

2014 Institutional Program Review and Divisional Assessments



American Samoa
Community College

P.O. Box 2609
Pago Pago, AS 96799



Vision:

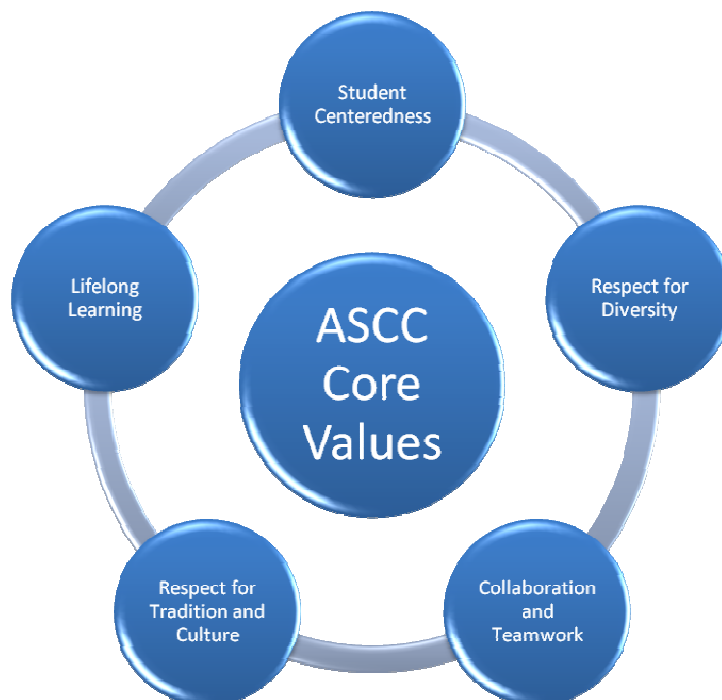
The American Samoa Community College holds its central theme “Saili le Atamai” or to “seek knowledge.” Our journey pushes us forward to achieve our mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

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.

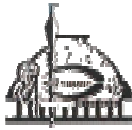
To fulfill this mission, the College, as an open admission United States accredited Land Grant institution, provides access to associate degree and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

- 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





Participating Divisions



AMERICAN SAMOA COMMUNITY COLLEGE

April 8, 2014

May this document serve as a reference for ASCC Internal Review purposes for all Institutional Divisions/Programs. The provided signatures below indicates that the respective Supervisor, Dean, or Director received his/her Divisional Survey Analysis compiled by the Office of Institutional Effectiveness

Cora Falauega

Dean and Director of Community & Natural Resources:
Tapa'u Dr. Dan Aga

[Signature] 4/7/14

Dean of Student Services:
Dr. Emili Le'i

[Signature] 4/8/14

Chief Financial Officer:
Mrs. Emily Silafu-Foa

[Signature] 4/8/14

Chief Information Officer (MIS):
Ms. Grace Tubafuu

[Signature] 4/8/14

Director of Samoan Studies Institute:
Mrs. Okesisa Kupu

[Signature] 4/8/14

Director of Admissions, Records & Financial Aid:
Mrs. Silafatua Tu'ulua

[Signature] 4/28/14

Director of AEEL:
Mr. Fale Tavea

[Signature]

Director of Small Business Development Center:
Dr. Herbert Tavea

[Signature] 4/28/14

Director of Physical Facilities & Maintenance:
Mr. Loligi Seunamutala

[Signature] 4/8/14

Dean of Academic Affairs:
Mrs. Letupu Moamau

[Signature]

Dean of Trades & Technologies:
Mr. Michael Le'u

[Signature] 4/8/14

Director of Institutional Effectiveness:
Mr. Sunny Le'au

[Signature]

Director of ASCC Research Foundation:
Mrs. Malosua Willis

[Signature] 4/9/14

Director of TRB/ARBP:
Dr. Lina Gabu'i-Seunlan

[Signature] 4/9/2014

Director of HRO:
Mrs. Se'otima Asifa

[Signature] 4/10/14

Director of Learning Resource Center:
Mr. Elvis Zedical

[Signature]

Director of UCEDD:
Ms. Tafamamao Tupuola

[Signature]

Director of Student Support Services:
Ms. Annie Panama

AMERICAN SAMOA COMMUNITY COLLEGE

Office of Institutional Effectiveness

P.O. Box 2609 - Pago Pago - AS - 96799
(684) 699-7634



Institutional Program Review

1) Current Relationship to ASCC

		Percent age	Respon ses
Faculty		22.4	47
Adjunct Faculty		0.0	0
Administrative/Prof essional		10.5	22
Staff		64.3	135
Other		2.9	6
		Total responses:	210

2) Please select the appropriate Division you are in:

		Percentage	Responses
Academic Affairs		9.6	20
Student Services		5.3	11
Trades and Technologies		2.4	5
Teacher Ed/ ASBEP		4.3	9
Samoan Studies Institute		3.8	8
CAPP		1.4	3
Institutional Effectiveness		1.9	4
Finance		7.2	15
Human Resource Office		1.9	4
Management Information System		5.3	11
Physical Facilities Management		12.4	26
Admissions/Registration/ Financial Aid		2.9	6
Community and Natural Resources		18.2	38
Student Support Services		1.0	2
AELEL		2.9	6
Small Business Development Center		1.9	4
UCEDD		1.0	2
Other		16.7	35
		Total responses:	209

3) For each of the following statements, please indicate which answer most closely expresses your view of the institution at the current time.



WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Outcomes.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Average Score
1. ASCC has clearly stated purposes (e.g. Mission Statement, Strategic Plan, etc.) defining its values.	116 (55.24%)	76 (36.19%)	17 (8.10%)	1 (0.48%)	0 (0.00%)	210	1.54 / 5 (30.80%)
2. ASCC has measurable educational outcomes consistent with its purpose (e.g. learning outcomes for majors and General Education).	87 (41.43%)	93 (44.29%)	29 (13.81%)	1 (0.48%)	0 (0.00%)	210	1.73 / 5 (34.60%)
3. ASCC has an effective Leadership System.	65 (30.95%)	84 (40.00%)	49 (23.33%)	9 (4.29%)	3 (1.43%)	210	2.05 / 5 (41.00%)
4. ASCC is committed to Academic Freedom.	69 (32.86%)	99 (47.14%)	34 (16.19%)	7 (3.33%)	1 (0.48%)	210	1.91 / 5 (38.20%)
5. ASCC demonstrates appropriate responses to the increasing diversity in the community.	63 (30.00%)	96 (45.71%)	40 (19.05%)	9 (4.29%)	2 (0.95%)	210	2.00 / 5 (40.00%)
6. ASCC has education as its primary purpose and operates with appropriate autonomy without influence from political, religious, or other entities.	75 (35.71%)	84 (40.00%)	35 (16.67%)	13 (6.19%)	3 (1.43%)	210	1.98 / 5 (39.60%)
7. ASCC truthfully represents its programs, services, and grievance procedures.	65 (30.95%)	93 (44.29%)	44 (20.95%)	7 (3.33%)	1 (0.48%)	210	1.98 / 5 (39.60%)
8. ASCC evaluates the implementation of governance and operating procedures.	59 (28.10%)	93 (44.29%)	48 (22.86%)	8 (3.81%)	2 (0.95%)	210	2.05 / 5 (41.00%)
							1.91 / 5 (38.10%)

4) WASC Standard 2: Achieving Educational Objectives through core functions, such as teaching and learning, scholarship and creative activity, and support for student learning

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Average Score
9. ASCC academic programs have appropriate content, and standards with sufficient number of qualified faculty	66 (31.43%)	99 (47.14%)	35 (16.67%)	8 (3.81%)	2 (0.95%)	210	1.96 / 5 (39.20%)



American Samoa Community College
2014 Divisional Assessment

10. All ASCC degrees have clearly defined admissions and graduation requirements.	80 (38.10%)	96 (45.71%)	33 (15.71%)	1 (0.48%)	0 (0.00%)	210	1.79 / 5 (35.80%)
11. All ASCC degrees have measurable outcomes	70 (33.33%)	96 (45.71%)	41 (19.52%)	2 (0.95%)	1 (0.48%)	210	1.90 / 5 (38.00%)
12. ASCC provides a general education program that develops measurable outcomes.	80 (38.10%)	98 (46.67%)	31 (14.76%)	1 (0.48%)	0 (0.00%)	210	1.78 / 5 (35.60%)
13. Major programs at ASCC prepare students for a career and a fulfilling life.	65 (30.95%)	111 (52.86%)	31 (14.76%)	3 (1.43%)	0 (0.00%)	210	1.87 / 5 (37.40%)
14. ASCC expectations of learning outcomes are clearly reflected in its support areas, such as admissions, advising, library, and technology resources.	67 (31.90%)	98 (46.67%)	36 (17.14%)	7 (3.33%)	2 (0.95%)	210	1.95 / 5 (39.00%)
15. ASCC faculty takes collective responsibility for developing and sharing learning outcomes.	61 (29.05%)	108 (51.43%)	36 (17.14%)	5 (2.38%)	0 (0.00%)	210	1.93 / 5 (38.60%)
16. ASCC academic programs provide students ongoing feedback about their performance.	55 (26.19%)	111 (52.86%)	40 (19.05%)	3 (1.43%)	1 (0.48%)	210	1.97 / 5 (39.40%)
17. ASCC academic programs are regularly reviewed.	61 (29.05%)	92 (43.81%)	52 (24.76%)	4 (1.90%)	1 (0.48%)	210	2.01 / 5 (40.20%)
18. ASCC actively values and disseminates innovation and creative activity.	51 (24.29%)	106 (50.48%)	46 (21.90%)	6 (2.86%)	1 (0.48%)	210	2.05 / 5 (41.00%)
19. ASCC promotes appropriate linkages among teaching, student learning, and service.	58 (27.62%)	106 (50.48%)	40 (19.05%)	4 (1.90%)	2 (0.95%)	210	1.98 / 5 (39.60%)
20. ASCC regularly examines the needs of its students and makes improvement to the learning environment.	60 (28.57%)	94 (44.76%)	44 (20.95%)	10 (4.76%)	2 (0.95%)	210	2.05 / 5 (41.00%)
21. ASCC has co-curricular programs integrated with its academic goals and programs that support student professional and personal growth.	51 (24.29%)	114 (54.29%)	40 (19.05%)	4 (1.90%)	1 (0.48%)	210	2.00 / 5 (40.00%)
22. ASCC provides all students timely and useful advising about academic requirements.	51 (24.29%)	103 (49.05%)	47 (22.38%)	8 (3.81%)	1 (0.48%)	210	2.07 / 5 (41.40%)
23. ASCC provides student support services, such as financial aid, advising, career counseling, library, and information services designed to meet the need of ASCC's diverse students.	66 (31.43%)	103 (49.05%)	35 (16.67%)	5 (2.38%)	1 (0.48%)	210	1.91 / 5 (38.20%)
24. ASCC adequately provides for the needs of transfer students.	53 (25.24%)	97 (46.19%)	50 (23.81%)	8 (3.81%)	2 (0.95%)	210	2.09 / 5 (41.80%)

1.96 / 5



(39.14
%)

5) WASC Standard 3: Developing and Applying Resources and organizational Structures to Ensure Sustainability

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Average Score
25. ASCC employs a sufficient number of diverse and qualified faculty to conduct its programs.	50 (23.81%)	115 (54.76%)	37 (17.62%)	7 (3.33%)	1 (0.48%)	210	2.02 / 5 (40.40%)
26. ASCC employs a sufficient number of diverse and qualified staff to support its programs.	49 (23.33%)	111 (52.86%)	40 (19.05%)	8 (3.81%)	2 (0.95%)	210	2.06 / 5 (41.20%)
27. ASCC practices concerning faculty and staff are appropriate for recruitment, workload, incentives, and evaluation.	43 (20.48%)	110 (52.38%)	41 (19.52%)	14 (6.67%)	2 (0.95%)	210	2.15 / 5 (43.00%)
28. ASCC provides faculty development activities to improve teaching and learning consistent with its purpose and educational outcomes.	46 (21.90%)	99 (47.14%)	55 (26.19%)	8 (3.81%)	2 (0.95%)	210	2.15 / 5 (43.00%)
29. ASCC's financial resources provide sufficient support for its educational programs.	42 (20.00%)	95 (45.24%)	54 (25.71%)	15 (7.14%)	4 (1.90%)	210	2.26 / 5 (45.20%)
30. ASCC's physical resources provide sufficient support for its educational programs.	48 (22.86%)	101 (48.10%)	47 (22.38%)	11 (5.24%)	3 (1.43%)	210	2.14 / 5 (42.80%)
31. ASCC provides access to sufficient and appropriate information and technology resources to support learning.	53 (25.24%)	102 (48.57%)	40 (19.05%)	12 (5.71%)	3 (1.43%)	210	2.10 / 5 (42.00%)
							2.13 / 5 (42.51%)

6) WASC Standard 4: Creating an Organization Committed to Learning and Improvement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Average Score
32. ASCC's organizational structure and decision-making processes are clear and consistent with ASCC's purposes.	53 (25.24%)	110 (52.38%)	42 (20.00%)	3 (1.43%)	2 (0.95%)	210	2.00 / 5 (40.00%)



American Samoa Community College
2014 Divisional Assessment

33. ASCC has an independent Board that exercises appropriate authority over ASCC's vision and mission.	56 (26.67%)	99 (47.14%)	44 (20.95%)	8 (3.81%)	3 (1.43%)	210	2.06 / 5 (41.20%)
34. ASCC administration provides effective leadership and management at all levels of the college.	50 (23.81%)	104 (49.52%)	43 (20.48%)	11 (5.24%)	2 (0.95%)	210	2.10 / 5 (42.00%)
35. ASCC's faculty exercises effective academic leadership to ensure academic quality and maintain ASCC's educational purposes and character.	56 (26.67%)	113 (53.81%)	34 (16.19%)	6 (2.86%)	1 (0.48%)	210	1.97 / 5 (39.40%)
36. ASCC periodically assesses and reviews the effectiveness of the academic and co-curricular programs.	60 (28.57%)	105 (50.00%)	43 (20.48%)	1 (0.48%)	1 (0.48%)	210	1.94 / 5 (38.80%)
37. In order to match the strategic objectives and priorities set by the college, ASCC's planning process defines and aligns its resources with its priorities.	51 (24.29%)	106 (50.48%)	49 (23.33%)	4 (1.90%)	0 (0.00%)	210	2.03 / 5 (40.60%)
38. ASCC's planning processes and assessment data include evidence of educational outcomes.	49 (23.33%)	113 (53.81%)	41 (19.52%)	7 (3.33%)	0 (0.00%)	210	2.03 / 5 (40.60%)
39. ASCC has appropriate and effective quality assurance procedures based on assessment of institutional effectiveness.	50 (23.81%)	102 (48.57%)	51 (24.29%)	3 (1.43%)	4 (1.90%)	210	2.09 / 5 (41.80%)
41. ASCC's institutional research is sufficient and effective to meet ASCC's purposes and educational outcomes.	49 (23.33%)	115 (54.76%)	40 (19.05%)	6 (2.86%)	0 (0.00%)	210	2.01 / 5 (40.20%)
42. ASCC has clear, well-established policies and practices for gathering and analyzing information that lead to a culture of evidence and improvement.	52 (24.76%)	103 (49.05%)	45 (21.43%)	7 (3.33%)	3 (1.43%)	210	2.08 / 5 (41.60%)
43. ASCC's faculty engage in ongoing practices of teaching and learning using the results to improve the curriculum and teaching methodology.	52 (24.76%)	111 (52.86%)	41 (19.52%)	5 (2.38%)	1 (0.48%)	210	2.01 / 5 (40.20%)
44. ASCC involves alumni employers and others in assessing the effectiveness of its educational programs.	38 (18.10%)	95 (45.24%)	57 (27.14%)	16 (7.62%)	4 (1.90%)	210	2.30 / 5 (46.00%)
							2.05 / 5 (41.03%)



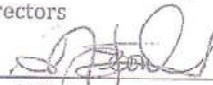
Divisional Assessment

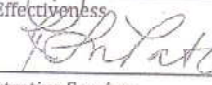


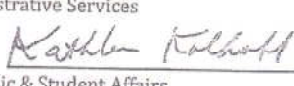
AMERICAN SAMOA
COMMUNITY COLLEGE
Office of Institutional Effectiveness

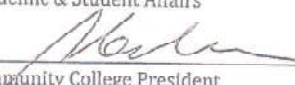
April 4, 2014

To: ASCC Deans & Directors

Fr: Sonny J. Leomiti 
Director of Institutional Effectiveness

Via: Dr. Rosevonne Pato 
Vice President of Administrative Services

Dr. Kathleen Kolhoff 
Vice President of Academic & Student Affairs

Dr. Seth Galea'i 
American Samoa Community College President

Subject: ASCC Divisional Assessment Analysis

Talofa Deans & Directors,

The Office of Institutional Effectiveness has compiled the Divisional Assessment Analysis per division for the academic year 2013-2014. The analysis has been categorized in several areas based on feedback provided by faculty, staff, and administrators. An area uncategorized signifies that the information provided is sufficient enough for decision-making.

The Divisional Assessment Analysis is used as a means for all divisions to periodically review their divisions, programs, and departments according to divisional outcomes and effectiveness. The analysis should provide information necessary for academic programs and provision of administrative services to determine the quality of educational goals and services offered. This divisional assessment is comprehensive and systematic following an annual review cycle.

Please do feel free to contact our office for inquiries regarding the information provided above.

Fa'afetai tele lava ☺

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Community and Natural Resources

Divisional Assessment SPR 2014

Community and Natural Resources

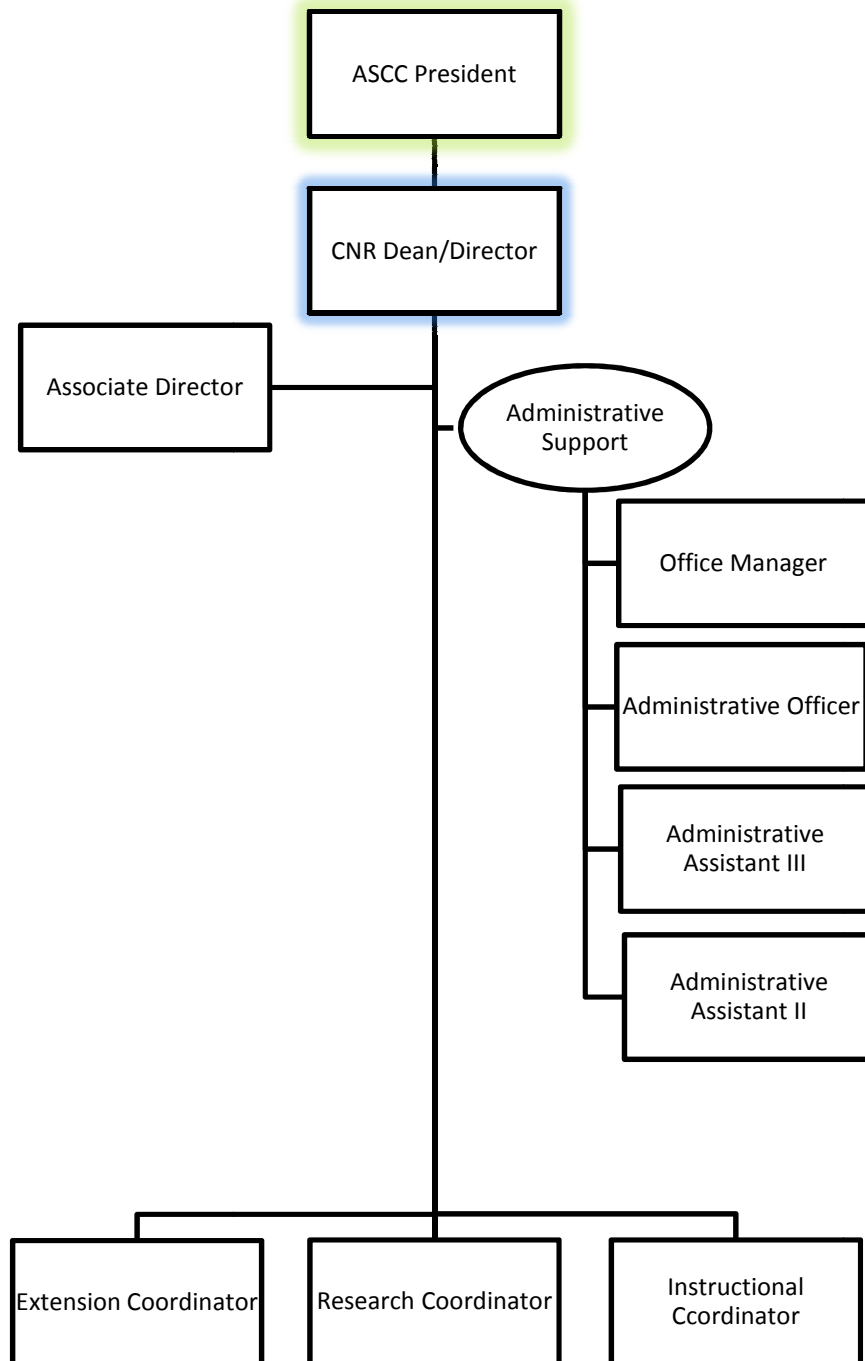
Community and Natural Resources Mission

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

CNR Administration

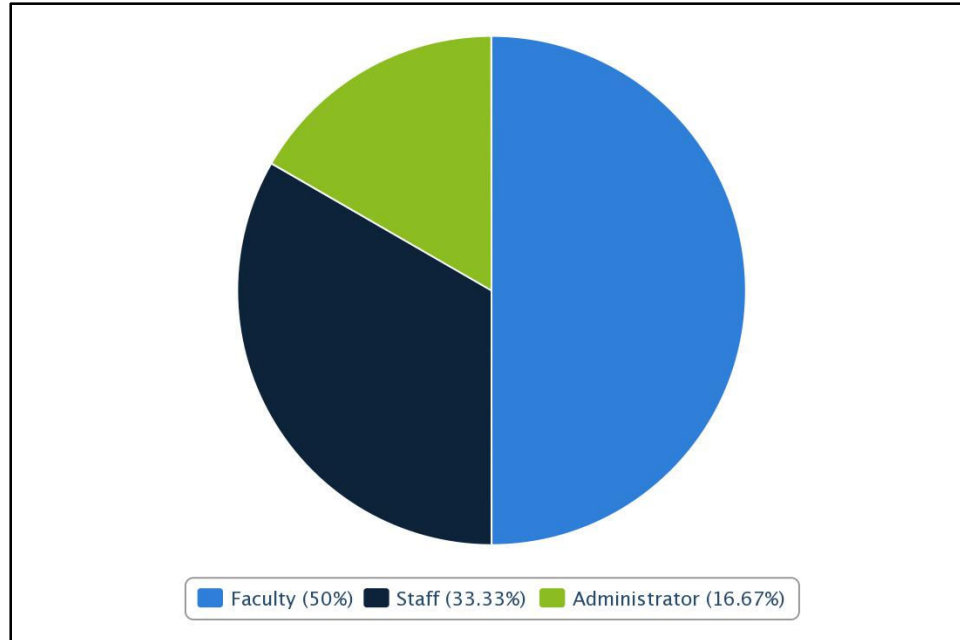
Dean/Director	Tapaau Dr. Dan Aga
Associate Director	Aufa'i Areta

CNR Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- ASCC Land Grant Program’s Research Division Mission Statement: “To acquire research-based knowledge that will enable people to make informed and educated decisions about their lives.”
- To provide the people of American Samoa appropriate science-based and timely information and services in the areas of community and natural resources. We treat our clients, students, and colleagues with respect and empower them to equal partners in their own success. Our words and actions show an appreciation for diversity and exemplify the finest of the Fa'aSamoa.
- To provide the people of American Samoa appropriate science based and timely information and services in the areas of Community & Natural Resources. We treat our clients,students and colleagues with respect and empower them to be equal partners in their own success. Our words and actions show an appreciation for diversity and exemplify the finest of the fa'aSamoa.
- Provide educational services in general agriculture, agribusiness, family & consumer science & natural resources. The department strives to provide a solid environmental function that will enable students to succeed in their academic & career goals.
- Which are you asking for. For the Dept or program. The mission of the ASCC Land Grant Program is to acquire research-based knowledge in and out of formal classroom learning, in order to enable people to make informed and educated decisions about their lives.

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

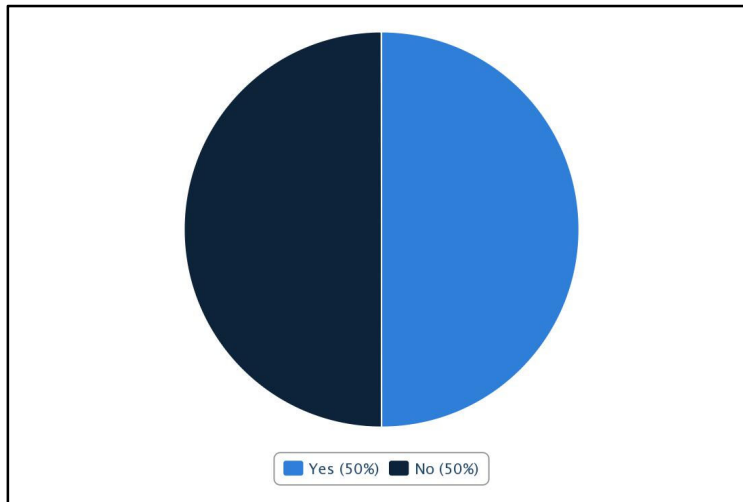
- 1. Strive to effectively provide quality and relevant Research Programs to the community.
- 2. Strive to effectively provide quality and relevant Extension Programs to the community.
- 3. Strive to effectively provide quality Instructional Program to the community.
- Describe different careers in Agriculture, community & natural resources Explain importance of agriculture, community & Natural resources to the Samoan culture & environment of American Samoa. Utilize tools & technology of degree program Demonstrate college level written to oral communication skills.
- Too many to list, refer to my Sea Grant Annual Plan of Work and Progress Report for the Aquaculture Program outcome. Refer to the CNR Annual Report for their outcomes.

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

- Our mission and outcomes support the institution's mission in the areas of academic (student learning), workforce development, Fa'aSamoa, and community service through programs and services in Instruction, Research, and Extension.
- Our mission & outcome is align directly with ASCC's mission & long-range goals. Our programs prepare students for transfer to institutions of higher learning (4year) for successful entry into the workplace.
- By: adding experiential learning experiences; providing research and extension services in natural resources; providing courses that are fully articulated with UH; and by providing skills to students that allow for successful entry into the workforce

2. PERSONNEL DATA

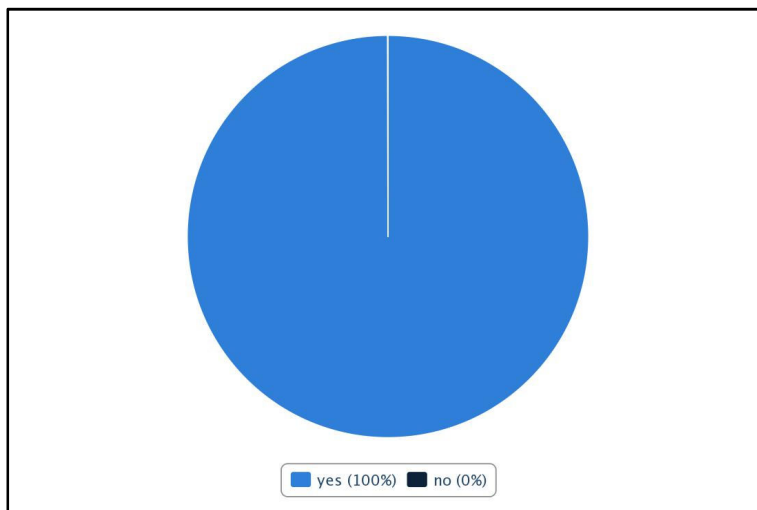
Is the number of personnel adequate to support your Dept/Prog/Div?



If "no", please explain:

- Need more professional staff.
- The aquaculture program lacks any maintenance personnel, which means the two staff in this program must take time away from other responsibilities to clean and maintain the office, bathroom, and general facilities.

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



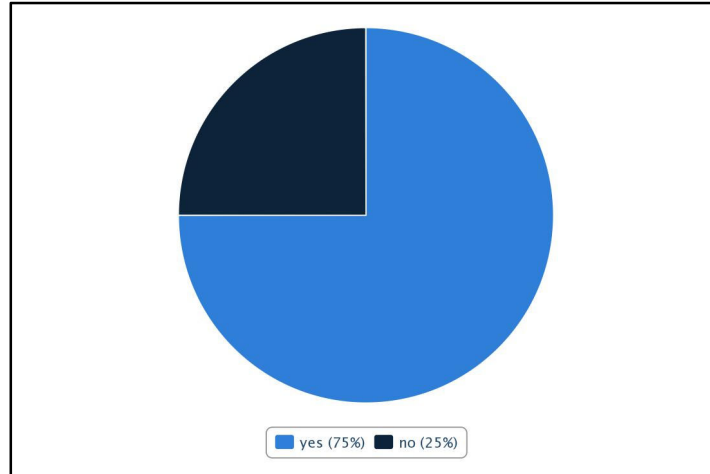
Divisional Assessment SPR 2014

Community and Natural Resources

If "no", please explain:

No answers

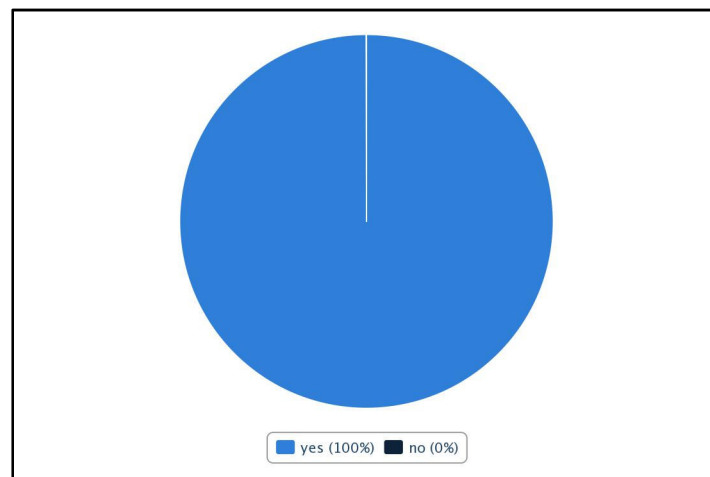
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

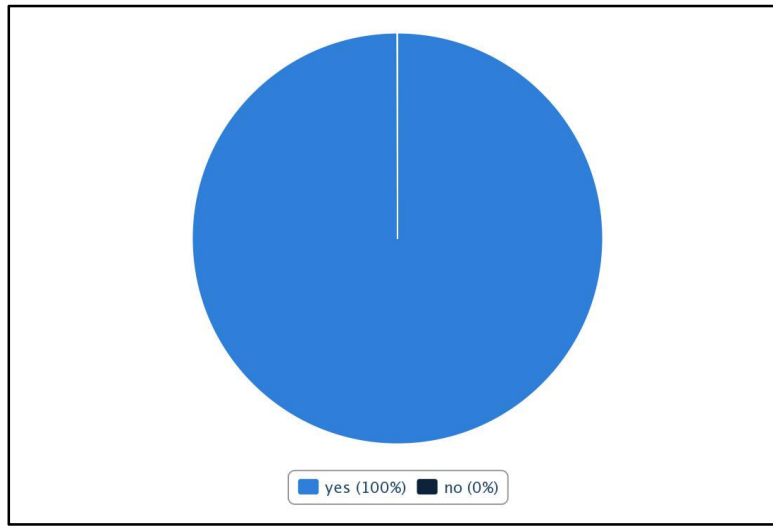
- I am not aware of any documentation that is required to be on file, and thus cannot answer this question accurately.

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

Summarized Comments:

- NA =2 comments
- 2 courses = 1 comment

Degrees, Coursework and other publications:

- BS Biology/Chemistry (BYU-Hawaii) MBBS (Fiji School of Medicine) MS Tropical Plant and Soil Science (UH-Manoa)
- Master in Agriculture Extension Education Bachelor in Agricultural Sciences and Management
- Refer to my annual report and CV

Other qualifications not listed in previous question:

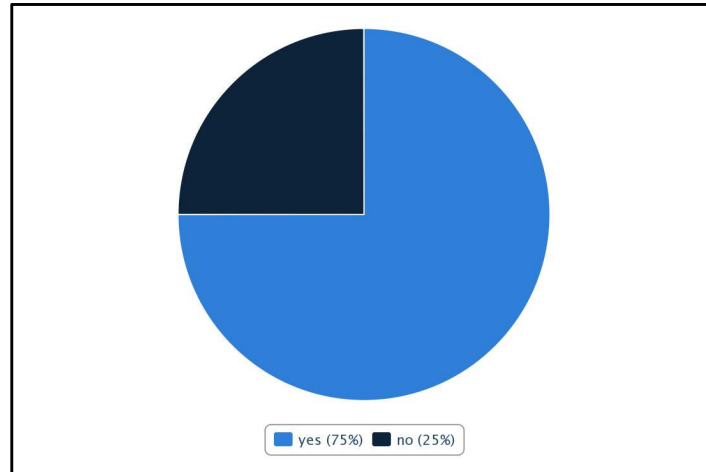
- Refer to my annual report and CV

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

- Member of CNR Scholarship Committee and Source Evaluation Board.
- I was the LSAMP coordinator last year, have been the club sponsor for the Marine Science Club, and am currently on the LSAMP committee.

4. STAFF DEVELOPMENT

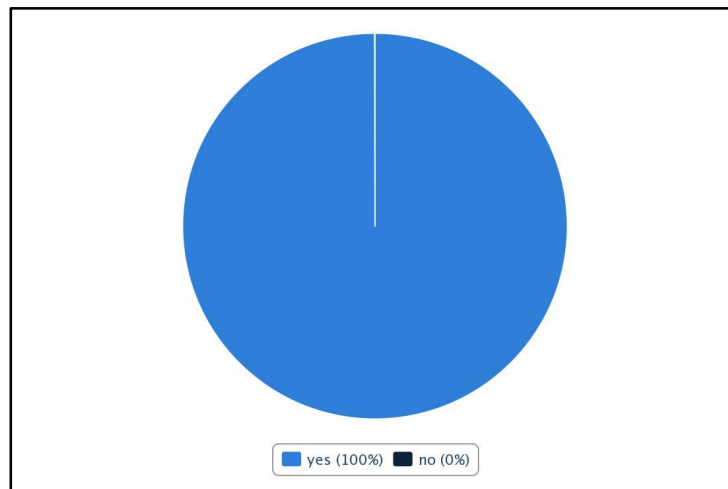
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- I am not aware of any professional development opportunities in Aquaculture or Marine Science offered by the ASCC.

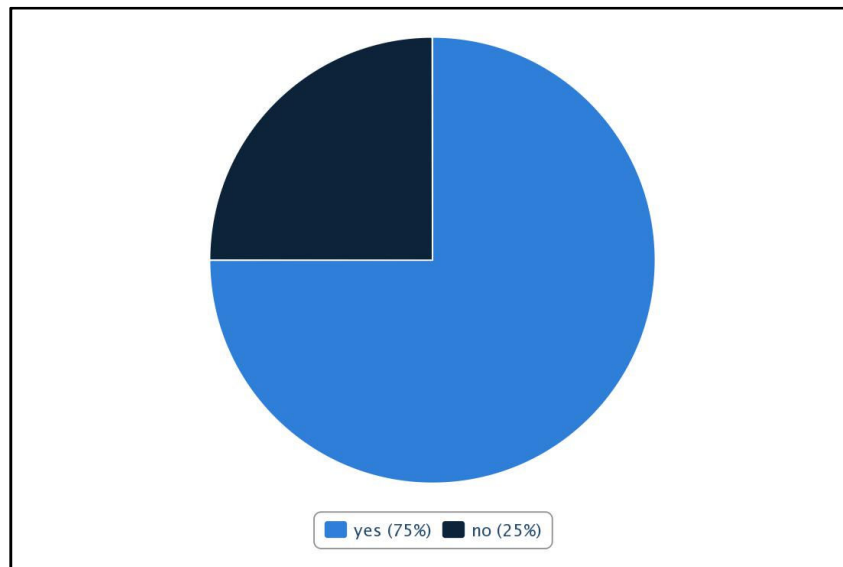
Are there any unmet needs for professional development among personnel in this Dept/Prog/Div?



If “yes”, please explain:

- Need opportunities/funding to pursue advanced/graduate degrees
- Continuing education towards a bachelors for many of the CNR staff is needed. Professional development opportunities in marine science and aquaculture are needed for marine science faculty.

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

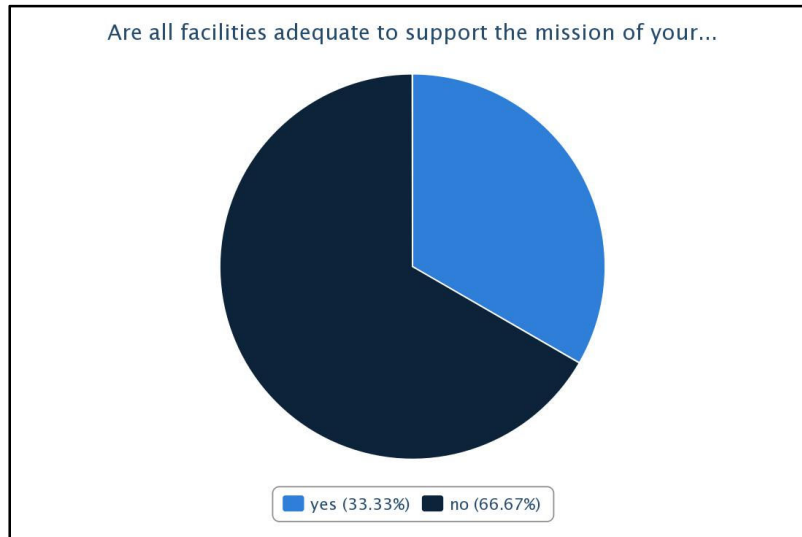


5. FACILITIES, EQUIPMENT and BUDGET

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

- ASCC-CNR Research offices and Labs.
- Laboratories, offices, greenhouses, wellness center, aquaculture center,
- CNR Land Grant Instructional offices (2) fruits for life greenhouse student computer lab conference room and training room
- The Aquaculture Program uses the Center for Sustainable Integrated Agriculture and Aquaculture (CSIAA) building for office space and demonstration systems housing. Classroom A1 is currently used to teach MSC220, Intro to Fisheries Management.

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



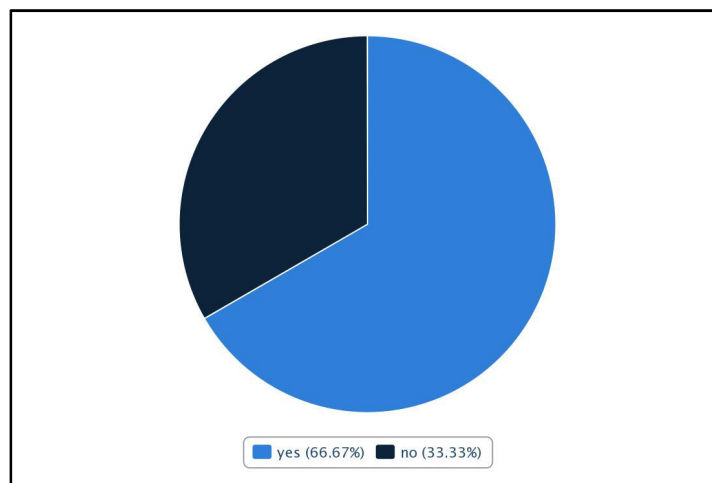
If "no", please explain:

- Need for Horticulture Lab and Greenhouse.
- Need classrooms
- Classroom A1 is very small, has a terrible echo, and lacks a smart board or projector and has no internet access. The Aquaculture program lacks a dedicated vehicle, which makes extension work challenging.

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

- Equipment required for Horticulture Research is not available due to Business Office/Procurement payment delays.
- Computer systems, laptops, iPods Projectors, Screen Smartboards ALL ADEQUATE
- There is substantial equipment used at the CSIAA, which is bought and maintained by the UH Sea Grant program. The equipment is adequate other than the lack of a vehicle.

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



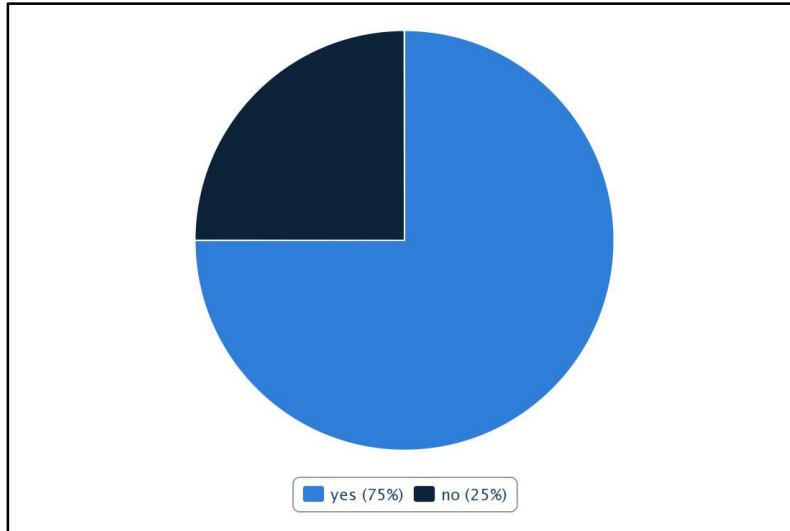
If so, please list and explain:

- Equipment required for Horticulture Research is not available due to Business Office/Procurement payment delays. Grant has been approved, purchase requests made but payment delayed for 1 year now.
- Ready access to a vehicle for site visits and picking up materials for repairs and building systems.

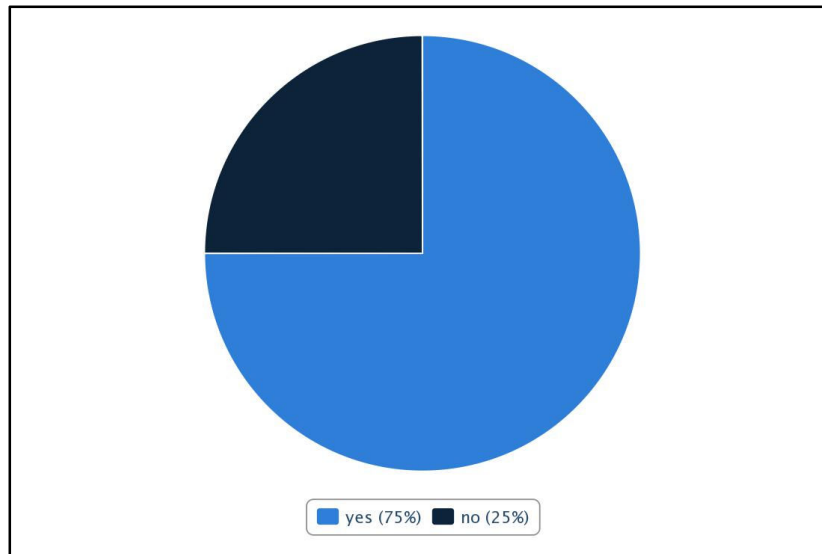
Divisional Assessment SPR 2014

Community and Natural Resources

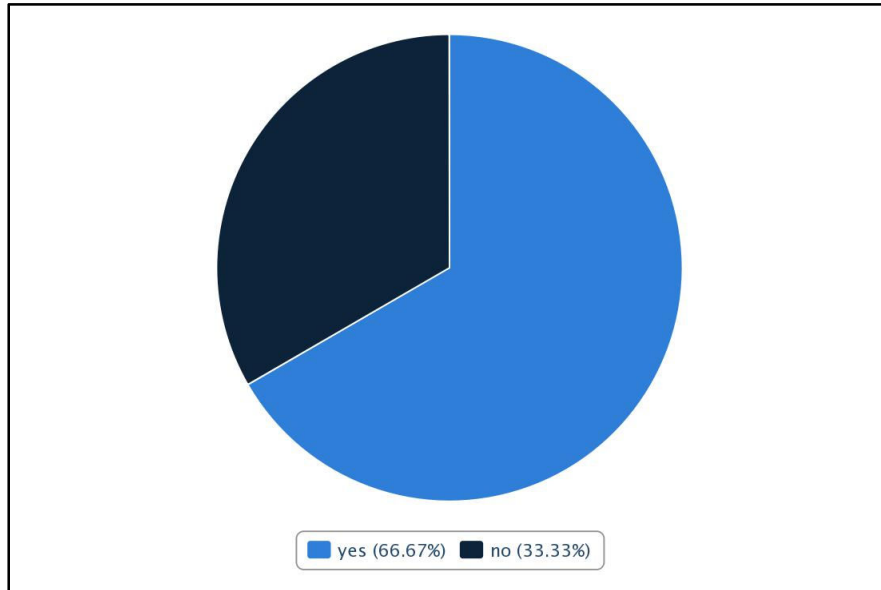
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



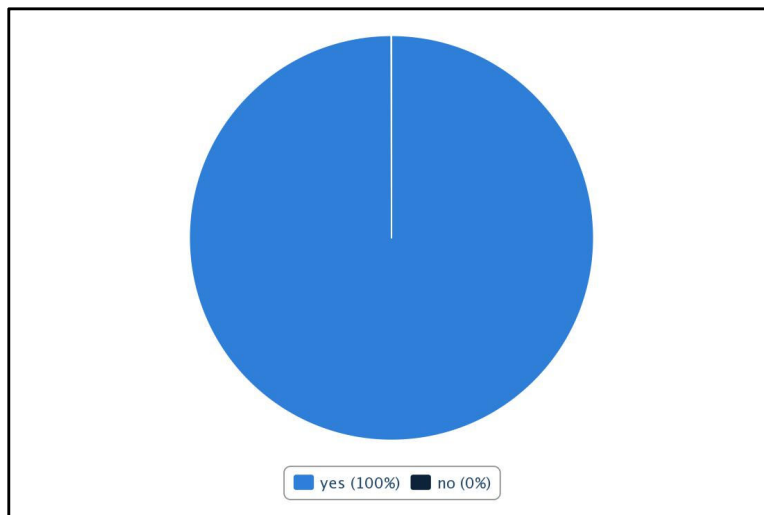
Are the physical facilities accessible to persons with disabilities?



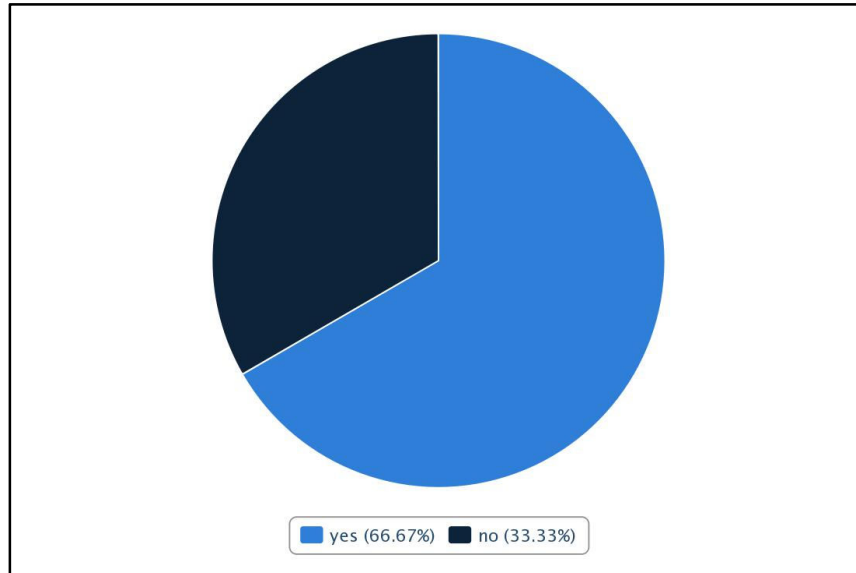
If "no", please describe below what is needed to make your area accessible.

- I am not an ADHA specialist and am not qualified to answer this, but at a minimum there should be a ramp for wheelchairs and the bathroom would need to be renovated.

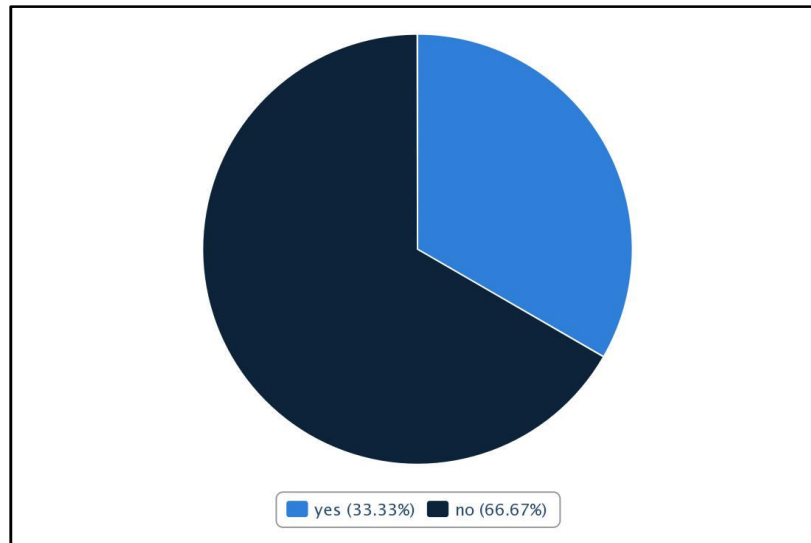
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

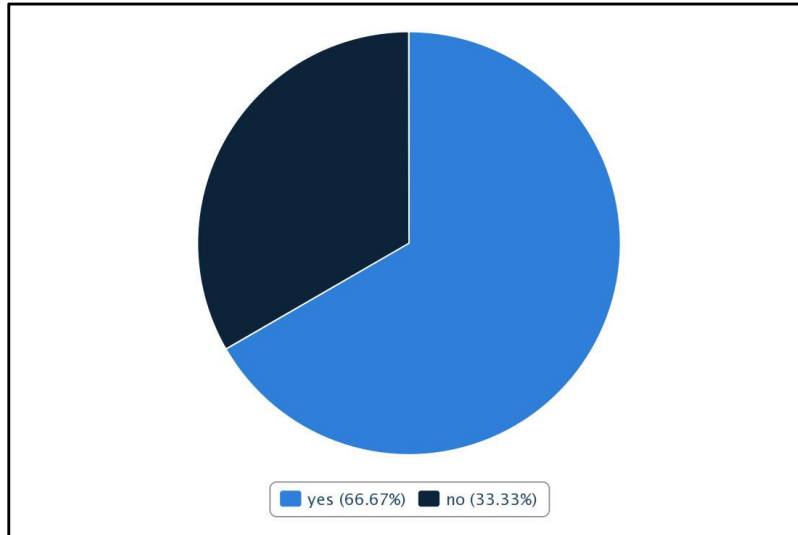


If "no", please explain:

- Need more instructional, local funds to help support faculty salary, re-classification
- The Aquaculture program makes almost all of it's purchases though the UH Sea Grant College Program.

6. TECHNOLOGY and LIBRARY

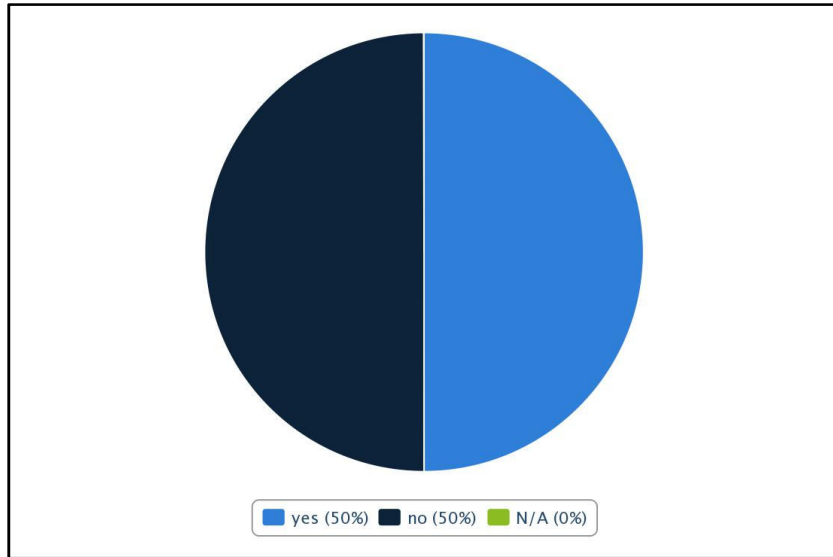
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- Student computer lab, Smart Board Applications
- Distance education smartboard technical support through CNR staff
- Webmail is only for faculty, and doesn't work well off campus. I do not have a smartboard in the room I teach in. There is no internet in the room I teach in, making the other technologies listed here useless.

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

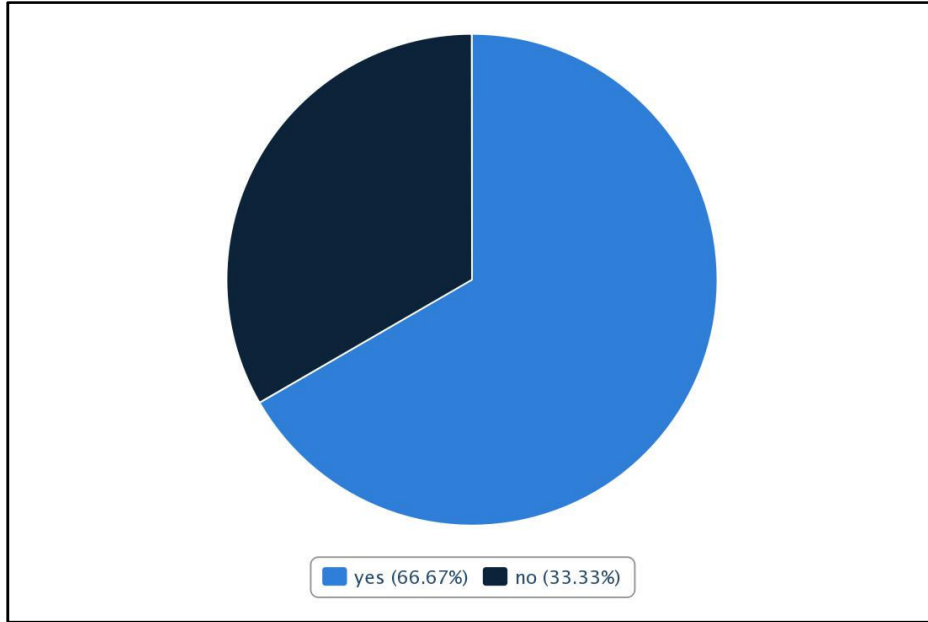


If "no", please explain:

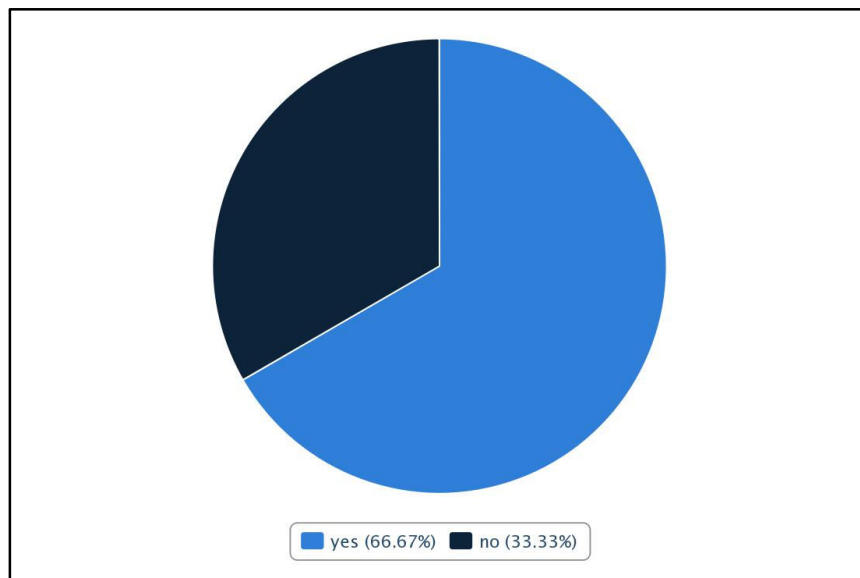
- Not open in the evening. Need more computers with internet access and we need antivirus installed on all of them.

6. EVALUATION AND IMPROVEMENT

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



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



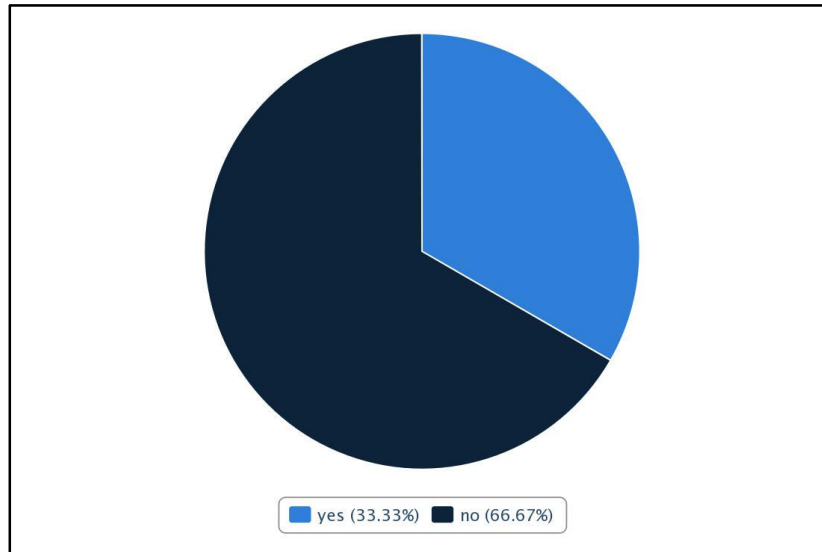
Divisional Assessment SPR 2014

Community and Natural Resources

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (66.67%)	1 (33.33%)	3	4.33 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	3	4.00 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	1 (33.33%)	2 (66.67%)	0 (0.00%)	3	3.67 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	3	4.00 / 5
Institutional Strategic Plan	0 (0.00%)	1 (33.33%)	0 (0.00%)	2 (66.67%)	0 (0.00%)	3	3.33 / 5
Performance Evaluation	0 (0.00%)	1 (33.33%)	0 (0.00%)	2 (66.67%)	0 (0.00%)	3	3.33 / 5
Institutional Program Review	0 (0.00%)	1 (33.33%)	1 (33.33%)	1 (33.33%)	0 (0.00%)	3	3.00 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	2 (66.67%)	1 (33.33%)	0 (0.00%)	3	3.33 / 5
Student Satisfaction Survey	0 (0.00%)	0 (0.00%)	2 (66.67%)	1 (33.33%)	0 (0.00%)	3	3.33 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	1 (33.33%)	2 (66.67%)	0 (0.00%)	3	3.67 / 5
							3.60 / 5

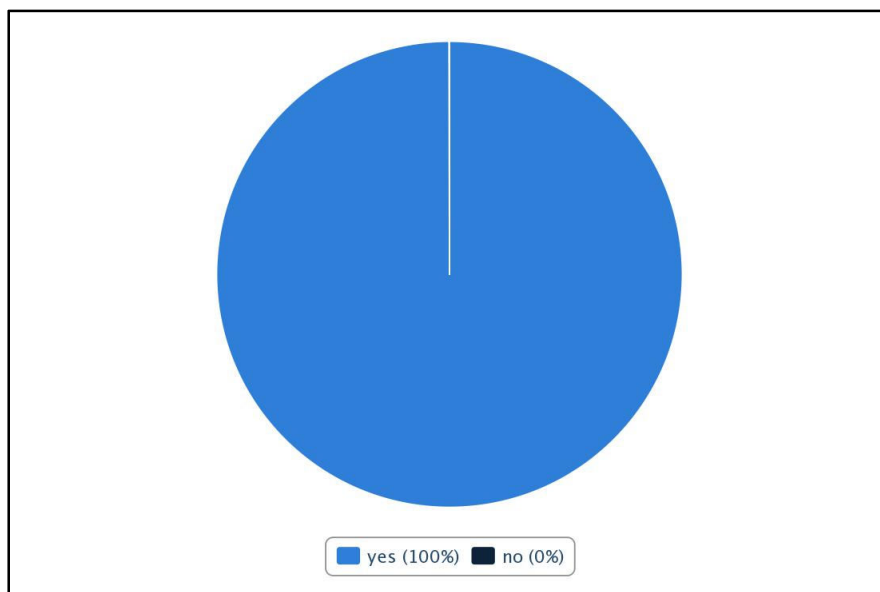
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- faculty professional development We now have three full-time faculty in our department

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



What steps are taken when an outcome is not achieved?

- Evaluation and strengthen efforts to achieve expected goals
- Don't know.

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

- 1. Continued program funding from USDA 2. Increased number of ASCC graduates in the Agriculture major 3. Opening of the Wellness Center 4. Staff development opportunities 5. Number of clients served 6, Development of new cultivars/varieties 7. Additional research and extension projects 8. Others
- 3 full-time instructors teaching an average of 13 courses (including labs) per semesters Adequate classroom space to hold classes Addition of fruits for life greenhouse- used as a living laboratory for CNR students.
- The Aquaculture program founded the CSIAA, which is open to farmers who can come and make fish feed using our machines for free and only need to bring flour and oil. The CSIAA maintains four different aquaculture and aquaponics systems for demonstration purposes. Specially formulated fish feed for tilapia was developed and is available locally. Introduction to Aquaculture (MSC200) and introduction to Fisheries Management (MSC220) are taught annually and are articulated with UH.

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Finance Division

Divisional Assessment SPR 2014

Finance

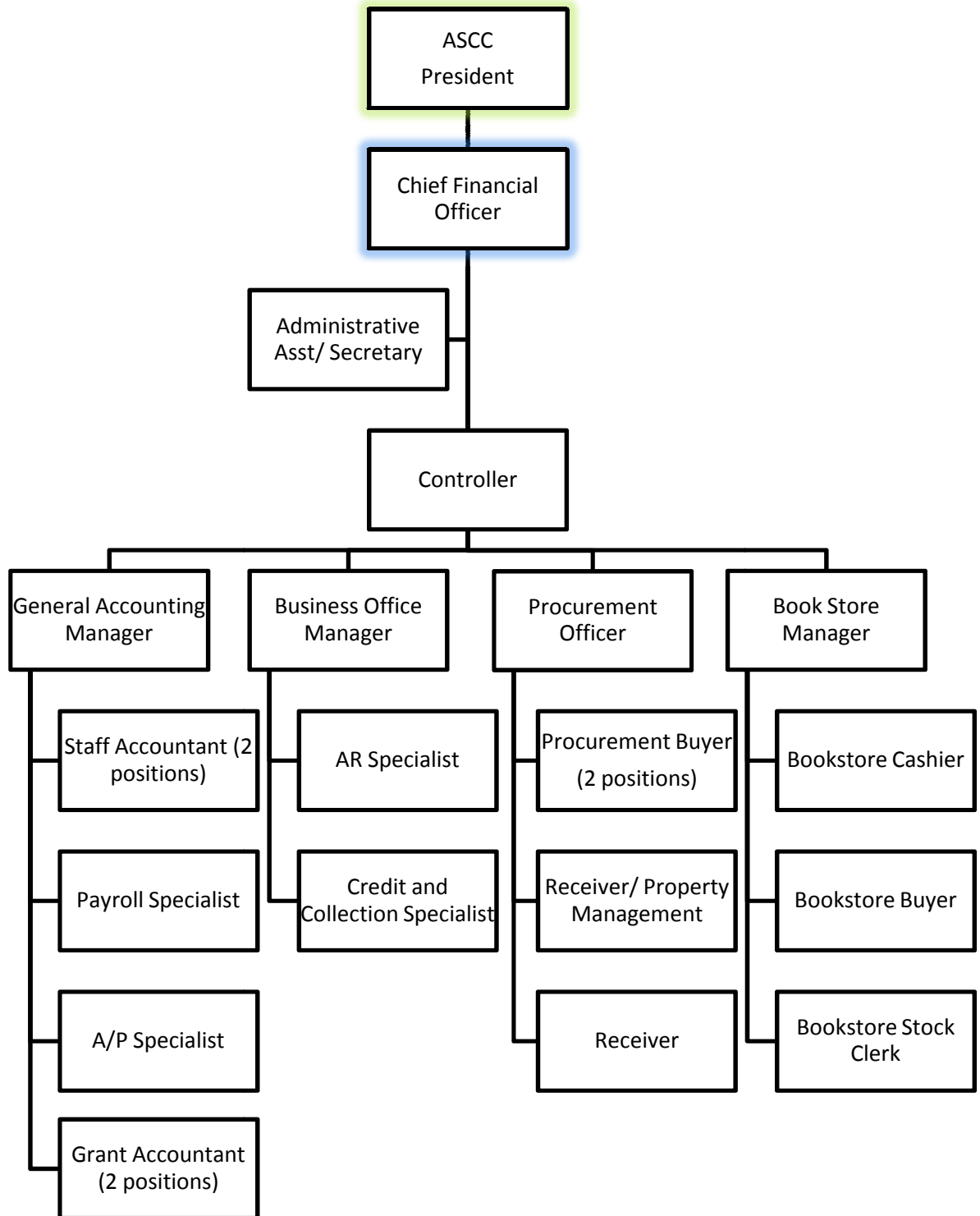
**Department of Finance
Mission**

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

Department of Finance Administrative Office

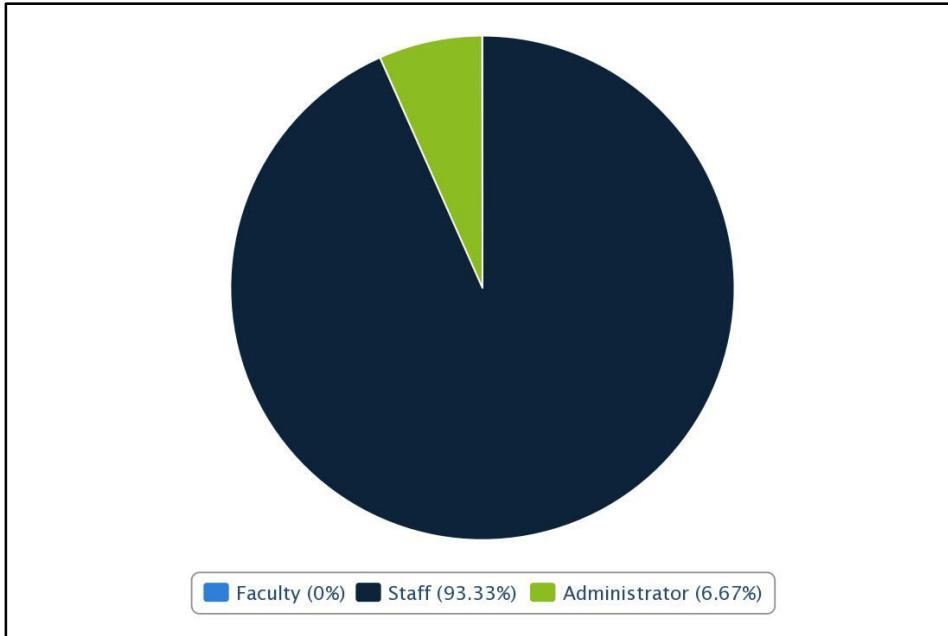
Chief Finance Officer	Emey Silafau-Toa
Controller	Vacant
General Accounting Manager	Eleasalo Sialoi
Business Office Manager	Moala Mago
Procurement Officer	Jesse Suesue
Bookstore Manager	Alofia Afalava

Finance Division Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- Our mission is to develop a high-performance organization- one that would earn the respect of the federal grantors for our ability ot timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants; one that puts people first- in a way that delights those who are employees of the department and those who enters the halls of the department working environment; and so the overall vision and the mission of the College might fully be accomplished.
- -to develop a high-performance organization-one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants; one that puts people first-in a way that delights those who are employees of the department and those who enters the halls of the department working environment; and so the overall vision and the mission of the College might fully be accomplished
- Our mission is to develop a high-performance organization-one that would earn the respect of the federal grantors for our ability to timely file required repoorts, for the management to receive monthly financial reports, to the sagfeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants; one tht puts people first-in a way that delights those who enters the halls of the department working environment; and so the overall vision and missioj of the College might fully be accomplish"

Finance

- The mission statement of our department is to develop a high performance organization - one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of the students' Pell Grants; one that puts people first - in a way that delights those who are employees of the department and those who enters the halls of the department working environment; and so the overall vision and the mission of the College might fully be accomplished.
- "Our mission is to develop a high-performance organization – one that would earn the respect of the federal grantors for our ability to timely file required reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants; one that puts people first – in a way that delights those who are employees of the department and those who enters the halls of the department working environment; and so the overall vision and the mission of the College might fully be accomplished"
- our mission is to develop a high performance organization- one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' pell grants; one that puts people first- in a way that delights those who are employees of the department and those who enters the halls of the department working environment; and so the overall vision and the mission of the college might fully be accomplished"
- "Is to develop a high-performance organization - one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants; one that puts people first - in a way that delights those who are employees of the department and those who enters the halls of the department working environment; and so the overall vision and the mission of the College might fully be accomplished."
- Our mission is to develop a high-performance organization one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants; on that puts people first - in a way that delights those who are employees of the department and those who enters the halls of the department working environment; and so the overall vision and the mission of the College might fully be accomplished.
- Passion and Pride to serve the students the best way possible
- Mission Statement: "Our mission is to develop a high-performance organization - one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the sefeguarding assets of the ASCC, and the timely disbursement of student's Pell Grants; one that puts people first - in a way that delights those who are employees of the department and those who enters the halls of department working environment; and so the overall vision and the mission of the college might fully be accounplished.
- Our Mission is to develop a high-performance organization - one that would earn the respect of the federal grantors for our ability to timely required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants; one that puts people first - in a way that delights those who are

employees of the department and those who enters the halls of the department working environment; and so the overall vision and the mission of the college might fully be accomplished.

- TO DEVELOP HIGH PERFORMANCE ORGANIZATION TO EARN THE RESPECT OF FED GRANTORS FOR OUR ABILITY TO TIMELY FILE REPORTS, MGMNT TO RECEIVE FIN. REPORTS MONTHLY,SAFEGUARDING ASSETS OF ASCC AND TIMELY DISBURSING OF STUDENTS PELL GRANTS IN A WAY DELIGHTS THOSE WHO ENTERS THE FINANCE WORKING ENVIRONMENT, AND OVERALL FULLY ACCOMPLISHED ITS VISION AND MISSION
- Our mission statement is to develop a high performance organization one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants' on that puts people first in a way that delights those who are employees of the department and those who enters the halls of the department working environment and so the overall vision and the mission of the College might fully be accomplished.
- Our Mission is to develop a high-performance organization-one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of the ASCC, and the timely disbursement of students' Pell Grants; one taht puts people first - in a way that delights those who are employees of the department and those who enters the hall of the department working environment; and so the overall vision and the mission of the College might fully be accomplished.
- develop high performance organization earn respect of the federal grantors receive monthly financial reports safeguarding ASCC assets timely disbursement of students pell grant people first ASCC mission might fully be accomplished

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

- The department of finance continued our collection efforts by reviewing and analyzing our Accounts Receivable Aging Report. Our team prepared 12 payment plans and made 175 phone calls. All student files were updated to reflect the collection attempts. Our AR Team collected \$26,464.22. In addition our team prepared our Spring 2014 semester invoices as part of our tuition collection efforts. The statistics for our invoicing are as follows: o Department of Health – 8 students o LBJ – 2 students o Veteran Chapter 31 – 5 students o Teacher Education Department – 79 students o American Samoa Bachelor Education Program – 79 students •The department of finance continued to update all tracking reports to ensure that all requests are processed in a timely manner. During this time period, our finance division processed ---64 purchase requisites, 27 check requests, 4 travel authorizations, 9 travel expense reports, and 47 HR documents. •The department of finance issued and processed 47 purchase orders in the amount of \$57,119.11. •The department of finance dispensed and distributed to all department our weekly grants and local Purchase Order Status reports. •The department of finance dispensed and distributed to all department daily status and updates of Purchase Requisitions status. •The department of finance purchased the new vehicle, CC#32 for our Teacher Education Department to help meet their outcome in site visitations. •The department of finance

Finance

continued to pickup orders daily from local vendors; and from off-island vendors via Post Office and Wharf. •The department of finance continued to assist the MPC Project Manager (PM) as well as our MPC Core Team in recording of weekly construction meeting minutes and updating our daily construction submittals. •The department of finance is at the \$15,280.36 mark for this month of February 2014. We are ahead by \$2,519.19 in comparison to last year, February 2013. Overall, our bookstore revenue to date is over by \$30,440.56 from this time last fiscal year. •The department of finance hired a part time employee based on our needs assessment in our work flow for our bookstore. •The department of finance is update with all of our bookstore payable accounts. •The department of finance held our manager's meeting to discuss our training for the institution in regards to the Purchase Requisite Process. This training is to share with all constituent in our institution the process from the very beginning until the purchase has been received, closed, and paid. •The department of finance completed 95% of our January 31, 2014 monthly closing.

- Our out comes for our division is continue our collection efforts, keep track of the all the reports, SOP in making sure we are in compliance with Federal Law, keeping track that our goals are met by the end. Tracking reports on daily task, revisiting our SOP. Planning to do training for our ASCC departments in regards to the processing of Purchase requisites and continue working with our Standard 111, part D subcommittee for our Self Study report.
 - Update all of our SOP (2) Meet our all of our closing deadlines (3) Minimize our prepayments (4) Implement our WASP Fixed Asset Software (5) Bookstore will increase our overall revenues (6) AR will decrease our A/R Aging
- Finance Division will update all of our finance policies and operating procedures to ensure that all of our internal controls are in place a. Special Testing will be done unannounced b. Review our SOP to ensure that it is aligned to our Governance Manual Policy (2) General Accounting Team will improve on meeting their monthly, quarterly, and annual closing deadlines a. Closing Tracking Report will be monitored monthly b. Monthly Reports will be prepared every month by the 15th (3) Procurement will minimize the age of our prepayments to a minimum of two months for local purchases and a minimum of two months for off-island purchases a. Prepayment Reconciliation will be analyzed monthly b. We should ensure that our team are closing daily (4) Procurement will implement our new fixed asset inventory system, WASP a. Training of our WASP system will be done and implement (5) Bookstore will increase overall revenues. Aiming to hit \$650,000 this fiscal year a. Textbook orders must be purchase on time to ensure that all of our textbooks are available to ensure sales (6) Accounts will decrease our Accounts Receivable by 30% and will continue to analyze our AR Aging monthly a. Weekly collections, documentations, and filing will be monitored b. Research on how we can have our bills on the credit reports
- Finance Division will update all of our finance policies and operating procedures to ensure that all of our internal controls are in place a. Special Testing will be done unannounced b. Review our SOP to ensure that it is aligned to our Governance Manual Policy (2) General Accounting Team will improve on meeting their monthly, quarterly, and annual closing deadlines a. Closing Tracking Report will be monitored monthly b. Monthly Reports will be prepared every month by the 15th (3) Procurement will minimize the age of our prepayments to a minimum of two months for local purchases and a minimum of two months for off-island purchases a. Prepayment Reconciliation will be analyzed monthly b. We should ensure that our team are closing daily (4) Procurement will implement our new fixed asset inventory system, WASP a. Training of our WASP system will be done and implement (5) Bookstore will increase overall

Divisional Assessment SPR 2014

Finance

revenues. Aiming to hit \$650,000 this fiscal year a. Textbook orders must be purchase on time to ensure that all of our textbooks are available to ensure sales (6) Accounts will decrease our Accounts Receivable by 30% and will continue to analyze our AR Aging monthly a. Weekly collections, documentations, and filing will be monitored b. Research on how we can have our bills on the credit reports

- Finance Division will update all of our finance policies and operating procedures to ensure that ll of our internal controls are in place a. Special Testing will be done unannounced b. Review our SOP to ensure that it is aligned to our Governance Manual Policy (2) General Accounting Team will improve on meeting their monthly, quarterly, and annual closing deadlines a. Closing Tracking Report will be monitored monthly b. Monthly Reports will be prepared every month by the 15th (3) Procurement will minimize the age of our prepayments to a minimum of two months for local purchases and a minimum of two months for off-island purchases a. Prepayment Reconciliation will be analyzed monthly b. We should ensure that our team are closing daily (4) Procurement will implement our new fixed asset inventory system, WASP a. Training of our WASP system will be done and implement (5) Bookstore will increase overall revenues. Aiming to hit \$650,000 this fiscal year a. Textbook orders must be purchase on time to ensure that all of our textbooks are available to ensure sales (6) Accounts will decrease our Accounts Receivable by 30% and will continue to analyze our AR Aging monthly a. Weekly collections, documentations, and filing will be monitored b. Research on how we can have our bills on the credit reports
 - Finance Division will updated all of our finance policies and operating procedures to ensure that all of our internal controls are in place 2)General Accounting Team will improve on meeting their monthly, quarterly and annual closing deadlines
 - 3)Procurement will minimize the age of our prepayments to a minimum of two months for local purchases and a minimum of two months for off-island purchases
 - 4)Procurement will implement our new fixed asset inventory system, WASP 5) Bookstore will increase overall revenues. Aiming to his \$650,000 this fiscal year 6) Accounts will decrease our Accounts Receivable by 30% and will continue to analyze our AR Aging monthly
- -Decrease our Accounts Receivable by 30% and will continue to analyze our AR Aging monthly. - Weekly collection ,documentations, and filing will be monitored. -Research on how we can have our bills on the credit reports
 - Reduce againg for collection 30%. - Make sure all outstanding Financial Aid checks are return to Title IV on time. - Organize files in an orderly way so that it will be easy to find in time of audit.
- American Samoa Community College The Department of Finance Fiscal Year 2014 Outcomes (1)Finance Division will update all of our finance policies and operating procedures to ensure that ll of our internal controls are in place a.Special Testing will be done unannounced b.Review our SOP to ensure that it is aligned to our Governance Manual Policy (2)General Accounting Team will improve on meeting their monthly, quarterly, and annual closing deadlines a.Closing Tracking Report will be monitored monthly b.Monthly Reports will be prepared every month by the 15th (3)Procurement will minimize the age of our prepayments to a minimum of two months for local purchases and a minimum of two months for off-island purchases a.Prepayment Reconciliation will be analyzed monthly b.We should ensure that our team are closing daily
- 1.UPDATE ALL OF OUR FINANCE POLICIES AND OPERATING PROCEDURES TO ENSURE THAT ALL OF OUR INTERNAL CONTROLS ARE IN PLACE 2.GENERAL ACCOUNTING-IMPROVE ON MEETING

THEIR MONTHLY, QUARTELY, AND ANNUAL CLOSING DEADLINES 3. PROCUREMENT-MINIMIZE THE AGE OF OUR PRE PAYMENTS TO A MINIMUM OF TWO MONTHS FOR LOCAL PURCHASES AND A MINIMUM OF TWO MONTHS FOR OFFISLAND PURCHASES 4.PROCUREMENT-IMPLEMENT OUR NEW FIXED ASSET INVENTORY SYSTEM,WASP 5.BOOKSTORE-INCREASE OVERALL REVENUES-TARGETING TO HIT 650,000 THIS FISCAL YEAR 6.ACCOUNTS WILL DECREASE OUR ACCOUNTS RECEIVABLE BY 30%-WILL CONTINUE TO ANALYZE OUR AGING MONTHLY

- Update Audit reports, Month End reporting updated, SOP updated.
 - Finance Division will update all of our finance policies and operating procedures to ensure that all of our internal controls are in place a. Special Testing will be done unannounced b. Review of our SOP to ensure that it aligned with Governance Manual. 2) General Accounting Team will improve on meeting their monthly, quarterly, and annual closing deadlines a. Closing Tracking Report will be monitored monthly b. Monthly Reports will be prepared every month by the 15th. 3) Procurement will minimize the age of our prepayment to a minimum of two months for local purchases and a minimum of two months for off-island purchases a. Prepayment Reconciliation will be analyzed monthly b. We should ensure that our team are closing daily. 4) Procurement will implement our new fixed assets inventory, WASP System a. Training of our WASP system will be done and implement 5) Bookstore will increase overall revenues. Aimint to hi \$650,000 this fiscal year a. Textbook orders must be purchase on time to ensure that all of our textbooks are available to ensure sales. 6) Accounting will decrease Accounts Receivable by 30% and will continue to analyze our AR Aging Monthly a. Weekly collections, decommentations, and filing will be monitored. b. Research on how we can have our bills on the credit reports.
- customer service,meet our dead line on order request

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

- I believe our Finance outcomes of its mission is still a work in progress. Information is being shared with the division as a whole, and we consist of approximately five different departments who hold their own responsibilities within. As a member of the Finance division team, I feel that we are all in consistent with working towards our overall mission of ASCC which is to foster successful student learning by providing high quality educational programs and services, as well to be an accredited institution.
- Our Division Mission and outcomes support institution's mission by making the sure that we foster to the success of our students. Making sure the manners of our process support our Institute all around.
- Our mission and this year's outcomes is primarily geared to meet our overall institutional mission which is to serve our students.
- Without our mission, our team can't full fill its part in our ASCC family. And without our team, ASCC could achieve its core values and objective to full fill its mission statement.
- to help us too make it happen and a better service....
- Because we believe in putting people first especially our students, we ensure that the students and departments of ASCC do not have to go beyond our premises to find what they need to

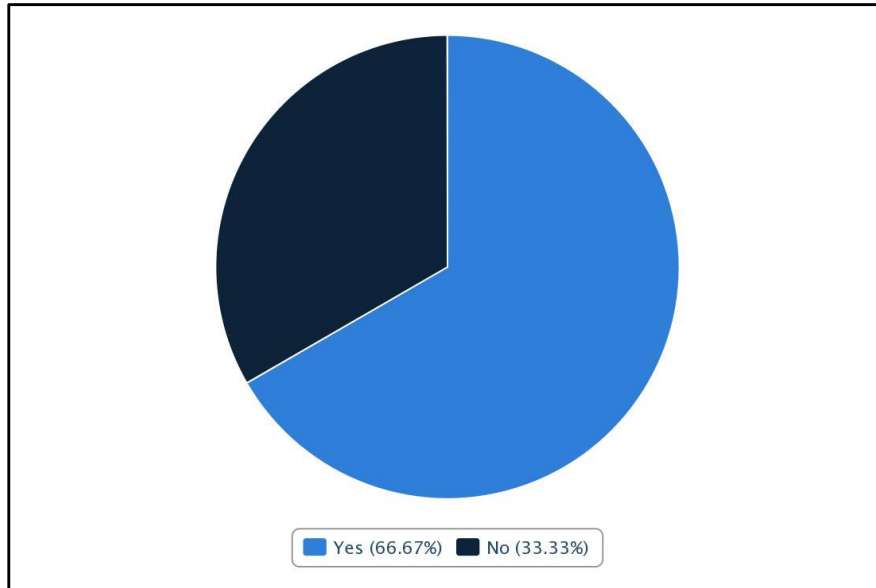
Finance

either provide a service or to further their education. In doing prepayment reconciliation we are able to control the money the college spends and have a good understanding of where all items that comes in to ASCC is going.

