teaching & Services   • Developing and implementing programs that serve the needs of the Community   • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life)

IE-Obj.1.1: Standardize /revise the request procedure for public relations
IE-Obj.1.2: Establish intra-office and inter-office procedures for dissemination and collection of data to include SLO data, Faculty evaluations, Course evaluations, etc.

Action	Outcome	Challenges	Recommendations
1. 4 meetings were held with the Assessment Core Committee to review and revise the faculty/course evaluation form. The main purpose for this is to be able to collect data from students and instructors through the course /faculty evaluation form. A draft of a separate course evaluation form and a faculty evaluation form will be written in January after the WASC II workshop. 2. The IR continues to work with the SLO data received from the Academic Affairs division.			Continue the dialog on this to include the data from the academic department presentations

IE-Obj.1.3.: Create a template or method to ease / simplify / improve the collection and submission of information (photos, articles, information, reference)

IE-AY10G2: TO GAIN DIRECT ACCESS TO DATA SYSTEMS

STRATEGIC FOCUS

TECHNOLOGY: Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders by:
   • Meeting the challenge of current Computer and Server needs of ASCCstakeholders.
   • Meeting the challenge of future technological needs of ASCC stakeholders
 	
TECHNOLOGY: Goal 2: ASCC will effectively maintain and develop its Network & Communication assets and services to internal and external stakeholders by:
   • Providing reliable network and telecommunications connectivity

IE-Obj 2.1: Work with MIS to receive direct access to student outcome data, achievement data, and student /course/ faculty directory information

Action	Outcome	Challenges	Recommendations
A meeting was held with the MIS Director, ARO Registrar, IE Director, IE Institutional Researcher, and VP of Administrative to obtain direct access to DataTel with much dialog but no follow-up action taken.		Challenges: IE still struggles to reach an agreement with MIS regarding training and access to DataTel for student enrollment data.	

IE-Obj 2.2: Purchase membership / licensing / passwords for IPEDS

IE-Obj 2.3: Update all computers and technology / equipment for data entry and analysis

1. 3 laptops and 2 desktop computers were purchased to update programs for data entry and analysis 2. One computer was repaired by an outside source and returned		The RICOH copier was taken in for servicing and for replacement of parts. The purchasing and ordering of the copier parts were delayed due to payment to the vendor. There is a need for more immediate servicing and maintenance of this copier	

IE-AY10G3: TO PROVIDE QUALITY SERVICE AND PROGRAM SUPPORT TO ALL DIVISIONS OF THE COLLEGE IN THE AREAS OF EVIDENCE BASED REPORTING, PROGRAM REVIEW, AND EVALUATION (STAFFING GOAL 1 OBJ 1)

STRATEGIC FOCUS			
STAFFING: Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness. • Provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality of services.			
IE-Obj .3.1: Conduct training to ASCC individuals or divisions on data collection, data analysis, report writing			
IE-Obj.3.2: Attend off-island conferences and training to promote professional development in research, evaluation, program review, report writing			
Action	**Outcome**	**Challenges**	**Recommendations**
1. The IE director is scheduled to attend the WASC Assessment Level II workshops in January for better SLO data collection and reporting of SLO data. .			
IE-Obj.3.3: Meet regularly for intra-office training and sharing of accomplishments and challenges			
1. Monthly meetings were held in the month of October, November, and December for IE staff to discuss issues and tasks.			

IE-Obj.3.4: Provide support to all IE staff through flexible time, professional growth, and degree advancement			
1. The IR was accepted and enrolled in an advanced online degree program in Business Executive Administration. 2. Flexible time has been ongoing with evening and after hour attendance and preparation .			

IE-AY10G4: TO PROVIDE ASCC STAKEHOLDERS WITH INFORMATION REGARDING ACTIVITIES, EVENTS, REPORTS, PERSONNEL, DEVELOPMENT, AND RESEARCH (ACADEMIC EXCELLENCE GOAL 1 OBJ 5, 6)

STRATEGIC FOCUS:			
ACADEMIC EXCELLENCE : Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Increasing the Quality and Availability of Educational Technology • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life)			
IE-Obj.4.1: Revive the Campus Connections (biweekly publication)			
Action	**Outcome**	**Challenges**	**Recommendations**
1. Discussion on the revival of the Campus Connections took place in the December monthly meeting. It was decided that this would be a monthly issue to highlight events, activities, and/or divisions for the month.			
IE-Obj.4.2: Revisit the responsibilities of IE or other division(s) with the archives			

IE-AY10G5: TO PROVIDE ASCC DIVISIONS WITH OPPORTUNITIES TOWARD RESEARCH AND ADVANCEMENT BY INCREASING OPPORTUNITIES FOR INTERCOLLEGIATE COMMUNICATIONS AND PROFESSIONAL DEVELOPMENT TRAINING VIA TELECONFERENCING AND HIGH TECH NETWORKING.

