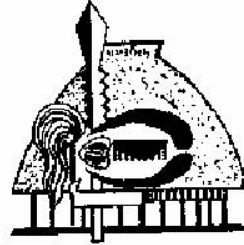


American Samoa Community College

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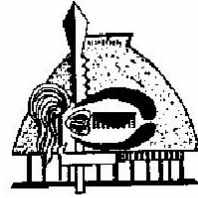


Seek the Knowledge

2008 Annual Report



American Samoa Community College



2008 ANNUAL REPORT



Vision

The Board of Higher Education envisions the American Samoa Community College as the only U.S. accredited institution of higher learning in American Samoa and the South Pacific region providing quality courses, programs and services for its students enabling them to meet the challenges of the 21st century. The College will adequately prepare students who may wish to matriculate to colleges and universities off-island, join the labor market, or pursue any endeavor of choice.

Mission

The mission of the American Samoa Community College is to foster successful student learning by providing educational programs and high quality services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an Open admissions United States accredited Land Grant institution, provides access to associate degree and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

- *transfer to institutions of higher learning*
- *successful entry into the workforce*
- *research and extension in human and natural resources*
- *Awareness of Samoa and the Pacific.*

Message from the President



As with every twelve month cycle, the year 2008 saw the American Samoa Community College branching out in some new directions while also continuing on the most promising paths we have committed to in recent years. We continued to focus on our established priorities of Trades & Technology, Samoan Studies, Nursing, Teacher Education and Professional Development. In an exciting development related to these priorities, I am proud to report that the former departments of Trades & Technology and Samoan Studies have now been reconfigured as Institutions. Meanwhile, we continue to make strides in the areas of Nursing and Teacher Education, while striving to offer our faculty and staff opportunities for Professional Development.

In 2008, we made significant progress in our ongoing project of integrating Student Learning Outcomes into the entire range of the College's academic curriculum. Related to this, we reached the conclusion of a full Self Study involving every department and division of ASCC, in anticipation of the visit by the team of reviewers from the Accrediting Commission for Community and Junior Colleges (ACCJC), a subsidiary of the Western Association of Schools and Colleges (WASC). ASCC hosted the ACCJC team for four days in October, and before they departed, they team commended the College not only on improvements to its academic program, but also on the dedication of its personnel. The team also reported being impressed with our previously mentioned integration of Student Learning Outcomes and assessment of student learning.

In relation to the approach taken during the Self Study, during 2008 we began the first stages of adopting a uniform standard in the data reporting process used for our Quarterly Reports. Each institution, division, department and major office at ASCC has initiated the practice of initially stating their individual goals and objectives, and subsequently structuring their reports specifically in relation to those goals and objectives. Beginning in 2009, the ASCC Annual Report will also adopt this format, which means you hold before you a transitional document of sorts since this is the final edition configured in the style we have used for the past several years.

We see the changes already accomplished, as well as those which are imminent, as part of an evolution towards more effectively fulfilling our mission of fostering successful student learning by providing educational programs and services of high quality that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

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BOARD OF HIGHER EDUCATION

Dr. Laloulu Tagoilelagi, Chairman

Pemerika Tauiliili, Vice Chairman

Rev. Lenavaotaua Sekuini Sevaaetasi, Member

Dr. Claire Poumele, Member

Mr. Sapini Siatu'u, Member

Mr. Lauifi Tauiliili, Member

Mrs. Mine Pase, Member

Ms. Charlene Afu, Student Representative



Board Retreat in Honolulu, Hawaii

Standing L-R: Lauifi Tauiliili, Rev. Sekuini Sevaaetasi, Student Representative Charlene Afu, BHE Secretary Faye Panama, Sapini Siatu'u **Sitting L-R:** Chairman Dr. Laloulu Tagoilelagi, President Dr. Seth Galea'i, Board Retreat Trainer Dr. Hess, Vice Chairman Pemerika Tauiliili.

ASCC Administration



Deans and Directors Meeting

Standing L-R: Solomona Simanu, Custodial Services Supervisor standing in for Kenape Aumavae, Director of Physical Facilities Management (PFM); Mikaele Etuale, VP of Admin. Services; Falemao Pili, Chief Financial Officer; Komiti Emmsley, Director of Human Resources; Roy Fua, Director of GEAR UP; Elizabeth Leuma, Director of Upward Bound; Rosevonne Pato, Director of Institutional Effectiveness; Herbert Thweatt, Director of Small Business Development Center (SBDC); Dr. Emilia Le'i, Dean of Student Services; Grace Tulafono, Chief Information Officer; Moefa'auo Bill Emmsley, Dean of ITT; Fale Tauvela, Director of AELEL; Hipa Neria standing in for Dr. Repeka Nu'usa, Director of Student Support Services; Tafa Tupuola, Director of UCEDD; Misi Tauai, Chief Security and Grounds Supervisor representing PFM ; Dr. Dan Aga, Director of Land Grant.

Sitting L-R: Lina Hudson, President's Secretary; John Ah Sue, Director of Research Foundation; Dr. Kathleen Kolhoff, VP of Academic and Student Affairs; Dr. Seth Galea'i, President; Dr. Lina Scanlan, Director for Teacher Education; Hillary Fraser, Director of Financial Aid; Dr. Irene Helsham, Dean of Academic Affairs; Okenaisa Fauolo, Director of Samoan Studies Institute

Dr. Seth Galea'i, President

Dr. Kathleen Kolhoff-Belle, Vice President of Academic and Student Affairs

Mr. Mikaele Etuale, Vice President of Administrative Services/Finance

Dr. Dan Aga, Director; Land Grant /Community & Natural Resources

Mr. John Ah Sue, Director; ASCC Research Foundation

Mrs. Rosevonne Pato, Director; Office of Institutional Effectiveness

Falema'o Pili, Chief Financial Officer

Dr. Irene Helsham, Dean of Academic Affairs

Dr. Emilia Le'i, Dean of Student Services

Moefa'auo Bill Emsley, Dean of Trades and Technology

Dr. Lina Gaela'i-Scanlan, Director of Teacher Education

Mrs. Okenaisa Fauolo, Director of Samoan Studies Institute

Mr. Roy Fua, Program Director for GEAR UP

Dr. Repeka Nu'usa, Program Director for Student Support Services

Mrs. Elizabeth Leuma, Program Director for Upward Bound

Mr. Fale Tauvela, Director of Adult Education, Literacy and Extended Learning

Mrs. Hillary Fraser, Director of Financial Aid

Mr. Kenape Aumavae, Director Physical Facilities Management

Mrs. Komiti Emmsley, Director of Human Resources

Ms. Grace Tulafono, Chief Information Officer

Ms. Tafa Tupuola, Program Director for UCEDD

Mr. Herbert Thweatt, Director of Small Business Development Center

ASCC Hosts Annual Retreat Visit from WASC/ACCJC



In March, a group of almost 40 commissioners and staff from the Accrediting Commission for Community and Junior Colleges (ACCJC), a division of the Western Association of Schools and Colleges (WASC), along with their spouses, visited the Territory, not to conduct an accreditation review, but to hold their annual retreat. The administration, faculty, staff and students of ASCC served as the main host for the ACCJC during their visit, which their Chairperson Dr. E. Jan Kehoe summarized as “an enriching and valuable experience for the Commission”.

Held over the course of four days, the retreat gave the ACCJC the opportunity to conduct its own meetings and in-house business,

as well as experience the culture, sites, and hospitality of American Samoa, with ASCC staff and students guiding them. Highlights of the Commission’s visit included a presentation from the Samoan Studies Institute on the challenges faced by educator in the Territory as they try to balance the need to preserve a traditional culture with the need to prepare students for the realities of the outside world. The Commission also found time for a tour of ASCC, during which most commissioners made it a point to stop and speak with students.

In an email following their departure, ACCJC Chair Dr. E. Jan Kehoe talked about the Commission’s overall impressions from their visit. “First, we express our heartfelt gratitude for the hospitality and welcome received in American Samoa,” she wrote. “We accomplished two very important purposes by our having our retreat there. First, we have a deeper understanding of the unique cultural context of ASCC as it represents our accredited Pacific Island membership, as well as the opportunities and challenges they face. Second, we now have a fuller conception of the elements that unite all accredited institutions in providing quality higher education to students in all the communities served in our region. It has clearly been an enriching and valuable experience for the Commission as it goes forward in its work.”





Strong Support for Teacher Education Program

Early in the spring 2008 semester, the Teacher Education Department reported a significant increase in enrollment in both its introductory courses as well as its newly-introduced 300-level classes, which count towards a Bachelor in Education (B.Ed.) degree. The ASCC Admissions Office has tabulated that 151 students declared Teacher Education as their major. Added to the 156 students who did the same last semester, this brought the total number of ASCC students in the Teacher Education program to 307, or about 20% of the college's student body.

“The 100- and 200-level courses in our department have filled up to capacity this semester,” said Teacher Education Chairperson Dr. Lina Galea'i-Scanlan. “We may have limited enrollment in the 300-level classes right now, only because it's just those very first students in our program who have already completed the upper-level prerequisites. By next semester, the 300-level classes should fill up with students now taking the entry level courses, and those now at the 300-level will move into the initial 400-level classes.”

Many years in the making, the ASCC Teacher Education program gives local students their first opportunity to earn a Bachelors degree without having to travel off island. Through every step in the program's development, ASCC has worked closely with the Western Association of Schools and Colleges (WASC), the organization which oversees accreditation of educational institutions across the nation, and a WASC team will visit ASCC later this year to review the program as the final step towards granting it full accreditation.

ASCC has accommodated the growing interest in the program by designating two classrooms in the new Education and Administration Facility for use primarily by the Teacher Education Department. Outside the classroom, Education majors have access to the Teacher Education Resource Center on the second floor of the Library. The Resource Center contains over 4000 books and magazines on Teacher Education, and will soon include additional computers that Education majors can use for research.



Programs Focus on Career Opportunities



In the week leading up to Easter, two ASCC divisions provided students with a greater awareness of career possibilities here in the Territory, as well as firsthand experience in working in the public and private sectors. The Upward Bound program held their 3rd Annual Career Activity, followed by a highly successful Career Fair organized by the Business Department for both Upward Bound and regular ASCC students.



Hosted by ASCC for many years, the federally-funded Upward Bound program provides educational opportunities and services for eligible high school students who meet federal criteria. A total of 50 Upward Bound students, including 10 from Manu'a, participated in this year's Career Activity. The activity got underway on Saturday, March 15th, when the collective group of Upward Bound students took part in the Red-Cross Pick-a-Thon, then continued on Monday with the students attending an orientation session held at CNR/Land Grant on the ASCC campus. Following the orientation, the students separated into small groups to spend the next few days as observers and temporary workers in one of the 23 participating American Samoa Government, federal, private and ASCC offices.



Titled "Expand Your Horizons", the Career Day event for the general ASCC student body saw the Business Department transform the gymnasium into a "career fairground" that included over 20 booths staffed by representatives from businesses, the government, and education. From early morning till mid-afternoon, students filled the gymnasium as they browsed the many career and education options available locally.



A number of distinguished speakers lent their insights by participating in the seminars, including Sandra King-Young of PICED, Rep. Vaito'a Hans Langkilde, business student Miss Tualele Samau, and Herbert Thweatt of the American Samoa Small Business Development Center.



Business Department Chairperson Dr. Faofua Fa'atoafe praised her students for taking on a lion's share of the organizational duties to make the event a success. "Many of our courses require active participation in management and planning, advertising, salesmanship, accounting and other business-related activities," she explained. "The organization of the Career Day gave the students a chance to display those skills, and you can tell by its success of the event what a fine job they did."



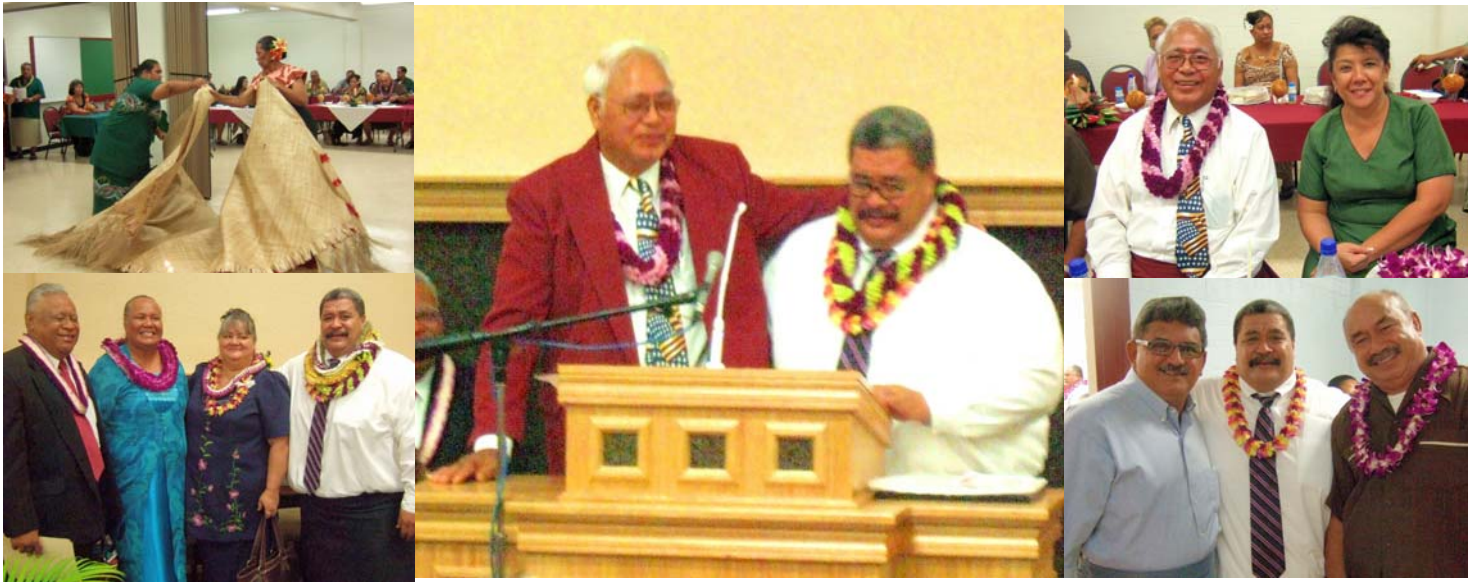
Administration and Faculty Collaborate on Self Study for WASC

During a May retreat, the ASCC Self Study Committee had their first opportunity to review in detail the first complete draft of the College's Self Study Report, a document put together by approximately 45 faculty and staff, working as part of individual Standards Committees. Following the review by the Self Study Committee, the report was submitted to the Western Association of Schools and Colleges (WASC) for evaluation prior to WASC sending a team from its subsidiary the Accrediting Commission for Community and Junior Colleges (ACCJC) to American Samoa in October to conduct a comprehensive accreditation review of ASCC.

"Accredited colleges undergo comprehensive evaluations every six years," explained ASCC President Dr. Seth Galea'i, "and with our turn coming up in October, this makes the work currently underway by the Self Study Committee crucial to our preparations for the ACCJC visit." Dr. Galea'i served as Co-Chair of the Self Study Steering Committee, along with Dr. Kathleen Kolhoff-Belle, the College's Accreditation Liaison Officer. Other members of the committee included Dean of Academic Affairs Dr. Irene Helsham, Assistant Dean of Academic Affairs Mikaele Etuale, Dean of Student Services Dr. Emilia Le'i, Teacher Education instructor Rosevonne Pato, Tavita Elisara of CNR/Land Grant, Samoan Studies Institute Director Okenaisa Fauolo, Chief Information Officer Grace Mareko, and Virginia Mailo-Filiga of the Office of Institutional Effectiveness and Advancement.

The Self Study Report focuses on how ASCC accomplished its goals in accordance with the four major WASC Standards, specifically Institutional Mission and Effectiveness; Student Learning Programs and Services; Resources; and Leadership and Governance. The ACCJC lists specific criteria for meeting each standard, and the Self Study Report in turn evaluated how ASCC meets the criteria, and where necessary, outlined plans for improvement. For this report, the Self Study Committee put special emphasis on how, in recent years, ASCC has utilized an ongoing Institutional Program Review and a focus on Student Learning Outcomes to improve teaching and learning at the College.

Having completed their revisions of the report, the Self Study Committee sent it to several groups for the next round of review. These reviewers included the ASCC Curriculum Committee, the Board of Higher Education, and a group made up of Student Government Association members. The Self Study Committee will reviewed the final draft once more in early July, and in August sent the final report to WASC/ACCJC and the members of Comprehensive Evaluation Team who visited ASCC in October.



Dr. Seth Galea'i Officially Installed as ASCC President

The official installation ceremony for ASCC President, Dr. Seth Galea'i took place on Saturday, June 7. Dr. Galea'i, who had served as Acting President since former President Dr. Adele Satele-Galea'i stepped down for health reasons, assumed the duties of President in January. An exceptionally busy spring semester at the College meant the postponement of his official installation until summer.

Among those in attendance at the installation ceremony were ASCC administration, faculty, and staff, as well as members of the government. The Board of Higher Education and government leaders congratulated Dr. Seth on his new journey, and advised him to put his best efforts forward for the college and our community. Board of Higher Education Chairman Uta Dr. Laloulu Togailalagi

advised Dr. Galea'i to never forget Samoa's culture and its importance in making decisions for the territory's young people and community at large. Secretary of Samoan Affairs Mauga T. Asuega, present at the ceremony on behalf of Governor Togiola Tulafono, reminded Dr. Galea'i to have faith in the Lord while embarking on the journey ahead of him.

Dr. Galea'i joined ASCC in 1990 as director of the American Samoa Teacher Education Program. In 1998 he became the college's Dean of Instruction, and in 2004 he was appointed as Vice President of ASCC. During his acceptance speech, Dr. Galea'i said he will strive to honor the traditions and values of ASCC by working to achieve the mission and vision of the College, as well as striving to serve the needs of the students and the community.