- Our mission and outcomes supports the institution's mission by providing services to the employees and students to support the whole institution.
- Having Passion and Pride serving our students will recruit students to attend the only institution in American Samoa.
- Our department is the money maker of the instituted and we also tried to maintain great quality customer service to students, employees, grantors, venders and so forth. During every semester there is always outstanding funds that needed to be collected, that is why our aging is so high and which is why we are making it our goal to reduce is by 30% in every year. Also during batching we review every student's statement thoroughly so that we meet all federal rules and regulations.
- Our Department of Finance mission and outcomes help accomplish the institution mission by preparing reports that shows and updates all areas of the institution to ensure the availability of funds to support different program for the students. Our mission also, indicates that all federal funds are in compliance with the federal guidelines.
- THEY ARE ALIGN IN A WAY THAT FOCUSES ON STUDENT SUCCESS ACADEMICALLY AND AT THE SAME TIME PROVIDES SERVICES CONTRIBUTING TO THE SUCCESS OF THE LOCAL ECONOMY IN MANY ASPECTS WHETHER ITS SOCIAL,POLITICAL OR TECHNOLOGICAL.
- Our mission was set to make sure that ASCC priorities Financially is met and that we create an atmosphere to where the community and the ASCC family is taken care of.
- Our department's mission and outcomes go hand in hand with the institutions' mission and that is; Finance's primary role is to ensure that financial plans are in place and are implemented and performed daily. That the overall financial stability and integrity of the institutions are met through the performing of duties regularly, such as updating financial reports to all stakeholders so that sound forecast and projections can be attained whenever it is needed by management, to ensure that the disbursement of Pell Grants to eligible students are performed as required by federal law and as per policies and procedures, that fixed assets and other tangible equipments/furnitures for the institution are kept safe and are recorded regularly, that textbooks and services and supplies as needed by faculties and staff and administrators to performed duties for our students and the community are obtained with the minimal of delays, and that the collections of debts are performed to ensure that funds are coming in to help defray total cost of liabilities for the institution. The Finance's department plays a very vital and important role to ensure that the institution's mission are met through working together with all other stakeholders and the publi at large.
- to help the College in providing materials and other items plus needed documents for educational purpose.

2. PERSONNEL DATA

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



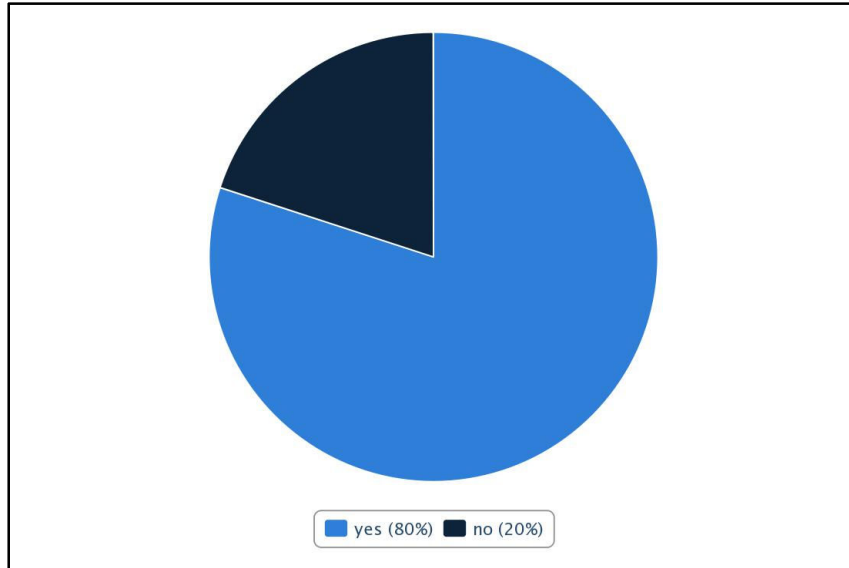
If "no", please explain:

Comments summarized:

Short Staffed – 5 comments

- Additional responsibilities
- Slow turn-around time
- Produces more errors
- Creates miscommunication and misunderstanding
- Burn-out

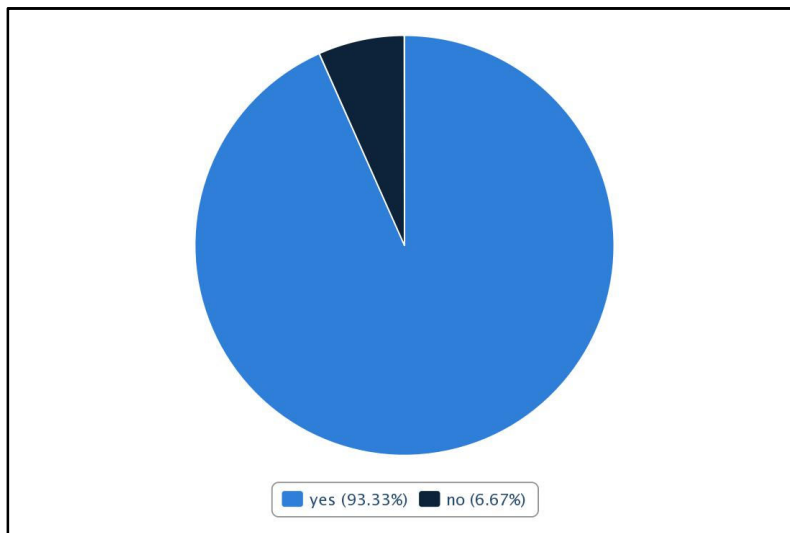
Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?



If "no", please explain:

- I believe there are some work skills that can be worked on.
- Need training to upgrade our skills for the new and advance technology.

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

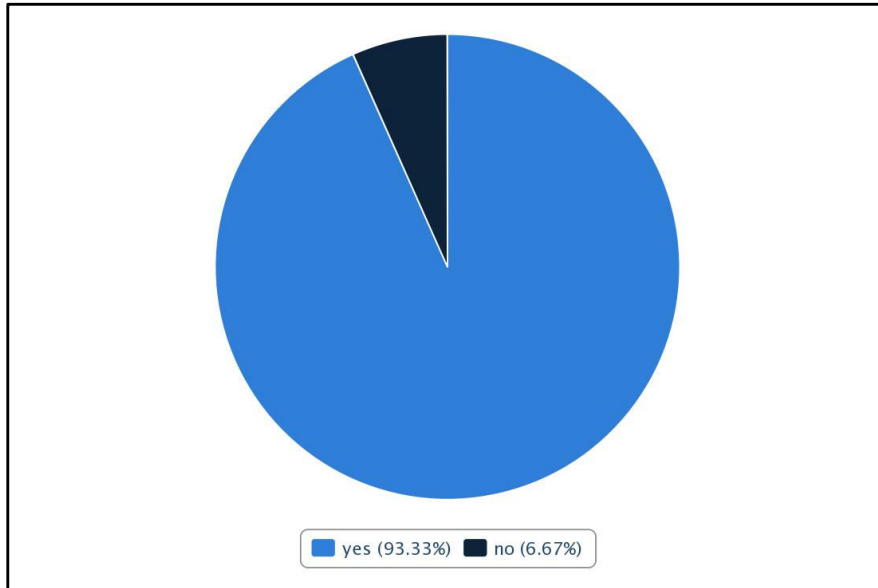


If "no", please explain:

- no updates on my degree since 2010

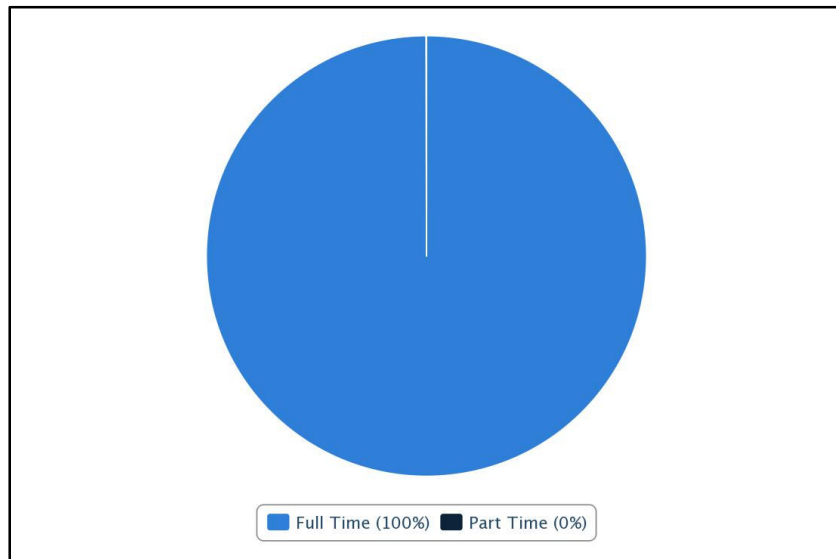
Finance

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- TWO BUSINESS CLASS

Degrees, Coursework and other publications:

- AA , currently working towards my Bachelors.
- BS Accounting
- AA - Liberal Arts BS - Accounting MBA - Emphasis in Accounting
- AS in Accounting
- Bachelor of Science - Business management Associate of Science - Agribusiness Associate of Science - General Agriculture 20hrs CPE - Accounting for Gov't Entities 16hrs CPE - Financial Admin. of Federal Grants for Recipients
- A.S BUS MGMT
- ASSOCIATE AND BACHELORS

Other qualifications not listed in previous question:

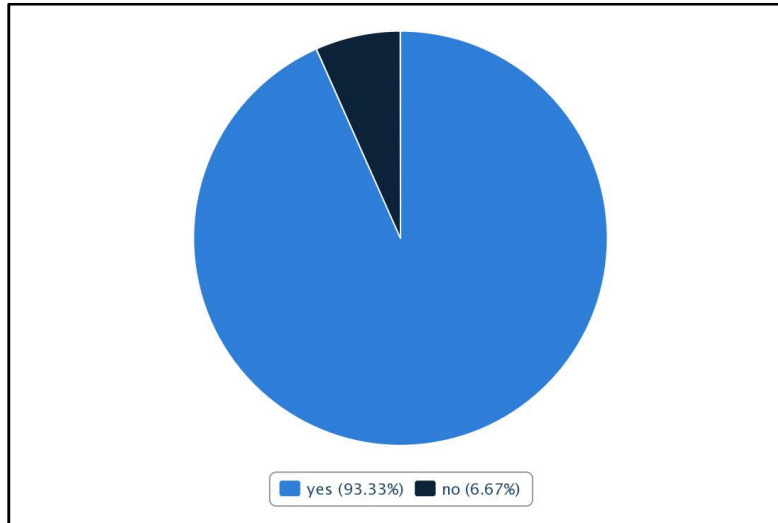
- EXPERIENCE.

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

- Committees, boards, organizations, etc.)
- PTA secretary for my kid's school.
- PAC Committee 2) IPECC Committee 3) Self Study Committees a) Standard 1B b) Standard 3A c) Standard 3C d) Standard 3D e) Standard 4A f) Standard 4B 4) Volunteer Instructor and Counselor - Iakina SDA Pathfinder Club 5) American Samoa Adventist Media Board Member
- Would like to serve on one of the self-study committees but was not asked to.
- Data Committee Financial Resources Committee Planning Committee
- College: Member of the ASCC Self-Study Committee Member of the ASCC Planning Committee
Community: Treasurer - Church Choir Secretary - Church Youth Sunday School Teacher
- PLANNING COMMITTEE & ACCREDITATION COMMITTEE
- Currently involved in Self Study Commission by the Accreditation committee.

4. STAFF DEVELOPMENT

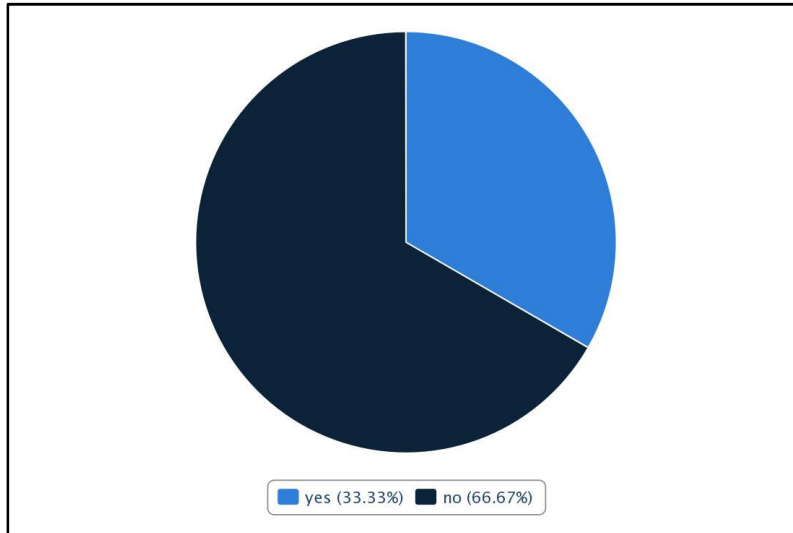
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- Would like to learn more on our POS system and attend the conferences off-island but there is no budget.

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



If “yes”, please explain:

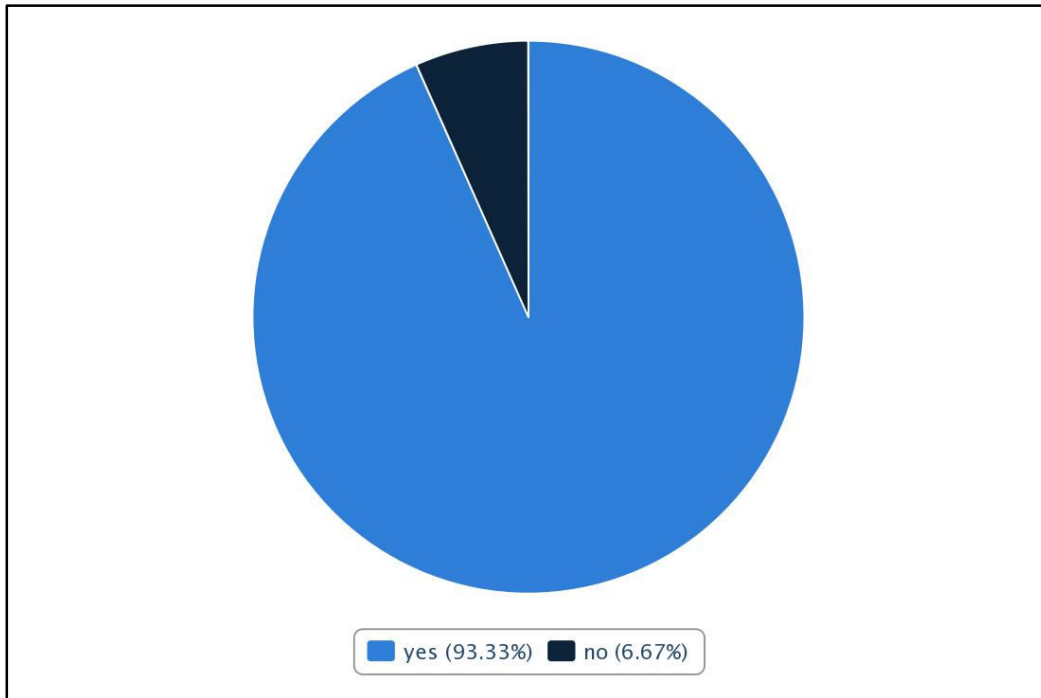
Comments summarized:

Training needed:

- System = 1 comment
- Rules and regulations of collection = 1 comment
- Procurement and Property Management = 1 comment
- New Technology = 1 comment
- Knowledge about material items = 1 comment

Finance

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

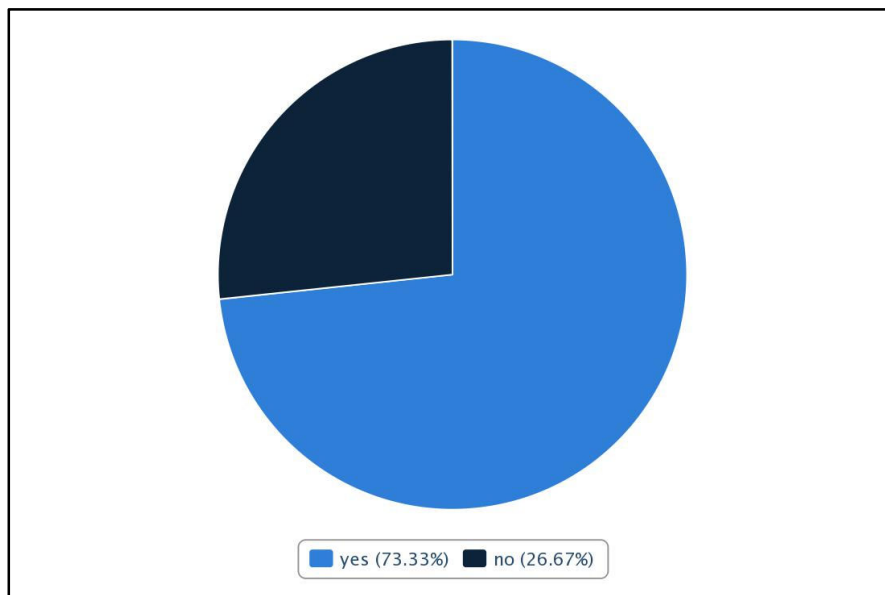


5. FACILITIES, EQUIPMENT and BUDGET

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

- Offices.
- We are in the main building and part of our department is the Procurement Office in the back and also the Le bookstore in the front of the college.
- Three main offices 1) office that houses our Accounts Receivable Department, General Accounting Department, Administrator 2) office that houses Procurement & Bookstore Buyers/Receivers and Staff 3) ASCC Le Bookstore
- FINANCE OFFICE AND THE PROCUMENT AND BOOKSTORE OFFICE.
- Small bookstore, have to share an office with another division.
- Finance Office
- Business Office
- An office with 4 windows for customer service, 4 cubicals but only three in use.
- Finance Office
- OFFICES
- We have a nice office with nice furniture. One major problem is rodents. Hard to work with them running around
- Our division is house in a wing known as the Procurement Office behind the ASCC Lecture Hall.
- offices

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



If "no", please explain:

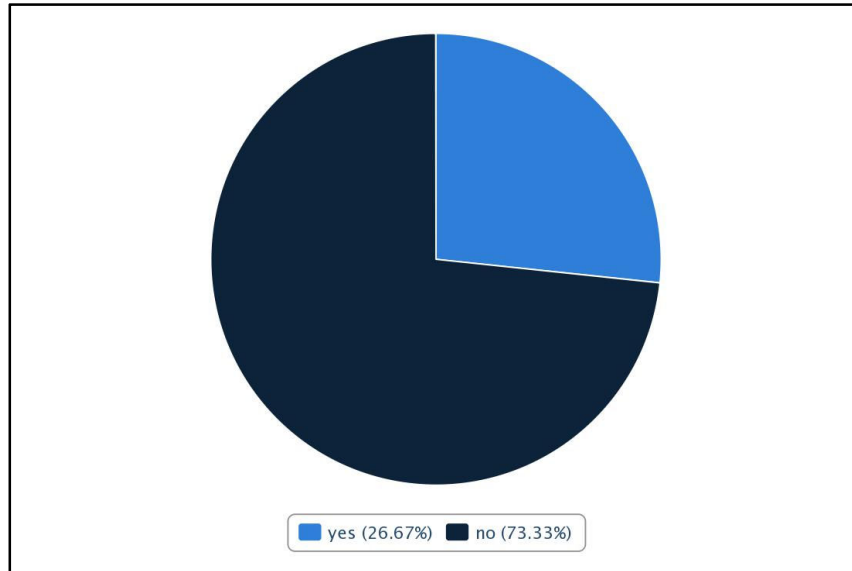
Comments summarized:

- Too small = 2 comments
- Too much traffic in office = 1 comment
- Rodent infestation = 2 comments

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

- Computers-adequate. Office supplies- somewhat adequate.
- We have the all equipments in our Divison that is adequate to do our job duties.
- We are currently using 6 printers, 2 copier machines, 2 fax machines, and computer for each staff member.
- N/A
- Non-Ergonomic tables, chairs. Computer units need to be updated, and need external hard drives to back up daily reports to because sometimes viruses destroy my personal flash drive.
- Copier, scanner, fax and computers
- NA
- Computer, printer and a labtop.
- Copy Machine, Fax Machine, Printers, Scanner, Shredder & Computers - this are adequate equipment for our office use.
- ADEQUATE
- Adequate
- Computers, printers, copiers, scanners, calculators, stamp machines, dolleys etc.. these are all adequate and meets the need of our division.
- yes most of the equipment are updated.

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

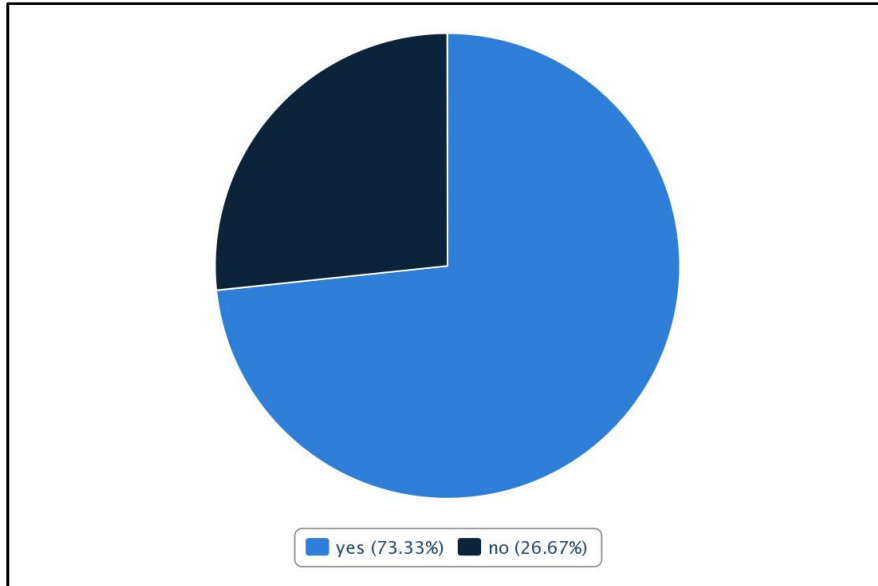


If so, please list and explain:

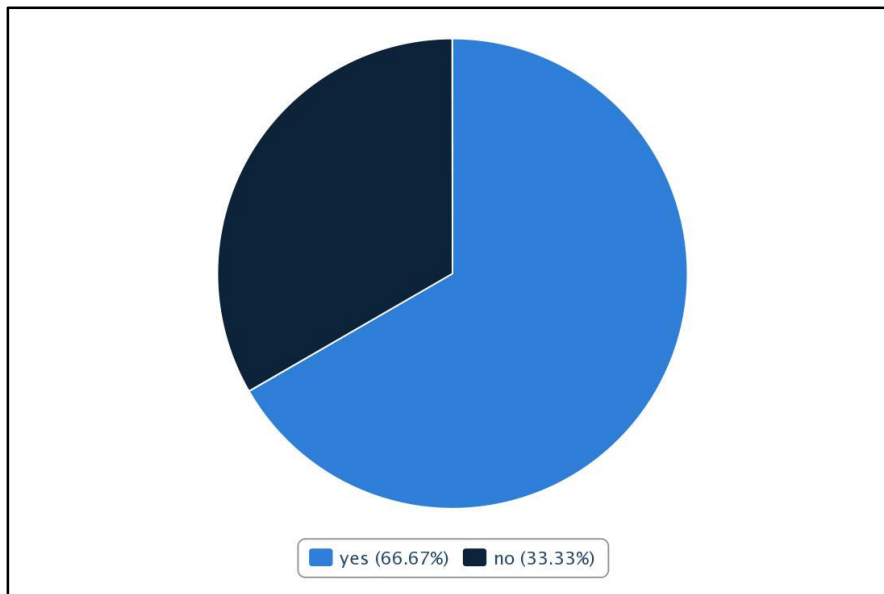
Comments summarized:

- Bookstore – Fax machine = 1 comment
- Finance – Something to carry around cash securely during registration = 1 comment
- Finance - More office space for the different functions = 1 comment

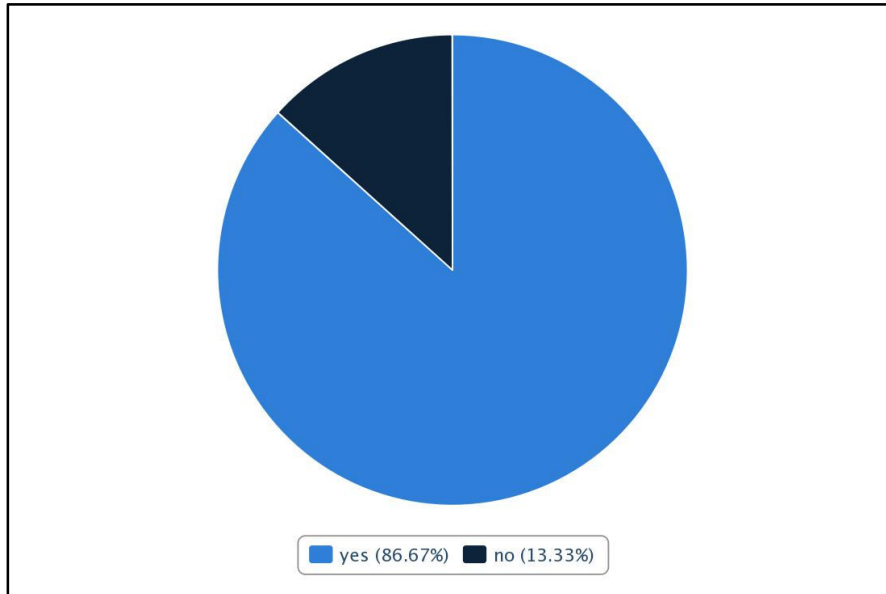
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



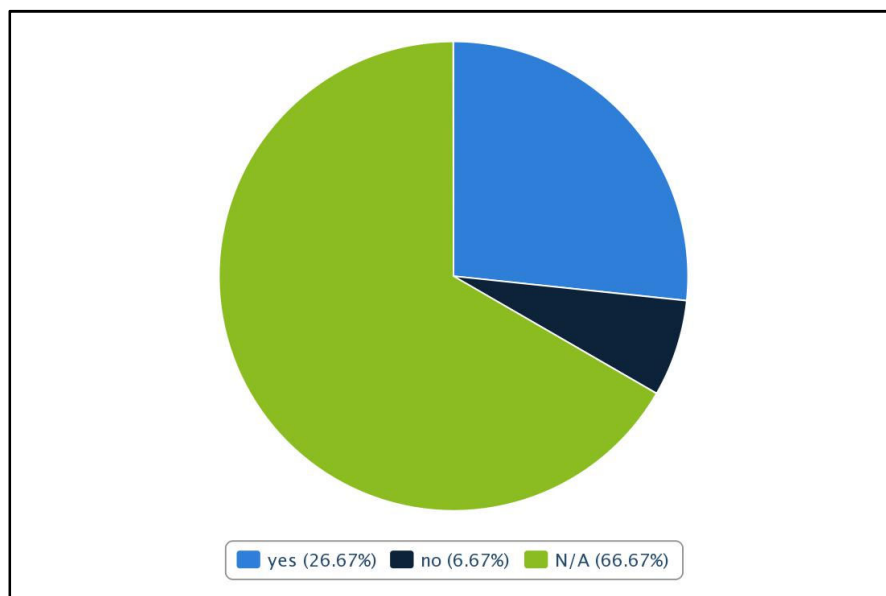
Are the physical facilities accessible to persons with disabilities?



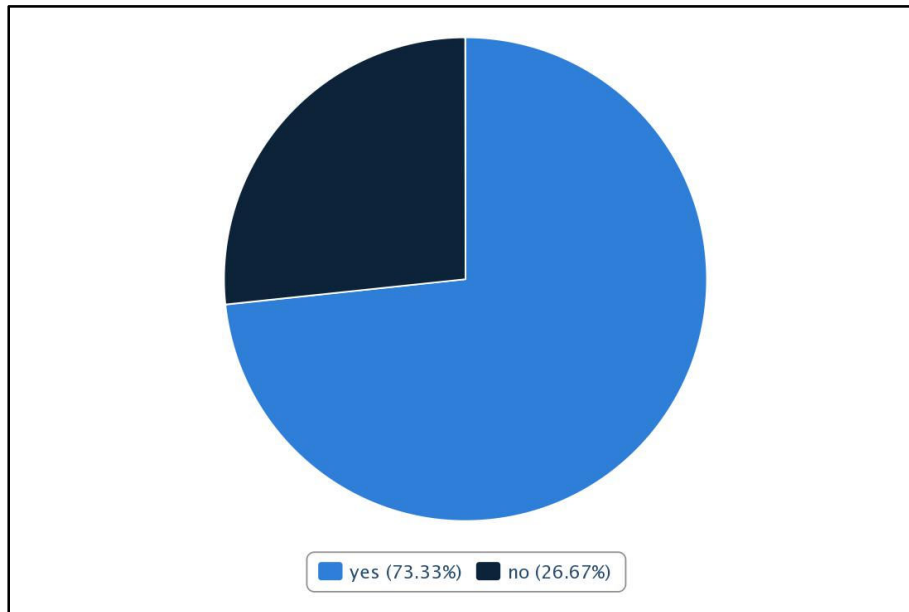
If "no", please describe below what is needed to make your area accessible.

- The bookstore does not have a ramp for wheel chair accessibility and the doors to the bookstore are not a button operated door for a wheelchair person.
- The main administration building no elevators for those that need to get to the 2nd floor

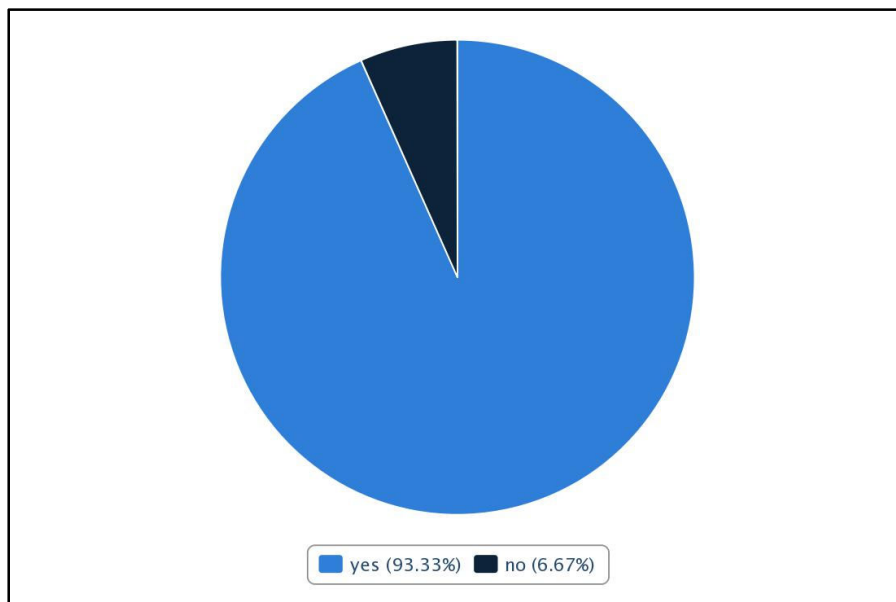
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

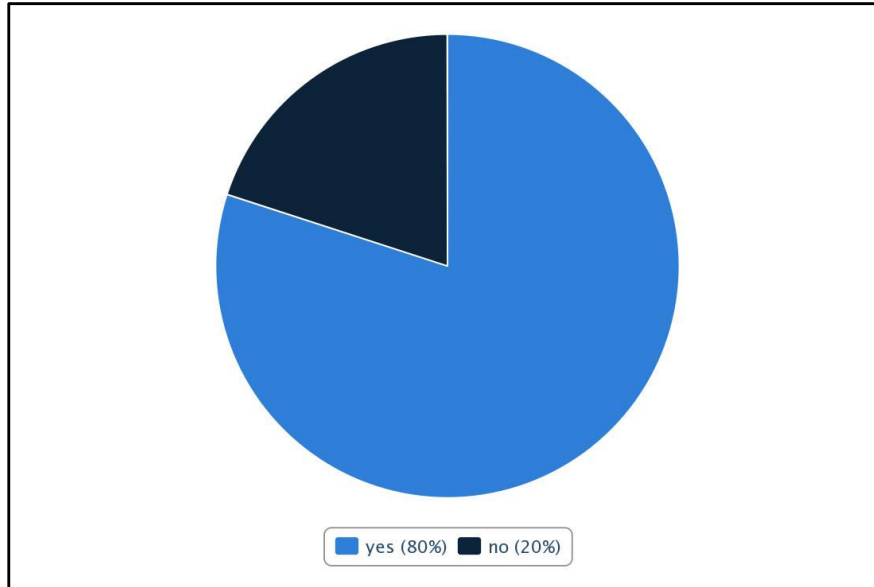


If "no", please explain:

- No money for off-island training or for someone to come here and train in house.

6. TECHNOLOGY and LIBRARY

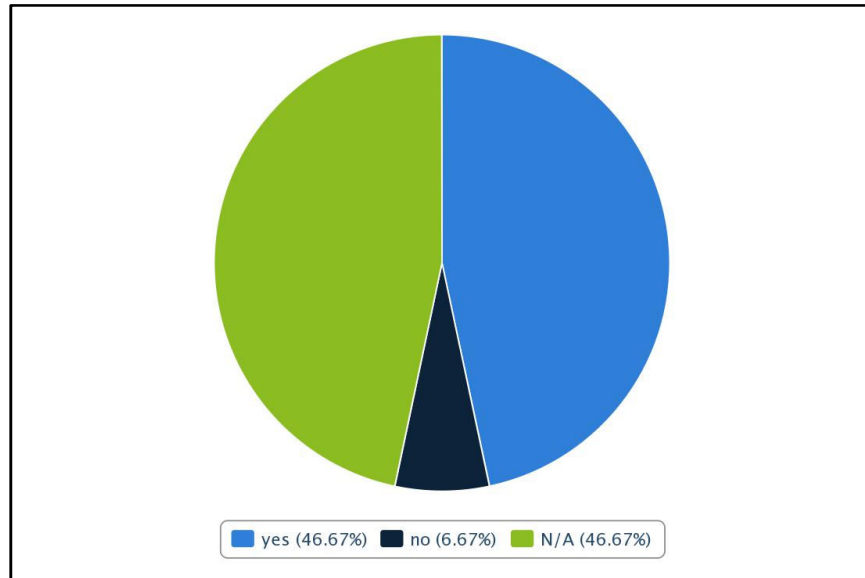
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- Datatel, Compliance Assist, Web Mail, Web Advisor
- MOODLE WEBMAIL DATATEL
- Some teachers do not like to use the smart board, not all classrooms have smart boards and not all classes are on Moodle. My ED 215 class is not on Moodle.
 - Datatel - Compliance Assist - Webmail -Smart Boards
- We need more updates on Datatel System to improve it. We have some system errors that needs to be solved.
- Computers, Smart Board, Labtops and student allow to get free Wi-fi for their electronic devices.
- Datatel (Finance Dept.), Moodle (students & faculty), Webmail (faculty & staff), Smart Board (students, staff, & faculty)
- DATATEL, WEBMAIL
- Datatel, web advisor, compliance assist...

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

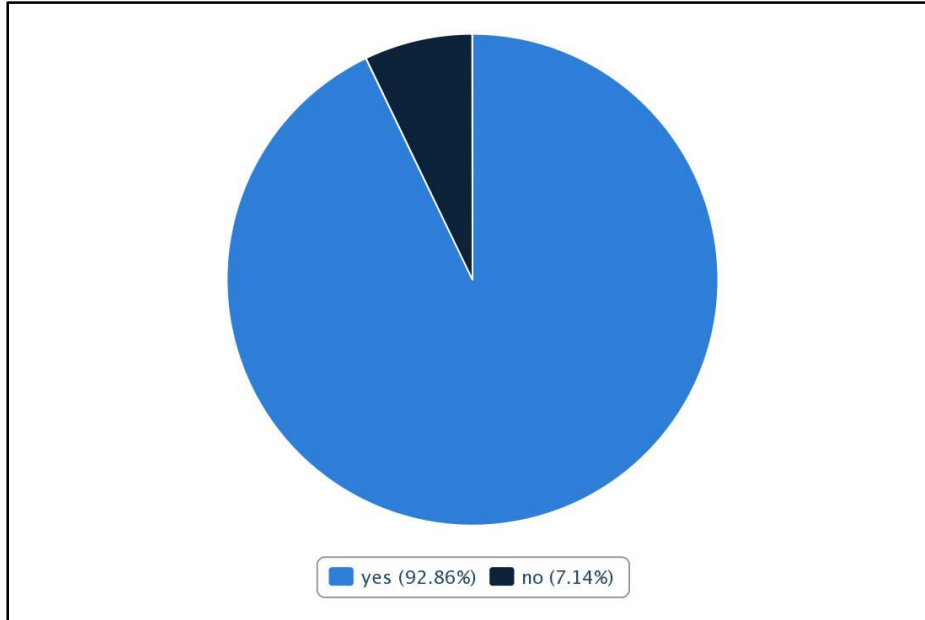


If "no", please explain:

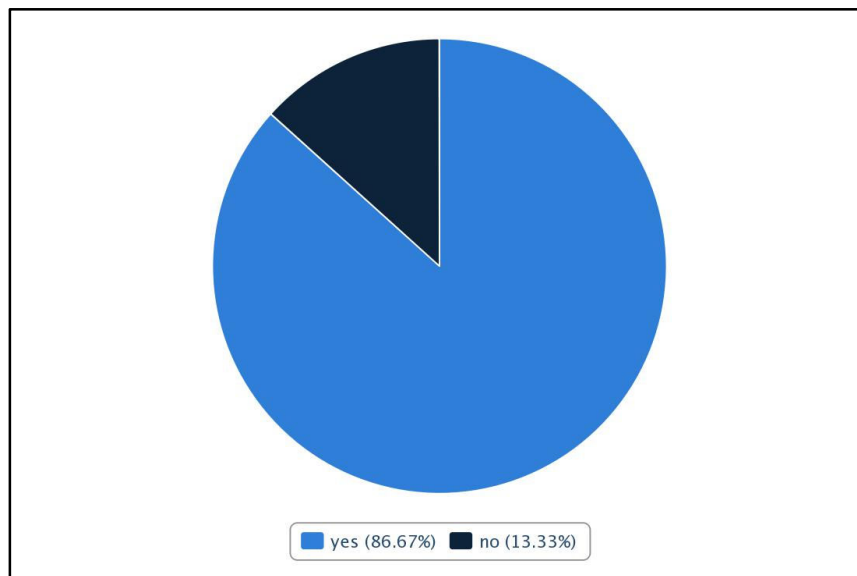
- library hours vary, does not fit my schedule

6. EVALUATION AND IMPROVEMENT

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



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



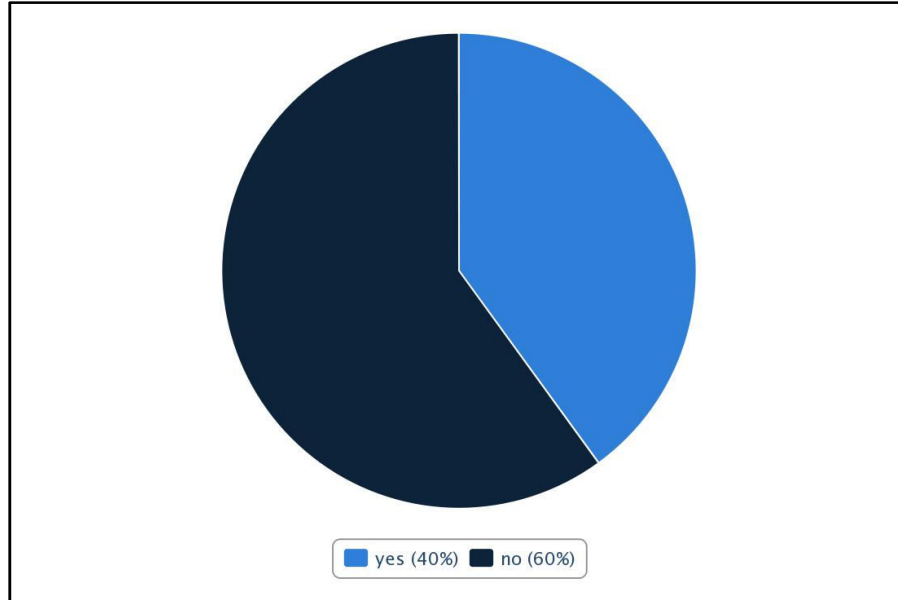
Divisional Assessment SPR 2014

Finance

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	1 (6.67%)	3 (20.00%)	6 (40.00%)	5 (33.33%)	15	4.00 / 5
Quarterly Reports	0 (0.00%)	1 (6.67%)	2 (13.33%)	6 (40.00%)	6 (40.00%)	15	4.13 / 5
Bi-Weekly Reports	0 (0.00%)	1 (6.67%)	2 (13.33%)	6 (40.00%)	6 (40.00%)	15	4.13 / 5
Student Learning Outcome Reports	1 (6.67%)	2 (13.33%)	4 (26.67%)	7 (46.67%)	1 (6.67%)	15	3.33 / 5
Institutional Strategic Plan	0 (0.00%)	1 (6.67%)	3 (20.00%)	7 (46.67%)	4 (26.67%)	15	3.93 / 5
Performance Evaluation	0 (0.00%)	1 (6.67%)	2 (13.33%)	7 (46.67%)	5 (33.33%)	15	4.07 / 5
Institutional Program Review	0 (0.00%)	1 (6.67%)	4 (26.67%)	6 (40.00%)	4 (26.67%)	15	3.87 / 5
Course Evaluation	1 (7.14%)	2 (14.29%)	3 (21.43%)	7 (50.00%)	1 (7.14%)	14	3.36 / 5
Student Satisfaction Survey	1 (6.67%)	2 (13.33%)	3 (20.00%)	6 (40.00%)	3 (20.00%)	15	3.53 / 5
Fact Sheets/ Books	1 (6.67%)	2 (13.33%)	3 (20.00%)	6 (40.00%)	3 (20.00%)	15	3.53 / 5
							3.79 / 5

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



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

Comments summarized:

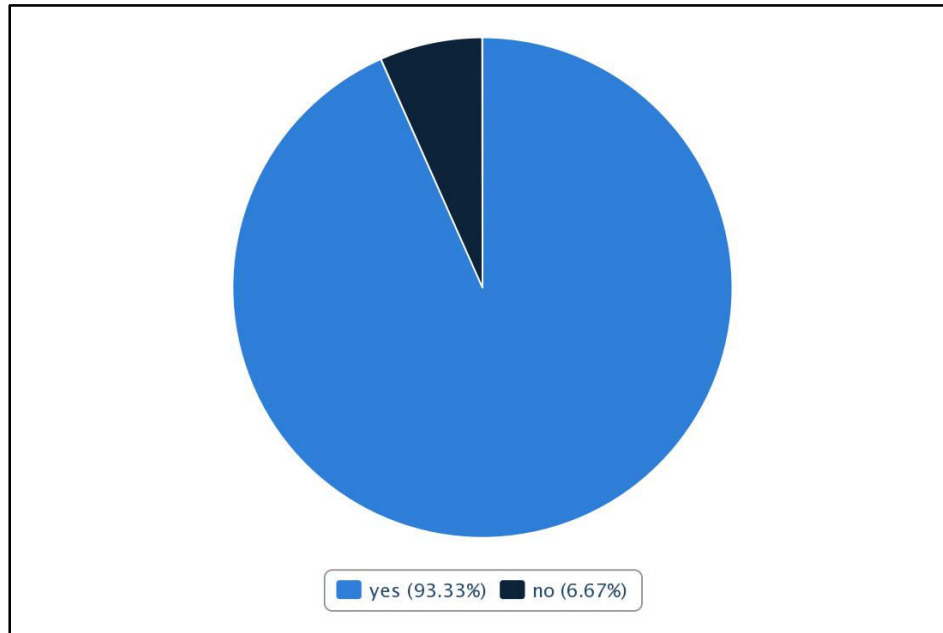
Improvements:

- Audit process
- SOPs
- Collections
- Aging in Accounts Receivables
- Updated Accounting Reports

Needs:

- Evaluations

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



What steps are taken when an outcome is not achieved?

Comments summarized:

- Assessment of work done
- Follow Protocol
- Outcome analysis
- Evaluation
- Improve Customer Service
- Meetings with immediate supervisors
- Advise and try again
- 1.identify the purpose of not achieving outcome 2.what ways to turnaround outcome 3.deadline to improvements

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

- I seen an enhancement of teamwork.
- In our division the significant results is our process. We have accomplished so much because of the follow up and trainings on our SOP. We also honor our employee of the year.
- Finance now has a written SOP document that can be assessed and updated annually 2) Audit report are completed in a timely manner and reduction of findings
- GOOD SERVICE
- Prepayment listings have been minimized, non-expenses listing has been minimized. FERPA is being followed.
- We received Our FY2013 audit report: (1) Financial Statements – Unmodified Opinion (2) Single Audit - Unqualified Opinion
- We have improve our collection form past dues. Our credit collection its improving ever since we started three years ago. Its not an easy task, but I believe it will succeed and will inform the public that you cannot get away with your tuition balance.
- In our division we reward a special individual for "Employee of the Year"
- Reports are now updated and Annual Audits for FY 2013 has an unqualified opinion.
- TURNAROUND TIME OF AUDIT REPORTS, MONTHLY , QUARTELY AND ANNUAL COLLECTION EFFORTS ON AGING ACCOUNTS
- Audit, Closing of ARRA and Update with past due venders
- That our department is instrumental in implementing and setting up all Standard Operating Procedures to follow for the institutions mission.
- Our follow ups and Order request are updated providing our SOP for the College.

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

American Samoa College Research Foundation

Divisional Assessment SPR 2014

American Samoa College Research Foundation

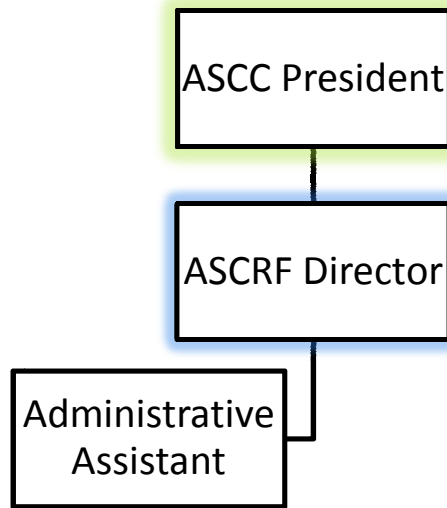
**American Samoa College Research Foundation
Mission**

The promote the American Samoa Community College's quality programs and services by raising philanthropic support while strengthening relationships with the community for the benefit of the students.

ASCRF Administration

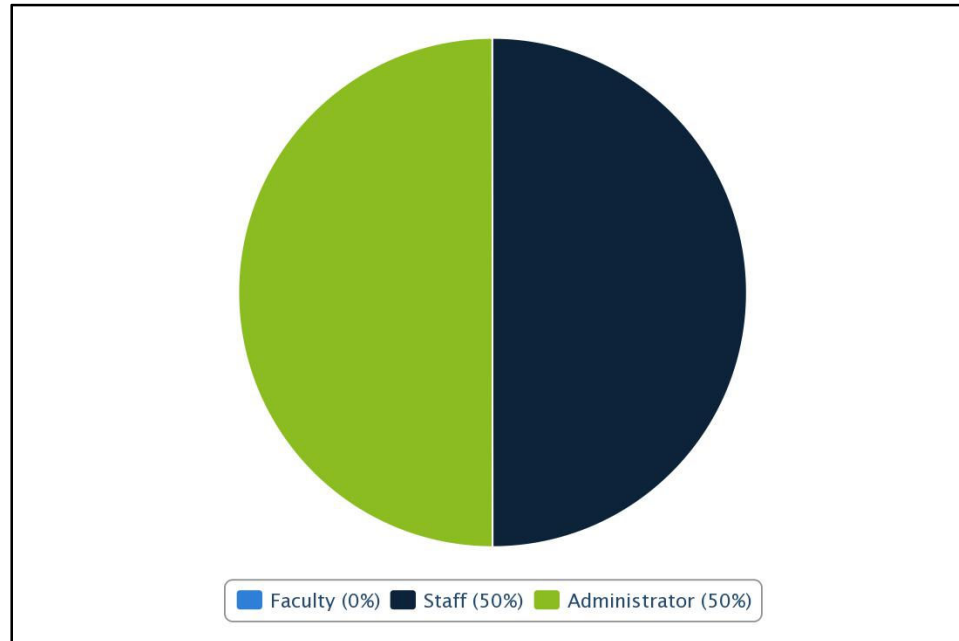
Director	Matesina Willis
-----------------	------------------------

ASCRF Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- To promote the American Samoa Community College's quality programs and services by raising philanthropic support while strengthening relationships with the community for the benefit of the students.
- Mission: To promote the American Samoa College's quality programs and services by raising philanthropic support, while strengthening relationships with the community for the benefit of the students.

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

- 1. Develop and implement internship and scholarship opportunities while partnering with community organization and ASCC Alumni 2. The Foundation plans annual fundraising to target institutional needs. a. promoting new programs b. prepare a strategic plan including Fundraising proposal. 3. The Foundation has supportive relationships with charitable public grantee(s), corporate donors, local and off-island aluminus to supplement funds for ASCC to improve its program and services. 4. Assemble and cultivate a working relationship with the ASCRF Board of Trustee(s). 5. Develop and implement internal office SOP. 6. ASCRF to complete tax exemption form.
- 1. Develop and implement internship and scholarship opportunities while partnering with community organizations and ASCC Alumni 2. The Foundation plans annual fundraising to target

Divisional Assessment SPR 2014

American Samoa College Research Foundation

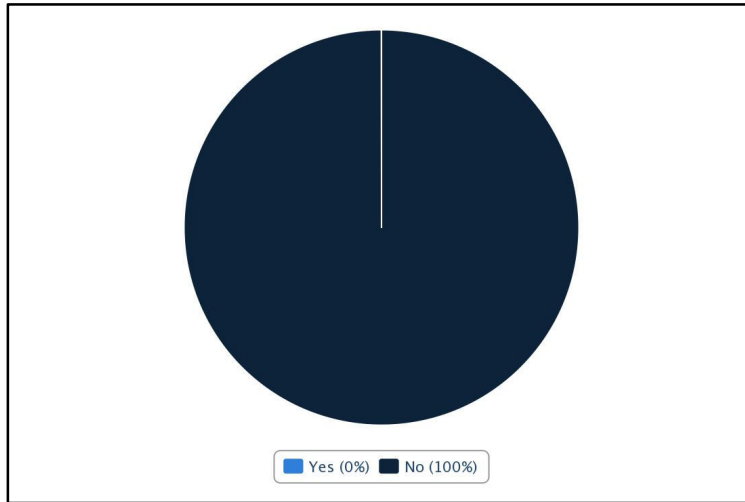
institutional needs. 3. The Foundation has supportive relationships with charitable public grantee(s), corporate donors, local and off-island alumnus to supplement funds for ASCC to improve its program and services 4. Assemble and cultivate a working relationship with the ASCRF Board of Trustees 5. Develop and implement internal office SOP's 6. ASCRF to complete tax exemption form

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

- The mission and outcome of the American Samoa College Research Foundation support the mission of the institution because we do exist to support the American Samoa Community College mission but all for the benefit for the students.
- I believe that our mission and our outcomes are aligned with the institution's mission as we work toward promoting the current services of ASCC for the benefit of the students. Just as the mission of ASCC is to "enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well being of American Samoa." We at the Foundation hope to strive toward achieving not only the department's mission, but the mission of the institution in which we were founded to support, all for the benefit of our students attending ASCC.

2. PERSONNEL DATA

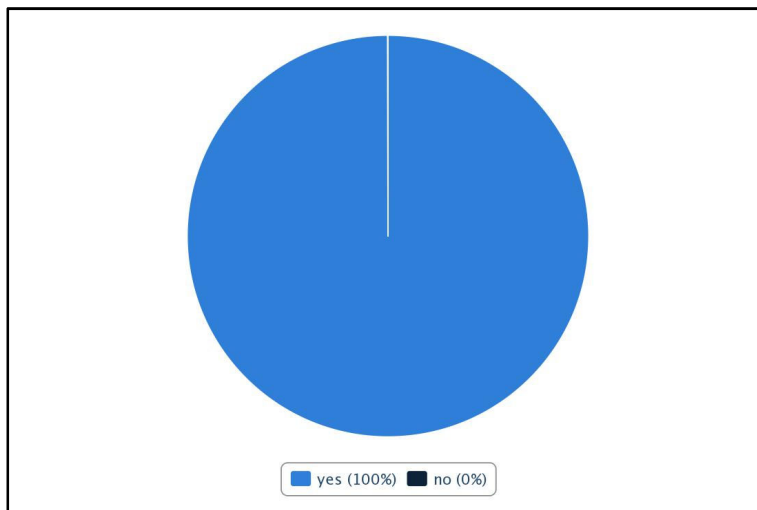
Is the number of personnel adequate to support your Dept/Prog/Div?



If “no”, please explain:

- Having two staff to run the department is a challenge. We were able to get assistance from work study students as well as the student club in creating a website, as well as brochure and other necessary strategies to market the American Samoa College Research Foundation. Eventually we will be looking at hiring another staff member when we have funds available for it.
- As a non profit organization recognized by the Government of Am. Samoa. The ASCRF once completely functional with a Board of Trustees will require individuals in Finance, Marketing and Management. At the moment there are only two employees of the Foundation. All organization of planning and finances are currently being done between the Director and Admin. Assistant along with volunteers.

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



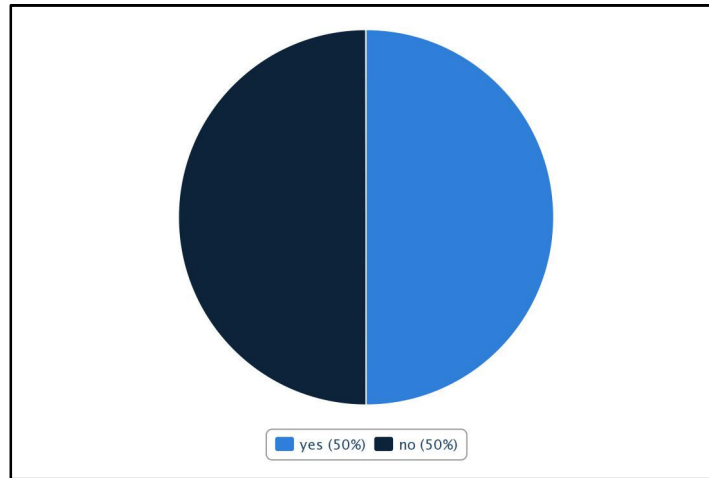
Divisional Assessment SPR 2014

American Samoa College Research Foundation

If "no", please explain:

- One of the staff have more than ten years of working experience and the other staff have credentials (degrees on file. both staff have experience and are capable in moving American Samoa College Research Foundation to the next level.

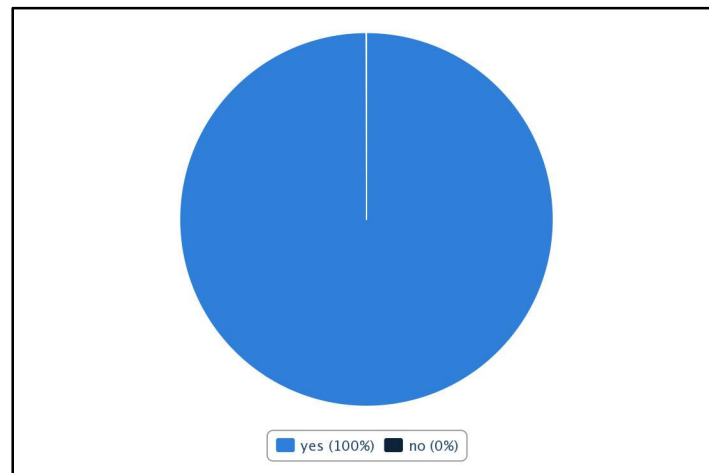
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

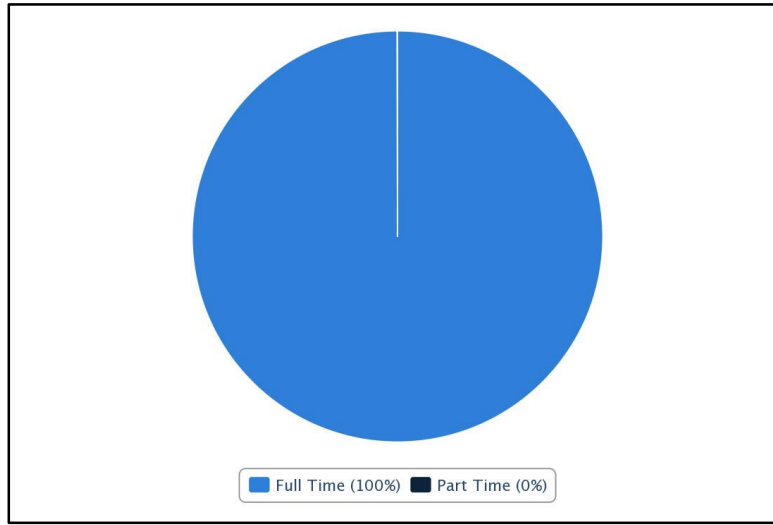
- Due to the Foundation having been dormant, all documents are dated back quite a few years; however they are documents that are valid. These documents need to be updated, and continuously filed with the local Government. Efforts are being made to revitalize the Foundation and its Board of Trustees, once completed, all documents are to be reviewed by the incoming Board members for updating purposes.

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- NA
- na

Degrees, Coursework and other publications:

- * Bachelor of Business Administration * MBA in Accounting * Ongoing with a Doctorate Degree since March 2013.
- N/A

Other qualifications not listed in previous question:

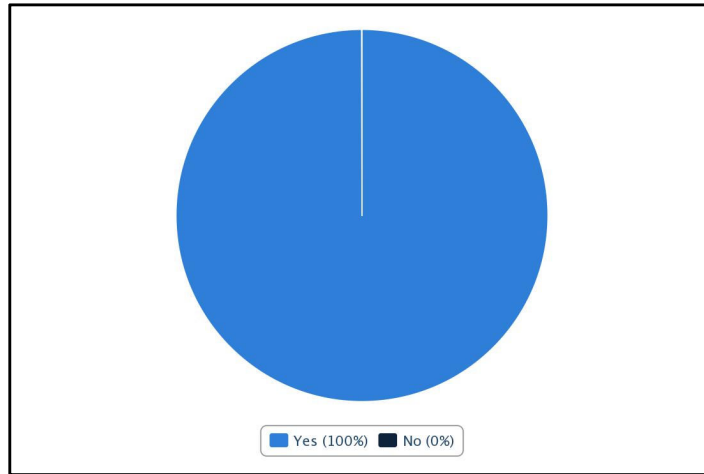
- * Leadership training with Bank of Hawaii.

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

- support other departments in term of promoting their programs. Student Services -Student Government Association, ASCC CNR -Wellness Program.
- A staff adviser for the ASCRF student club, committee member and secretary of the Standard II B. Student Services Self Study committee, Chairperson and member of the 2014 ASCC Appreciation Day committee, member of the Data Committee through the Foundation Department and also the Secretary of the ASCC Administrative Staff,Secretary, Clerical organization

4. STAFF DEVELOPMENT

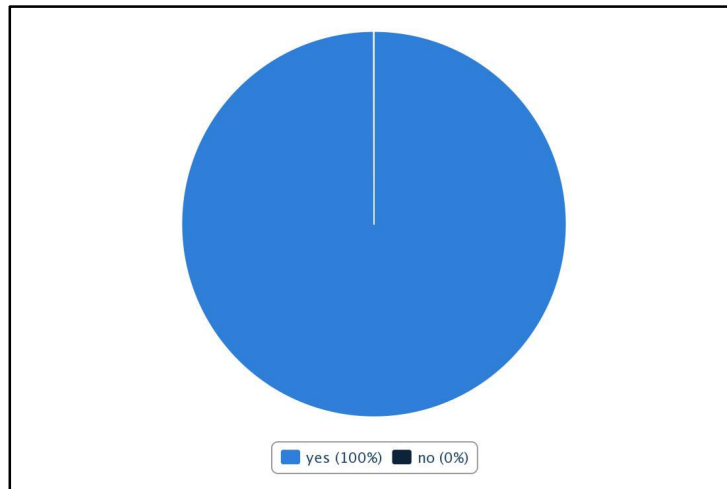
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- No answers

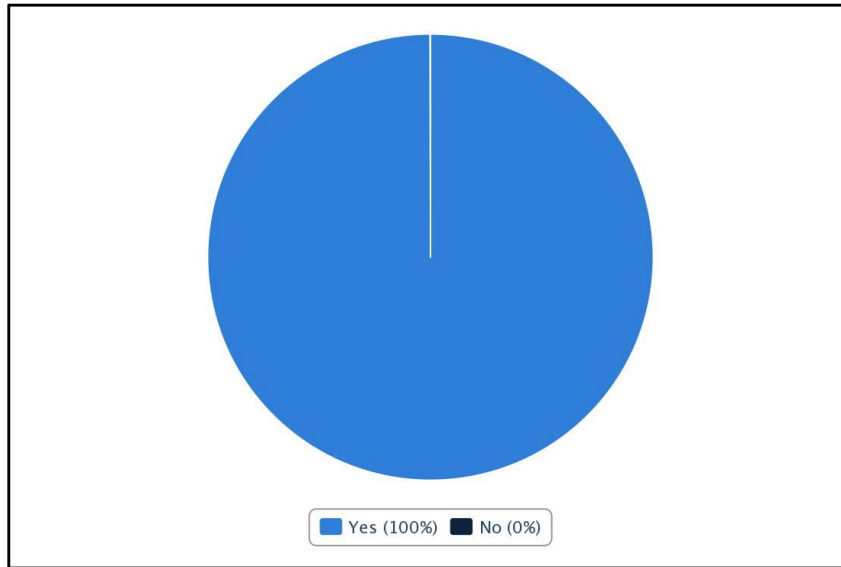
Are there any unmet needs for professional development among personnel in this Dept/Prog/Div?



If “yes”, please explain:

- At this time, the space is sufficient for the Foundation's work.
- Professional development is necessary to continue to stay updated with what is required by all Foundation's including networking with other outside entities.

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

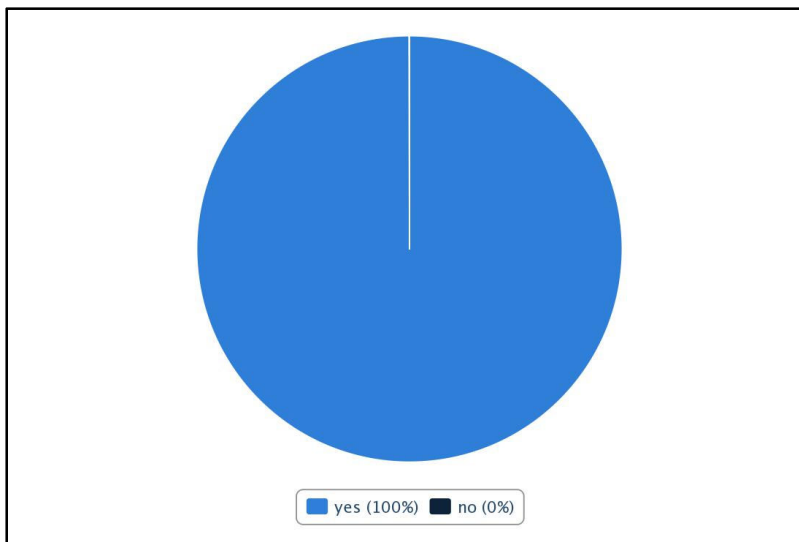


5. FACILITIES, EQUIPMENT and BUDGET

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

- Quad Rm 22 and former ASTEP office is utilized by the American Samoa College Research Foundation.
- The current office which the Foundation occupies, is manageable; however due to the increase in volunteers and projects, the Foundation has been able to acquire a second office which is located in a separate area. This does cause a problem for only two active employees working with the office and trying to manage many of the volunteers.

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



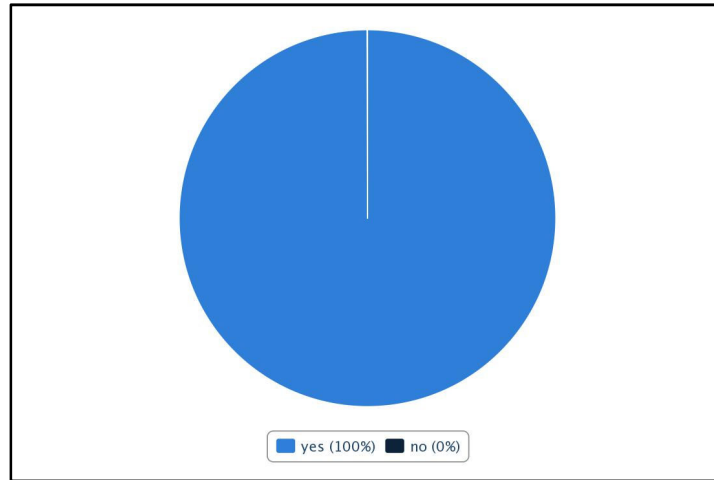
If "no", please explain:

- At present the space made available is sufficient at this time.
- at this time

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

- The equipment used are inadequate due to limited budget however the staff is seeking assistance from other departments at ASCC in terms of computers and a xerox machine.
- Due to the number of volunteers and projects that have begun to increase awareness of the department within the institution and throughout our community, the Foundation is in need of computers to complete projects, adequate office supplies.

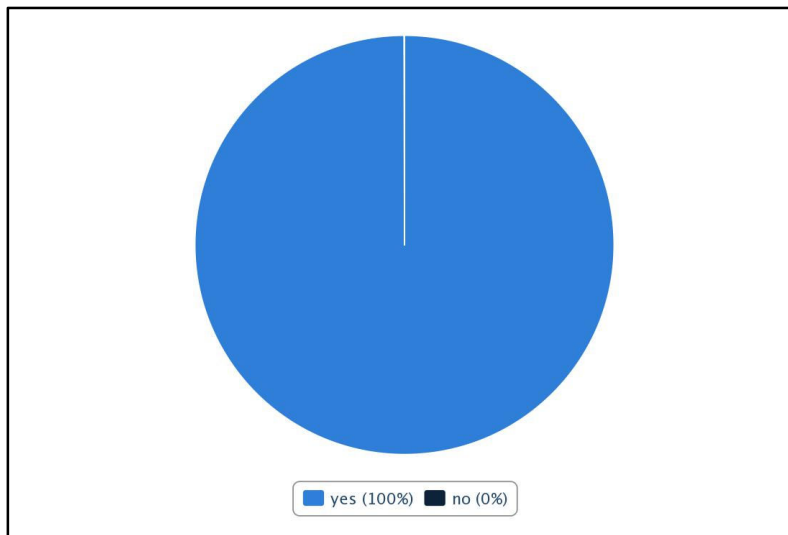
Are additional facilities or equipment required to support this Dept/Prog/Div?



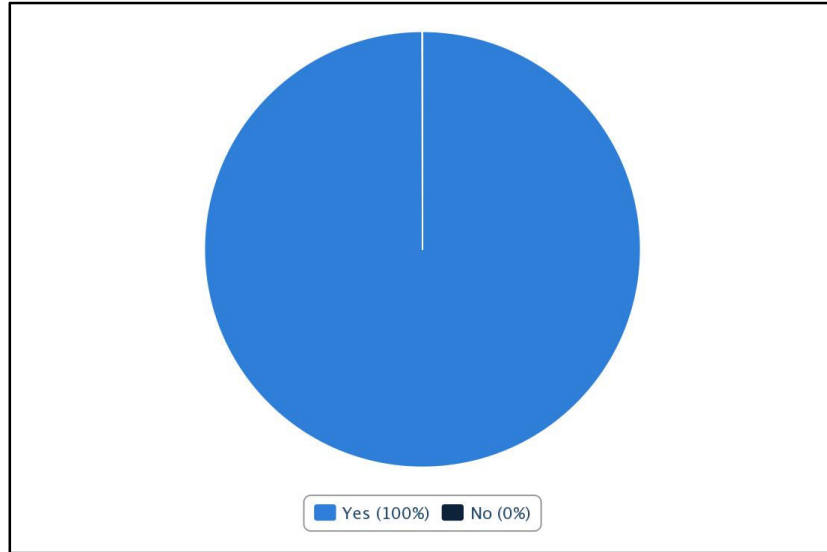
If so, please list and explain:

- yes having xerox equipments will allow us to print manuscript, newsletter and flyers
- An additional office space has been made available to the ASCRF department as we have acquired volunteers to assist the Foundation in trying to achieve its outcomes and current goals.

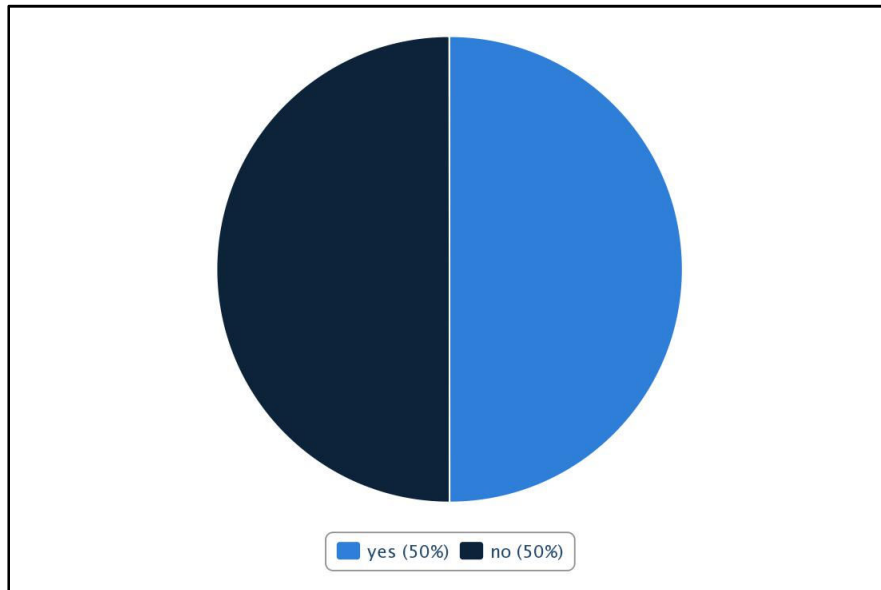
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



Are the physical facilities accessible to persons with disabilities?



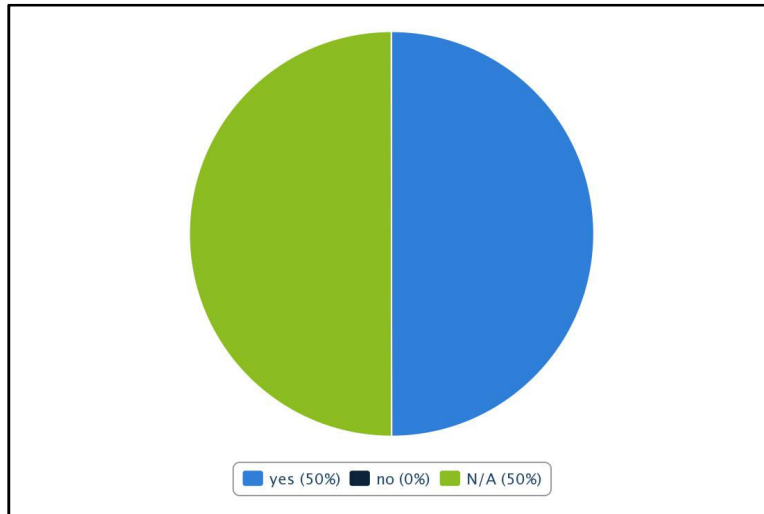
Divisional Assessment SPR 2014

American Samoa College Research Foundation

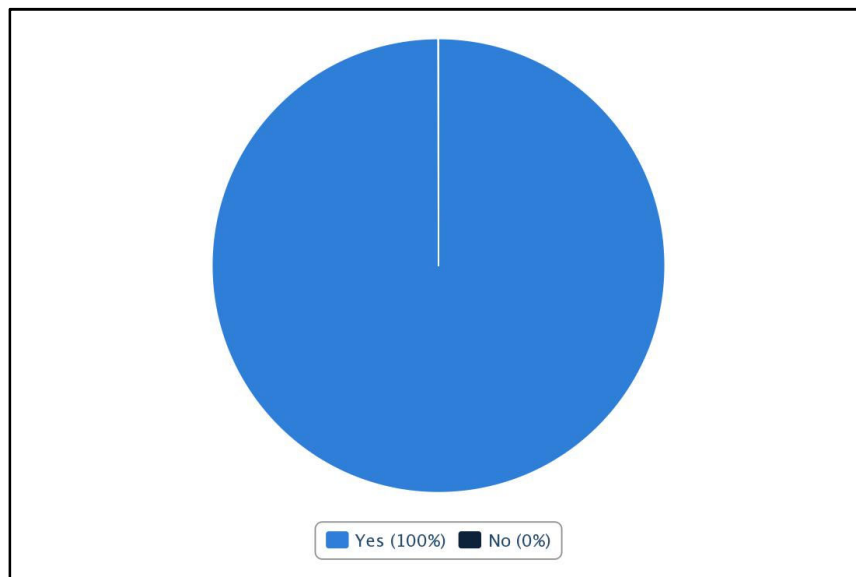
If "no", please describe below what is needed to make your area accessible.