STRATEGIC FOCUS:	
ACADEMIC EXCELLENCE: Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic	

Success by:

- Emphasizing High Quality Teaching & Services

FACILITIES: Goal 2: Goal 2: ASCC will improve our services through renovations by utilization and the allocation of resources to maximize productivity by:

- Upgrading our physical assets through the renovations of our classrooms/labs and offices for the successful implementation of our academic programs and services.

IE-Obj.5.1: To renovate the existing conference rooms to include video teleconference capabilities and e – room settings.
IE-Obj.5.2: Maximize the office space to include section/ space for records and documents

PHYSICAL FACILITIES MANAGEMENT

MISSION

To maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds. It is also the mission of the Physical Facilities Management Department to hire qualified personnel, to improve the quality of the work environment for employees, and to protect and secure the safety of students, college personnel, property, and the visiting public.

PHYSICAL FACILITIES MANAGEMENT

PFM-AY10G7: RENOVATIONS AND MAINTENANCE OF CLASSROOMS/OFFICES

STRATEGIC FOCUS:
FACILITIES: *Goal 2: ASCC will improve our services through renovations by utilization and the allocation of resources to maximize productivity by:* • Upgrading our physical assets through the renovations of our classrooms/labs and offices for the successful implementation of our academic programs and services. *Goal 3: ASCC will effectively maintain its facilities and equipment to maximize productivity by:* • Upgrading our physical assets (i.e. facilities and equipment) through continuous maintenance activities thus extending the life span of ASCC's facilities and equipment ensuring the successful implementation of our academic and nonacademic programs.

PFM-Obj.1.1: To provide a safe and clean teaching and learning environment for the students, faculty and staff on campus

Action	Outcome	Challenges	Recommendations
1. Renovations of the ITT Auto Shop Classroom 2. Removal of electrical wiring to a safe location at the cafeteria building 3. Maintenance of drainage areas on campus 4. Daily routine of cleaning by the custodial staff and round the clock security patrol by the security personnel 5. Air Conditioning Maintenance	1. Replaced with new ceiling 2. Located outside of building 3 & 4. Safe and clean campus 5. Monthly service to A/C Units on campus by Contractor	1. Lack of working materials and supplies 3. Need proper equipment to carry out job 4. Shortage of custodial supplies and needed more personnel for the custodial and security staff 5. Payments are not made on time and also behind	1. A better procurement process in getting these materials and supplies on time 3. Purchase a backhoe 5. Hire own A/C repairman

MANAGEMENT INFORMATION SYSTEMS

Mission

The primary mission of the Management Information System (MIS) Department is to provide the American Samoa Community College (ASCC) community access to a modern and secure computing infrastructure that enables them to make efficient use of information technologies in their respective tasks. MIS is concerned with assessing new technologies and working towards applying these in innovative ways to the support and furtherance of ASCC's mission and goals.

MANAGEMENT INFORMATION SYSTEMS

MIS-AY10G1: *TO PROVIDE QUALITY COMPUTER TECHNOLOGY AND SUPPORT TO ASCC STAKEHOLDERS.*

STRATEGIC FOCUS:
TECHNOLOGY: **Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders by:**   • Meeting the challenge of current Computer and Server needs of ASCC stakeholders.   **FACILITIES:** **Goal 2: ASCC will improve our services through renovations by utilization and the allocation of resources to maximize productivity by:**   • Upgrading our physical assets through the renovations of our classrooms/labs and offices for the successful implementation of our academic programs and services.   **STAFFING:** **Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.**   • Budget positions for identified high need areas.

MIS-Obj.1.1: To develop and implement a computer accessibility plan.

Action	Outcome	Challenges	Recommendations
1. Developed a plan to draft a bid to include computer purchase to replenish those in the computer lab.	Currently working on a draft of the computer bid.	There were mix-ups concerning the MIS budget and Technology Fee that made it more difficult to have a view of the budget available for this project. But it's been cleared up.	In the future, recommend to get a clearer report from Business Office of what is available in the form of expenditure reports and funding sources available to departments.

MIS-Obj.1.5: To actively document and manage support tickets through the use of Trackit software.

Action	Outcome	Challenges	Recommendations
1. Created better process for created tickets; separated duties for Trackit so that all tickets are created and filtered through one data entry person.	Made tracking tickets more efficient and increased accountability for technicians. Tracking is vastly improved, and reporting more accurate.	Full-time management of Trackit is the responsibility of the Helpdesk Supervisor. Currently, MIS is still in the process of hiring for this position.	Complete hiring for Helpdesk Supervisor; continue to improve processes and documentation through trackit.