CNR Aids Arts Festival Ava Ceremony

As the 10th Festival of the Pacific Arts got underway in late July, the staff of the Community & Natural Resources (CNR) division provided some special assistance to enable the delegation from neighboring island nation Wallis & Futuna to conduct a culturally appropriate 'ava ceremony.

CNR Director Tapa'au Dr. Daniel Aga and Department of Agriculture (DOA) Director Peter Gurr officially donated a stool of 'ava Samoa to George Pilioko Siolesio, who represented the delegation from Wallis and Futuna. The delegation requested the 'ava through an arrangement with the Festival organizing committee and the DOA after learning that they could not bring their own 'ava with them due to the Territory's strong enforcement of the quarantine laws that protect us from invasive species, pests and diseases.

Dr. Aga commented, "The CNR Forestry division under the leadership of Malaetia Mike Misa, Forestry Program Manager, helped protect the island from invasive species, but we also realized the cultural importance of enabling our guests to conduct their ceremony properly. After all, we Samoans and the people of Wallis & Futuna share a common heritage with the 'ava. We happily performed this service for our guests, as it also gave us a chance to collaborate with our partner agency the DOA as well as the organizers of the Arts Festival."

For the CNR staff, finding just the right 'ava for the visitors, provided a chance to demonstrate American Samoa's world-famous hospitality. "Siaosi, the delegate from Wallis & Futuna, explained the importance of having a green, fresh-out-of-the-ground ava plant as part of their presentation," said Dr. Aga. "I'm glad Malaetia and the Forestry staff helped him realize his country's wishes, and I think American Samoa got to witness something authentic and from the heart. Siaosi was the first delegate I met, and from that point the Festival began for me."



Governor Emphasizes Commitment During ASCC Address



Invited in August to speak at the General Assembly of the ASCC faculty and members of the Board of Higher Education, Governor Togiola Tulafono shared his views on education in American Samoa, and his belief that committed teachers can provide one of the keys to the territory's success in the future. "Without commitment, you do nothing more than just a job," said the Governor, "but with commitment, you can change lives."

ASCC President Dr. Seth Galea'i welcomed the Governor to the stage to provide the keynote address at the faculty assembly, which takes place at the beginning of each semester. Remarking on how he enjoys speaking before educators, Togiola recalled his own experience as a teacher of Business Law at ASCC more than three decades ago, when the College first opened at its original location in Utulei. "I thank the instructors of ASCC for the job they do, and the Board of Higher Education for their leadership," said Togiola, "because educators provide one of the most important forms of public service. In my view, anyone who takes public service seriously only gets paid half of their worth. They get paid for the job they do, but not for all the extra time and thought they need to put in to get things right. You can find no better example of this than the teaching profession."

While emphasizing his support for the territory's education system, the Governor also spoke about the challenges that remain for today's educators. Speaking of the many ways education has changed over the years, the Governor pointed out one area where he feels some teachers have grown complacent. "Students today may have more sophistication in many ways," he said, "but it also seems to me that many of them lack a sense of personal responsibility, which you can see by their actions. As part of their education, students need to learn accountability for their actions. To this end, teachers need to teach more than just knowledge, but values as well. Again, this comes back to the idea of commitment."

On the importance of education to the economic development of the territory, the Governor said, "We need good education to survive in the long run. We have no natural resources except fish. Therefore, people make up our most valuable natural resource. Those of you in education need to ask yourselves, 'What am I doing for future generations?' Education means freedom, and I don't mean just in a political sense, but in the sense of each person developing their full potential for the benefit of themselves and their country." Togiola ended his address with a pledge to continue dialogue with ASCC President Dr. Seth Galea'i on ways that the College can continue to improve its services to American Samoa.

Following his talk, the Governor took a tour of the new Administration and Education Facility, located in the site of the former ASCC Auditorium. "The Governor found the new facilities very impressive," said the College's Chief Financial Officer Dr. Falema'o Pili, who showed Togiola around the newly-reconfigured area in the center of campus. "He enjoyed meeting the employees and finding out what kind of jobs they do." The Governor's tour included the site of the soon-to-open Le Bookstore, located at the College's front entrance in the space formerly occupied by the offices of Administrative Services and Human Resources.



UH School of Architecture Team Aids ASCC Facility Management

A team of 11 doctoral candidate students in architecture and one professor from the University of Hawaii School of Architecture visited ASCC in September to conduct field studies and interviews in order to advise the College on its long-term Facility Management Plan. “The architecture students have taken a look at our present infrastructure, and also conducted interviews with the administration and staff to determine how that infrastructure can best suit our needs now and in the future,” explained ASCC Director of Administrative Services Otomalesau John Ah Sue. The visiting team subsequently took the data collected back to Hawaii, and by the following month had completed a five-to-seven-year Master Facility Plan for the College. This plan will serve as a guideline for the College to make the best use of its infrastructure by modifying existing buildings and constructing new ones.

The UH architecture students worked on the ASCC master facility plan as part of their coursework towards completing their Doctorate degrees. Their Harvard-trained instructor leading the visit, Dr. Janine S. Clifford, teaches in the area of Community Design & Sustainable Research, and also heads her own architecture firm, Clifford Planning LLC. Students Allysa Taylor, Andrew Shaw, Joyce Nip, Dianna Wallis, Carla Dal-Santo, Jenny Lei, Raquel Gushi, Cherri Marinas, Yishan Fu, Leon Bisarra and Leah Stucky joined Dr. Clifford for four days of working on the ASCC campus as preparation for creating the master facility plan.

During a presentation before the ASCC Curriculum Committee and faculty, the architecture students shared their methodology. They consider all available information on a site (in this case, the ASCC campus), including its history, its surrounding environment, the community it serves, and projections for its use during the next 10 years. The architecture students gathered much of this data on ASCC and American Samoa in advance of their visit, but gained additional insights through actually traveling to the College, observing the infrastructure for themselves, and meeting its faculty, staff and students. The team from UH also met with ASCC President Dr. Seth Galea’i, the College’s Deans and Directors, and with the Board of Higher Education.

Ah Sue explained that the relationship between ASCC and the UH School of Architecture goes back more than 10 years. “In 1994, a team from UH made a visit here under the same arrangement as the team with us this time. The master facility plan generated in 1994 helped the College a great deal with its projections for how to best manage its resources for the decade that followed. In recent years, the College’s enrollment has soared, and we’ve also determined our priority programs for the future, such as Teacher Education, Trades & Technology, Nursing, and Samoan Studies. All of these new factors make it necessary for us to take a fresh look at our resources. By doing a new master facility plan, the UH architecture students will provide us with a very valuable asset for future plans.”

ASCC/UHM Agreement Assists ROTC Cadets

Cadets in the local Army Reserve Officers Training Corps (ROTC) now have easier access to scholarship funding as well as a streamlined transition to advanced training in Hawaii thanks to an Educational Agreement between the American Samoa Community College (ASCC) and the University of Hawaii at Manoa (UHM). In October, Army Lt. Colonel Rodney F. Laszlo of the ROTC program at UH Manoa personally brought with him a copy of the Educational Agreement, which was subsequently signed by ASCC President Dr. Seth Galea'i.

The agreement specifies ASCC classes which cadets can take towards the equivalent of an Associate of Arts (AA) degree at UHM, who in turn agrees to accept the ASCC transfer credits for these classes. "Having completed their AA requirements at ASCC, when the cadets transfer to UHM, they can proceed right away to the next level of ROTC training," explained LTC Laszlo. This continuity makes them eligible for Army scholarship assistance beginning as early as their freshman year at ASCC, and continuing through their graduation from UHM.

Previously, cadets in ROTC took the first two levels of Military Science courses at ASCC, and then transferred to UHM for the third and fourth level classes. Most colleges in the nation do not offer ROTC as a stand-alone major, so cadets needed to take their Military Science courses while also pursuing a major in another area of their choice. "In essence, this agreement will ensure that cadets from ASCC enter UHM with the right academic standing, not just in terms of their ROTC classes, but also the prerequisites for them to declare a major in an additional area," explained Laszlo.

Regarding scholarships, Laszlo said the ROTC program follows a merit based system where cadets gain eligibility based on their performance. "We follow a model we call scholar/athlete/leader, which means that the cadet needs to focus equally on those three areas. To earn the opportunity for an Army scholarship, the cadet needs to strive to maintain a 3.5 grade average, pass well above the minimum for a physical fitness exam, and also maintain an excellent personal record with regards to discipline and motivation."

In 2008, 2LT Hana Seloti and SFC Kenneth Thompson headed the ROTC program at ASCC, initially established in 2000 by LTC Mapu Jamias as a partnership with the UHM ROTC program and the 9th Regional Readiness Command.



ASCC/SSI Launches Bilingual Guide to Cancer Terminologies

The Samoan Studies Institute (SSI) at ASCC has taken a major step in de-mystifying the disease cancer for those who speak Samoan as their first language. In September, the SSI hosted the launch of its new publication, “Bilingual Guide to Understanding Cancer-Related Terminologies in English and Samoan” with a special ceremony attended by dignitaries from the local medical and social welfare communities as well as staff from the College and members of the Board of Higher Education.

The 101-page publication, the result of nearly a full year of research, offers English-to-Samoan translations of an extensive list of cancer-related terms, listed in alphabetical order, as well as a glossary and illustrations. SSI Director Keseta Okenaisa Fauolo-Manila recalled how she and instructor/researcher Tafito Aitaoto faced some unique challenges in preparing the guide. “We tried to not only come up with easily-understood translations for the medical terminology, but also to make sure the terms had a sense of appropriateness in the Samoan language,” said Fauolo-Manila. After consulting with local authorities and reviewing the information on the National Cancer Institute (NCI) website, Fauolo-Manila and Aitaoto relied on help from a number of different sources in choosing the proper translations. These sources included medical experts in American Samoa and the Independent State of Samoa, Nursing lecturers at the National University of Samoa, Samoan language experts, Samoan traditional healers, and even the Translation Office of Samoa’s House of Parliament.



When considering the available linguistic terms in Samoan, Fauolo-Manila and Aitaoto formulated categories to help determine the most appropriate treatment of each individual English medical term. “We deemed it unnecessary to translate certain words and especially acronyms that most Samoan speakers already have some familiarity with,” explained Fauolo-Manila. “For the terms we did translate, when possible we used body functions as a descriptive device” Challenges came when Fauolo-Manila and Aitaoto considered Samoan words where the meaning has changed over the course of time. The SSI researchers also had to consider English words for which more than one translation existed in Samoan, as well as certain Samoans words not easily translated into English.

Despite the challenges, the early response to the finished guide has served to validate all of the effort that went into its creation. In his remarks during the launch ceremony, ASCC President Dr. Seth Galea’i reflected, “We have seen how some Samoans have avoided seeking treatment for cancer due to their apprehension and lack of understanding. A guide like this will serve the urgent need to help ease the fears of people who have difficulty understanding these medical terms because of the language barrier.”

The SSI funded the project through a partnership between ASCC and the American Samoa Community Cancer Network. Fauolo-Manila said that the SSI started with “about 100” copies of the guide which it planned to give away free of charge. “Once we’ve disseminated all of the copies from this first run of the printing, then we may have to charge a fee to cover the cost of producing more copies,” she explained, “but for now we can still provide free copies to anyone interested.”



WASC/ACCJC Commends ASCC on Student Learning Outcomes

In October, a nine-member team of representatives from the Accrediting Commission for Community and Junior Colleges (ACCJC), a subsidiary of the Western Association of Schools and Colleges (WASC), made a site visit to ASCC. During a presentation before the ASCC administration, faculty and staff on the final day of the visit, ACCJC team leader Dr. John Nixon commended ASCC in a number of areas, particularly the College's progress in the area of Student Learning Outcomes and Assessment. This commendation represents an especially significant milestone for the College, where the administration and faculty have put more than five years of effort into making Student Learning Outcomes (SLOs) an integral component of all academic programs.

SLOs themselves are statements which define what a student should be able to do or demonstrate after the completion of a course or program. In broad terms, the idea behind SLO Assessment is to shift an educational institution's way of thinking from a primarily teaching-centered approach to more of a learning-centered approach. In schools across the nation, it was often found that the stated goals or objectives for courses and focused on what would be covered rather than what the student would be able to do afterwards, and on knowledge or comprehension rather than complex levels of thinking.

"In the past, there's been a general tendency to judge a school's effectiveness from what it puts into the learning process, rather than on what comes out of it," said ASCC President Dr. Seth Galea'i. "You can have great facilities, great teachers, even a great syllabus, all of which are very important, but in and of themselves, they don't provide us with a way to measure whether or to what extent true intellectual engagement has taken place. Even exam results tell only part of the story. SLO Assessment gives an instructor a more informative, more balanced means of evaluating students, so the College's ongoing work on adopting SLOs will go a long way towards providing our student body with a richer educational experience."

At ASCC, discussion of the theories behind SLOs began in the late 1990s. The long process of formally integrating them got underway in 2002, when WASC informed the institutions under its jurisdiction of its intention to shift criteria for the validation of higher education activities away from *inputs* (schools, curriculums, teachers, books, libraries, administrations, etc.) to *outputs*, or results best measured by indicators such as Student Learning Outcomes. After introducing the concept through the Curriculum Committee, the College formed an Assessment Committee specifically to work with each academic

department on their transition to adopting SLOs and finding appropriate means of student assessment. A number of ASCC faculty and staff have attended off-island workshops on SLO Assessment, and departments and committees within the College continue to meet to evaluate the effectiveness of their SLOs and discuss new approaches to facilitate improvement. At present, the majority of courses at ASCC now include SLOs in the syllabus.

The College's years of work integrating SLOs made a strong impression on the visiting ACCJC team. In commending the efforts by ASCC, Dr. Nixon discussed the development, program review, and commitment of money to training that he and his team have seen evidence of. Speaking before the assembled ASCC administration, faculty and staff, Dr. Nixon remarked, "Upon reviewing the current ASCC catalog, it pleased me to see that the vast majority of courses now include SLOs, which in turn align with the College's mission statement. With 99% of your faculty having received training in SLO Assessment, I feel ASCC has made an exemplary effort in this area."

On behalf of his team, Dr. Nixon further commended the College in a number of areas, including its ongoing practice of community involvement; the maintenance of its facilities; its commitment to preserving Samoan language and culture; its programs in Developmental English and Service Learning; the development of the Institute of Trades & Technology; hosting outreach programs such as Student Support Services, Upward Bound and GEAR-UP; improvements in fiscal management and technology; and continued progress despite limited resources.

After giving a summary of his team's findings, Dr. Nixon explained that they would continue work on a final report for several weeks after returning home. Nixon said the team had compiled a preliminary draft, including a section on commendations, or areas in which the team feels the College met or surpassed expectations in the quality of its service, as well as recommendations, or areas in which the team felt room for improvement existed. When the ACCJC team completed their first draft, they first sent it to President Galea'i for his review. A final draft went to the WASC Senior Commission, who met in January 2009 to make a final decision on the accreditation status of ASCC.

Besides Dr. Nixon, the visiting ACCJC team included Mrs. Diana Casteel, Dr. Laurie Huffman, Ms. Irene Malmgren, Dr. Linda Rose, Dr. Audrey Yamagata-Noji, Dr. James Albanese, Dr. Frederick Trapp, and Dr. Linda Lacey.





ASCC Hosts Congressional and Gubernatorial Forums

In the interest of helping the public make informed choices during the election season, the Student Government Association (SGA) hosted Congressional Forum in early October, followed a week later by a Gubernatorial Forum one week later.

The Congressional Forum featured lively exchanges between incumbent Faleomavaega Eni Hunkin and challengers Aumua Amata Coleman and ASCC faculty member Rosie Lancaster. Following the debate, all candidates took time to meet the students and members of the public in attendance. This congenial atmosphere set the tone for the Gubernatorial Forum one week later, which featured participation from all four candidates running for governor. Both forums took place in the ASCC Gym to a capacity audience.

“Among our student population, we have many 18 and over who will have their first opportunity to vote this year,” ASCC President Dr. Seth Galea’i said at the time. “These forums will give the students a chance to hear from the candidates firsthand, as they talk about issues important to young adults today. I commend SGA for organizing this event on behalf of their fellow students, and extend my thanks to all the candidates for taking the time to participate. We look forward to a stimulating and thought-provoking exchange of ideas as the candidates discuss the future of the Territory.”



Student Services

In-House Scholarships:

- Spring 2008: 3 Presidential Merit Scholarship recipients,
- 2 Saili le Atamai Scholarship recipients

American Samoa Government Student Financial Aid: Scholarships and Loans to 4-year stateside institutions for ASCC graduates:

- Spring 2008: 23 recipients
-

Graduation Commencement:

- Spring 2008: (48th commencement: 106 graduates

Financial Assistance:

- School-to-Work (STW) Program continues to assist students who are not eligible for Federal/Pell Grant with financial assistance as Job Coaches under the STW Program.
Job Coaches
Participants from various High Schools, including Manu’a High School
- Non-Pell Work Study
Fall 2008: \$10,000 budgeted for students who are not eligible for Pell Grant/Federal Pell Grant.
- College Access Challenge Grant Program (CACGP) Award:
Grant awarded to Division of Student Services to enhance student services, Dr. Kathleen Kolhoff, State Director.
- School-to-Work Program:
Fall 2007: 16 Job Coaches, 57 participants from various High Schools;
Spring 2008: 15 Job Coaches; 68 participants.