- automatic doors, and proper flooring

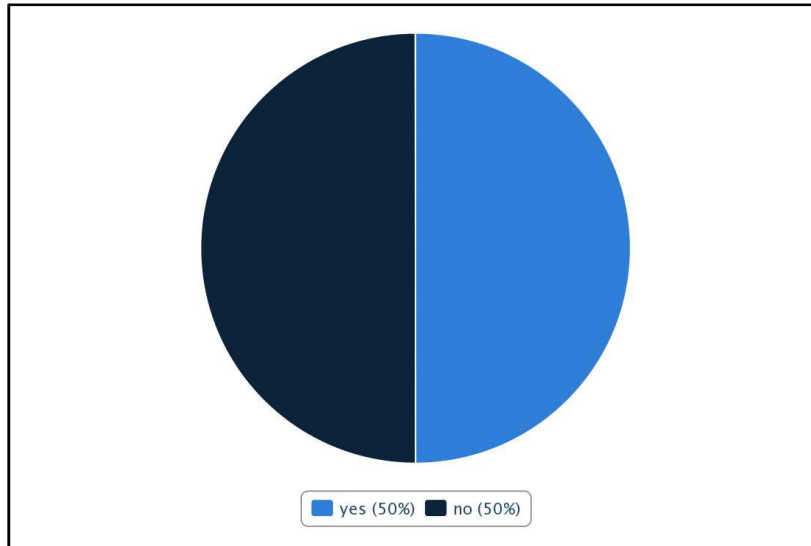
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

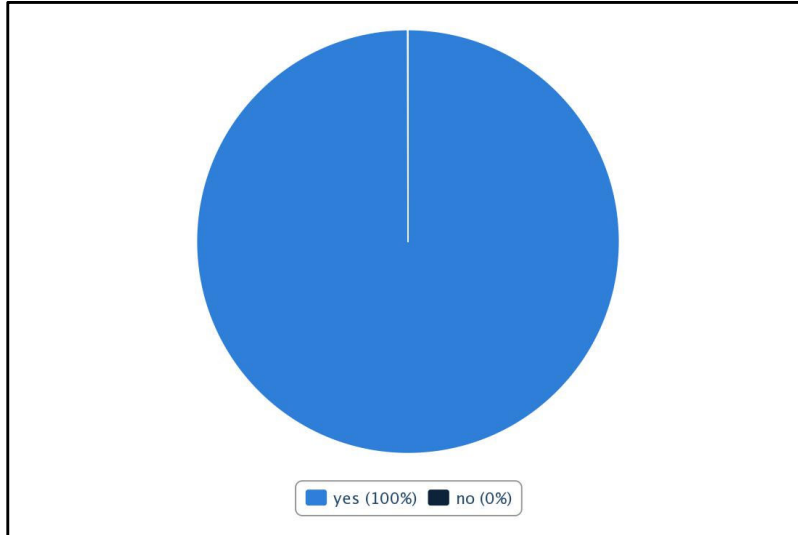


If "no", please explain:

- Our department is currently in need of proper equipment to serve the ASCRF Board of Trustees so that we are also able to begin bringing in the proper funding necessary to assist ASCC and its students

6. TECHNOLOGY and LIBRARY

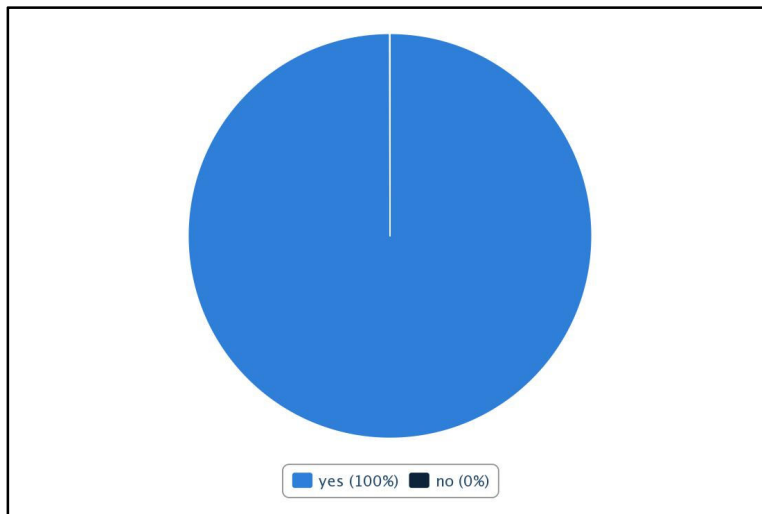
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- All current technology will assist in keeping our students up to date and preparing them to attend other colleges and universities

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

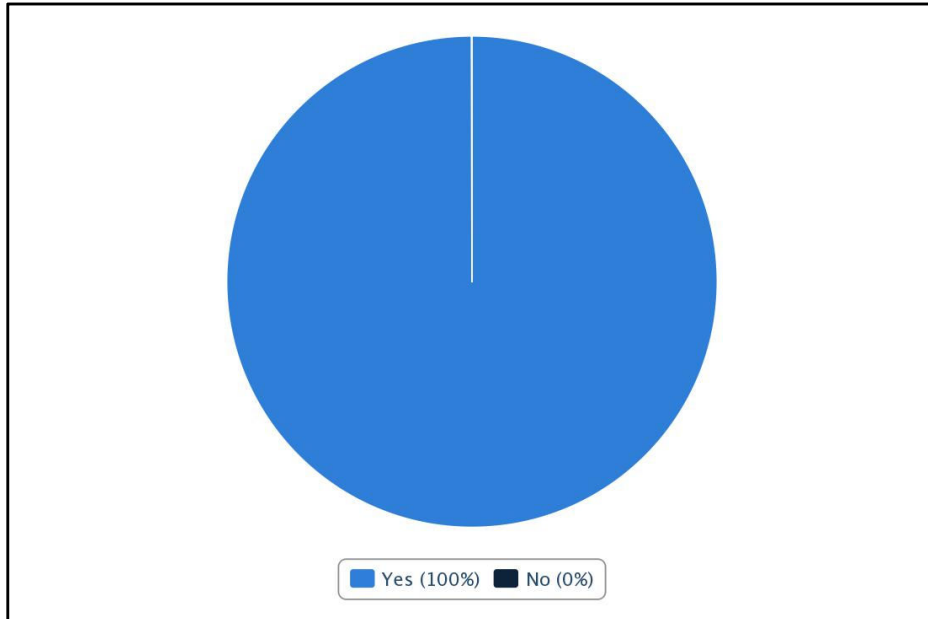


If "no", please explain:

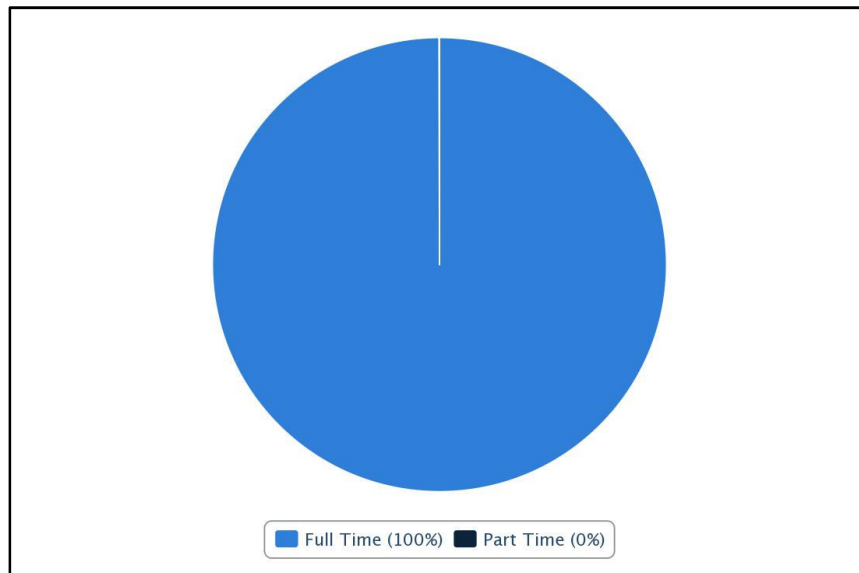
- No text answers to display.

6. EVALUATION AND IMPROVEMENT

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



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



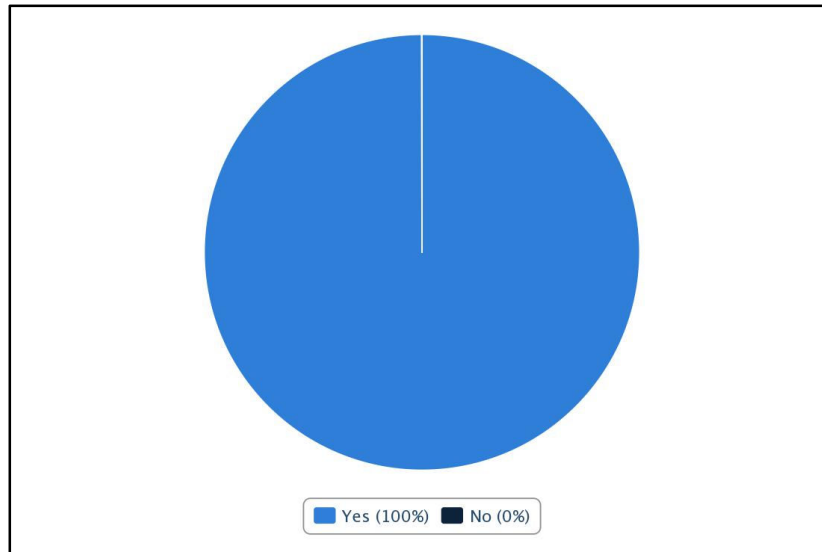
Divisional Assessment SPR 2014

American Samoa College Research Foundation

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (50.00%)	1 (50.00%)	2	4.50 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (50.00%)	1 (50.00%)	2	4.50 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (50.00%)	1 (50.00%)	2	4.50 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (100.00%)	1	5.00 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (50.00%)	1 (50.00%)	2	4.50 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (50.00%)	1 (50.00%)	2	4.50 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (100.00%)	1	5.00 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (100.00%)	1	5.00 / 5
Student Satisfaction Survey	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (100.00%)	1	5.00 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (100.00%)	1	5.00 / 5
							4.67 / 5

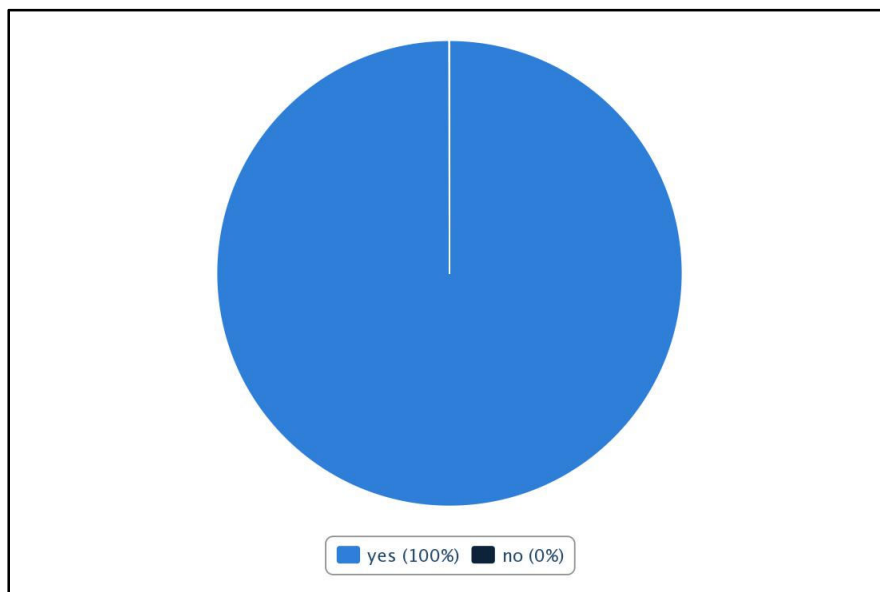
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- Space has been made available after having to report the number of projects that the Foundation and student club are currently working on and not having the space available to accommodate all the volunteers.

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



What steps are taken when an outcome is not achieved?

- Re assess and evaluate the reasons why and how can you move forward in implementing it.
- Re evaluation of the outcome is assessed and continued by creating new goals to try to again reach the outcome of the department.

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

- At this point one of the staff is working on a graduate degree to learn more about leadership to assist with the Department goals and mission. The staff assistant is also looking at taking a degree to better herself in her job but also help the Foundation grow.
- Within the past year, a new Director was assigned to the Foundation and since this time, the Foundation has been able to set outcomes, work on goals and strive toward re establishing the ASCRF Board of Trustees. Working directly with legal counsel has allowed the Foundation to better understand the previous operation and move forward in re establishing the Foundation.

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Academic Affairs Division

Divisional Assessment SPR 2014

Academic Affairs

ACADEMIC AFFAIRS Mission

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

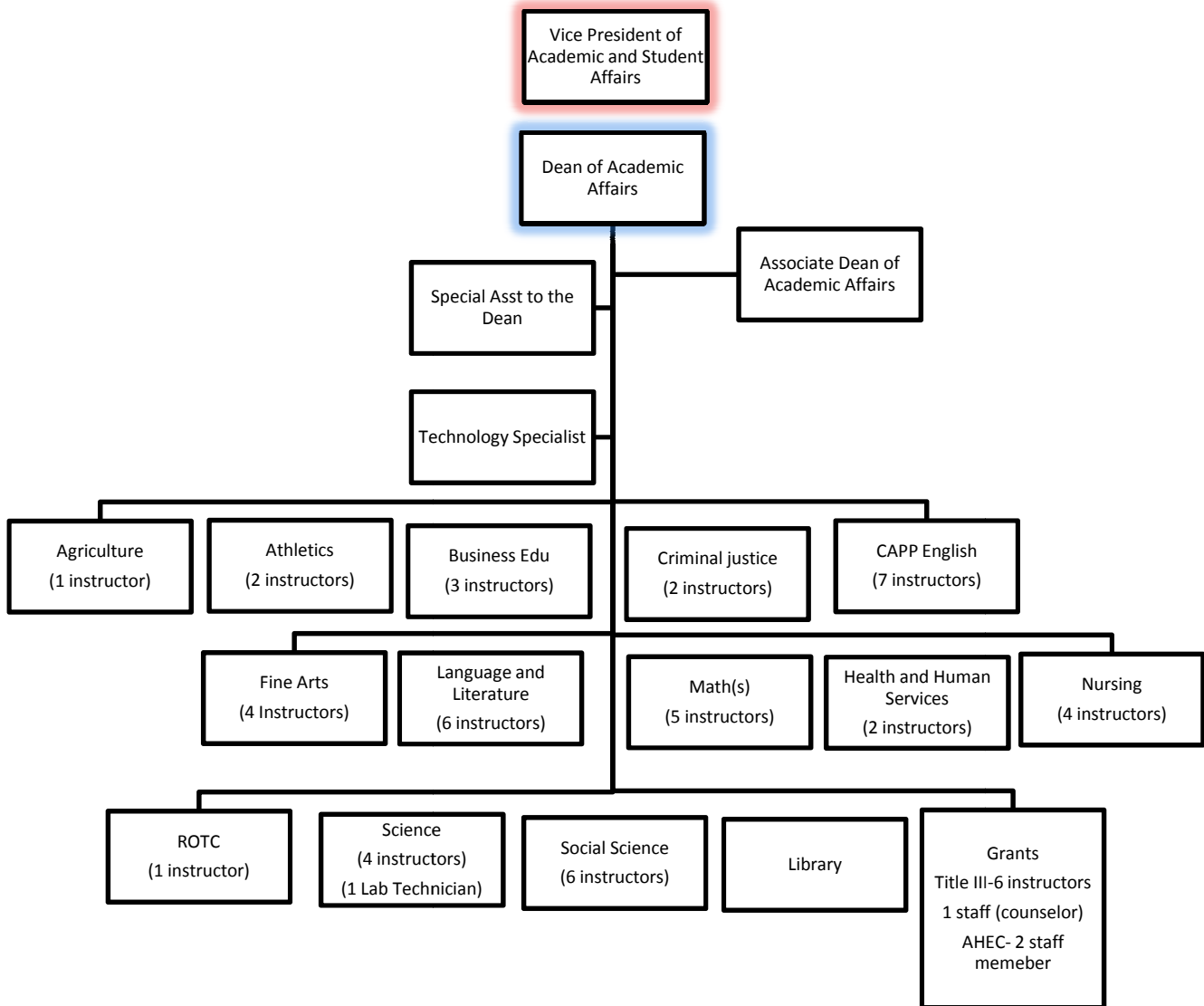
Academic Affairs Administrative Office

Dean of Academic Affairs	Letupu Moananu
Associate Dean of Academic Affairs	Evelyn Fruean
Assistant to the Dean	Cherie Ripley
Technology Specialist	Lytania Ahoia

Academic Affairs Department Chairs

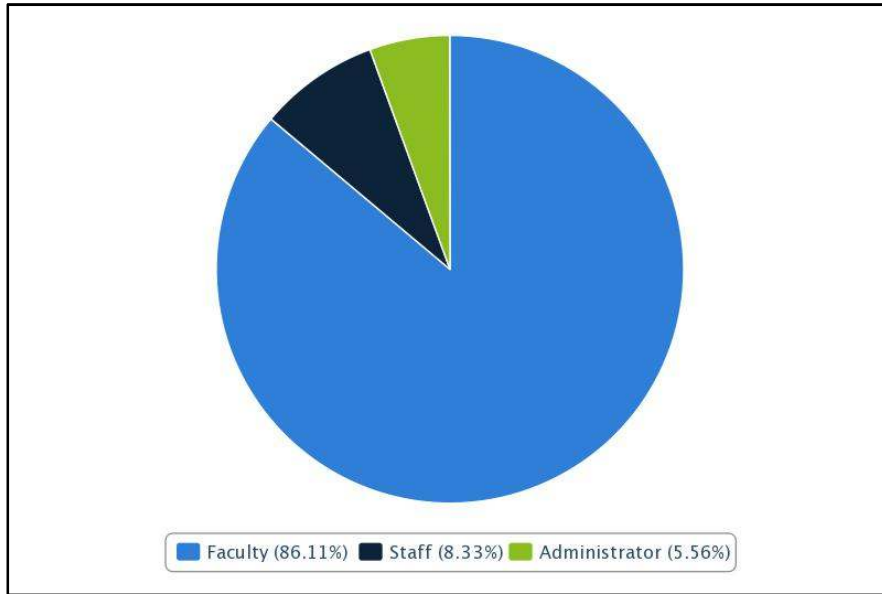
Agriculture	Pauline McFall
Business	Dr. Faofua Faatoafe
CAPP	Siamaua Ropeti
Criminal Justice	Mark Mageo
Fine Arts	Kuki Tuiasosopo
Health and Human Services	Dr. Daniel Chang
Language and Literature	Mele Fiaui/ Solipo Matai
Library	Elvis Zodiacal
Mathematics	Tunufai Leiato
Nursing	Lele Ah Mu
Physical Education	Ed Imo
ROTC	Saipele Vaouli
Science	Dr. Randy DeWess
Social Science	Toaiva Tago

Academic Affairs Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- COLLEGE ACCELERATED PREPARATORY PROGRAM (CAPP) The College Accelerated Preparatory Program (CAPP) is a special admissions program for selected students who do not meet current “college level” admissions requirements but who still show the potential to succeed in college.
- The Physical Education Department's(PED) mission is to provide experiences that guide students in the process of becoming physically active for a life time. The department offers courses that fulfill the requirements for Associate of Arts and Associate of Science degrees. The department actively pursues athletic scholarships for those interested in continuing participation abroad and also provides continuous training for those athletes who intend to pursue athletic participation.
- The mission of the Office of Academic Affairs is to prepare students for successful employment, transfer, and life-long learning. We equip students with the knowledge, skills, and attitudes necessary to succeed in their future endeavors, and to lead in service to their communities. The Academic Affairs is the catalyst for preparing students to be successful in their job, life, and careers.
- The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department’s developmental courses prepare students for higher education and real life experiences.

Divisional Assessment SPR 2014

Academic Affairs

- The mission of the CAPP English (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The Department's developmental courses prepare students for higher education and real life experiences.
- pg 110 of the 2012-2014 General Catalog
- The mission of the Office of Academic Affairs is to prepare students for successful employment, transfer, and life-long learning. We equip students with the knowledge, skills, and attitudes necessary to succeed in their future endeavors, and to lead in service to their communities. The Academic Affairs is the catalyst for preparing students to be successful in their job, life, and careers. (mission on SOP template). Need to be consistent with mission stated on organizational chart.
- Page 110/science dept. mission statement: to provide educational services, research, and outreach programs in the broad areas of basic sciences and the associate of arts degree in Marine Science. The department is committed to a strong science program that deals with the latest technologies, environmental issues and life sustainability.
- ENGLISH LANGUAGE INSTITUTE MISSION STATEMENT The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.
- The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.
- The Social Science Department provides students with introductory information in history, psychology, sociology, anthropology, geography, and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelational amongst people and the dynamics of societal elements reflected in social, religious, political and technological progress. More specifically the department offers the Associate of Arts with emphasis in Political Science degree program and transferable courses for students planning to further their education at off-island colleges and universities,
- The mission of the Office of Academic Affairs is to prepare students for successful employment, transfer, and life-long learning. We equip students with the knowledge, skills, and attitudes necessary to succeed in their future endeavors, and to lead in service to their communities. The Academic Affairs Division is the catalyst for preparing students to be successful in their job, life, and careers.

Divisional Assessment SPR 2014

Academic Affairs

- Develop and offer preparation to entry level positions and for transfer to other colleges and/ four year institution.
- The Social Science Department provides students with introductory information in history, sociology, anthropology, geography and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, religious, political and technological progress. The program offers an Associate of Arts in Political Science and transferable courses for students planning to further their education at off-island colleges and universities.
- The Social Science Department provides students with introductory information in history, sociology, anthropology, geography, and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, religious, political, and technological progress.
- The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The mission of the mathematics department is to provide quality education in various areas of mathematics to support certificate and degree programs. T department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The math department is committed to prepare all students who lack basic math skills by offering developmental courses arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to endure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The Social Science Department provides students with introductory information in history, psychology, sociology, anthropology, geography and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, religious, political and technological progress. More specifically the department offers the Associate of Arts with emphasis in in Political Science degree program and transferable courses for students planning to further their education at off-island colleges and universitieies.
- The mission is to provide quality education in various areas of mathematics to support certificate and degree programs.

- The mission of the Criminal Justice Department is to develop and offer the student an academic preparation for entry level career positions in all areas of the justice system in American Samoa and similar opportunities elsewhere. The program provides an opportunity for the student to develop abilities and skills necessary for a career upgrade and for transfer to other college and/or four-year institution. The program encourages students to be cognizant of the social, ethical, legal, political and cultural perspectives of the American Justice System and its impact on the American Samoa System of Justice as well as those of other Pacific Island nations. Program mission statement A criminal justice associate of science degree program after your entry level career position in all areas of the justice system in American Samoa and similar opportunities elsewhere, it also provides an opportunity for career upgrade and transfer to other college and universities. The program addresses study areas in criminal justice such as the social, legal, political, culture, perspectives of the American justice system and its impact on American Samoa and the Pacific region. PRE-LAW MISSION The Associate of Arts Degree with an emphasis in Pre-Law degree program offers an entry level career position. This program recaps all areas of the legal system in American Samoa and similar opportunities elsewhere. It also addresses study areas in the Criminal Justice System, and critical issues that pertain to the amendments of the United States Constitution. In addition, it provides an opportunity for career upgrade and transfer to other colleges and universities.
- The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The mission of the Health and Human Services (HHS) Department is to support and prepare students who are interested in pursuing a career in the field of health or human services. Central to this mission is a commitment to provide students with a sound foundation and broad balance of knowledge and skills. Students who fulfill the requirements for an Associate of Science Degree in Health Science, Associate of Arts Degree in Human Services, or a Certificate of Proficiency in Guidance and Counseling are able to: 1. continue studies in a specialized area in allied health or into a bachelor's degree program in health science, human services or related fields; 2. obtain local employment as a medical support staff or a public health educator or enter into employment as a paraprofessional in the human services agencies; 3. enhance occupational skills needed in professional growth and career development; and, 4. apply knowledge and skills in health and human relations into their daily lives with an awareness and understanding of Samoa and Pacific Island cultures.
- The Fine Arts Department provides educational services by offering courses that cultivate expression, emotion and creative writing. Exposure to an immersion in the Arts will enhance and enrich the study of all other academic disciplines. The department offers music, art, dance, speech and drama courses that can fulfill the Humanities requirements in an A.A. or A.S. degree. In addition, the programs for the Associate of Arts degree in Music or Art are designed for students who are planning to continue in a four-year college or university. The department

encourages students to engage in the arts that can enhance and enrich their studies in other academic disciplines. The department is also committed to educate and inspire students to create and perform while broadening their life experiences through diversity in learning.

- CRIMINAL JUSTICE DEPARTMENT MISSION STATEMENT MISSION: THE MISSION OF THE CRIMINAL JUSTICE DEPARTMENT IS TO DEVELOP AND OFFER THE STUDENT AN ACADEMIC PREPARATION FOR ENTRY LEVEL CAREER POSITIONS IN ALL AREAS OF THE JUSTICE SYSTEM IN AMERICAN SAMOA AND SIMILAR OPPORTUNITIES ELSEWHERE. THE PROGRAM PROVIDES AN OPPORTUNITY FOR THE STUDENT TO DEVELOP ABILITIES AND SKILLS NECESSARY FOR A CAREER UPGRADE AND FOR TRANSFER TO OTHER COLLEGES AND / OR FOUR-YEAR INSTITUTIONS. THE PROGRAM ENCOURAGES STUDENTS TO BE RECOGNIZANT OF THE SOCIAL, ETHICAL, LEGAL, POLITICAL AND CULTURAL PERSPECTIVES OF THE AMERICAN SAMOA SYSTEM OF JUSTICE AS WELL AS THOSE OF OTHER PACIFIC ISLAND NATIONS. PROGRAM MISSION STATEMENT MISSION A CRIMINAL JUSTICE ASSOCIATE OF SCIENCE DEGREE PROGRAM AFTER YOUR ENTRY LEVEL CAREER POSTION IN ALL AREAS OF THE JUSTICE SYSTEM IN AMERICAN SAMOA AND SIMILAR OPPORTUNITIES ELSEWHERE, IT ALSO PROVIDES AN OPPORTUNITY FOR CAREER UPGRADE AND TRANSFER TO OTHER COLLEGES AND UNIVERSITIES. THE PROGRAM ADDRESSES STUDY AREAS IN CRIMINAL JUSTICE SUCH AS THE SOCIAL, LEGAL, POLITICAL, CULTURE, PERSPECTIVES OF THE AMERICAN JUSTICE SYSTEM AND ITS IMPACT ON AMERICAN SAMOA AND THE PACIFIC REGIONS. PRE-LAW MISSION STATEMENT MISSION: THE ASSOCIATE OF ART DEGREE WITH AN EMPHASIS IN PRE LAW DEGREE PROGRAM OFFERS AN ENTRY LEVEL CAREER POSITION. THIS PROGRAM RECAPS ALL AREAS OF THE LEGAL SYSTEM IN AMERICAN SAMOA AND SIMILAR OPPORTUNITIES ESLEWHERE. IT ALSO ADDRESSES STUDY AREAS IN THE CRIMINAL JUSTICE SYSTEM, AND CRITICAL ISSUES THAT PERTAIN TO THE AMENDMENTS OF THE UNITED STATES CONSTITUTION. IN ADDITION, IT PROVIDES AN OPPORTUNITY FOR CAREER UPGRADE AND TRANSFER TO OTHER COLLEGES AND UNIVERSITIES.
- The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.
- Is to express the aim and focus of the department
- The Language and Literature Department offers intensive English writing courses aimed at developing and strengthening critical thinking and proficient college level writing for effective communication. The writing courses focus on extensive coverage of combining rhetorical strategies to help students become more skillful and flexible writers. The literature courses provide students with the opportunity to study various genres of writing, to examine and increase their perception of the writing of different cultures, to use critical and analytical thinking skills in the application of literature, and to strengthen their reading comprehension. The Foreign language courses offer students a firm foundation in the language for further study upon transfer to a university. The Language and Literature Department is designed to prepare students for transfer to a four-year college or university or to be a successful and contributing member of the modern work force.
- Mathematics Department is under the Division of Academic Affairs The mission of the Mathematics Department is to provide quality education in various areas of mathematics to

support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.

- The Nursing Department prepares and perpetuates knowledgeable and caring nurses who are aware of and sensitive to the health needs of the diverse cultures, growing number of complex diseases and disorders, and to care for clients in a variety of health care settings. The department offers programs that will qualify the graduate to take the National Council for Licensure Examination (NCLEX) for the Licensed Practical Nurse (LPN), and Registered Nurse (RN) that will provide the foundation for an off-island Bachelor of Science in Nursing (BSN). Successful completion of these Registry Examinations enables the nurses to practice in the United States accredited hospitals and Public Health agencies within American Samoa, as well as other U.S. territories.
- Office of Academic Affairs: As the learning outcome centered division, the Academic Affairs Division is in alignment with the ASCC Catalog to provide the highest levels of quality academic services for students through on-going analysis, assessment, and improvement of instructional programs and personnel.
- As the learning outcome centered division, the academic Affairs Division is in alignment with the American Samoa Community College Catalog to provide the highest levels of quality academic services for students through on-going analysis, assessment, and improvement of instructional programs and personnel. Therefore, the Science Department is committed in offering courses that enhance content foundational competencies for all areas of study.
- The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The mission of the Business Department is to develop and offer successful student learning by providing high quality business educational programs and services that will enable students to enter the workforce, continue their education, start a business, and become productive citizens in today's global and high-tech workforce. Moreover, the programs foster students to build strong partnerships with both public and private sectors in job placement and educational improvement opportunities.
- The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students

reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.

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

- CAPP Learning Outcomes I. Reading, Speaking and Writing Outcomes: 1. Actively listen and engage in individual or group discussions and conversations 2. Engage in conversational styles, forms and sound or English 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections. 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills 5. Participate in learning activities using technology and service learning.
- Perform fundamental sports skills. Describe the importance of physical activity. Explain the importance of physical fitness, nutrition and diet. Develop one's own daily fitness plan. Apply knowledge gained for life time use.
- Providing highly qualified faculty, appropriate facilities and a curriculum that reflects Communication, Job and Life Skills. 2. Assessing and Revising/Restructuring (recommendations to improve) Curriculum. 3. Emphasizing High Quality Teaching and Services. 4. Develop and implement programs that serve the needs of the Community. 5. Increase the Quality and Availability of Educational Technology. 6. Deliver/Provide Academic Support by strengthening services (Academic Counseling, Tutoring, Finances, Resources and Campus Life) Enhance Opportunities for Student Academic, Career and Personal Success. 7. Expand Academic Programs to meet the Mission of ASCC. Academic Affairs Objectives:
<https://amsamoa.compliance-assist.com/planning/my-categories.aspx.id=5887f3ea-d04a-de11-86d3-000e7f3041f0>
- Listening and Speaking Listen actively and speak effectively in different situations Reading Read to comprehend, interpret, and evaluate Writing Create clear, concise writing in a variety of genres and for diverse audiences.
- Actively listen and engage in individual or group discussions and conversations 2. Engage in conversational styles, forms and sounds of English 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills. 5. Participate in learning activities using technology and service learning.
- pg 57 of the 2012-2014 General catalog
- Not defined except outcomes for all Academic Departments and Divisions
- Page 57/ #9 Science – program learning outcomes: Demonstrate foundational competencies in physical and life science through lecture and laboratory activities.
- CAPP Learning Outcomes I. Reading, Speaking and Writing Outcomes: 1. Actively listen and engage in individual or group discussions and conversations 2. Engage in conversational styles, forms and sound or English 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections. 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills 5. Participate in learning activities using technology and service learning.
- Listening and Speaking Listen actively and speak effectively in different situations Reading Read to comprehend, interpret, and evaluate Writing Create clear, concise writing in a variety of genres and for diverse audiences.

Divisional Assessment SPR 2014

Academic Affairs

- Upon completion of courses and the degree program requirements the students will be able to:
1. explain general concepts, theories, models, and ideas; 2. write, speak, and present information; 3. conduct research, process information and present appropriate findings; 4. understand and appreciate the development of societies, cultures, and human histories; 5. understand and build on social skills such as team work, community service, and interpersonal communications.
- Analyze fact situations and understand case reasoning and rationales. Apply acquired knowledge and skills to real life situations Express oral and written communication skills to organize, deliver, evaluate information, patterns, and evidence. Conduct case research, draw conclusions, communicate results, and apply findings. Demonstrate an appreciation of the Constitution, statutes, and case laws. Evaluate the effects of technology on investigation, case management, and presentation. Demonstrate how basic constitutional rights as they apply to civic duties and ethical conduct in everyday living in the community.
- explain general concepts, theories, models and ideas; 2. write, speak and present information; 3. conduct, research, process information and present appropriate findings; 4. understand and appreciate the development of societies, cultures and human histories; and 5. understand and build on social skills such as team work, community service and interpersonal communications.
- Upon completion of courses and the degree program requirements, students will be able to: 1. explain general concepts, theories, models, and ideas; 2. write, speak, and present information; 3. conduct research, process information, and present appropriate findings; 4. understand and appreciate the development of societies, cultures, and human histories; and, 5. understand and build on social skills such as team work, community service, and interpersonal communications.
- Develop a general understanding of basic operations of real numbers and algebraic expressions to gain a solid foundation of basic mathematical concepts. 2. Develop and demonstrate basic computational skills in arithmetic and elementary algebra necessary to be successful in a college level math. 3. Demonstrate the ability to read, interpret, and construct tables, basic graphs, and linear equations. 4. Use technology to practice, solve, and verify basic arithmetic problems and linear equations.
- Demonstrate critical thinking and logical reasoning while developing problem solving skills in the various branches of mathematics. Demonstrate knowledge of the application of algebra and trigonometry to problem solving. Develop skills in the interpretation of polynomial, rational exponential and logarithmic functions to model real life situations. Construct graphs of polynomials and trigonometric functions using technology and relate it to real life phenomenon. Demonstrate the ability to analyze, synthesize, and evaluate algebraic and trigonometric problems and formulate effective solutions.
- The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. * Students will be able to comprehend, interpret, and evaluate math concepts * Students will demonstrate the ability to analyze and assess math problems, formulating effective solutions. * Apply acquired math knowledge and skills to real work situations * Apply technology to interpret and present math data. * Recognize relevance of math to life-long learning.
- Criminal Justice Outcome: Program Learning Outcomes: 1. Analyze fact situations and understand case reasoning and rationale. 2. Apply acquired knowledge and skills to real life/work situations. 3. Express oral and written communication skills to organize, deliver,

evaluate information, patterns and evidence. 4. Conduct case research, draw conclusions, communicate results and apply findings. 5. Demonstrate an appreciation of the Constitution, statutes, and case laws. Evaluate the effects of technology on investigation, case management, and presentation. 6. Demonstrate how basic constitutional rights as they apply to civic duties and ethical conduct for everyday living in a law and other community.

- Upon completion of the math 151 course, students will be able to: -comprehend, interpret and evaluate mathematical concepts presented by a math instructor. -demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions. -identify and apply acquired mathematical knowledge and skills to real work situations and addressing in class tasks. -apply technology (scientific/graphing calculator) to locate, interpret, organize and present mathematical data. -recognize relevance of mathematics to life-long learning.
- demonstrate basic entry-level knowledge and skills required for a variety of health and human services careers; 2. comprehend and discuss the background or history of health care services and human services; 3. use current information on topics and issues in health and human services to identify current practices and changes; 4. apply specific terminology, theory, ethics, laws and concepts to the practices within the field of health and human services; 5. recognize health and human development at all stages and aspects (physical, mental, emotional, social, etc.) of life; 6. identify cultural, societal and environmental impacts on health and human relationships and the services provided to address these issues; 7. apply knowledge and skills through fieldwork, community involvement and surveys in health and human services agencies and setting; 8. apply technology skills to retrieve and manage information in a health and human services environment; 9. enhance skills and knowledge through certification and advance coursework; and, 10. identify and access the local and national resources available in the health and human services field.
- The program for Associate of Arts degree with an emphasis in Music prepares students for a career in music or transferable to a four-year college or university. Program Learning Outcomes: 1. Utilize technical and critical thinking skills to analyze and interpret aspects of the Fine Arts. 2. Promote and appreciate the social and cultural aspects of the arts. 3. Enrich creative ability and develop skills in creating a work of art. 4. Demonstrate expressive aspects in the artistic works and to interpret and evaluate such works. 5. Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.
- CRIMINAL JUSTICE DEPARTMENT PROGRAM LEARNING OUTCOME: 1. ANALYZE FACT SITUATIONS AND UNDERSTAND CASE REASONING AND RATIONALE. 2. APPLY ACQUIRED KNOWLEDGE AND SKILLS TO REAL LIFE/WORK SITUATIONS. 3. EXPRESS ORAL AND WRITTEN COMMUNICATION SKILLS TO ORGANIZE, DELIVER, EVALUATE INFORMATION, PATTERNS, AND EVIDENCE. 4. CONDUCT CASE RESEARCH, DRAW CONCLUSIONS, COMMUNICATE RESULTS AND APPLY FINDINGS. 5. DEMONSTRATE AN APPRECIATION OF THE CONSTITUTION, STATUTES, AND CASE LAWS. 6. EVALUATE THE EFFECTS OF TECHNOLOGY ON INVESTIGATION, CASE MANAGEMENT, AND PRESENTATION. 7. DEMONSTRATE HOW BASIC CONSTITUTIONAL RIGHTS AS THEY APPLY TO CIVIC DUTIES AND ETHICAL CONDUCT FOR EVERYDAY LIVING IN A LAW AND OTHER COMMUNITY. PRE-LAW STUDENT LEARNING OUTCOME: 1. ANALYZE FACT SITUATIONS AND UNDERSTAND CASE REASONING AND RATIONALE. 2. COMMUNICATE EFFECTIVELY IN BOTH ORAL AND WRITTEN FORMS. 3. THINK CRITICALLY, ANALYTICALLY, AND LOGICALLY WHEN CONDUCTING CASE RESEARCH DRAW CONCLUSIONS, AND COMMUNICATE RESULTS. 4. APPLY ACQUIRED KNOWLEDGE AND SKILLS TO REAL LIFE/WORK SITUATIONS. 5. DEMONSTRATE HOW CONSTITUTIONAL RIGHTS APPLY TO CIVIC DUTIES AND ETHICAL ISSUES.

Divisional Assessment SPR 2014

Academic Affairs

- 1. Actively listen and engage in individual or group discussions and conversations 2. Engage in conversational styles, forms and sounds of English 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills 5. Participate in learning activities using technology and service learning
- Please refers to the ASCC catalogue
- Write college level essay or expository writing. Select a limited subject, assemble materials by reading texts, newspaper, magazines, books, or research by internet. Relate ideas in a logical order in forming and writing extensive essays. Write effective essays - - develop paragraphs and longer papers - - select subject, develop topic sentence, develop unified thoughts and coherent paragraphs. Formulate and evaluate information and finding independently, group ideas, outline, and unity in paragraph, write the first drafts, revise, and final revision. Illustrate and develop an appreciation for literature, which helps student grow, both personally and intellectually. Students will provide an objective base for knowledge and understanding of cultural, philosophic, and religious world of which we are a part. Exemplify and identify human perceptions and struggles from different cultures of the world - and develop mature sensibility, respect, and compassion for all living things. Gain knowledge and perception and to appreciate the beauty of the literary world. Interpret and analyze the major genres of literature (poetry, drama, prose fiction, and non-fiction) and apply critical thinking through expository essays or term-paper analysis or academic writing.
- Program learning Outcomes: -Comprehend, interpret and evaluate mathematical concepts presented by a math instructor. Directly aligned to Communication skills-Reading of institutional SLO -Demonstrate the ability analyze, identify and assess mathematical problems and formulate effective solutions. Aligned to Life skills under problem solving of Institutional SLO. -Identify and apply acquired mathematical knowledge and skills to real work situations and addressing in class tasks. Aligned to Job Skills under Job Specific of institutional SLO -Apply technology to locate, interpret, organize and present mathematical data. Aligned to Institutional SLO of Life skills-addressing Technology. -Recognize relevance of mathematics to life-long learning. which is directly aligned to Job Skills.
- ADN-RN: PROGRAM LEARNING OUTCOMES: Upon completion of the AS Degree in Nursing, the following outcomes are achieved: 1. Utilize the nursing process in the care of clients with needs resulting from altered states of wellness. 2. Demonstrate the ability to communicate effectively with clients, family, and members of the healthcare team. 3. Demonstrate accuracy in writing skills through written care plans and legal documentation. 4. Utilize nursing knowledge, skills, and current technology to provide and promote safe nursing practice and critical thinking skills in the care of clients throughout the life span development. 5. Demonstrate knowledge and 100% calculation of medication administration and Intravenous fluids in the care of clients. 6. Develop an awareness of cultural and ethnic factors that influence clients' responses to illness. 7. Utilize various methods of teaching that is appropriate to learning needs of clients, families and staff, and to cultural values and beliefs, and level of life span development. 8. Demonstrate the ability to function within the legal parameters and ethical principles that influence clients' responses to illness in a variety of health care environments. 9. Provide safe and competent nursing care based on integration of facts and principles of biological psychological, sociological, cultural and spiritual functioning of clients. 10. Demonstrate sound leadership principles based planning, managing, and delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by others. 11. Demonstrate responsibility and

accountability for own learning and for participation in community and professional standards of nursing. Certificate of Proficiency - PN: Upon completion of the Certificate of Proficiency in Nursing, the following outcomes are achieved: 1. Participates collaboratively in the nursing process by contributing to the patient care plan. 2. Utilizes nursing skills and theory knowledge in providing basic, routine, and technical nursing care and to promote safe nursing practice. 3. Safely administers and contributes to the evaluation of effectiveness of medications and treatments. 4. Provides basic information to meet the learning needs of clients. 5. Provides basic nursing care based on developmental, biological, psychological, socio-cultural, and spiritual differences in clients. 6. Practices within the profession's ethical and legal framework and is accountable for own nursing practice and care delegated. 7. Demonstrates understanding of the levels of authority and responsibility and uses basic leadership skills to delegate nursing care tasks. 8. Demonstrate responsibility and accountability for own learning and for participation in community and professional activities.

- Effectively communicate ideas from the physical and biological sciences. 2) Understand and apply the scientific method in the physical and biological sciences. 3) Demonstrate understanding of scientific theories from the physical and biological sciences. 4) Apply physical models to explain the behavior or commonly occurring phenomena, and biological principles to interpret the observations of the natural world. 5) Articulate how measurement errors impact the application of scientific models.
- Understand and appreciate the fundamental concepts of mathematics and its usefulness in everyday life 2. Comprehend, interpret and evaluate mathematics concepts presented by a math instructor. 3. Identify and apply acquired mathematical knowledge and skills to real work situations. 4. Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions. 5. Recognize relevance of mathematics to lifelong learning.
- BUSINESS MANAGEMENT ASSOCIATE OF SCIENCE DEGREE Program Learning Outcomes: 1. Apply acquired knowledge to demonstrate the importance of business and entrepreneurship in the world today. 2. Communicate effectively in diverse business settings both orally, and apply best practices to the production of various business documents and reports by using technology effectively. 3. Evaluate and recommend the practical application of microeconomics and macroeconomics theories, the analysis and policy applications of supply and demand, banking system, monetary and fiscal policies, international trade, and the global economy. 4. Assess and compare the effectiveness of the legal and social environment of business in particular civil and criminal law, consumer protection, contracts, employment, and personal property rights in the local and US legal systems. 5. Demonstrate the ability to effectively collect and analyze business information to support business decisions. 6. Exhibit work ethic and apply effective marketing practices and techniques in a diverse market
- PLO 1: Listening Actively listen and engage in individual or group discussions and conversations
PLO 2: Speaking Engage in conversational styles, forms and sounds of English
PLO 3: Reading Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgements in reading selections
PLO 4: Writing Apply basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills
PLO 5: Technology and Service Learning Identify main ideas and supporting details in different media

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

- First and foremost, our program is aligned to the institution mission as it takes in learners of all types. It is an open admissions as it does not discriminate against those with special needs and people performing at the developmental level. In short, we have no pre-requisites as long as someone takes the entrance exam. As students learn to read, write and speak English well, they contribute not only to the betterment of the institution as a whole, but they also get to fulfill their personal dreams via academic achievements.
- Physical education is the education of the body as well as the mind. It offers courses that contributes to the social as well as the health and well being of the individual.
- Academic Affairs Office (AAO) prepares students for college life, career and the workforce.

- The CAPP English Developmental Courses provide students with the opportunities to develop basic listening, speaking, reading and writing skills to prepare them for college level courses in life with associate degrees and certificate programs of study.
- By enhancing student learning through hands-on science inquiry that is used to reach the individual students academic goals is how our mission and outcomes support the institution's mission.
- All outcomes by various departments/divisions are aligned to the Institution's mission
- Fulfillment of science mission and outcomes enable the students to succeed in transferring to institutions of higher learning, obtain jobs, and become aware of the tradition and culture of Samoa and the pacific. This supports the institution's mission outcomes.
- The ELI Department's developmental courses prepare students for higher education and real life experiences.
- Our mission supports the institution's mission in terms of communication through listening, reading and writing.
- By offering the diverse selection of courses that are transferable and cover the social cultural and political spectrum.

- The Criminal Justice and the Pre-law programs through the content courses provide quality educational programs, which students are able to achieve their educational goals. It enhances their civic and ethical conduct and contributes to the social, cultural, political, economic, technological and environmental well-being of our community.
- Due to the diverse range of social science course that are offered, most are purposely intended for the students to learn content in the respective areas, social skills in citizenry, working skills in preparation for the field of employment and life-long skills as responsible citizens living in a democratic system of government and society.
- The department's mission and outcomes align to the institution's mission in a way that it enables and prepares students to be academically, personally, and professionally ready to meet the challenges of entering the work force, pursuing a higher degree, or joining the armed forces.
- The outcomes outlined the specifics of the mission for the mathematics program set for the institution.
- The mathematics courses will promote critical thinking and logical reasoning while developing problem solving skills by studying various branches of mathematics. The program will enhance students to find jobs locally and off-island.

Divisional Assessment SPR 2014

Academic Affairs

- The department offers courses to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.
- The Criminal Justice mission statement emphasizes the important of the law and its components. It recognizes every aspect of ethical, moral values and integrity. It also prepare students for the challenge and presentation they will face in the future. It will enable students to prepare themselves for the real world, and utilize what he/she learn from out institution. It will prepare them to communicate efficiently.
- The math department's mission and outcomes support the institution's mission by helping students prepare for higher learning institutions and the workforce. Students will use concepts they've learned from their math courses and use such knowledge as contribution to our community.
- It addresses the institutional mission in 1. Transfer institutions of higher learning 2. successful entry into the workforce
- Our mission statement is supported by our Program Learning Outcome which is align to to the mission of the American Samoa Community College.

- CRIMINAL JUSTICE AND PRE-LAW MISSION STATEMENT ALIGNED WITH OUR INSTITUTION'S MISSION STATEMENT THROUGH: COMMUNICATION EFFECTIVELY, ORAL AND WRITTEN,. IT ADDRESS ISSUES SUCH AS THE SOCIAL, LEGAL, POLITICAL CULTURE, ETC. IN ADDITION, IT PROVIDES AN OPPORTUNITY FOE CAREER UPGRADE AND TRANSFER TO OTHE COLLEGES AND UNIVERSITIES. IT TEACHES THEM TO EMBRACE DIVERSITY.
- Our learning outcomes supports the institution's mission to prepare students who do not meet current “college level” admissions requirements but who still show the potential to succeed in college. Our Learning Outcomes prepare these students to be able to apply basic college reading skills, basic writing process skills as well as integrate the use of technology to think critically. This preparation helps students to be better prepared for taking college level courses.
- The aim of the English Department is to live up to the expectation of the institution and the department itself by fostering students to think and write critically, which is essentially is the professional world and in the academic arena.
- All English courses are set up to “Fostering successful student learning by providing high quality educational services.” It is the Languages and Literature department’s mission for all students to understand various genre of writing in literature and produce writings using variety of writing modes through social, cultural, political, economic, technological, and environmental lenses.
- By providing high quality of learning involves critical thinking and logical reasoning enable students to achieve their educational goals. Our department offers courses which is part of our mission that provide life-long learning will enhance students to be successful into the workforce.
- The Nursing Department mission and outcomes, provides all qualified students an opportunity to successfully complete their chosen program of study and to pass their National Council Licensure Exam (NCLEX)to enable them to be licensed as an RN or LPN at LBJ TMC or Department of Health and be involved with research/data collection. All GERs, pre-requisites and nursing courses at alpha levels 150 or higher are transferable to 4-year institutions and LPN and RN licenses endorsed by all states and territories.

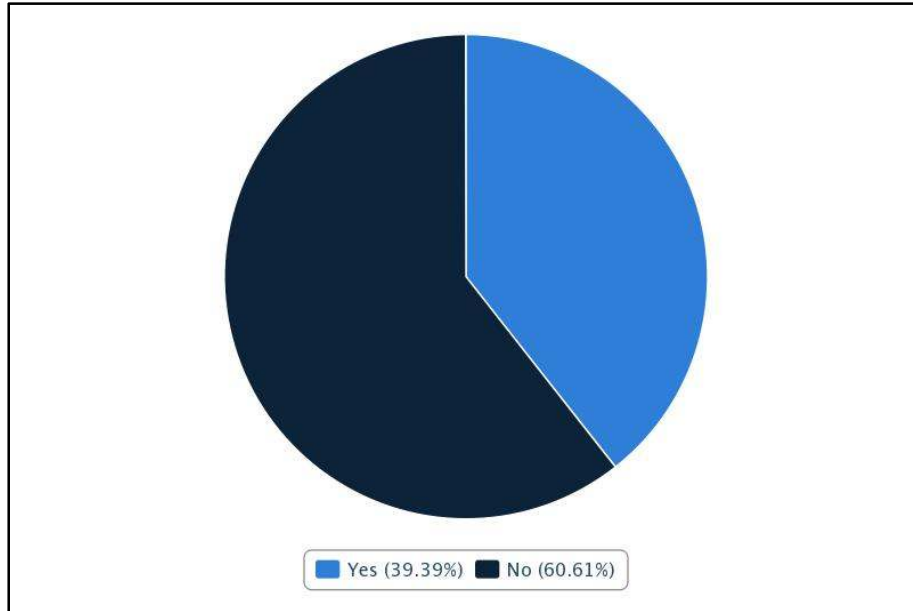
- Our department/division mission upholds the institution's mission statement in that we provide an array of instructional methods to ensure the successful completion of general education

requirements of each student in whatever declared field the students intends to venture through.

- The department mission and all courses outcomes are aligned with the institution mission.
- Mission and Outcomes of the Associate of Science Degree program is aligned to the mission of ASCC by developing quality programs for students, upon completion can: enter the workforce, continue their education, start a business, and become productive citizens in today's global and high-tech workforce. These quality programs are consistent with ASCC's efforts to prepare students to programs foster students to build strong partnerships with both public and private sectors in job placement and educational improvement opportunities.
- It provides a steady foundation to prepare students for regular programs, that allow them to transition to higher learning, to workforce, to research, or to better awareness of Samoa and the Pacific.

2. PERSONNEL DATA

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

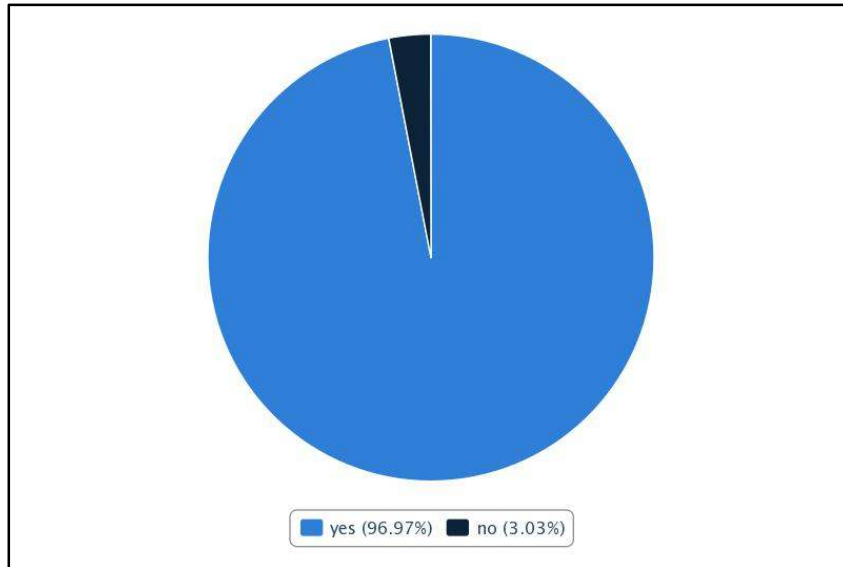


If "no", please explain:

Summarized comments:

- Limited Course Offering/ Lack of Instructors = 15 comments
- Need of Administrative Assistants = 3 comments
- Overload = 1 comment

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

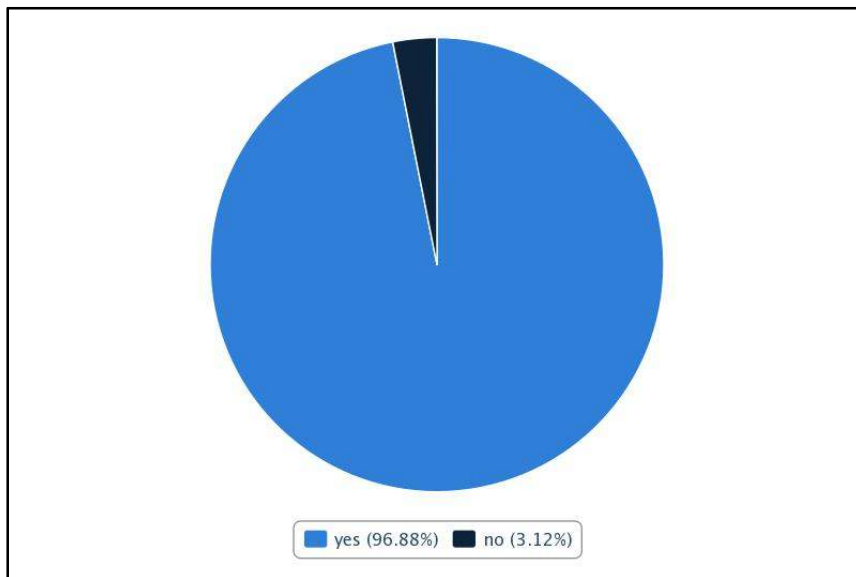


If "no", please explain:

Summarized comments:

- Unsure = 1 comment

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

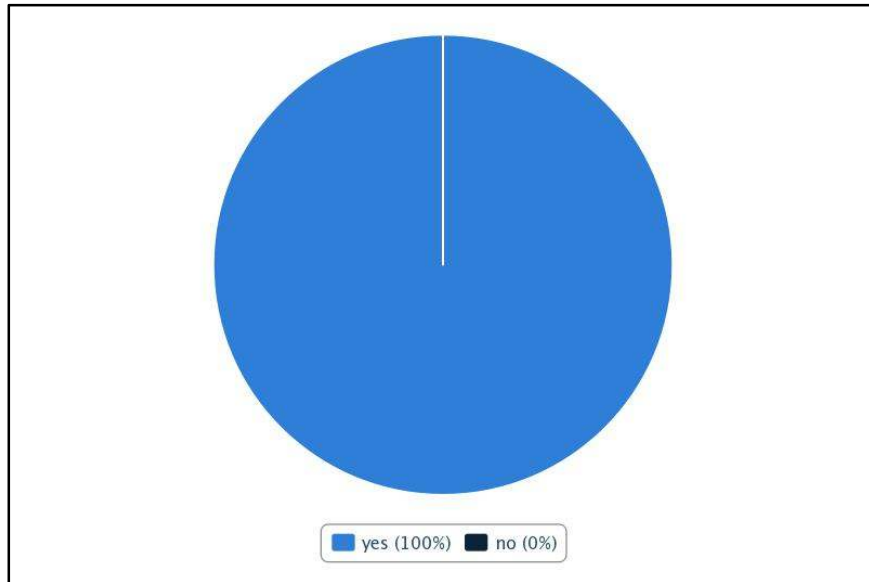


If "no", please explain:

Summarized comments:

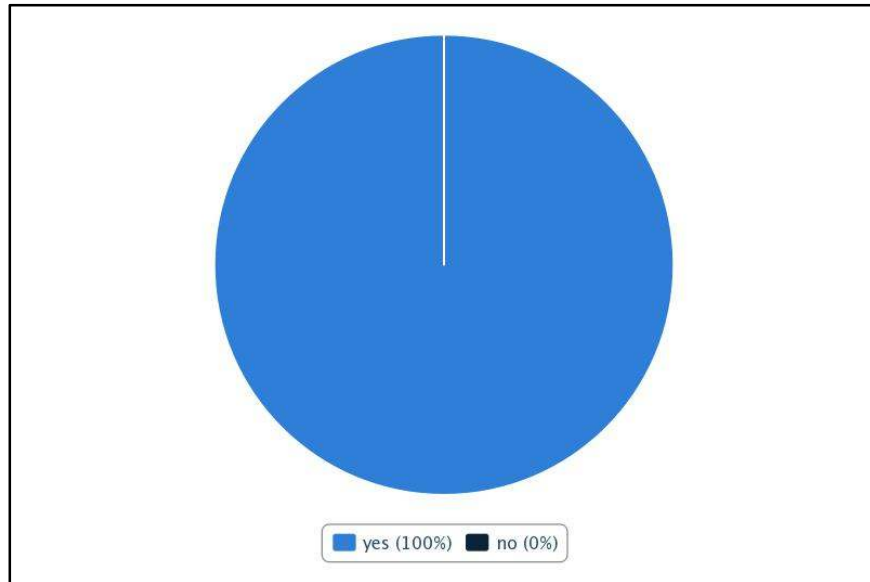
- Access to Files and Updates/ SOPS = 2 comments
- N/A = 1 comment

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

Summarized comments:

- 1 course = 3 comments
- 2 courses = 4 comments
- 3 courses = 0
- 4 courses = 11 comments
- 5 courses = 8 comments
- 6 courses = 3 comments
- 10 courses = 21 comments
- N/A = 1 comment
- Unclear = 1 comment

Degrees, Coursework and other publications:

- Q17
- Degrees, Coursework, and or Publications
- Required for graduation
- AA - University of Hawaii at Hilo BA - University of Hawaii at Manoa MeD - University of Phinoex
- BEd, English Major CTESOL (ESL) MBA
- Doctor of Chiropractic
- Bachelor of Science in Chemistry Master of Science in Education – Literacy in content area
- A.A Liberal Arts B.Ed Primary Education M.Ed Educational Leadership
- Bachelor of Art in Education Master of Art in Education
- Masters in Education University San Francisco
- Masters in Criminal Justice
- BA Political Science M.ED Education emphasis Constitutional Study
- B.Ed in Elementary Education with an emphasis in teaching Social Studies - Univ. of Hawaii - Manoa. (2004) Master of Arts in Teaching and Learning with an emphasis in teaching with technology - Kaplan Univ. (2006) Ed.D - School of Education with a specialization in Educational Leadership and Management. (Capella Univ.; 2010 - present).
- Associates of Arts in Liberal Arts Bachelors of Science in Mathematics Masters of Education in Teaching and Learning
- I have a BS and a Master degrees.
- B.A.ed, M.S.C.P.
- Bachelor of Arts in Computer Science with a minor in Business Administration and Mathematics
- MSCJA Master of Science in Criminal Justice Administration
- B.S, MEd.
- DEGREES A.A. Pre-Liberal Artrs (ASCC) B.A. Music (UHH) M.A. Music (UHM)
- MASTER OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION
- B.Ed in Elementary Education (University of Hawaii) Currently work on M.Ed in Middle and Secondary Level (University of Hawaii) Completion in August 2014
- Publications, not yet.
- Master with emphasize in Mathematics.
- BSN, and working towards MSN/Advanced Public Health Nurse Combined publications with the Pacific Island Network of Nursing Education Directors (PINNED).
- AA in Liberal Arts, BS in Business Administration
- Degree(s): Associates of Science Degree in Forensic Science (completed) Bachelors of Science Degree in Forensic Psychology (pursuing)
- MED, BED, BA, AA
- Master of Public Administration
- MEd Tautala Faasamoa (used in Sam 101)

Other qualifications not listed in previous question:

- Master of Science in Chemistry course completed Certificate in attending modeling physics course (60 hours)
- Police experience and training.
- Professional Teacher I Certificate
- A very experienced math instructor. I am now probably the only one qualify to teach upper level math courses such as Math 260 and calculus, Mat 280 & 281
- Skills as a professional leader from the United States Army.

- PRESENTATIONS 1. International Council for Traditional Music World Conference - University of Scheffield, 2005 2. Service Learning Regional Conference, Portland, OR 2007 3. Music Education Symposium, Nara University of Education - Nara, Japan 2008. Japan Annual Music Education National Conference, Kumitachi Music College - Tokyo, Japan 2008 3. Music Education Symposium, Nara University - Nara, Japan 2011
- N/A
- Passed PPST Praxis I Praxis II
- none
- RN licensed, Certificate of Nursing Education (CNE), Member of the National League of Nursing (NLN#414341)
- Catalog Technician,
- N/A
- 35 years of Business Management; 15 years of fulltime and part-time teaching; 25 years in labor assessment and training programs development and implementations.

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

- Member of the curriculum committee, member of the self study committee Standard 2
- On several sports association boards and previously was an executive member of the National Olympic Committee. Currently a member of the International University Sports Association.

- Self study committee member
- Department Secretary & Treasurer Senator, Faculty Senate
- Curriculum committee and student adviser in the past

- Member of College Senate

- Committe in self study Previously a Senate member

- President of the Faculty Senate at ASCC, Was a member the Asian and Pacific Women's Health Association in Denver, Colorado.
- Faculty Senate Secretary 2014-2015

Divisional Assessment SPR 2014

Academic Affairs

- Chairperson of the Social Science Department (2012 - present) Member of the Curriculum Committee (2012 - present) Head Advisor of the Phi Theta Kappa Alpha Epsilon Mu Chapter of the American Samoa Community College (2010 - present)
- a member of the math advisory committee. I was also involved in student club committees.
- Self-Study Committee
- Computer and Math club, International club, and YWCA
- Sub-Committee 2BII,/ CURRICULUM

- Curriculum Committee, ASAHEC board member, Self study subcommittee member
- Member of - 1. Curriculum Committee 2. Board member of ASCC Research Foundation Advisor for - 1. Alpha Epsilon Mu Chapter of Phi Theta Kappa Honor Society 2. ASCC Glee Club

- SUB-COMMITTEE 2BII CURRICULUM
- Praxis Trainer for University of Hawaii

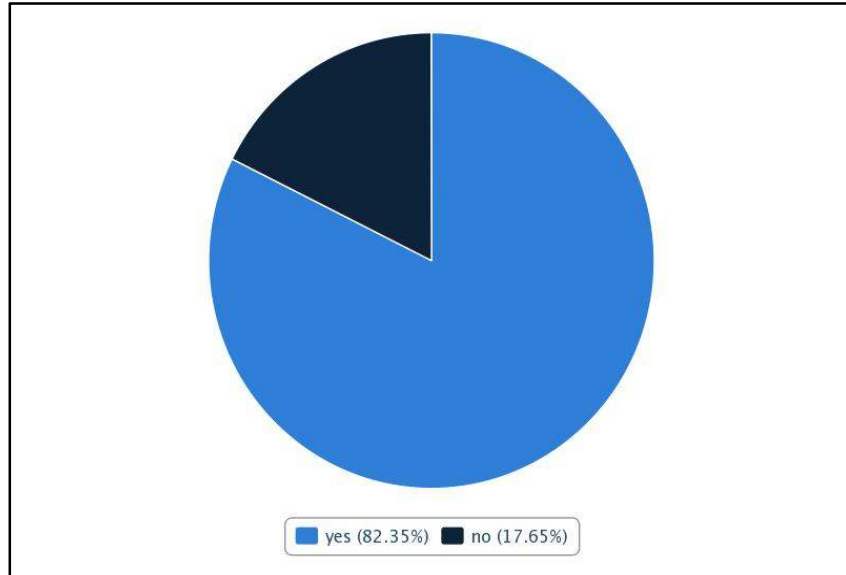
- member of PMET: Preparing Mathematics Teacher to educate teachers.
- Nursing Education ASG Appointee and Member of the American Samoa Health Services Regulatory Board (ASHSRB), Member and Delegate for the National Council of State Boards of Nursing (NCSBN), Member of the PINNED and PIN (Partners Investing in Nursing's Future), Health Educator for community/patient teaching.

- member of Data Collection Committee 2) Club staff adviser for All Saints Club 3) Member of United Brothers Volleyball club.
- Retired but on contract to help out.
- Advisor to Business Ambassadors of ASCC; Member, ASCC Faculty Senate;

- Service Learning Coordinator Christian Club Advisor Church Council Chairperson Christian Education Superintendent Youth For Missions Mobilizers (Pacific Island Missionaries to the Unreached)

4. STAFF DEVELOPMENT

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

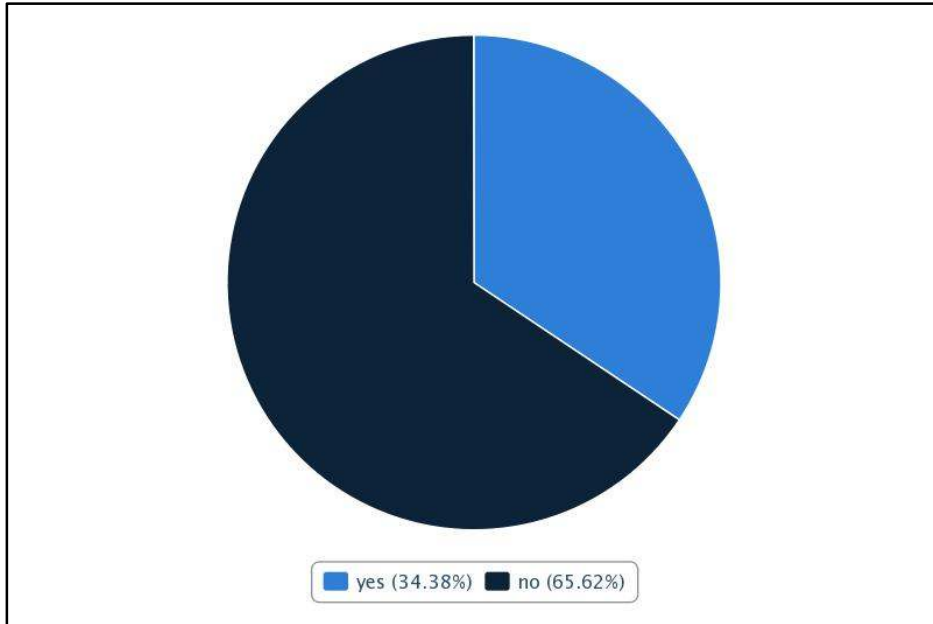


If "no", please explain:

Summarized comments:

- NA = 1 comment
- Unsure = 1 comment
- More training needed
 - Technology = 0
 - Content/ Pedagogy = 4 comments
- SOP (clarity on contractors' participation in Professional Development) – 1 comment

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

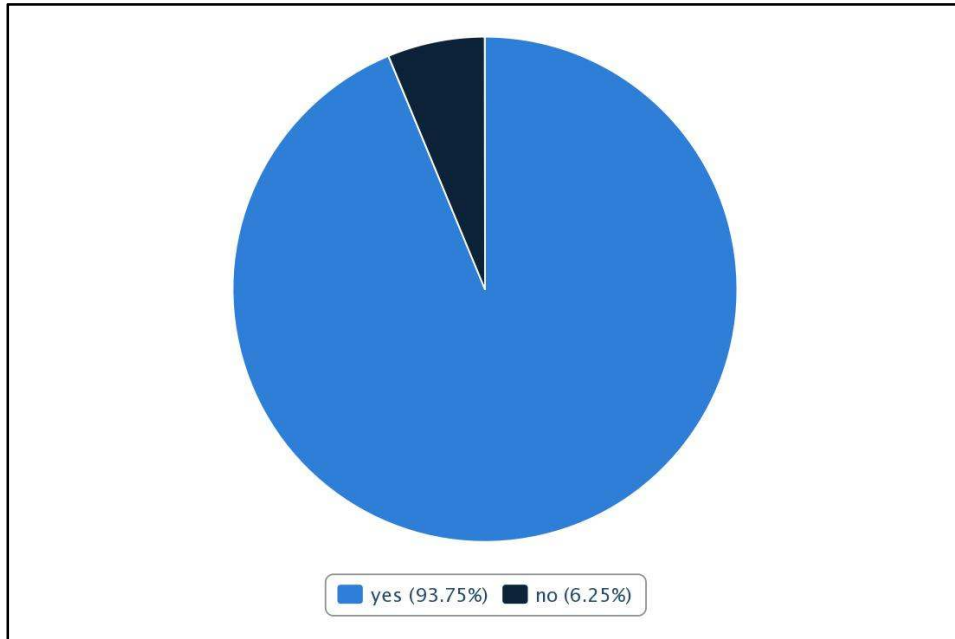


If "yes", please explain:

Summarized comments:

- Unsure = 2 comments
- Assessment = 2 comments
- Technology = 5 comments
- Content/ Pedagogy = 3 comments

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



5. FACILITIES, EQUIPMENT, and BUDGET

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

- The ELI building we are housed in is rat infested, despite the moderate changes that were recently made, many things such as wiring have been damaged and 2 semesters after, we are still unable to get help. We have a lab, after almost 2 years of CAPP, that lab is not utilized as things or parts of equipments are missing.
- The gymnasium is the class room.
- Office space needs to be renovated. Air Condition needs to be repaired and replaced, stairwell needs to be fixed too. It is not Handicap accessible.
- We are located at the ELI department above the college where our offices and classrooms are occupied. Our computer lab will be up an running by the next six weeks
- ELI Building - Faculty offices, classrooms & proposed Lab
- 4 offices each with a computer and one copier for the department. We have 3 working labs
- VP lounge for meetings, classrooms for curriculum meetings, and M-11 for trainings & meetings.
- Four offices and four lecture cum laboratories
- ELI Building Classrooms E1, E2, E3, E4, All 70, 71, 90, & 91 courses are utilizing this building. M12 Building is being utilized by English CAPP 80 & 81 reading and Writing ELI Offices are utilized by the CAPP instructors. CAPP Lad will be in session in the 2nd session 2014 Spring
- We have classroom, offices. We are waiting for our lab.
- Officies located on the 2nd floor main building. classrooms 7, 8, 9, 19, & 20.
- Upper Campus: 1) Nursing Building M-10; AHEC Building M9; Building M M12A, M12B, M12C; ELI classrooms 1, 2, 3, 3b, and 4. 2) Math/Science Complex A1; A5, A14, A17, A30, A35, A40 and A45. 3) East Wing: Rooms 26, 27, 29, 30; Art Building: B8 and Ceramic Lab.
- Classrooms are ok, office emergency needs need to be addressed immediately and not in a two seek waiting period.
- Our social science offices are located in the 2nd floor of the Administrative Building. Most of our classrooms are taught in the Left side Quad area from Rooms 7,8,9 and sometimes Rooms 19and 20 on the Right side Quad coming from the front entrance of the Admin.Building.
- The building that houses the Social Science Department is pretty old and is divided into 5 cubicles with one existing office within the Social Science Department. It is adequate as far as space is considered, but could use some major improvements.
- The classrooms are conducive for student learning. Personnel are comfortable in their offices and are spacious too. The lab is available for everyone to use but on a schedule basis and is subject to revision at the end of each semester. The facilities are adequate to ensure the success of the department's mission.
- math and science bldg.- offices, classrooms and a math lab.
- The classrooms are well done. Our office could use a new air conditioner. But all in all, its good place to teach and work.
- Math Lab, Office, Classrooms, & Library
- We are located on the 2nd. Floor of the Administration Building, Rm. 202, 203
- Room A-14 needs to be thoroughly cleaned. There's too many flies in it. The classrooms are usually dirty and filled with trash by noon. I think that math classes shouldn't be taught in the M-

Divisional Assessment SPR 2014

Academic Affairs

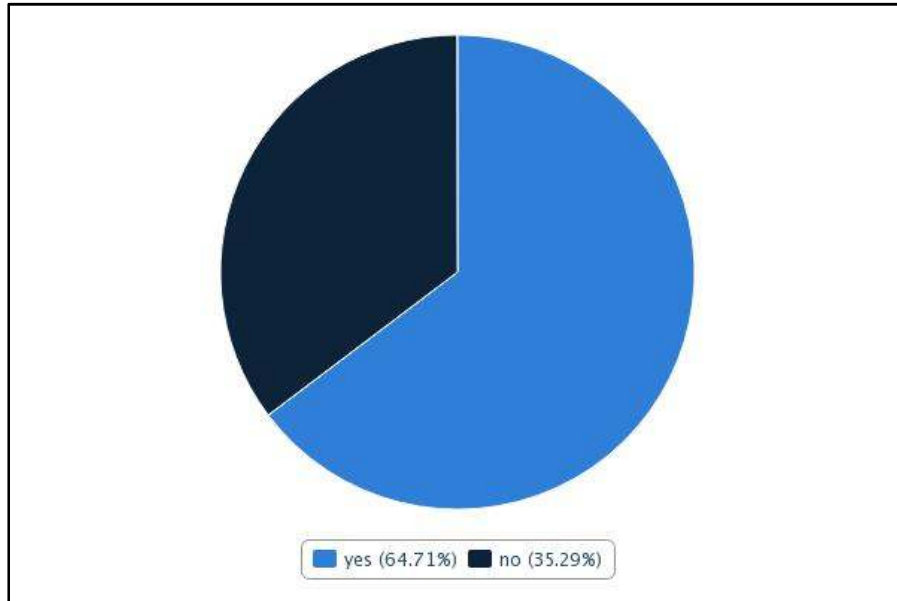
building anymore because of the small boards. If not, replace the boards with bigger ones because most of the boards have room for only one math problem.

- Good
- Our Fine Arts Department occupies rooms 29 and 30 of the East Wing Building, as well as the Art Room.

- LOCATED ON THE 2ND FLOOR OF THE ADMINISTRATIVE BUILDING, RM 202, 203
- Classrooms are equipped with enough student desks and chairs. It also has air conditioning in the rooms. A few rooms such as E2 & E1 need another unit for each one because it gets too hot during the afternoons. Classrooms can benefit with new whiteboards. The current boards are dirty and makes it illegible when teacher writes on the board. We now have a computer lab that is furnished with 40 laptop computers, 21 tables and chairs. The lab has a realistic program to assist students with their developmental skills. I think the whole CAPP buildings can use a new coat of paint considering there has been renovations done on the building and all the paint on the walls do not match. The computer lab needs a smartboard and projector so that CAPP instructors can use the Lab for instructional use.
- Most of them are not kept clean and our office needs vacuum at least once a semester.
- Classrooms sizes are adequate for our purpose. Our office need minor improvements such as storage space and regular maintenance.
- classrooms, labs, office,
- Classrooms and labs are small and cannot accommodate more than 14 students comfortably.
- All in good and adequate condition.
- Being part of the Science department as the Science Lab Technician, the rooms that are often occupied by our Departments include A-45, A-30, and A-17. The faculties offices are situated around the same area the courses are taught in that it is convenient for the students to seek assistance when needed. However, my office is situated with the office of Academic Affairs but does not limit my presence during lab hours in the aforementioned classrooms.
- I have office which suffice enough. I use 3 different classrooms to teach classes. We need to fix the smart board in our math lab.
- Quad Rooms 20 and 23 (Business Department Computer Lab)

- We occupy the old library which is divided into 4 classrooms, computer lab, faculty offices, and end part for SSS program.

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



If "no", please explain:

Summarized comments:

- AC = 1 comment
- ADA Accessibility = 2 comments
- Smartboards = 2 comments
- Lighting = 1 comment
- Classroom renovations = 2 comments

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

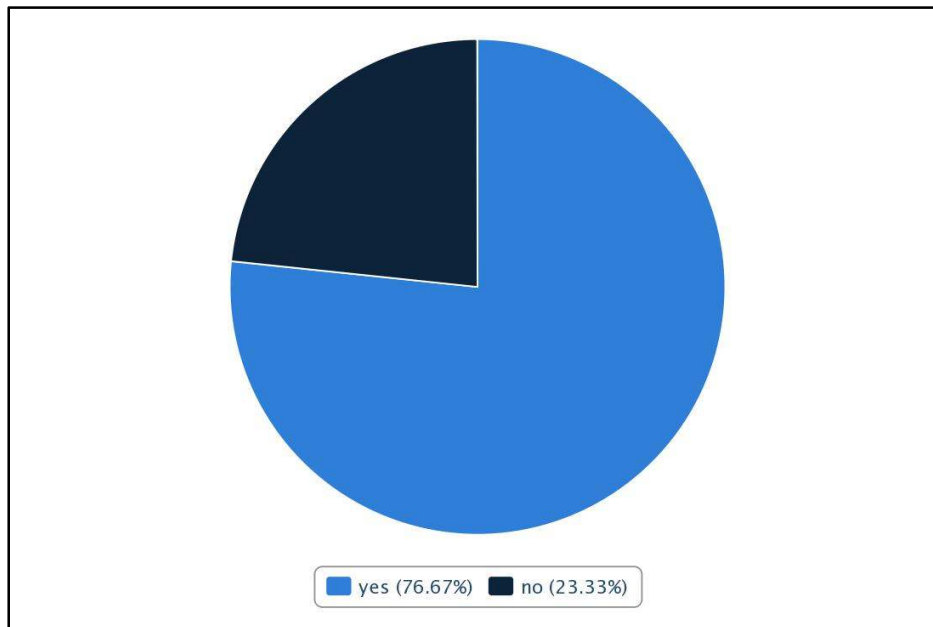
- We have 2 xerox machines and we have to wait forever to get toner. Since we serve the largest population and received a sizable grant, I am baffled as to why we don't have the equipment we need.
- Currently because of the distance between here and the mainland equipment orders take quite a long time before arrive. But other than that there is adequate equipment to run
- Computers are adequate. Printers are adequate, but not cost efficient.
- We use smart boards, xerox machines, copy machines, computers. They adequately support our program and department.
- Computers for each faculty 2 Laptops 2 Printers/Photocopiers 2 Smart Boards
- Chemicals, scales, glass wear
- smart board (adequate) copier (adequate)-need for another copier to assist all departments desktops(adequate) projectors(adequate) laptops(adequate)
- Lab equipment, technology equipment such as laptops, computers, printers and projectors
- Computers Printers Xerox Machines Office Phones Lap Top Smart Boards and wires are all utilized in this department and are adequate
- Still waiting for lap tops for our computer room We have xerox, computers, a dept. lap top, and printer.
- Computers and laptops are available within the department, projector are available from MIS.
- Smartboard 2) Moodle 3) LCD Projectors and laptops There is still a need for more LCD projectors and laptops
- The computer is fairly slow. My college e-mails from last year was only received yesterday ..A 136 e-mails.
- All of the instructors have desktop computers, desks and chairs. All have cabinets (book shelves, filing cabinets,keys,phones,ac's in the offices)Most of us use the laptops and projectors (MIS)sometimes use the Smartboards (since only one wire,all must collaborate to take turns)
- We have access to a smart board (1) that is in Room 9, as well as two laptops that we all use at any given time for instructions.
- The department uses the Math Lab once or twice a week. All equipment are to be stored in the chairperson's office for safety reasons. The two offices for the Math personnel have access to printers and the new xerox machine. Office supplies such as expos markers, permanent markers, pal pens, stablers, and xerox papers are provided by the institution. It lasts for the whole semester.
- equipments: the only copy machine that works now is the one in the chairperson's office. If copies of tests and etc. need to run and his office is locked, then I have to run around to find a machine. My computer printer was low in ink and I had already submitted a request for one thru proper channels and as of now I still have not yet received one. I submitted a request about almost two months now. I even called the procurement office and I was told to call Cherie but like I said above that I already went thru proper channels.
- Projectors, Smart boards, and showing educational videos.
- Computer Labtops , need to clean viruses. The Smart Board is there, but does not work.
- adequate, but not for long
- The computers need to be updated and a computer technician needs to check on the math trek laptops at least once a month. Proper maintenance will help these computers last longer.