Action	Outcome	Challenges	Recommendations
2. Trackit Report of Work Orders for Quarter 1: Completed Work Orders: 468 October: 231 November: 136 December: 101 Top Work Order Types: a. Computer Repair b. Network Issues Printing Problems	From these reports, we've created forms to better track the repairs and parts that need to be ordered; budgets were created to accommodate purchases required to complete these work orders; and an incident report form was created to document issues that are apparent from these reports.	Again, the challenge is finding the time to properly supervise the technicians and following up on open work orders.	Same Recommendation.
MIS-Obj.1.6: Complete hire of System Administrator to oversee backend installations and maintenance			
1. Prepared and submitted proposal for the hiring of Sefo Hemaloto on 6-month contract.	Approved by Vice President, routed for the rest of signatures		
2. Communicated with Mr. Hemaloto before he was on island and met with him to discuss job duties, and show him servers.	Mr. Hemaloto agreed to the duties of the position and is awaiting approval on the contract.		

MIS-AY10G2: TO PLAN AND PROVIDE FOR FUTURE TECHNOLOGY NEEDS OF ASCC.

STRATEGIC FOCUS:
TECHNOLOGY: Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders by: • Meeting the challenge of future technological needs of ASCC stakeholders **STAFFING Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.** • Budget positions for identified high need areas.

MIS-Obj.2.1: To integrate use of technology campus-wide.

Action	Outcome	Challenges	Recommendations
1. MIS spent much time this quarter researching what is available to users in terms of WebAdvisor and Colleague.	MIS has planned areas in which we would like to provide next implementations for Colleague.	There is a hold on our account with Datatel, so training, support, etc. is on hold until our account is brought current.	MIS will continue to make plans for when we are able to continue the training and other activities for Colleague.

MIS-Obj.2.2: To research and plan for funding for existing ASCC initiatives: b. identify and complete activities under Broadband Mapping grant for FY2010

Action	Outcome	Challenges	Recommendations
1. MIS worked diligently with ASG and Broadmap on this project. However, in the end, MIS requested to withdraw from the project because we felt the project and ASCC was not being given enough attention and support from ASG, and we were not comfortable putting that much effort into something that was not yielding that much benefit for ASCC.	MIS withdrew from this project.	When the Stimulus / ASG presented this project, they said that ASCC was the qualifying entity, and that we were the project lead, taking the place of One Economy, a sister company to Broadmap. Later we found that One Economy was not only still part of the project as much as in the beginning, they were asking us to cut the budget we requested, leaving us to figure that this project did not need ASCC, and it would save us time to withdraw.	

MIS-Obj.2.4: Complete hiring for 2 positions under MIS for ASCC: a. Helpdesk Supervisor b. System Administrator			
Action	**Outcome**	**Challenges**	**Recommendations**
1. Prepared and submitted proposal for the hiring of Sefo Hemaloto on 6-month contract.	Approved by Vice President, routed for the rest of signatures	Routing process took time because of holidays.	
2. Communicated with Mr. Hemaloto before he was on island and met with him to discuss job duties, and show him servers.	Mr. Hemaloto agreed to the duties of the position and is awaiting approval on the contract.	Mr. Hemaloto was off-island during initial discussions, so certain agreements were on hold until it was certain when he would be on-island. The HR screening took months because they were waiting to hear back from OTICIDE about one of the applicants, so this process was time-consuming, and this is probably why there was a poor turnout at the scheduled interview.	Recommend that the next screening take less time, or at least keep the applicants aware of what is happening.
3. The position of Helpdesk Supervisor was advertised, applicants were screened, and interviews were scheduled and executed.	Only one applicant showed up for the interview. One applicant turned down the interview and other was a no-show. The interview panel recommended to re-advertise the position to see if there any other applicants available for the position.		

HUMAN RESOURCES
Mission

To support American Samoa Community College's (ASCC) goals by providing comprehensive and timely human resources services with respect to recruitment and employment, benefits administration, classification and salary administration, staff development and training, and employee relations for all staff employees subject to the ASCA and ASCC Personnel Governance.

HUMAN RESOURCES OFFICE

HRO-AY10G2 : DEVELOP /IMPLEMENT JOB CLASSIFICATION PROGRAM

STRATEGIC FOCUS:

ACADEMIC EXCELLENCE Goal 1: *ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:*
   • Providing highly qualified faculty, appropriate facilities and a curriculum that reflects Communication, Job and Life Skills
   • Emphasizing High Quality Teaching & Services
 	
STAFFING Goal 2: *ASCC will offer competitive and equitable compensation that aligns with employee performance.*
   • Provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.

HRO-Obj.2.1 – Conduct a study to develop job descriptions and job specifications.

Action	Outcome	Challenges	Recommendation
A committee was selected to conduct a college-wide classification. The committee chaired by Mr. John Ah Sue, Director of Foundation and Research held two meetings to discuss the process in which to approach the classification.	* Roles and responsibilities of committee members where clarified. * Committee members were assigned departments/divisions to inform and collect job descriptions. * A form was developed and distributed to all college employees to provide a job description for review by the Committee.	* Majority of employees were not responsive to submitting their JDs. *Committee has not met since last year to review the job descriptions.	Although this is a HR Goal, we are awaiting further action from the Classification Committee. HR has a system in place for classification. Request to use this system until … such time the Classification Committee reconstitute and continue the work.