Graduation and Awards Banquet:

Spring '08 - 30 Awards Recipients

- ITT- 1
- CNR-2
- Fine Arts- 4
- Alumni Awards-1
- Service Learning- 2
- Student Support Services- 20



ITT Dean's Excellence Award-

1. Valentina Talamoni

3. Tautasi Falana'i (Appreciation)

4. Daniel Helsham (Drama)

CNR Appreciation Award

1. Marcella Talatau
2. Marie Chan Kau

Alumni Awards-

1. Gwendolyn Emsley

Fine Arts Award-

1. Henry Utoluga (Art)
2. Kaylene Fareti Lauano (Music)

Services Learning Awards-

1. Kaylene Fareti
2. Karen Felise Lauano (Tautua Award)

Student Support Services Awards

1. Rita Ale Amutuana'i
2. Tautalamaiaso Palo Auau
3. Marie Popoai Chan Kau
4. Grace Mefou Fa'ataitai
5. Tautasi Fa'ana'i Jr.
6. Eileen Leilua Faumuina
7. Mark Tua Feagia'i
8. Karen Anne Felise
9. Marie Imelda Ho Ching
10. Al J. Jennings
11. Lagafuaina Urshla Marie Kaio-Matai
12. Tino Kerita
13. Cassandra Laapui
14. Laavale Frank
15. Abraham Kosetatino Loa
16. Mili Lusie Sefo
17. Anarosemary Fetuao Taea
18. Fa'amamali Ualesi
19. Joshua Faalau Umaga
20. Joyce P. Valeliano

Student Government Association Activities:

Spring 2008:

- o Club Recruitment, application, Sign-in, and Rally
- o Valentine's Dance
- o Mizz Madammazelle Pageant
- o Volleyball Intramurals Tournament
- o Miss ASCC 26th Pageant and Pageant Week activities
- o SGA Club Awards



Student Government Association



Music Fest

ASCC Releases Fall '07 Deans List

In March, the Admissions Office announced the students whose academic achievement qualified them for inclusion on the Dean's List. The list is compiled after analyzing data from the transcripts of over 1000 students to see which ones meet the criteria for inclusion. ASCC congratulates the following 92 students for their outstanding academic achievement during the fall 2007 semester:

Tikeri N. Afalava	Lawrence F.	Elenor C. Malaga	Pisa Taiafi
Ivorie C. Alesana	Fernandez	Donna Rae O.	Valentine N.
Ana-Alicia P.	Saniva S. Filiva'a	Mallari	Talamoni
Alvarado	Ruta Fogavai	Ulualofoaiga Manu	Poutasi J. Tali
Ana-Stacia U.	Christina A.	Aleki S. Mao	Easter U. Tasi
Alvarado	Fuimaono	Joyce Mapo	Antonina Tauiliili
Edgar R. Apulu	Lagia K. Fulu	Sialofoaana A.	Lucille V.
Ateliana Atonio	Francis T. Galuvao	Meredith	Thompson
Tautalamaiaso P.	Tehmina T. Hudson	Amete V. Mulipola	Teporah L.
Auau	Leiema S. Hunt	Skyline S. Nua	Tinoisamoa
Mac Aveina	Audrey A.	Afasa J. O'Brien	Iapani U. Tiumalau
Darrell Brandt	Husseini-Eli	Siline Paama	Emau A. Tofilau
Amanda	Flora V. Kelemete	Julia C. Pereira	Luatimu L. Toilolo
Covarrubius	Dantley Kupu	Maggie S. Pereira	Tamara To'ilolo
Julian B. Dewees	Cassandra Laapui	Asenati K. Petelo	Nicole M. To'o
Gwendolyn	Anthony A. Lafaele	Tasali C. Pila	Kristine Tuato'o
Emmsley	Jason N. Latham	Momphei S. Puletasi	Rhonda L. Tuia
Henry F. Fa'alolo	Jacqueline F.	Manuia C. Satele	Galo T. Tuiolosega
Grace M.	Laumoli	Neil T. Save	Siupu S. Tupua
Fa'ata'ita'i	Akenese P.	Brent A. Schwenke	Corabelle N.
Tautasi J. Falana'i	Lealamanua	II	Tusiofo
Mile Farani	Jin J. Lee	Losalia M.	Pulefano P. Tuufuli
Vaise Faumui	Yie Je Lee	Seumanu	Fa'amamali Ualesi
Cheryl M.	Christina Lelea	Hermia Sione	Joe L. Uiagalelei
Faumuina	Aaron Lin	Denise A. Solia	Iloga Utuone
Gardenia F.	Shan Li Lin	Fiapapalagi J.	Tupito R. Voigt
Faumuina	Leua C. Luavasa	Suiaunoa	
Anthony A. Felise	Eugenia S. Lutali	Vineta V. Tagaloa	
Joseph A. Felix	Emmadora P. Maez	Fa'agata S. Tagoa'i	

To qualify for the Dean's list, a student must earn a minimum grade point average of 3.5 in courses numbered 100 and above. In addition, the student must have received no failing (F), withdrawal (W), withdrawal fail (WF), incomplete (I), or repeated (R) grades during that semester. Each student who makes the Dean's List receives a letter of recognition from the Office of the Dean of Academic Affairs, which they may pick up during the semester interim. The Dean's List designation subsequently appears on the student's transcript under the appropriate semester and a copy of the letter of recognition goes into the student's academic file with the Office of the Registrar.

ASCC Phi Theta Kappa New Members for spring and fall 2008

The Alpha Epsilon Mu Chapter of the Phi Theta Kappa (PTK) International Honor Society at the American Samoa Community College (ASCC) held its induction ceremony in March to induct its new members for the spring 2008 semester. Family and friends of the new and current PTK members joined ASCC administrators and faculty for an intimate ceremony in the College's new lecture hall to induct 8 of the "best and brightest" into the prestigious Honor Society.

Guest speaker Dr. Lina Galea'i-Scanlan, director of the College's Teacher Education Program, focused on the evening's theme of "Power Beyond Measure". Mrs. Galea'i-Scanlan shared a number of anecdotes from her own experiences in college, and reminded the PTK students that success results from the right balance between discipline and passion. Next, the eight inductees took the oath to uphold the values of the PTK, and performed the ceremonial lighting of candles representing the mythical Greek "flame of knowledge". With the induction ritual complete, ASCC President Dr. Seth Galea'i, Dean of Academic Affairs Dr. Irene Helsham, and Dean of Student Services Dr. Emilia Le'i joined the families and friends of the inductees to congratulate them on their inclusion into the prestigious PTK.

Spring 2008 Continuing Members: Ana-Alicia Alvarado, Ana-Stacia Alvarado, Gwendolyn Emmsley, Grace Faataitai, Tautasi Falanai, Mile Farani, Francis Galuvao, Jerome Grey, Daniel Helsham, Aaron Lin (Vice President), Tautalamaiaso Auau, Eleitino Loi-on, EmmaDora Maez, Laura Maez, Donna Rae Mallari (Secretary/Treasurer), Tupou Sia, Krystal Soa (President), Valentine Talamoni, Carleen Tamapolu, Rhonda Tuia, Faamamali Ualesa.

Spring 2008 Inductees: Edgar Apulu, Danielle Chrichton, Faaloua Faaloua, Leiema Hunt, Ramona Lalaga, Eugenia Lutali, Tamara Toilolo, Tracey Sene.

During the fall 2008 PTK induction ceremony, held in October, guest speaker Mrs. Letupu Moananu, chairperson of the Math Department, spoke of her own lessons learned during her many years of teaching. Next, the 13 new inductees took the oath to uphold the values of the PTK, and performed the ceremonial lighting of candles representing the mythical Greek "flame of knowledge". ASCC Student Government Association President Ramona Lalaga provided the congratulatory remarks for the new inductees. ASCC President Dr. Seth Galea'i and many of the College's faculty and administration joined the PTK for this special occasion.

Fall 2008 Inductees: Tikeri Noel Afalava, Charlene Afu, Lawrence Fernandez, Sniva Filiva'a, Amber Fuaga, Akenese Lealamanua, Latisha Olo, Julia Pereira, Easter Tasi, Emau Tofilau, Lutimu Toilolo, Tuaua, Galo Tuiolosega.

Phi Theta Kappa recognizes and encourages excellence in scholarship among associate degree students. The Greek words Phi Theta Kappa mean wisdom (Phi), aspiration (Theta) and purity (Kappa). The society bases its programs on its four hallmarks: scholarship, leadership, service and fellowship. The society provides more than \$35 million worth of scholarships annually to students nationwide. Each member is automatically nominated for inclusion in the prestigious National Dean's List, and is also enrolled in the PTK Transfer Database, which links senior institutions across the nation offering scholarships to PTK members.

Every semester, PTK advisors Tafaimamao Tua-Tupuola, Randall Baker, Elvis Zodiacal, Mark Mageo and Jim Sutherland review the ASCC Dean's List and other relevant data to determine which students qualify for the membership in the Society. Candidates must have taken at least 12 credits, passed their English 150, English 151 and Math 90 classes, and have earned a cumulative grade point average of 3.5 or higher. Qualifying students receive an invitation to join PTK, and most of those invited readily accept the offer.



ASCC Students Participate in Summer Science Projects Overseas

After taking the initiative to apply for scholarships, five continuing students and recent graduates at ASCC spent part of their summer overseas participating in science programs. ASCC science instructor Dr. Kenneth Belle explained that he and the other instructors in his department try to keep students informed of scholarship opportunities available, and then support the efforts of students who apply by writing letters of support and helping them with the necessary paperwork. Added Dr. Belle, “This semester we enjoyed an especially high success rate with helping students attend summer programs in areas of science in which they show promise by encouraging them to apply for scholarships.”

Belle explained that ASCC participates in the Louis Stokes Alliances for Minority Participation (LSAMP), a nationwide initiative to encourage and facilitate access to careers in the areas of science, technology, engineering and math (commonly grouped together under the acronym STEM) among underrepresented populations. In their second year of participating in LSAMP, the ASCC science instructors helped five of their continuing students and recent graduates arrange participation in exciting overseas summer programs. Graduates and twins Ana-Alicia and Ana-Stacia Alvarado spent three weeks at the University of Hawaii at Manoa taking part in the summer institute Explorations in the Geosciences, before staying on at UH Manoa in the fall as biology majors. Gwendolyn Emmsley, another spring graduate, will also traveled to Hawaii to participate in the ten-week Undergraduate Mentoring in Environmental Biology, an interdisciplinary program in Environmental Science for students from Pacific Islands, funded by the National Science Foundation.

Continuing ASCC student Czarina Roque traveled all the way to Latin American as a participant in the Costa Rica Summer '08 Tropical Biology Program, a month-long field excursion initiated by the Organization for Tropical Studies at Duke University. Feauina Meaole, also a continuing student, spent almost two months attending the Rocky Mountain Biological Laboratory in Colorado, where she focused on the areas of Animal Behavior, Field Ornithology, Plant-Animal Interactions, and Field Botany.

Besides the Science Department, other divisions also took an active role in supporting scholarship initiatives. Agriculture major Pele Iuta attended the same Colorado program as Feauina, thanks to a combination of a scholarship and additional funding through Community & Natural Resources (CNR), the College's Land Grant division. CNR has also provided a full scholarship for Toepo Leiataua to spend the month of June studying tropical agriculture at Puerto Rico University. Toepo carried an impressive triple-major that combines General Agriculture, Natural Resources, and Marine Science.

The ASCC Teacher Education Department (TED) also had one of its students receive a scholarship. Honolulu-based organization Pacific Resources for Education and Learning (PREL) regularly makes available its Pacific Teacher Scholarship for residents of the US Pacific enrolled in a teacher preparation program. After hearing of this opportunity, Education major Mac Aveina asked the TED for their assistance in completing the application, and several months received notice that PREL had granted him a \$1,000 scholarship. While Mac did not use his scholarship for travel, he nevertheless had up to \$500 per semester to apply towards his tuition. In their award letter, PREL called Mac's commitment to educating Pacific children “commendable”, and wished him success in obtaining his goals.



ASCC Students to Visit Tokelau for Archaeological Excursion

Three ASCC students experienced the unique island culture of Tokelau for three weeks as part of an Archaeological Field School organized by instructor Dr. David Addison. Marie Faatuala, Timali Pele and Junior Lokeni participated in a research project held in conjunction with the National University of Samoa (NUS), the University of the South Pacific (USP) and the Tokelau Department of Education. “As one of the closest island groups to the north of Samoa, we believe that Tokelau at one time had a close connection with Samoa. This research project will give us a chance to investigate that theory,” said Dr. Addison.

In preparation for the Field School, which took place in August, Dr. Addison visited Tokelau in May to arrange accommodations for the students and make a preliminary assessment of the excavation site. The tiny Pacific nation consists of three main atolls, Atafu, Nukunonu, and Fakaofu, which travelers can reach only by sea. Fakaofu, the closest to Samoa, lies about 270 miles north of Apia, and takes about 24 hours of ocean travel to reach, while Atafu, the largest and the site of the archaeological project, requires another day’s worth of travel to get to. All passengers bound for Tokelau must take the boat which leaves from Apia every two weeks. The population consists of only around 1500 people divided equally among the three atolls.

While the Tokelau lifestyle may sound idyllic, life on the small atolls presents continued challenges. With the atolls rising only 10 to 15 feet above the ocean, rising sea levels due to global warming pose a constant threat. With a limited amount of space on the atolls, the Tokelauans also face the challenge of overcrowding. Luckily, through their political ties with their former colonial ruler, all people of Tokelau have citizenship in New Zealand. “Tokelau has evolved its own unique language and culture, but it still has a lot of similarities with Samoa as well as its other close neighbor, Tuvalu,” said Dr. Addison, who hoped the archaeological expedition would reveal more about the historical relationship between Samoa and Tokelau. “We have good reason to believe that Tokelau may have provided a stepping stone for Polynesians to colonize other parts of the Pacific, such as the Cook Islands, Tahiti, and even Hawaii,” he said.

The group of ASCC students, all members of Dr. Addison’s class Anthropology 210: Archaeological Field Methods, will join their counterparts from NUS as well as Tokelauan students from USP and Atafu High School for the expedition. An international team of archaeologists will also join the project in Apia before heading for Tokelau. “At a small, remote institution like ASCC, students have few opportunities to participate in scientific research,” said Dr. Addison. “However, I can’t think of a better way of motivating students to excel than direct involvement in research. Most successful scientists got started in their careers by participating in research projects that stimulated their sense of adventure and scientific inquiry

YANA Celebrates Fifth Anniversary



The You Are Not Alone (YANA) Coalition at the American Samoa Community College marked its fifth anniversary in November with a celebration attended by staff and students of the College, as well as special guests from the community. A cross-section of administrators, faculty and students initially formed YANA in 2003, following a teen suicide epidemic that claimed the lives of eight young people, two of them ASCC students. “We formed YANA based on the idea that peers can help one another in times of crisis,” recalled Mrs. Rosevonne Pato, a former head of the Coalition who now heads the Office of Institutional Effectiveness and Advancement. “For people of all ages experiencing emotional distress, YANA seeks to provide somewhere they can turn. We learned as we went along, and I feel proud to see the program continuing to grow.”

Counselor Mark Mageo, who has led YANA for the past two years, explained how the Coalition has expanded on its original focus of educating students in ways they can help their peers through emotional or psychological difficulties. “Each year since 2003, YANA has organized a training in which we go over the basics of personal

problem solving, communication, crisis intervention, and suicide prevention. Students who complete the eight hours of training receive a certificate of completion, and more importantly, acquire the skills to help others should the need arise. Even if the students never find themselves having to personally provide this kind of assistance, by participating in YANA they raise the awareness in the community about the types of challenges people may face and the best known methods for meeting these challenges.” YANA members also take part in community outreach programs and maintain a 24-hour crisis line which individuals can call for counseling or emotional support.

Due to scheduling conflicts, YANA did not hold its usual training in 2008, but members did take part in the Ta’ita’itama Town Hall event in November. “We feel honored to have received the invitation, and the event gave us a chance to get the word out about our activities,” said Mageo. “We look forward to continuing our association with Ta’ita’itama next year, when we will resume our YANA training. Ta’ita’itama focuses on the prevention of teenage drinking, which in turn often contributes to the kind of emotional problems we address in our own workshops.”

Mageo served as the master of ceremonies for the celebration, which included congratulatory remarks from ASCC Vice President Dr. Kathleen Kolhoff-Belle, Dean of Student Services Dr. Emilia Le’i, and Mrs. Rosevonne Pato, all of whom trace their involvement with YANA back to its inception in 2003. Special guest speaker Roy Ausage, Acting Director for the agency Youth & Women Affairs, talked about the changing world faced by the youth of today, and gave the students in the audience encouragement to not only meet their own challenges, but to also help their peers cope with life’s complexities. Other special guests in attendance included YANA supporter Rev. Tafa Fa’amatala and Tunoa Peteli and David Bird from DHSS, while the Christian Club NOTW (Not of This World) and the ASCC Ukulele Ensemble provided entertainment.

“We have a very serious purpose with YANA,” reflected Mageo, “but we try to balance that seriousness with celebration on occasions like this.” Mageo expressed his gratitude to all past and present YANA participants and supporters in the community, to the ASCC administration and Student Government Association for their partnership, and to VOC-Samoa Packing and Star Kist Samoa for their generous donations to YANA activities. To reach the 24-hour YANA crisis hotline, call 252-YANA (252-9262).





King and I



ASCC Students Triumph Once Again at Broadway Theatre Project

Five ASCC students attended one of the most prestigious training programs in the theatrical arts, the Broadway Theatre Project (BTP), which took place in Tampa Bay, Florida in July. After submitting audition tapes during the spring, Daniel Helsham, Milton Manase, Johnny Saelua, Fa'afetai Shane Ta'afua and Ruth Lynn Tuasivi all achieved acceptance into the rigorous three-week tutorial on the arts of singing, dancing and acting. The students fundraised for months to pay for their travel and tuition, and in return received training under some of the most influential figures in the theatrical world, alongside approximately 200 other fledgling performers from across the United States. Besides the students and instructors, the BTP also attracts numerous directors, producers, and talent agents from the theatrical world, all on the lookout for emerging talent.

So how did the group from American Samoa perform in such esteemed company? "After our first three students from the College made it to the BTP last year, the faculty took a special interest in us," said dance and drama instructor Carmela Gallace, who traveled with the ASCC students. "After seeing the five who went this summer, the BTP now recognizes ASCC as an institution that produces world-class performing artists."



AIDA

The ASCC group shared a part of their homeland with the BTP by presenting a special Samoan cultural performance for the entire faculty, staff and student body, exposing many of them to Pacific artistic expression for the first time. “The Director of the program, Debra McWalters, had tears in her eyes because the performance touched her so deeply,” said Gallace. To view photos from the ASCC presentation online, go to the web page: http://photosatyourplace.com/BTP2008/Samoan/page_01.htm.