Divisional Assessment SPR 2014

Academic Affairs

- Powerpoint Projector, DVD/Video player, Laptop
- Our department depends a lot on musical equipments that needs to be upgraded.
- INADEQUATE
- I believe all classrooms need to be equipped with smartboards. We are teaching 21st century learners and in the age of technology. I think it would encourage more active learning and engage more students to use a medium that is of more interest to them. Our department has 1 smartboard in E3 and another in M 12 B.
- Computer, projector, TV and smart-board, very helpful.
- Laptop: Adequate Smart-Board: Adequate Desktop computers: Adequate T.V and VCR: Adequate
- Smart Board: Its been there for almost 2 years but eventually were not using it.
- Hospital beds, vital sign machines requires specialized maintenance or purchase new as needed. Number of computers are adequate for the current number of students.
- Smart Board, Projector, Laptops, and Ipads. All listed equipments are in adequate condition.
- Laptops, microscopes are mostly used to enforce concepts learned during lecture. Supplement equipments, such as dvds, are also used some times during lab hours. In addition, numerous lab equipments are used at certain times to match lessons during lecture times.
- I have a computer and a printer which are adequate for my work.
- Computer systems installed in office and computer lab can handle the need for now. However, because printing is required for many of the classes, the problem is not having printers, but sustaining these printers with supplies. In many incidences, due to either limited budget or lack of supplies, the printers sit idle.
- Now we have a Computer Lab with 40 computers. 2 Smart Boards (E3 & M12B) 2 laptops 1 xerox each instructor has a desktop & 1 heavy duty printer for all instructors

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

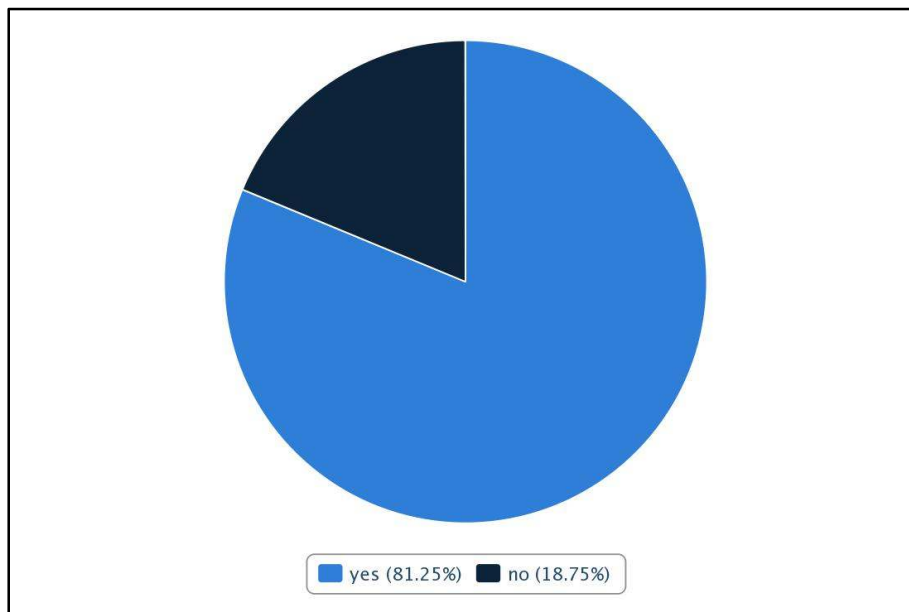


If so, please list and explain:

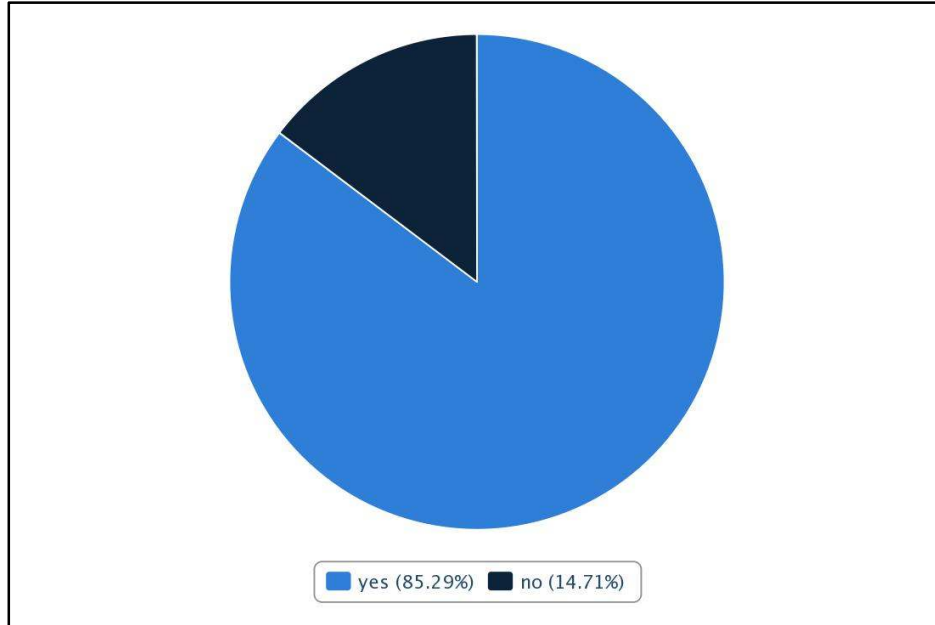
Summarized comments:

- Smartboard = 5 comments
- Classroom Renovations = 6 comments
- Toner Cartridges = 1 comment
- Laptops/ Computers / hardware= 5 comments
- Lighting = 1 comment
- Projector = 4 comments
- Lab Resources = 1 comment
- Xerox Machine = 1 comment
- Moodle = 1 comment
- NA = 2 comments
- Furniture = 1 comment
- Unsure = 1 comment
- AC = 1 comment

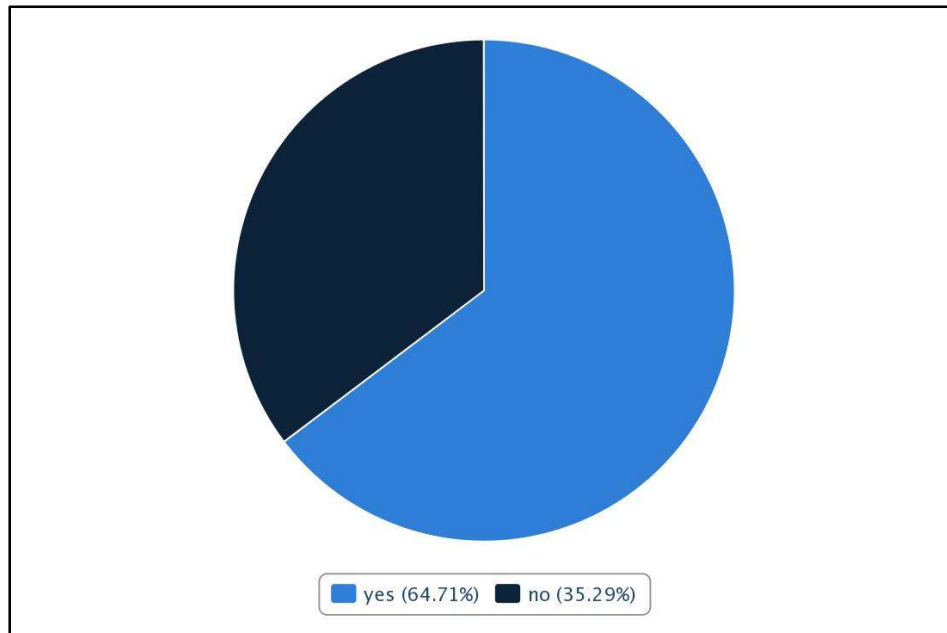
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



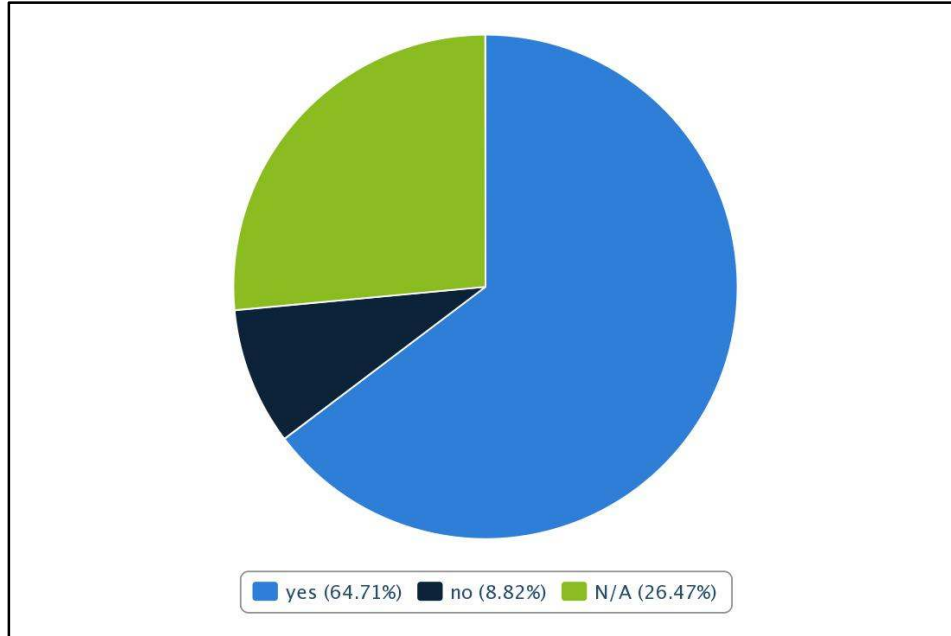
Are the physical facilities accessible to persons with disabilities?



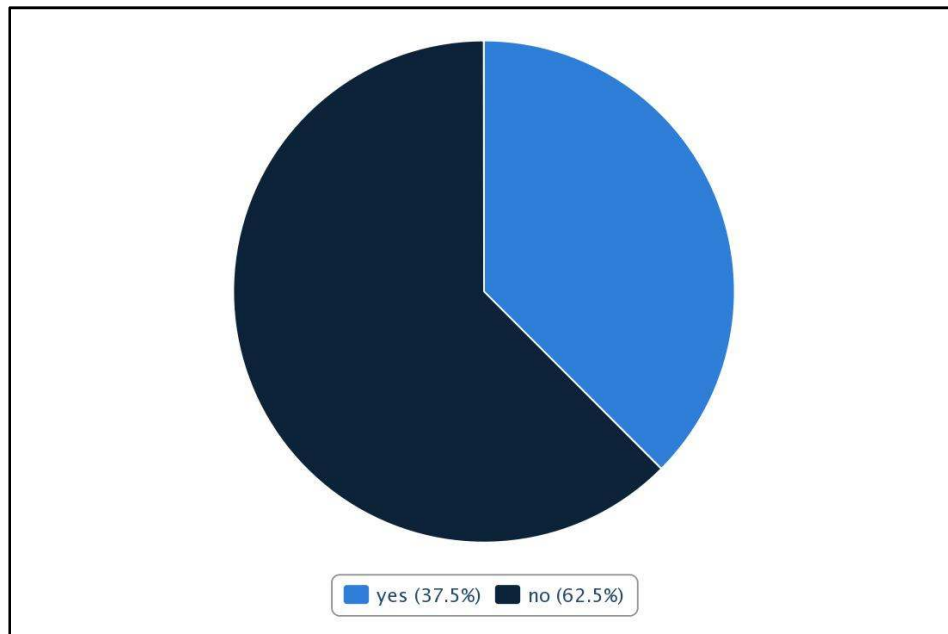
If "no", please describe below what is needed to make your area accessible.

- Doorways and hall is too narrow for people using wheelchairs, both for the ELI building and M-12. We had to re-locate our classes down to E-2 because parents were complaining.
- There are stair but no ramps. People with wheel chairs and people with difficulties in walking have a very hard time going up stairs. There needs to be ramps.
- No elevator, office is on 2nd floor
- Need ramps entering each class for wheel chairs. Pipe fence to each building so blind students can hold on to railings to guide them to their classes. This is just a suggestion.
- No access to the second floor for persons with disabilities.
- Persons with disabilities are still experiencing hardships accessing facilities (doors are too narrow, classrooms are located where one to one assistance is required.
- There are no ramps leading to the academic office, nor to the Social Science Department, Language & Literature Dept. or to the Vice-President of Academic and Student Affairs office.
- The office I work in has no ramp or elevator accessible for students in wheelchairs.
- ramp
- Its hard for students with disability to access the rooms in the M-building. The sidewalk and the route is too narrow.
- Only to certain rooms within the buildings, small hallways within the buildings are too narrow for wheelchairs.
- We have to move one of our classes to TED 1 to accommodate a student in wheelchair. The parents complained because the area outside E Building and M12 are difficult to maneuver the wheelchair.

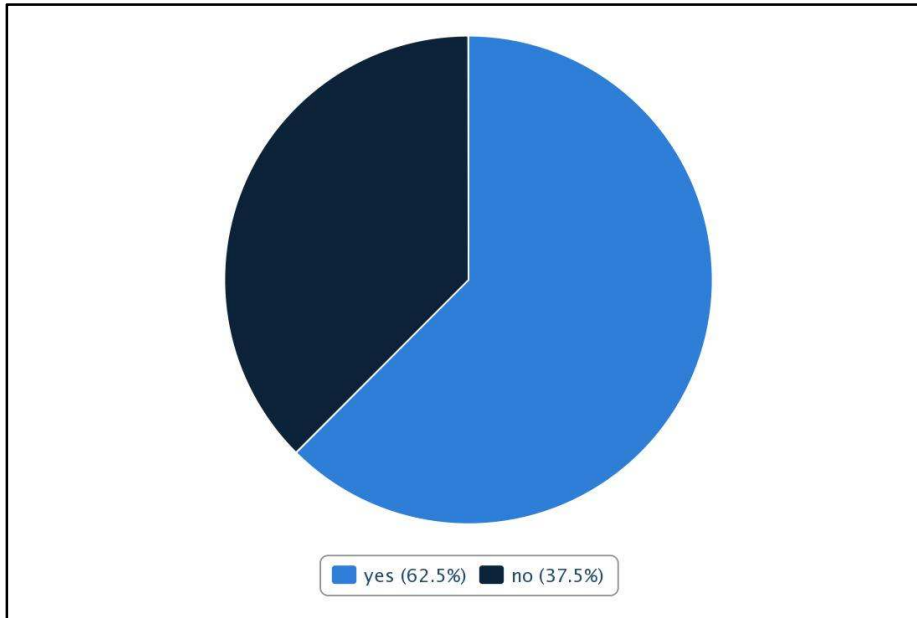
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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



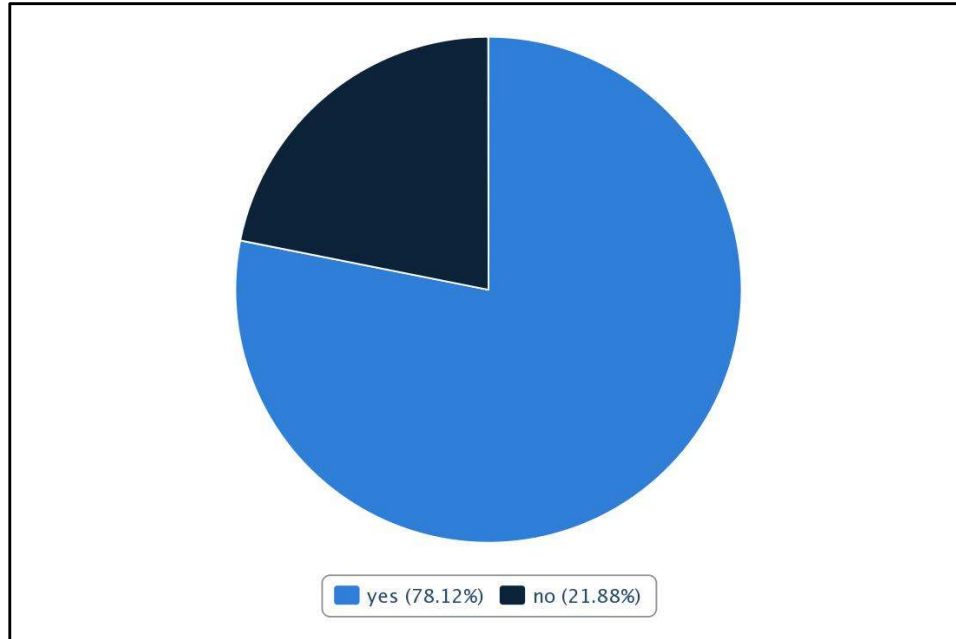
If "no", please explain:

Summarized comments:

- No access to budget information = 6 comments
- Need more funds = 6 comments

6. TECHNOLOGY and LIBRARY

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



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

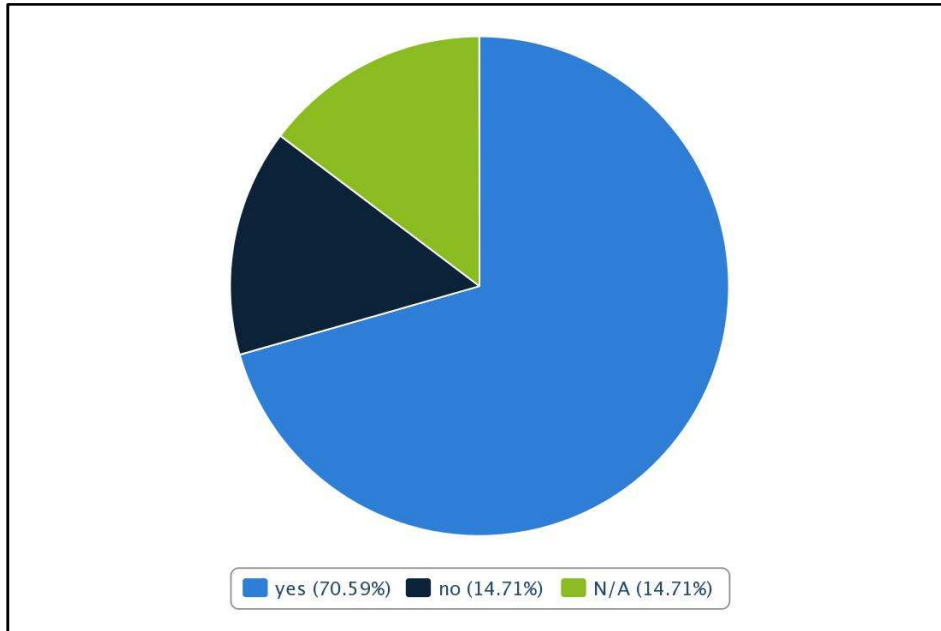
Summarized comments:

- Smartboard = 14 comments
- Moodle = 8 responses
- Computers = 1 comment
- Projector = 2 comments
- Compliance Assist = 3 comments
- Datatel = 3 comments
- Webmail = 6 comments
- Math Lab = 1 comment
- Silver light = 1 comment

Training Areas :

- Smartboard = 1 comment
- Moodle = 3 comments

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



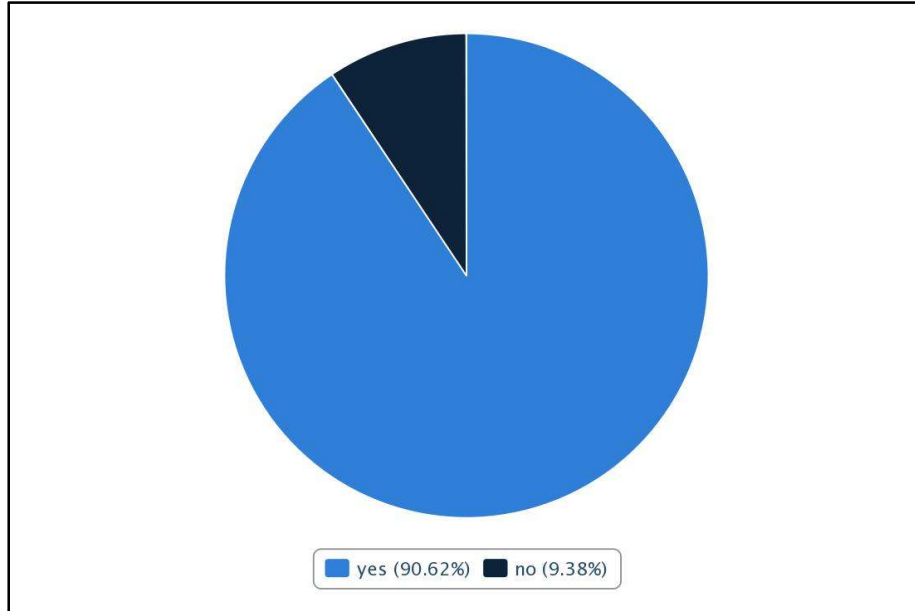
If "no", please explain:

Summarized comments:

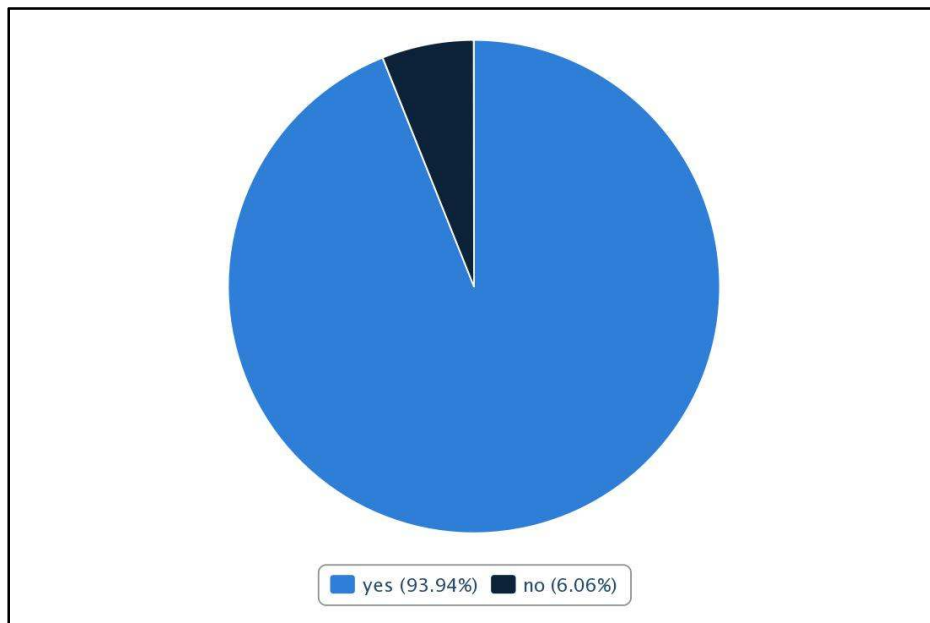
- Extension of hours in the evening = 6 comments
- Computer Access = 1 comment

6. EVALUATION AND IMPROVEMENT

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



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



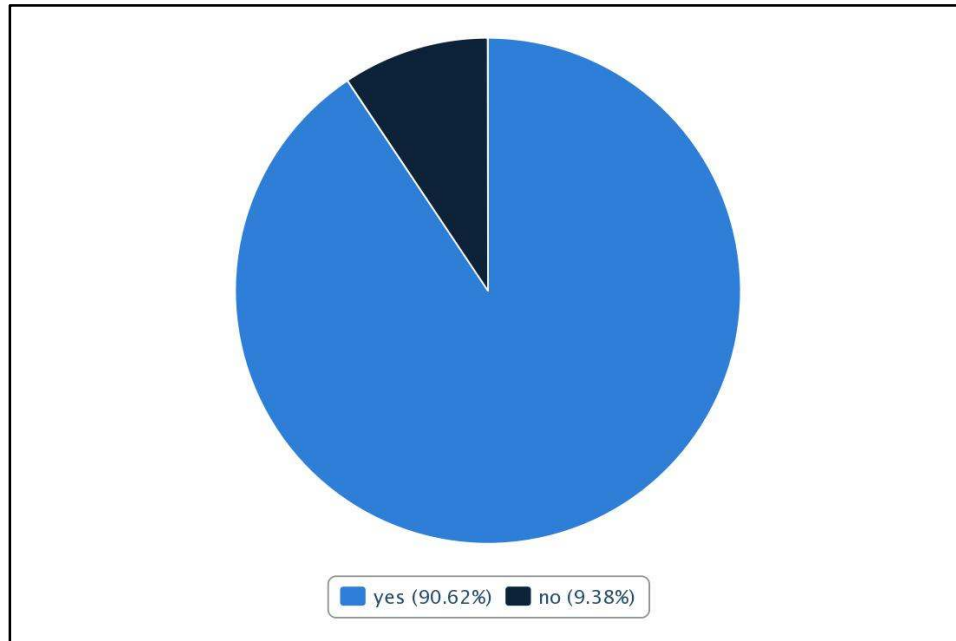
Divisional Assessment SPR 2014

Academic Affairs

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Average Score
Annual Reports	5 (16.67%)	1 (3.33%)	9 (30%)	11 (36.67%)	4 (13.33%)	34	3.27 / 5
Quarterly Reports	3 (10.34%)	2 (6.9%)	11 (37.93%)	10 (34.48%)	3 (10.34%)	32	3.28 / 5
Bi-Weekly Reports	2 (6.9%)	7 (24.14%)	10 (34.48%)	7 (24.14%)	3 (10.34%)	32	3.07 / 5
Student Learning Outcome Reports	5 (15.62%)	2 (6.25%)	5 (15.62%)	12 (37.5%)	8 (25%)	40	3.50 / 5
Institutional Strategic Plan	4 (13.79%)	4 (13.79%)	9 (31.03%)	8 (27.59%)	4 (13.79%)	33	3.14 / 5
Performance Evaluation	6 (18.18%)	1 (3.03%)	4 (12.12%)	15 (45.45%)	7 (21.21%)	40	3.48 / 5
Institutional Program Review	3 (10.34%)	0 (0%)	10 (34.48%)	9 (31.03%)	7 (24.14%)	36	3.59 / 5
Course Evaluation	5 (15.62%)	1 (3.12%)	3 (9.38%)	15 (46.88%)	8 (25%)	40	3.63 / 5
Student Satisfaction Survey	6 (18.75%)	2 (6.25%)	3 (9.38%)	15 (46.88%)	6 (18.75%)	38	3.41 / 5
Fact Sheets/ Books	4 (13.33%)	3 (10%)	11 (36.67%)	10 (33.33%)	2 (6.67%)	32	3.10 / 5
							3.35 / 5

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

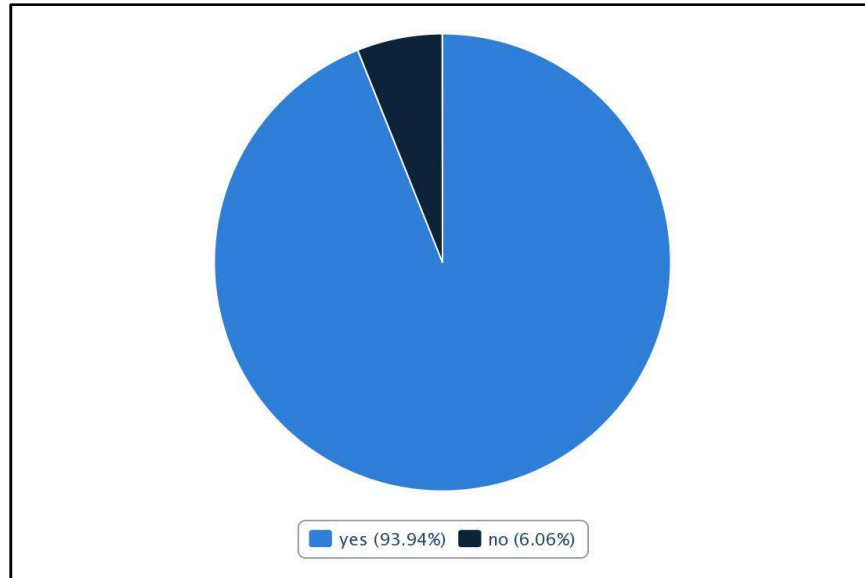


If yes, describe some recent improvements that have come about in response to needs identified through these evaluation processes.

- We revised our PLO's from 12 to 5.
- Because there are new processes available constantly, the evaluation process assists in this to change if need
- Changes in Curriculum (Update) Library has more students visiting
- Time spent on, for example, the conversions used in physical science has been increased since our assessment of this course has shown a marked weakness in this area.
- Biennial review of catalog, revision of Course/program approval forms, revision of program learning outcomes, initiating standard operating procedures, ongoing assessment of student learning outcomes at all levels.
- We evaluate the skills in the reading courses through the students weaknesses and strengths. From there, we decided which skills were important to be covered in each reading level 70, 80 & 90. We chose particular skills where students needed to master in the individual reading course before they move up to the next level. It seems to be working out for the program. We have yet to see at the end of Spring, then we will look into other ways to improve our program.
- We evaluate and make changes for improvement

- Having more access to more computer labs and the availability of student services.
- Better assessment methods based on the needs of the students.
- Yes, the increase in the number of facilities as well as the revision in the program outcomes for some degrees and certificates.
- the instructors aware of what we need to do for improvement.
- Learning to use the new GEO assessment to address the student learning outcomes.
- I think that is how the CAPP program began. And now, the number of lower math students has improved.
- Able to work utilizing other techniques and approach to better improve my teaching skills
- INCREASE NUMBER OF STUDENTS ENROLLMENT
- I am not sure. I am recently employed.
- Yes, particular for the ENG 150, some students believe that the reading was too much, so I kind of readjusting the reading. however, I found out that is was not the case, students just didn't do the reading because most of them are taking 15 units or more. Overload.
- Course content, assessment rubric and evaluation are aligned to ensure that our SLOs and CLOs for courses are achieved with standards. Students' evaluations have provided feedback on areas we need to improve. These evaluations are also valuable for our continuous developments and how we can accommodate students' needs.
- -leaning objectives met by most of students. -course learning outcomes improved.
- The evaluation process assist faculty to identify problem areas that needs improvement, and students' performance midterm and final evaluation.
- More Professional development for Instructors (Moodle training and smart board training)etc.
- Prior request were put forth in getting a better desk and chairs for the students and it was granted. The classrooms also lacked air ventilation in the chemical storage rooms and it was granted. However, there were some storage room needs that were not met and was somehow completed and provided by the department themselves via money from their own pockets.
- Initiation of CAPP
- NO: We need to know what the evaluation outcomes are. Assessments are useless when feedback to specific offices and departments are not provided in direct manner. Any flaws that need to be addressed must be brought to attention of specific department instead of announcing these in general fashion where all or some departments meet. They must be delivered directly to affected departments.
- With new change in CAPP - from one semester to 2 six-week sessions, evaluation is vital to such a change. We revamp the program to suit the time period and to provide extra support to students repeating the same level once or twice. The computer lab is one of those changes.

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



What steps are taken when an outcome is not achieved?

- We dialoge in dept. meetings, we look at strengths and weaknesses of an outcome, teachers make recommendations to the outcome.
- There is a need to either adjust the teaching process or adjust the outcome.
- Review outcome to upgrade or delete obsolete items.
- see number 30 above
- revisit curriculum and course/program learning outcomes. identify intervention programs.
- Re-teach, and re test. Provide different methods of assessment
- For one, I have explained it in number 30 and we can depend on our data.
- Evaluate, assess, and make changes
- I am not aware of any.
- We review the reasons as to why an outcome was not achieved and through these discussions we collaborate as a team to revise this outcome so that it may be achieved.
- Review and evaluate the needs and the methods used during a departmental meeting and then forward to the Curriculum followed by the proper protocol in following requests.
- make changes in the instructor's teaching strategy to make sure that the outcome is achieved.
- I'm not sure
- The math department met to discussed the outcomes and than we discussed ways or ideas to serve the purpose.
- Back to the drawing board.
- We change the outcome.

Divisional Assessment SPR 2014

Academic Affairs

- RE-VISIT THEM AGAIN AND LOOKING IT FROM A DIFFERENT PERSPECTIVE
- I am not sure. I am recently employed.

- Personally, I vary my methods of delivery to include hands on; ei. class work, group work and individual projects. I also consult with my colleagues resources that work for them.
- -have students to retake the course and attend tutorial session thoroughly. -trying to assist students of completing the assignments seriously.
- Meet with faculty and adjunct faculty to discuss the problem and what steps to take. Lastly, the advisory committee becomes involved as needed.
- Re-analyze within Curriculum Committee and standards are set based on an agreement within the committee.
- N/A
- Make modification to new approach.
- Corrective action simply involves identifying strategies to upgrade, modify, and redirect resources needed to meet the needs of class requirements, especially in areas that have not achieved stated outcomes.

- We look at the content and materials of the course and the methods used by instructors. Discussed together as a department ways to improve course outcomes.

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

- Changes made to the Program in the catalog.
- n/a
- Accreditation has been achieved. Bachelors Degree courses is now being offered. More lab facilities provided. More tutorial services provided.
- total renovation of the facilities, an active Marine science program with a ongoing science symposium each October
- Completion of General education outcomes process Processes are in placed for assessment of student learning outcomes at all levels. Make sense of the student achievement data. Initiating standard operation procedures Alignment of course outcomes to program and institutional outcomes with assessment instruments identified. Closing the loop for assessing student learning outcomes at all levels. Associate of Arts/Science have set requirements to satisfy General Education, core foundational requirement, and co-foundation/program requirements.
- Renovations were done during the last two years. National level research internship programs and local college Science symposium.
- Passing of students have been increased for the last couple of years.
- Not sure.
- Not sure what this question means.....
- N/A
- The increase in the number of students passing the CAPP courses as well as regular Math courses required for the completion of a certain degree. The shift in leadership within the

department due to the promotion of the former chairperson to become the Dean of the Academic Affairs and the influx of new instructors to fill in the gap; some were alumni of the institution. Solid background of the personnel within the content is also a significant change that will continue to produce similar results in the past 3 years.

- The CAPP students have greatly learned a lot of the basic math skills to enhance the transition to college level math courses. Some of the ASCC graduates have come back and be able to teach math here at the college.
- I'm not sure. I'm still a rookie teacher.
- All I know is that, the Remedial Math (80 & 90) has improved ever since the CAPP was introduced. The students are more aware of what they learned so that they can move up fast and graduate in 2 years or less (1 1/2 years).
- Well, there is a number of increased in student enrollment within the Criminal Justice Program, and continue to increase the number by the semester.
- N/A
- AGAIN, A RESULT OF INTEREST IN THE PROGRAM. A LOT OF STUDENT WHO ARE FINDING A INTEREST IN THIS FIELD.
- I am not sure. I am recently employed.
- An as English instructor, I expect my students to meet the expectation of each course, nothing less. to me, effort is paramount. I believe that our department must operate uniformly in our teaching approach.
- We are currently working on our second literary evening which is an opportunity for students to showcase the highlights of their exposure and commitment to literature to their parents and the community.
- This program called CAPP is an example of one of significant result from Math perspective view. And according to the data collection from the previous year, the results showed that the percentage of students passing both Math 80 and 90 extremely exceeded the percentage of students who did not passed these math courses.
- Community service to the community on Tutuila and Manu'a to provide health education needs through field work, health fairs, school visits to reduce/prevent the number of deaths by non-communicable disease within the territory. Graduates passing their NCLEX providing more licensed nurses to LBJ and DOH. Graduates who do not pass at first try are employed as nurse aides to provide manpower at this time of shortage. Initiated the first cohort nursing program MOA between ASCC and UMFK online RN to BSN program for RNs in the territory.
- Academic Affairs has improved within the past three years. Instructors have been equipped with technology equipment such as the smart board and other office equipments.
- N/A
- The department has fully staff with young graduate from college who have content area background.
- Not important.
- Most of our students complete their degrees and move on to higher education or work locally to support families.

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

University Center for Excellence on
Developmental Disabilities

Divisional Assessment SPR 2014

University Center for Excellence on Developmental Disabilities

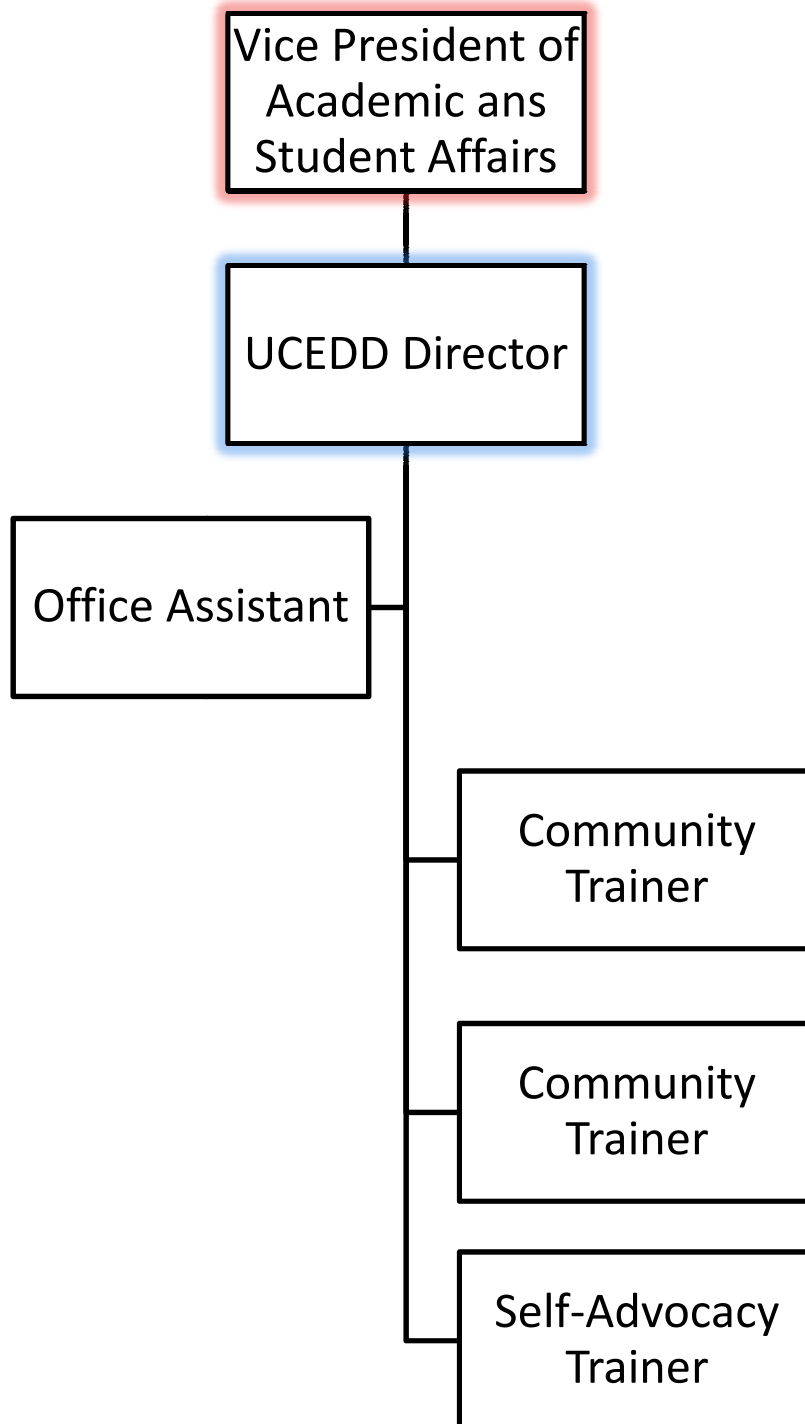
University Center for Excellence on Developmental Disabilities Mission

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

UCEDD Administration

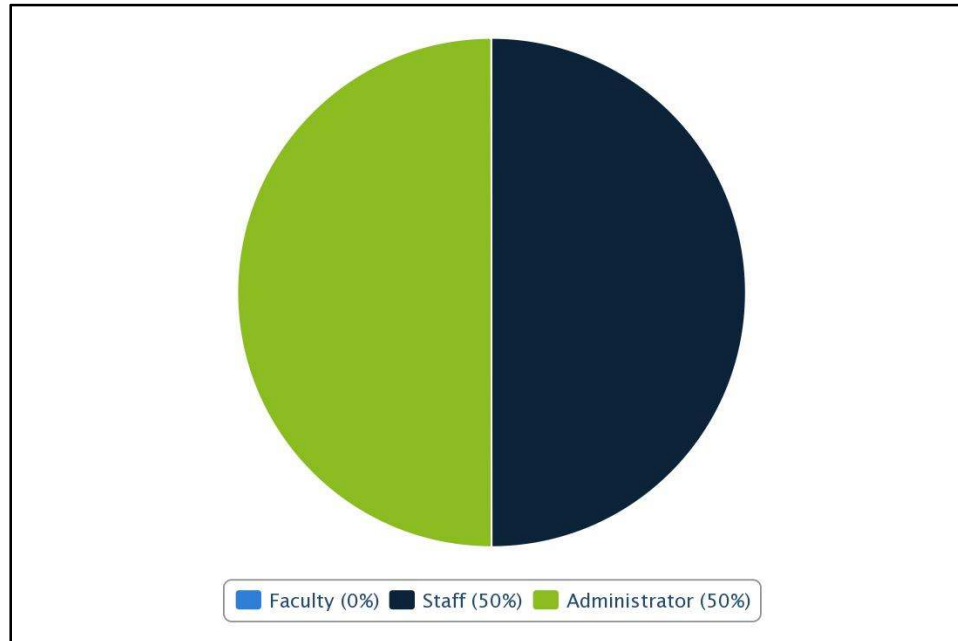
Director	Tafa Tupuola
-----------------	---------------------

UCEDD Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- Assure that individuals with developmental disabilities of all ages and their families participate fully in activities that will design and promote self-determination, independence, integration and inclusion in all facets of life in American Samoa. The UCEDD will ensure the delivery and purpose of the Developmental Disabilities Act through culturally competent activities.
- The University Center for Excellence on Developmental Disabilities assures that individuals with developmental disabilities of all ages and their families participate fully in activities that will design and promote self determination, independence, integration and inclusion in all facets of life in American Samoa. The UCEDD will ensure the delivery and purpose of the Developmental Disabilities Act through culturally competent activities.
- UCEDD assures that individuals with developmental disabilities of all ages and their families participate fully in activities that will design and promote self determination, independence, integration and inclusion in all facets of life in American Samoa. The UCEDD will ensure the delivery and purpose of the Developmental Disabilities Act through culturally competent activities.
- Assure that individuals with developmental disabilities of all ages and their families participate fully in activities that will design and promote self-determination,

independence, integration and inclusion in all facets of life in American Samoa. The UCEDD will ensure the delivery and purpose of the Developmental Disabilities Act through culturally competent activities.

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

- Goal I An interdisciplinary approach to teaching and learning is used in pre-service preparation and continuing education, early intervention, employment, and healthcare services thus increasing the holistic perspective on working with individuals with DD as measured through post participation. Goal II Communities are accessible and respond to the needs of individuals with developmental disabilities and their families and are enriched by active participation and contribution of the disability community. Goal III Research-based practices and policy analysis findings are used in serving people with developmental disabilities. Goal IV Research based information practices related to individuals with developmental disabilities and their families are widely disseminated (across the region) thus increasing awareness and knowledge of individuals with developmental disabilities. Increasing community awareness of UCEDD and its resources provided.
- Goal I An interdisciplinary approach to teaching and learning is used in pre-service preparation and continuing education, early intervention, employment, and healthcare services thus increasing the holistic perspective on working with individuals with DD as measured through post participation. Goal II Communities are accessible and respond to the needs of individuals with developmental disabilities and their families and are enriched by active participation and contribution of the disability community. Goal III Research-based practices and policy analysis findings are used in serving people with developmental disabilities. Goal IV Research based information practices related to individuals with developmental disabilities and their families are widely disseminated (across the region) thus increasing awareness and knowledge of individuals with developmental disabilities. Increasing community awareness of UCEDD and its resources provided.
- Goal 1: An interdisciplinary approach to teaching and learning is used in pre-service preparation and continuing education, early intervention, employment, and healthcare services thus increasing the holistic perspective on working with individuals with DD as measured through post participation. Goal 2: Communities are accessible and respond to the needs of individuals with Developmental Disabilities (DD) and their families and are enriched by active participation and contribution of the disability community Goal 3: Research-based practices and policy analysis findings are used in serving people with developmental disabilities Goal 4: Research based information practices related to individuals with DD and their families are widely disseminated (across the region) thus increasing awareness and knowledge of individuals with DD. Increasing community awareness of UCEDD and its resources provided.
- Goal I An interdisciplinary approach to teaching and learning is used in pre-service preparation and continuing education, early intervention, employment, and healthcare services thus increasing the holistic perspective on working with individuals with DD as measured through post participation. Goal II Communities are accessible and respond to the needs of individuals with developmental disabilities and their families and are enriched by active participation and contribution of the disability community. Goal III Research-based practices and policy analysis findings are used in serving people with developmental disabilities. Goal IV Research based

University Center for Excellence on Developmental Disabilities

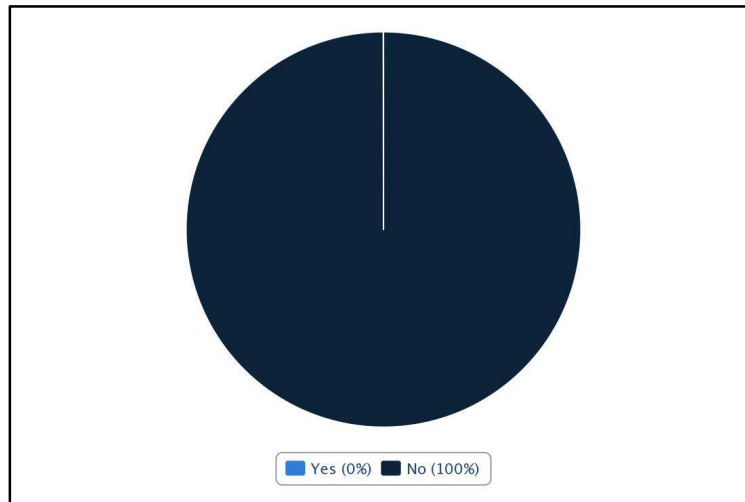
information practices related to individuals with developmental disabilities and their families are widely disseminated (across the region) thus increasing awareness and knowledge of individuals with developmental disabilities. Increasing community awareness of UCEDD and its resources provided.

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

- Through interdisciplinary training, pre-service and continuing education, training, and technical assistance, the UCEDD is able to enhance and build local capacity in specialize fields such as special education courses, abuse and neglect presentations, emergency preparedness workshops, and etc. Building capacity in these various fields supports the successful entry into the workforce. Research identifies best practices that is culturally competent and disseminate to various development disabilities network locally and off-island. This also promote how to enhance quality of services to that encourages self-determination, independence, integration and inclusion in all facets of life in AS.
- UCEDD supports by providing services and assistance to people with disabilities to promote equal access and achieve their goals in life and help build a better American Samoa.
- UCEDD fully supports ASCC's through our mission and outcomes by providing support and services (through programs, trainings/workshops, research data, etc) to individuals with DD to enable them and their families to be educated/informed who achieve and are independent individuals who contribute to the well being of American Samoa and its people.
- Through interdisciplinary training and degree programs, technical assistance, and community service UCEDD is able to build local capacity that are prepared to successfully enter into the workforce. Research and dissemination of information identifies and deliver best practice methods that are designed in a culturally competent manner to promote self-determination, independence, integration and inclusion in all facets of life in American Samoa.

2. PERSONNEL DATA

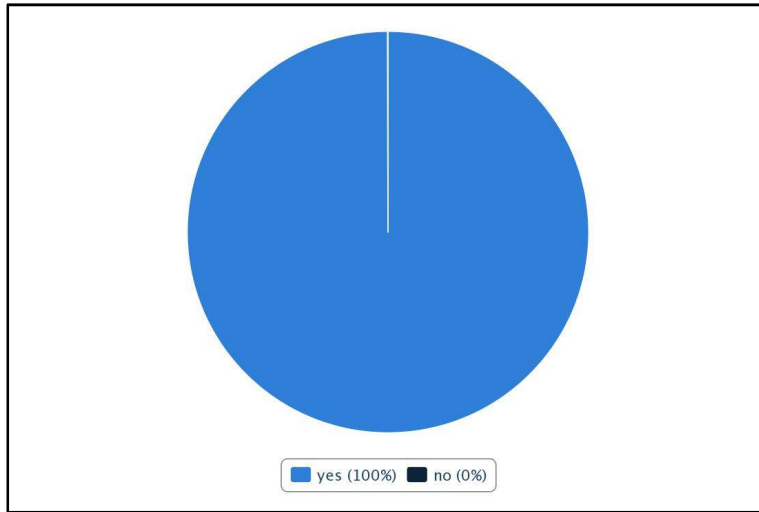
Is the number of personnel adequate to support your Dept/Prog/Div?



If "no", please explain:

- I am currently sitting in 4 Self-Study committee's so quite a bit of time is taken to participate. Although it is imperative that UCEDD staff participate in institutional committee's, however, additional staff is now needed to ensure program operations are continuous.
- Need more people to help with the work load and office needs
- UCEDD provides tremendous amount of support to our community and would require more than 2 personnel to deliver the services as well as attending and providing technical support to other government/private agencies and the community.
- Participating in 4 Self-Study committee's in very time consuming considering being paid from Grant. However, it is critical for Grant personnel to participate in various self-study committees to self-evaluate "how grant program" meet the mission of the institution. With the critical need to participate in the committee a need to hire additional staff to meet the demands of the grant program.

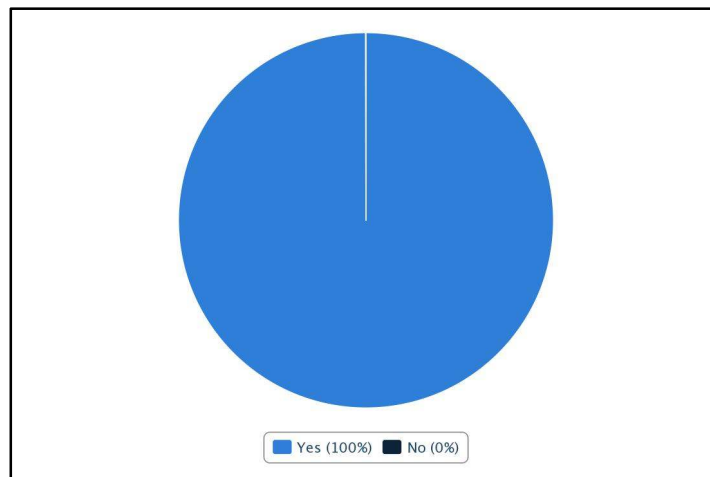
Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?



If "no", please explain:

- No answers

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



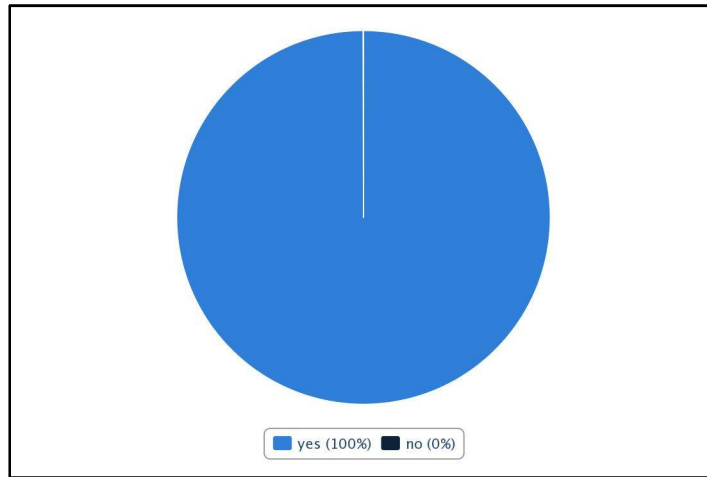
If "no", please explain:

- No answers

Divisional Assessment SPR 2014

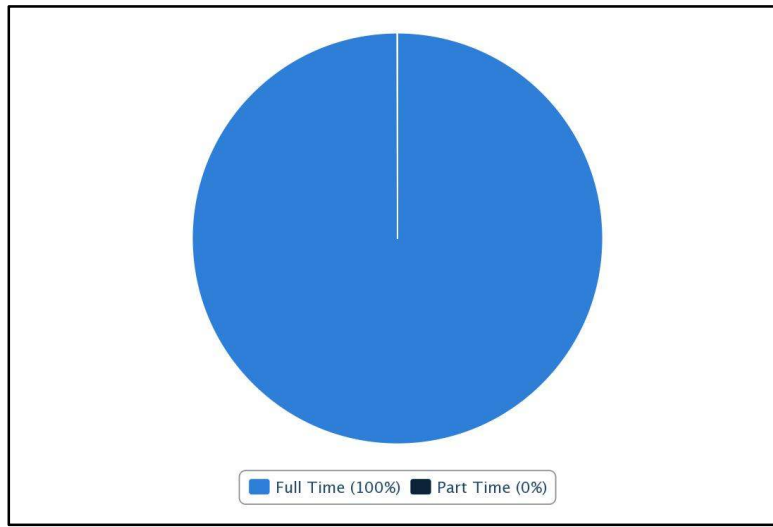
University Center for Excellence on Developmental Disabilities

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- 2 courses annually.
- n/a
- One - Intro to Psychology (Adjunct)
- One course a semester.

Degrees, Coursework and other publications:

- M.Ed Special Education Publications Uehara, D., Tua-Tupuola, T. (2011). Navigation the cultural landscape towards self-dermination: Results of an exploratory study. Review of Disability Studies, 7(2). Coursework PPPA 8000 Foundation of Doctoral Studies PPPA 8111 Organizational Leadership PPPA 8405 Ethics and Social Justice PPPA 8465 Strategic Planning
- High School Diploma - Samoan High Working towards GED
- AA - Liberal Arts BA - Human Services MA - Forensic Psychology
- MEd in Special Education Publication: Uehara, D. & Tua-Tupuola, T., (2011). Navigating the cultural landscape towards self-determination: Results of an exploratory study in American Samoa. Review in Disability Studies, 7(2). Coursework: PPPA 8000 Foundation in Doctoral Studies PPPA 8111 Organizational Leadership PPPA 8405 Ethics and Social Justice PPPA 8465 Strategic Planning

Divisional Assessment SPR 2014

University Center for Excellence on Developmental Disabilities

Other qualifications not listed in previous question:

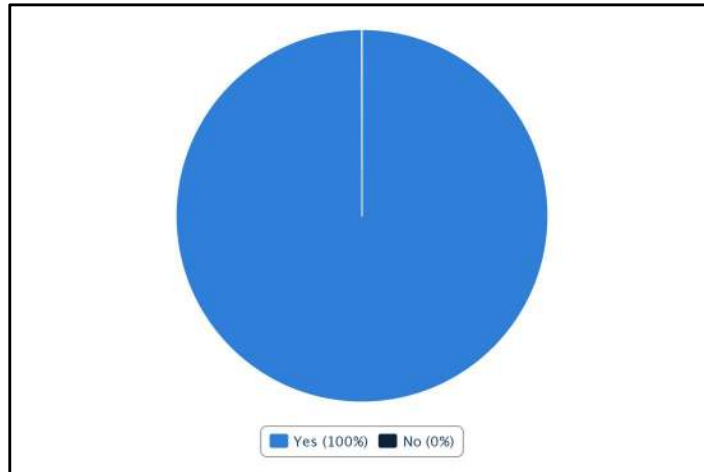
- Certificate: 1. FEMA Social Media and Emergency Management 2. Naval Postgraduate School-Center for Homeland Defense and Security "Homeland Security Pacific Executive Leaders Program".
- 1. FEMA Social Media in Emergency Management 2. Naval Postgraduate School - Center for Homeland Defense and Security "Homeland Security Pacific Executive Leders Program"

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

- COMMITTEES 1. ASCC Self Study Committee Standard I.B 2. ASCC Self Study Committee Standard III.A 3. ASCC Self Study Committee Standard IV.A 4. IPECC 5. (2) Grievance Committees (February) COMMUNITY ORGANIZATION 1. Lions Club VP2 2. Special Olympics Amerika Samoa Chairperson PROFESIONAL ASSOCIATION MEMBERSHIP 1. International Society on Technology in Education 2. Special Education in Technology - Special Interest Group 3. Pacific Disability Forum 4. Association on Higher Education And Disability (AHEAD) 5. At-Large Structure
- I am involved in the Standard 2B Subcommittee - Student Services Member of the Special Olympics of Amerika Samoa
- Association/Membership 1. International Society for Technology in Education (ISTE) 2. Special Education in Technology - Special Interest Group (SET-SIG) 3. Lions Club - Vice President 2 4. Special Olympics Amerika Samoa -Chairperson 5. Association for Higher Education And Disabilities (AHEAD)

4. STAFF DEVELOPMENT

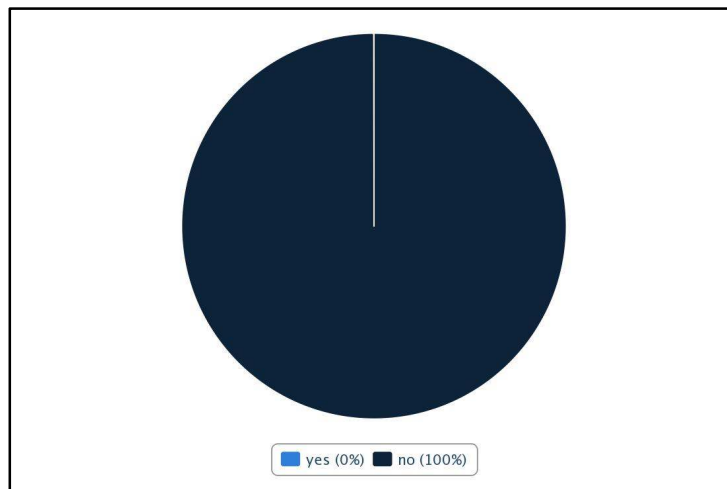
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- No answers

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



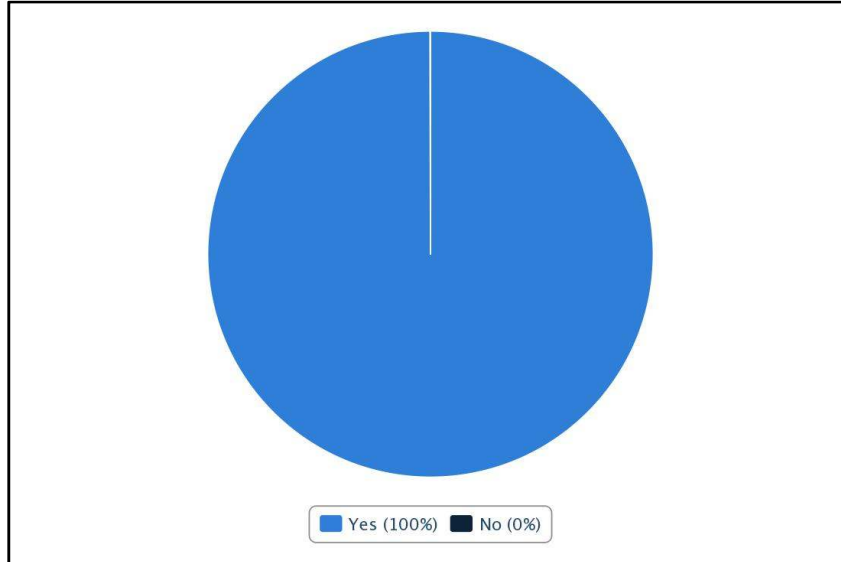
If "yes", please explain:

- No answers

Divisional Assessment SPR 2014

University Center for Excellence on Developmental Disabilities

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

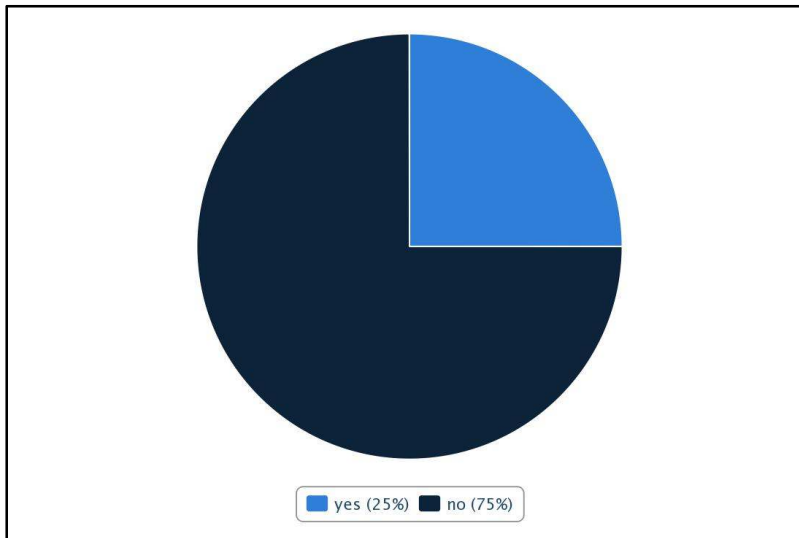


5. FACILITIES, EQUIPMENT and BUDGET

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

- Office space is appropriate. However, because of its location on the main campus much distraction on our daily operation is interrupted by noise. Sounds from the classroom echoes into the office space and can easily distract when on business calls.
- Our office is next door to a classroom. We only have one door to access in and out of the room. Two office space within the entry general room of the office. It is accessible to all people.
- UCEDD is located in Room 21 in the quad area. It has two office spaces within the main area/lounge of the office. Guests/individuals are greeted by our Office Assistant Lesina who sits in the lobby area across from the door. Both offices and main area are equipped with air con units as the office do not have windows. It is becoming a tight space with all the equipments/materials that our office uses for outreach and services out to the community or to local service providers.
- Office space. Facilities usage such as lecture hall, conference rooms, and classrooms are in-kind matching to the program.

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



If "no", please explain:

- Wheelchair people cannot access some offices on campus
- There are some offices (on campus) that people with disabilities would not be able to enter as they do not have access to these offices.
- Noise in the hallway and echoing from classroom distracts conference calls and webinars therefore interfering with our work.

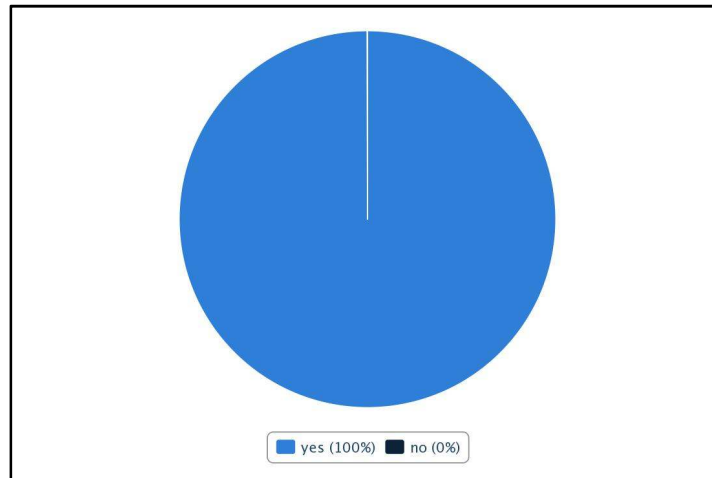
Divisional Assessment SPR 2014

University Center for Excellence on Developmental Disabilities

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

- Printer, copier, computer, and etc. are all adequate.
- computer printer fax/copy machine scanner laptop
- Apple Computers Jetlaser printer Copy machine/fax laptops T.V projector
- Adequate. However, many staff/faculty continuously use the xerox or printing without going to the reproduction room despite several notification.

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



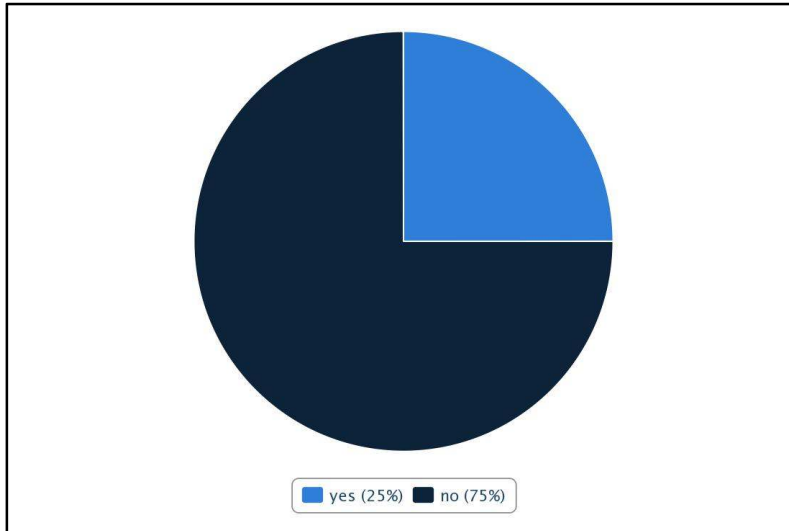
If so, please list and explain:

- Relocation to a more quiet environment.
- Big office space
- I believe UCEDD would need a bigger space/office to relocate to. UCEDD does not have a conference room however; we hold many meetings with parents and families where personal information is being discussed.
- It is cost effective and time saving when UCEDD invest in equipment that will be used several times for current and future projects. For example, electronic binding machine. It is cheaper to invest in one then to pay for it to be professionally done.

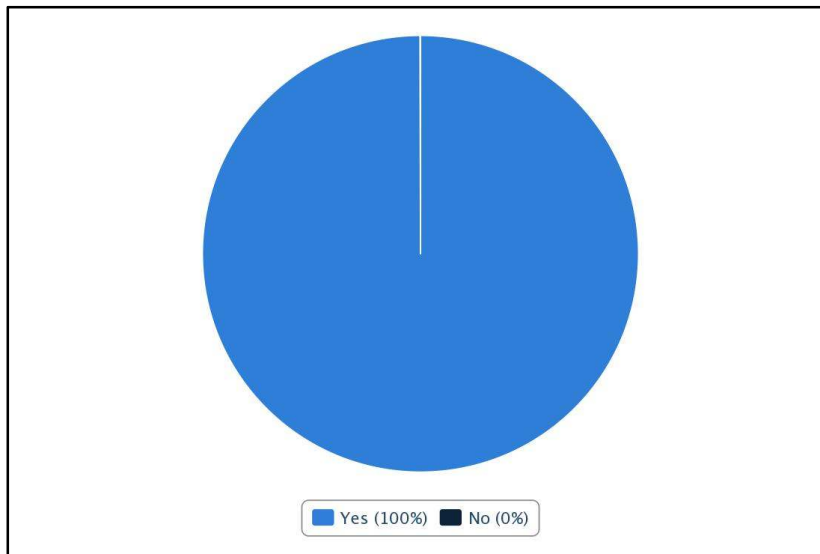
Divisional Assessment SPR 2014

University Center for Excellence on Developmental Disabilities

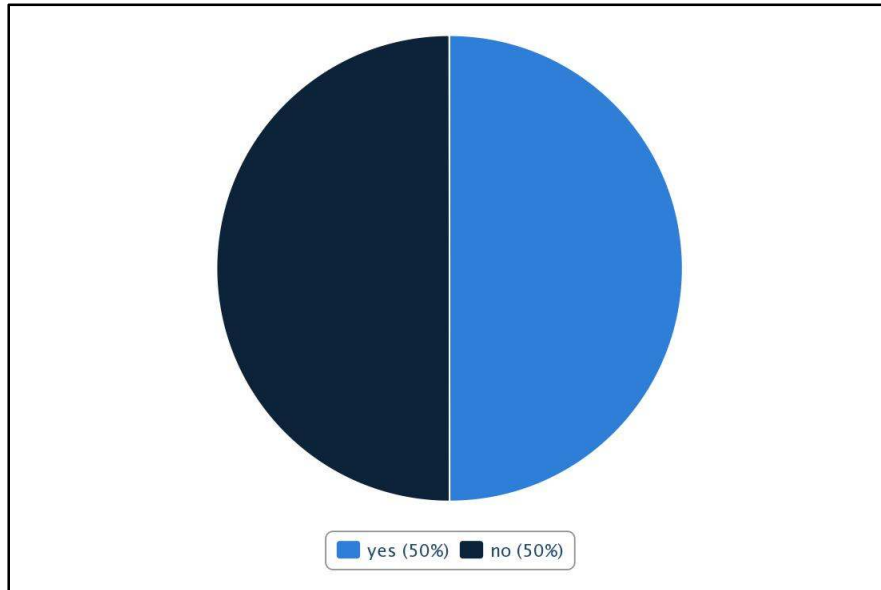
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



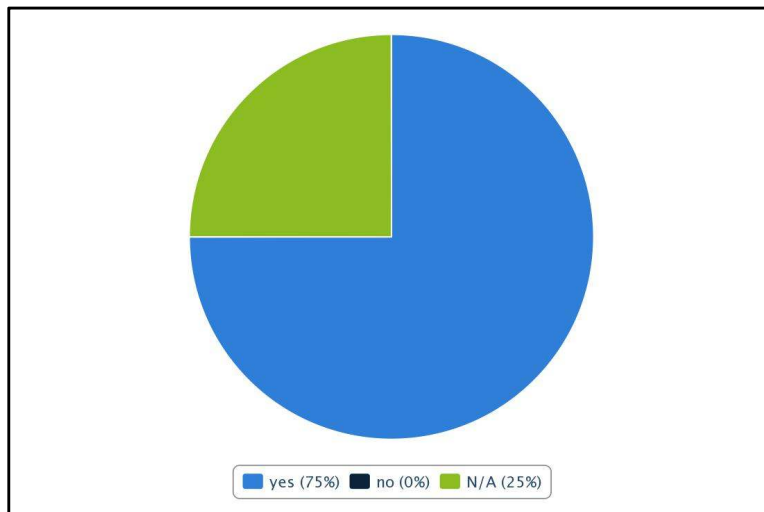
Are the physical facilities accessible to persons with disabilities?



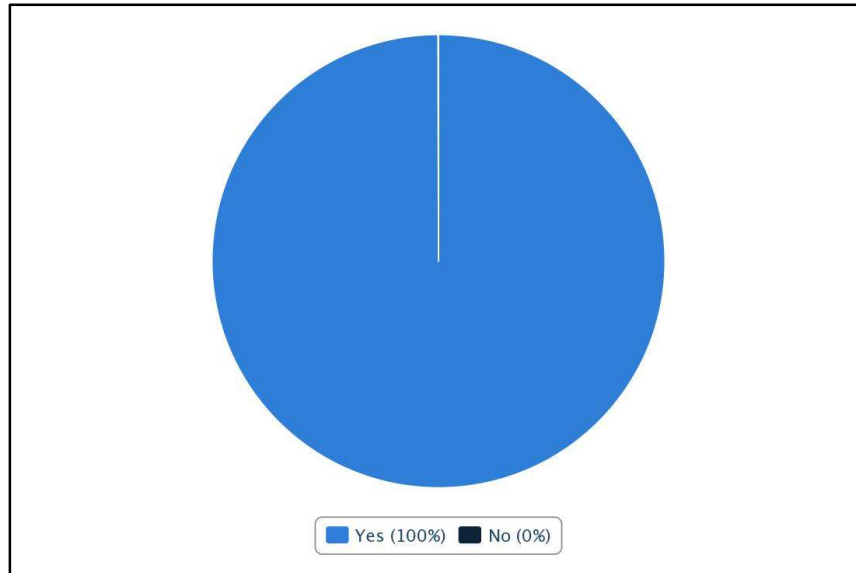
If "no", please describe below what is needed to make your area accessible.

- no lifts, ramps needs to be redone
- It is accessible to some extent. Some (not many) offices are not accessible to people with DD (e.g no lift for two-story building offices).

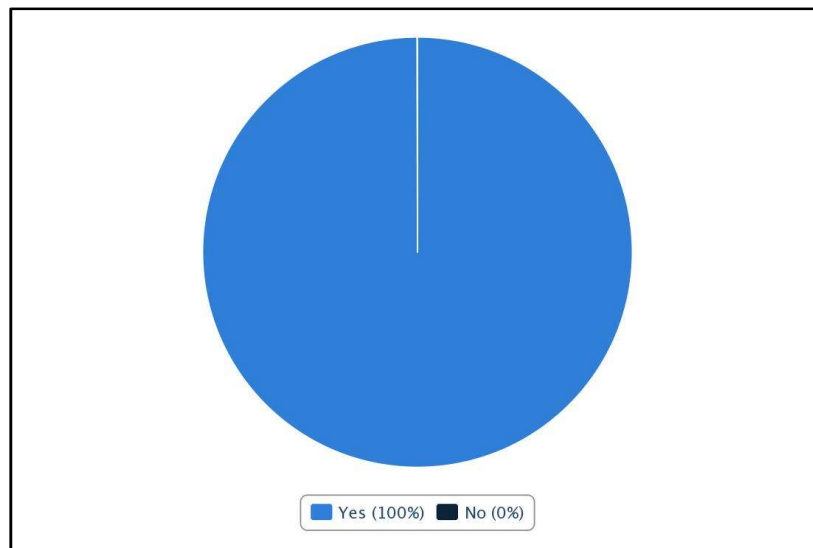
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

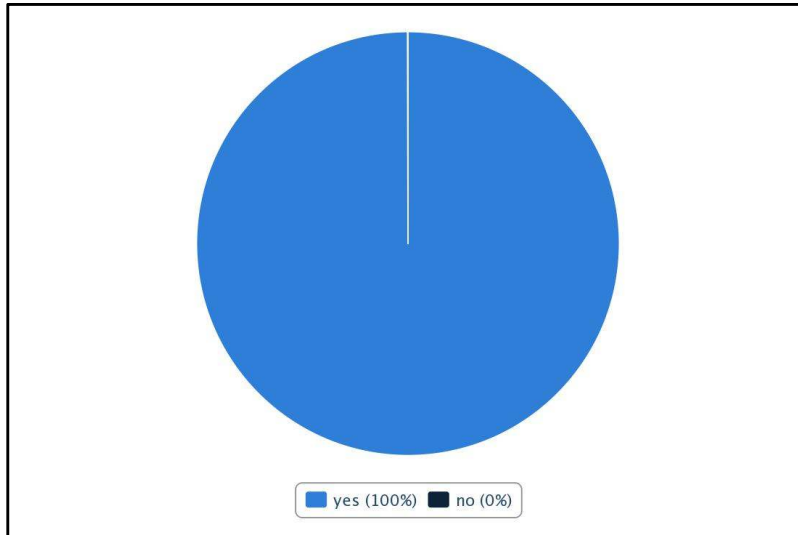


If "no", please explain:

- No answers

6. TECHNOLOGY and LIBRARY

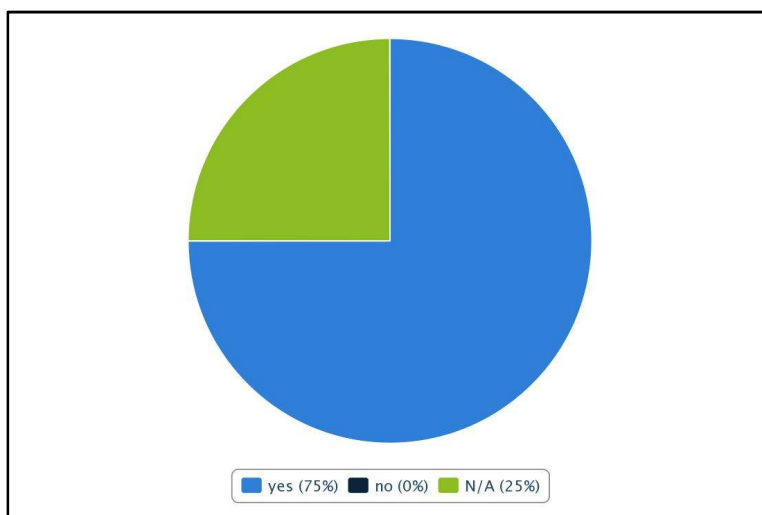
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- Classrooms assigned to courses that integrate technology are not equipped with the necessary equipment such as SMARTBoard and etc.
- Compliance assist moodle
- All of the listed web enhancement/technology are used to improve the delivery of services to students and the community.
- I use MOODLE for class delivery. The only problem is that classroom assigned for the course is often without a SMARTBoard.