HRO-AY10G3 : UPDATE THE HR POLICIES/PROCEDURES MANUAL

STRATEGIC FOCUS:			
STAFFING Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness. • Provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality of services.			
HRO-Obj.3.1: Finalize draft and submit to the Vice President and President for approval.			
Action	**Outcome**	**Challenges**	**Recommendation**
Draft was submitted and reviewed by the Vice President.	* Corrections are currently being entered, and will provide a smooth final for the President's signature and approval.	None	

HRO-AY10G4: REVISE STAFF, FACULTY, AND BLUE COLLAR PAY SCHEDULES

STRATEGIC FOCUS:			
<u>ACADEMIC EXCELLENCE</u> **Goal 2: ASCC will support Faculty & Staff Performance Commitment by:** • Providing a Work Environment that encourages professional growth, recognizes and support excellence in Services and provides advancement opportunities <u>STAFFING</u> **Goal 2: ASCC will offer competitive and equitable compensation that aligns with employee performance.** • Provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.			
HRO-Obj.4.2: Establish official list of job titles and respective pay rates.			
Action	**Outcome**	**Challenges**	**Recommendation**
HR currently has a list of job titles used iin identifying jobs titles for the 2010 Budget. HR is transposing this list against all current 303's with the accurate job title.	* Development of a more current and accurate list.	None	

HRO-AY10G5: TRAINING AND DEVELOPMENT

STRATEGIC FOCUS:
ACADEMIC EXCELLENCE Goal 2: ASCC will support Faculty & Staff Performance Commitment by: **STAFFING** Goal 2: ASCC will offer competitive and equitable compensation that aligns with employee performance. **TECHNOLOGY** Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders by: 　　　　Goal 3: ASCC will effectively maintain and develop its Multimedia/Peripheral assets and services to internal and external stakeholders by:

- **HRO-Obj.5.1**
  Establish a training committee to assist HR in developing a standard employee training development plan. (Spring 2010)

- **HRO-Obj.5.2**
  Develop an ASCC employee orientation training for new personnel. (Spring and Fall 2010)

- **HRO-Obj.5.3**
  Provide college wide customer service and diversity training annually. (Spring and Fall 2010)

- **HRO-Obj.5.4**
  Develop/implement employee development program.

Action	Outcome	Challenges	Recommendation
HR hired a HR Trainer as of January, and she will be tasked to meet all objectives and this goal.	* Orientation of incumbent as to the duties required as an HR Trainer.	None	

FINANCIAL AID

Mission

The mission of the Financial Aid Department is to provide assistance to students, who, without such aid, would be unable to begin or continue education at American Samoa Community College. Promoting and assuring higher education access and opportunity are the basic tenets of the student financial assistance administration. The office maximizes student participation in federal and local student financial aid programs and promotes fiscal responsibility among its clients while providing high quality financial aid services.

FINANCIAL AID

FA-AY10G1: *PROMOTE DISSEMINATION OF CONSUMER INFORMATION CONCERNING FINANCIAL AID PROGRAMS EXPENSES, REQUESTS FOR RECONSIDERATION OF FINANCIAL AID RESULTS, APPLICATION REQUIREMENTS, ELIGIBILITY CRITERIA, AWARD PROCEDURES, AND STUDENT RIGHTS AND RESPONSIBILITIES.*

STRATEGIC FOCUS:
ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Emphasizing High Quality Teaching & Services • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life) **TECHNOLOGY PLAN** Goal 3: ASCC will effectively maintain its facilities and equipment to maximize productivity by: • Upgrading our physical assets (i.e. facilities and equipment) through continuous maintenance activities thus extending the life span of ASCC's facilities and equipment ensuring the successful implementation of our academic and nonacademic programs. **STAFFING:** Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness. • Provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality of services.

FA-Obj.1.1: Update Financial Aid Handbook and brochures every academic year and disseminate to various high schools and campus departments, for general distribution to the students and parents.

Action	Outcome	Challenges	Recommendations
• FA Handbook edited and taken to be printed.	• Awaiting approval of PR.	• Editing the Professional Judgment section of the FA Handbook.	• Have FA Handbook approved by a FA Consultant.

FA-Obj.1.2: Conduct Financial Aid Workshops for prospective students and parents twice every academic year.