As Gallace and her students began preparations for the ASCC fall production of “The King and I”, she reminded the public that her department can always use any sponsorships towards projects such as providing scholarships, inviting professionals to hold workshops, and arranging for four-year performing arts institutions to hold auditions locally. “We’ve received crucial support so far from many members of the public and private sectors, too numerous to mention at one time, and we hope they share our pride in the results of their generosity. Our young people have so much natural artistic talent which they could turn into careers with the right guidance, and they can accomplish this if their community stands behind them.”

The ASCC theatrical productions in 2008, “Aida” in the spring and “The King & I” in the fall, both played to full houses over the course of several nights in the Lee Auditorium, with many in the community complimenting the high quality of acting, dancing and singing displayed by the ASCC student performers, as well as the impressive sets designed by Fine Arts instructor Regina Meredith and her students.





American Samoan ROTC Graduate Commissioned as 2LT through ASCC

Friends, family and dignitaries gathered for a ceremony at ASCC in late December to honor ROTC graduate Saipale Lee Tauaa Vaouli of Aofau as he received his commission as a US Army Second Lieutenant. Guests included Gov. Togiola Tualafono, who gave a keynote address, as well as local ROTC pioneer Lt. Col. Mapu Jamias, ASCC President Dr. Seth Galea'i, prominent church and community members, and the staff of the ROTC program at the College.

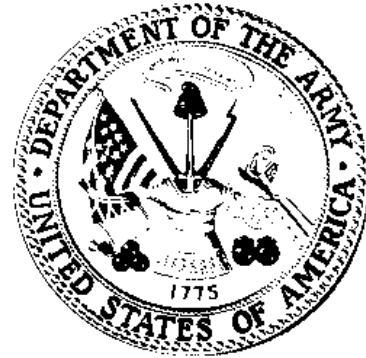
Born in 1982 to Tofa Afuiai Lee Tauaa and the late Mrs. Tupulua Leota Vaouli of Aofau, Saipale started his schooling at the Aofau CCCAS under Pastor Elisaia Soli and Faalelei Fuimaono. He also attended Aofau Elementary School and Pacific Horizon Academy before graduating in 2000 from Fagaitua High School. Saipale briefly attended Snow College in Utah, but returned home in 2003 to continue at ASCC, where he graduated in 2005 with an Associates of Science in Criminal Justice at a Cumulative Grade Point Average (CGPA) of 3.83. Through his exemplary academic performance and membership in the Phi Theta Kappa honors society at ASCC, Saipale received an American Samoa Government Scholarship to continue at the University of Chaminade in Hawaii.

Before starting at Chaminade, Vaouli took a semester off to join the Army Reserve, and began his military career with his Basic Training at Fort Leonard Wood, Missouri, and Advanced Individual Training at Gulf Port, Mississippi. Joining the Army Reserves in Hawaii, he entered Chaminade in fall 2006, simultaneously enrolling in the Senior ROTC Program at the University of Hawaii at Manoa, where he qualified for an Army ROTC Guaranteed Reserve Forces Duty Scholarship. In 2007 he completed the ROTC Leader's Development and Assessment Course at Fort Lewis, Washington, graduating in the top 20 percent in the nation. Immediately after, he attended Airborne School at Fort Benning. While advancing in his military training, Vaouli continued to excel in academic pursuits, gaining acceptance into the Delta Epsilon Sigma and Delta Epsilon Iota honor societies at Chaminade. Vaouli graduated from Chaminade on December 15th, with a Bachelor's Degree in Criminal Justice, at a CGPA of 3.94, which earned him an award for Most Outstanding Graduate

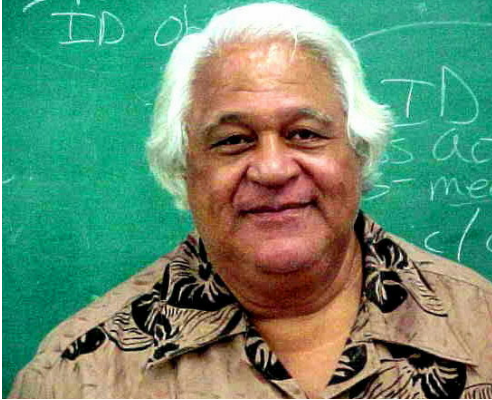
in Criminology and Criminal Justice. That same week, he made it home in time for his commissioning ceremony on Friday, December 19th.

In addition to the Governor, numerous family members and supporters from the community, two guests made the ceremony particularly special. Retired Lt. Col. Mapu Jamias, whose efforts over the years have helped launch the ROTC programs at ASCC as well as the local high schools, read Vaouli his officer's oath. To complete the commissioning, Vaouli received the ceremonial handshake from his brother Staff Sgt. Larry Vaouli, who has returned home for the holidays before resuming his active duty in Iraq. When his time came to speak, Vaouli dedicated all of his accomplishments to his parents. "I owe my success to my father, who has never failed to provide me with support and guidance, and to my late mother, whose grace and humility continues to be my inspiration. Without God's grace, I would not have been able to reach such achievements."

This landmark event for Vaouli marked the only second occasion in which an ROTC graduate from American Samoa received a commission in a ceremony held locally. During the College's spring 2008 graduation ceremony, Hanna Seloti received her commission as Second Lieutenant, making her the first individual in American Samoa's history to receive this honor in a ceremony held here in the Territory. 2LT Seloti joined the celebration in honor of Vaouli, along with her colleagues in the ASCC ROTC program, SFC Kenneth Thompson and Lt. Maryjane Porter.



Senator Pulefaasisina Tuiasosopo to Provide Keynote Speech at ASCC Graduation



ASCC held its spring 2008 graduation ceremony on Friday, May 16th, with 100 young men and women receiving their degrees and certificates. Former ASCC faculty member and current Alataua Senator HC Pulefaasisina Palauni Tuiasosopo provided the keynote speech, drawing on the many highlights of his more than 40 years of parallel careers in education and politics. Beginning with his earliest education at the institution once known as the American School, and later as Fagatogo Elementary School, Pulefaasisina went on to receive not one, but two high school diplomas, from Samoana in 1955, and another from Punahou School in Honolulu the following year. After receiving his BA in Political Science in 1961 from the University of Oregon, Pulefaasisina started his professional

life shortly afterwards, but never lost interest in furthering his education. In 1994, late into his own career as an educator, he completed his MA degree in Pacific Island Studies from the University of Hawaii at Manoa.

In 1962, Pulefaasisina returned to American Samoa and took a job as an administrative assistant to then-governor H. Rex Lee. “I went on to work with eight different governors over the next 24 years,” Pulefaasisina said. He resigned from ASG in 1986 to take the prestigious position of Secretary General of the South Pacific Commission, which lasted for two years, after which he joined the staff at ASCC in 1989 as an Institutional Planner. “At ASCC, I had a special mandate to develop what eventually evolved into the Department of Samoan and Pacific Studies (SAMPAC),” Pulefaasisina recalled.

As the director of SAMPAC, Pulefaasisina gained a reputation as an authority on the histories, languages and cultures of Samoa and the Pacific region. “In addition to teaching, our program also embarked on a major effort to record oral histories of Samoa, and to establish an archive of those histories which future generations can use as a resource,” he said. Aside from establishing the largest collection of oral histories in American Samoa, which exists in written, audio and video formats, SAMPAC also piloted programs in archeological research and established exchange programs with students from off-island universities.

Pulefaasisina served ASCC until 2004, when an interest in returning to politics led him to resign in preparation for his bid at a seat in the Senate. Although for the past several years Pulefaasisina has lent his experience to American Samoa’s lawmaking process as a Senator representing the Alataua district, his time spent at the College still casts a long shadow. “I still look at Pulefaasisina as my role model,” said his former student and current ASCC Samoan Language instructor Evile F. Feleti. “He inspired me to work in the field of education as a teacher and researcher into my own culture.” While Pulefaasisina no longer teaches at ASCC, his son Kuki Tuiasosopo carries on the family tradition as a music instructor in the College’s Fine Arts Department.



Alumni 2LT Hanna Seloti to Speak at Fall 2008 Graduation

The ASCC fall 2008 semester graduation ceremony took place on Friday, December 12, and featured former ROTC instructor Ms. Hanna Seloti, an ASCC graduate who had recently earned a commission as a Second Lieutenant in the Army through the ROTC program at UH Manoa.

Seloti resided at the time in Petesa-Uta, but also claims roots in Manu'a, Tutuila, Upolu and Savaii. As a youngster, she attended Lupelele Elementary and Samoana High School, before completing a Liberal Arts degree at ASCC and her Bachelors in Historical and Political Science from Chaminade University in Honolulu. Seloti participated in JROTC for three years at Samoana, and also enrolled in the University of Hawaii ROTC program while attending Chaminade. Reflecting on her decision to pursue a career in the military, Seloti said, "At first, I saw the Army as an opportunity to further my education. Over time, having learned about the great service and sacrifice of our people in the military, I've come to appreciate what an honor it is to serve."

In 2005, Seloti was deployed to Tikrit, Iraq along with the Reserve Unit from American Samoa, the 793rd Engineering Detachment Unit during Operation Iraqi Freedom III for 12 months. "Aside from the danger," she says, "I was in awe just seeing first hand places I grew up only reading in the Bible, like the Tigris and Euphrates Rivers. There is so much history there!" Following her deployment, having risen to the rank of lieutenant, Seloti requested the opportunity to work at ASCC as a Gold Bar Recruiter. "ASCC had never had a Gold Bar Recruiter before, but my own Professor of Military Science at UH, LTC Rod Laszlo, made inquiries and found out the Army would approve my proposal."



"At my arrival in May of 2008," Seloti explained, "the co-instructor of the ROTC program at ASCC, 1LT Porter, had temporarily traveled off-island for training, so in accordance with military protocols, in her absence I assumed her responsibilities. As an instructor and a Gold Bar Recruiter, my role was to recruit, train, and retain." Seloti's tenure with the College actually concluded, at least for the time being, on the same day as the graduation ceremony at which she spoke. "My orders actually specified that my time period as a Gold Bar Recruiter would end on December 12. Next semester, I'll begin the next level of my own training with the BLOC in Georgia and Missouri."

Upon completing her BLOC training, Seloti planned to return to Hawaii, where she hoped to pursue a degree in Pacific and International Studies at UH Manoa. She hoped the opportunity would once again come her way to serve the people of American Samoa, but expressed confidence that the ROTC program at ASCC would continue to thrive under SFC Thompson and 1LT Porter. For young adults in American Samoa considering a career path similar to her own, Seloti offered the advice, "Be close to your faith. Know what you want and never lose focus! Get in touch with your roots, because it is your identity when you leave home."

Academic Affairs Division

2008 Highlights

1. Fall – 2008 Governor Togiola Tulafono Invited as Keynote Speaker for Faculty Orientation.
2. WASC Dr. John Nixon’s pre-visit meeting to ASCC and tour of academic programs
3. ASCC receives UH-LSAMP Grant of \$23,000 to encourage and support students to pursue careers in science, math, engineering, and technology through research projects and tutorials.
4. Completed Self Study Report for WASC Accreditation.
5. Fine Arts Department spring musical production of “Aida” and fall musical production on “The King and I”
6. Five ASCC students from the Fine Arts Department attended the prestigious “Broadway Theatre Project” at the University of Miami, Florida
7. Six high school seniors entered the Nursing Bound Program sponsored by ASNA and SANA.
8. Increase enrollment numbers for Nursing Program:

Total: 118		
94	-	Pre-Nursing (declared majors/not accepted into program working on pre-requisite courses)
06	-	Nursing Bound (high school seniors)
14	-	PN – Accepted in PN program
04	-	RN – Accepted in RN program
9. WASC Accreditation Visit in October of 2008



Fall 2008 Registration



Speech Class

Seven-Time “Who’s Who Among American’s Teachers” Nominee Shergill Retires from ASCC



During the fall semester, the ASCC faculty, staff and students noticed the absence of one familiar face. While teaching math for the last 16 years, Kuldeep Shergill impressed students with his unusual but effective classroom methods. Although he started his professional life in aviation rather than education, his skills as an instructor led his students to nominate him a record seven times for inclusion in the *Who’s Who Among America’s Teachers*, a yearly publication that recognizes educators across the nation who students feel have made a positive impact on their lives. After resigning in summer 2008 due to health concerns, Shergill recalled his long, eventful life and the series of events that saw him begin as a pilot in the Indian Air Force, then find a second career many years later teaching math in American Samoa.

Born in 1942 in the Punjab region of India, a northwestern corner of the country bordering Pakistan and Afghanistan, Shergill grew up in an environment rich in culture and history. “In the Punjab, the battles between Alexander the Great and the warlords of India took place,” he explained. “As for myself, I reached maturity just in time for several of my country’s wars with Pakistan.” He attended the prestigious St. Stephen’s College, an institution set up during Britain’s long colonial rule to prepare promising students for careers in the civil service. Entering the Air Force after graduation, Shergill learned to pilot a number of different aircraft, including helicopters, and eventually settled into a long tenure as a flight instructor.

Eventually tiring of military life, in the mid-1970s Shergill struck out on his own as a

freelance pilot and trainer, which led to numerous jobs not only in India, but also in the politically volatile Middle East. The chain of circumstances which led him to American Samoa actually started with a life-threatening incident in Beirut, Lebanon. “I had befriended an American civilian pilot named Claude Horton. One morning we went for a walk along the canal in Beirut, just having a conversation. Then I heard the unmistakable sound of a gun clicking, and turned around to find a Palestinian pointing a weapon at us. He had overheard Claude’s American accent and wanted to shoot him. I could speak some Arabic, and luckily the Palestinian recognized me from the neighborhood. It took a long time, but I convinced the Palestinian not to shoot Claude by telling him that Claude was a British citizen who had gotten the accent while spending time in America. After awhile, the Palestinian relented and left us alone.”

The incident convinced Shergill that the time had come to change employment locations, so he next found work flying crop-dusting planes in England. “Five years after the incident in Beirut, one day after work I received a message that someone named Horton had telephoned. Claude never forgot how I had intervened that day to save his life, and by then he had made influential connections in the aviation industry back home. He had called to offer me work flying planes in the Gulf of Mexico.” Shergill soon departed for the United States, where Horton arranged for him to take the tests for his American flying licenses. “I passed all of the tests easily,” remembers Shergill, “but then the tester asked if I had a green card to work in the country. We had forgotten that one detail.”

As an Indian citizen, Shergill would have needed to wait perhaps months to receive a green card and work legally in the USA. However, Horton learned through his contacts of an employment opportunity that would only require the US flying licenses Shergill had just obtained. “The planes used by the US fishing fleets in the Pacific usually operated in international waters,” Shergill explained, “and because the fleets frequently hired pilots from other countries, I wouldn’t need my green card for the job. This suited me just fine, and before I knew it, I had received a ticket to travel to a

location I'd never heard of called American Samoa."

For the next several years, Shergill flew the helicopters used by the US purseiner fleets operating out of the Territory, and also served as a trainer and tester for other pilots. "I made the safety inspections on the fleet's helicopters, tested the new pilots who joined the company, and frequently flew the aircraft myself while a person next to me looked through binoculars to spot movements of schools of fish." Based in American Samoa full-time, Shergill met his wife-to-be Sina Tau, and the two wed in 1987. The couple has two children, son Kuldip Jr. and daughter Adrienne, both of whom now attend Chaminade University in Honolulu. While the job with the fishing fleets seemed secure, balancing professional responsibilities with his new family eventually caused conflicts. Shergill recalled, "It came to a head after the hurricane of 1990, which struck during one of my work shifts 40 or 50 miles out at sea. When I got back, I needed to look after my family, but the purseiner owner wanted me to go right back out. I said no."



Mrs. Shergill happened to know the late Mrs. Faauga Achica, who at the time headed Adult Education at ASCC. "My wife mentioned to Mrs. Achica that I had a Bachelors degree from St. Stephen's in math and science, and might have an interest in a new job," remembered Shergill. "Mrs. Achica needed a math instructor for her program, so she offered me the position that first brought me to the College." During his two years working in Adult Education, Shergill's knack for teaching attracted the attention of the chairman of the Math Department. "The chairman at the time, Larry Oney, first asked me just to fill on his classes while he went off island. He apparently liked my work, because when he returned he offered me a position with the regular faculty."

From 1992 until this summer, Shergill served as a mainstay in the Math Department at ASCC.

Having lived through enough adventures to fill a book, Shergill credits his spiritual foundation for keeping him on a steady inner course through his many life changes. "I ascribe to the Vedanta faith, based on the ancient Veda texts, which embraces all religions," he explained. "Vedanta teaches that all religions have the goal of bringing the soul back to God, and that the Lord did not create the division between religions, but humans with their own agendas did so. For example, Osama bin Laden takes a few words out of the Koran to justify his evil deeds, but he has purposely misinterpreted the overall meaning of that text, which has a message of salvation and even love." Shergill follows a strict daily prayer ritual, and often looks to the Vedas for inspiration. "The Vedas say the mind controls the senses," he explained, "but the mind also falls prey easily to negative emotions. The Vedas describe the thoughts caused by negative emotions as worse than a snake bite, but also teach that if you control the mind and consciously focus on positive thoughts, then the spirit will follow."

While most retirees look forward to spending their time enjoying themselves, Shergill says he already misses his work. "Should I have the good fortune to heal completely, I would love to return to the classroom," he says. "Whether in public school, private school, college, elementary school, or wherever someone needs a teacher, I would still like to teach." With the life experience he possesses, Shergill could easily pursue other interests besides teaching, but because of his passion for the classroom and helping the students of American Samoa, he would prefer to offer himself as a resource.

Cultural Artist Represents Territory in China Symposium



Patrick Mafoe, the Cultural Artist with the Samoan Studies Institute (SSI), had to miss the 10th Festival of the Pacific Arts, but for a good reason. From July 25th to September 7th, Mafoe, 24, represented American Samoa at the International Sculpture Symposium in Changchun, China. In response to the International Symposium's call for entries, Mafoe previously submitted illustrations for an ambitious cultural project, a wood sculpture which celebrates the common heritage of Pacific people by combining modern principles of dimension with traditional Samoan symbols. Mafoe's concept impressed the Symposium organizers enough that he received an invitation from them to travel to China and participate in the event, all expenses paid. Upon arrival, starting with just his materials, his tools and his plans, Mafoe had just over a month's time to bring his sculpture to full realization.