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



Divisional Assessment SPR 2014

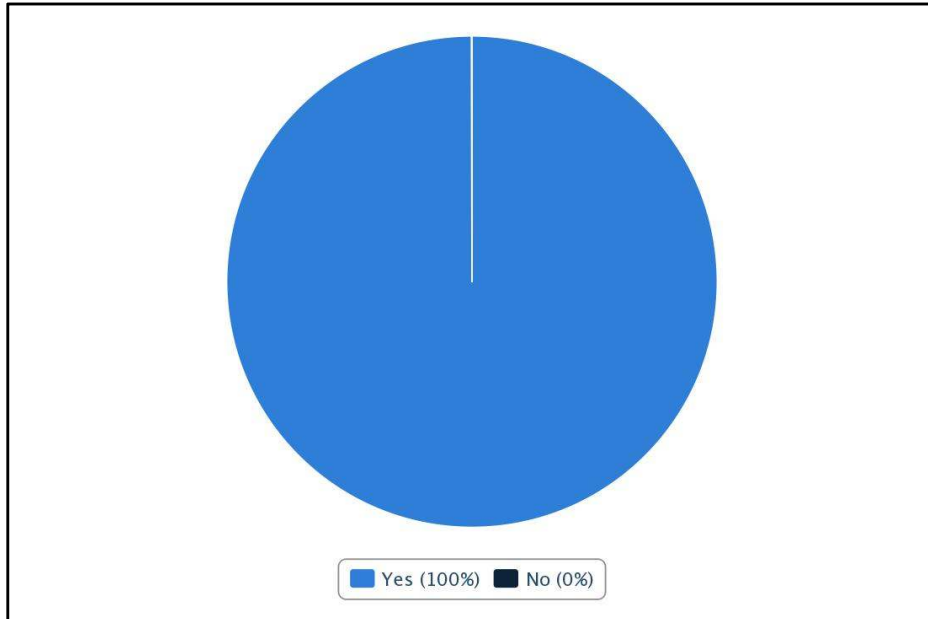
University Center for Excellence on Developmental Disabilities

If "no", please explain:

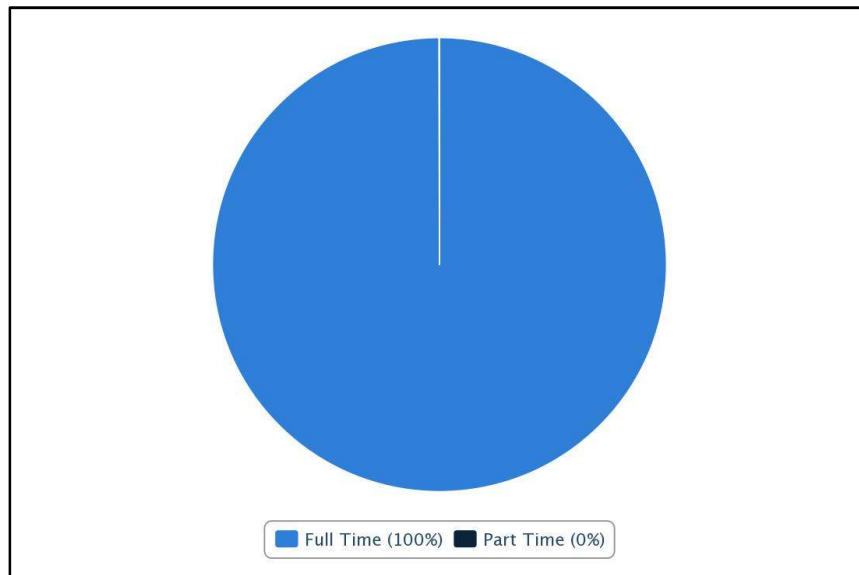
- online is not accessible to many.
- The library is not available in the evening for students taking evening courses.

6. EVALUATION AND IMPROVEMENT

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



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



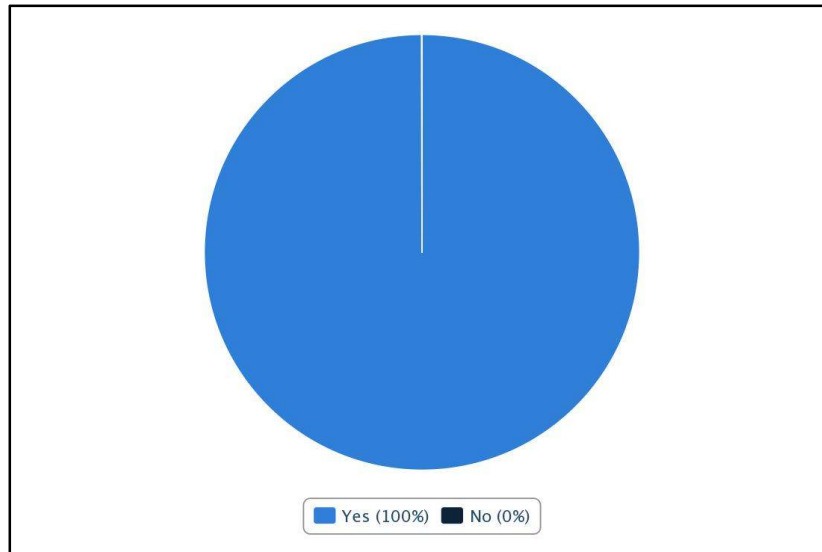
Divisional Assessment SPR 2014

University Center for Excellence on Developmental Disabilities

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (25.00%)	3 (75.00%)	4	4.75 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (100.00%)	4	5.00 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (100.00%)	4	5.00 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	2 (50.00%)	1 (25.00%)	1 (25.00%)	4	3.75 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (100.00%)	4	5.00 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (50.00%)	2 (50.00%)	4	4.50 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (25.00%)	3 (75.00%)	4	4.75 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	2 (50.00%)	1 (25.00%)	1 (25.00%)	4	3.75 / 5
Student Satisfaction Survey	0 (0.00%)	1 (25.00%)	1 (25.00%)	2 (50.00%)	0 (0.00%)	4	3.25 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (50.00%)	2 (50.00%)	4	4.50 / 5
							4.43 / 5

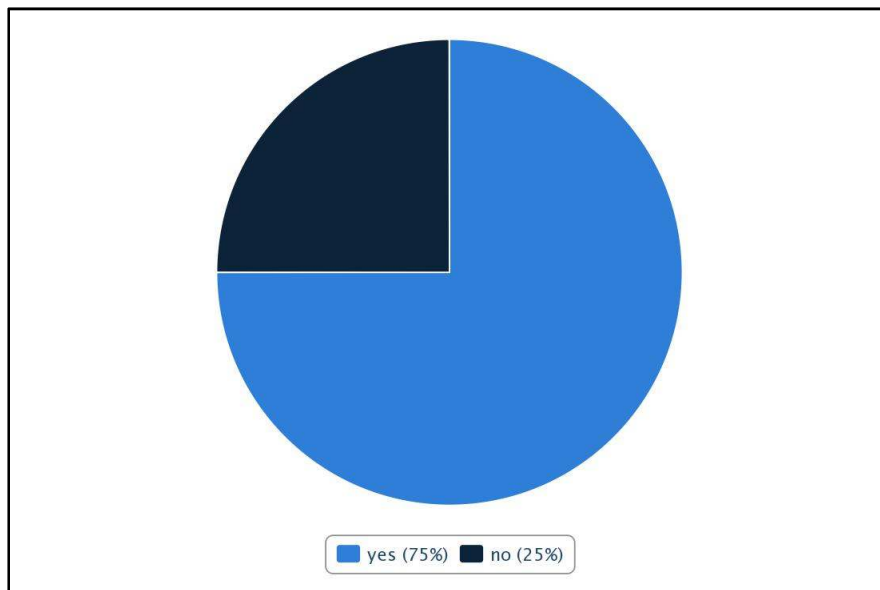
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- Alignment to our program outcome has changed completely.

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



What steps are taken when an outcome is not achieved?

- It is included in the upcoming year scope of work and must be addressed by then.
- Revisiting training evaluation.

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

- Help founded the Amerika Samoa Multi-Disciplinary Team (MDT) Disability Forum
- UCEDD has grown through number of collaboration with both government and private agencies in building bridges to providing adequate services to the DD community. UCEDD has had our very first Pacific Basin Conference on Disability - Jan 2010 Bag of Art - 2011 Balloon Launch - 2011 AS First Annual Disability Day - 2012 Self-Advocacy Summit & initiated a SA group in American Samoa - 2012 Disability Forum- in 2013

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Student Support Services

Divisional Assessment SPR 2014

Student Support Services

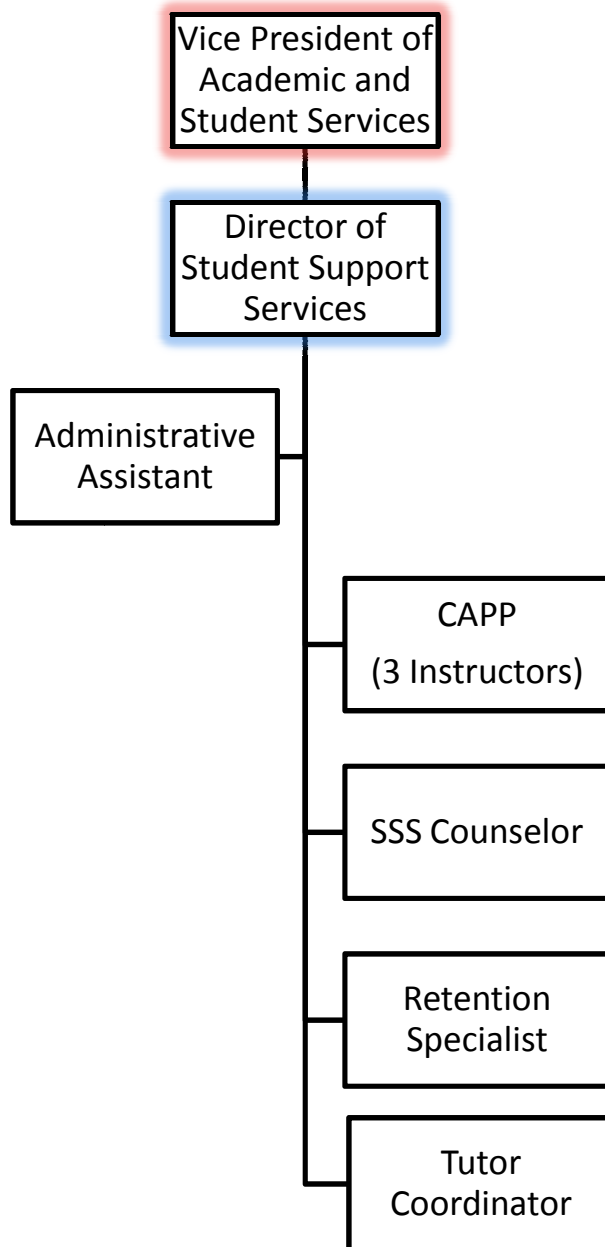
Student Support Services Mission

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

SSS Administration

Director	Annie Panama
-----------------	---------------------

SSS Organizational Chart



AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Student Services

Divisional Assessment SPR 2014

Student Services

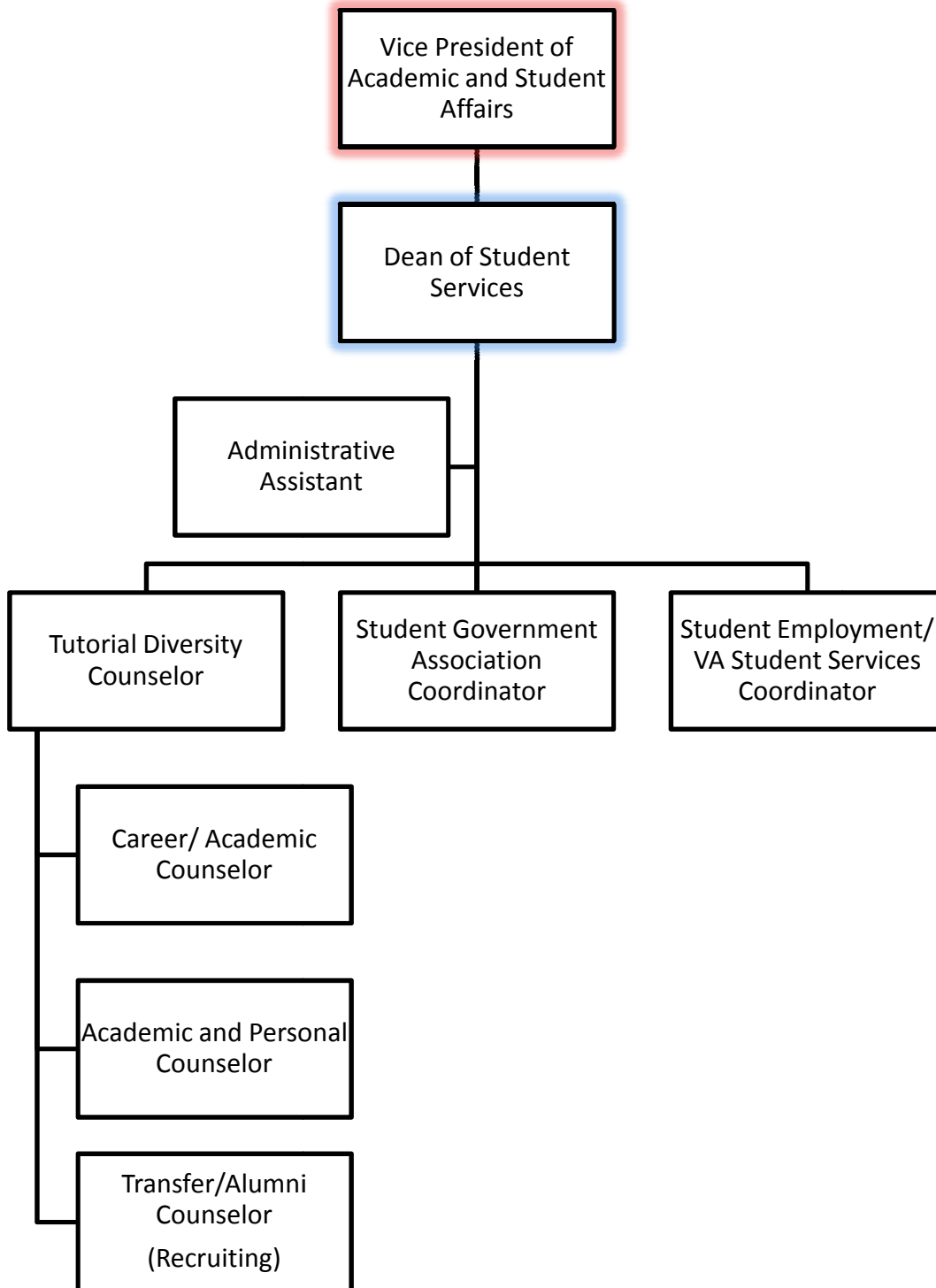
Student Services Mission

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

Student Services

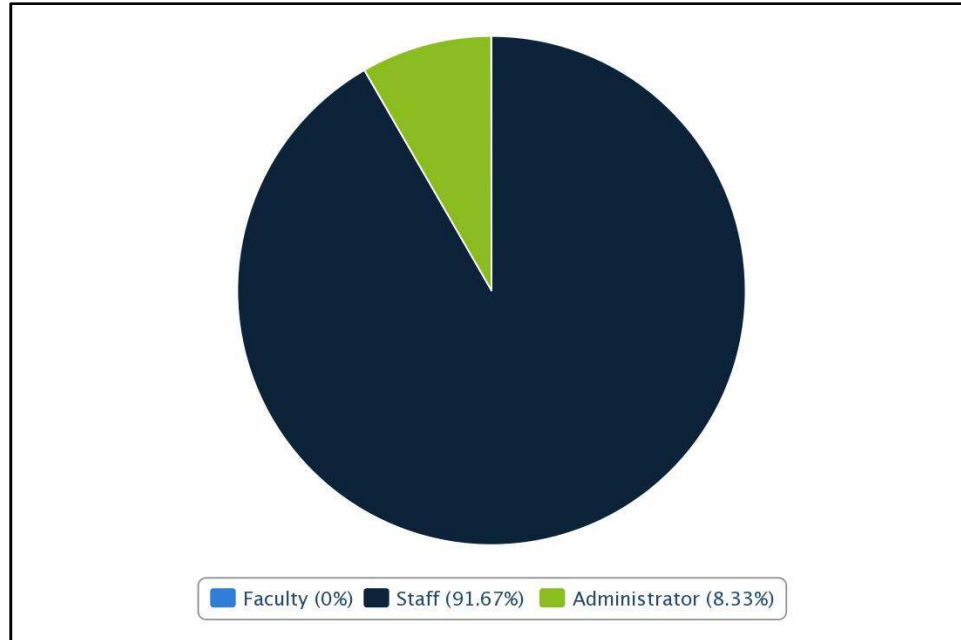
Dean	Dr. Emilia Sabado-Le'i
Tutorial Diversity Counselor	Dr. Repeka Nu'usa
Student Government Association Coordinator	Maxine Tuiolemotu
Student Employment/ VA Services Coordinator	Fualaau Lancaster

Student Services Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- The mission of the Student Services Division is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success
- The mission of the Student Services Division is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success.
- The mission of the Student Services Division is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success. The following programs and services are provided by the Student Services Division to help students meet their educational, transfer, career, and personal goals.
- All students attending ASCC are served and treated with respect. Ensure that ASCC is in full compliance with federal laws, regulations in accordance with Title 38, U.S.C. and US Department. of Veterans Affairs guidelines governing eligible educational benefits recipients attending ASCC.
- The mission of the Student Services Division is the support the educational pursuit of all students attending ASCC characterized by a concern for high quality services, student access, learning, progress, and success.
- The mission of the Student Services Division is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success.

Student Services

- The mission of the Student Services Division is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success.
- The mission of the Student Services Division is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success.
- "To support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success"
- The mission of the Division of Student Services (DOSS) is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success.
- The mission of the Student Services Division is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success.

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

- Students are knowledgeable of services offered by Student Services. II. The community is well-informed about services and programs offered through the Student Services Financial Aid Outreach program. III. Student Services employs a process to update the student handbook in conjunction with the ASCC General Catalog to include all student policies and rules. IV. Students are well informed by Student Services on issues regarding the student body. V. Students are well informed about a vast array of extracurricular activities planned by Student Government Association held on ASCC campus.
- More students and parents are aware of the preparations in transitioning to any colleges on/off island, especially financial aid process.
- The tutoring program provides quality instructional support to all currently enrolled students who have identified a need for instructional assistance outside the regular classroom experience. The Student Services Tutoring Program offers tutorial assistance to help students improve their chances to succeed in their courses and attain personal and academic goals. Tutorial services are available as both one on one assistance as well as small group sessions. Our goals are: 1. To help students reduce classroom failure rates 2. To improve ASCC student retention 3. To develop a positive attitude toward learning 4. To develop effective study habits 5. To develop self-confidence 6. To increase the student's understanding of the subject matter and 7. To achieve student learning outcomes from Institutional to Degree programs to the course level.
- Served and provided quality customer service to all VA students. Certified and processed eligible VA students to regional offices on timely manner. Students as well as ASCC are paid by the US. Dept of Veterans Affairs on time. Requested information on VA students by VA regional offices are responded to on time.
 - Student are knowledgeable of services offered by Student Services - The community is well-informed about services and programs offered through the Student Services Financial Aid Outreach program - Student Services employs a process to update the student handbook in conjunction with the ASCC General Catalog to include all student

Divisional Assessment SPR 2014

Student Services

policies and rules - Students are well informed by Student Services on issue regarding the student body - Student are well informed about a cast array of extracurricular activities planned by Student Government Association held on ASCC campus

- The Program goals are: 1. To help students reduce classroom failure rates 2. To improve ASCC student retention 3. To develop a positive attitude toward learning 4. To develop effective study habits 5. To develop self-confidence 6. To increase the student's understanding of the subject matter and 7. To achieve student learning outcomes from Institutional to Degree programs to the course level.
- STUDENT SERVICES EXPECTED OUTCOME (S) Expected Outcome 1. Student are knowledgeable of the services offered by Student Services Expected Outcome 2. The community is well informed about services and programs offered through the Student Services Financial Aid Outreach program Expected Outcome 3. Student Services employs a process to update the student handbook in conjunction with the ASCC General Catalog to include all student policies and rules Expected Outcome 4. Students are well informed by Student Services on issues regarding the student body Expected Outcome 5. Students are well informed about a vast array of extracurricular activities planned by Student Government Association held on ASCC campus
- Division of Academic and Student Affairs Student Services Expected Outcomes (Institutional Learning Outcomes: Communication, Job Skills, Life Skills) I. Students are knowledgeable of services offered by Student Services. • Counseling (Counselors: RNuusa, MLagafuaina, KSauafa; • VA Student Services/Student Employment Training Center (SETC) (FLancaster II. The community is well-informed about services and programs offered through the Student Services Financial Aid Outreach program. • Outreach Personnel/Mana'o III. Student Services employs a process to update the student handbook in conjunction with the ASCC General Catalog to include all student policies and rules. • SGA – Mtuiolomotu IV. Students are well informed by Student Services on issues regarding the student body. • Counseling;VA Student Services/Student Employment Training Center (SETC) V. Students are well informed about a vast array of extracurricular activities planned by Student Government Association held on ASCC campus. • SGA
- Students are knowledgeable of services offered by student services 2. The community are well-informed of about services and programs offered through the Student Services Financial Aid Outreach Programs 3. Student Services employs a process to update the student handbook in conjunction with the ASCC General Catalog to include all student policies and rules 4. Students are well informed by Student Services on issues regarding the student body 5. Students are well informed about a vast array of extracurricular activities planned by Student Government Association held on ASCC campus
- The DOSS expected outcomes are as follows: 1. Students are knowledgeable of services offered by Student Services. 2. The community is well-informed about services and programs offered through Student Services Financial Aid Outreach program. 3. Student Services employs a process to update the student handbook in conjunction with the ASCC General Catalog to include all student policies and rules. 4. Students are well-informed by Student Services on issues regarding the student body. 5. Students are well-informed about a vast array of extracurricular activities planned by Student Government Association held on ASCC campus.
- Division of Academic and Student Affairs Student Services Expected Outcomes (Institutional Learning Outcomes: Communication, Job Skills, Life Skills) I. Students are knowledgeable of services offered by Student Services. • Counseling (Counselors: RNuusa, MLagafuaina, KSauafa; • VA Student Services/Student Employment Training Center (SETC) (FLancaster II. The community is well-informed about services and programs offered through the Student Services

Student Services

Financial Aid Outreach program. • Outreach Personnel/Mana’o III. Student Services employs a process to update the student handbook in conjunction with the ASCC General Catalog to include all student policies and rules. • SGA – Mtuiolomotu IV. Students are well informed by Student Services on issues regarding the student body. • Counseling; VA Student Services/Student Employment Training Center (SETC) V. Students are well informed about a vast array of extracurricular activities planned by Student Government Association held on ASCC campus. • SGA

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

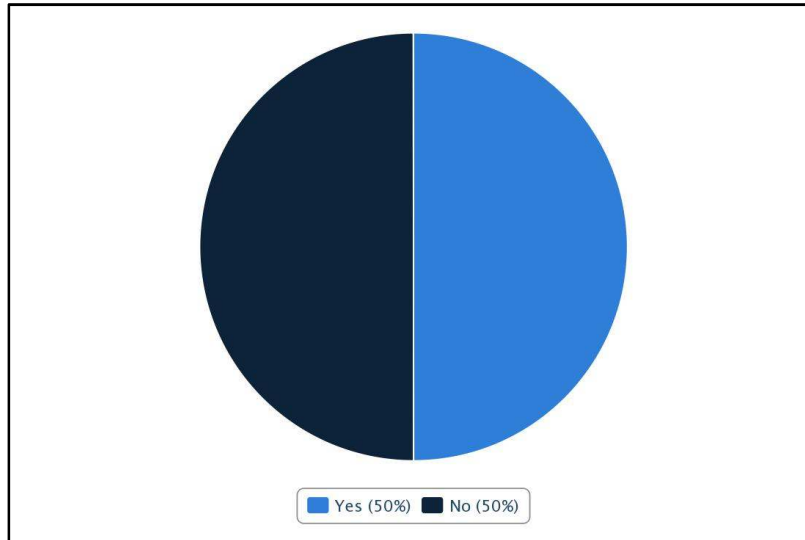
- Student Services mission and outcomes support the institution's mission by providing educational support to all students with high quality quality services, student access, learning, progress, and success. In addition, a Transfer Counselor assists students in the transfer process to institutions of higher learning along with assistance to applications to applications to respective government and private businesses. All students are informed of all student services-related activities through the student letter published bi-weekly and the Student Government Calendar of Activities that is published on a semester basis.
- I strongly believe that our mission has supported the institution throughout our services to the students as well as the community. We help prepare, develop, and guide our students in order for them to succeed.
- Our mission and outcomes/goals support the institution's mission since our main goal is to provide the best quality of education and services to students of ASCC in order to achieve their goals and to contribute to their community. Our mission supports the institution's mission because we provide services to the students in helping them become successful in their educational or personal goals.
- Since ASCC is an Open admissions institution, it's also a service member opportunity college (SOC)member. New or students transferring from off islands, eligible for VA benefits may continue their pursuit of higher education, specified degree program without interruption at ASCC.
- Student Services mission and outcomes supports the ASCC Mission which is top provide 'High Quality programs and services'to assist students in achieving their educational goals, through Student Services programs such as counseling, academic tutoring, scholarships, student activities. Such programs and services that would assist them in completed their educational pursuit to receive degrees & certificates here at ASCC.
- The institution mission intends to meet the needs of all students regardless of ability. The Student Services division seeks ways to better meet the needs of these students; whether it be educational, emotional or physical. As students venture to find for themselves bright futures, we offer assistance with school assignments and more, thus preparing them for higher institutions, to enter into the workforce and other opportunities in life. Not limited to such, with goals of improving student retention, classroom failure rates and increasing student understanding, the Student Services division works hand in hand with programs offered by the institution to ensure student success.

Student Services

- Student Services supports the ASCC mission by providing quality services to ensure all students attending our American Samoa Community College (ASCC) are granted equal access to learning opportunities, programs or activities that will enable students to achieve their educational goals here at ASCC, successfully transfer to pursue college degrees and to contribute to the social, cultural, political, economic, technological, and environment well-being of American Samoa.
- The Student Services mission supports the institutions mission because it provides high quality services like counseling, tutoring and assistance with scholarships and disability services and it provides student access to information they need, helps them with their academic performance and personal goals.
- Both provide/prepare ALL students to meet and achieve their educational, transfer, career and personal goals, while creating a safe, supportive environment which fosters higher quality learning.
- Various services are offered to support the educational pursuits of all ASCC students, and thus fulfill the mission of DOSS while supporting the institution's mission. Such services include: Counseling, Tutorial, Financial Aid Outreach, Student Employment, and Veteran's Educational Assistance.

2. PERSONNEL DATA

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

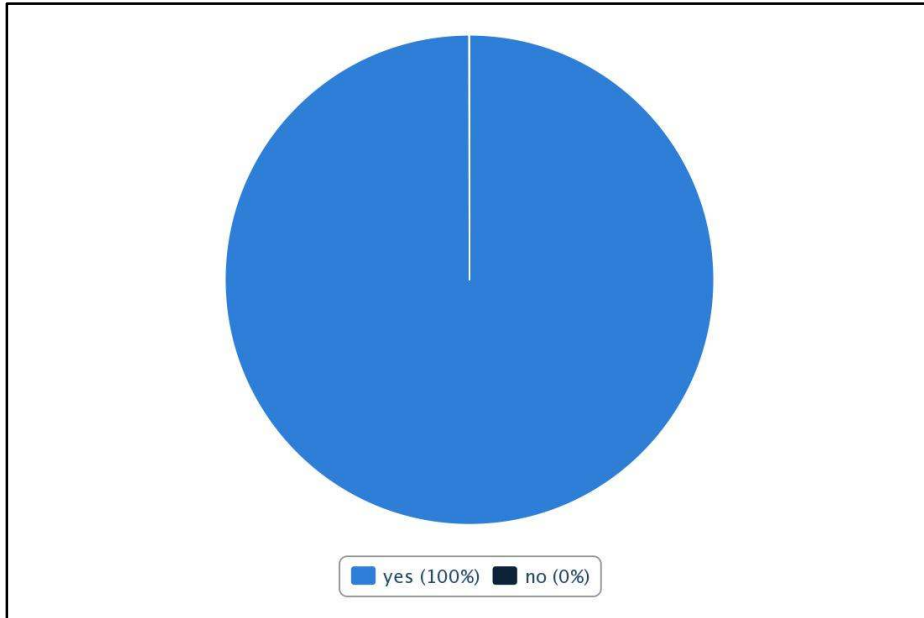


If "no", please explain:

Comment summary:

- Need to fill Vacant positions = 1 comment
- Need Career counselor = 2 comments
- Need Alumni Counselor = 1 comment
- Additional Counselor = 1 comment
- Need more tutors = 1 comment
- Student Employment Coordinator = 2 comments

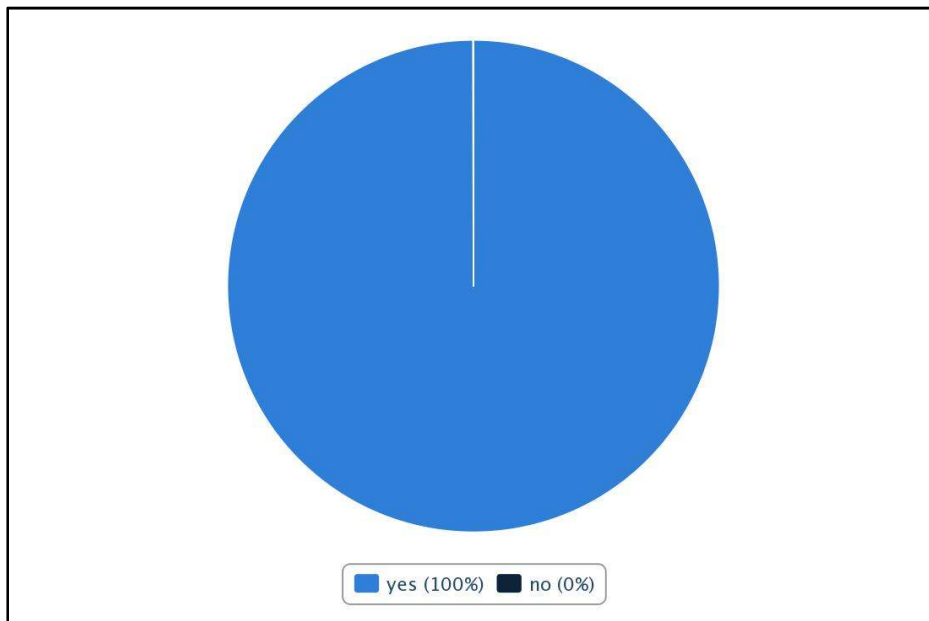
Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?



If "no", please explain:

NO COMMENTS

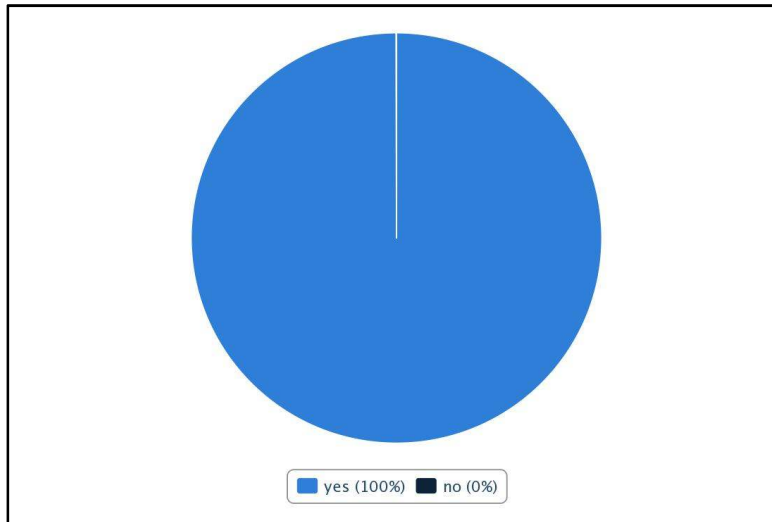
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

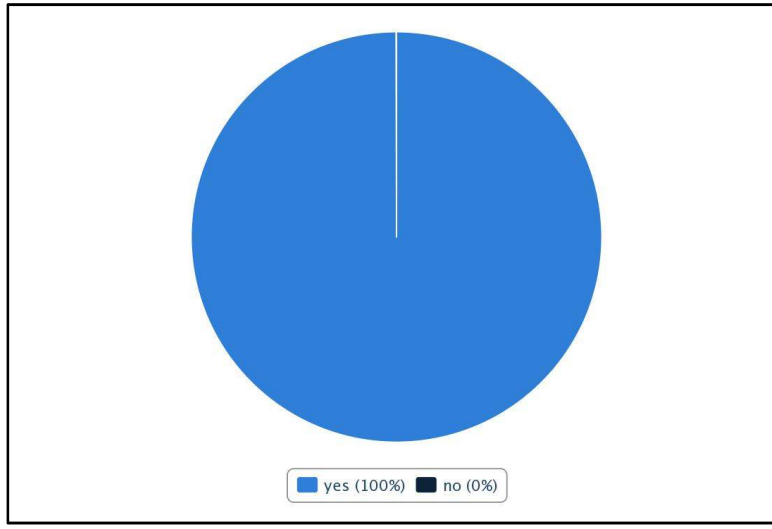
- I hope so!

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- 1 CLP course
- One

Degrees, Coursework and other publications:

- Doctoral, Masters in Educational Administration, Bachelor of Science in Education (B.S.Ed);
Doctoral Thesis published.
- Master of Public Administration
- A.S. in Accounting
- Associate Degree
- Associates of Arts in Education Bachelors of Education
- Ph.Ed - Teaching and Learning M.Ed - Elementary Education / Multicultural Education B.S -
Public Administration
- AS Criminal Justice BA Political Science / Administration of Justice MPA Master of Public
Administration

Other qualifications not listed in previous question:

- Close to 40 years of service for the American Samoa government and 30 years of it within the
Student Services.
- S.L.A. Center English Peer Tutor ASCC Class of 2013 Cum Laude

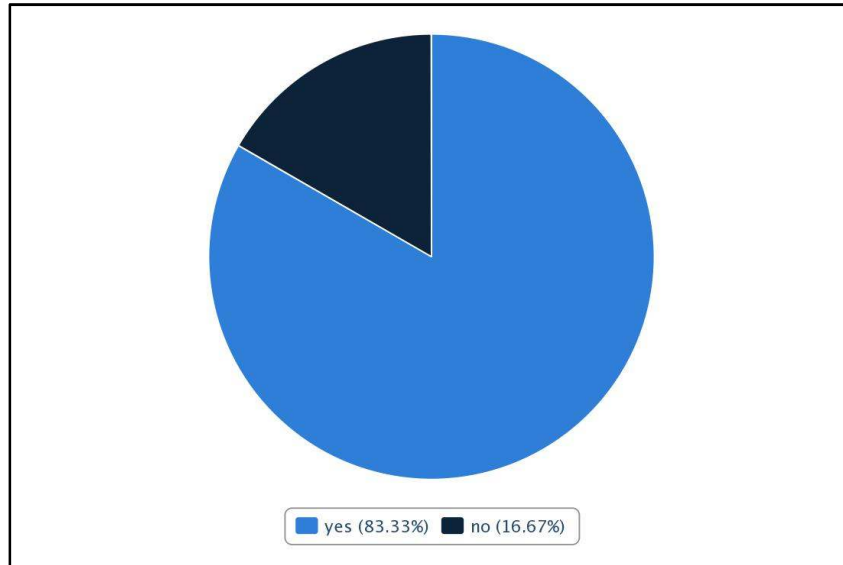
Student Services

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

- Deans and Directors, Student Government Association, 411 Student Newsletter, International Club Club, Peer Mentor, You Are Not Alone (YANA), ASCC Grants Council committee member, ASCC In-House Scholarship Board Chairperson, ASCC Alumni Scholarship Board member,, McDonald American Samoa Scholarship Board member, Screening Brief Intervention and Referral to Treatment (SBIRT) Policy Steering Committee member(ASG-DHSS;
- Secretary of our ASCC Matai Alumni Association
- Business Ambassadors of ASCC Phi Theta Kappa International Honor Society
- standard II standard IV
 - Member of Self-Evaluation team for Standard II. Student Services for ACCJC WASC Standards - Data Committee representative for Student Services
- License Minister - American Samoa Assemblies of God Sunday School Superintendent - Cornerstone English AOG Board Member - Le Fesoasoani Corporation
- Self Study Committee
- Standard 2B Self-Study Committee Standard 4A Self-Study Committee Faculty Senate

4. STAFF DEVELOPMENT

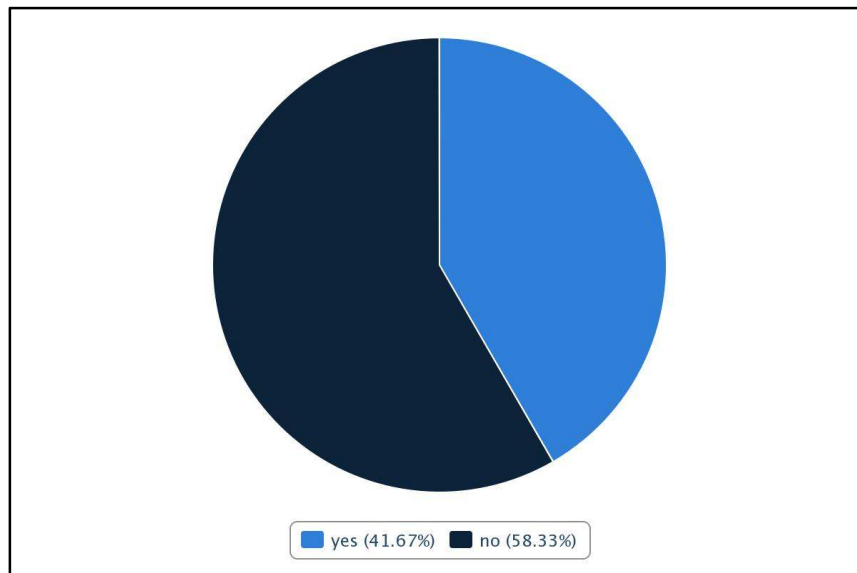
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- Most of the time.
- majority of the time, individual staff (on their own time) are required to keep abreast of information/issues/other concerns pertaining to their perspective area(s)

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

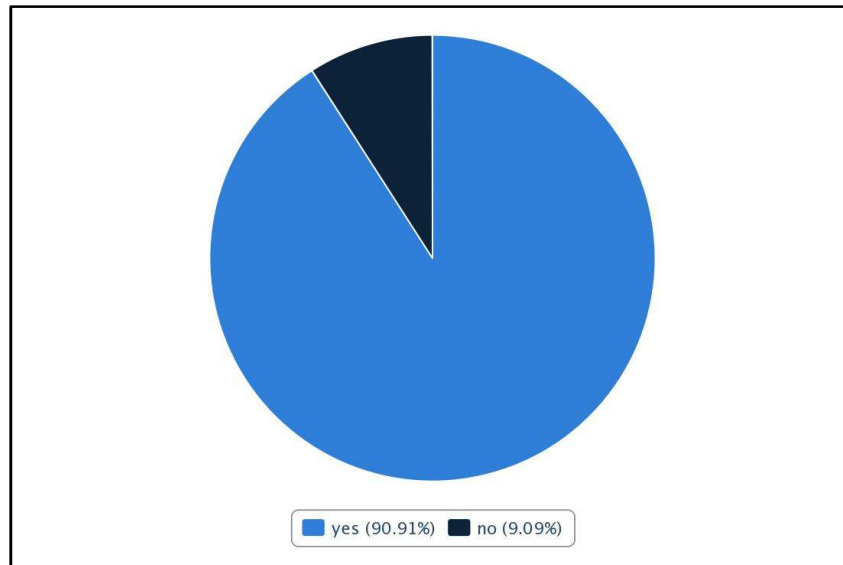


If “yes”, please explain:

Comment summary:

- Counselor Training = 1 comment
- Career, personal, transfer and diversity = 1 comment
- Limited budget = 2 comments

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

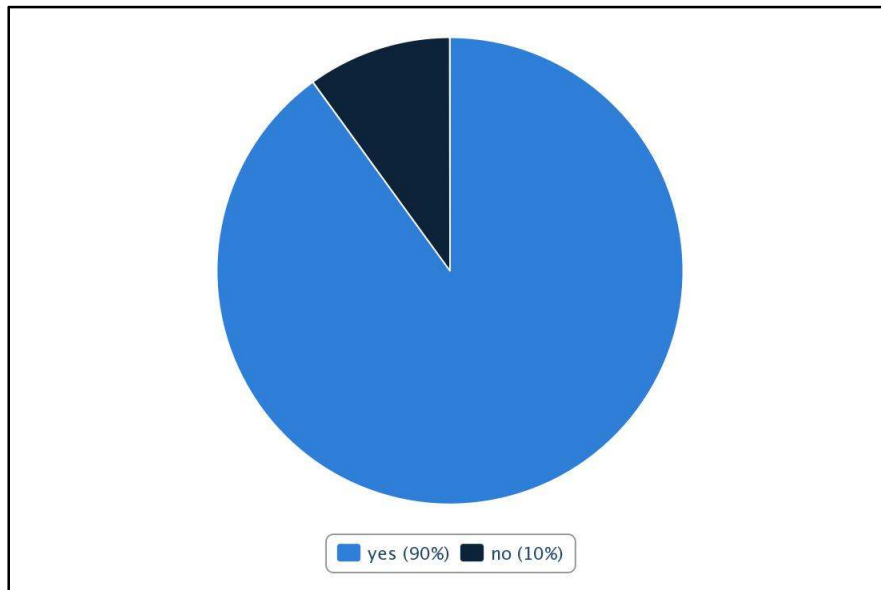


5. FACILITIES, EQUIPMENT and BUDGET

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

- Student Learning Assistance(SLA)Center located at the cafeteria building, and SLA Annex located in the building next to the Gymnasium (previously occupied by GEAR Up office; Counselors offices located in the cafeteria; Student Government Association Coordinator office and VA Student Services/Student Employment & Training Center (SETC) located alongside the cafeteria building; Dean and Administrative assistant located in the cafeteria building.
- SLAC Annex building (old Gear-up building)that has its own bathrooms and half a kitchen.
- S.L.A. Center offices and labs are clean and well-kept.
- office
- VA/Student Employment Center
- All offices located in the cafeteria building, building next to the ASCC Gym.
- The SLA center consists of two rooms occupied by office space and computer labs.
- Offices
- Student learning Assistance Center Student Learning Assistance Annex Offices by Cafeteria Dean's office (Cafeteria area)
- Offices, 2 labs.

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



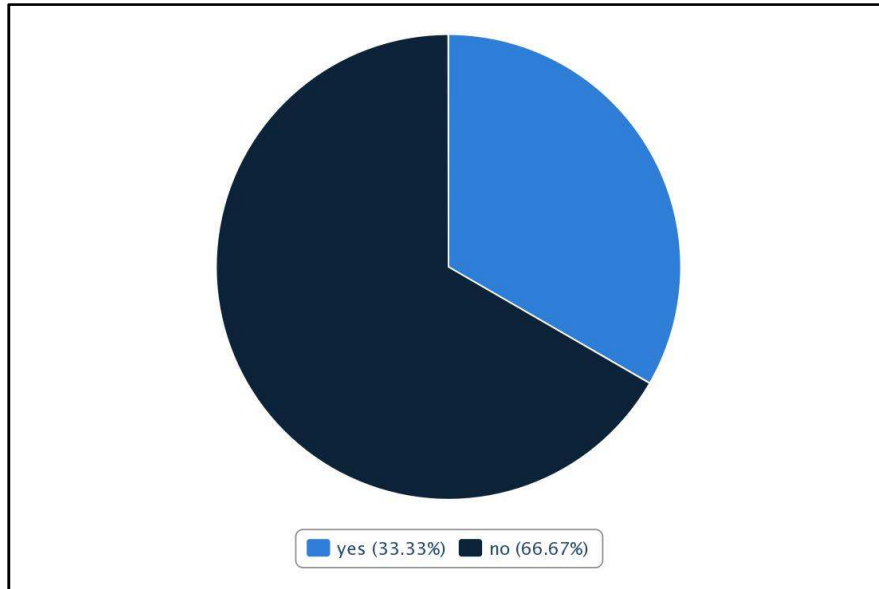
If "no", please explain:

- Due to increase in students' usage of services, both SLA requires a larger room/facility; SGA officers and representatives do not have a designated room/office for meetings and other activities required for them to have for such meetings and or other activities - they have to put in a facility request for a classroom and are able to meet only when the classrooms are not in use and usually at lunchtime; Student Services offices are scattered and or located on various areas and or inside other facility, e.g. cafeteria, which makes it very difficult for students to use and or know where the services are located.

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

- computers, printers, xerox (still waiting for one Xerox machine from VP ASA for the SLA Annex; power point, laptops (5 from GEAR Up);
- Computers in our S.L.A. Center Lab are adequate and helpful for our students.
- computer/xerox machine
- Adequate equipment such as computers, printers,
- Tables, chairs, computers, office desks etc, are all adequate.
- computers, printers, scanners, fax machines I am new to the division and I believe we have adequate equipment on hand.
- Computer lab at both Student Learning Assistance Center and Annex are sufficient to help all students seeking help.
- Computers, PA system, projector, copy machines, printers. All adequate.

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

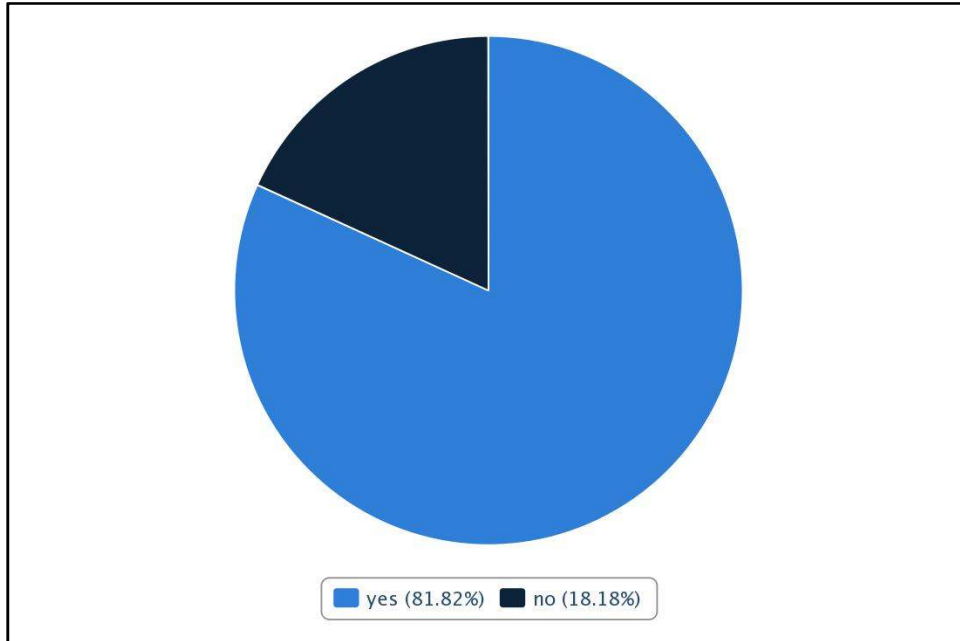


If so, please list and explain:

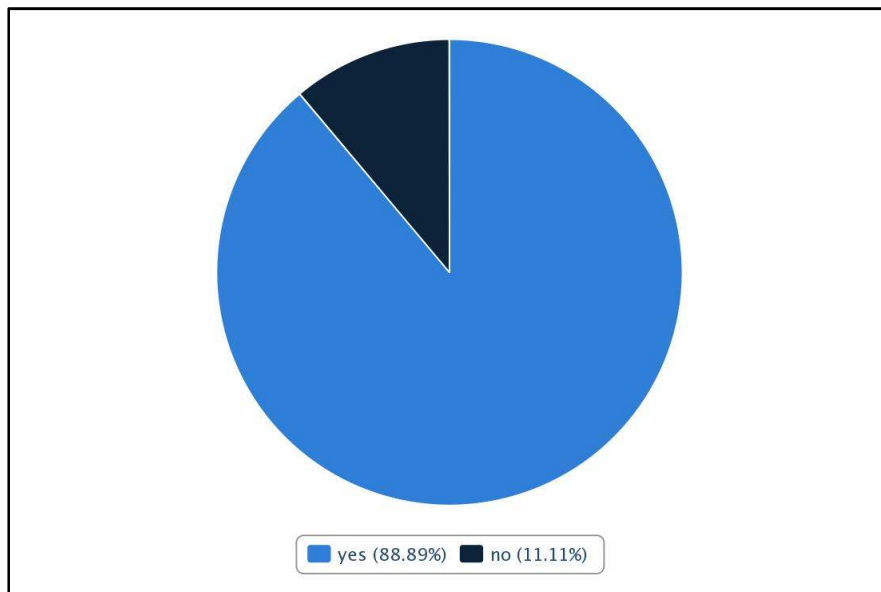
Comment summary:

- Replacement of old office equipment = 2 comments
- Copier for SLAC = 1 comment
- Vehicle for Outreach = 1 comment
- Direct Line to contact parents in SLAC = 1 comment
- Intramurals Lecture Hall = 1 comment
- Upgraded Technology = 2 comments

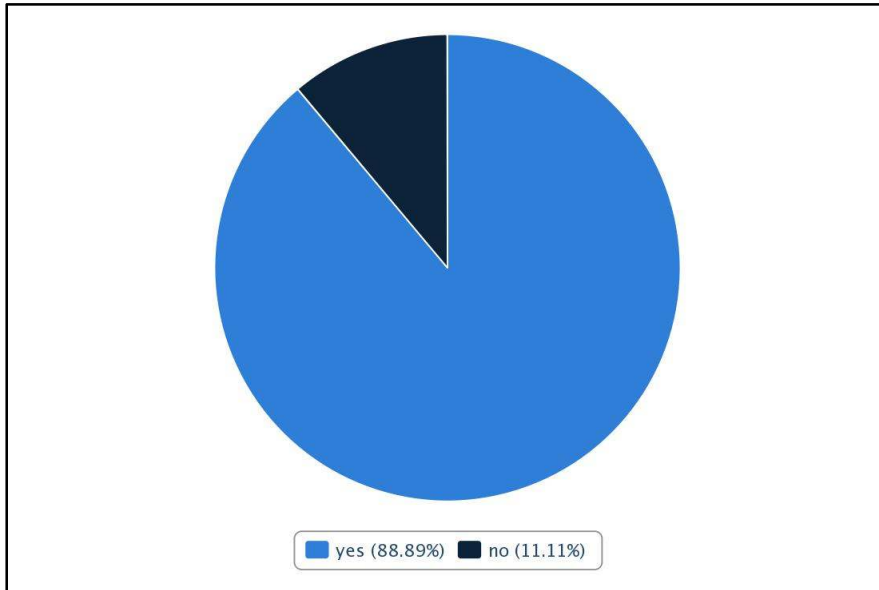
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



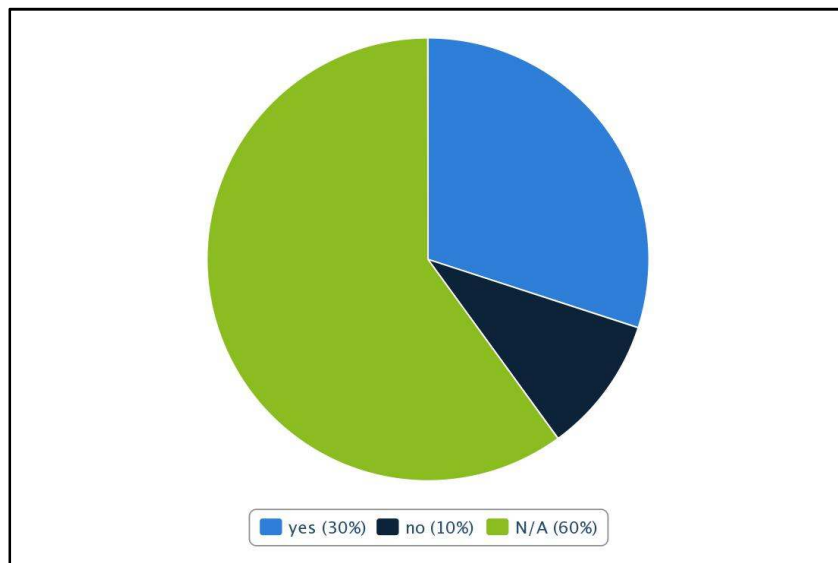
Are the physical facilities accessible to persons with disabilities?



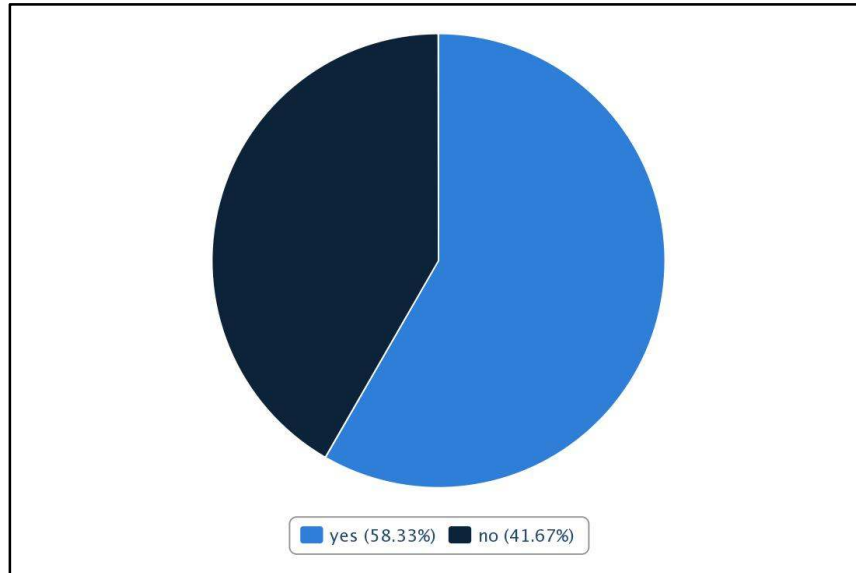
If "no", please describe below what is needed to make your area accessible.

- walkway, for persons with disabilities, is being renovated to make it 100% in compliance.
- There is a ramp in front of our office, however, it needs to be widened and the cement smoothed out in order for a wheelchair to be accessible.
- partial met in a sense that there are still areas that are not accessible to ALL students w/ disabilities or ADA compliance

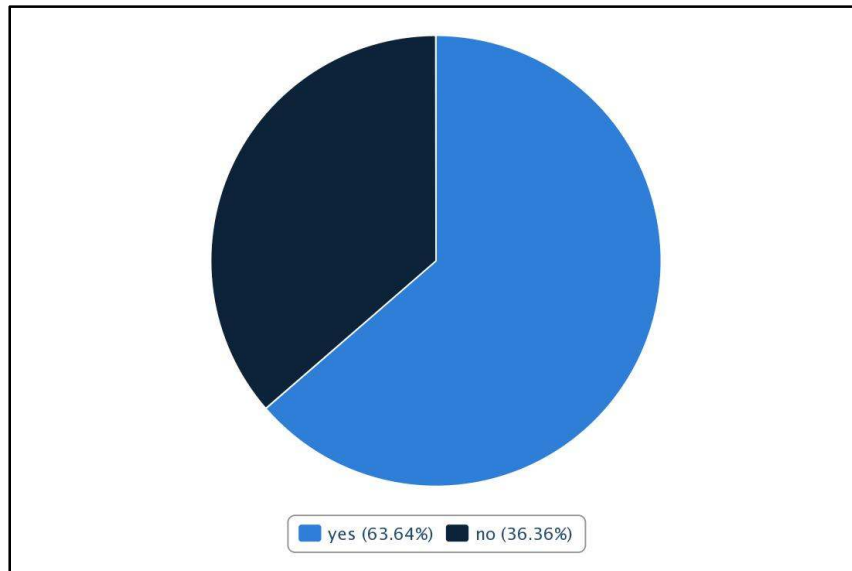
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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



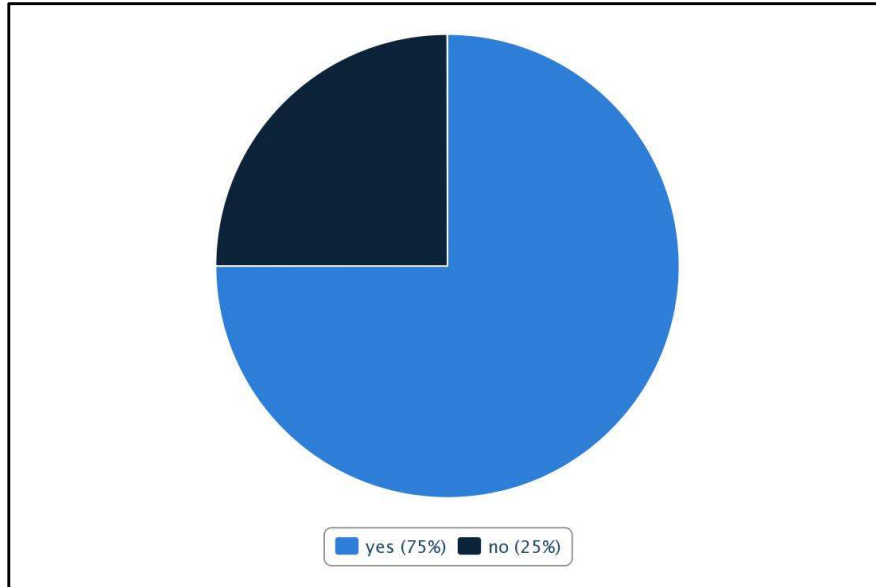
If "no", please explain:

Comment summary:

- Not enough for Professional Development = 1 comment
- Not enough money = 2 comments

6. TECHNOLOGY and LIBRARY

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



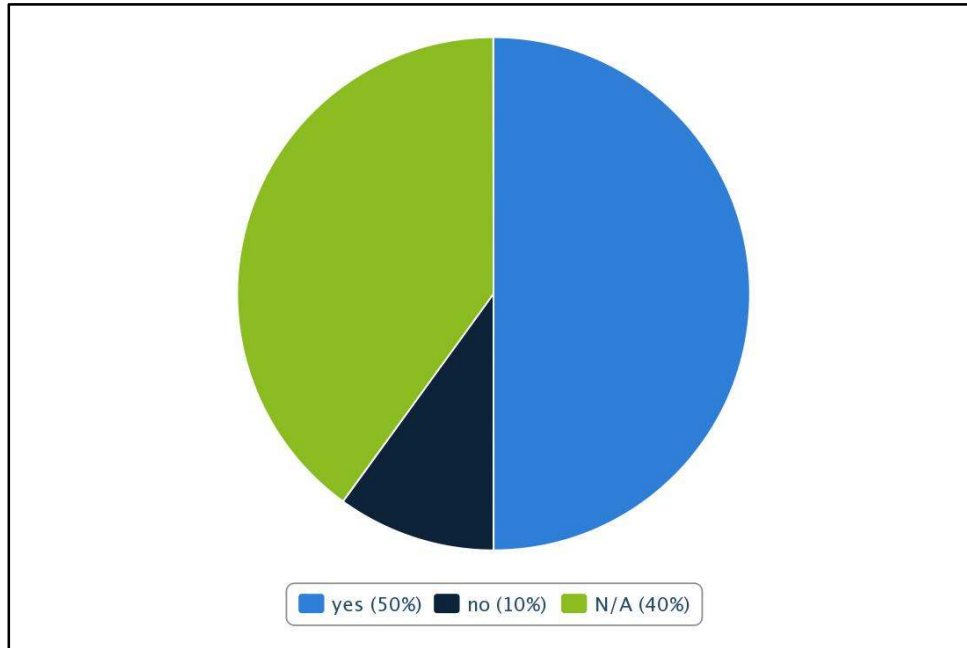
If "yes", please list or if "no", please explain:

Comment summary:

Accessibility needs:

- update current information = 1 comment
- some access to CA, no access to Datatel = 1 comment
- access to Webmail but not Smart Boards = 1 comment
- Special learning materials for the disabled students = 1 comment

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

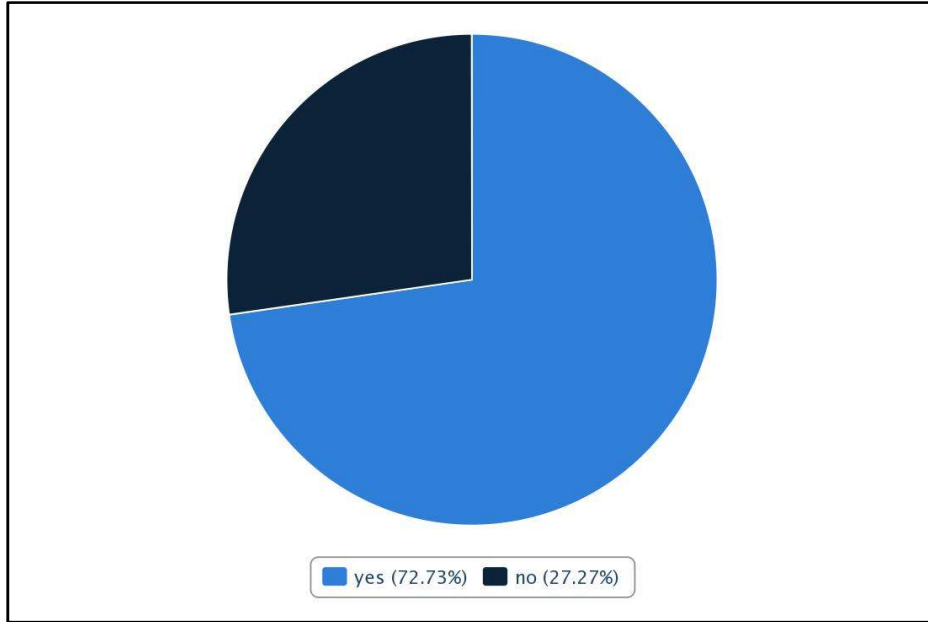


If "no", please explain:

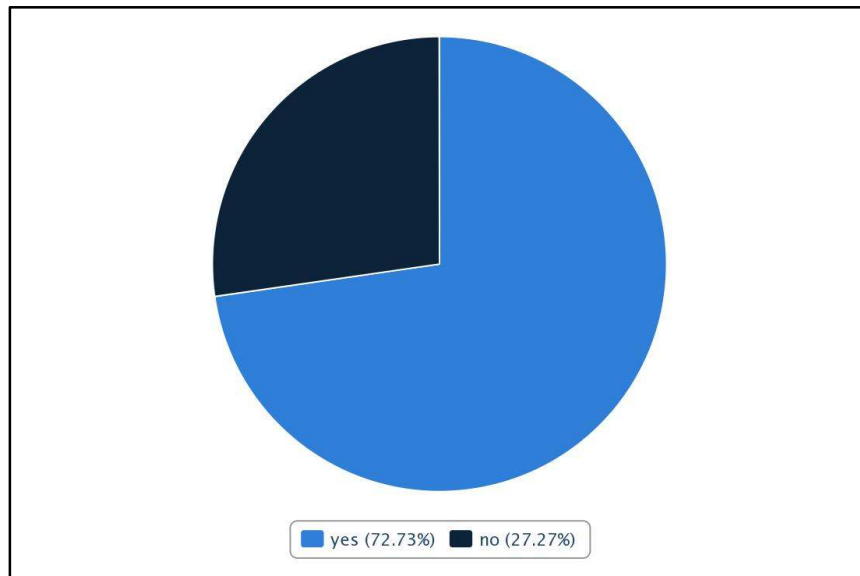
- only regular working hours, 8:00am-4:00pm.

6. EVALUATION AND IMPROVEMENT

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



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



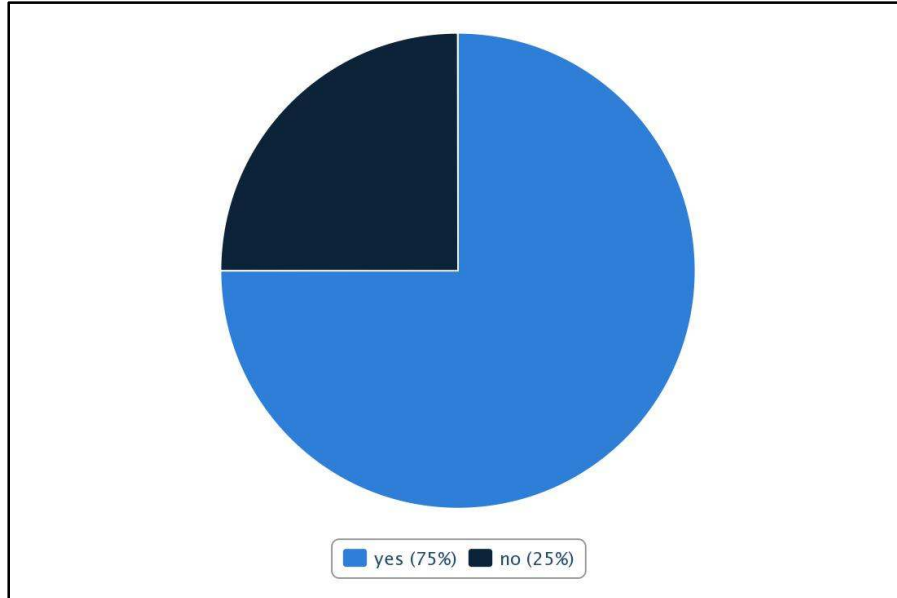
Divisional Assessment SPR 2014

Student Services

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	2 (20.00%)	5 (50.00%)	3 (30.00%)	10	4.10 / 5
Quarterly Reports	2 (18.18%)	0 (0.00%)	0 (0.00%)	6 (54.55%)	3 (27.27%)	11	3.73 / 5
Bi-Weekly Reports	2 (18.18%)	1 (9.09%)	0 (0.00%)	5 (45.45%)	3 (27.27%)	11	3.55 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	3 (33.33%)	4 (44.44%)	2 (22.22%)	9	3.89 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	3 (42.86%)	2 (28.57%)	2 (28.57%)	7	3.86 / 5
Performance Evaluation	1 (10.00%)	0 (0.00%)	1 (10.00%)	5 (50.00%)	3 (30.00%)	10	3.90 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	3 (37.50%)	3 (37.50%)	2 (25.00%)	8	3.88 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	2 (25.00%)	4 (50.00%)	2 (25.00%)	8	4.00 / 5
Student Satisfaction Survey	1 (9.09%)	0 (0.00%)	1 (9.09%)	7 (63.64%)	2 (18.18%)	11	3.82 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	3 (33.33%)	4 (44.44%)	2 (22.22%)	9	3.89 / 5
							3.85 / 5

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

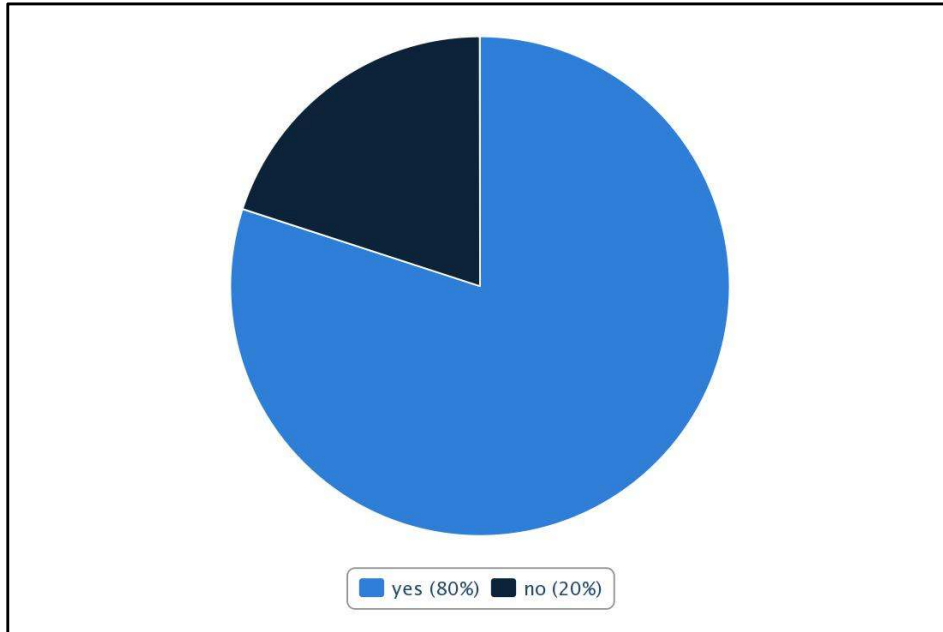


If yes, describe some recent improvements that have come about in response to needs identified through these evaluation processes.

- need to be more comprehensive for the total staff.
- In my area, more high school counselors are aware of our services and more students are also aware of what documents are needed in preparations of transitioning to college.
- Evaluation process results in providing continuous improvement with personnel in this Division by maintaining & continue growth in the area of accountability with personnels job responsibilities in carrying our the division mission and outcomes.
- When I peer tutored from 2011 to 2013, I was informed of the 'drop off' policy (students taking English courses who are required to have papers edited by SLA center were to drop their papers off and wait several hours until they can retrieve it. After editing, lead tutors would stamp and sign papers for confirmation that paper was brought to the center. Students were also able to sit in on their own free will, but that did not happen very often.) Just recently, I learned that a policy was already in place called "Referral". When teachers require their students to see tutors (and to get papers stamped for evidence that they did) they will have to fill out a referral form. This policy has eliminated unnecessary work for tutors, and has shown the difference between students who seek tutorial services because they are required, and those who seek it because of willingness to learn. Since employment, I have seen the importance of communication. Meetings are held either weekly or bi to discuss how we can better provide service for students. There are more tutors and peer tutors, as well as more computers available for student use. The center keeps improving, and I believe that there are more things we have yet to work on, but comparing the center today to when I first started, I would say this is best it has gotten. :)

- The SGA activities have changed to become more student body oriented instead of mainly club participation. 2. The 411 Newsletter has updated activities to include facebook and gmail. 3. The Counselors are more proactive in working with students and respective personnel who are assisting students.

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



What steps are taken when an outcome is not achieved?

Comment summary:

- Divisional Outcomes are helpful to increased student participation = 1 comment
- Acquire assistance from the proper channels = 1 comment
- Meetings are held to find methods for improving and encouraging achievement of outcomes = 3 comments

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

- Student Learning Assistance (SLA) Center established and an additional building/facility was added recently, the SLA Annex; 411 Student Newsletter has added a Facebook web page along with a g-mail address in order to reach more students; Students are asked to be on various committee members; Journalism Club and International Club established; Peer Mentors being renewed along with You Are Not Alone (YANA); YANA has been continuously included Samoa News' Community Bulletin Board section, published 6 days a week except on Sundays and holidays.
- More of our students are well aware of what is happening on campus and where to go for assistance in whatever issues they have due to our informative 411 newsletters. They are also aware of the many services that we provide. For instance our tutorial programs, financial aid, counseling, and SGA. According to our data, we have received more students utilizing our services over the past three years.
 - Student Services in the year of 2013 opened an Annex/ SLA Center extension to assist in carrying out a Comprehensive Tutorial for ASCC. - Student Services has over the past years continue to assist in recruiting scholarship and student loan 'transfer' students in receiving scholarships and loans to pursue their education mission in receiving their Bachelors degrees off-island.
 -
- Increase students participation in SS activities 2. SS continues with more awareness activities around campus 3. Students have more knowledge of existing activities

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Trades and Technology Department

Divisional Assessment SPR 2014

Trades and Technology Department

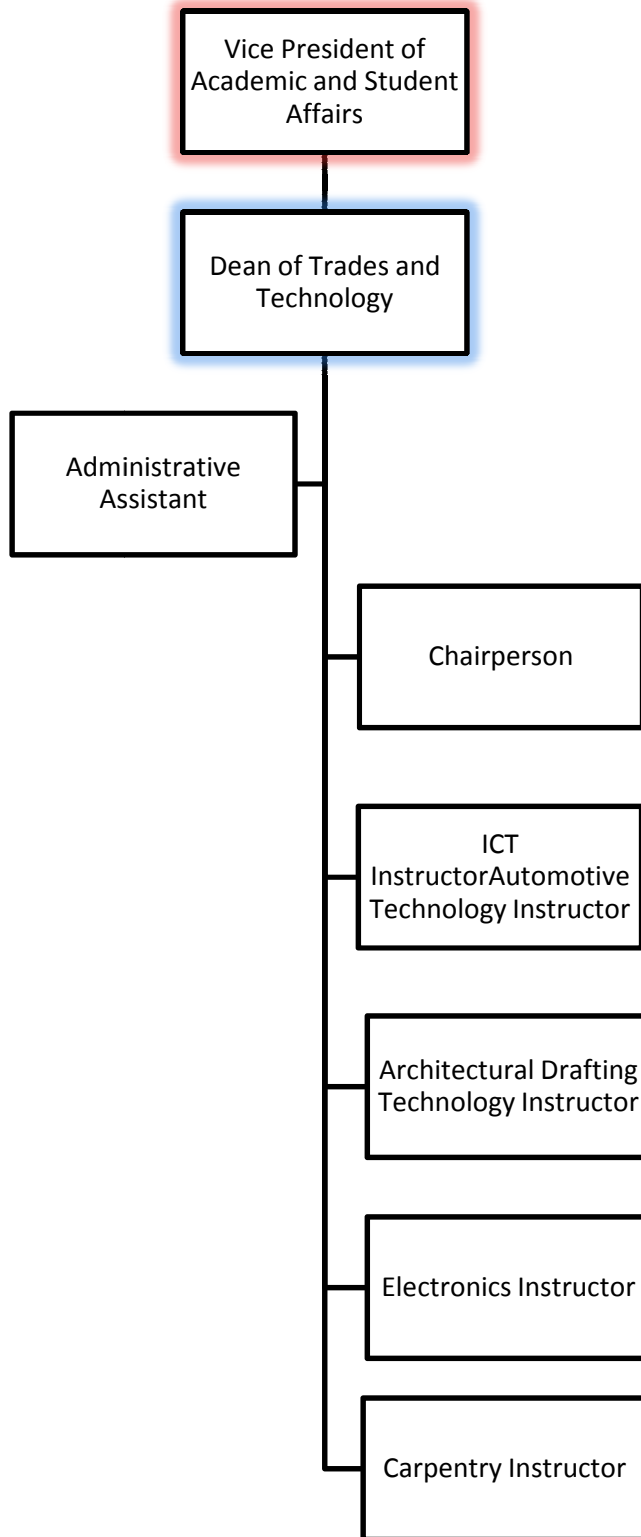
Trades and Technology Department Mission

The mission of the Trades and Technology Division (TTD) is to equip students with knowledge and technical skills in their vocational specialties, through the issuance of certificate of proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public and private entities. In addition, TTD develops programs that prepare students for entry-level employment and upgrade skills of incumbent workers, and prepare them for professional licensure and certification. The Trades and Technology Division provides preparatory training for students to further their education and training beyond ASCC.

TTD Administration

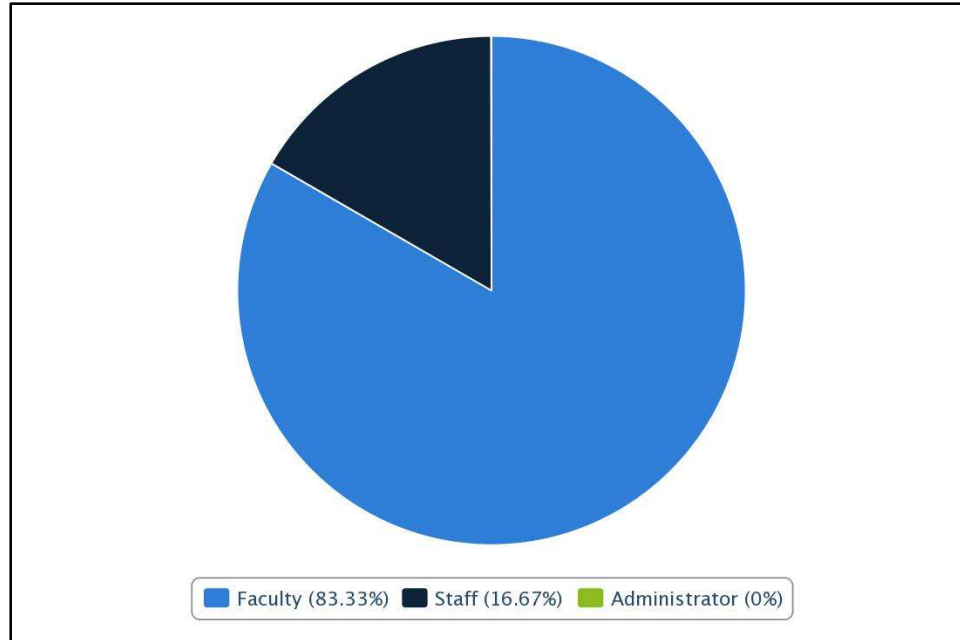
Dean	Michael Leau
Department Chairperson	Fred Suisala

TTD Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- The Electronics program is designed to provide training for individuals interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Electrical training most of which is hands-on will include such topics as AC/DC theory, basic wiring practices, the National Electric Code and other subjects as local needs require. Graduates should qualify for a variety of jobs in the Electronics field as an on-the-job trained or apprentice, assisting in the layout, installation, and maintenance of electronic systems.
- huj
- The mission of the Trades and Technology Division (TTD) is to equip students with knowledge and technical skills in their vocational specialties, through the issuance of certificate of proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public and private entities. In addition, TTD develops programs that prepare students for entry-level employment and upgrade skills of incumbent workers, and prepare them for professional licensure and certification. The Trades and Technology Division provides preparatory training for students to further their education and training beyond ASCC.
- train local population for employment in the local workforce
- The mission of the Trades and Technology Division (TTD) is to equip students with knowledge and technical skills in their vocational specialties, through the issuance of certificate of proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public and private entities. In addition, TTD develops programs that prepare

students for entry-level employment and upgrade skills of incumbent workers, and prepare them for professional licensure and certification. The Trades and Technology Division provides preparatory training for students to further their education and training beyond ASCC.

- The mission of the Trades & Technology Division (TTD) is to equip students with knowledge and technical skills in their vocational specialties, through the issuance of certificate of proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public and private entities. In addition, TTD develops programs that prepare students for entry-level employment and upgrade skills of incumbent workers, and prepare them for professional licensure and certification. The Trades & Technology Division provides preparatory training for students to further their education and training beyond ASCC.