Action	Outcome	Challenges	Recommendations
• Presented at the Fa'asao Marist Career Day Activity from 8:00am – 1:00pm @ Fa'asao High School 11/06/09	• Approximately 25-30 students attended and received financial aid information.	• Lack of visual aids (posters/boards/pictures).	• Purchase visual aids for presentations.
FA-Obj.1.3: Advertise FWS opportunities and services each semester.			
• Advertised the FWS Program on the ASCC 411 and on flyers around campus. • Disseminated FWS applications for the Spring 2010 semester.	• Collected approximately 200 FWS applications.	• Reaching students that take distance learning courses.	• Advertise FWS Opportunities on the ASCC Website.
FA-Obj.1.4: Collaborate with the ASCC Admissions and Counseling staff on recruitment programs and initiatives every semester.			
None this quarter.	• N/A	• N/A	• N/A

FA-AY10G2: *MAINTAIN UP TO DATE POLICIES AND PROCEDURES IN COMPLIANCE WITH FEDERAL AND LOCAL REGULATIONS.*

STRATEGIC FOCUS:
ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life)   • Enhancing Opportunities for Student Academic, Career and Personal Success   TECHNOLOGY Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders by: • Meeting the challenge of current Computer and Server needs of ASCC stakeholders.   STAFFING   Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness.

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• Provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality of services.
    Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.
• Budget positions for identified high need areas.
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FA-Obj.2.1:   Read and keep abreast current and updated federal and local policies and procedures and conduct training on a need basis.

Action	Outcome	Challenges	Recommendations
• Attended FSA 2009 Conference in Nashville Tennessee, December 1-4, 2009. • Completed the FISAP training on-line.	• Received all federal updates regarding Title IV funds. • Completed FISAP using guidelines learned from the on-line training.	• Updating all staff regarding the updates. • Finding time to do on-line training.	• Weekend training for all FA staff to get updated on what's new for Title IV funds.

FA-Obj.2.2: Provide up to date training and information opportunities to all financial aid office staff through in-house training and attendance at professional organizational training meetings/workshops.

Action	Outcome	Challenges	Recommendations
• Attended FSA 2009 Conference in Nashville Tennessee, December 1-4, 2009. • Completed the FISAP training on-line.	• Received all federal updates regarding Title IV funds. • Completed FISAP using guidelines learned from the on-line training.	• Updating all staff regarding the updates. • Finding time to do on-line training.	• Weekend training for all FA staff to get updated on what's new for Title IV funds.

FA-Obj.2.3:   Work with a consultant (auditor) regarding auditing financial aid packaging.

Action	Outcome	Challenges	Recommendations
• James Jennings CPA Firm audited ASCC from December 3 – 17, 2009.	• A transparent audit, all documents requested were available and all staff members were involved in reviewing files prior to providing them for the auditors.	• Using DATATEL to run reports for the auditor.	• Training on how to use DATATEL to run queries for the audit is needed.

FA-AY10G3: ESTABLISH ESSENTIAL MANUAL AND AUTOMATED PROCESSES TO SUPPORT AWARDING FINANCIAL AID TO QUALIFIED STUDENTS, ACCORDING TO INSTITUTIONAL AND FEDERAL REQUIREMENTS, AND IN A TIMELY MANNER.

STRATEGIC FOCUS:

ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:
- Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life)

TECHNOLOGY Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders by:
- Meeting the challenge of current Computer and Server needs of ASCC stakeholders.

STAFFING Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness.
- Provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality of services.

FA-Obj.3.1: Observe and monitor current office policies and procedures to detect any inefficiency, make recommendations and implement a plan on a need basis.

Action	Outcome	Challenges	Recommendations
• Facilitated duties and responsibilities in preparation for the 2009 audit.	• A transparent audit, all documents requested were available and all staff members were involved in reviewing files prior to providing them for the auditors.	Meeting the high demand of students needing financial aid counseling due to financial aid probation or financial aid suspension	During periods of no batching, inform students to come in
• Coordinated the counselors work schedule to strictly packaging and preparing for the audit four days a week and one day a week to counseling students.	• Eliminated the need to work overtime to finish tasks.		

FA-Obj.3.2: Hire adequate staff to accommodate the workload within the financial aid office operations.			
• None	• None	• None	• None

FA-Obj.3.3: Reconciliation of federal financial aid grants disbursed executed during every semester.			
• Reconciliation done after each batch by running the PRER report on DATATEL.	• DATATEL identifies all student files which have no COD response or that have been rejected.	• Correcting rejected files using DATATEL.	• A procedural manual in trying to resolve files should be accessible.

FA-Obj.3.4: Complete and submit the FISAP and PPA before the federal deadline.			
• Express mailed the signature page (Section "L") of the Program Participation Agreement to Region IX. • Adjusted FISAP and submitted the final report on-line 12/15/09. • Forwarded the FISAP for the auditor's review. • Edit and updated the Program Participation Agreement with the Institutional Review Specialist Nancy Taylor from Region IX.	• FISAP approved and given to the auditors for audit purposes. • Nancy Taylor sends email notification and questions regarding the validity of the PPA to the FA Director.	• Using DATATEL to run FISAP report.	• Research the errors found on DATATEL so that FISAP report will be automated instead of manual.