"Seen from the top, the sculpture takes the shape of a triangle," explained Mafoe. "The triangle comes from various Samoan symbols, but also represents the Polynesian triangle. The three sides of the triangle also stand for the three Pacific races, Polynesian, Melanesian and Micronesian. I place Samoa at the center of the triangle, but the inclusion of all the ethnic backgrounds gave me the idea for the name." The sculpture curves inward from its triangle-shaped apex, into a middle portion adorned with symmetrical figures representing human beings. The middle portion rests on a base in the shape of a kava bowl.



Mafoe, 24, grew up in Leone and traces his artistic beginnings all the way back to elementary school. "I started doing art in the 3rd grade at Leone Midkiff," he recalled. "By the time I got to Leone High School, I had developed to a point where I could paint huge banners and backdrops for the school and other organizations. This taught me a lot about having to create artwork at the last minute! While attending ASCC, in 2003 I met the Samoan master carver Sven Ortquist while taking Regina Meredith's course on Indigenous Arts. The Tafesilafa'i Festival in 2004 gave me the opportunity to showcase what I learned from working as Sven's assistant. For the Festival, we carved two wooden canoes, one 14 feet and the other 16 feet, as well as a lali, the very large Samoan percussion instrument. When the Festival got underway, we conducted workshops on carving and traditional Samoan arts for the youth."

Today, in his position on the SSI staff as its Cultural Artist, Mafoe produces his own work and also teaches the many different forms of Samoan carving, as well as siapo making, elei, and other traditional art forms. Along with Meredith, Mafoe also serves as co-instructor for the same Indigenous Arts course he once attended. "I challenge the youth of American Samoa who have an interest in art to seek opportunities to showcase their capabilities as well as represent our islands," he said.

Music Instructor Tuiasosopo Represents ASCC at Japan Music Symposium



Music instructor Kuki Tuiasosopo returned in mid-November from a week in Japan, where he participated in a symposium on hymnody in the Asia-Pacific region as well as the 39th Congress of the Japan Music Education Society. “Japanese music educators have a very strong interest in the ways people use hymns in Asia and the Pacific islands,” said Tuiasosopo. “One area of their current focus involves how Pacific Islanders establish indigenized musical traditions to serve local populations.” With his own background in Ethnomusicology as well as a rich knowledge of Samoan religious music, Tuiasosopo received a personal invitation from Professor of Music Education Hiroshi Yasuda of Nara University in Japan to attend the symposium.

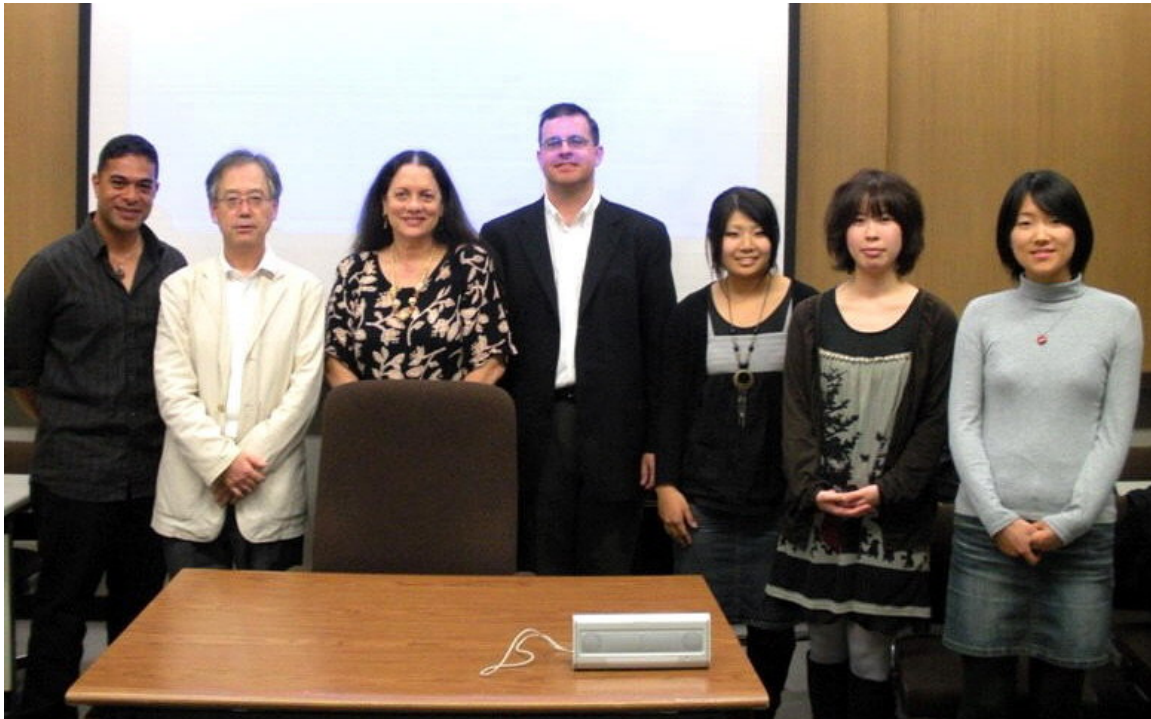
Recalling his initial connection with Professor Yasuda, Tuiasosopo explained, “In the field of Ethnomusicology, we rely a great deal on networking. When your name and your work circulate among music scholars, they may contact you about your expertise in a certain area. Since I graduated from UH with an M.A. in Ethnomusicology, Professor Yasuda, got in touch with my former advisor at UH, Dr. Jane Moulin, who then contacted me about his project. We all consider ourselves colleagues with the same interest, and vision - to advance the study of music to include different cultures of the world.”

When Tuiasosopo learned that Professor Yasuda planned to visit the Territory to observe firsthand how American Samoans incorporate hymns into religious observance, he offered to act as the professor’s liaison during his stay. As he recalls, “Professor Yasuda attended the CCJS service in Naumati, where he experienced his first Samoan church service. He also sat in on rehearsals by church choirs, including the Methodist church choir at Pavaiai. I invited him to two of my classes, Music of the World (MUS 165) and Music Literature (MUS 160), to hear students do presentations on Samoan traditional music and musical instruments. Having greatly enjoyed his time here, Professor Yasuda invited me to attend the symposium at his school, which would coincide with the 38th Congress of the Japanese Music Educators' Society. I feel very fortunate to have met Professor Yasuda, who enjoys a reputation in Japan as one of the top scholars in Music Education.”

The Symposium on Hymnody in the Pacific took place at Japan’s Nara University of Education in early last month, and Tuiasosopo gave a presentation based on his Masters thesis in Ethnomusicology, which examined the history of the CCJS church and its music. He also sat in on several of Nara University’s music classes, where his willingness to share knowledge with the Japanese students impressed his onetime mentor Dr. Jane Moulin, who also attended the symposium. As Dr. Moulin said in a recent

letter to Tuiasosopo, “Your willingness to interact so graciously with two music education classes at the university allowed students to learn about important concepts in understanding Samoan and Pacific music, and to connect directly with a knowledgeable and articulate educator who could answer their many questions about Samoa.” Dr. Moulin also joined Tuiasosopo as a member of a panel on hymnody and education for the national conference of the Japanese Music Educators' Society, which included scholars of Micronesian, Tahitian, and Japanese music. At this second event, Tuiasosopo gave another presentation, this time focusing on music education as it pertains to churches and choirs in American Samoa.

Tuiasosopo cites his father Pulefaasisina Tuiasosopo as his main influence as both an artist and a scholar. Having watched his father conduct choirs all his life, the younger Tuiasosopo also gained an understanding and appreciation of how hymnody serves Samoa’s culture. As he says, “If one looks deeply into the roots of our church music, you will find that many of these songs connect directly to the history of Samoa. On the surface, song text has its literal form, but in the hidden meaning behind the text lie messages that weave together the fabrics of our faasamoa. Both the traditional music and the church music of Samoa serve the same function. From my father, I learned to study of more than just the singing, but also the historical, cultural, and social aspect of our religious music.”



COMMUNITY AND NATURAL RESOURCES

Scholarships for Off-Island Studies

As part of an effort to attract and support undergraduate and graduate students in identified areas of national need in the food, agricultural and life sciences, and also to increase the number of American Samoans with higher degrees (Bachelors, Masters, PhDs) in the food, agricultural and life sciences, CNR held its first Off-Island Awards Ceremony in August. Through federal funding from Caribbean-Pacific (CariPac) and Agricultural Development in the American Pacific (ADAP) Projects under the Bachelor Degree Studies Scholarship category, the ASCC-CNR Scholarship Committee chose five recent graduates, each of whom received a total of \$5,000 in funding for the fall 2008 and spring 2009 semesters to continue their studies off-island towards a degree in general agriculture, natural resources, agribusiness, family consumer science or other agriculture-related fields.

The five selected scholarship recipients included Ana-Alicia Pouono Alvarado, at the time attending the University of Hawaii at Manoa as a Biology major, and her twin sister Ana-Stacia Usoali'i Alvarado, pursuing a twin major in the same field also at UH Manoa. Of the other recipients, Tautasi Falanai had entered Chaminade University to major in Biochemistry; Selaima Ellen Larkin had begun studies at Brigham Young University in Hawai'i as a Biology major, and Faiane Jacinta Miller was to soon begin her second term at Oregon State University (OSU) majoring in Natural Resources.

Scholarship Committee member and CNR Instructional Coordinator Malagamaali'i Tavita Elisara said that the institution had received funding to maintain the scholarship program, at least for the time being. "At present, we can only offer these promising students 12 months of funding, as specified by the CariPac/ADAP guidelines," said Malagamaali'i. However, CNR Dean and Director Tapa'au Dr. Daniel Mageo Aga said, "The good news is that the fourth phase of the resident instruction grant proposal has been accepted to provide more scholarships for students next year. After that, the continuation of the program will depend on the availability of federal funds. Malagamaali'i added, "Hopefully the academic performance by the current group of scholarship recipients will set a precedent that leads our funding source to consider this scholarship program favorably for American Samoa."





New Adjuncts Help Meet Rising Enrollment

To help meet rising enrollment, CNR/ Land Grant Division welcomed a number of new adjunct faculty members during the fall semester to teach classes in the spring. Beginning in spring 2009, CNR offered classes with Mrs. Tai'ai Niutoa in Parenting & Family Finance, Mr. Ionatana Fa'asavalu in Forest and Agroforestry, Mr. Tu'i Siliva in Polynesian Cultural Natural Resources, and Mrs. Sylvia Tauiliili in Nutrition. CNR Coordinator for Extension Programs Mr. Aufa'i Apulu Ropeti Areta signed on to teach Agriculture Economics, while Dr. Fredrick Wanjau, an instructor in the ASCC Math Department but equally adept in science, helmed CNR classes in Horticulture.

Coordinator for Instruction Malagamali'i Tavita Elisara said the division had seen a slow but steady increase in enrollment in its classes over the last several semesters. "About 33 students have declared majors in one of the Associate of Science degrees we offer," said Elisara, "which marks a big increase over 10 years ago when we only had 10 or 12. For a long time, the public seemed to have the impression that studying agriculture would only prepare students for farming, but slowly people have realized that our areas of instruction go far beyond that." CNR offers AS degrees in General Agriculture, Natural Resources, Agribusiness, and Family and Consumer Sciences.

Elisara says that students who choose a CNR major have plenty of options for public and private sector careers in areas such as environmental work, animal health and production, education, nutrition, food processing and technology, family/youth counseling, and consumer awareness, to name only a few choices. As Elisara explained, "Some of our graduates have found careers teaching science here in American Samoa, such as Telesia Mauigoa, who currently heads the Science Department at Tafuna High School. Other CNR graduates now work as Marine Biologist Technicians for the ASG Marine and Wildlife Resources Department. Our former Agriculture student Tavita Togia now works as Terrestrial Ecologist with the National Parks Service, and three of our current students also work part-time for that federal agency. One of our former Natural Resources majors, Jessica Ludgate, graduated this past spring from Oregon State University and immediately received a job offer from the Natural Resources Conservation Service, for whom she now works as a Soil Scientist. This gives you some idea of the many CNR-related areas in which students can not only find careers, but also serve their community here in American Samoa."

In order to boost its public profile in the community, CNR often hosts visits from students in the local public and private schools, and has held a summer science institute since 2006. "Students who visit our facility at ASCC gain exposure to plant collection and propagation, the fruit trees and vegetables grown on campus, sustainable methods of managing piggery wastes, insect collection, current research by our scientists, and much more," said Elisara. As part of its mission, CNR also offers community outreach initiatives through outreach programs such as nutrition, sewing, 4-H youth development, agriculture and forestry.

Soil and Water Conservation Day

The American Samoa Soil and Water Conservation District's (District) first Territorial Soil and Water Conservation Day took place in the ASCC Gymnasium on Wednesday, October 22. The District's member agencies set up displays to showcase their work focusing on soil and/or water conservation. The day-long event allowed farmers, homemakers and students opportunities to view recommended soil and water conservation practices and interact with representatives from the different agencies. Educational displays created a forum for meaningful interaction with the farming community and the public in general, in the effort to promote soil and water conservation. There were also stalls in which local farmers sold their produce. A taste test was held in which participants helped select the best tasting taro from among several options. At the top of each hour tours left to view the vetiver grass "natural" terrace fields behind the ASCC Marine Science Office, along with the portable pigpen/pig manure compost demonstration, and the extension plot alongside the gymnasium where the use of pig manure compost was compared to chicken manure in the growing of vegetables.

Participating agencies in the event included the American Samoa Power Authority (ASPA), the American Samoa Environmental Protection Agency (ASEPA), the American Samoa Department of Agriculture (ASDOA), the American Samoa Department of Commerce (ASDOC) Coastal Management Program, the American Samoa Coral Reef Advisory Group, the United States Department of Agriculture Natural Resource Conservation Service (NRCS) and the Resource Conservation & Development Council (RC&D), the environmental group Le Tausagi in addition to ASCC Land Grant and Sea Grant.

The American Samoa Soil and Water Conservation District was created by PL 22-20 and PL 23-8. The purpose of the District is to work in cooperation with other American Samoan government agencies to conserve, develop and use the soil and water resources of the Territory in order to control and prevent soil erosion, prevent flooding, and to protect and improve water quality of both surface and underground waters. The District board is comprised of members from the ASCC Land Grant Program, ASEPA, ASDOA, ASDPW, ASDOC, Office of Samoan Affairs, ASPA, and the American Samoa Department of Marine and Wildlife Resources. In addition, two members come from environmentally concerned organizations. Three farmers are selected by the Governor and three additional members come from the administrative District Governors. Representatives from NRCS and RC&D serve as advisors.



INSTITUTE OF TRADES AND TECHNOLOGY (ITT)



I. INTRODUCTION:

This report highlights the major accomplishments of the Institute of Trades & Technology (ITT) for Academic Year 2008 -09.

ITT, in brief, is the “Vocational Education” arm of ASCC, which over the years has drawn a clear distinction between academics and vocational pursuits through the design of its programs, underscoring the notion of offering students a viable alternative to their often limited career paths. Hence, ITT is often regarded as a “separate but an integrated” entity of ASCC.

Apart from the above, ITT prides itself that at the core of its program design is the harmonious balance between *theoretical contents* and *real-life applications* to achieve the full extent of the student’s learning experience—a phenomenon that ITT is taking full advantage of.

II. MISSION:

The mission of ITT is three fold:

- Prepare students for entry level employment;
- Prepare incumbent workers to receive certification; professional licensures; and,
- Prepare students to transfer to higher institutes of learning outside of American Samoa.

III. MAJOR ACCOMPLISHMENTS:

ITT has made considerable progress during the reporting period and has attained significant outcomes. The following highlights are a few examples of notable accomplishments reflective of ITT’s many achievements:

A. *Strategic Plan*—

Before ITT became an Institute, the Dean of ITT developed a publication called, Assessment & Strategic Vision Report, similar to the newly developed ASCC strategic Plan. This plan provides ITT with a vision, implementation schedule and an evaluation component to be used by the Institute to plan, proceed and propose programs in a more systematic and data driven manner. Without it, ITT would not have made the progress it has to date.

B. *Establishment as an Institute—*

ITT historically became a separate and a semi-independent entity, with its own Dean, from the auspices of the Department of Academic Affairs. The move was ratified by the Board of Higher Education (BHE) and endorsed by the President of ASCC to establish ITT as stand alone program. This latitude gave ITT the impetus to forge its own identity, vision; programs; and, viable educational/training options for students and the community in response to their employment and education/training needs. Since its inception, ITT has offered 11 programs in various fields of trades and technology.

C. *ITT becomes an Authorized Test Center—*

In keeping with its newly established strategic vision, ITT has become a “test center” for several of its programs. The test center is open to professionals and serves three general constituencies:

- Allows ITT the opportunity to offer testing to seasoned professionals who wish to obtain *professional licensure* or nationally recognized *certification*. This is a *new* strategic direction ITT has built into its mission, which also makes it distinct from the Department of Academic Affairs, which focuses on academic degrees¹;
- Uses the certification process as a guide in the development of ITT’s internal curriculum, in keeping with the latest development in the industries; and,
- Encourages incumbent workers to seek certification and licensures, as a matter of improving the quality of their work as well as recognizing their unique skills.

D. *ITT developed new and revamped old Courses—*

Based on the needs of the community, workforce and private industries, ITT developed and revamped its entire curriculum. As a result of this intense effort, ITT has eleven course offerings published in the ASCC catalog, of which six courses are modified and five are newly established. With this expansion, ITT is now able to offer *night-classes* for incumbent and professional workers and the community.