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

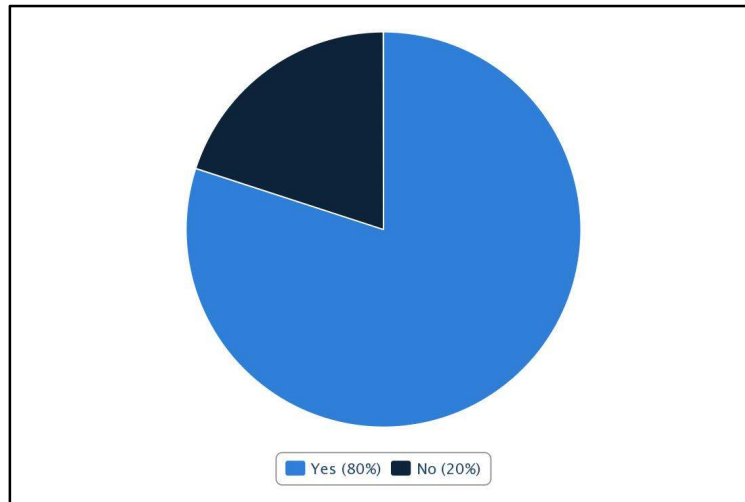
- 1. Demonstrate working knowledge of safety procedures, test instruments, and tools and equipment of their discipline. Therefore, to obtain, analyze and synthesize gathered information necessary to complete an assigned task(s). 2. Attain skills for entry-level employment in their chosen field of study and related fields including work ethics to be a successful employee. 3. To utilize appropriate technological tools, terminology and procedures for personal, academic, and career tasks, include access, evaluate from a variety of sources and contexts, including technology. 4. Information Communication: To think critically in evaluating information, solving problems and making decisions; in addition to read and listen actively to learn and communicate.
- buy brea
- Demonstrate working knowledge of safety procedures, test instruments, and tools and equipment of their discipline. Therefore, to obtain, analyze and synthesize gathered information necessary to complete an assigned task (s). 2. Attain skills for entry-level employment in their chosen field of study and related fields including work ethics to be successful employee. 3. Utilize appropriate technological tools, terminology and procedures for personal, academic, and career tasks, include access, evaluate from a variety of sources and contexts, including technology. 4. Think critically in evaluating information, solving problems and making decisions; in addition to read and listen actively to learn and communicate.
- individuals may communicate using computer technology individuals may use the WWW to conduct research individuals may intelligently select computer equipment
- 1. Demonstrate working knowledge of safety procedures, test instruments, and tools and equipment of their discipline. Therefore, to obtain, analyze and synthesize gathered information necessary to complete an assigned task (s). 2. Attain skills for entry-level employment in their chosen field of study and related fields including work ethics to be successful employee. 3. Utilize appropriate technological tools, terminology and procedures for personal, academic, and career tasks, include access, evaluate from a variety of sources and contexts, including technology. 4. Think critically in evaluating information, solving problems and making decisions in addition to read and listen actively to learn and communicate.
- To prepare students for entry-level employment and to upgrade skills of incumbent workers, as well as prepare them for professional licensure and certification.

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

- Awareness of Samoa and the Pacific
- Research and extension in human and natural resources
- Successful entry into the workforce
- The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and 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, open admissions, 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 nontraditional for: Transfer to institutions of higher learning
- jum
- Transfer to institution of higher learning
- Successful entry into the workforce
- train students to use computer technology for coursework
- train people to enter the workforce
- Transfer to Institution of Higher Learning
- Successful Entry into the Workforce
- The mission and outcomes of the Trades & Technology Division supports the institution's mission, through preparation of its students and incumbents for successful entry into the workforce.

2. PERSONNEL DATA

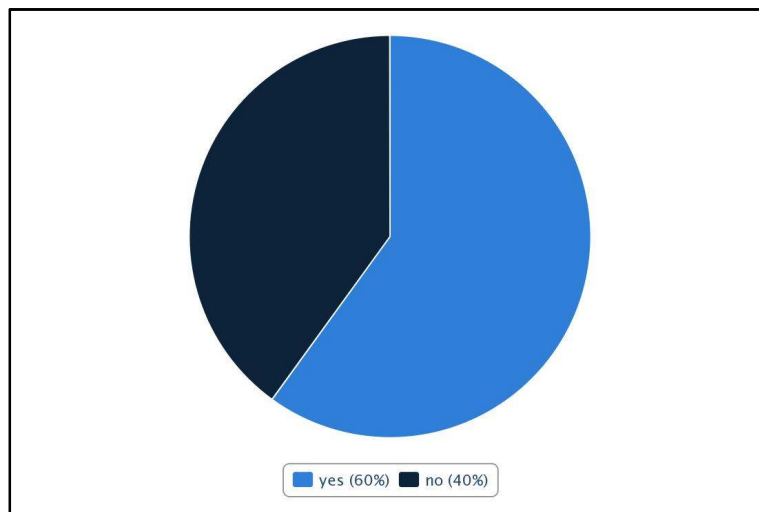
Is the number of personnel adequate to support your Dept/Prog/Div?



If "no", please explain:

- There are offered program courses which will eventually require faculties to facilitate. However, in the mean time there is adequate personnel in support of the division.

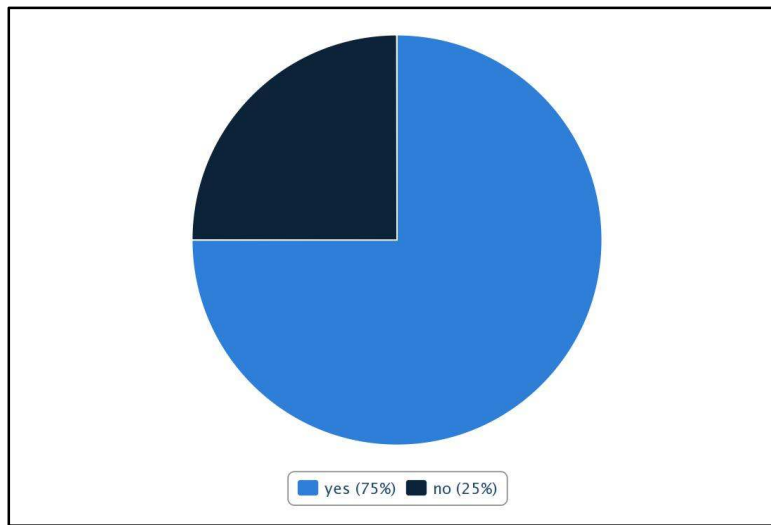
Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?



If "no", please explain:

- Personnel should be required to update knowledge of respective specialized skills frequently based on the accelerating trends and new developments of their fields and content areas.

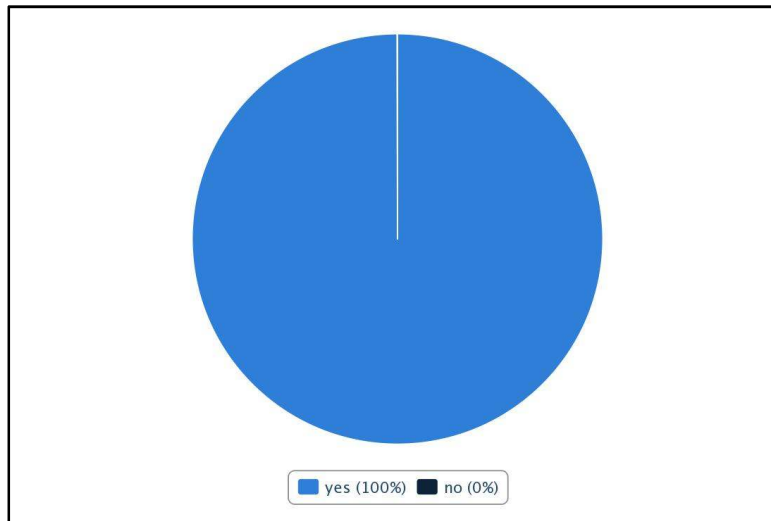
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

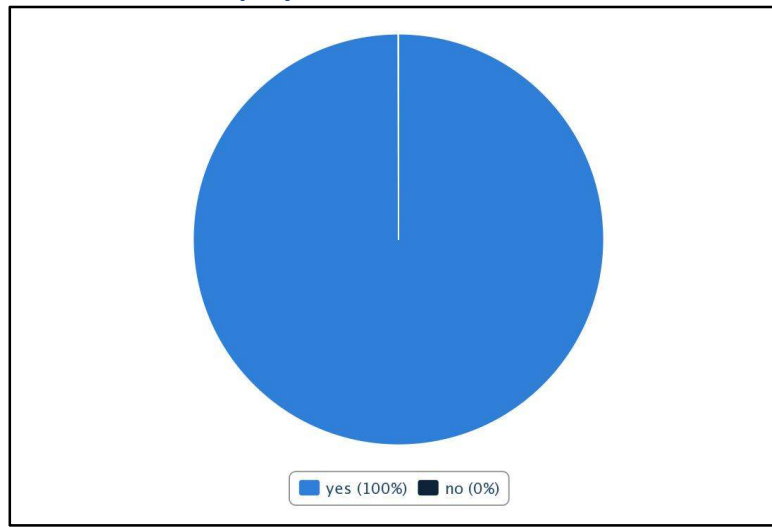
Not all updated certifications are on file, yet it needs to be enforced for credibility purposes for both programs and the institution as a whole.

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- 8
- 15 credit load
- 1
- 15 credits
- NA

Degrees, Coursework and other publications:

- Associates of Science in Electronics FCC License in GROL - General Radio Operator License KH8AX - Technician License Electrician License Computer Technician License Electronic License 15 Years of Teaching Experience
- Occupational/Industrial Master Certification
- USNA - BS, Naval Science (Operations Analysis) USC - MS, Systems Management US Navy Instructor training
- Masters Certification
- Associate of Science in Architectural Drafting (ASCC) Bachelor of Science in Public Management (GGU) Expected Date of Completion - June 2014: Master of Science in Organizational Leadership (Argosy)

Other qualifications not listed in previous question:

- → → ASE certified Master Automobile Technician → Mazda President Guild Award → Mazda Master Automotive Technician → Mazda Senior Automotive Technician → Ford Certified Technician → California Certified Smog Inspectors License → Kia Certified Technician → ASE A/C Certified (understanding chlorofluorocarbons (CFC) and its affect on ozone depletion as well as laws and regulations regarding handling and storage of CFC's). → ASCC Certificates – Automotive

Divisional Assessment SPR 2014

Trades and Technology Department

Technology →DeAnza College – Certificates in Automotive Fuel Management and Emission Systems → Ford Factory Training Certificate →Skyline College – Certificates in Engine Computer Control and Fuel management Systems and Emission Systems. American Samoa Tradesman License (Automotive

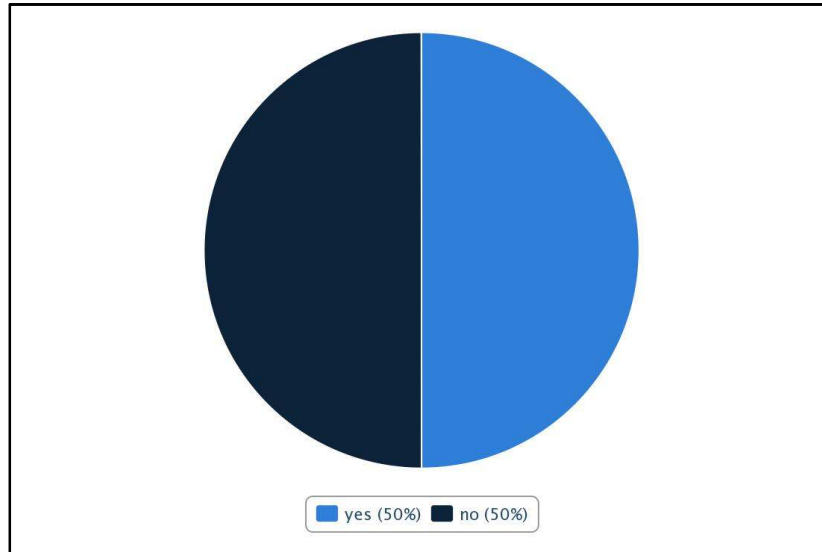
- Scheduling Engineer with Santa Fe Engineering
- Tradesmen Licenses: Construction, Draftsmen, Electrical (2004) USDA Graduate Certificates: Federal Acquisitions (2005-2006) FEMA Training Certificate: Incident Command System (2006)

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

- Member of the Senate Member of the Student Learning Accreditation Committee
- Curriculum Committee, Self Study Committee, Grievance Committee.
- Self-Study Committee: Finance Resources & Instruction Programs

4. STAFF DEVELOPMENT

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

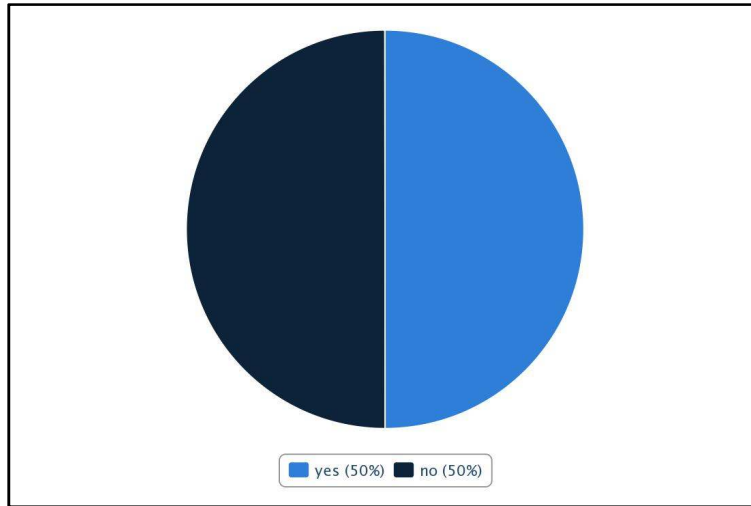


If "no", please explain:

Summarized comments:

In service Training only = 2 comments
Need more training in Specialty areas = 3 comments

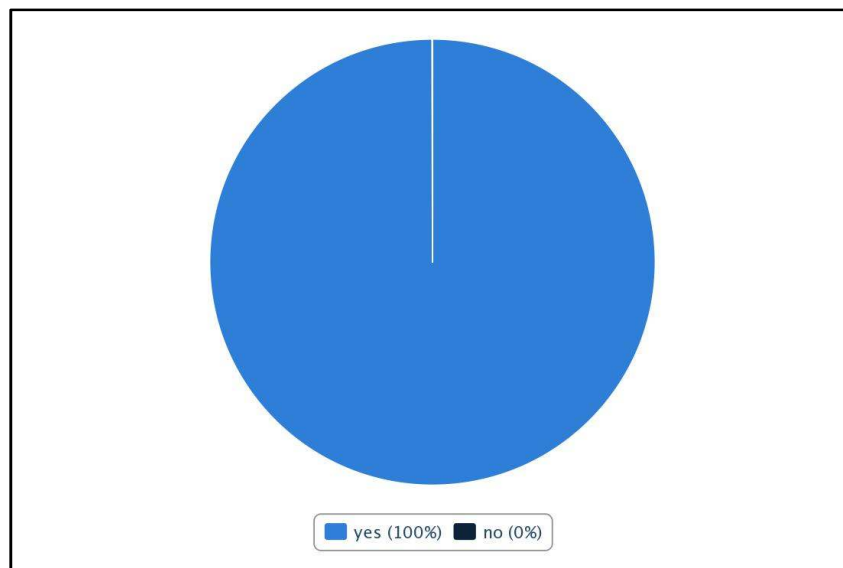
Are there any unmet needs for professional development among personnel in this Dept/Prog/Div?



If "yes", please explain:

- Instructors shall be sent for update training and certifications in their respective fields to keep abreast with today's cutting edge technology.
- Office Etiquette Training: Fundamental Principles; Empowerment of employees with decision makings;

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

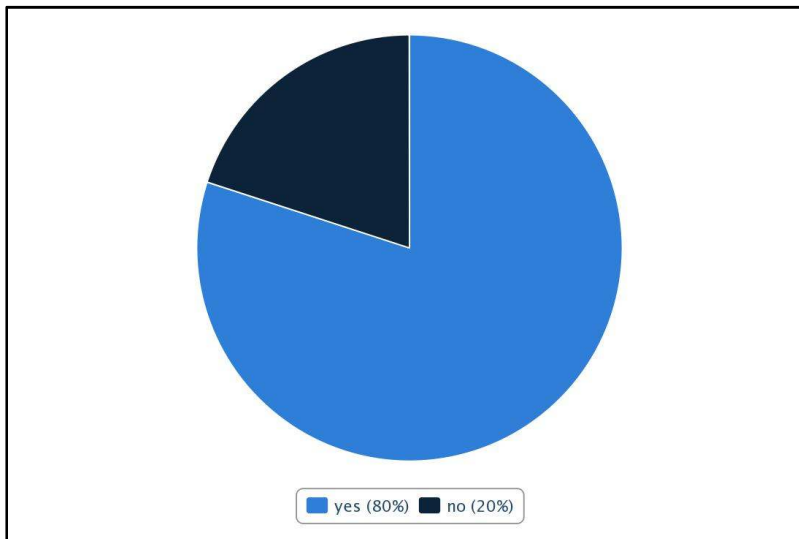


5. FACILITIES, EQUIPMENT and BUDGET

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

- The TTD have three main buildings which houses all 8 class rooms and 5 offices.
- Classrooms, offices and computer labs and workshops for trade programs.
- 2 buildings housing 3 computer labs, automobile workshop, welding workshop, 4 classrooms and 5 offices
- Classrooms, labs are adequate at this time. Office space are needed by some instructors who are using their classrooms.
- Few classrooms such as computer labs have been renovated and repaired during the ARRA. However, three classrooms located in the Shop with offices require immediate attention. The classrooms need major repairs due to poor repairs during the ARRA projects, which compounded by a deteriorated roofing structure that continues to cause leaks within the offices, classrooms and laboratory.

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



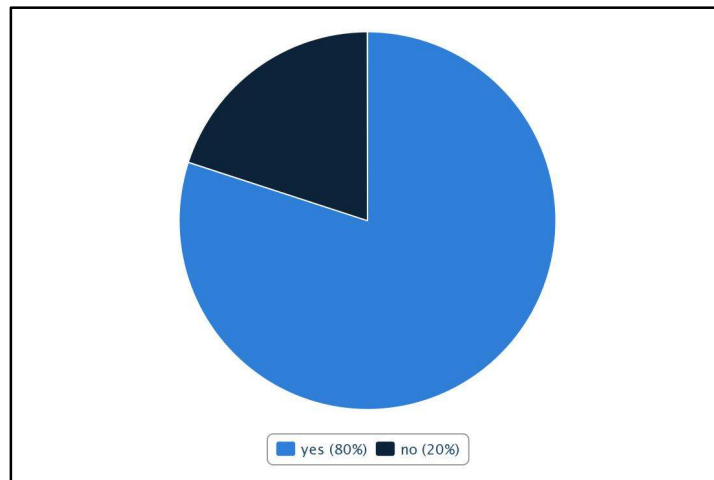
If "no", please explain:

- Division needs manpower from the Physical Facility Maintenance to complete an office space under construction, which will house the Main and Central Office for TTD accessible to its current and potential students.

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

- In the electronic alone, we use Oscilloscope and multimeteres. There is a need for more equipment.
- Computer and related equipments etc. Tools, diagnostic equipments and special tools. Need to be updated to meet current trends.
- using ASCC computers for labs and instruction
- Adequate
- Majority of equipments currently used by the programs are outdated. Yet, in the mean time suffices the programs as instructors are armed with the skills and ability to improvise. However, with updated skills within the workforce, the need exists for proper equipments and materials to instill the best practices to the students.

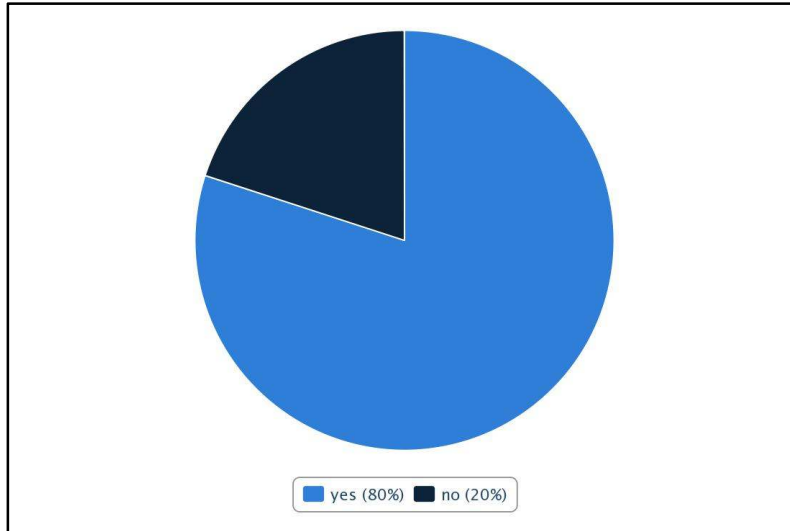
Are additional facilities or equipment required to support this Dept/Prog/Div?



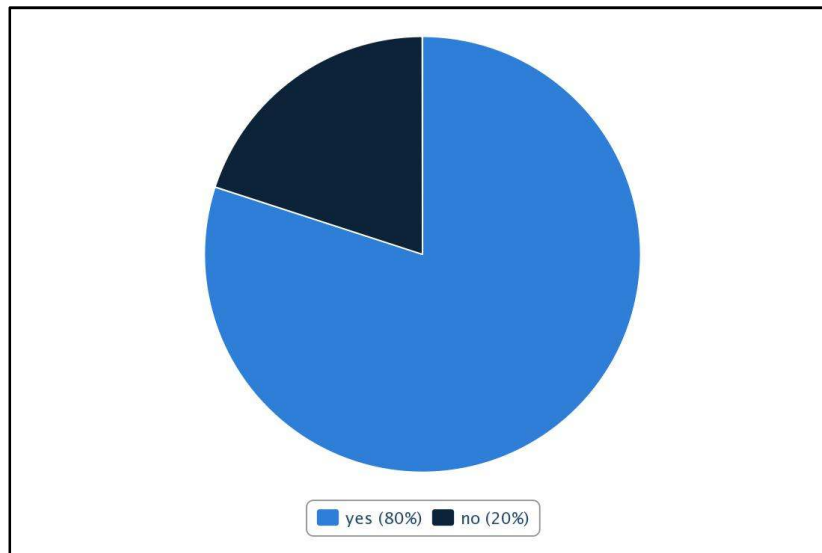
If so, please list and explain:

- Updated diagnostic and repair equipments for trade programs.
- students should buy their own computers
- Office space
- Identified Classrooms need major repairs; Office spaces for instructors to serve the students rather than offices located in classrooms; Central office accessible for all current and potential students;

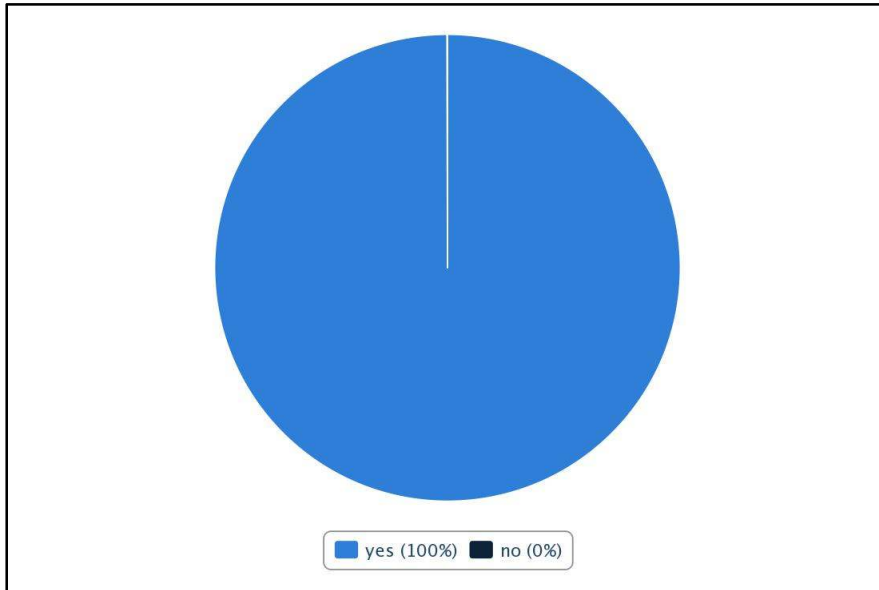
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



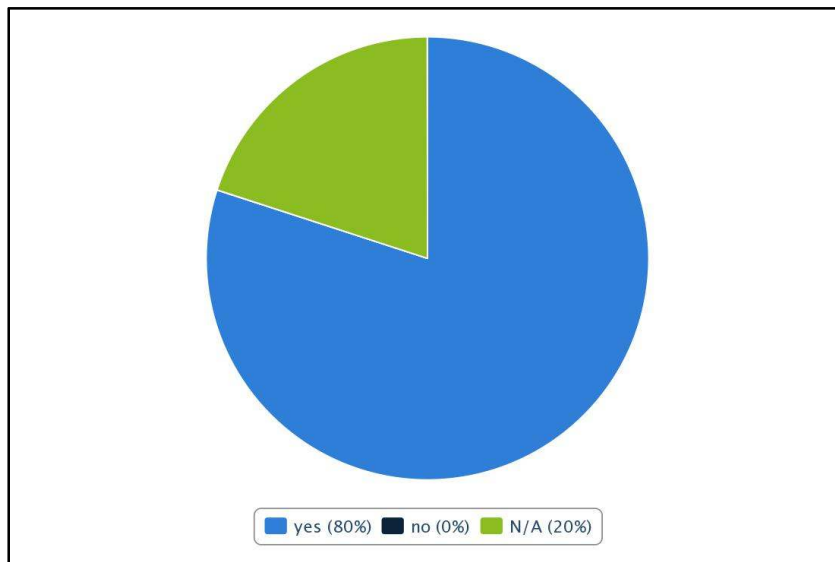
Are the physical facilities accessible to persons with disabilities?



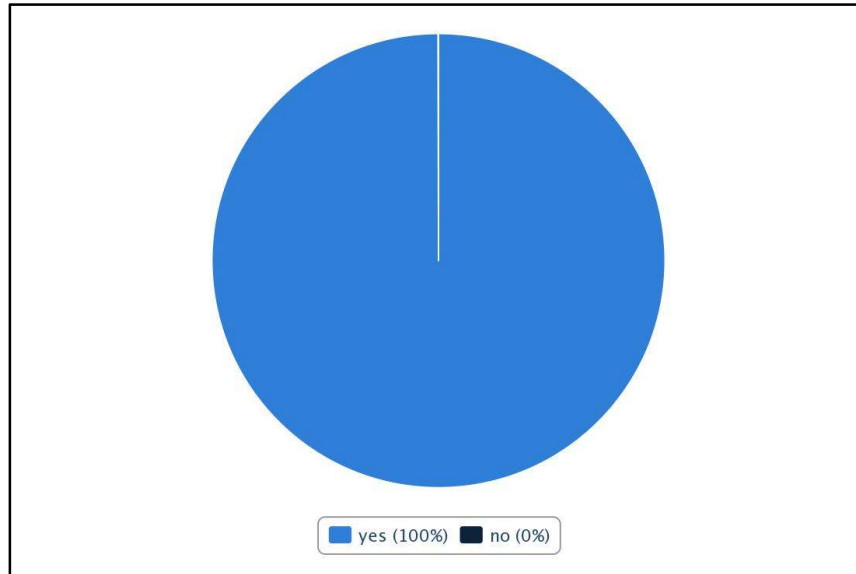
If "no", please describe below what is needed to make your area accessible.

No answers

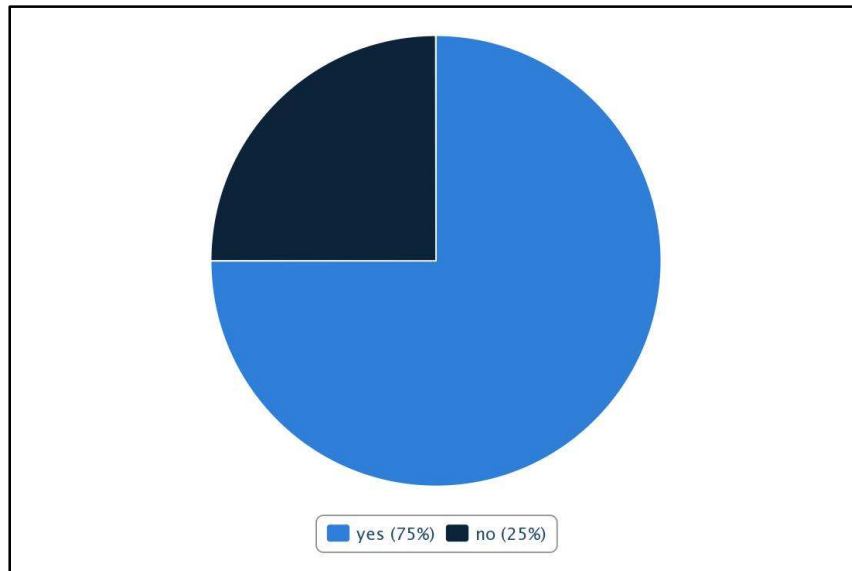
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

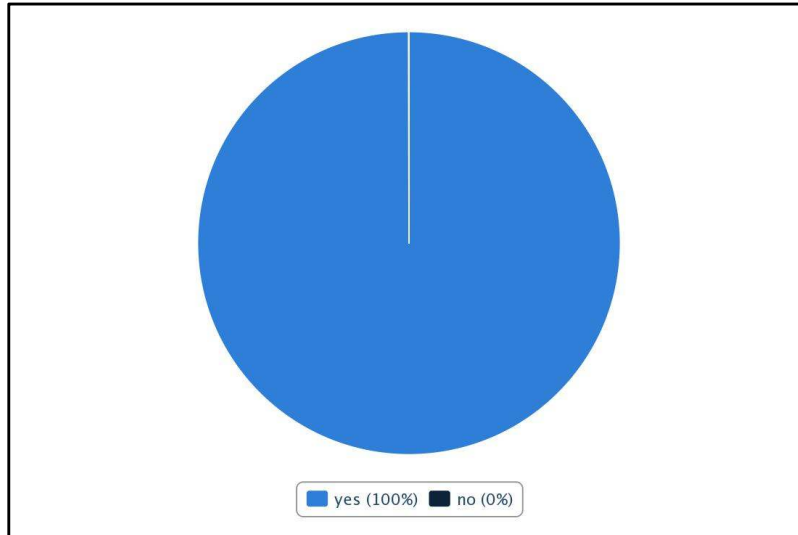


If "no", please explain:

- There is a need for an office for the electronic and architectural drafting departments. Books are needed and Lab supplies.

6. TECHNOLOGY and LIBRARY

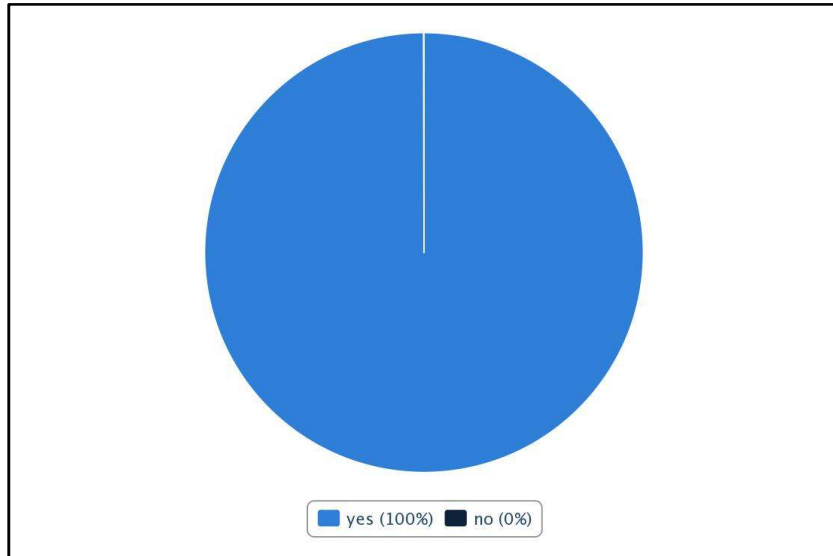
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

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

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

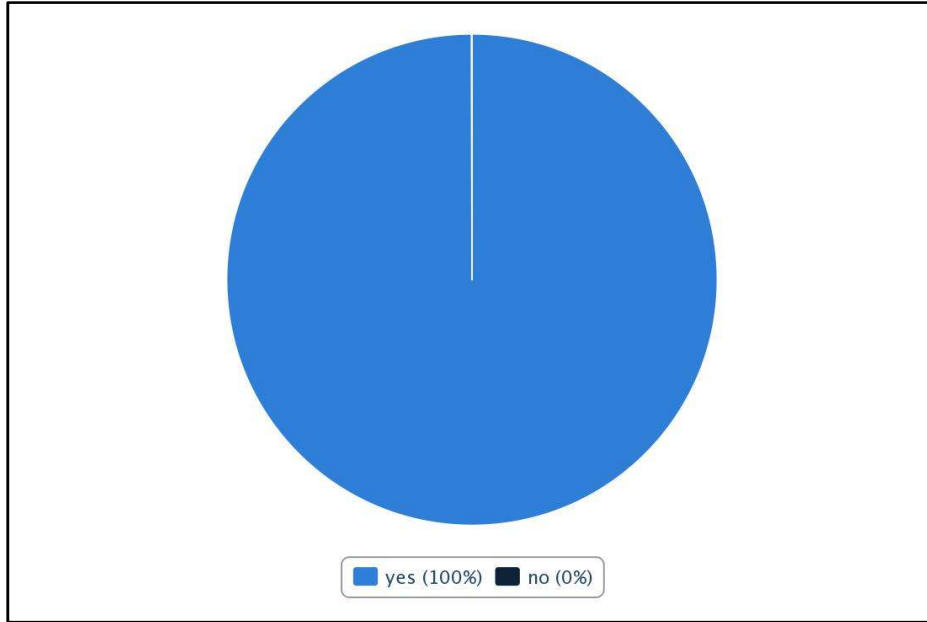


If "no", please explain:

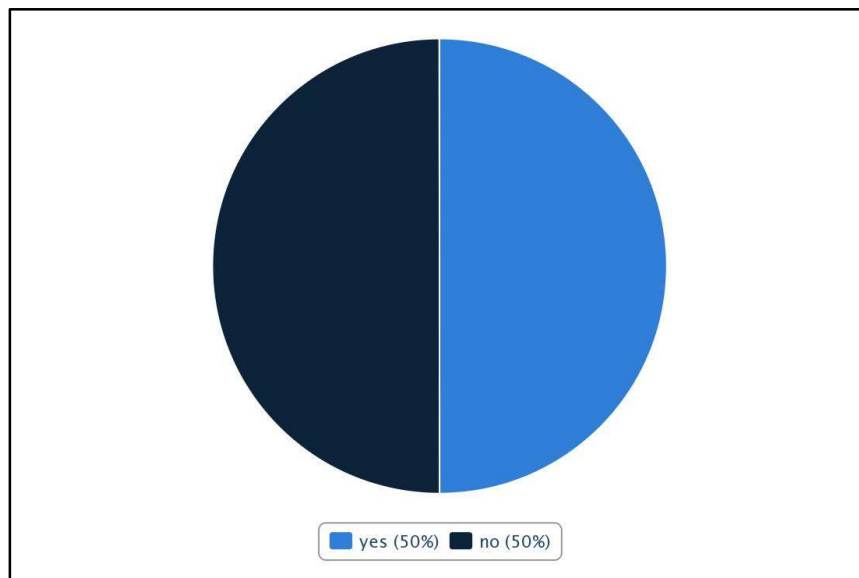
- No answers

6. EVALUATION AND IMPROVEMENT

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



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



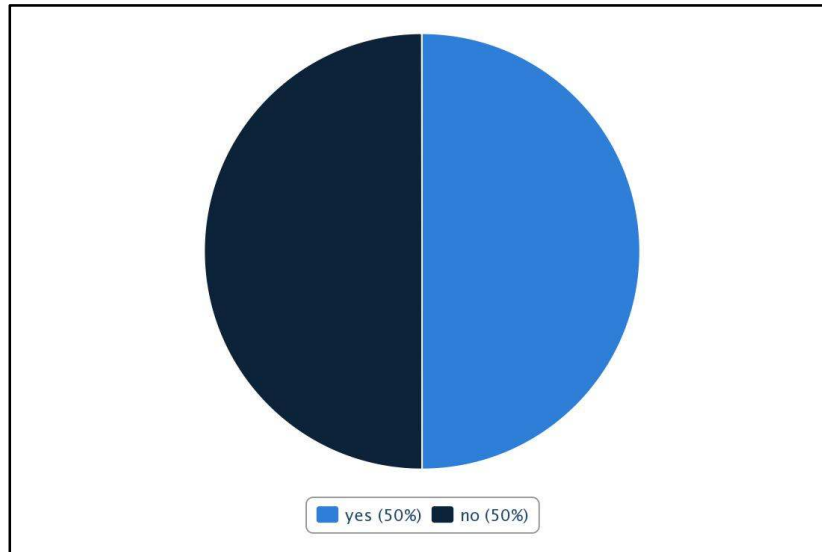
Divisional Assessment SPR 2014

Trades and Technology Department

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	2 (40.00%)	3 (60.00%)	0 (0.00%)	5	3.60 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	2 (40.00%)	3 (60.00%)	0 (0.00%)	5	3.60 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	2 (40.00%)	3 (60.00%)	0 (0.00%)	5	3.60 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	3 (60.00%)	2 (40.00%)	0 (0.00%)	5	3.40 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	3 (60.00%)	2 (40.00%)	0 (0.00%)	5	3.40 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (60.00%)	2 (40.00%)	5	4.40 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	2 (40.00%)	2 (40.00%)	1 (20.00%)	5	3.80 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (80.00%)	1 (20.00%)	5	4.20 / 5
Student Satisfaction Survey	0 (0.00%)	1 (20.00%)	0 (0.00%)	4 (80.00%)	0 (0.00%)	5	3.60 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	3 (60.00%)	1 (20.00%)	1 (20.00%)	5	3.60 / 5
							3.72 / 5

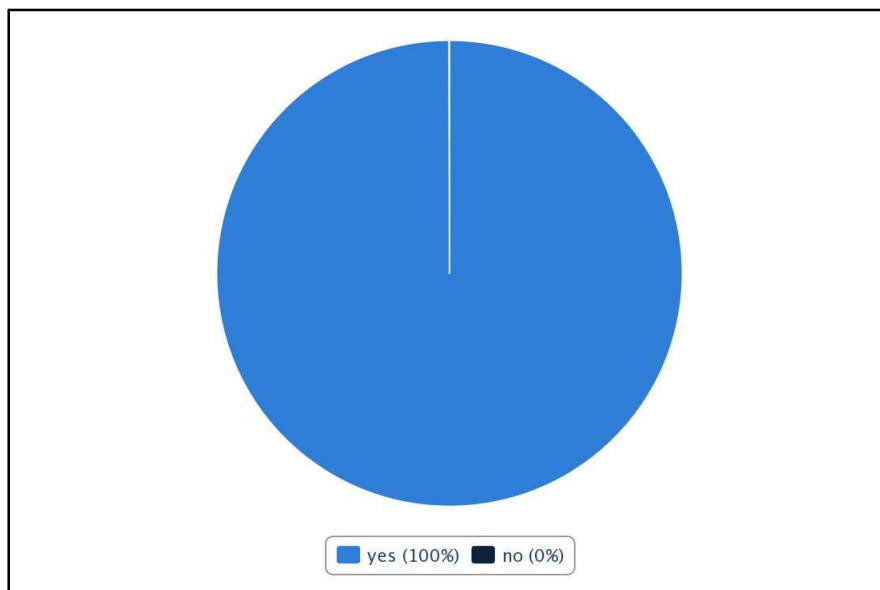
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- Yes. Evaluation has enabled us to realize what we need to improve on and therefore work on accomplishing that task.
- Proposed revisions to trade programs

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



What steps are taken when an outcome is not achieved?

- call a dept mtg to figure out why

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

- The majority of students are able to find the jobs after graduation.
- Re-launching of the Apprenticeship and Workforce Development training program.
- I don't keep track

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Teacher Education
American Samoa Bachelors in Education Program

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

TED/ASBEP Mission

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

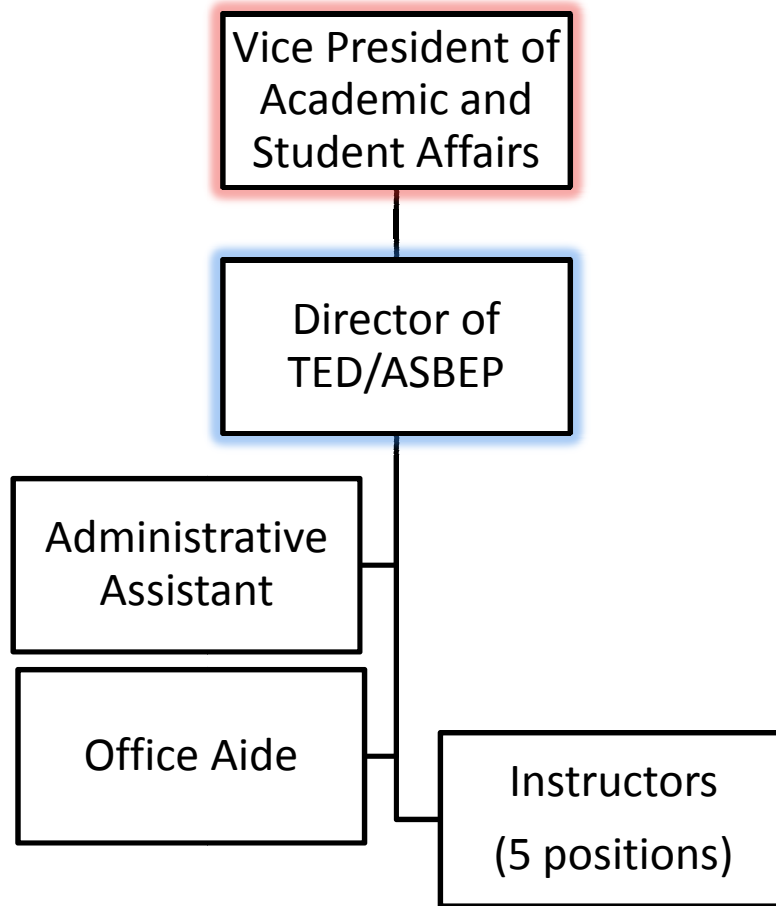
TED/ASBEP Administration

Dean	Dr. Lina Galea'i-Scanlan
-------------	---------------------------------

Divisional Assessment SPR 2014

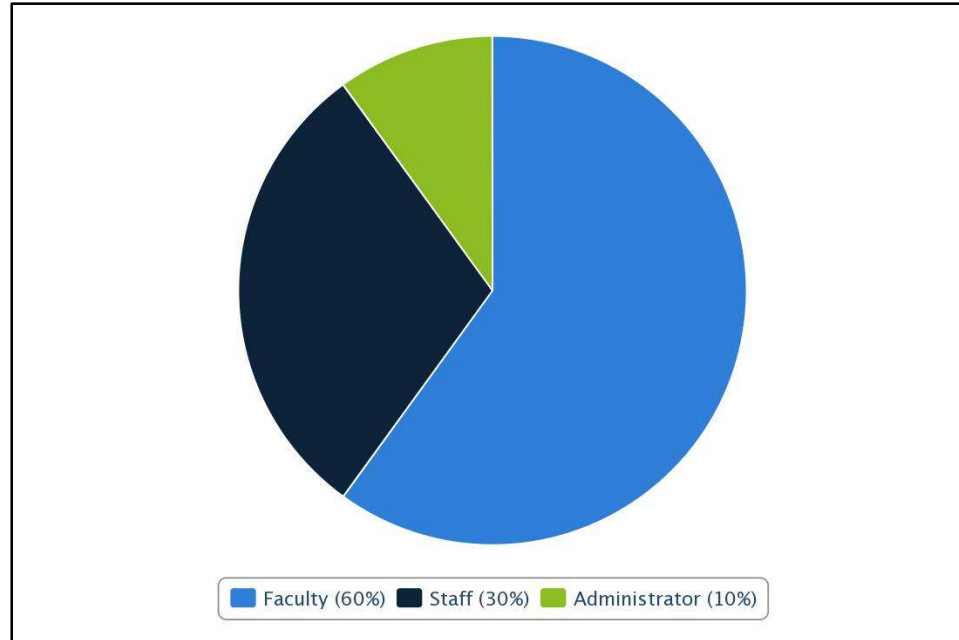
Teacher Education/ American Samoa Bachelors in Education Program

Teacher Ed/ American Samoa Bachelors in Education Program Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

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

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

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

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

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

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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

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

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

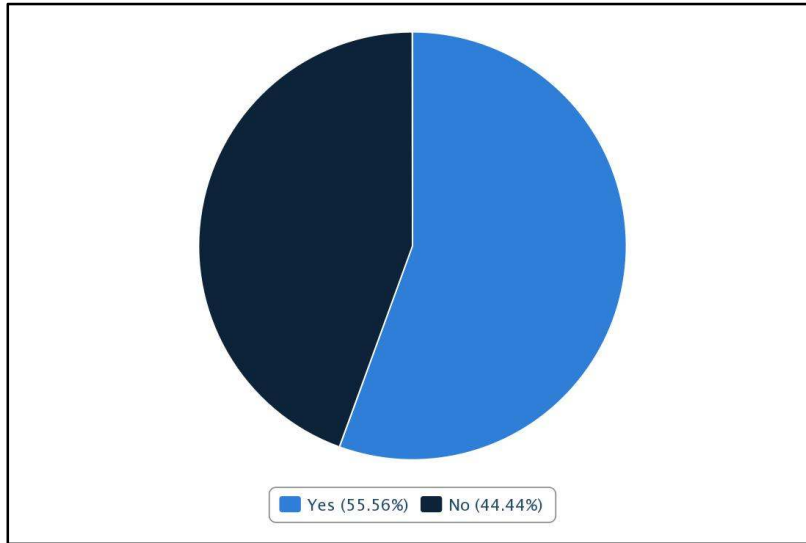
Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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

2. PERSONNEL DATA

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

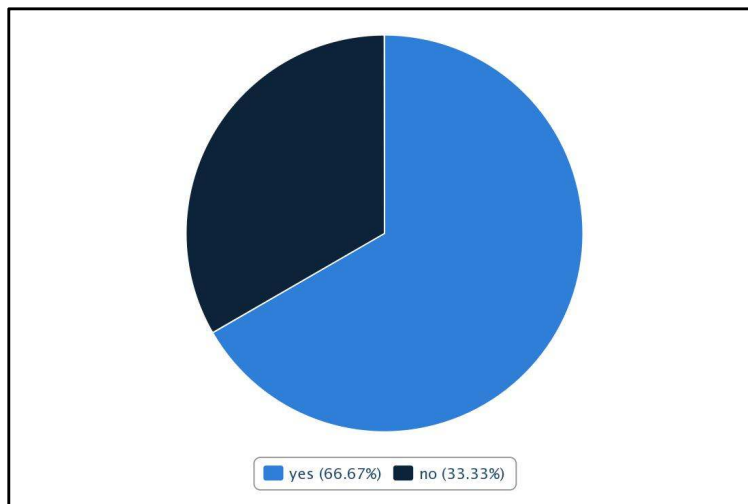


If "no", please explain:

Summarized Comments:

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

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



Divisional Assessment SPR 2014

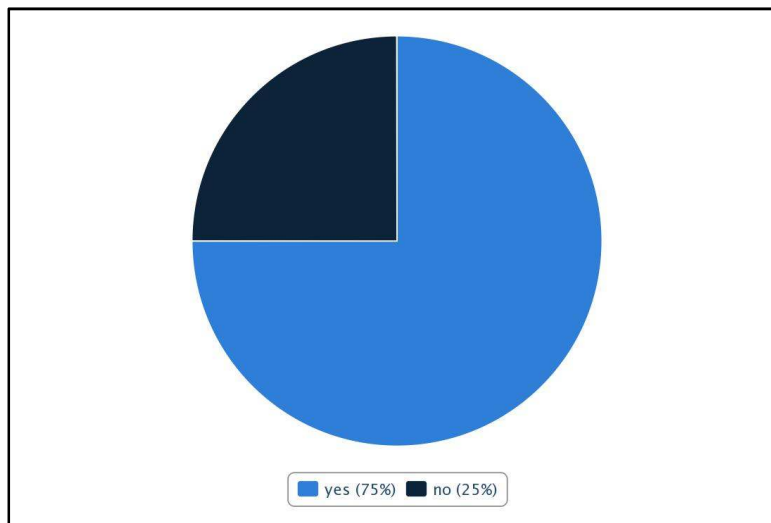
Teacher Education/ American Samoa Bachelors in Education Program

If "no", please explain:

Summarized Comments:

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

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



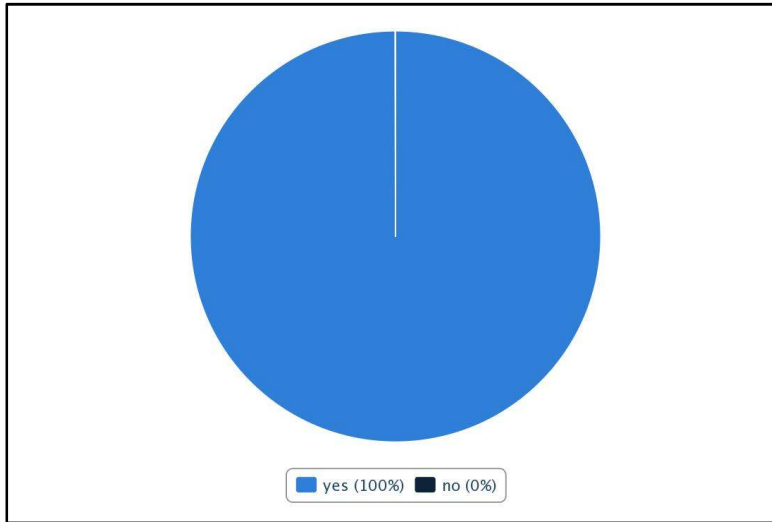
If "no", please explain:

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

Divisional Assessment SPR 2014

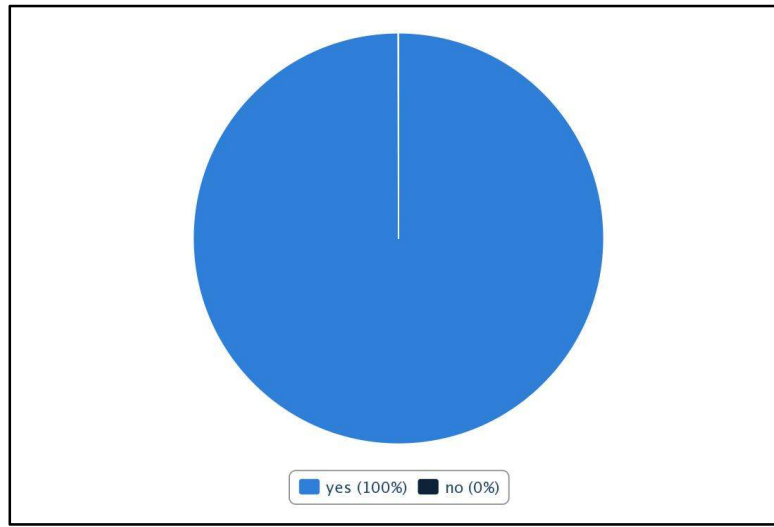
Teacher Education/ American Samoa Bachelors in Education Program

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

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

Degrees, Coursework and other publications:

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

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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

Other qualifications not listed in previous question:

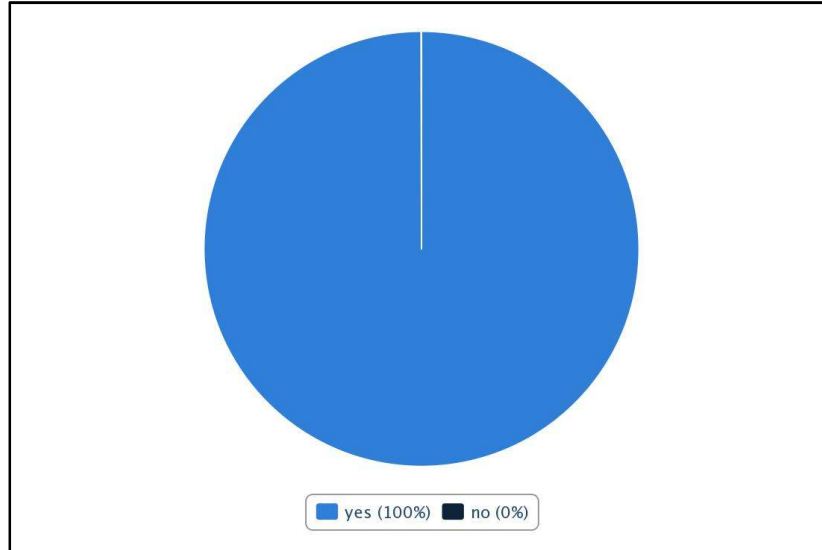
- Diploma of teaching (New Zealand)
- None.
- Accreditation Basic Certification
- Outreach counselor, high school counselor, teaching experience over 20 years
- Sport Development and Organizers Mentorship of Prospect Teachers

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

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

4. STAFF DEVELOPMENT

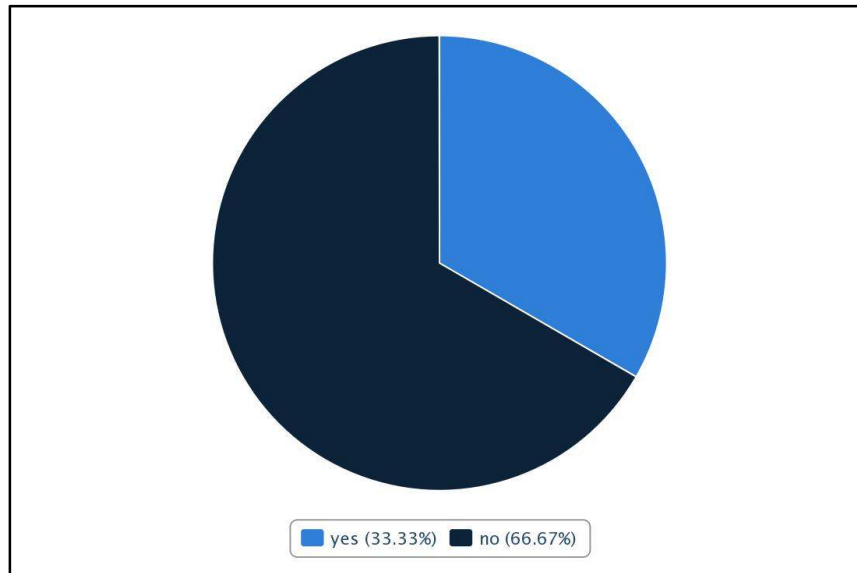
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

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

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



Divisional Assessment SPR 2014

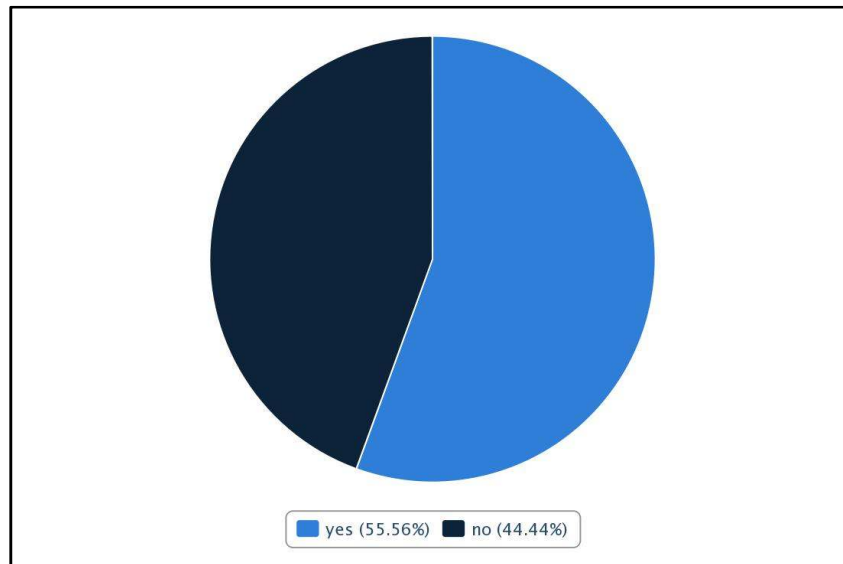
Teacher Education/ American Samoa Bachelors in Education Program

If “yes”, please explain:

Summarized comments:

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

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

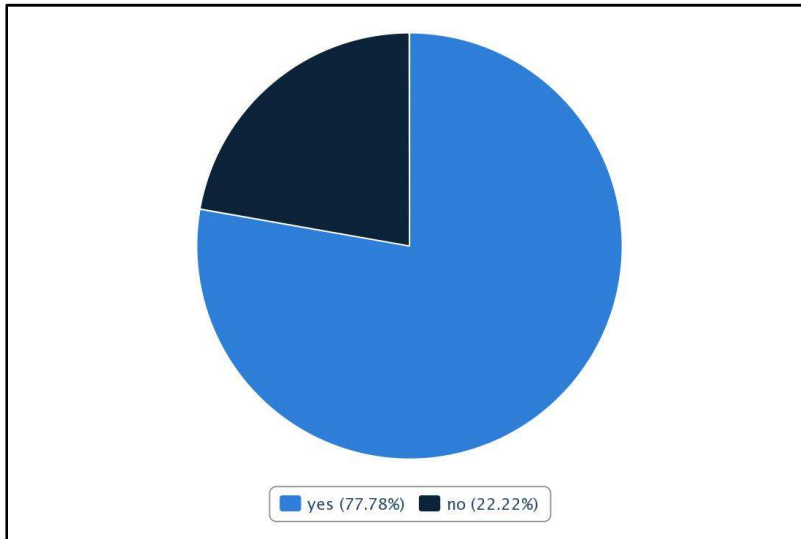


5. FACILITIES, EQUIPMENT and BUDGET

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

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

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



If "no", please explain:

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

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

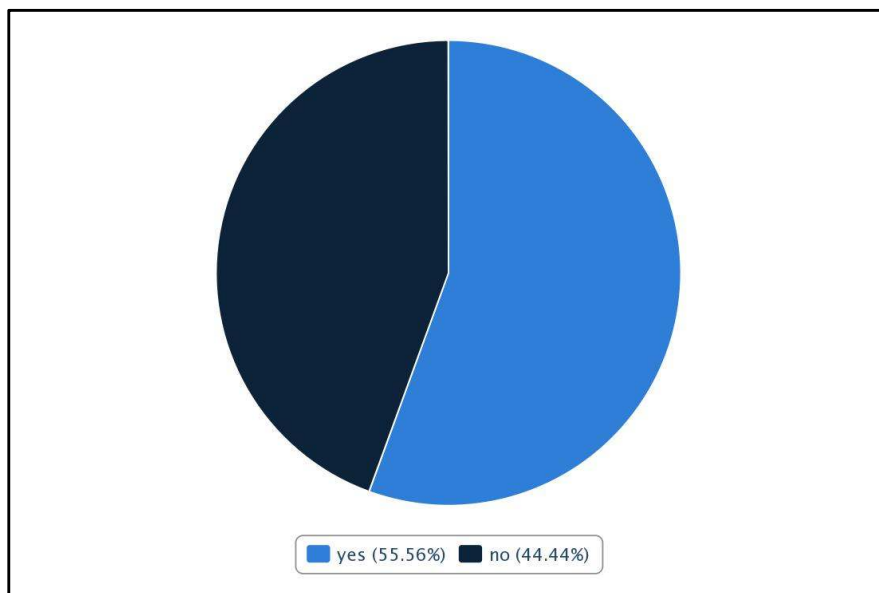
- Computers
- Mac computers, printers, and xerox machines. It is adequate.
- Our department has a vehicle, as for its usage, I have no idea what its purpose of or function, for the office or for the faculty to travel to designated school, which support our bachelor program.
- The issue has been with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

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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

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



If so, please list and explain:

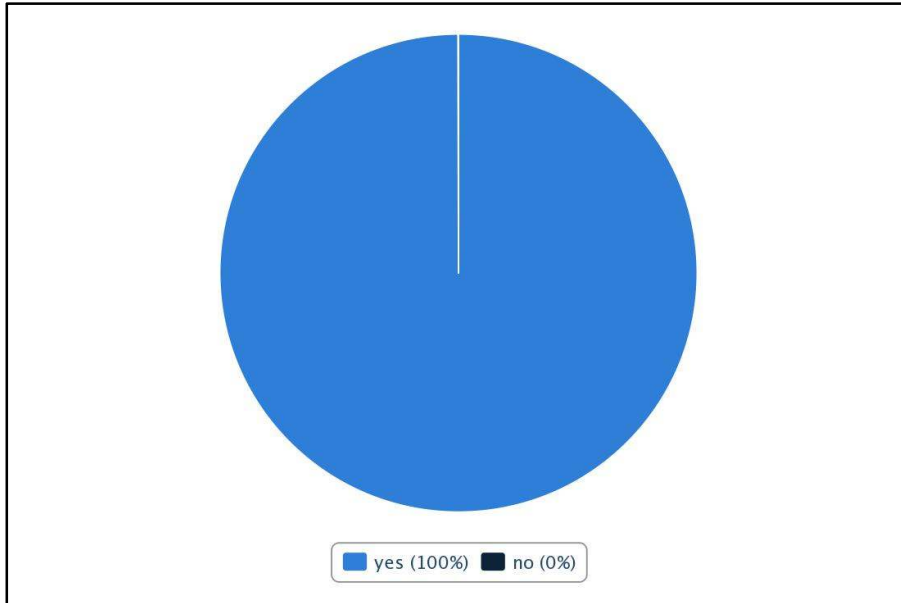
Summarized Comments:

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

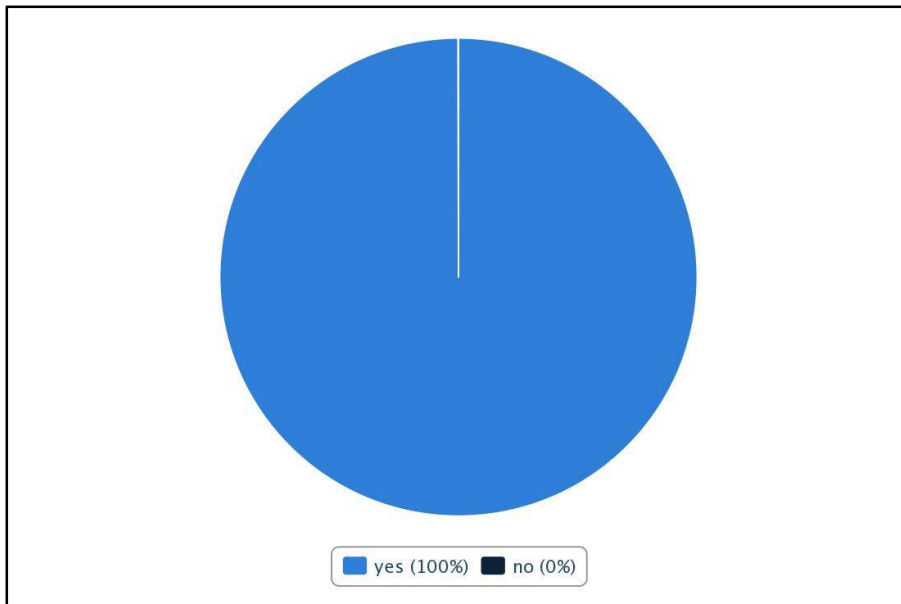
Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

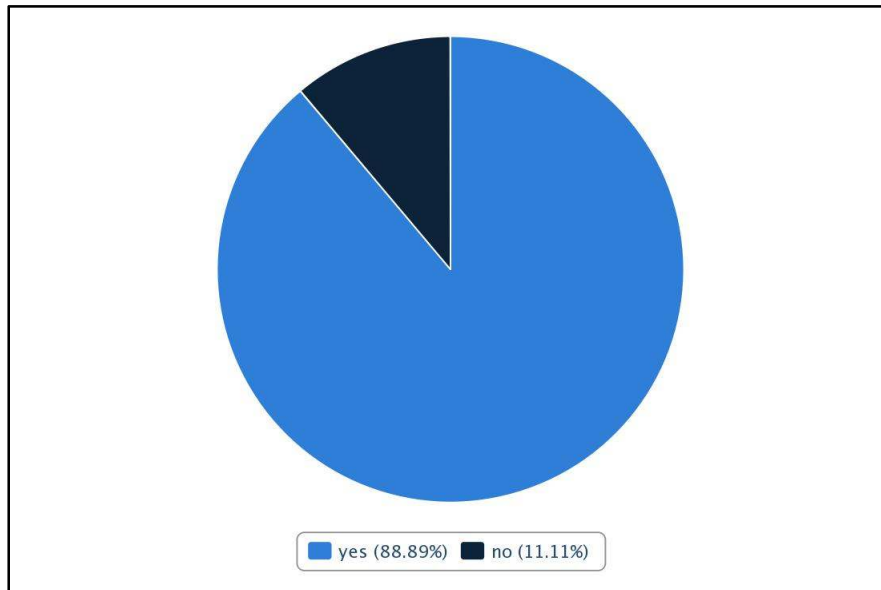
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



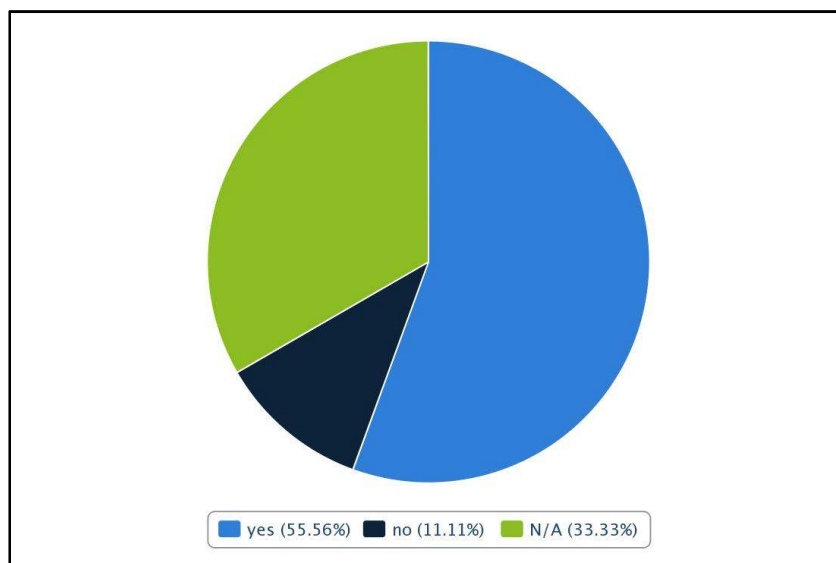
Are the physical facilities accessible to persons with disabilities?



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

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

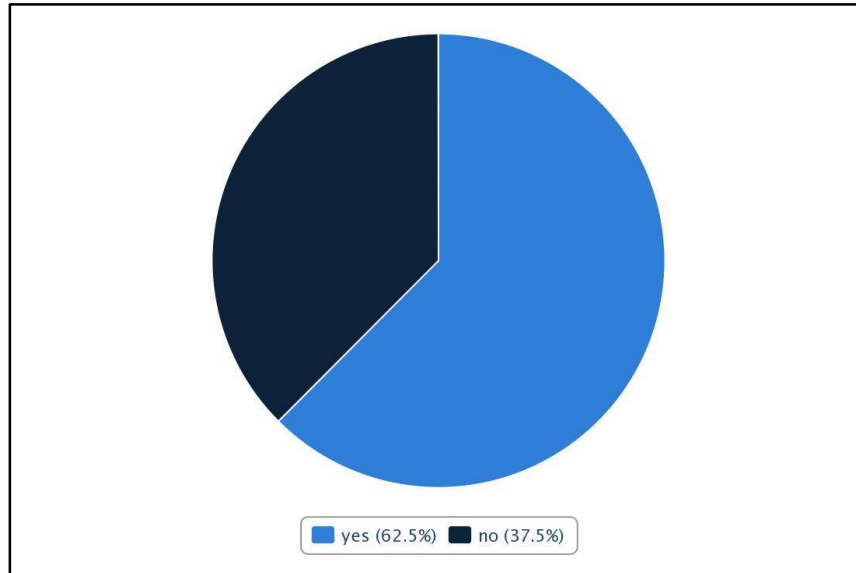
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



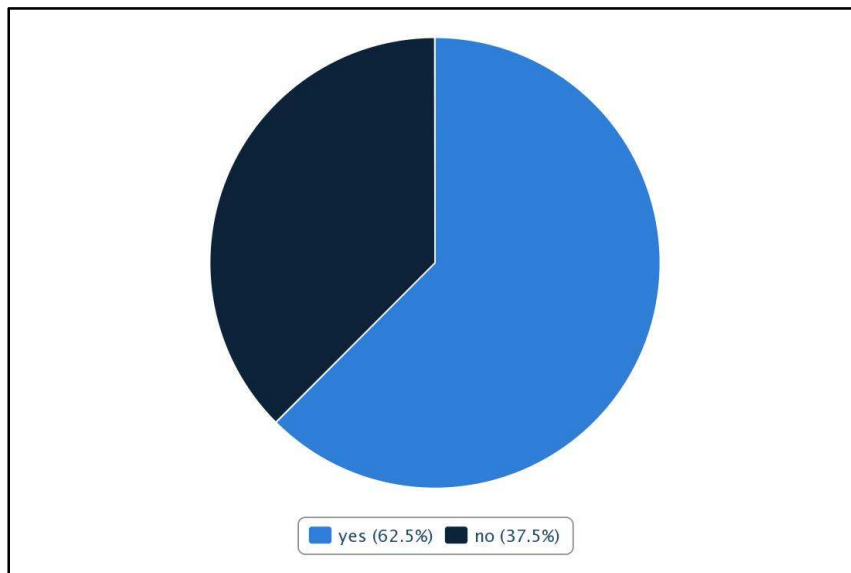
Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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



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



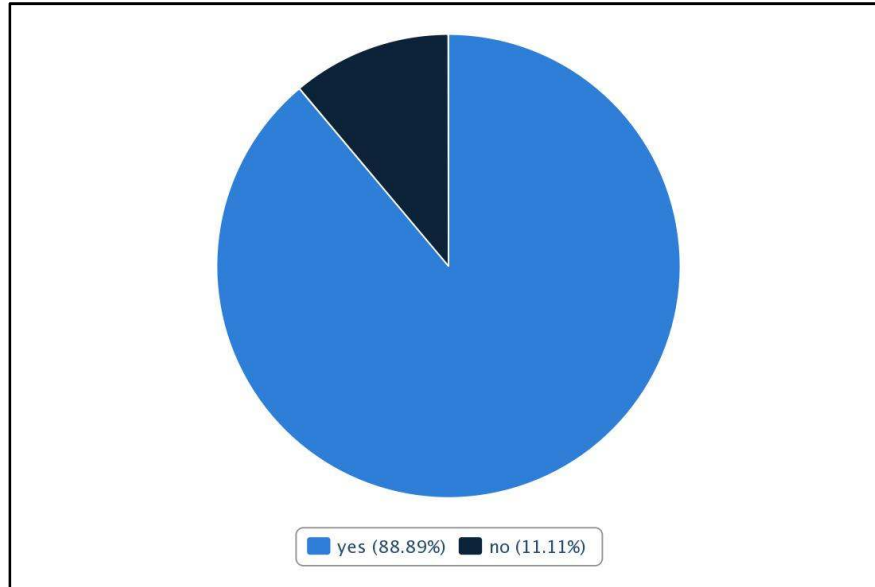
If "no", please explain:

Summarized comments:

- Don't know the budget = 3 comments

6. TECHNOLOGY and LIBRARY

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



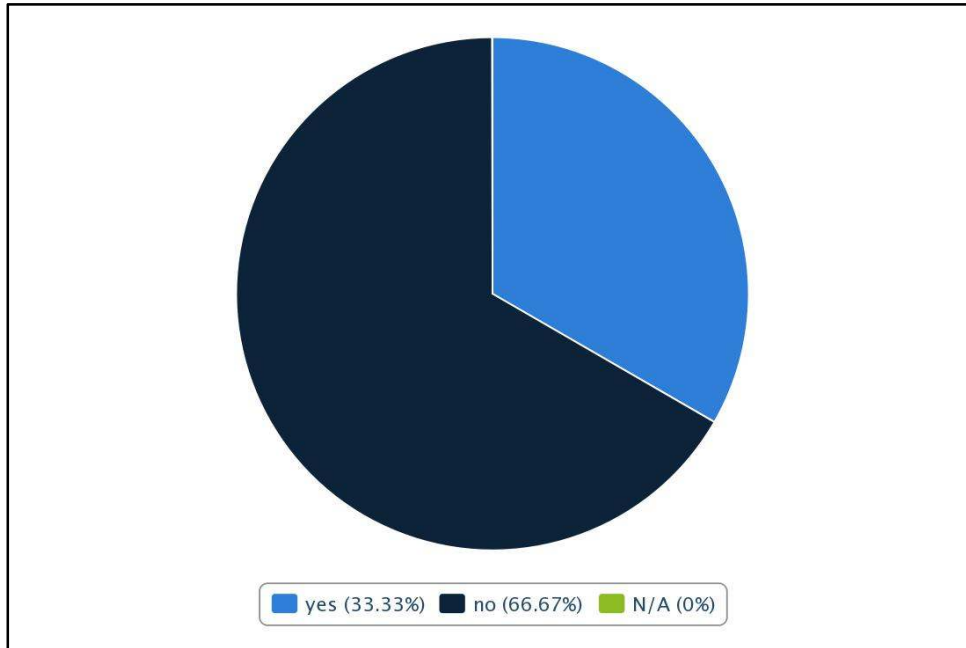
If "yes", please list or if "no", please explain:

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

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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



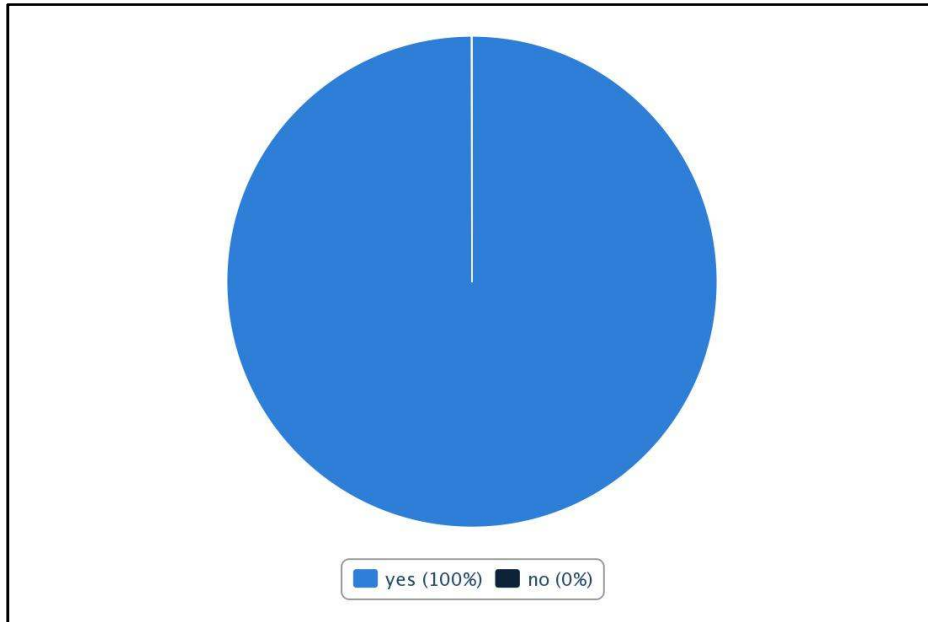
If "no", please explain:

Summarized comments:

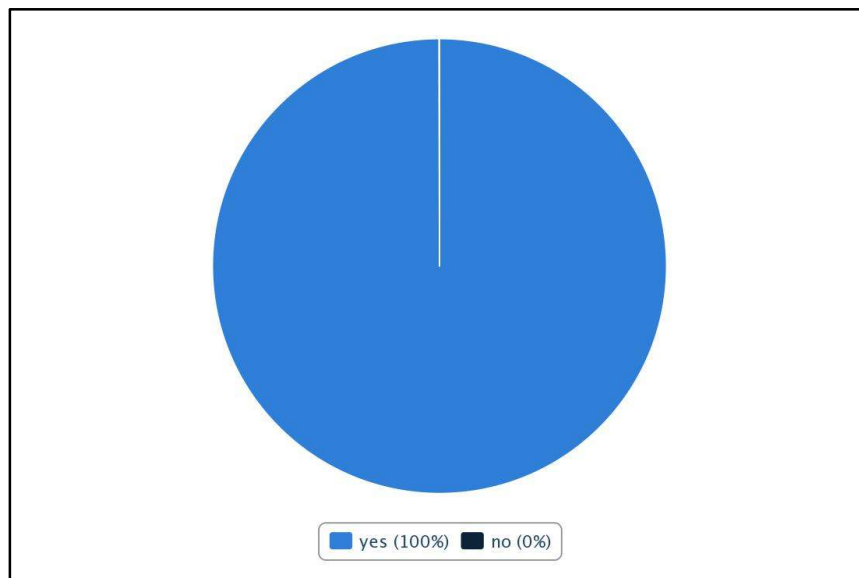
- Need evening hours = 6 comments

6. EVALUATION AND IMPROVEMENT

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



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



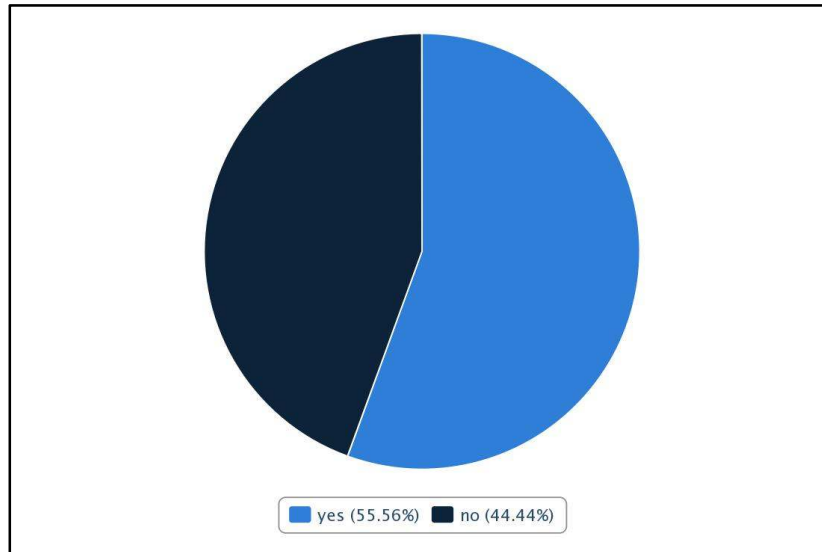
Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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

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

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



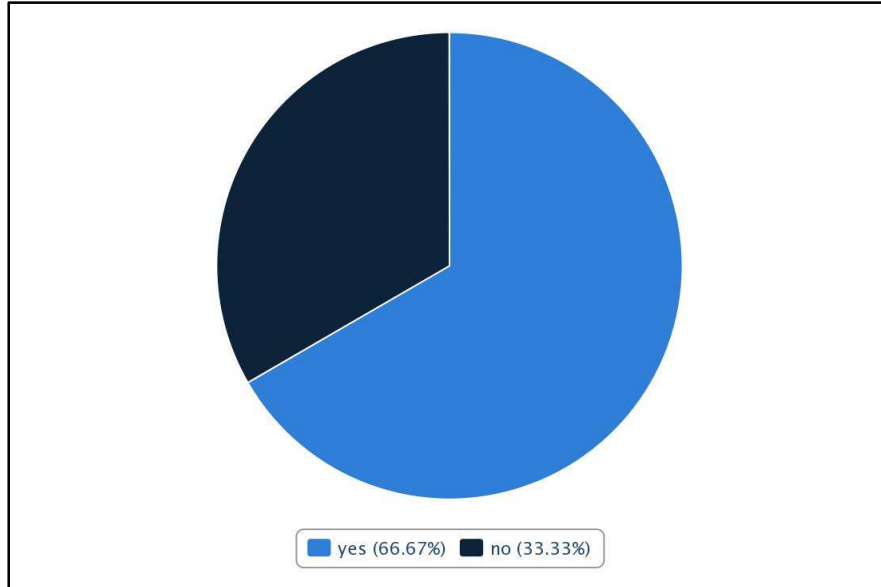
If yes, describe some recent improvements that have come about in response to needs identified through these evaluation processes.