FA-AY10G4: *PROVIDE RESPONSIVE AND EFFICIENT SERVICE IN A STUDENT CENTERED ENVIRONMENT.*

STRATEGIC FOCUS:
ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Delivering/Providing Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life) • Enhancing Opportunities for Student Academic, Career and Personal Success

TECHNOLOGY _Goal 2: ASCC will effectively maintain and develop its Network & Communication assets and services to internal and external stakeholders by:_
- Providing reliable network and telecommunications connectivity

STAFFING _Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness._
- Provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality of services.

Goal 2: ASCC will improve our services through renovations by utilization and the allocation of resources to maximize productivity by:
- Upgrading our physical assets through the renovations of our classrooms/labs and offices for the successful implementation of our academic programs and services.

FA-Obj.4.1: Hire adequate staff to accommodate the workload within the financial aid office operations.

Action	Outcome	Challenges	Recommendations
• None	• None	• None	• None

FA-Obj.4.2: Instruct and train staff on the importance of customer service and its link to the ASCC mission statement twice every academic year.

• None	• None	• None	• None

FA-Obj.4.3: Strive for efficiency by having incentives for staff members that are responsive and efficient (evident in the student satisfaction survey)

• Survey has been completed and approved by the FA Director and will be disseminated during the next academic year.	• None	• None	• None

FA-Obj.4.4: Offer appropriate counseling for students and parents with special financial situations, done on a need basis.

• Contacted and worked with the Selective Service Registration Customer Service regarding the status of three students that did not qualify to register and found that all three students were exempt and are now able to receive financial aid.	• Selective Service Waiver form established for all male students between the ages of 18-25.	• Contacting Selective Service Registration Representative for assistance.	• Document the contact information for the Selective Service Office.

Action	Outcome	Challenges	Recommendations
• Ran FATR consisting 4 students for the Return to Title IV Funds to adjust awards and return unearned funds (for students that had complete withdraw ONLY).	• R2T4 funds have been returned using DATATEL, then transmitting the files through ED Connect, therefore adjusting the amount with COD and the G5 System.	• Using DATATEL to run R2T4's.	• Put the R2T4 policies and procedures in a procedural manual.

FA-AY10G5:   MAINTAIN ACTIVE WORKING RELATIONSHIPS AND COMMUNICATION WITH ALL ASCC OFFICES INVOLVED IN THE PROVISION OF FINANCIAL ASSISTANCE TO STUDENTS WITH EXTERNAL AGENCIES, ORGANIZATIONS AND INDIVIDUALS. THIS INCLUDES THE ADMISSIONS AND RECORDS OFFICE, BUSINESS OFFICE AND THE MANAGEMENT INFORMATION SYSTEMS DEPARTMENT, ANY AND ALL ASCC DEPARTMENTS OFFERING IN-HOUSE SCHOLARSHIPS, AS WELL AS EXTERNAL AGENCIES, SUCH AS THE PACFAA, WASFAA, NASFAA, LOCAL GOVERNMENT AGENCIES OFFERING SCHOLARSHIPS TO ASCC STUDENTS AND LOCAL PRIVATE BUSINESSES OFFERING SCHOLARSHIPS TO ASCC STUDENTS.

STRATEGIC FOCUS:
ACADEMIC EXCELLENCE   Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Developing and implementing programs that serve the needs of the Community _Goal 2: ASCC will support Faculty & Staff Performance Commitment by:_ • Providing a Work Environment that encourages professional growth, recognizes and support excellence in Services and provides advancement opportunities _TECHNOLOGY Goal 2: ASCC will effectively maintain and develop its Network & Communication assets and services to internal and external stakeholders by:_

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• Providing reliable network and telecommunications connectivity

STAFFING Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.
• Budget positions for identified high need areas.
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FA-Obj.5.1:   Correspond on a weekly basis with the ASCC Admissions and Records Office, Business Office, MIS Department.

Action	Outcome	Challenges	Recommendations
• Correspond with MIS regarding DATATEL issues, ED Connect, ED Express, also retrieved DATATEL set-up tables and rules to set up 2010 on DATATEL from ASCC MIS. • Contacted Business Office regarding disbursement of batches 3-9 for the Fall 2009 semester, adjustments to ledgers, cash flow issues, student billing, posting of awards, the audit, R2T4 and batch projections • Contacted Admissions regarding missing history on transcripts, unconverted records, administrative drop, graduate list, and the withdraw list for the auditors.	• DATATEL has made communication between the admissions office, business office and financial aid a lot more transparent and less duplication of work.	• Finding ways to correct errors ran on DATATEL and how to use DATATEL to its total capacity.	• Proper DATATEL training for all staff members utilizing DATATEL.

FA-Obj.5.2:   Collaborate with the US DOE COD and Region IX regarding student's financial aid records reconciliation and federal report deadlines.