E. *ITT increased its Enrollment—*

ITT, as ASCC’s vocational education arm, has traditionally lagged behind the Academic Affairs Department in terms of enrollment numbers, in a significant way. Due to its new vision and intense outreach efforts, ITT can now claim 18% of the College’s total enrollment—a three fold increase from its usual 6%. The 18% portion does not include night classes and preparatory courses.

F. *ITT recognized during Accreditation Visit—*

During the recent accreditation visit by WASC, ITT was specifically mentioned by Dr. Nixon, head of the visit team, during his remarks at the exit meeting as well as through the WASC Evaluation Report, as “(having made) *exemplary progress and (doing) good work for the students and community*”. This is a remarkable achievement considering where ITT was several years ago, and it validates ITT’s tremendous efforts. Thus, the remarks by these “authorities” illustrate ITT’s crown achievements.

IV. CONCLSUION:

With a Strategic Plan in place, ITT will proceed with confidence in the same direction, and will produce the same results in the future.



MARINE SCIENCE



Marine Science Internships Facilitate Hands-on Learning

The Marine Science program seeks to close the gap between theory and practice through internship programs. According to Lauren Wetzell, ASCC Marine Science instructor, “Internship opportunities, where students learn through hands-on experiences, help bridge a gap between academia and the work world. Internships also help them develop skills they can use in future employment. As students follow their interests and apply their skills, they get a sense of whether they might want to pursue a certain career path. During their internships, students build relationships and develop a network of professionals who may assist them in further career development.”

As an example of a student whose experience as an intern enabled him to turn his educational goals into a professional career, ASCC Sea Grant Coordinator Ephraim Temple cites recent graduate Francis Leiato. “Francis graduated this past June with a double major in Marine Science and Liberal Arts,” said Temple. “He also participated in several internships. The Hawaii Institute of Marine Biology (HIMB) funded one of these through a University of Hawaii partnership with the National Marine Sanctuaries Program-Pacific Region and support from ASCC and the University of Hawaii Sea Grant College Program. Francis and four other students worked with HIMB researcher Scott Godwin, studying the various groups of marine invertebrates, such as sponges, corals, hydroids, and anemones. They then put their newly acquired scientific training to work here at home by conducting surveys of reef flats in Auto, Asili, and Tisa’s Cove. The experiences of Frances and the other students formed the basis of a booklet due that describes native Samoan sea cucumbers. Francis also participated in a 2006 aquaculture internship sponsored by a National Oceanic and Atmospheric Administration (NOAA) grant awarded to the Pacific Islands Educational Partnership Consortium (PIEPC) to develop faisua farming in American Samoa.

Francis’ interest in aquaculture (the farming of seafood) eventually led him to successfully apply for a job with CNR, where he works today at an aquaculture demonstration facility for the cultivation of tilapia and aquarium fish. Local tilapia farmers use the knowledge passed along by Francis to produce their own feeds using locally produced products. He works directly with UH Sea Grant extension agent Ephraim Temple on a number of projects to improve aquaculture capacity in the Territory. “Francis obviously learned valuable academic and job skills from his internship experiences as ASCC. I feel confident in giving him different challenges knowing that he has the practical knowledge of aquaculture systems and can explore and implement solutions on his own”, Temple said. In June, Francis received an invitation to represent the ASCC Marine Science department at a NSF-ATE sponsored workshop on coral reef taxonomy held in Palau.

While the National Oceanic and Atmospheric Administration (NOAA) and the American Samoa Department of Commerce explored the possibility of developing a national marine sanctuaries network in American Samoa, more internship opportunities opened up. NOAA selected candidate sites through a process of biological and socioeconomic assessments conducted at coastal sites throughout the American Samoa archipelago. During the preliminary phase of this project, NOAA and DOC collaborated with ASCC to conduct a socioeconomic analysis of the villages adjacent to the Fagatele Bay National Marine Sanctuary. Emily Gaskin, a NOAA fellow on detail in American Samoa ran the project in collaboration with Seesei Toa, a Natural Resource Science student at ASCC. Preliminary work on the project included conducting interviews and distributing surveys to gather information about stakeholders and users, the extent of their use, and local attitudes towards marine conservation. Upon completion of the study, Gaskin and Toa prepared a report advising NOAA and DOC about socioeconomic variables that could influence the expansion project.

Collaborations between various agencies and the ASCC Marine Science program in fall 2008 resulted in more than 10 new internship opportunities for qualified students, regardless of their major. The collaborating agencies look to a cross-disciplinary field such as Marine Science to find self-motivated, dependable, and career oriented college students to fill these positions. These unique internship opportunities will give students a chance to explore activities that could lead to careers involving the sustainability of marine natural resources.



NURSING DEPARTMENT



I. Nursing Bound Program Gets Underway

Students from American Samoa's high schools interested in entering the medical profession will now have the opportunity to get a head start on their prerequisite courses to enter the ASCC Nursing program, thanks to Nursing Bound, a recently established joint venture between the Samoan National Nurses Association, the American Samoa Nurses Association, the Government of American Samoa, the Department of Education and the College. The first group of Nursing Bound students entered ASCC during the fall semester, and the organizers hope that this will start a trend to help alleviate American Samoa's shortage of licensed nurses.

Based in Carson, CA, the Samoan National Nurses Association (SNNA) comprises a committed group of professionals serving the large community of Pacific islanders residing in the USA. Wishing to promote the recruitment of young American Samoans into the nursing profession, the SNNA applied for and received a grant from the Department of Interior (DOI) – Office of Insular Affairs, which enabled them to team up with their local counterpart the American Samoa Nurses Association (ASNA) and the other stakeholders in Nursing Bound to design an academic path high school juniors and seniors can follow in order to make progress in advance in the courses necessary for them to enter the Nursing program at ASCC.

Under Nursing Bound, high school students can take one prerequisite course at the College per semester after their regular school day, and two courses during the summer. The SNNA and ASNA cover the students' tuition through funding from the DOI grant. Additionally, Gov. Togiola Tulafono and the Fono have provided supplemental funds for the ASCC Nursing program budget to pay instructors for College classes specifically scheduled for Nursing Bound. In order to assist the high school students as they take on an additional academic load with the college-level courses, Nursing Bound will provide financial incentives ranging from \$50 to \$100, based on the grade the students earn. When the students complete the prerequisite courses and gain entry into the ASCC Nursing program, they will receive a stipend of \$550 per semester provided they maintain a C average. Following their successful completion of the national licensing exam for Nurses (NCLEX), all students who have received assistance through the Nursing Bound program must complete a minimum of one year of service at the LBJ Hospital.

Department chair Lele Ah Mu explained that the ASCC Nursing program maintains rigorous standards in order to prepare students to pass the NCLEX, which earns them certification as Licensed Practical Nurses (PN) or Registered Nurses (RN). "We match our courses to reflect the national standards for the profession," she said. "We have no flexibility when it comes to these standards, because this would only compromise our students' chances of passing the NCLEX. As any of our nursing students will tell

you, the program requires years of focused dedication if you want to succeed. However, once you pass the NCLEX, then the door opens for you to work in any hospital in the nation. For high school students serious about entering the profession, Nursing Bound will provide the chance to gain an early advantage in terms of their prerequisites, along with financial incentives and later a stipend for staying with the program.”

Ola Foster, Program Director of the American Samoa Chapter of the SNNA, said that students who qualify will also have scholarship opportunities thanks to the generous support of community sponsors such as Halecks Inc., Tautua Mo Oe, Blue Sky, Aveina Brothers, ANZ Bank, Cost-U-Less, TSK Enterprises and L&L Drive-In.

The Nursing Bound program had its official launch at ASCC during a ceremony held at the College in early September. Members of the SNNA traveled from California to attend the event along with local nurses from ASNA, officials from DOE and the College, some of the students participating in Nursing Bound and their parents. Previously, a screening board made up of ASNA President Tofiga Tufele, LBJ Director of Nursing Toaga Seumalo, LBJ Associate Director of Nursing Simamao Tuato’o, and ASCC Nursing Department Chair Lele Ah Mu had selected a pilot group of ten students from among the initial Nursing Bound applicants, based on their SAT scores and other relevant criteria. This first group for high school students attended ASCC during the afternoon three times a week to attend the class English 150, taught by Mr. Steven Williams of the Languages & Literature Department.

II. Other 2008 Nursing Highlights

In fall 2008, the ASCC Nursing Department admitted 14 PN students though only 11 successfully passed the program July 16, 2009. The Governor continued to provide financial assistance in the form of stipends for nursing students. In addition, the total CSBG grant awarded for the RN off-island program with Kapiolani Community College (KCC) Nursing Department came to a total of \$40,000. RN students attended KCC through a Memorandum of Agreement (MOA) with ASCC Nursing Department for eight weeks.

The first PN and RN students, a total of 15, took their community project off-island to the island of Ta’u, Manua, supervised by two instructors and funded by the Area Health Education Center (AHEC) based at the ASCC Nursing Building. The students provided healthcare and teaching for the villages of Faleasao and Tau, ECE, and promoted nursing to the students of Manua High School for four days. AHEC also provided funds for two nursing reviewers from Hawaii to travel to American Samoa and offer the summer review course for PN graduates and former ASCC Nursing graduates.



SAMOAN STUDIES INSTITUTE



The Samoan Studies Institute mission statement emphasizes three areas of focus; (1) Academic, (2) Community and Cultural Extension Programs and (3) Research and Publication. Provided here are some of the main accomplishments of 2008.

Academic

1. Samoan Language Placement Test – This is in part of the overall revision of the Samoan Studies Degree Program aiming at providing students with more accessibility to take and complete courses.
2. Le Manu E pathway Project – This project connects students taking Samoan courses at ASCC, University of Hawaii Manoa and Farrington High School via email and video teleconferencing. Instructors Evile Feleti and Teleiai Ausage completed training in the summer of 2008 on utilizing educational technology in a collaborative effort with schools where Samoan courses are offered.
3. Students of SAM 152 Introduction to Samoan Culture and SAM 261 Samoan Oratory performed the welcoming *Ava* ceremony for WASC visiting Team.
4. Samoan Day – This is an annual half-day event where students performed and displayed some of their Student Learning Outcomes.

Community and Cultural Extension Programs

1. Sixty-five students who took Samoan courses performed an *Ava* ceremony and *faafiafiaga* for the WASC Retreat at Le Moana o Sina Lodge.
2. David Addison and Tafito Aitaoto conducted the archeology outreach project “Archeological Awareness in Tutuila” for the villages of Fagalii, Poloa, Amanave, Nua and Seetaga. This project was funded by Amerika Samoa Humanities Council grants program.
3. Samoan Studies Institute presented to the Faleula o Fatu'aiupu Commissioners a 260 pages book titled “Faatautaiga a Manusina ma Faasoa faaleaoaoga a le Faleula o Fatu'aiupu i le Gagana Samoa”. This is the first Samoan Studies Institute Publication, which is a collection of presentations by renowned Samoan authors and scholars since the Faleula Conference started in 1999.
4. In compliance with the American Samoa Community Cancer Network MOU, Samoan Studies Institute launched its second publication titled “Bilingual Guide in Understanding Cancer terms in English and Samoan” and posters of the human anatomy labeled in Samoan language. Okenaisa Fauolo and Tafito Aitaoto authored the Bilingual guide.
5. By invitation, SSI faculty, staff and SAM 204 students performed *faafiafiaga* and donated a monetary gift, food, and materials for linens and sleeping mats for the Fatu o Aiga residents.

Research and Publication

1. Micah Van Der Ryn completed edited documentaries of “Faaulufalega – Sapapalii” and the “Samoa ma Iona Moana” 5 DVD series. The “Samoa ma Iona Moana” was aired on the KVZK TV.

2. Samoan Studies Institute co-publication with Tokelau Department of Education the book "Tokelau Science Education and Research Program: Atafu fieldwork August 2008" authored by David Addison and John Kalolo.
3. Samoan Studies spreadheaded its *"Ua tālā le tau'i"* research and record of Tutuila myths and legends.

Professional Development

1. Patrick Mafoe, Lavina Sefuiva and Tafito Aitaoto completed a three weeks local training on using G5 Apple computers for its basic functions and for editing media documentaries.
2. Hannacho Sione completed two weeks local training on SPSS software.
3. Accepted into Masters Degrees Programs are Evile Feleti at the University of Hawaii, and Tamari Mulitalo-Cheung and Teleiai Ausage at the National University of Samoa.
4. Articles by Fepuleai Micah Van der Ryn, "The Measina of Architecture in Samoa", and David Addison, "The Tutuila Basalt Export Industry", were published in the Measina Journal Vol 3, NUS 2008.

Presentations

1. Okenaisa Fauolo, Alofa Nuusila and David Addison presented as a team on the topic "American Samoa and Accrediation" at the WASC retreat held at Tradewinds Hotel.
2. Okenaisa Fauolo presented "E faasino ala le tuanai I le lumanai" at the Faleula Conference in Los Angeles.
3. Tamari Mulitalo presented a paper, "Lumanai o lau Gagana Samoa" at the National University of Samoa Measina Conference.
4. David Addison presented a paper, "Basalt Findings in Tutuila" at the Annual Conference for American Archelogists in Canada.
5. Patrick Mafoe was a selected participant for the Carving Symposium in China for five weeks, at which he completed a sculpture titled "We Are One".



AMERICAN SAMOA SMALL BUSINESS DEVELOPMENT CENTER

The American Samoa Small Business Development Center (AS-SBDC) continues its proud service to the Territory’s business community as one of the country’s leading organizations involved in economic development through innovative business counseling, training, seminars, and loan programs.

During 2008, the SBDC enhanced the programs it offers to entrepreneurs engaged in retail, professional services, restaurants, and value added manufacturing businesses. With the completion of much needed renovations to the Center’s headquarters on the ASCC campus, and having reached the milestone of Accreditation by the Association of Small Business Development Centers, the AS-SBDC has expanded its training efforts to serve future entrepreneurs and the community in general with programs that are informative and designed to promote business and personal growth.

The AS-SBDC will continue to be a valuable enabler of the Territory’s economic growth by providing its clients with state of the art technology, data, and business assistance structured to meet the needs of the future.

2008 Economic Impact Quick Review

Clients Counseled: 161
New Clients Counseled: 150
Business Start-Ups:15
Jobs Created: 22
Clients Trained: 205
Total Capital Infusion: \$440,000



SEA GRANT

Sea Grant Agent Assists Manu'a Aquaponics Project

Students at Manu'a High School are now harvesting their own tilapia and learning to use by-products of the fish farming system as an aid in growing fruits and vegetables, thanks to a collaborative project organized by the University of Hawaii Sea Grant College Program (UH Sea Grant) and the American Samoa Department of Education (DOE), and overseen by UH Sea Grant agent and Marine Science instructor at the American Samoa Community College (ASCC) Ephraim Temple, as well as his predecessor John Gonzales. In late December 2007, Temple supervised the final implementation stages of a new system designed to help Manu'a students cultivate a new food source using a technique friendly to their environment.



Explained Temple, “In early 2007, Sea Grant, DOE, and Principal Diana Amperosa of Manu'a High School reached an agreement to combine our resources to establish an aquaponics system on the Manu'a campus. The establishment of this system, which uses waste water from a fish tank to grow various vegetables and fruits, will enhance the school's science curriculum. My role has involved acquiring the materials for the system, including a 300 gallon tank, plumbing, water pumps, air pumps, and water quality testing kits. I taught the students how to assemble the system and supervised them as they built it. I've also brought fish, food, vegetable seeds and growing material to stock the system and provided technical training to the students, Principal Amperosa, the science teacher Claire Bacus, and the Land Grant employees stationed on Ta'u, Keli Tagaloa and Su'esu'e Alopopo, to perform daily maintenance of the system. DOE

paid for shipping the materials from Tutuila to Ta'u and is helping to develop the curriculum.”

In addition to working on the Manu'a aquaponics project, Temple spent his first semester teaching Marine Science at ASCC during fall 2007, bringing with him the benefits of his many years in the field. Born on Kauai, HI, and raised on the Big Island and Oahu, Temple has spent much of his life in Tonga, Australia, California, Mexico, Ecuador, and

Oregon. “My love of the ocean and my natural curiosity drew me to the pursuit of degrees that would qualify me to work near tropical oceans. I chose aquaculture after I learned about the state of the world's wild harvest fisheries, and how these fisheries currently cannot entirely meet the demand for seafood. I feel like I can have an influence on people to help them learn how

their behavior impacts the world around them, and to help them become better stewards of their resources. When done wisely, aquaculture can provide a good source of seafood to people who would otherwise go without it.”

Temple graduated from Kahuku High School on Oahu, and went on to receive his B.S. in Zoology with a focus on Marine Biology from U.H. Manoa, and then an M.S. in Fisheries Science from Oregon State University. For his first professional experience, as part of a legislative fellowship with Oregon Sea Grant, Temple worked closely with coastal legislators before moving on to the University of Hawaii Sea Grant College Program to serve as a Junior Extension Agent. As the only Sea Grant representative currently serving American Samoa, Temple's duties include promoting sustainable aquaculture and increasing the

public’s capacity to manage the Territory’s aquaculture and wild fish resources.

Temple described his first semester at ASCC as “very rewarding”. He teaches MSC200 – Introduction to Aquaculture, as well as MSC280 – Marine Science Special Projects, both of which give students the opportunity to combine classroom theory with practical application. As Temple explained, “My Special Projects students gathered information on traditional Samoan fishing techniques and will compile that information to produce a brochure for the public. My Aquaculture students have begun their own sunfish (tilapia) farm. They used the knowledge they obtained in class to acquire the appropriate permits and materials to establish a successful farm. Soon they’ll stock their system with fish and begin their production.

My students showed a lot of dedication and produced significant results.”

Reflecting on how education can help us to better protect our marine resources, Temple explained, “The community should take an interest in Marine Science because, among all the people on this planet, Samoans are some of the most affected by ocean conditions and ocean health. We live on small islands and use a lot of ocean resources for food and cultural perpetuation. However, largely due to a lack of understanding of our impact on our environment, the coast is becoming filled with garbage and other pollution which destroys important resources like coral reefs, and drives away fish. Knowledge will help all of us to make better choices about what we do with our garbage and waste, and to make plans for better stewardship in the future.”