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

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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



What steps are taken when an outcome is not achieved?

Summarized comments:

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

Divisional Assessment SPR 2014

Teacher Education/ American Samoa Bachelors in Education Program

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

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

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Samoan Studies Institute

Divisional Assessment SPR 2014

Samoan Studies Institute

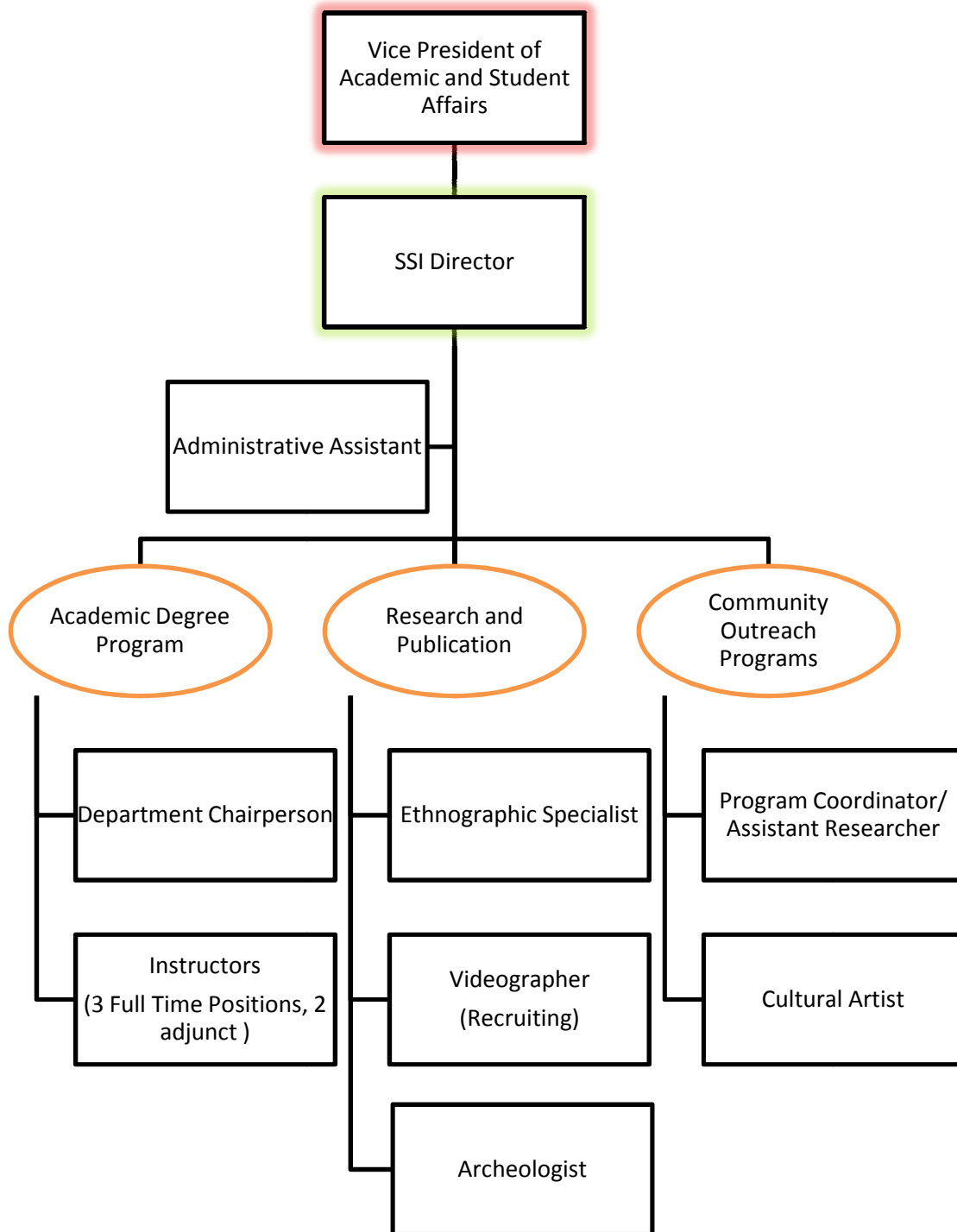
Samoan Studies Institute Mission

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

SSI Administration

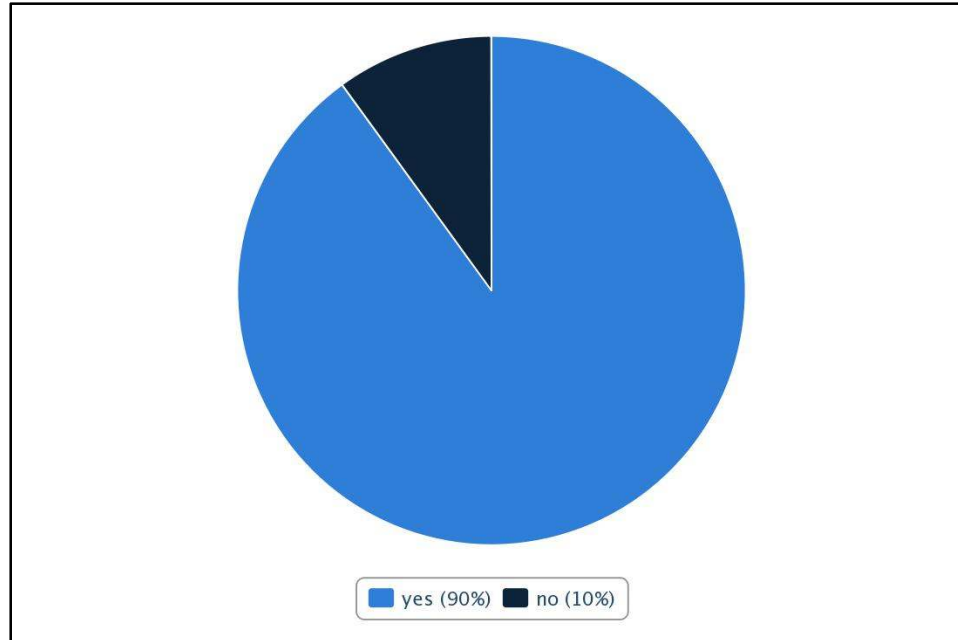
Director	Okenaisa Fauolo
Department Chairperson	Teleiai Ausage

SSI Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

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

Samoa Studies Institute

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

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

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

translations and interpretations of Samoan 5. Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research.

- 1. Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening. 2. Develop and apply skills of understanding and interpretations of Samoan Literature. 3. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non material culture. 4. Demonstrate competence and ease in delivering English translations and interpretations of Samoa. 5. Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research.
- 1. Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening 2. Develop and apply skills of understanding and interpretations of Samoan Literature 3. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture 4. Demonstrate competence and ease in delivering English translations and interpretations of Samoan 5. Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research.
- 1. Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening 2. Develop and apply skills of understanding and interpretations of Samoan Literature 3. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture 4. Demonstrate competence and ease in delivering English translations and interpretations of Samoa. 5. Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research.
- SSI outcomes are in 4 areas: Academics Community and Culture Extension Programs Research and Publication Samoan Language Translations and Interpretations
- Collect, Develop and Publish materials on Samoa that will enhance and maintain Samoan and Pacific Studies designated courses and programs.
- SSI only has outcomes for its Academic Degree Program. 1. Develop and apply skills in area of writing, reading and listening Develop and apply skills of understanding and interpretation of Samoan Literature Demonstrate skills in executing activities that are endemic to Samoan material and non material culture Demonstrate competence and ease in delivering English translations and Samoan interpretations. develop and utilize a variety of techniques

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

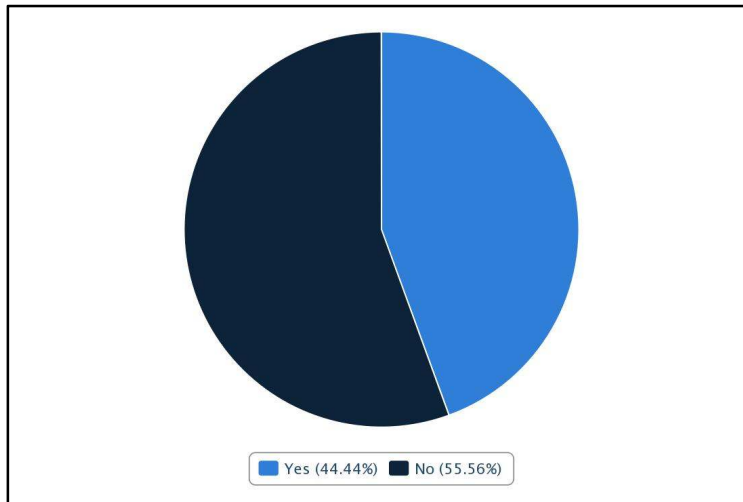
- Instruction of Samoan studies assist the students to understand their language, culture and customs. Being competent in the areas of writing, reading, speaking and listening in their own language would help them feel and gain confidence in themselves; hence enabling them to achieve educational goals,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

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

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

2. PERSONNEL DATA

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

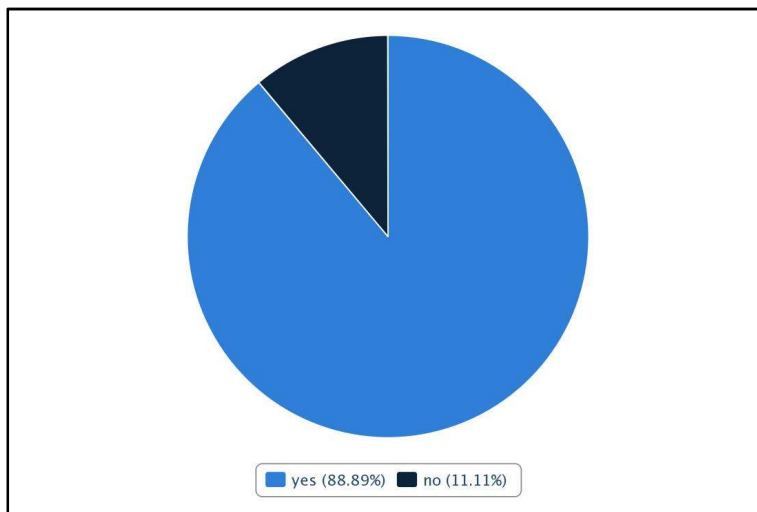


If "no", please explain:

Summarized Comments

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

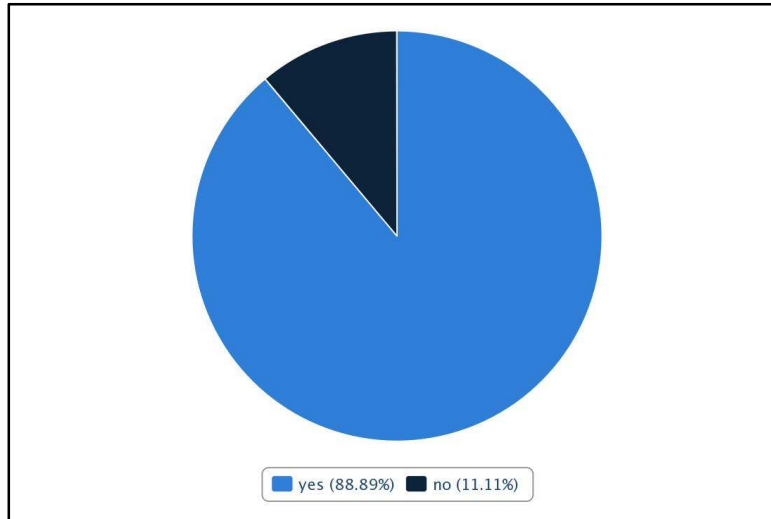
Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?



If "no", please explain:

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

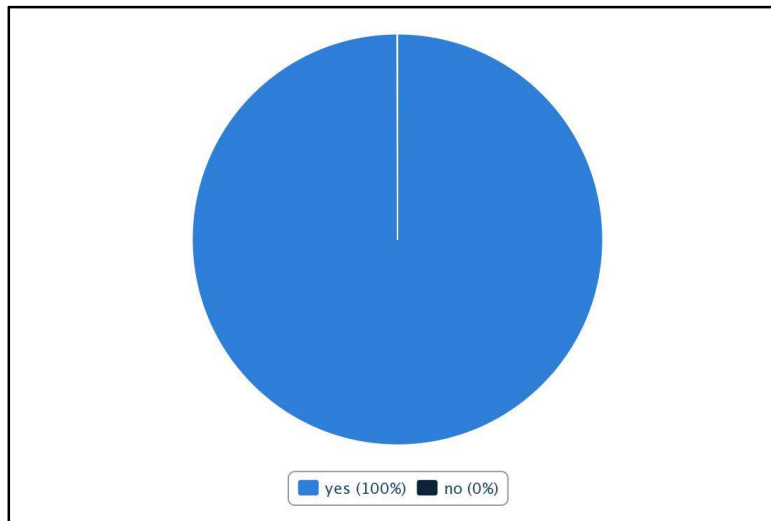
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

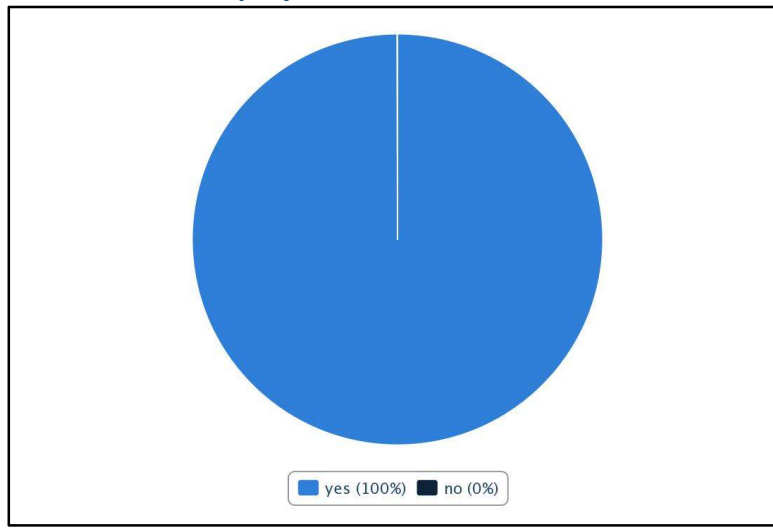
- Still have to take up a copy of the moodle certificate after passing Moodle 2 training online etc.

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

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

Degrees, Coursework and other publications:

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

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

Divisional Assessment SPR 2014

Samoan Studies Institute

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

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

Other qualifications not listed in previous question:

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

Divisional Assessment SPR 2014

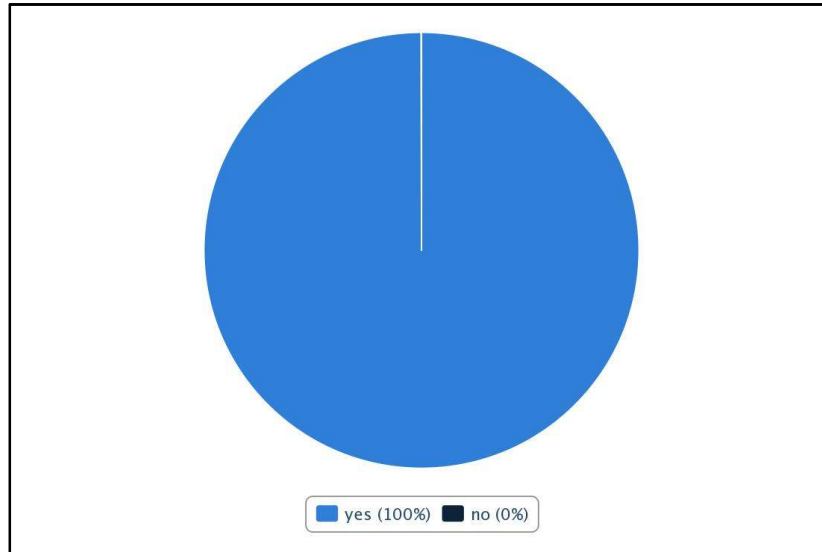
Samoan Studies Institute

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

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

4. STAFF DEVELOPMENT

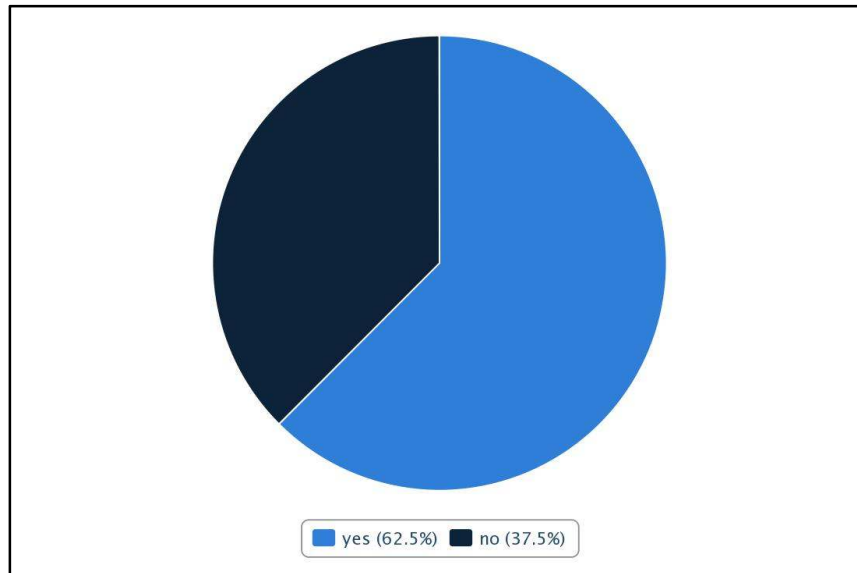
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

No answers

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

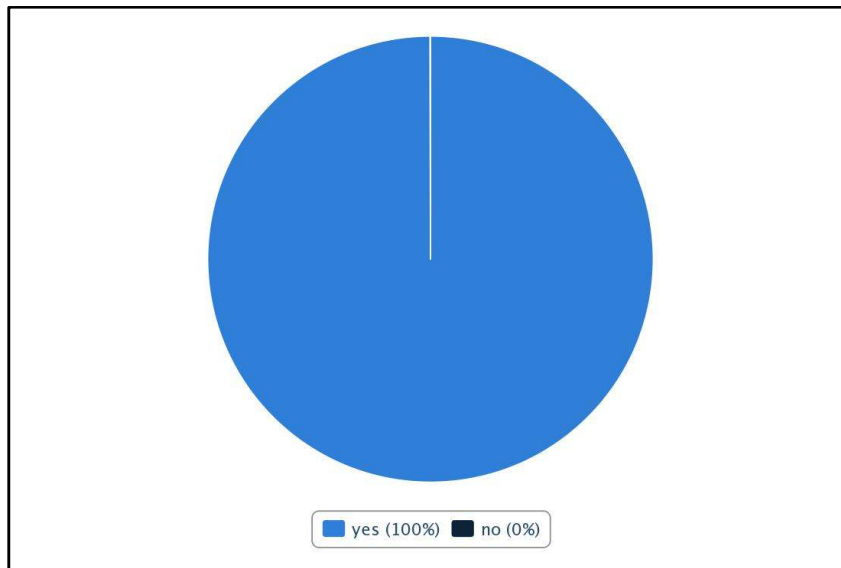


If “yes”, please explain:

Summarized Comments

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

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

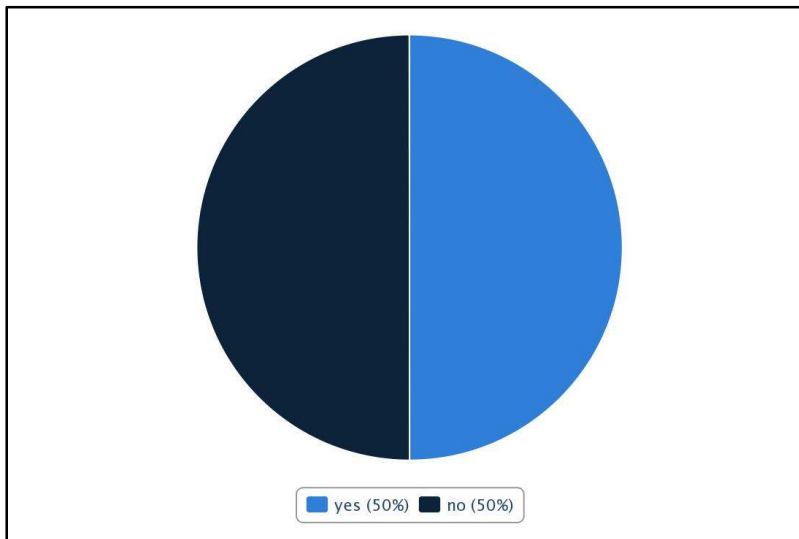


5. FACILITIES, EQUIPMENT and BUDGET

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

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

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



If "no", please explain:

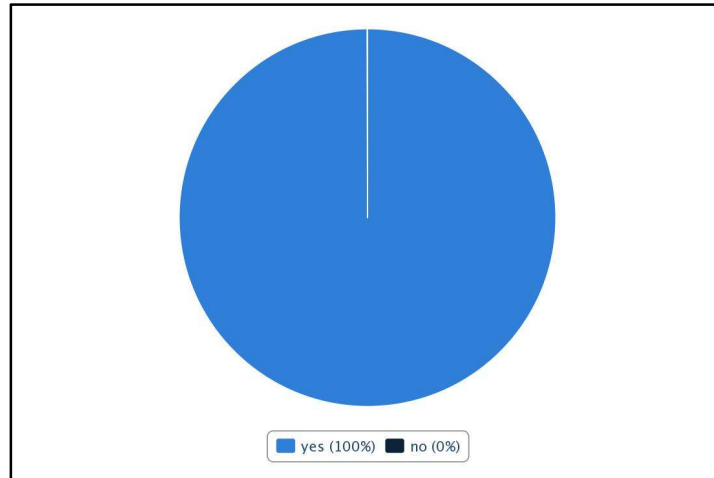
Summarized Comments

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

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

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

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

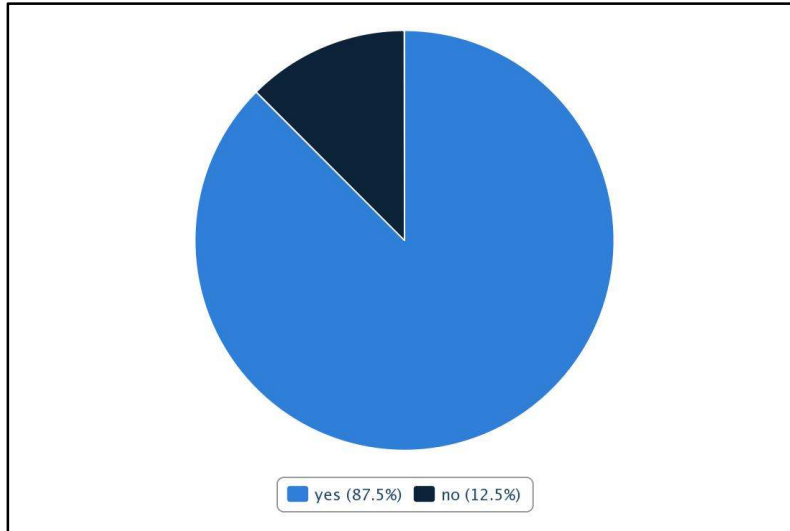


If so, please list and explain:

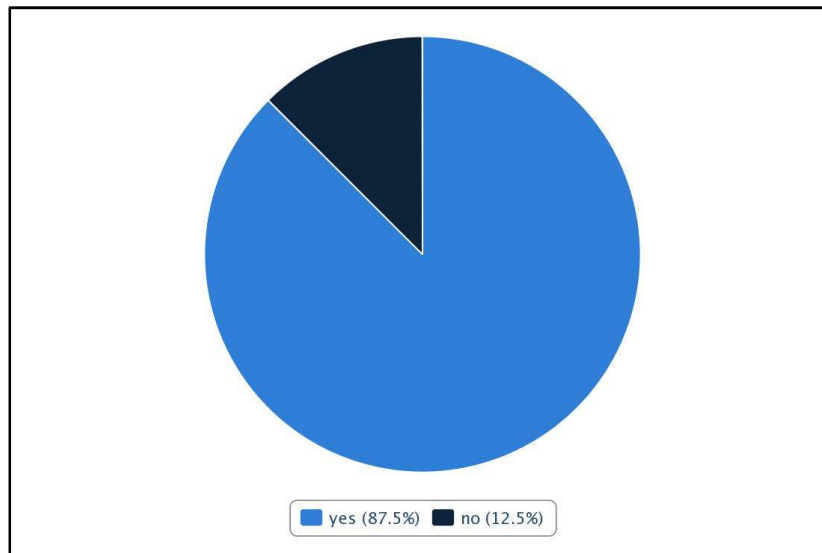
Summarized Comments

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

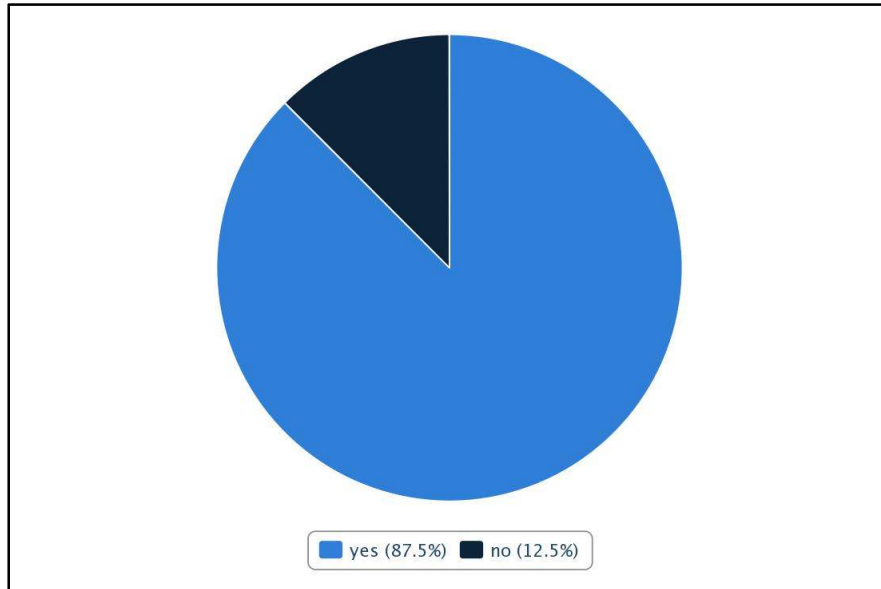
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



Are the physical facilities accessible to persons with disabilities?

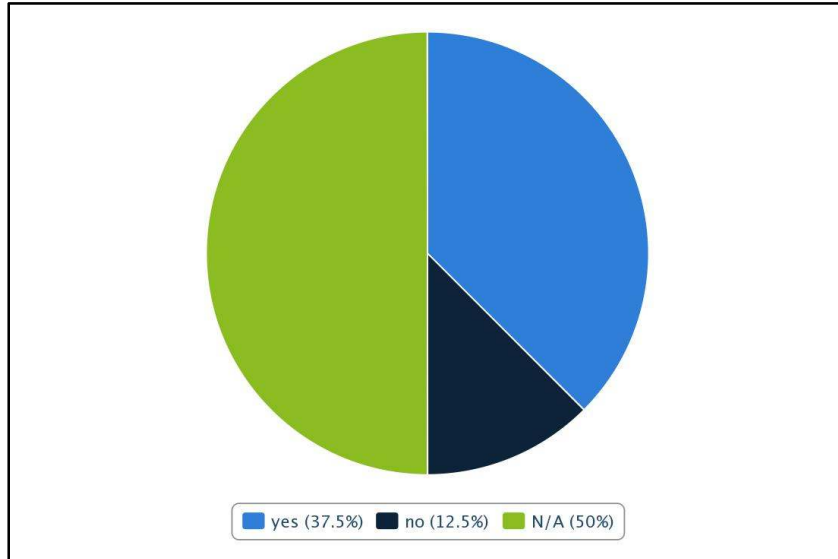


If "no", please describe below what is needed to make your area accessible.

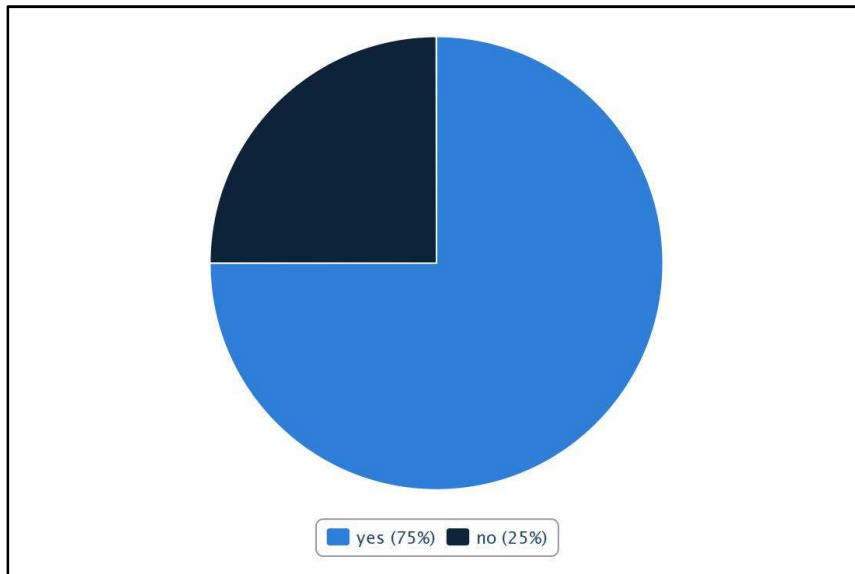
Summarized Comments

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

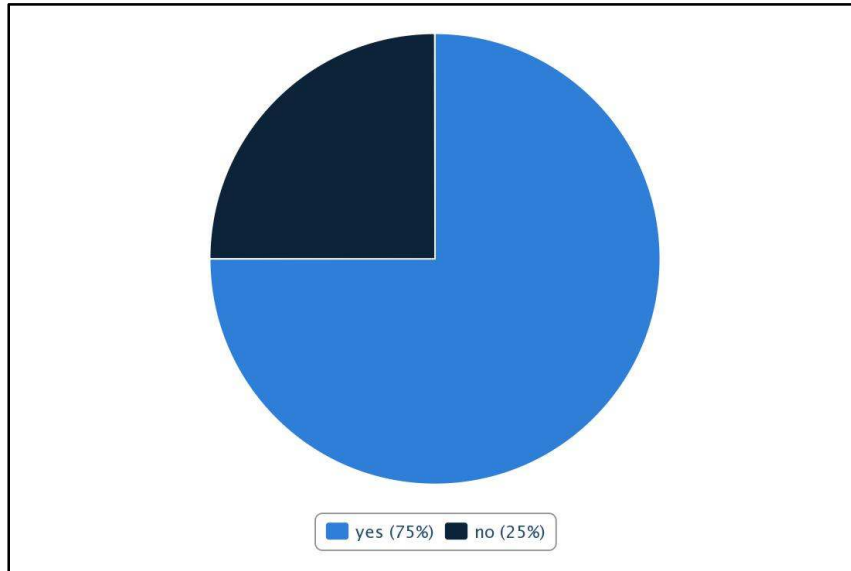
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

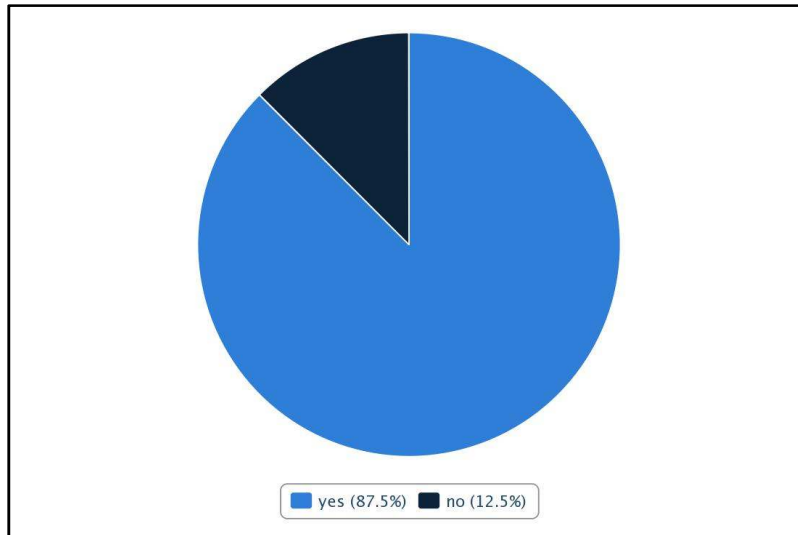


If "no", please explain:

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

6. TECHNOLOGY and LIBRARY

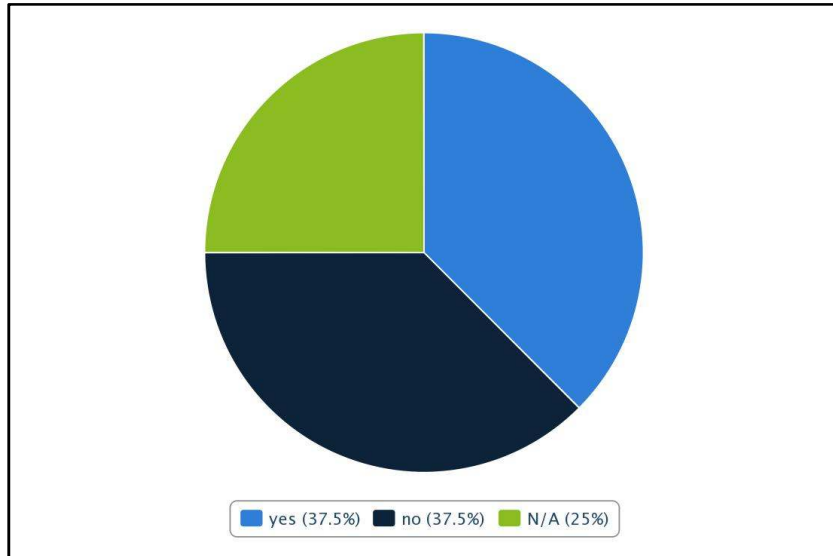
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

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

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



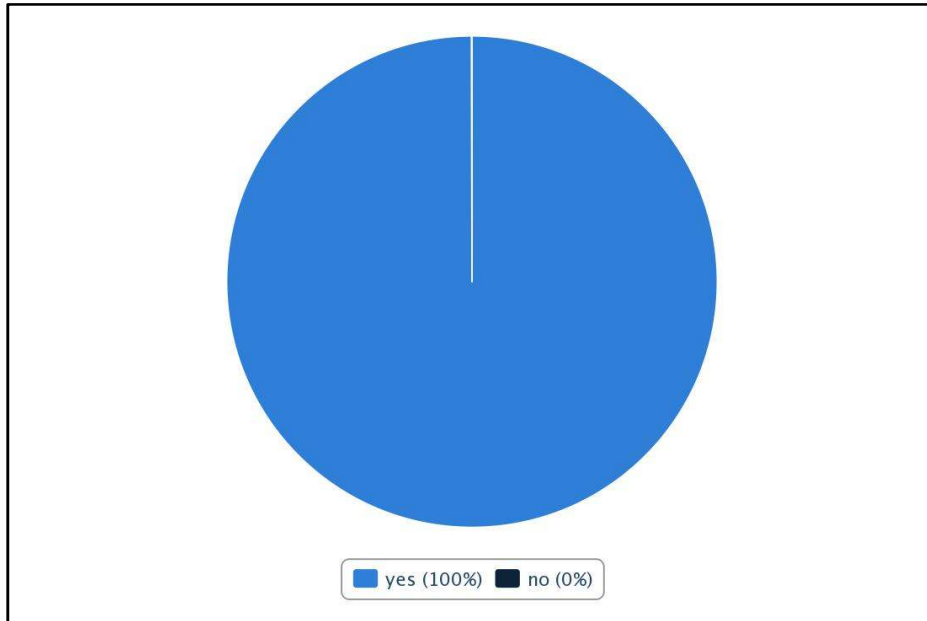
If "no", please explain:

Summarized Comments

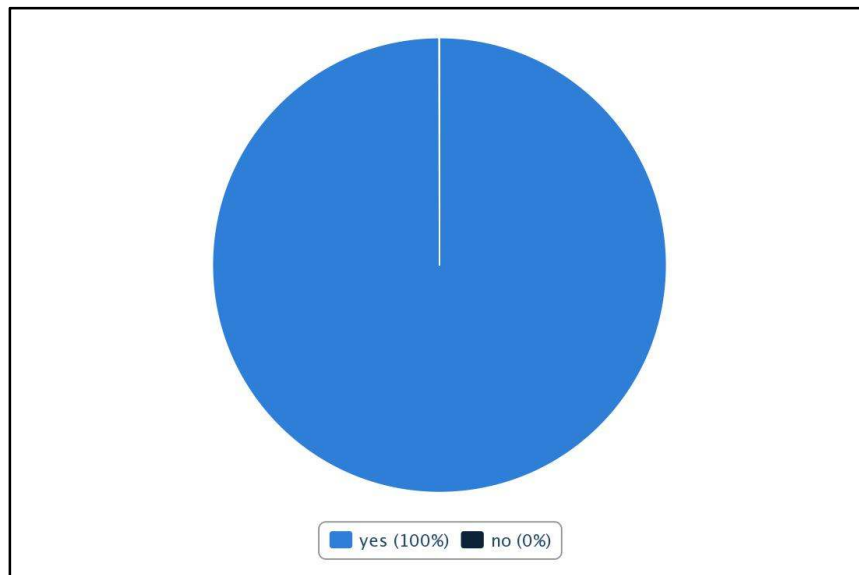
- Need evening hours = 2 comments
- Need to open earlier = 1 comment

6. EVALUATION AND IMPROVEMENT

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



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



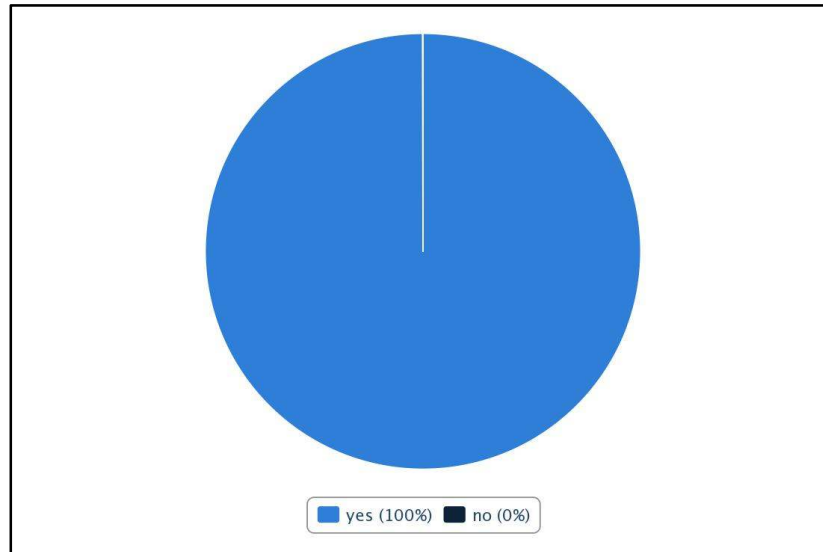
Divisional Assessment SPR 2014

Samoan Studies Institute

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

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

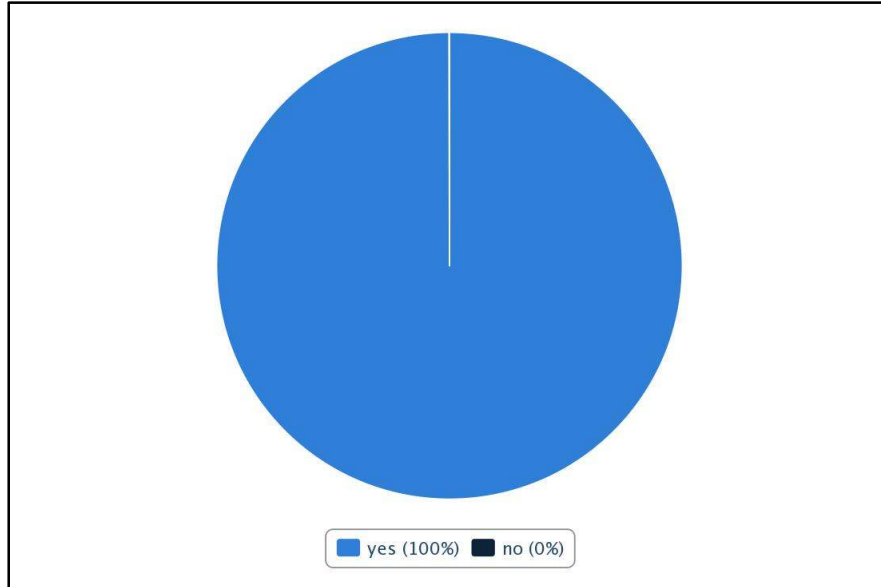
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

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

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



What steps are taken when an outcome is not achieved?

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

Divisional Assessment SPR 2014

Samoan Studies Institute

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

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

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

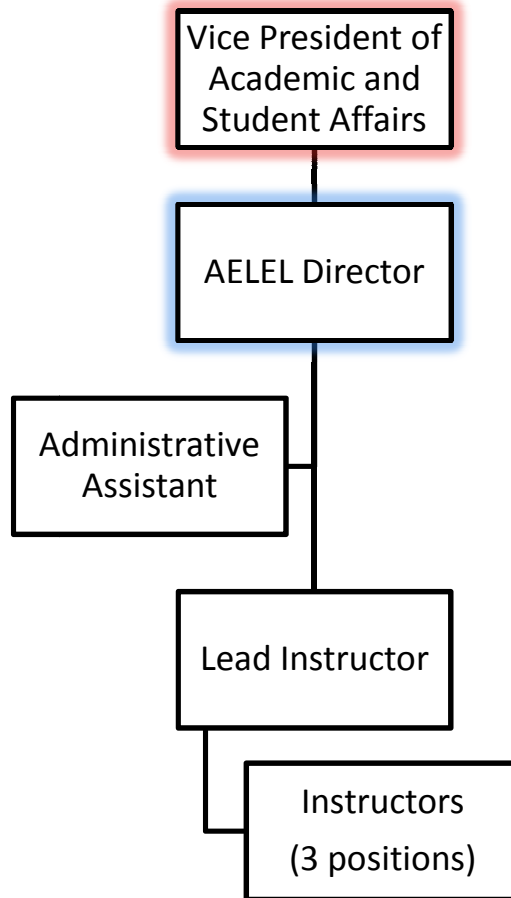
Adult education Literacy and Extended Learning Mission

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

AELEL Administration

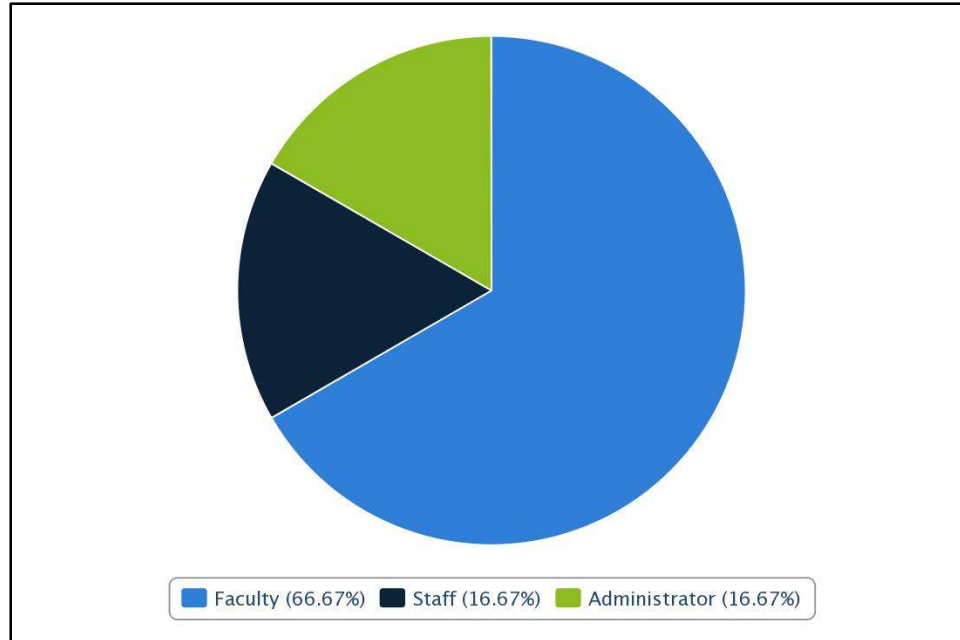
State Director	Fale Tauvela
-----------------------	---------------------

AELEL Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- To enable every adult learner in American Samoa to acquire the necessary basic skills in reading, writing, speaking, listening and arithmetic to compete successfully in today's workplace, strengthen family foundation, and exercise full citizenship.
- To enable every adult learner in American Samoa to acquire the necessary basic skills in reading, writing, speaking, listening and arithmetic to compete successfully in today's workplace, strengthen family foundation, and exercise full citizenship.
- The American Samoa Community College Division of Adult Education Literacy and Extended Learning is designed to fulfill the College's mission of making educational services available to the non-traditional student population of American Samoa by offering credit and non-credit courses. Continuing Education courses provide development improvement and advancement of specific and general work-related skills.
- To enable every adult learner in American Samoa to acquire the necessary basic skills in reading, writing, speaking, listening and arithmetic to compete successfully in today's workplace, strengthen family and foundation, and exercise full citizenship.
- To enable every adult learner in American Samoa to acquire the necessary basic skills in reading, writing, speaking, listening and arithmetic to compete successfully in today's workplace, strengthen family foundation, and exercise full citizenship.
- To enable every adult learner in American Samoa to acquire the necessary basic skills in reading, writing, listening, speaking, and arithmetic to compete successfully in today's workplace, strengthen family foundation, and exercise full citizenship.

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

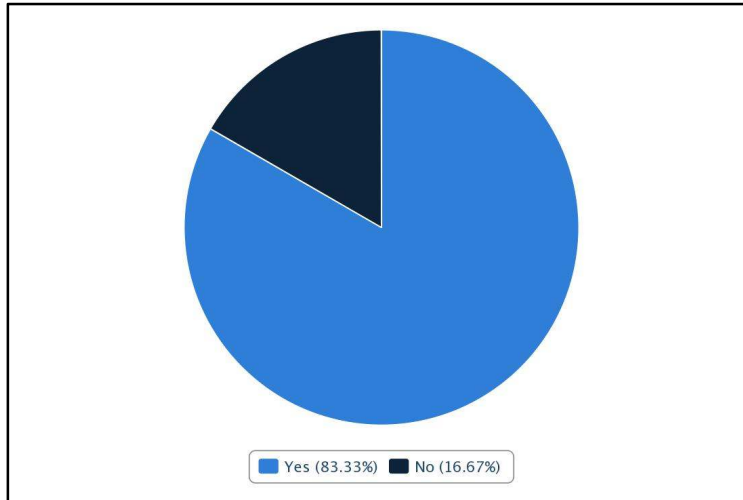
- Upon completion of AELEL classes, students will demonstrate basic competency by completing and scoring a practice GED assessment with a minimum passing score.
- Obtained a GED or Secondary School Diploma, Enter Employment, Retained Employment, and Enter Postsecondary Education or Training.
- • The first outcome is to prepare the student/ learner to successfully pass each section of the GED test. This will also be an avenue to allow students to study the context of strategies of test taking in the subject area. •The second learning outcome involves two sections: - Improvement of reading comprehension in English and Math. - Improvement of critical understanding in English and Math.
- Our department will give the adult learners the critical knowledge and skills that will be attained through the understanding of competencies necessary for personal enhancement in the community. Develop a positive outlook on reading, writing, listening, speaking, and arithmetic and improve on it. Prepare and assist the adult learners for the GED testing.
- 1. Obtain a GED or Secondary School Diploma 2. Enter Employment 3. Retained Employment 4. Enter Postsecondary Education or Training
- 1. Obtain a GED or Secondary School Diploma. 2. Entered Employment. 3. Retained Employment. 4. Entered Postsecondary Education or Training.

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

- The AELEL program definitely supports ASCC's mission by providing high quality educational services to adult learners so they are able to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.
- Our mission and outcomes support the institution's mission is that to enable every adult learner in American Samoa to compete successfully in today's workplace, strengthen family foundation, and exercise full citizenship. Also to obtain a two-year degree, enter employment, retained employment, and enter graduate education or training.
- Our mission is to prepare students for the GED and this fosters successful student learning a second time. Our program provides adult students to achieve their educational goals so that they may contribute to society and the well-being of American Samoa. Our program definitely prepares young adults who are educationally underserved, challenged, or non-traditional.
- It supports the institution's mission by its commitment to students' achievement and they will be able to excel to the next level of education or seeking a job opportunity. With our programs' mission and outcomes, it gives students another chance to enhance their educational skills that they acquire for their personal goals in life.
- Both the mission and outcome of the AELEL Dept fully support the ASCC mission in fostering successful student learning by providing high quality educational instructions and services to enable the students to achieve their goals and to contribute to all aspects of the well-being of American Samoa.
- Our mission and outcomes support the institution's mission by serving non-traditional students who need to be transferred to institutions of higher learning and/or successful entry into the workforce.

2. PERSONNEL DATA

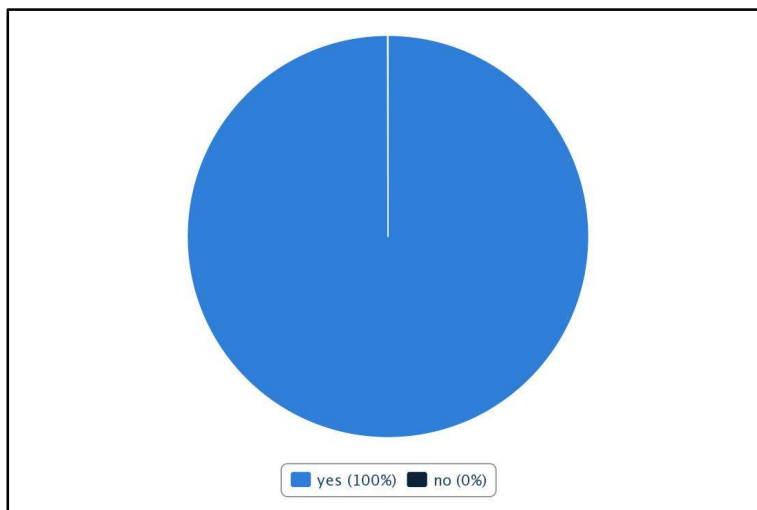
Is the number of personnel adequate to support your Dept/Prog/Div?



If “no”, please explain:

- As part of our grant mandate, we need adjunct faculties to carry out our workplace literacy programs, community based programs and family literacy programs besides our on campus programs.

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



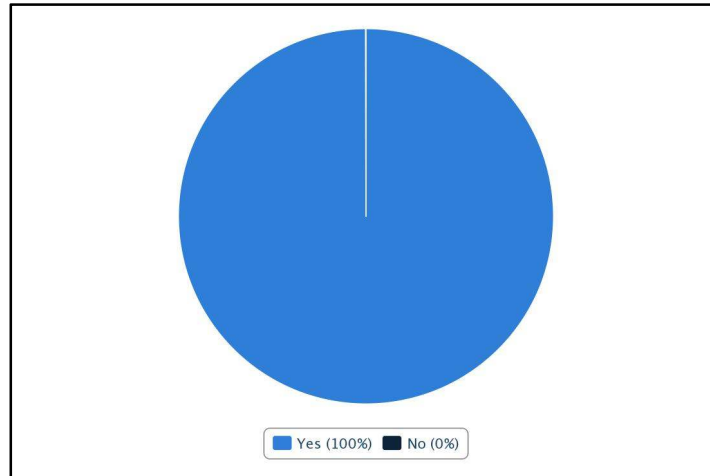
If “no”, please explain:

- No answers

Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

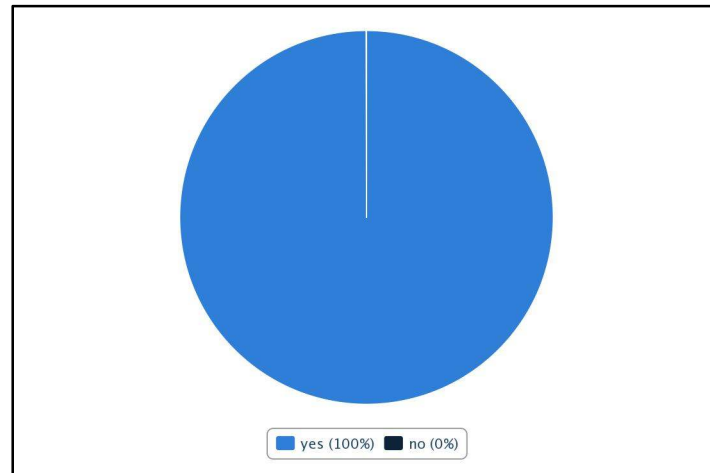
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

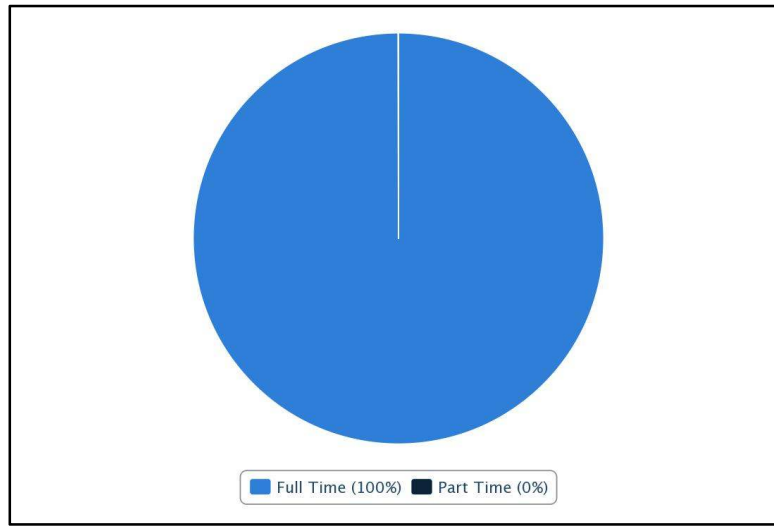
- No answers

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- I teach 4 classes.
- Five Courses
- 5 courses
- I am teaching four courses this semester.
- N/A
- N/A

Degrees, Coursework and other publications:

- Bachelor of Science Degree in Business Education
- AA, BA, MA, and currently enrolled in two courses and completed three courses with the Argosy University of Hawaii American Samoa Doctorate Program.
- Degrees: AA Liberal Arts, BEd, MEd Coursework: Argosy University (completed 11 courses in doctoral program in Teaching and Learning). Publications: PREL (Pacific Educator)- Spring 2009 "Samoan Success: On the Journey To Building Highly Qualified Teachers"
- Master degree in Public Administration emphasis in Human Resource from SDSU.
- 1. AA - Liberal Arts, 2010 2. AA - Education, 2012
- MEd from UH Manoa. Enroll in a Doctoral program with the College of Education at UH Manoa .

Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

Other qualifications not listed in previous question:

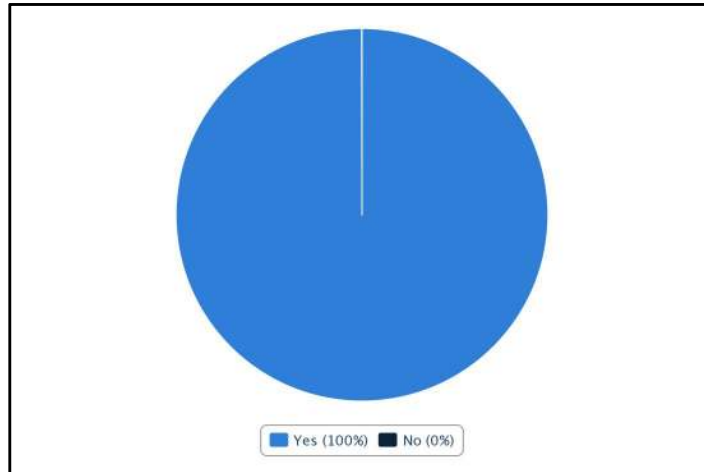
- Bachelor of Science Degree in Business Education
- AA, BA, MA, and currently enrolled in two courses and completed three courses with the Argosy University of Hawaii American Samoa Doctorate Program.
- Degrees: AA Liberal Arts, BEd, MEd Coursework: Argosy University (completed 11 courses in doctoral program in Teaching and Learning). Publications: PREL (Pacific Educator)- Spring 2009 "Samoan Success: On the Journey To Building Highly Qualified Teachers"
- Master degree in Public Administration emphasis in Human Resource from SDSU.
- 1. AA - Liberal Arts, 2010 2. AA - Education, 2012
- MEd from UH Manoa. Enroll in a Doctoral program with the College of Education at UH Manoa .

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

- A member of two sub-committees for Standards II and III, Represent AELEL department presenting AELEL section revision for the up-coming ASCC general catalog, and Head Elder for the Samoan Independent Seventh-Day Adventist Church(SISDAC) Division in American Samoa.
- Member: Kanafou Elementary School PTA * American Red Cross/ AS Chapter * CCCAS/ Utulei * ASCC/ Self-Study
- physical Resource Committee of Standard III.
- 1. Self Study Accreditation Standard III, Section D - Financial Resources Committee, Section 1 Sub-Group member 2. Self Study Accreditation Standard III: Technology Resources Committee member
- 1, Member of ASCC Self-Study Committee 2014 (Standard II & III) 2. PTA member (Kanana Fou High School) 3. PTA member (Tafuna Elementary) 4. PTA member (Nuuuli Polytec High School) 5. EFKAS Aoa (Lay Preacher) 6. EFKAS Pulega Vaifanua member. 7. Commission on Adult Basic Education (COABE) member. 8. ProLiteracy member. 9. National Council of Teachers of Mathematics (NCTM) member.

4. STAFF DEVELOPMENT

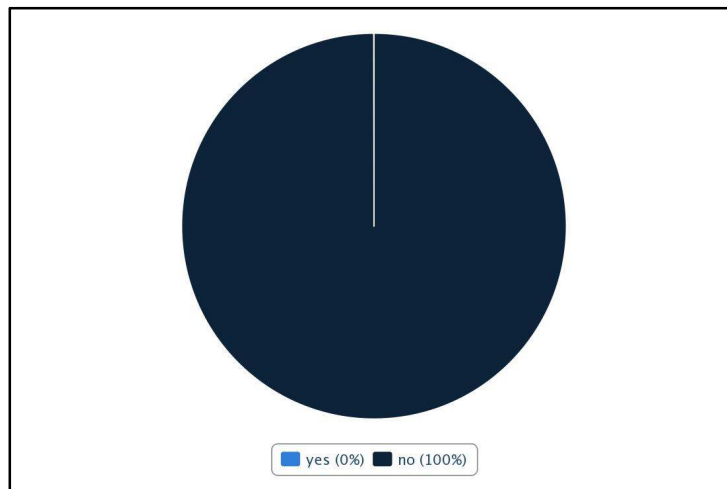
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- No answers

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



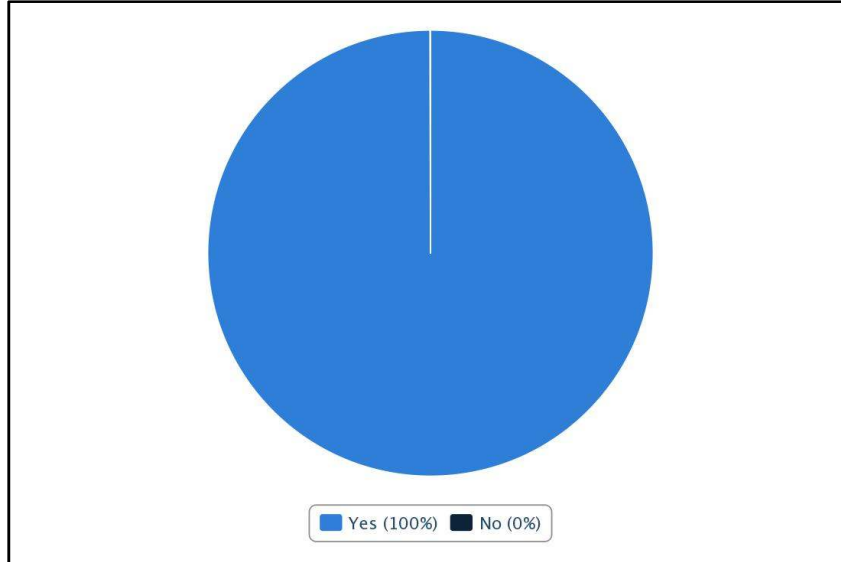
If "yes", please explain:

- No answers

Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

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

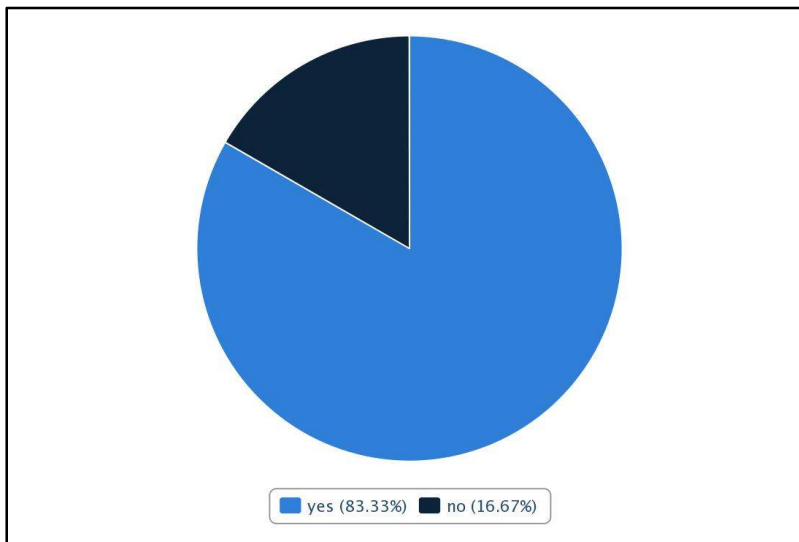


5. FACILITIES, EQUIPMENT and BUDGET

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

- We are occupying 3 classrooms. We also have a computer lab for student use.
- Excellent!
- Our classrooms are comfortable and suitable for students and teachers. We have chairs and desks, and white boards for all subjects. Any other needs are provided by our department, such as technology...etc. In regards to our offices, we have sufficient supplies of all needed for class and in our office. We have a computer lab that students are welcome to use for studying, and set hours are allowable for this service.
- Our office is located in the middle of the east wing building facing the field. We are utilizing classrooms #28, 25 and 24 which is also our computer lab.
- Rooms 24, 25, 28 and Office #8.
- 1. 2 classroom (Room 25 & 28) 2. 1 mini lab/classroom (Room 24) 3. Main Office (East Wing, Lower Campus)

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



If "no", please explain:

- Need another classroom to accommodate the class load we offer.

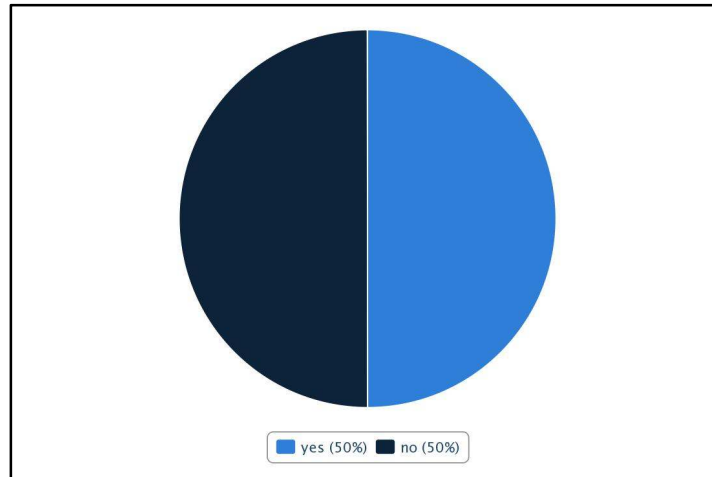
Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

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

- Equipment being used by AELEL are adequate for our program.
- Adequate.
- We have various equipment: *computers (adequate) *printer (adequate) *xerox (adequate) *projector (adequate) *phones (adequate) *laptops (adequate)
- Some computers in our computer lab needs to clean.
- 1. Lexmark X734de 2. Sharp AR-407 (2) 3. Lenovo Desktops (6) 4. Refrigerator
- Adequate 1. 2 copiers. 2. 6 desktop computers. 3. 2 laptop computers. 4. 1 smart board (on order)

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



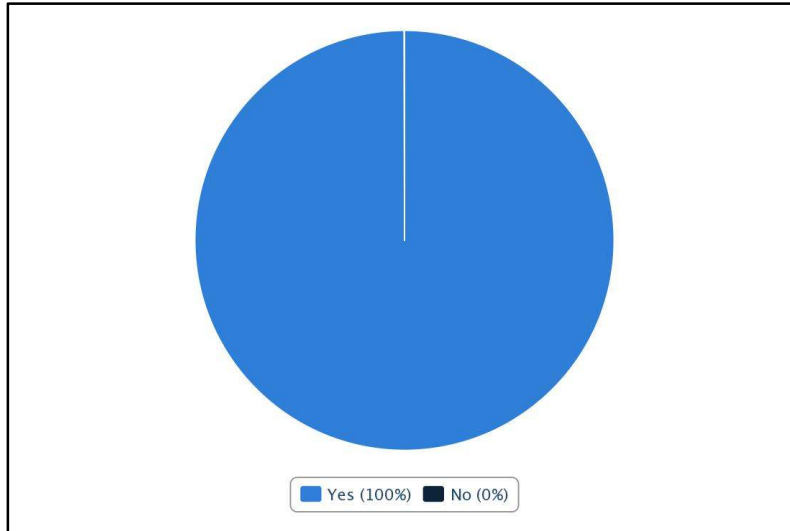
If so, please list and explain:

- Smart Board.
- Storage Room for safe keeping of student file cabinets, texts/books, materials, supplies, etc...
Smart Boards
- Need a mobile dry erase board for courses offer off campus.
Need extra classroom on campus.

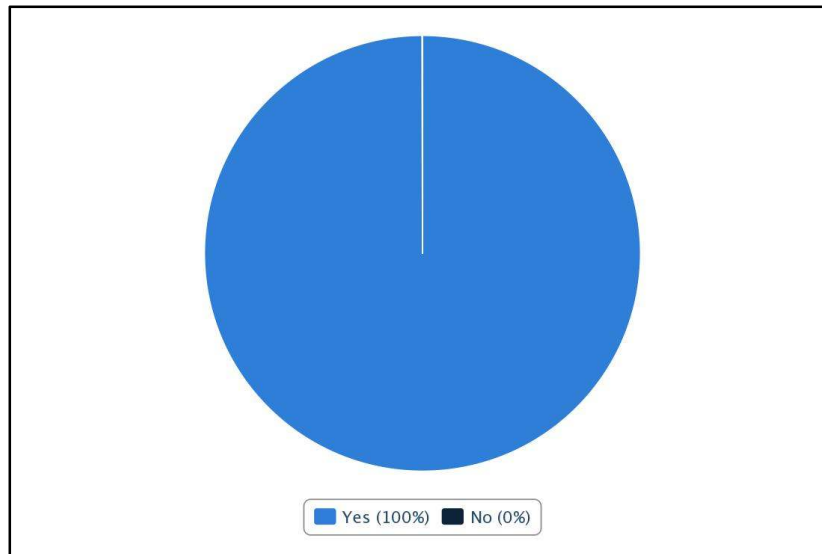
Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

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



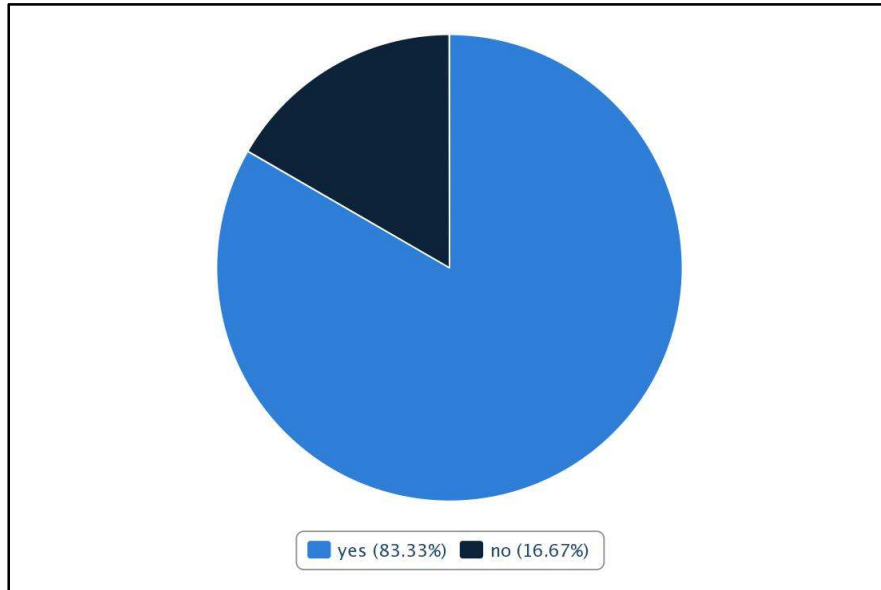
Does the institution take reasonable steps to provide a healthy, safe, and secure environment for this Dept/Prog/Div?



Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

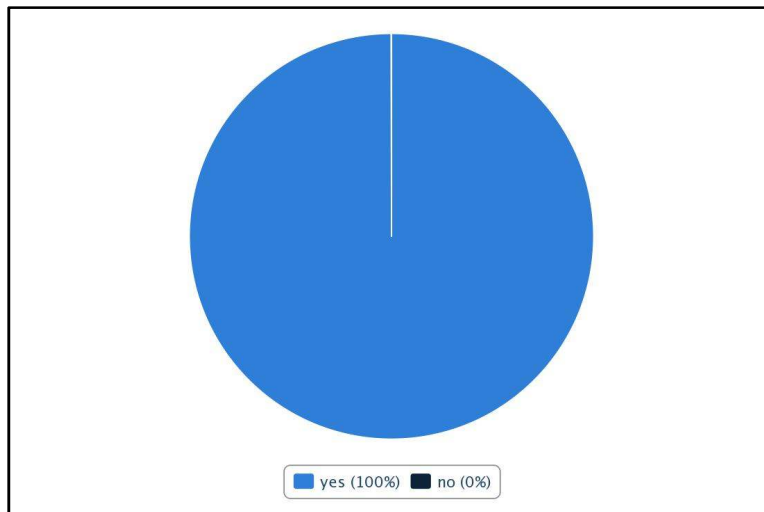
Are the physical facilities accessible to persons with disabilities?



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

- Not all the areas on campus are accessible, there have to be some considerations on these issues. Also, there is not enough parking for both staff and students.