Action	Outcome	Challenges	Recommendations
• Requested for an extension for the 2008-2009 reconciliation for Pell due to Natural Disaster. • Forwarded an email documentation from the CFO to Terri Tom at Region IX US ED for audit finding 08-02 regarding Reconciliation of Accounts Payable for 1999-2007. • Ran the Variance Report on DATATEL and for the 12 unresolved and rejected records off of COD. • Requested an up to date "Year To Date Report" for AY 2008-2009 from COD for FISAP and Reconciliation records	• Received a letter from Region IX US ED for an extension for the 2008-2009 reconciliation for Pell, new deadline is 12/31/09 (prior deadline was 09/30/09) due to Natural Disaster. • Addressed the issue regarding Reconciliation of AP for 99-07 requested by Terri Tom. • Resolved all (12) rejected records off of COD then	• Correcting rejected reports using DATATEL. • Importing Year to Date files onto DATATEL.	• Training on DATATEL system in regards to reconciliation and rejected records.

• Emailed the US DOE Region IX a listing of students' names and social security numbers for the stale dated checks accreditation issue from the ASCC Business Office, which was an attachment to the Pell Grant Payment which was submitted and mailed September 30, 2009.	transmitted the accepted records with the assistance of the COD customer service representation. • Received an up to date "Year To Date Report" for AY 2008-2009 from COD for FISAP and Reconciliation records • Resolved issue regarding stale dated checks (audit finding and WASC recommendation).

FA-Obj.5.3: Correspond with various in-house departments, local government agencies and those in the private sector in trying to meet the COA for ASCC students.

Action	Outcome	Challenges	Recommendations
• COA established last quarter.	• None	• None	• None

FA-Obj.5.4: Adhere to all PACFAA, WASFAA, NASFAA and the US DOE announcements and trainings for federal updates.

• Attended FSA 2009 Conference in Nashville Tennessee, December 1-4, 2009. • Completed the FISAP training on-line.	• Received all federal updates regarding Title IV funds. • Completed FISAP using guidelines learned from the on-line training.	• Updating all staff regarding the updates. • Finding time to do on-line training.	• Weekend training for all FA staff to get updated on what's new for Title IV funds.

UNIVERSITY CENTER FOR EXCELLENCE ON DEVELOPMENTAL DISABILITIES

Mission

To improve the quality of life for persons with developmental disabilities of all ages. This supported through the University Center for Excellence on Developmental Disabilities activities relating to quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, community supports, assistive technology, and cultural integrity, and address the needs of persons with disabilities and their families.

UNIVERSITY CENTER FOR EXCELLENCE ON DEVELOPMENTAL DIASABILITIES

UCEDD-AY10G1: *INTERDISCIPLINARY PRESERVICE PREPARATION AND CONTINUING EDUCATION*

STRATEGIC FOCUS:				
ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: • Developing and implementing programs that serve the needs of the Community				
UCEDD-Obj. 1.1: Provide education and early intervention interdisciplinary training preservice and continuing education training.				
Action	**Outcome**	**Strategic Focus**	**Challenges**	**Recommendations**
1.1.2 Continue to deliver courses that support interdisciplinary training, preservice, and continuing education.	• Taught HSV150 Intro to Human Service in Fall 2009. Seven (7) students successfully completed the course.	Academic Excellence • Goal 1-Objective 4	Need to include more workforce.	
	• Taught HEA250 Intro to Developmental Disabilities a required course for Health Science and Nursing. Five (5) students successfully completed the course.	Academic Excellence • Goal 1-Objective 4 • Goal 4-Objective 1	Need to include more workforce.	
1.1.3 Design and offer a training program for Child or Respite Care Providers.	• Participate in providing public comments for Child Care State Plan. The UCEDD initiated input from the AS Interagency Council for input on the Child Care State Plan. The State Plan would also address and impact the Professional Development and Certification for Child Care Service Providers.	Academic Excellence • Goal 1-Objective 4	The Public Hearing for the Child Care State Plan was held on a holiday and not on the scheduled date as announced. The training program for Child Care Providers exist in the plan but does not have an inclusive certificate program as stated in the State Plan.	Recommend for more participation from the ASIC on the public hearing.

Action	Outcome	Strategic Focus	Challenges	Recommendations
1.1.8 Submit at least one grant/proposal application to leverage additional resources for interdisciplinary training.	• Submit mini-grant proposal to the Association University Center on Disabilities (AUCD) in supporting Act Early Summit Logic Model for AS. The project was funded for $1,500.00 • Submit proposal to the Developmental Disabilities Planning Council (DDPC) on addressing Act Early Summit activities on Autism Spectrum Disorder (ASD). The project was funded for $13,000.00.		With the Tsunami Disaster on September 29, it has caused much delay on funded activities to meet deadline date.	