SERVICE LEARNING

Projects for 2008

Music Department:

Namulauulu Dr. Paul Pouesi

Fine Arts Department Chairman Namulauulu Dr. Paul Pouesi conducted Service Learning in two of his classes: MUS 170 & MUS 153. These classes were divided into groups to work with different sections of the choir, as they visited Alao and Nuuli CCAS to conduct workshops during the week. The workshops were on vocal training; techniques of conducting and playing organ/piano; music fundamentals; theory and sight reading; and roles and duties of choir members/choir directors. The classes also attended Sunday services and sang with village choirs as a finale to their weekly workshops.

Kuki Tuiasosopo

Students from MUS 296L did musical training with residents of Fagatogo and some students here at ASCC. During these trainings, the students from MUS 296L focused on the Samoan musical culture, using the ukulele to teach members of the village and the students the history, pedagogy, and the musical and cultural aspects of the instrument. The goal was to perpetuate the Samoan musical culture among the community.

Health Science:

Dr. Daniel Chang

The service learning project of HEA 150 class was done in collaboration with American Samoa Community Cancer Network (ASCCN), who coordinated and sponsored the necessary training for students to conduct original community-based research surveys in a series of workshops. After these workshops, students had the opportunity to conduct practical community-based research projects relating to health issues and other topics of their interests in the target population or community of their choice.

Education:

Larry Purcell

Students of Mr. Purcell's ED 257 served the Pavaiai Elementary School on Tuesday and Thursdays mornings from 7:30 to 9:30AM. They were assigned to work with teachers in different grades, whom they both observed and helped as needed. These Education students were required to render 25 hours of service for the semester. They used the skills and/or strategies they had learned in class, and applied them whenever their mentor teachers warranted their help.



Student Service:

Mark Mageo

The Student Government Association and YANA (Your Are Not Alone) Committee members did a presentation on suicide prevention at the ASCC Gym. The presentation encouraged ASCC students to remember that they can save lives. The presentation included the factors that can lead to suicide, what we can do to help individuals that are contemplating suicide, and resources in the community to help people who feel suicidal. The SAVE mission is to prevent suicide through public awareness and education, reduce the stigma around suicide, and serve as a resource for those touched by suicide.

Arts:

Regina Meredith

The Art 160 & 170 classes helped to construct the props for the college plays this year. The students constantly worked very hard preparing for the play by setting up stage and the props. The play serves as an outreach for the community, as it helps make the community aware of the many talents in art and performance possessed the young people of American Samoa.



STUDENT SUPPORT SERVICES (SSS)

Mission

To encourage and assist students who are traditionally under-represented in post secondary education because of income, family educational background, disability, in the preparation for, entry to, and completion of post-secondary education.

Statement of Goals

Objectives for this program have been developed to serve the purpose of the project and to contribute directly to increasing retention and graduation and transfer rates for the participants. Objectives have been developed to address each of the three specific purposes of this program.

1. To increase retention and graduation rates of eligible students.
2. To increase the transfer rate of eligible students from two-year to four-year institutions.
3. To foster an institutional climate supportive of the success of eligible students.



List of Major Objectives:

1. To increase retention and graduation rates of eligible students

Objective 1. *To reduce the attrition of participants from 40% to 25%*

SSS served 257 participants in the spring and 252 participants in the fall semesters. As usual, SSS provided instructional, tutorial, and counseling activities to assist our students in the learning process. The ELI instructors provided instructional services while the SSS staff concentrated on tutorial and counseling activities. SSS also provided workshops and training opportunities to ensure personal development in the areas of communication, job, and life skills. Amongst several, SSS hosted a “MEDIA WORKSHOP” with Mr. Daniel Fiu and Mr. Amoamo Felise from the KVZK Television Station, Mrs. Christina Paleafei from the Radio, and Mrs. Leua Frost from the Samoa Newspaper. The guest speakers discussed their personal experiences with media work in American Samoa. The discussion with students centered on job opportunities, qualifications, preparations, skills, advertisements, and other components of media work. This workshop prepared SSS participants for their media projects for the SSS Grant Aid Awards Banquet that was held in May, 2008.

Objective 2. *To retain and graduate participants at rates equal to or better than students who test directly into the college-level English program.*

SSS encouraged the participation of our SSS Students who exited the ELI and pursued their college education at ASCC. Most of these returned to the SSS and served as officers and members of our SSS club. Interested and qualified students participated as peer mentors and tutors for the program. Likewise, at the end of semester, SSS provided a Graduation Banquet in honor of all SSS graduates in completion of their degree programs at ASCC.

Objective 3. *80% of the participants will be in good academic standing at the end of each project year (persistence)*



At the end of the spring semester, 70% of participants successfully passed English 70, Basic English requirements; 60% of participants passed English 80, Intermediate English requirements; and 75% of participants passed English 90, Advanced English requirements. At the end of the fall semester, 66% of participants passed English 70, Basic English requirements; 56% of participants passed English 80, Intermediate English requirements; and 61% of participants passed English 90, Advanced English requirements

Objective 4 *50% of the participants will maintain*

a GPA of at least 2.4 through graduation.

SSS worked with students in obtaining yearly transcripts to update participants' files. Due to students' non compliance, these efforts yielded minimal results and SSS asked the Admission Office to furnish students' transcripts. SSS was unable to obtain the information for fall 2008 due to the restrictive features of the new ASCC computer system.

2. To increase the transfer rate of eligible students from two-year to four-year institutions.

Objective 5: *20% of the ASCC graduates who participated for at least 3 Semesters in the Student Support Services Program will transfer to a four-year institution off-island.*

On May 13, SSS recognized and presented 20 certificates of completion to SSS graduates at the ASCC Graduation Banquet held at the Hong Kong Restaurant. Out of 101 ASCC graduates, twenty (20) were SSS participants. On May 14, SSS provided a banquet to honor SSS graduates and presented sixty (60) Grant Aid Awards to SSS active participants.

December 10, SSS joined the Student Services in honoring the ASCC graduates for fall 2008. Thirty (27) Certificates of Completion were presented to ASCC SSS graduates.

SSS continued to search for an appropriate and efficient strategy to collect information on transfer participants to off-island colleges. In previous semesters, graduates were unsure of definite plans upon graduation. Likewise, most planned to work in American Samoa or join the military. Some students considered staying with families in the United States and then applied to colleges from there. SSS collaborated with the Admission's Office in locating transfer SSS participants via transcript requests.

3. To enter an institutional climate supportive of the success of eligible students.

Objective 6 *100% of the project participants will receive adequate financial aid packages.*

All SSS participants completed their financial aid packages before admittance to the program.

Objective 7 *100% of participants will enroll in and complete between one and four "exploratory and Critical Issues" classes (with the number required dependent upon placement test scores at admission) to provide breadth of knowledge as well as writing preparation for the college curriculum.*

Hundred percent of SSS participants tested into the English Language Institute, the preparatory department of ASCC. This program prepares students for college level education.

Administrative Objectives.

Objective 8 To achieve 100% compliance with record keeping, reporting and financial management requirements for the Student Support Services Program.

For the 2008 spring and fall semesters, the completed participants' files were entered into the SSS Student Management Data System by the Retention Specialist. These files were then organized alphabetically in cabinets by cohorts.



SSS worked collaboratively with instructors, tutors, participants and staff in data collection for reporting and management of SSS. Other Program external and internal information such as, reports, budget, personnel, correspondence, travel, expenses, and all pertinent data concerning the administration of the SSS program were organized in appropriate binders and kept inside the Director's office.

Objective 9 To continue to establish and maintain student records by cohorts this will yield valid comparative data between project participants and a selected group of students who test directly into the college-level English programs at ASCC.

Program staff worked directly with ELI instructors to establish a routine data collection process and with ASCC departments to access student information and achievement data. The end of semester grades were collected from the ELI instructors and compiled into passing and non passing categories by the SSS staff. This data was reported to the Office of Institutional Effectiveness by the SSS Secretary. The Secretary collaborated with the Institutional Research Officer to create the SSS 2007-2008 fact book. In addition, the data collected enabled the Research Officer to work on ASCC fact books. This literature reflected the comparative data between project participants and college students who tested directly to college-level English programs at ASCC.



TEACHER EDUCATION

**FIELD EXPERIENCE PROGRAM SPRING 2008**

The Teacher Education Department, in partnership with Pavaiaia Elementary School, has formally adopted the local elementary school as its field experience school site for all education practicums. Under the leadership of field coordinator, Mr. Sonny Leomiti, a formal field experience handbook which outlines all criterion, standards, regulations, outcomes and expectations of both student and mentor teachers has been created, adopted and approved by the TED department and the school principal. TED works side by side with the school principal to ensure that both TED and DOE standards are upheld in the field experience practicums as well as ensuring quality teacher/mentorship relationship is practiced in the classroom. At the end of this spring semester, an end of the year ceremony was held to recognize mentor teachers and pre service students who completed their practicums. The field experience program will continue in the fall semester 2009.

3rd YEAR COURSES CONTINUE

The 3rd Year Proposed ASBEP Program continues in spite of low numbers. A total of 7 Education 300 level courses were offered during the spring semester. This is an increase from 4 ED 300 courses to 7; another 2 ED 300 courses have been also implemented for fall semester. The newest ED 335 & ED 335; Teaching Elementary Science with new adjunct faculty Dr. Jim Jones. ASBEP is approved to offer its ED 300 courses and is very proud that 9 ED 300 courses have been taught, course syllabi designed and that all ED 300 course text books are in stock for future teaching. For the upcoming semester, the 300 level Social Studies and Test and Measurement course will be offered in spring 2010.

PRAXIS Tutorial also began with our group to prepare our students for the upcoming November PRAXIS test. Mr. Filemoni Lauilefue is working with our students on mathematics and English portion of the test.



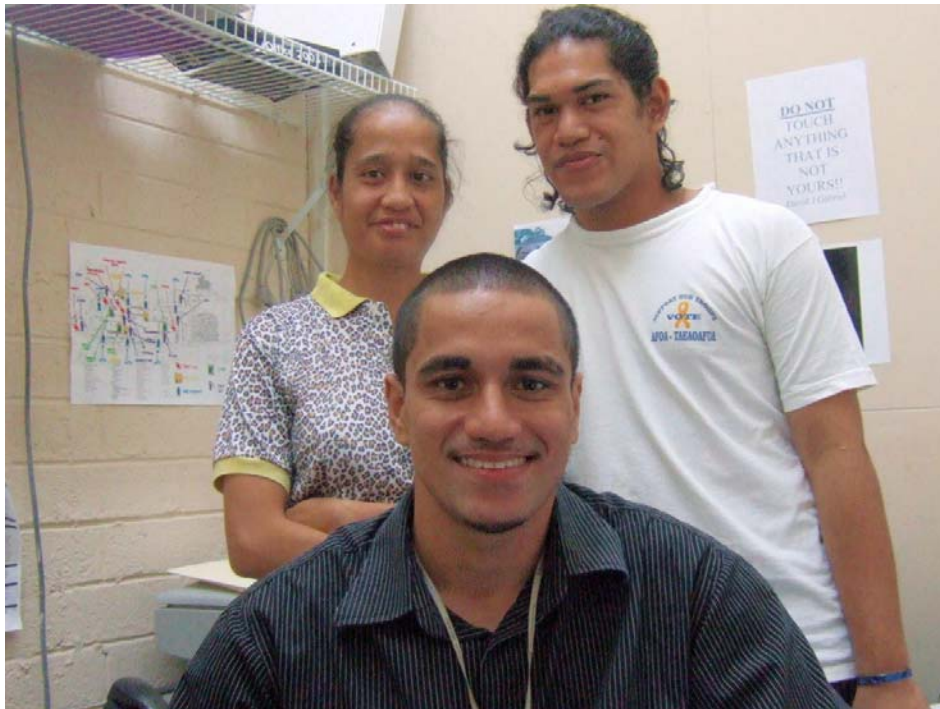
UNIVERSITY CENTER FOR EXCELLENCE ON DEVELOPMENTAL DISABILITIES

UCEDD and Public Health Team Up for Cancer Screening

In May, the University Center for Excellence on Developmental Disabilities (UCEDD), in collaboration with the Department of Public Health offered a free screening for breast and cervical cancer for women with disabilities at Nazareth House-Fatuaiga. While the UCEDD and Public Health intended to primarily serve women with disabilities, they also examined women from the general public free of charge.

“We invited any woman with a disability, as well as parents concerned for their daughter with a disability, to attend this screening,” said David J. Gabriel of the UCEDD. “Researchers have found that complications in the breast and cervical areas are the leading causes of cancer in women around the world, and also that women with disabilities don’t receive regular screenings as often as they should. Only a small percentage of women with disabilities actually get screened for any type of cancer, so as part of Mental Health Awareness Month, the UCEDD and Public Health offered this free service for women with disabilities as well women in general.”

In addition to Gabriel and UCEDD Director Tafaimamao Tua-Tupuola, Public Health officials Margaret Seseapasara and Tele Frost-Hill also lent their expertise during the screenings.



UPWARD BOUND PROGRAM



Objective #1: Identify, evaluate, enroll and assess twice a year the academic, educational and motivational needs, of at least 50 eligible Pacific Island high school students (20% of these students will be recruited and selected based upon federal criteria addressing “High Risk” students).

Based on the recent Annual Performance Report (APR submitted 2/27/2009), 73 total number of students served during reporting period (2007-2008) 24 (33%) of the selected students based upon federal criteria addressing “High Risk” status. The program continued to maintain its quota of 50 students throughout the reporting period; including replacing and selecting eligible students based on federal criteria to fill available slots when students leave or terminated.

Objective #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, physics and chemistry). 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.

All 50 (100%) eligible high school students, during the school year, received appropriate tutoring sessions in three major areas such as English (reading, writing and literature), Mathematics (algebra, geometry and pre-calculus) and Science (biology, physics and chemistry). These subject areas were extended to a six-week summer program with additional classes in the areas of computers, foreign language, critical thinking and cultural literacy & exploration.

In addition, ACT and SAT (scholastic tests) tutorials were also provided for all eligible students to assist them in preparation for these tests during this reporting period.

Two students took the ACT and received an average score of 16 which is 44% of the total test score of 36.

Fifteen students took the SAT and received an average score of 1,080 which is 45% of the total test score of 2,400.

Regular Academic Component (October-May)**Tutorial/Instructional/Counseling Contact Hours: 219 hours (average)****Summer Component (June-July)****College Contact Hours: 156 hours (4 to 5 hours/student)****UBP Instructional Hours: 192 hours (11 hours/student)****Counseling Contact Hours: 9 (group sessions)**

The program also serviced 52 participants (2 replacements) with the CTB Terra Nova test (assessment) and the results are as followed:

Pre-Testing: (December 2007)

Five (05-10%) students passed; 47(90%) did not pass. Of the 52 students who completed the Pre-Test, 4 (8%) scored a 100 but was under the passing score.

Post-Testing: (May 2008)

Nineteen (19-39%) students passed; 30(61%) did not pass. Of the 49 students who completed the Post-Test, 13(27%) scored a 100 but was under the passing score.

In comparing the PRE & POST scores above, students showed improvement in their test scores. Tutorial sessions played a vital role in the improvement of the students' test scores. The program also anticipates an improvement in student performance results in the next reporting period.

Objective #3: At least 90% of the participants will improve their academic cumulative grade point average by at least 50% average at the end of each school year, and 95% of project participants will enter postsecondary institution.

Forty-two (42-84%) students showed improvement in their CGPA at the end of this 2007-2008 reporting period. Eight (8-16%), students did not show improvement in their CGPA at the end of the reporting period. These students show deficiency in writing skills and comprehension, the same students will continue to work with program tutors to improve their CGPA. (Note: In comparison to the previous reporting period (2006-2007), 37 (74%) students showed improvement in their CGPA at the end of the reporting period. Tutorials are effective due to the fact that 5 (10%) were able to show improvement during this reporting period)

Eighteen (18) program seniors graduated from high school during this reporting period. All 18 (100%) seniors were enrolled at ASCC as full-time students during the summer. Seventeen (17-94%) are scheduled to attend ASCC as full-time students in the fall of 2008. One senior participant will return to attend full-time in spring 2009, due to Basic Training for the US Army Reserve.

The program staff in collaboration with the hosting institution managed to serviced program participants effectively including meeting required goals and objectives. Parental involvement also played a major role in this effort in supporting all program activities designed to meet the needs of all eligible participants.

Facilities and Improvements

Early 2008 saw the completion of renovations to the previous site of the College’s Auditorium. This area has been transformed into a Lecture Hall and additional classrooms and offices on the ground floor, and additional office space and a Faculty Lounge on the second floor. The new Lecture Hall seats 112 people in a layered design to enable optimum viewing, and features state of the art audio and visual equipment. The two new classroom areas can accommodate large groups of 30 or more students, or combined into a larger space that can hold 100 or more people. The ground floor is also the site of the new office of the ASCC President. On the second floor, a comfortable Faculty Lounge is now available for the enjoyment of teachers, as well as new office space for Management Information Systems (MIS) and other ASCC staff.

The same Auditorium renovation project also encompassed a major redesigning of the Procurement facilities, which received necessary expansion into a larger space. The men and women’s restrooms in the same building also underwent redesign and improvement. The project got underway in late 2006 and its results represent an advantageous reconfiguration of available space on the ASCC campus.

In December, the College celebrated the grand opening of LeBookstore, a retail facility located at the very front of campus. In addition to the textbooks and supplies necessary for ASCC students, LeBookstore also offers a selection of ASCC apparel, electronics, and light snacks. In its first few months of existence, LeBookstore did an especially brisk business in the ASCC apparel, much of which was purchased during the Christmas season, but continued as a popular purchase even after the holiday season. In contrast to its previous bookstore facility, LeBookstore is an attractive, modern shopping facility often visited by the public.