SMALL BUSINESS DEVELOPMENT CENTER

Mission:

To assist small businesses in achieving their goals by utilizing educational resources and modern technology and provide training, consultation, assisting in attaining entry into the market place, and by providing continual assistance in all areas of the business.

SMALL BUSINESS DEVELOPMENT CENTER

SBDC-AY09G1: *PROVIDE SERVICE TO 15 EXTENDED ENGAGEMENT CLIENTS (CONTACT = 5 TO 10000 HRS)*

SBDC-AY09G2: *PROVIDE SERVICE TO 17 LONG TERM CLIENTS (PREP + CONTACT = 5 TO 10000 HRS)*

STRATEGIC FOCUS:			
ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:			
SBDC-Obj. 1.1 To provide counseling and assistance to **4** clients per quarter with 5 hours or more contact time **SBDC-Obj.1.2** To provide counseling and assistance to **5** clients per quarter with 5 hours or more prep plus contact time **SBDC-Obj.1.3** Support ASCC Goal 1, under Academic Excellence			
Action	**Outcome**	**Challenges**	**Recommendations**
1. SBDC Business Development Counselors and staff provided counseling and assistance to **17** clients for the first quarter with 5 hours or more contact time	1. SBDC Business Development Counselors and staff were able to accomplish and exceed the first quarter objective by counseling and assisting 13 more clients with 5 hours or more contact time for the first quarter		
2. SBDC Business Development Counselors and staff provided counseling and assistance to **14** clients for the first quarter with 5 hours or more prep plus contact time.	2. SBDC Business Development Counselors and staff were able to accomplish and exceed the first quarter objective by counseling and assisting 9 more clients with 5 hours or more prep plus contact time for the first quarter		
3. SBDC supported and assist ASCC goal 1, under Academic Excellence by providing 2 work study students to experience and learn at an actual working business environment	3. SBDC Business Development Counselors and staff were able to support ASCC Goal 1 under Academic Excellence by		

	providing students a learning ground to which they experience working at an actual business development organization		

SBDC-AY10G3: ASSIST IN THE CREATION OF 4 NEW BUSINESSES

STRATEGIC FOCUS:			
ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:			
SBDC obj.3.1 To help and assist at least 2 clients per quarter start their businesses.			
Action	Outcome	Challenges	Recommendations
1. SBDC Business Development Counselors and staff tried to reach the first quarter objective despite the continued global economic recession and the disaster that hit the island during this period	1. SBDC Business Development Counselors and staff were not able to reach the first quarter objective still due to global economic recession and the disaster that hit the island during this period • Some scheduled business that were supposed to open during this quarter didn't push through because of the property damages brought about by the tsunami		

SBDC-AY10G4: *ACCOUNTABILITY FOR BUSINESS CAPITAL INFUSION OF $200,000 OR MORE (GOAL-4 HAS BEEN ELIMINATED BY THE SBA AS A REQUIREMENT DUE TO THE OVERALL POOR GLOBAL ECONOMY. THE AMERICAN SAMOA SBDC WILL ATTEMPT TO ACCOMPLISH THIS GOAL AS AN INTERNAL BENCH MARK ONLY)*

STRATEGIC FOCUS:				
ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by:				
SBDC-Obj.4.1 To be accountable for at least $50,000 business capital infusion per quarter				
Action	**Outcome**		**Challenges**	**Recommendations**
1. SBDC Business Development Counselors and staff attempted to help generate $50,000 business capital infusion for the first quarter despite global recession.	1. SBDC Business Development Counselors and staff were not able to help generate $50,000 business capital infusion on the first quarter due to the constraint of the global recession plus the disaster that hit the island during this period has taken a huge financial toll on the local economy.			

SBDC-AY09G5: *CREATE ONE NEW TRAINING SEMINAR TO SUPPORT THE NEED FOR MANAGEMENT TRAINING FOR SMALL BUSINESSES.*

STRATEGIC FOCUS:
ACADEMIC EXCELLENCE Goal 1: ASCC will enhance and deliver innovative, effective education & support programs to facilitate Student Academic Success by: *TECHNOLOGY Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.*   *Goal 4: ASCC will effectively maintain and develop its Distance Learning and Online Services to internal and external stakeholders.*

STAFFING Goal 1: ASCC will invest and promote professional and employee development to enhance institutional effectiveness.				
SBDC-Obj.5.1 To train **93** people per quarter in different areas such as Business Start-Up, Grant Writing, Supervisor Training, Marketing and Customer Service and QuickBooks				
Action	**Outcome**		**Challenges**	**Recommendations**
SBDC provided training sessions in the field of business start up, Grant Writing, Supervisor Training, Marketing and Customer Service and QuickBooks and trained 397 people for the first quarter	SBDC accomplished and exceed the first quarter objective by providing training sessions in the field of business start up, Grant Writing, Supervisor Training, Marketing and Customer Service and QuickBooks and trained 397 people for the first quarter			