Library & Learning Services

2008 was another year of success at providing library services to the college population and the community of American Samoa. Library statistics showed that a total of 116,868 persons used the library, 16,134 used the computers, and 616 requested new library cards. The library’s collections have been growing with the acquisition of new and updated materials, with a focus on education volumes and periodicals in support of four-year Teacher Education program. With the federal-funding through PREL, library users can access the free EBSCO online database resources, in addition to the library-subscribed Gale electronic resource of e-books and e-magazines.

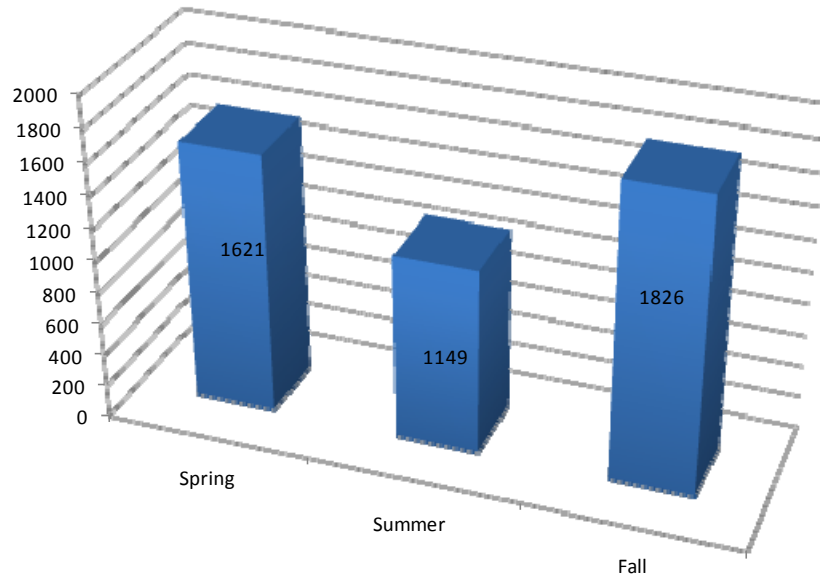
The library’s exterior building has been repainted, the furniture has been rearranged in compliance with ergonomics, and interior space has been maximized for shelf and study areas. Library staff welcomed some visitors from the Festival of Pacific Arts and the Pacific Educational Conference (PEC) when both of these events took place in American Samoa. The library also hosted members of WASC accreditation visiting team. Visitors generally expressed a good impression of the library facilities and collections. The library staff has also attended available workshops, trainings, and conferences held on and off-island. Director Steven Lin served as the co-chair of the Committee of Self Study Standard II, and contributed the report on library and learning support services.

The number of government publications in the library has been growing, with many new materials received from the U.S. Government Printing Office. These materials have been cataloged for easy access, and all education-related government publications have been moved to the Teacher Education Resources Center. The Pacific Collection has also been growing, with numerous free material about the south Pacific received from other libraries. Library computers have been upgraded with more memory capacities and the installation of Papercut software, which enables library staff to monitor and control the printing job at the circulation desk.

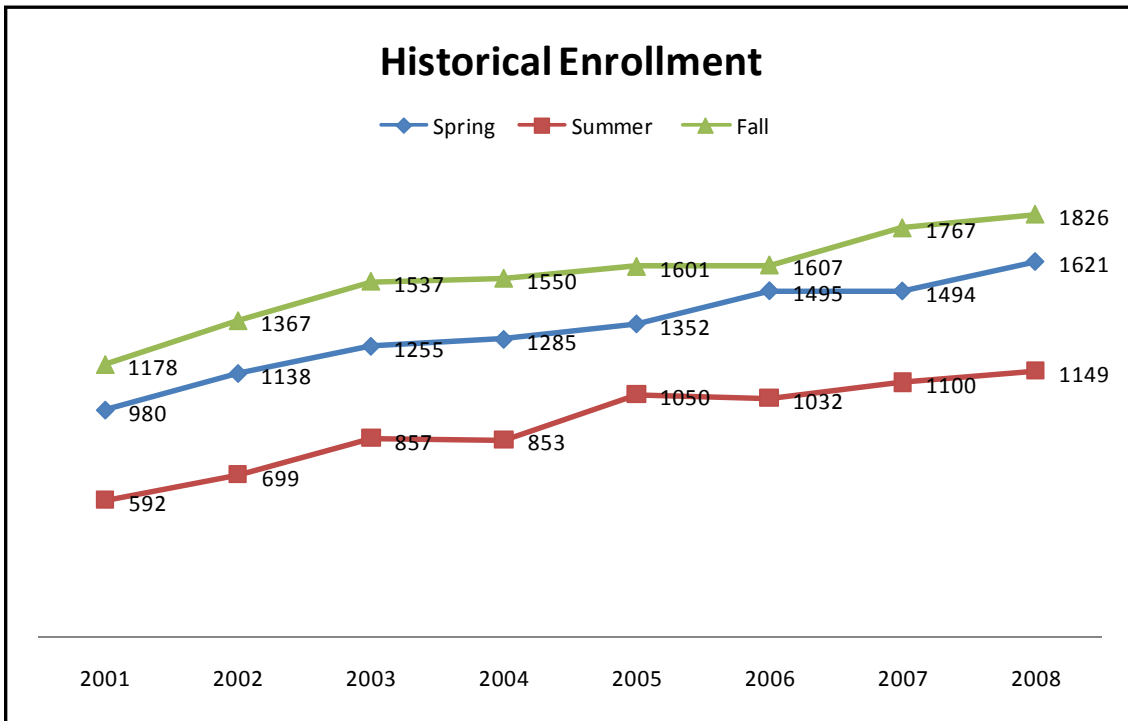


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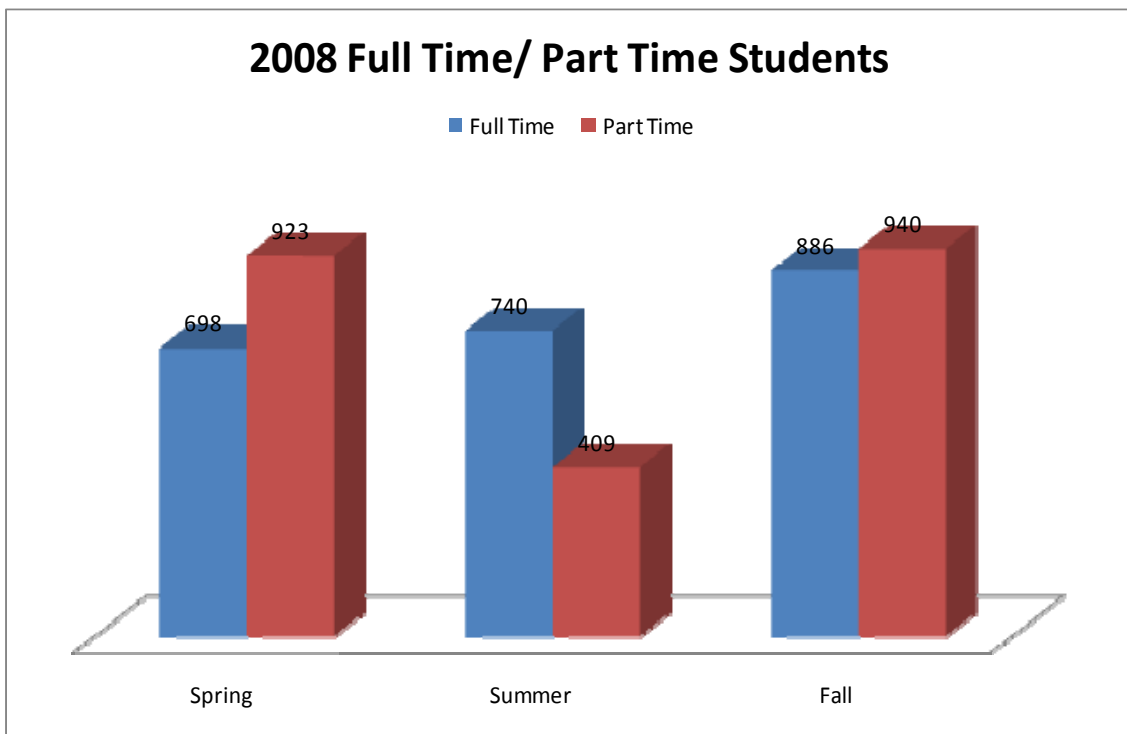
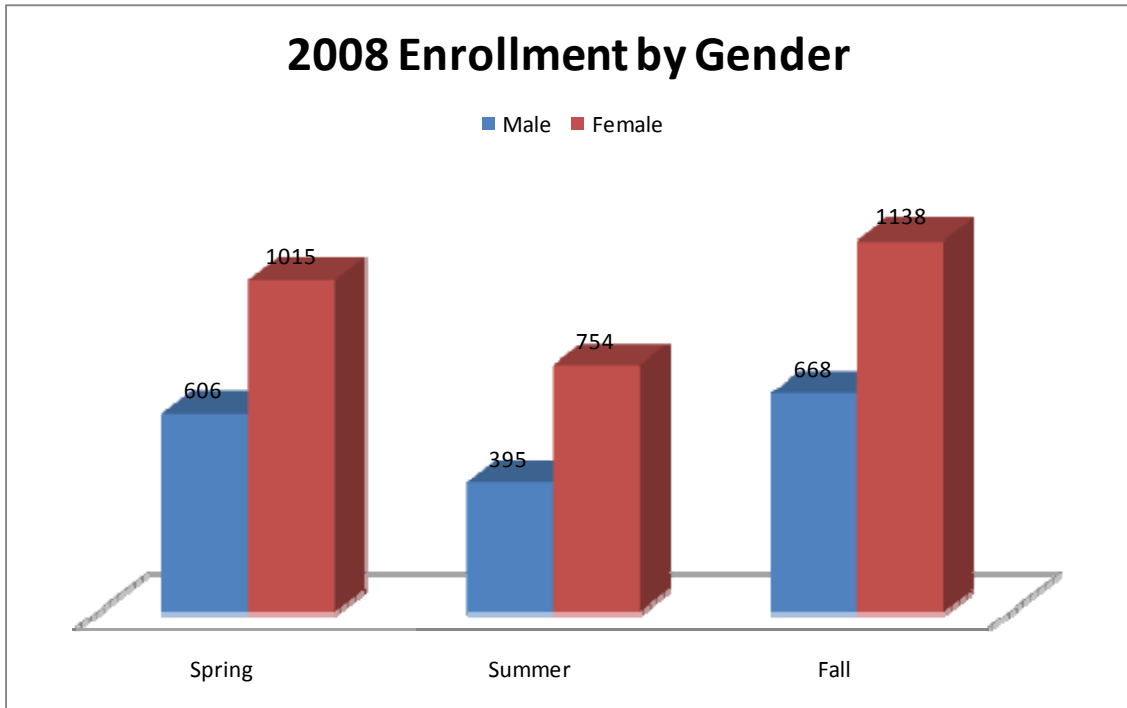
2008 Enrollment



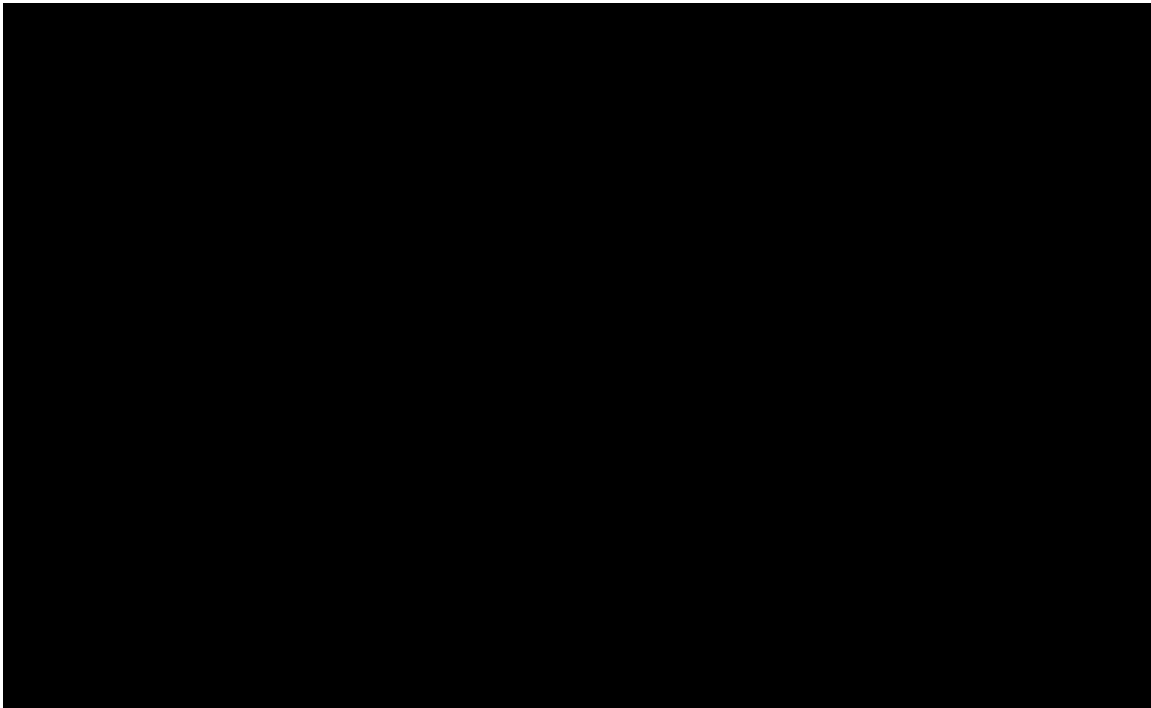
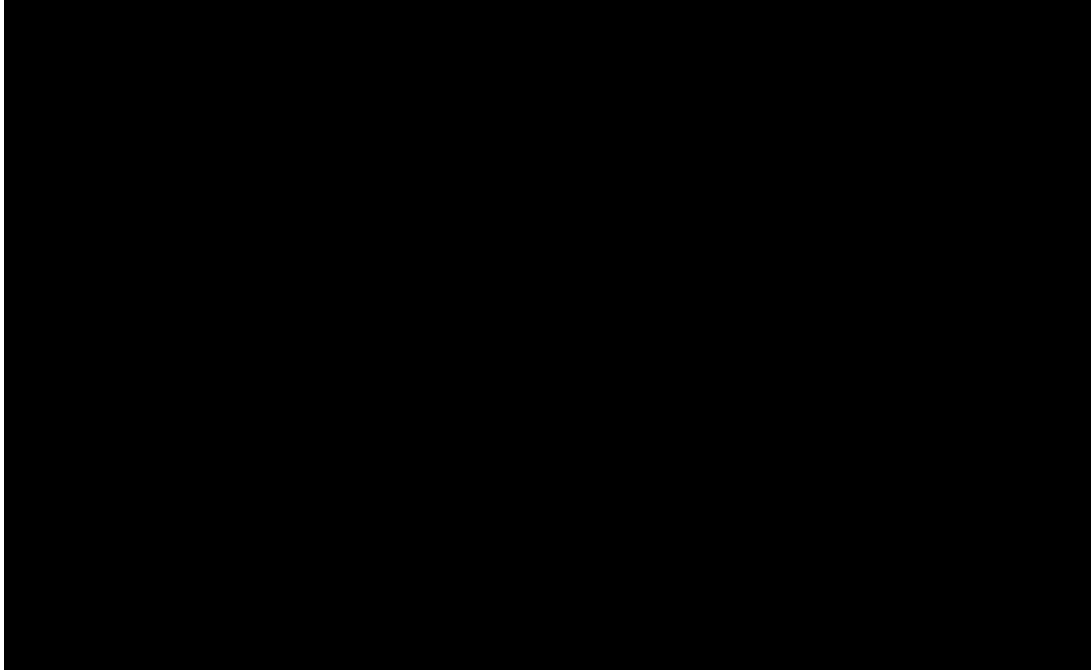
Historical Enrollment



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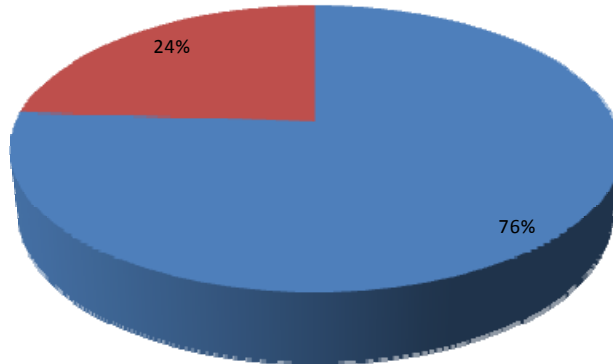
GRADUATE DATA



EMPLOYEE DATA

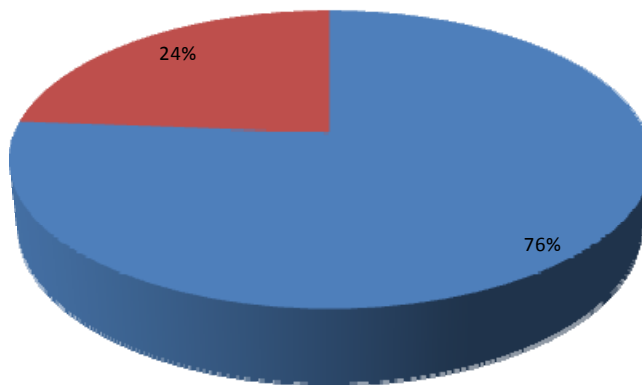
2008 Employees

■ Support Staff ■ Faculty



2008 Employee Status

■ Full Time Career Service employees ■ Full Time Contract Employees



FINANCIAL DATA

Budget Summary 2008

LOCAL REVENUE RESOURCES

ASCC Revenue (Tuition and other)	\$	3,216,500
General Fund Subsidy (payroll)	\$	2,251,000
DOI Grants in aid (payroll)	\$	1,358,000
Total revenue sources for local funds	\$	6,825,500

GRANT REVENUE RESOURCES

Federal Grants	\$	3,948,465
Endowment Funds	\$	536,035
Total revenue sources for grants	\$	4,484,500

BUDGET (as approved by Fono)

Local Funding	\$	5,551,000
Grants	\$	2,510,500
Total approved by Fono (not including ACNR grant)	\$	8,061,500