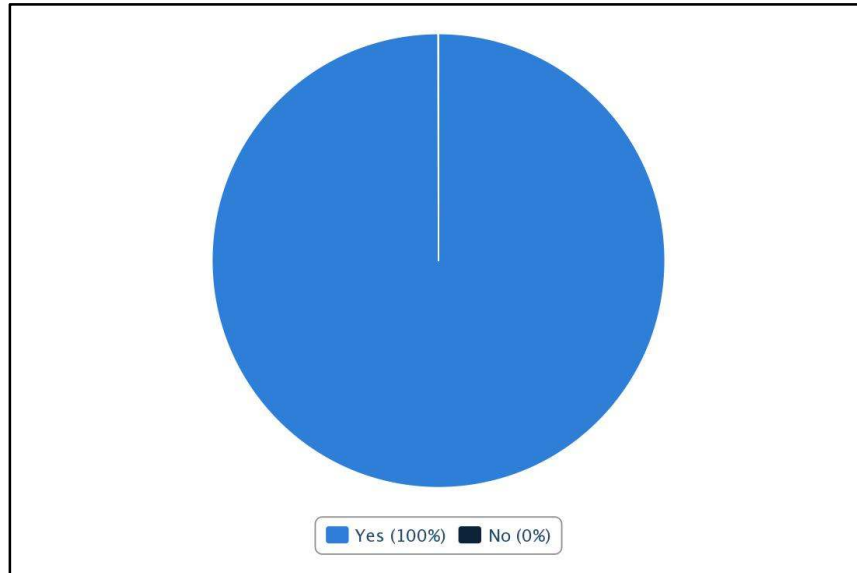
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



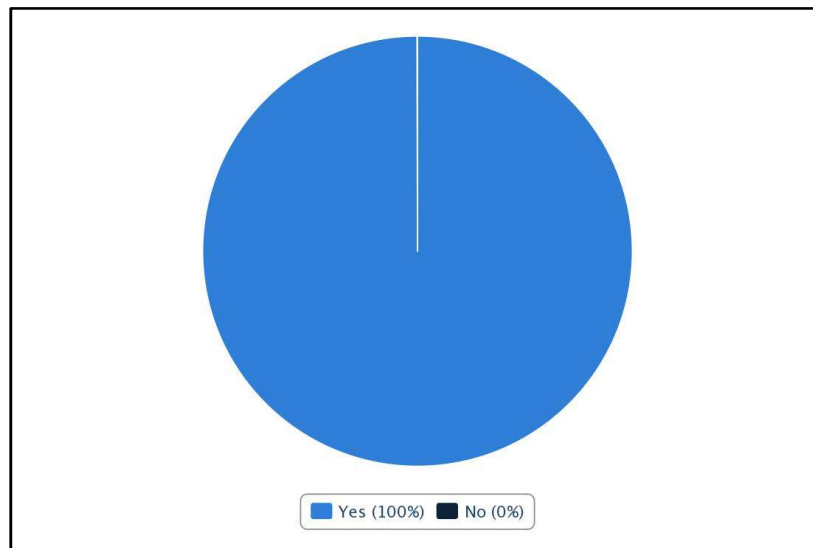
Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

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



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

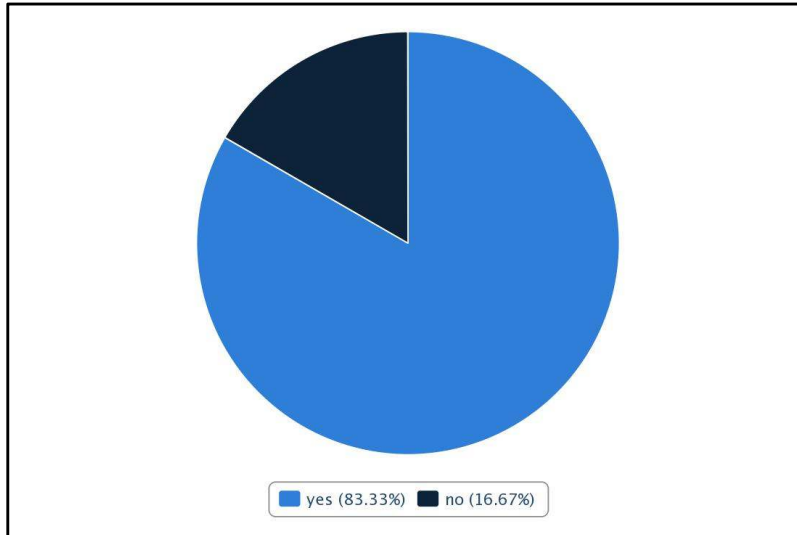


If "no", please explain:

- No answers

6. TECHNOLOGY and LIBRARY

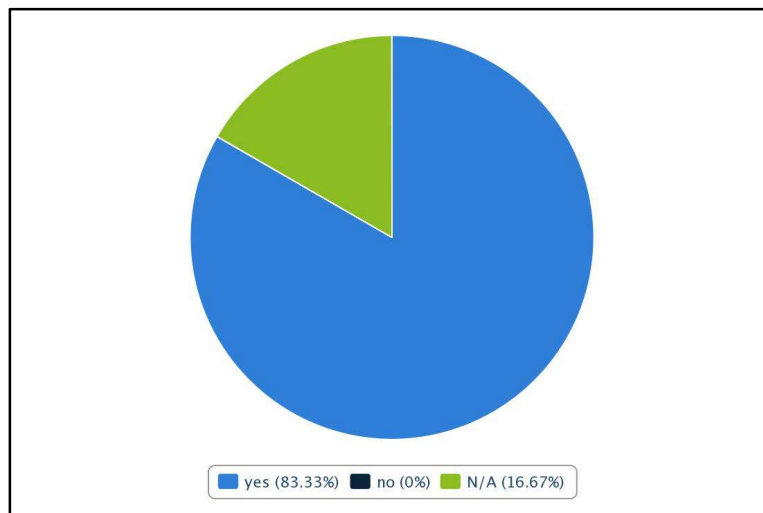
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- Compliance Assist, Datatel, Moodle, Webmail, and Smart Board Applications.
- We use webmail, soon to have a smart board in one of our three classrooms, and compliance assist.
- Webmail
- 1. webmail 2. web advisor 3. Protractor

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

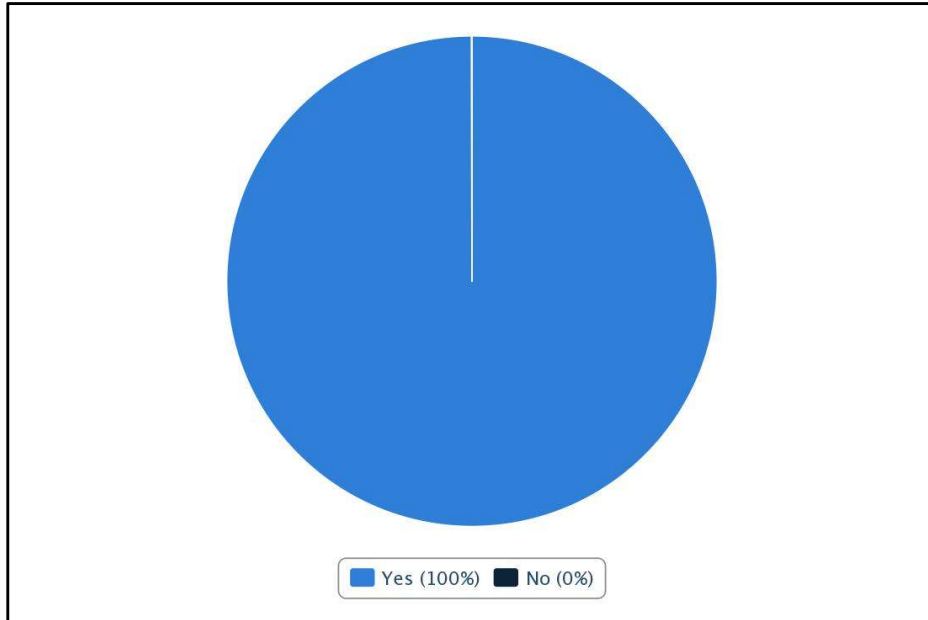


If "no", please explain:

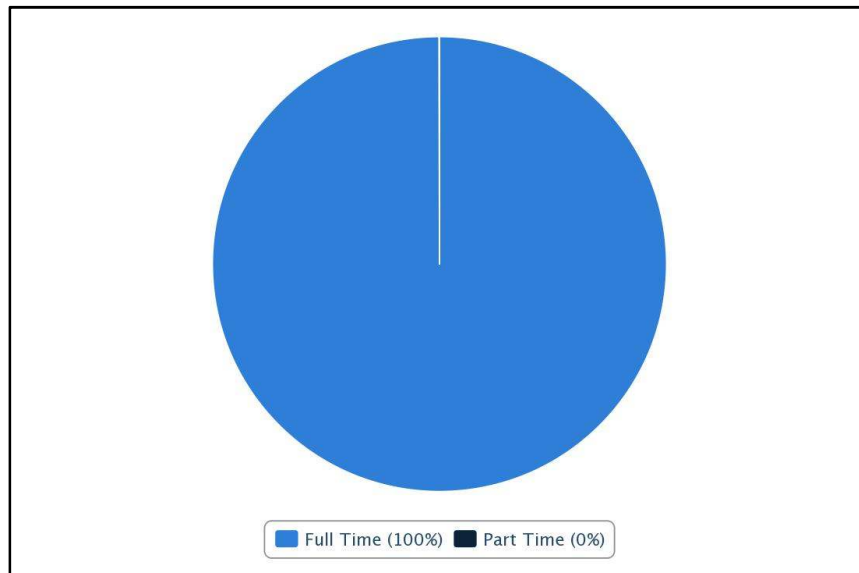
- No text answers to display

6. EVALUATION AND IMPROVEMENT

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



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



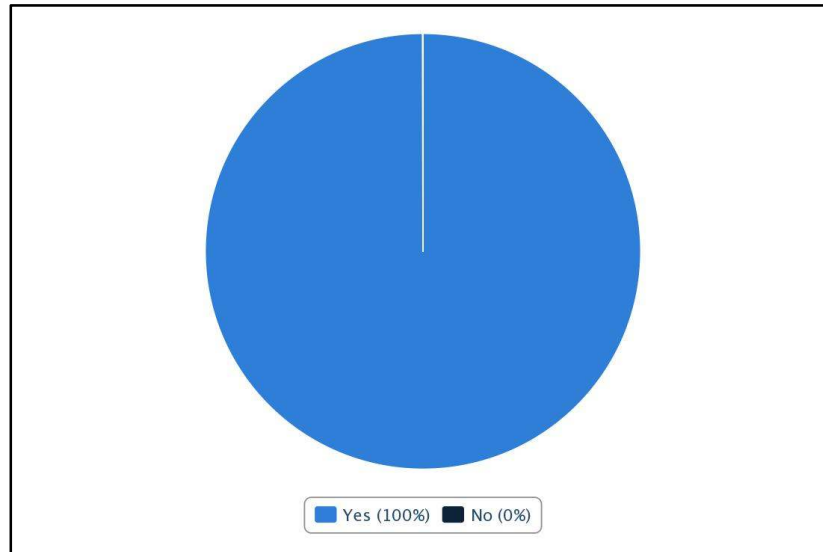
Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (16.67%)	5 (83.33%)	6	4.83 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	1 (16.67%)	1 (16.67%)	4 (66.67%)	6	4.50 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	1 (16.67%)	1 (16.67%)	4 (66.67%)	6	4.50 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	1 (16.67%)	0 (0.00%)	5 (83.33%)	6	4.67 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	1 (16.67%)	1 (16.67%)	4 (66.67%)	6	4.50 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (33.33%)	4 (66.67%)	6	4.67 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	1 (16.67%)	1 (16.67%)	4 (66.67%)	6	4.50 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (33.33%)	4 (66.67%)	6	4.67 / 5
Student Satisfaction Survey	0 (0.00%)	0 (0.00%)	1 (16.67%)	2 (33.33%)	3 (50.00%)	6	4.33 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	2 (40.00%)	2 (40.00%)	1 (20.00%)	5	3.80 / 5
							4.51 / 5

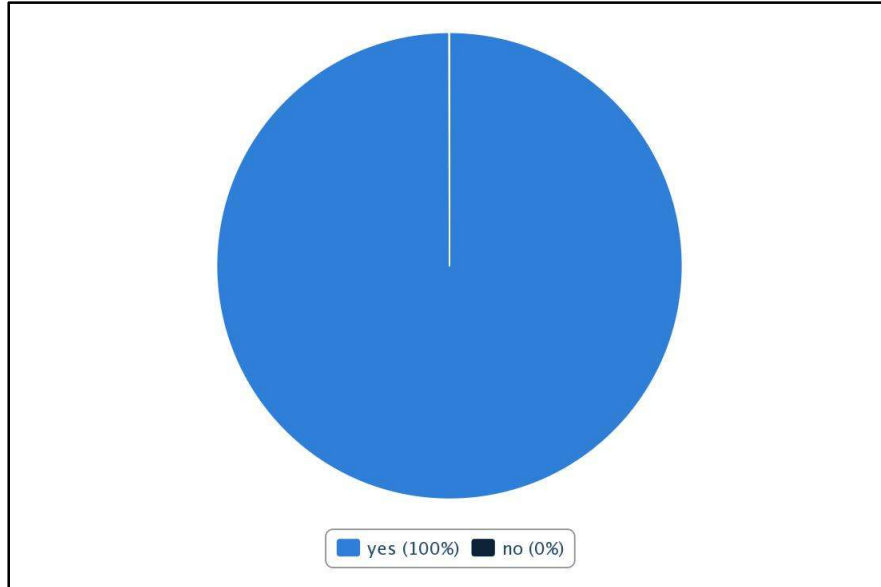
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- We look at our weaknesses and we try to improve on them.
- Adult learners passed GED Test, Teachers' Performances, Students' Enrollment, and Instructional materials.
- The enhancement of education has been a great improvement for our department. This improvement allows opportunities for us to learn a lot of new knowledge through sharing and discussions.
- teaching strategies and techniques.
- 1. Better teaching strategies and methods 2. More students passing the GED tests 3. More students receiving their GED diplomas 4. Improve attendance.
- Through performance evaluation, faculties and staff were able to make improvements on areas like working hours and instructional methodologies used.

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



What steps are taken when an outcome is not achieved?

- Re-visit and Re-evaluate.
- We tend to use a different approach of teaching so our goal can be achieved.
- 1. Reevaluations of measurable objectives and indicators 2. Professional Developments of staff for improved student scores 3. Reevaluate/review staff performance
- An action plan is develop and implement to address any concern that hinders achievement of the outcome.

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

- The significant results and milestones achieved over the past three years that many Adult Learners have passed the GED Test and received their High School Diploma equivalency. Some enter the work force, military, or continue on pursuing a two year degree at the American Samoa Community College(ASCC).
- I think this department has been a significant part of ASCC in regards to what it offers. Our greatest results are the success of our students in the GED testing and moving to ASCC and forward in other endeavors in life and work. This grant has been wonderful providing adult students with a second chance at the education journey. Within the past three years, the students have looked forward to returning to move forward.

Divisional Assessment SPR 2014

Adult Education Literacy and Extended Learning

- I think in the past three years I've been working in this division I see more and more students are passing the GED testing and receiving their diploma. Now its good to see them taking college classes and some went to the military. Our students has done well in our program
- 1. All instructors are now MA Degree holders. 2. More than 20 students have taken the ASG GED test and passed. 3. More than 10 GED graduate students attend ASCC 4. 3 Instructors are pursuing education for Doctorate degrees. 5. 1 staff pursuing education for a Bacholors' degree
- AELEL was able to restart the Correctional Facility Literacy Program after a long pause due to technical issues within Department of Public Safety. In addition, AELEL was able to offer for the first time English Literacy in Manua on the island of Ta'u. Our GED preparatory program proved success with an average percentage of passage above 80%. All of our faculties are Master degree holders, with 2 out of 4 working on their Doctorate. It is a standard procedure for AELEL to provide at least one staff development that is directly related to the field of Adult Education for the entire division to attend annually.

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Learning Resources Center (Library)

Divisional Assessment SPR 2014

Learning Resources Center (Library)

Learning Resources Center (Library)

Mission

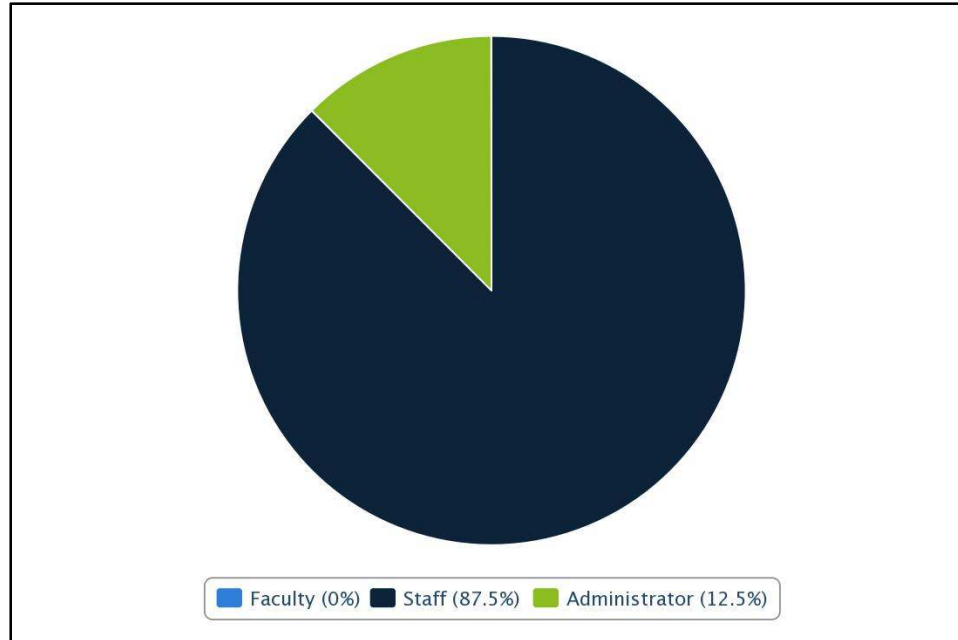
American Samoa Community College Library, the (LRC) Learning Resource Center, is a center where educational information resources are provided for the lifelong learning needs of the total college population and these are bibliographical, physical and intellectual.

LRC Administration

Director	Elvis Zodiacal
-----------------	-----------------------

1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- Provide resources (books & periodicals) to Faculty, staff, & mainly students of ASCC to learn and provide an environment that is clean and quiet for Reading, Studies and doing class assignments/homework throughout time frame Library is opened Monday to Friday, 7:30 am to 4:00 pm.
- House of Knowledge where resources are stored to meet the needs of our students and patrons that seek information for their learning in various levels of life.
- American Samoa Community College Library, the (LRC) Learning Resource Center, is a center where educational information resources are provided for the lifelong learning needs of the total college population and these are bibliographical, physical and intellectual.
- American Samoa Community College Library, the (LRC) Learning Resource Center, is a center where educational information resources are provided for the lifelong learning needs of the total college population and these are bibliographical, physical and intellectual. (American Samoa Community College Library Handbook). (American Samoa Community College Website) The ASCC Library has a collection of approximately 40,000 volumes, along with the subscribed periodicals and computer database for student and faculty research. The library is designated as a federal depository library, and houses federal government publications. The library owns DVDs, CDs and audios, and videotapes for instructional purposes. The Follett Automation System is currently available at the ASCC Library. Card catalog and Online Public Access Catalog (OPAC) provides information and easy access to the location of books. There are computers with Internet access and computer software for students and faculty. The Teacher Education

Divisional Assessment SPR 2014

Learning Resources Center (Library)

Resources Center (TERC) contains a growing collection of circulation books, sets of references books, educational journals, and instructional videos. The room is equipped with computers that can access the Knowledge-Box software, an educational database resources for students enrolled in education courses. The Special Collection Room houses research materials on Pacific Islands and Nations, Pacific journals, video and audio cassettes, rare books, as well as Samoan History information. Books may be borrowed from Feleti Barstow Public Library via interlibrary loan and from the University of Hawaii Libraries and other libraries in the South Pacific region. © 2014 ASCC P.O. Box 2609 Pago Pago, AS 96799 - Phone: (684) 699 9155 - Email: info@amsamoa.edu

- American Samoa Community College Library, the Learning Resource Center, is a center where educational information resources are provided for the lifelong learning needs of the total college population and these are bibliographical, physical and intellectual.
- American Samoa Community College Library, the (LRC) Learning Resource Center, is a center where educational information resources are provided for the lifelong learning needs of the total college population and these are bibliographical, physical and intellectual.
- "American Samoa Community College Library, the (LRC) Learning Resource Center, is a center where educational information resources are provided for the lifelong learning needs of the total college population and these are bibliographical, physical and intellectual."
- The American Samoa Community College Library Learning Resource Center (LRC) is a center where educational information resources are provided for the lifelong learning needs of the total college population and these are bibliographical, physical, and intellectual.

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

- 1-Library doors open 7:30am - 4:00pm, Monday - Friday, 2-All areas of Library quiet & clean, 3-Environment to read, study, do class assignments or relax, 4-Services provided each employee assists to find location of books, periodicals, or find any other materials available within Library for Faculty, Staff or students.
- Many projects were completed during our previous Director Emma, such as; 1. Furniture for the library. 2. Extension for TERC Room. 3. Books for General Collections, etc., 4. Library book carts. 5. Toshiba Tvs. 6. Executive office furniture. 7. More computers for TERC. 8. Security Cameras (inside/outside). 9. Security fence for air-con compressors. Present Director: Pending Projects and follow ups for library tasks.
- 1. Security Cameras on the first and second floors in the library. Outdoor security cameras. 2. Extension of the TERC/Teachers Education Resource Center. 3. Two flat screen tv monitors. 4. Sofa, couch, loveseat. 5. Additional computers for TERC. 6. Outdoor fence for air-con compressors. 7. Additional carts for books. 8. Book Presentation "The Binding." (local author Logo Filloon) at Lecture Hall on 7thFeb14. 9. New books. 10. Office furniture - (Director's office & work room).
- Student recognizes when information is needed, can clarify aspects of the information, and can formulate clear questions based on the information need. Moreover, our new extension on the 2nd floor in the Teacher Education Room. And our cameras to secure our library especially the students. Lastly, our local author presentation was held on February 7, 2014. All these outcomes upgrade our service in the library especially our College.
- 1. to meet students goals. 2. to meet research needs of students informational needs. 3. to meet faculty and community educational needs.

Divisional Assessment SPR 2014

Learning Resources Center (Library)

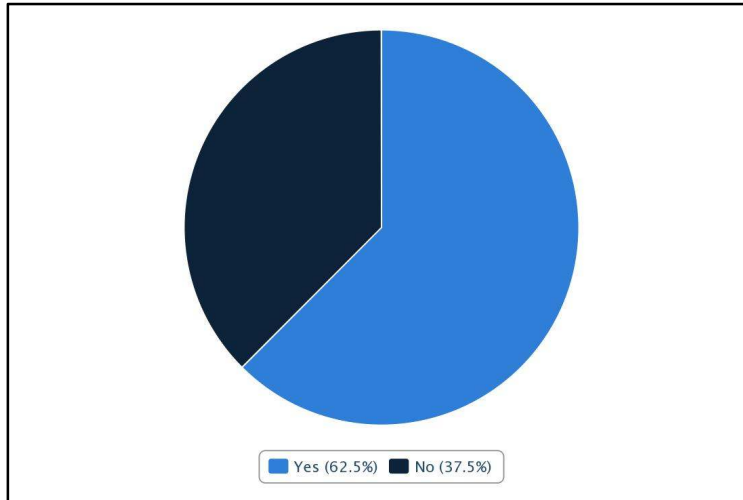
- Meet the informational needs of the students Meet the informational needs of the faculty and staff Meet the informational needs of the community
- To provide organized collections of print and non-print resources which will meet institutional and instructional requirements as well as the individual needs of students. To create an environment in which resources are made readily accessible, not only through the provision of appropriate facilities, furnishings, equipment, and supplies, but particularly through the provision of adequate staff. To facilitate learning and community services by providing services, resources and facilities which encourage and stimulate individualized instruction, independent study, and effective use of resources by students, faculty, and the community in general.

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

- All Employees Mission of being present when Library doors open 7:30am - 4:00pm. Employee's in each perspective area make sure it is clean and quiet when patrons frequent areas. And are ready to provide services of assistant in locating any material/books/magazines, etc. within Library or provide knowledge of how to for printing or searching on computers. Each employee answer to patrons and act accordingly to policy and procedures provided by ASCC from behavior to dress code, etc.
- Without the library, there would be no mission for this higher learning institution. Lets just say, the library is like the heart that pumps blood into the body. The library should be considered as a high priority within this institution, we supply the resources needed to enlighten others- (we are the house where knowledge is available).
- Giving them a comfortable environment to do their research and studies. And at the same time upgrading the facilities physical needs to maintain its operations.
- The students finally used the library for their sources for homework's. Almost everyday they come to the library for studies just because we provide them good sources especially our websites for more information according to their research. We provided for the lifelong learning needs of the total college population.
- The library supports the educational needs of the students, faculty and staff of the American Samoa Community College. Faculty and librarians select materials to meet the curricular needs of the college and to increase its collection as well as the resources and services available in the library.
- The library mission is to support the curriculum and all academic informational needs of the college and its patrons.
- It does so by providing library services that support the curriculum and fulfill the informational needs of students, faculty, staff, administration, and community via the building and maintaining of vital collection of library materials and resources. In other words, LRC supports both Institutional and all academic programs' mission readiness.

2. PERSONNEL DATA

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

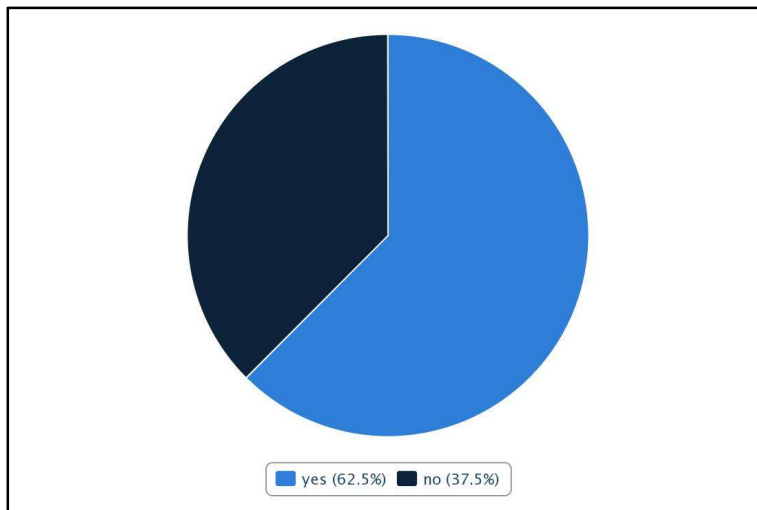


If "no", please explain:

Summarized Comments:

- Need a professional cataloguer = 2 comments
- Need more personnel for peak times/ anticipated library expansion = 2 comments

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

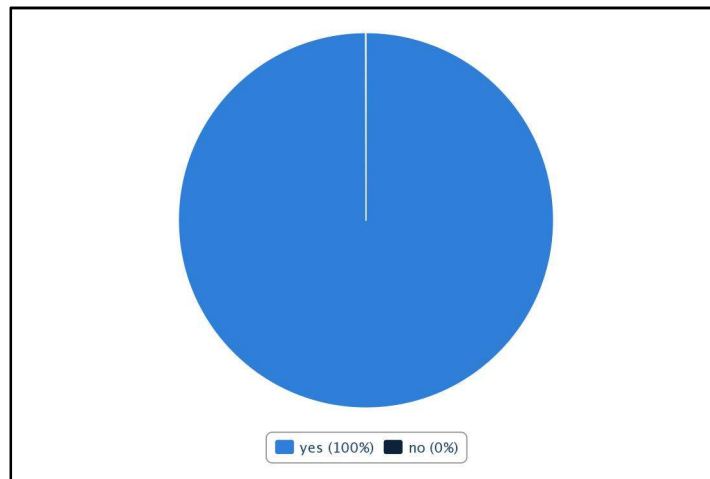


If "no", please explain:

Summarized Comments:

- Need more degree holders in some positions = 3 comments

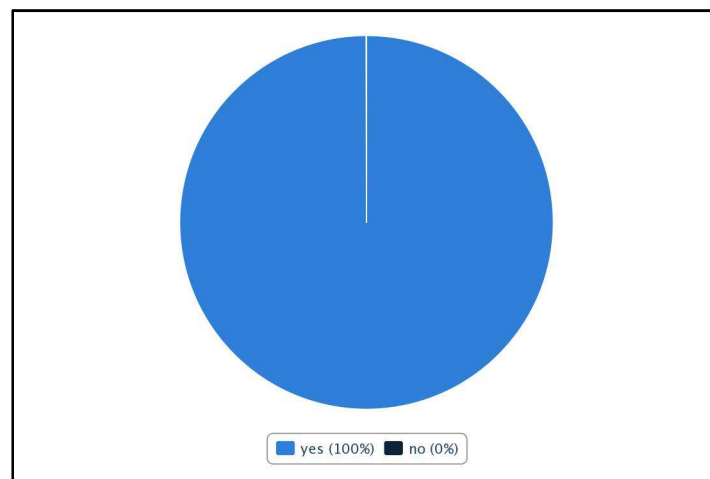
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

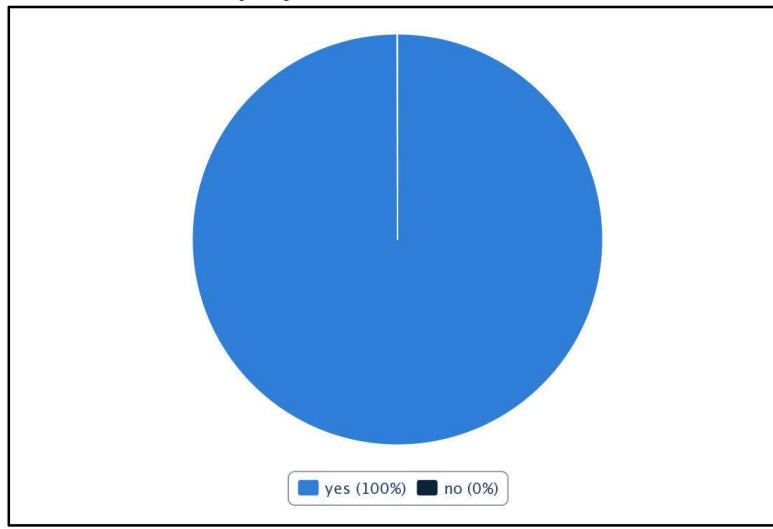
No answers

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- n/a

Degrees, Coursework and other publications:

- A.S. = Secretarial Science, A.A. = Liberal Arts, B.A. = Bachelor in Business Administration Management
- N/A
- AA/EDUCATION, AA/LIBERAL ARTS
- N/A
- MS, Library Science, University of North Texas(UNT), Denton, TX GAC, Graduate Academic Certificate in Advanced Management of Library and Information Agencies, UNT, Denton, TX MA, Educational Leadership, San Diego State University, San Diego, CA BS, Criminal Justice/Public Administration, University of Guam, Mangilao, GU AA, American Samoa Community College, Pago Pago, AS

Other qualifications not listed in previous question:

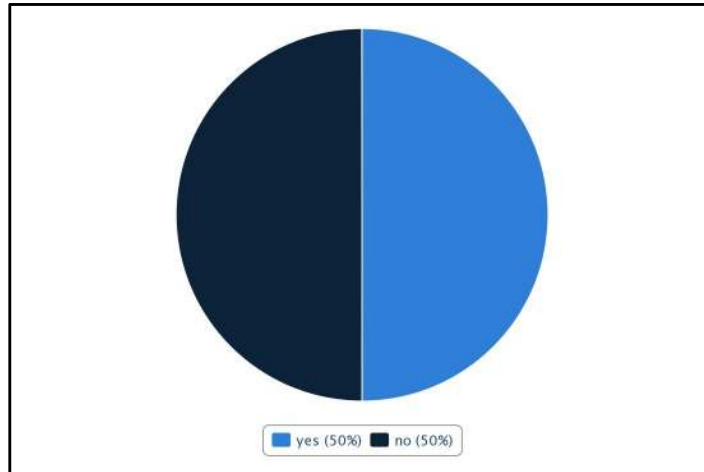
- 1 yr. with A.S.G., 30 yrs. with A.S.C.C., 2 yrs. contracted.
- N/A

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

- A.S.C.C. Alumni
- N/A
- As a student, I was a representative to the Board of Higher Education at ASCC, then I became a secretary to the BHE
- Director of Learning Resource Center Deans & Directors committee member Self Study Chair for WASC Standard II C, Library and Learning Support Services.

4. STAFF DEVELOPMENT

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

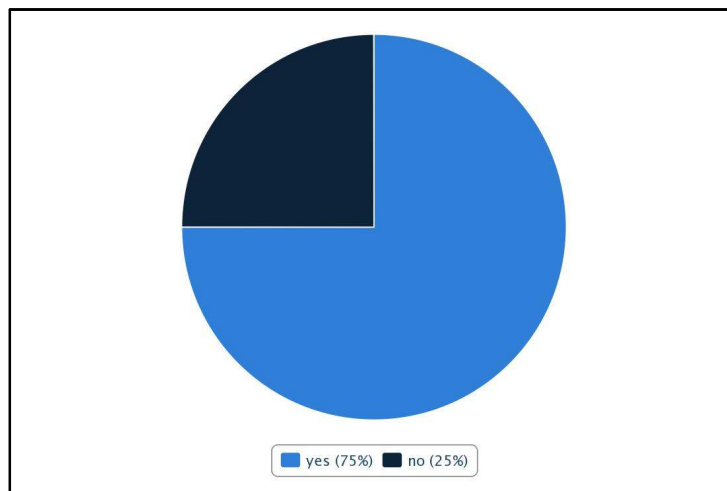


If "no", please explain:

Summarized Comments:

- No professional development for off – island training = 2 comments

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

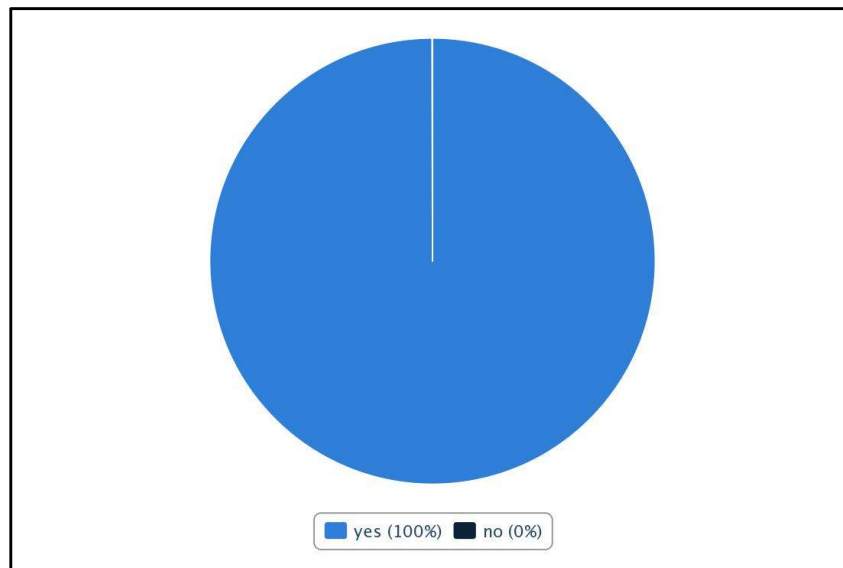


If “yes”, please explain:

Summarized Comments:

- ALA-American Library Association conference/workshop = 1 comment
- Leadership Training for Supervisors = 1 comment
- Training opportunities to enhance/ develop skills for Library workers = 4 comments

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

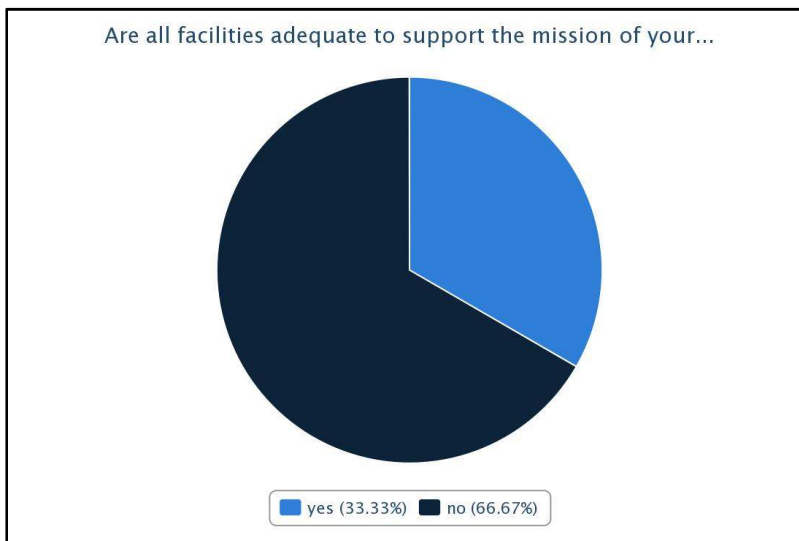


5. FACILITIES, EQUIPMENT and BUDGET

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

- Seats est. 200 for student population of est. 1,000 plus students.
- Sufficient for now.
- Two story building. 1st floor consists of Circulation Area, Reference Area, Pacific Collections Room, Work-Room, Director's Office, Electrical Room, Storage Room, Elevator, Mens Restroom, Womens Restroom. 2nd Floor - General Collections Area, Teachers Education Resource Center Room, Staff Lunchroom, Staff Restroom.
- Library, with the growing population of students and community, the library needs to be expanded, mean, adding more rooms or floors to accommodate books, staff and patrons. Need a working elevator that has been broken for a very long time.
- Library building
- 10 year old 2 story library building.

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



If "no", please explain:

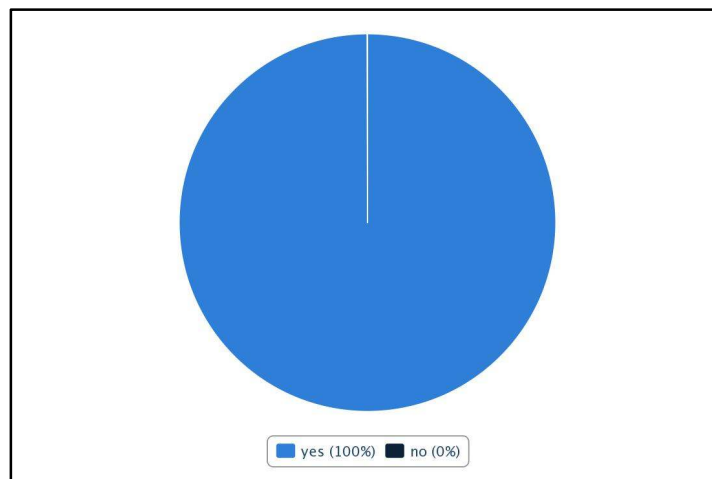
Summarized Comments:

- Not big enough to accommodate enrollment = 1 comment
- Need more space = 2 comments
- Need more space for other rooms to accommodate community, not just ASCC students = 1 comment

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

- In the electronic alone, we use Oscilloscope and multimeters. There is a need for more equipment.
- Computer and related equipments etc. Tools, diagnostic equipments and special tools. Need to be updated to meet current trends.
- using ASCC computers for labs and instruction
- Adequate
- Majority of equipments currently used by the programs are outdated. Yet, in the mean time suffices the programs as instructors are armed with the skills and ability to improvise. However, with updated skills within the workforce, the need exists for proper equipments and materials to instill the best practices to the students.

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

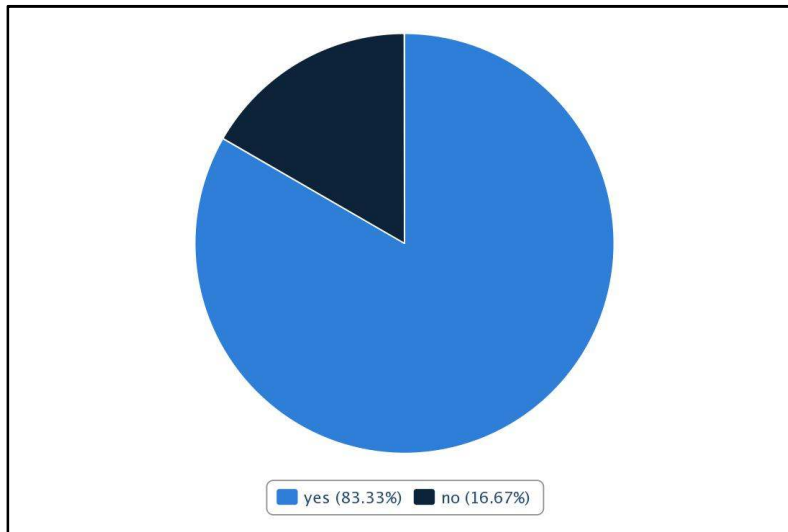


If so, please list and explain:

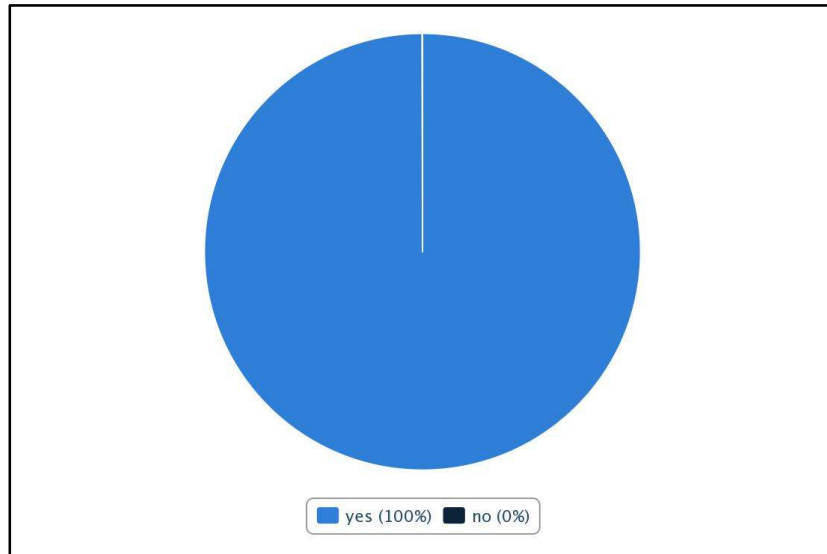
Summarized Comments:

- Computer hardware = 1 comment
- Projector = 1 comment
- Smartboard = 1 comment
- Updated equipment = 1 comment
- Library expansion = 2 comments

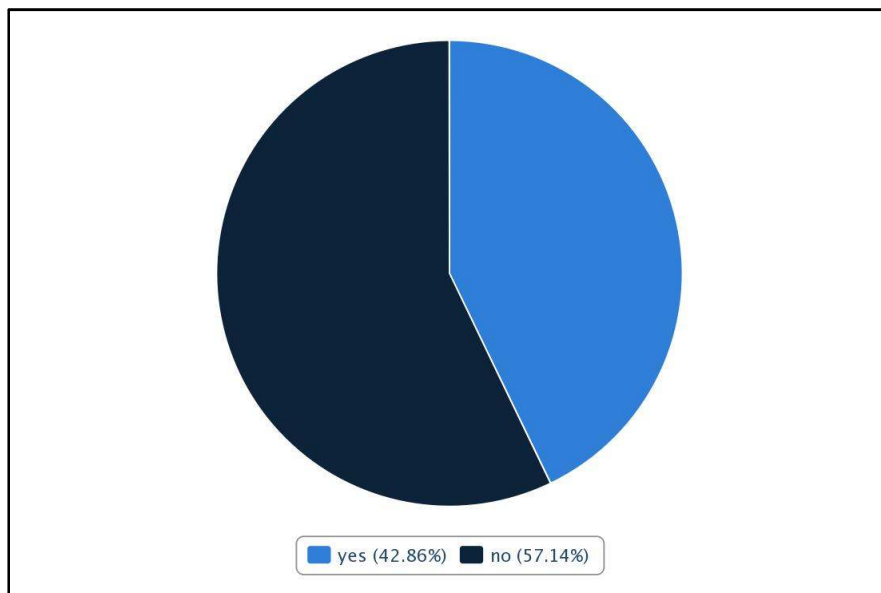
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



Are the physical facilities accessible to persons with disabilities?



Divisional Assessment SPR 2014

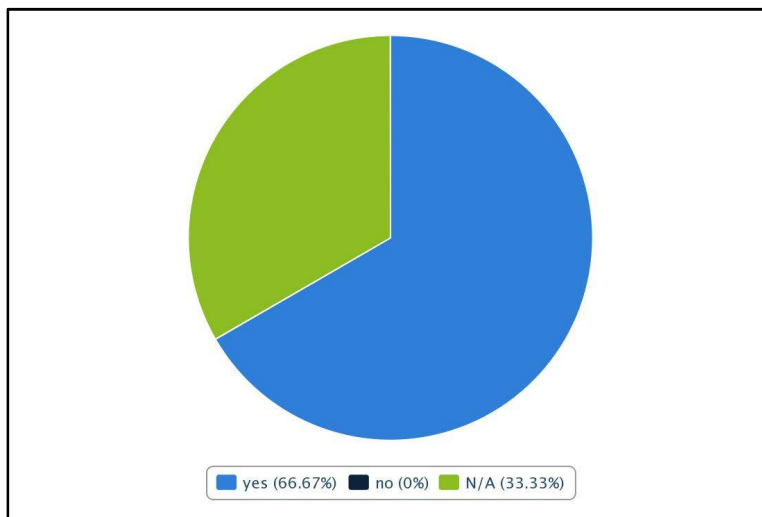
Learning Resources Center (Library)

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

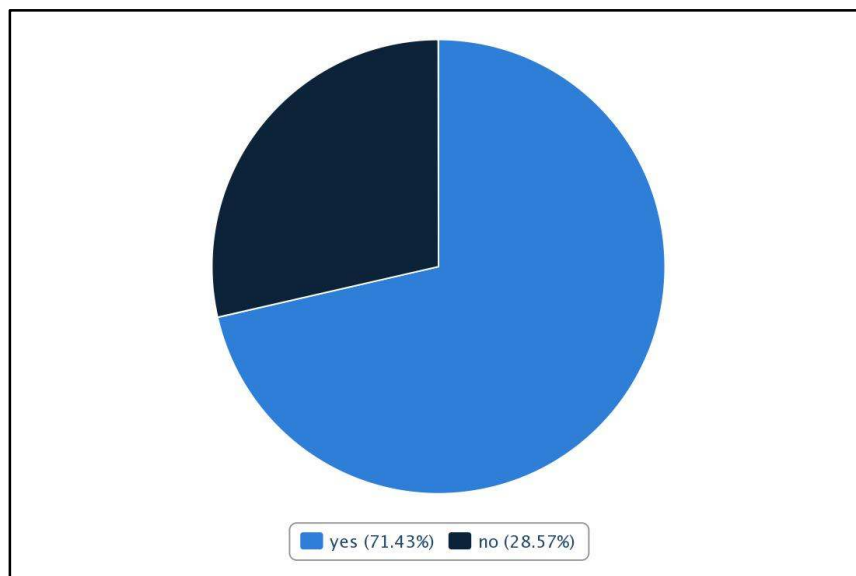
Summarized Comments:

- Need to repair elevator = 4 comments
- Indoor ramp for 2nd floor = 1 comment

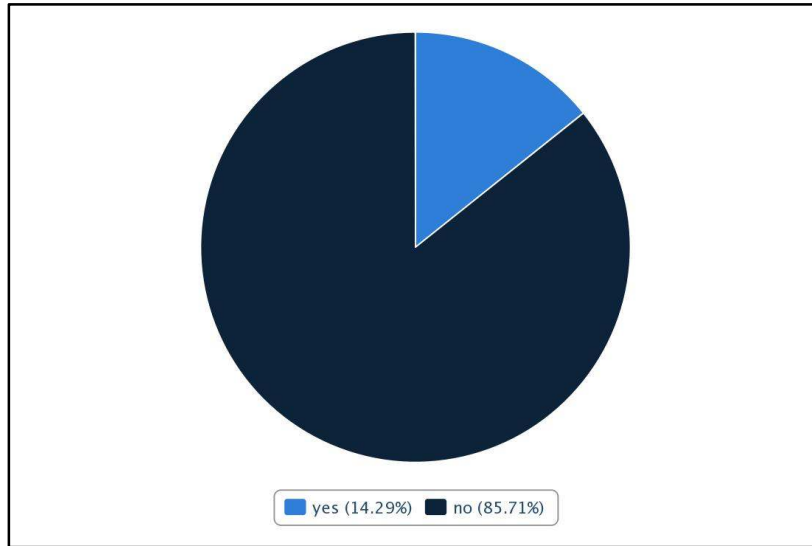
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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



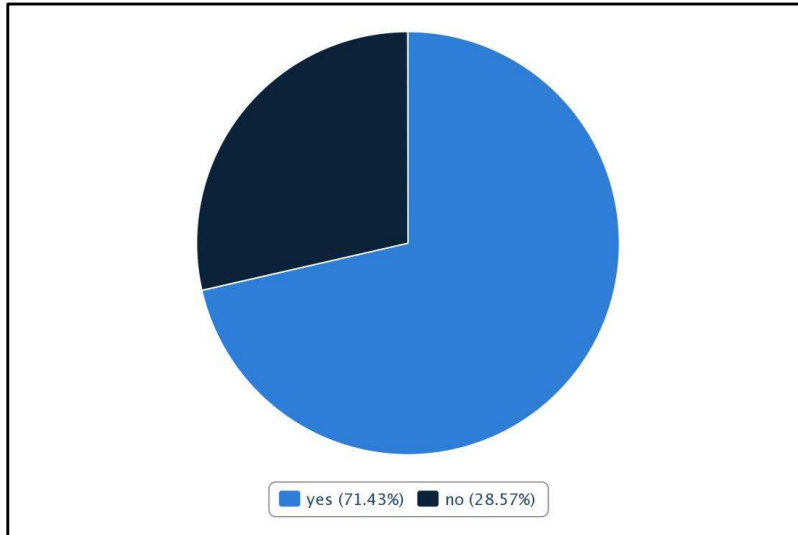
If "no", please explain

Summarized Comments:

- Need funding for Staff Development = 2 comments
- Need more funding for the library to reach its full potential = 3 comments

6. TECHNOLOGY and LIBRARY

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

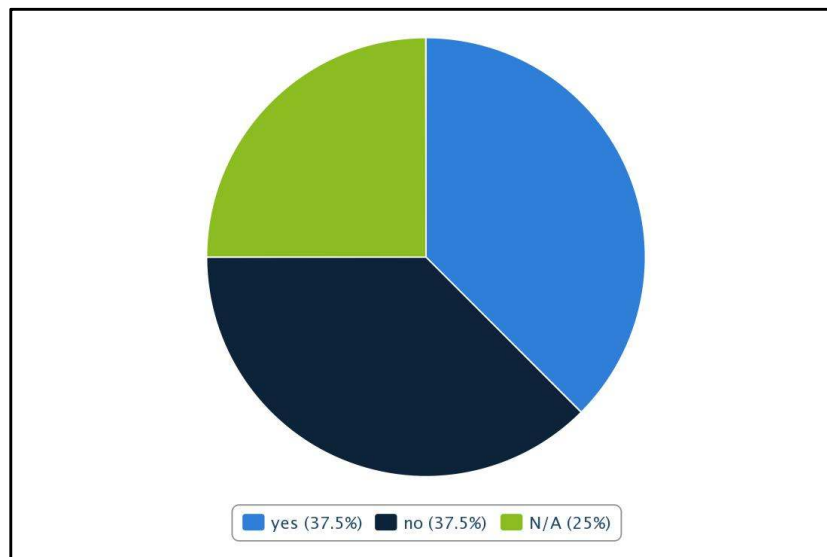


If "yes", please list or if "no", please explain:

Summarized Comments:

- Moodle, webmail, OPAC (online Public Access Catalog), EBSCO, Datatel, Compliance Assist, Follet's Destiny = 5 comments
- Need: Smartboard, Projector, ASCC library website = 5 comments

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



Divisional Assessment SPR 2014

Learning Resources Center (Library)

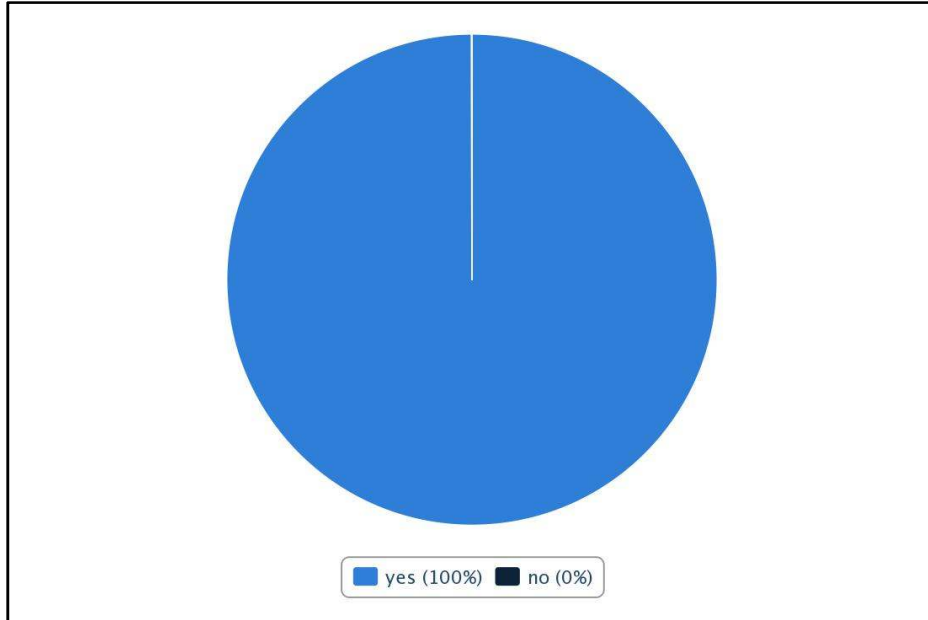
If "no", please explain:

Summarized Comments:

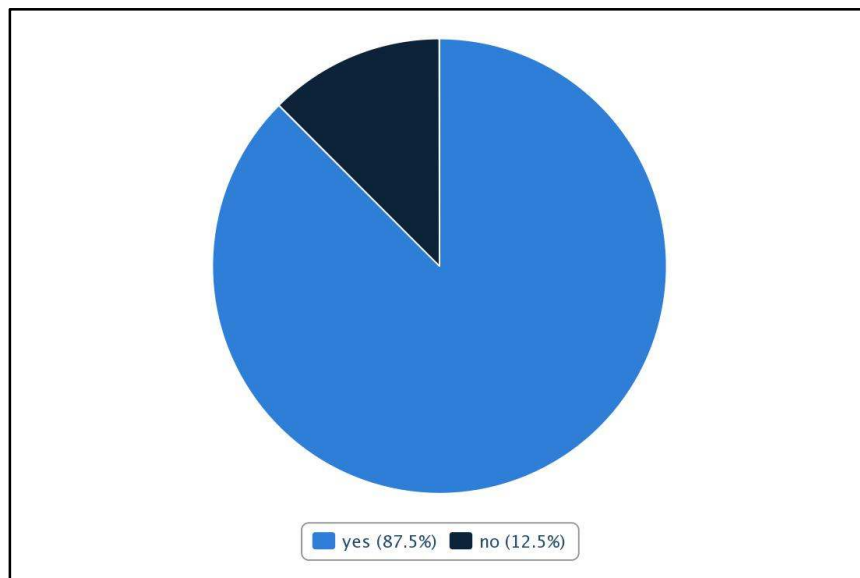
- Only Day hours = 1 comment
- Need evening hours = 3 comments

6. EVALUATION AND IMPROVEMENT

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



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



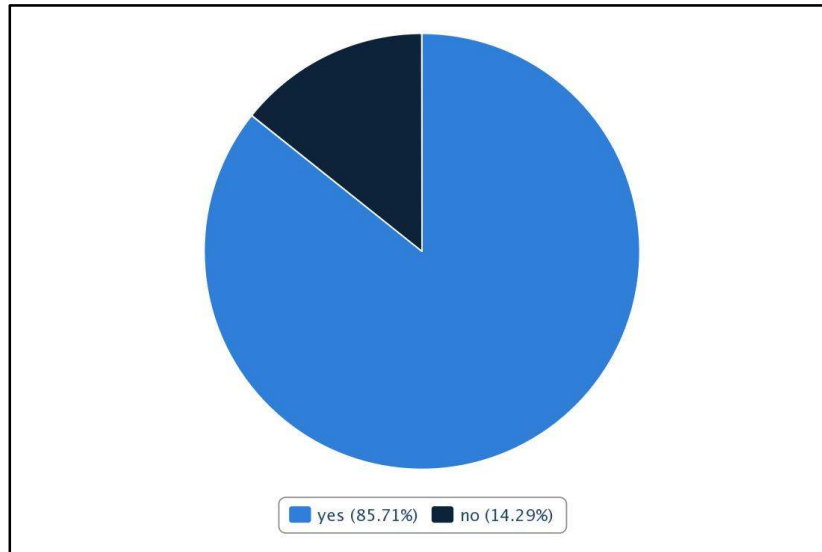
Divisional Assessment SPR 2014

Learning Resources Center (Library)

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	2 (40.00%)	1 (20.00%)	2 (40.00%)	5	4.00 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	2 (40.00%)	1 (20.00%)	2 (40.00%)	5	4.00 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (25.00%)	6 (75.00%)	8	4.75 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	3 (75.00%)	0 (0.00%)	1 (25.00%)	4	3.50 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	1 (20.00%)	3 (60.00%)	1 (20.00%)	5	4.00 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (42.86%)	4 (57.14%)	7	4.57 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	2 (40.00%)	2 (40.00%)	1 (20.00%)	5	3.80 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	0 (0.00%)	3	3.00 / 5
Student Satisfaction Survey	0 (0.00%)	0 (0.00%)	1 (16.67%)	4 (66.67%)	1 (16.67%)	6	4.00 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	3 (50.00%)	2 (33.33%)	1 (16.67%)	6	3.67 / 5
							4.04 / 5

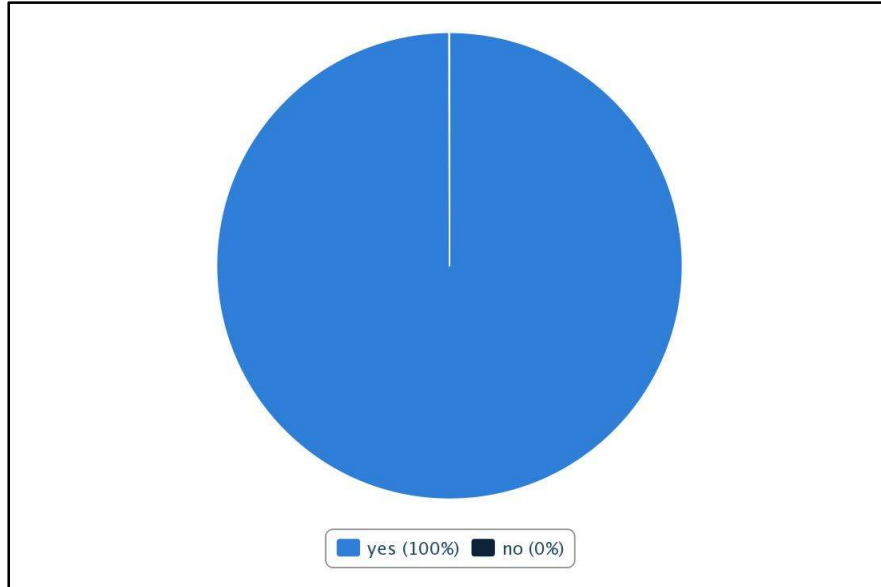
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- Improvement within the physical aspects of the library.
- Like I mention before, we have cameras to secure ourselves especially our students. And plus the faculty are reserving the library for their classes, and this was all in the past evaluation and now it's more improving because of the evaluation from last year.
- people are continuously aware of their responsibility to make improvements within their department.
- The library's computers were updated to 2010 due to patron requests in the Library's surveys.
- 1. Reshuffled staff accordingly in selected service areas. 2. Tracked and monitored AC maintenance crew site performance. 3. Made connections with faculty for their respective class library Information Literacy session.

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



What steps are taken when an outcome is not achieved?

Summarized Comments:

- Staff meetings = 1 comment
- Assessment = 3 comments
- Outcome review = 3 comments

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

Summarized Comments:

- Staff members completed degree programs = 2 comments
- Recognized by president with Employee Appreciation Day = 1 comment
- Restructure of org chart to include Library directly under VP of Academic and Student Affairs = 1 comment
- LRC Director appointed = 1 comment
- Completed Manual Inventory = 1 comment
- Decision to use Hand held scanners for inventory = 1 comment
- First Online User Survey for Library = 1 comment

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Division of Institutional Effectiveness

Divisional Assessment SPR 2014

Division of Institutional Effectiveness

Division of institutional Effectiveness

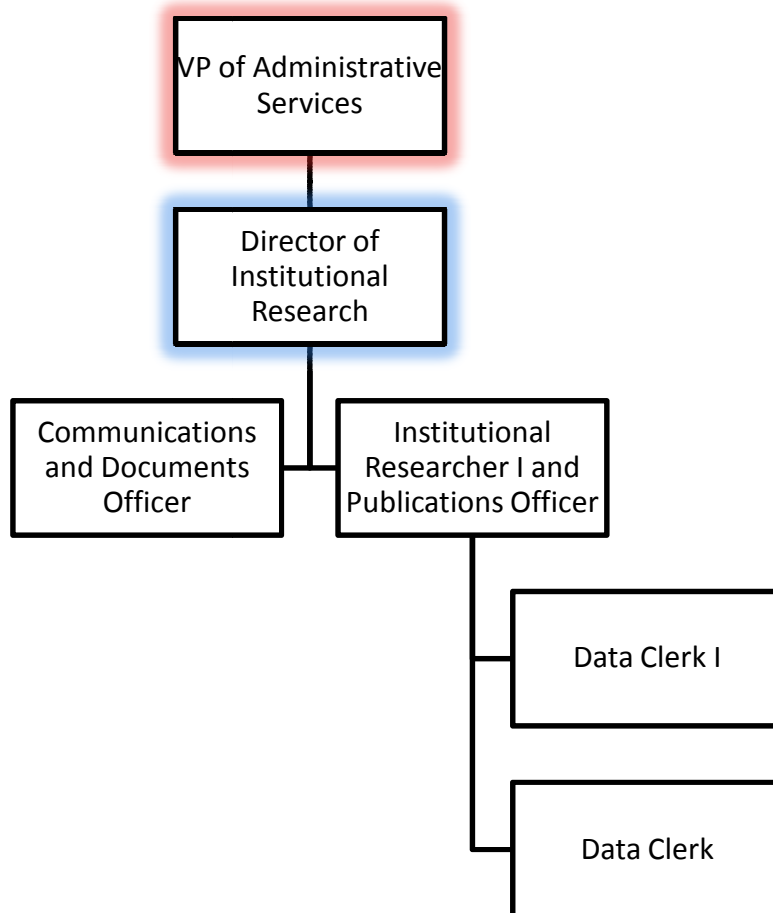
Mission

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

IE Staff

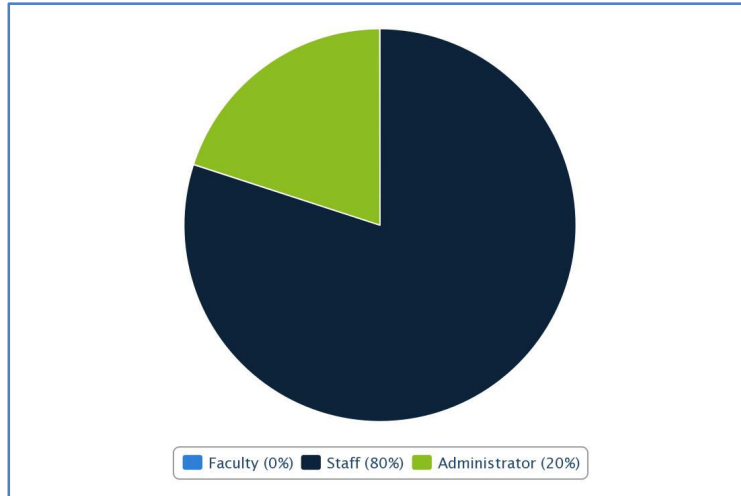
IE Director	Sonny Leomiti
Communications Officer	James Kneubuhl
Institutional Researcher	Virginia Mailo-Filiga
Data Specialist I	Tanya Lesa
Data Specialist	Sione Ah Sam

IE Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- To collect and analyze relevant data to determine the effectiveness of our institution's academic programs.
- It is the mission of the Office of Institutional Effectiveness to support the college by providing information necessary for improvement of academic programs and provision of administration services. The office is responsible for collecting data for research and evaluation. It is also responsible for analyzing and presenting results for program planning. The Office of Institutional Effectiveness provides information and analysis of data, programs, and services in support of the overall mission of ASCC.
- The mission of the Office of Institutional Effectiveness is to support the college by providing information necessary for improvement of academic programs and provision of administration services. The office is responsible for collecting data for research and evaluation. It is also responsible for analyzing and presenting results for program planning.
- The mission of the Office of Institutional Effectiveness is to support the college by providing information necessary for improvement of academic programs and provision of administration services. The office is responsible for collecting data for research and evaluation. It is also responsible for analyzing and presenting results for program planning. The functions of IE are as follows: 1.Planning, research and evaluation that help to improve institutional effectiveness and the achievement of student learning; 2.Public relations that help to provide the community with information about the College affairs, through newsletters, press releases and other media; 3.Collecting, editing, organizing and disseminating of College documents and reports to the College community and stakeholders that help to ensure a culture of evidence and accountability
- The mission of the Office of Institutional Effectiveness is to support the college by providing information necessary for improvement of academic programs and provision of administration

services. The office is responsible for collecting data for research and evaluation. It is also responsible for analyzing and presenting results for program planning.

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

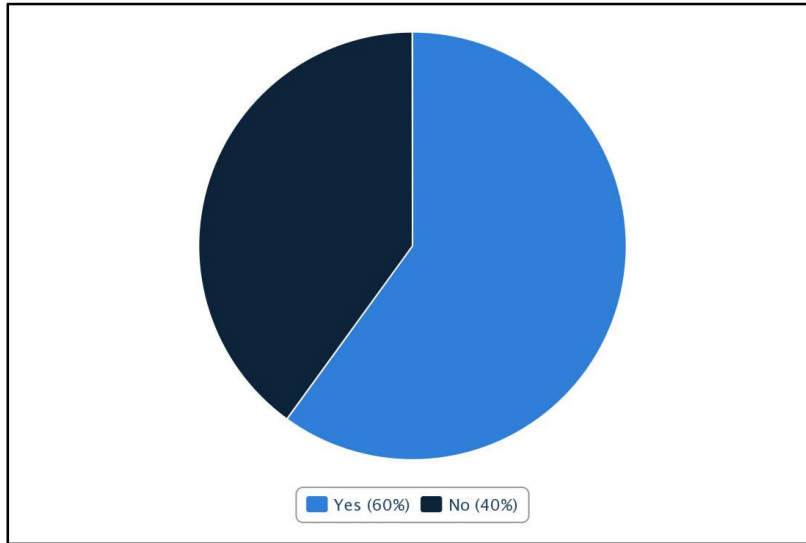
- 1. Provide reliable data which which the institution can determine the most effective use of its resources. 2. Monitor student satisfaction with the institution's programs. 3. Promote public awareness of the institution's programs.
- 1. Administrators, Faculty, and staff have access to accurate and timely institutional data collected by IE and reported in annual, quarterly, and semester publications. 2. Students and stakeholders voice their opinions through surveys distributed by IE which are collected, compiled, and disseminated in a Student Opinion Report and program review surveys disseminated to students and staff. 3. Administrators, faculty, and staff have access to a data management system to share, collaborate, and record evidence of institutional processes, reviews, and planning. 4. The public is better informed of ASCC activities and accomplishments through ads, articles, and various publications prepared by IE. 5. Students, staff and faculty have access to reports on Student Achievement and learning through reports and publication disseminated by IE.
- Outcome 1: Administrators, faculty and staff have access to accurate and timely institutional data collected by IE and reported in annual, quarterly and semester publications. Outcome 2: Students and stakeholders voice their opinions through surveys distributed by IE which are collected, compiled and disseminated to students and staff. Outcome 3: Administrators, faculty and staff have access to a data management system to share, collaborate and record evidence of institutional processes, reviews and planning. Outcome 4: The public is better informed of ASCC activities and accomplishments through ads, articles and various publications prepared by IE. Outcome 5: Students, staff and faculty have access to reports on Student Achievement and learning through reports and publication disseminated by IE.
- Outcome 1: Administrators, Faculty, and staff have access to accurate and timely institutional data collected by IE and reported in annual, quarterly, and semester publications. Outcome 2: Students and stakeholders voice their opinions through surveys distributed by IE which are collected, compiled, and disseminated in a Student Opinion Report and program review surveys disseminated to students and staff. Outcome 3: Administrators, faculty, and staff have access to a data management system to share, collaborate, and record evidence of institutional processes, reviews, and planning. Outcome 4: The public is better informed of ASCC activities and accomplishments through ads, articles, and various publications prepared by IE. Outcome 5: Students, staff and faculty have access to reports on Student Achievement and learning through reports and publication disseminated by IE.
- Outcome 1: Administrators, Faculty, and staff have access to accurate and timely institutional data collected by IE and reported in annual, quarterly, and semester publications. Outcome 2: Students and stakeholders voice their opinions through surveys distributed by IE which are collected, compiled, and disseminated in a Student Opinion Report and program review surveys disseminated to students and staff. Outcome 3: Administrators, faculty, and staff have access to a data management system to share, collaborate, and record evidence of institutional processes, reviews, and planning. Outcome 4: The public is better informed of ASCC activities and accomplishments through ads, articles, and various publications prepared by IE. Outcome 5: Students, staff and faculty have access to reports on Student Achievement and learning through reports and publication disseminated by IE

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

- The institution's mission is to serve the students of American Samoa, and our division analyzes relevant data with an eye towards the continual improvement of this goal.
- The mission statement and outcomes from our division supports the institution's mission for collecting and providing the accurate information for Accreditation visits. It also provides ideas and methods for great improvement in different programs.
- I believe that IE is beneficial to ASCC in a way that we collect information internally and externally to accomplish its mission. IE also provides assistance to obtain better information to evaluate policies and practices to enhance student learning and provides evidence to assist in making changes. IE collects, analyzes, reviews, reports and disseminates data on behalf of ASCC.
- IE's mission supports the Institutional Mission by providing information/data pertinent to institutional research and effectiveness in the areas of planning, assessment, review and evaluation, accreditation, and internal and external reporting.
- As part of the mission to provide quality education, the Division of Institutional Effectiveness researches, evaluates, and assesses the institution's processes, performance, and practices to identify areas for improvement and for efficacy.

2. PERSONNEL DATA

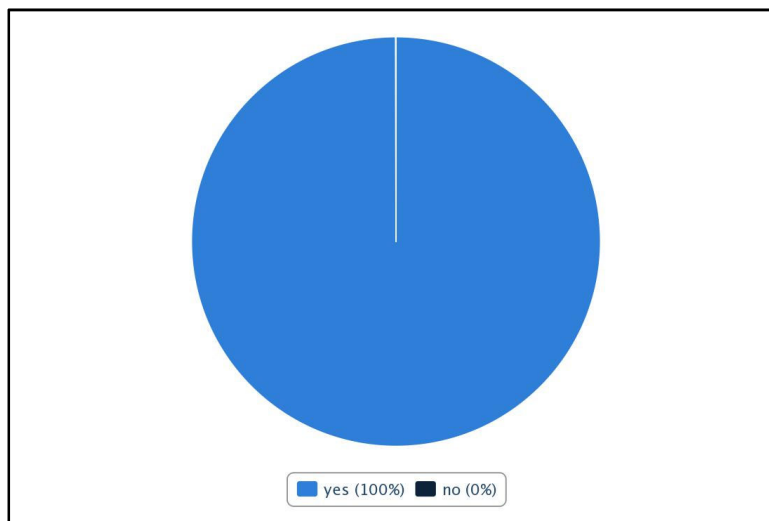
Is the number of personnel adequate to support your Dept/Prog/Div?



If "no", please explain:

- With the additional scope/focus added to our division in the area of assessment, added responsibilities are now charged to staff in the areas of analysis, assessment, evaluation, online archiving and planning.
- With the merger of Institutional Effectiveness with Assessment, there will be much need for personnel to accommodate the workload IE has embarked on. The transition has opened up an array of responsibilities for the current staff resulting in a backlog of work to be done.

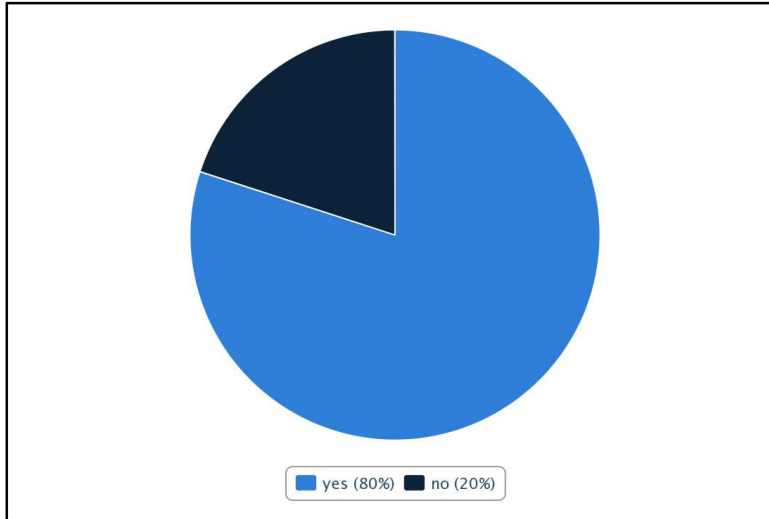
Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?



If "no", please explain:

- Sufficient at this time.

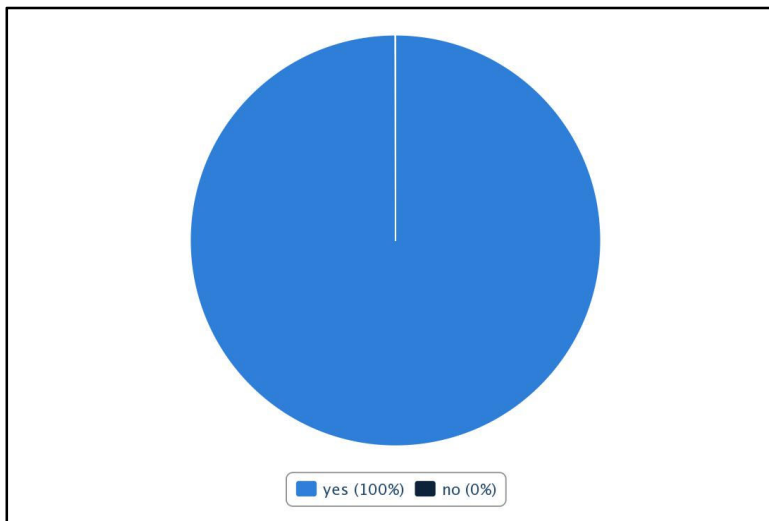
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

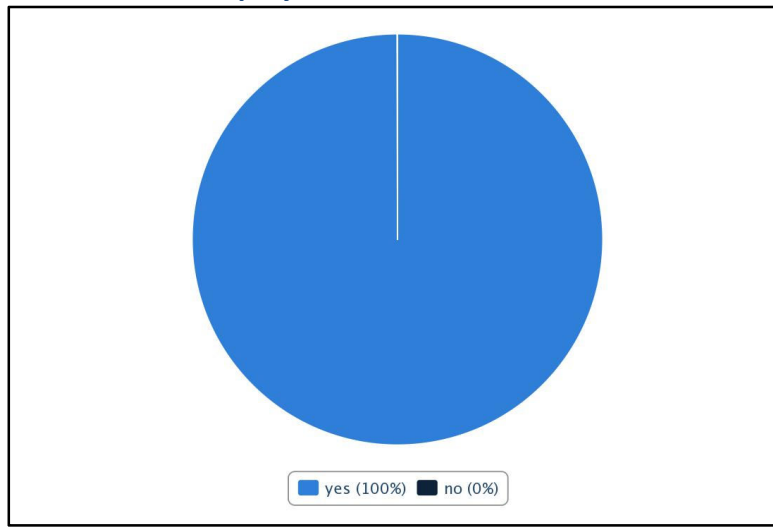
- When I say "no", what I really mean is, "I don't know".

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

Summarized Comments:

- N/A = 4 comments

Degrees, Coursework and other publications:

- BA in English. MA in English. Regularly published in the local newspaper and several online sites.
- Degrees: AA-Liberal Arts, B.Ed., MA.Ed. Coursework: Doctoral Student Publications: None at this time (Mostly internal Documents)
- Bachelors of Science in Business Management (University of Phoenix, 1999) Masters in Business Administration (California State University, 2011) Certificate in completion of the Academy for Institutional Research (Association if Institutional Research, 2011, Atlanta, Ga)

Other qualifications not listed in previous question:

Summarized Comments:

- N/A = 2 comments

Divisional Assessment SPR 2014

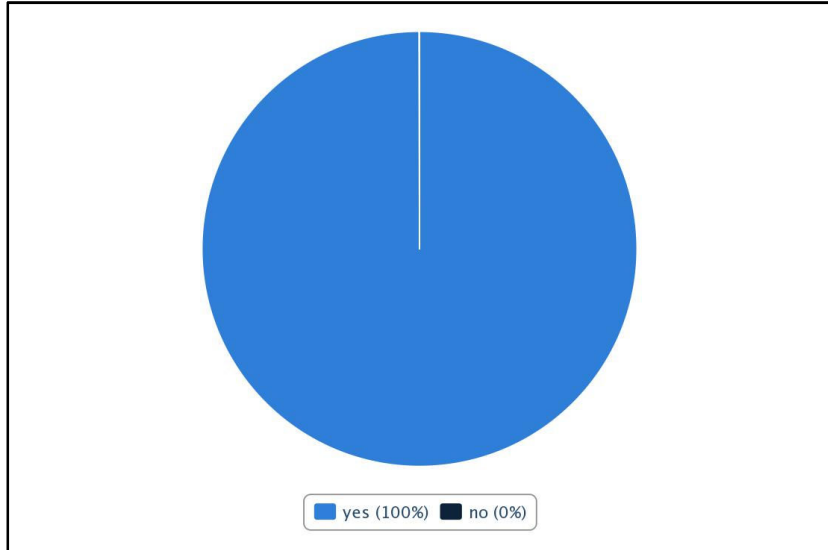
Division of Institutional Effectiveness

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

- Not fully involved with any of them, but peripherally involved with many of them by publicizing their activities.
- College: Curriculum Committee, Self-Study Committee, Assessment Committee, IPECC
Community: Choir Director, Village Counselor
- ASCC: Institutional Planning Executive Core Committee Curriculum Committee Data Committee
Self Study Steering Committee Self Study Committee (Standards I.b, II.c, and IV A&B)

4. STAFF DEVELOPMENT

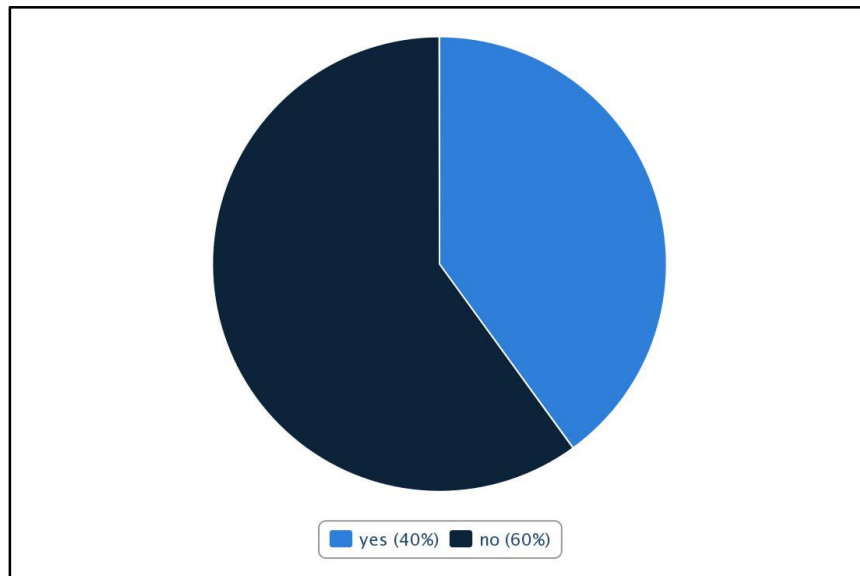
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

No answers

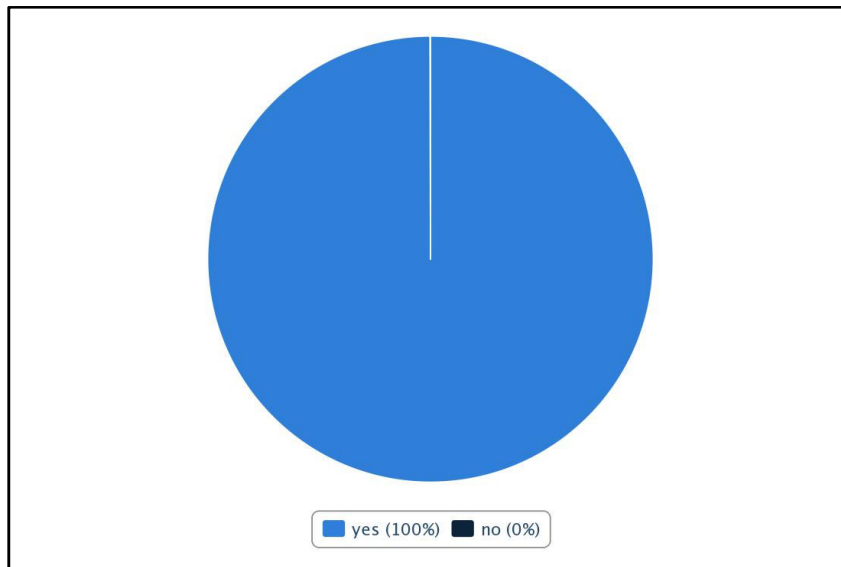
Are there any unmet needs for professional development among personnel in this Dept/Prog/Div?



If “yes”, please explain:

- There are ongoing trainings in the areas of assessment and evaluation that needs to be addressed. These trainings are forthcoming and can be addressed through in-house or off-island professional development.
- 1. Training for IPEDS Keyholder 2. Training for Data Specialists in Student Success Data 3. Training for Best practices in Data Collection Methods for Data Specialists which include use of new technology for gathering data (Scantron or something similar)

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

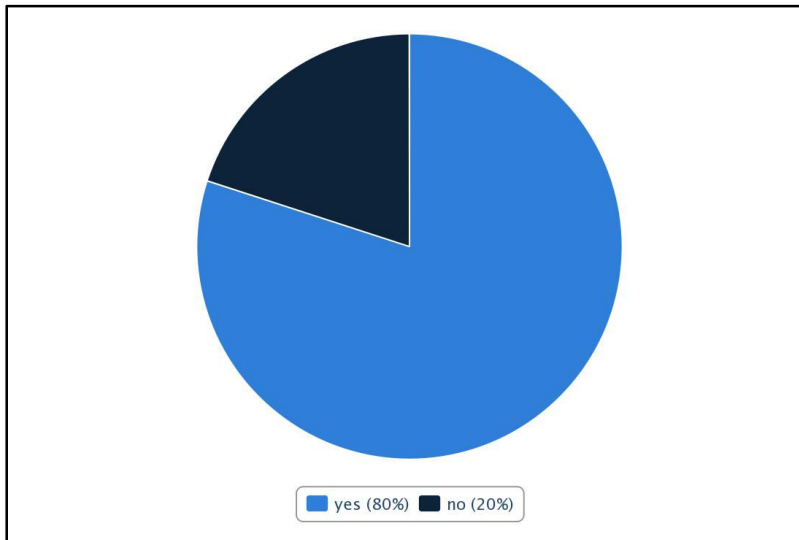


5. FACILITIES, EQUIPMENT and BUDGET

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

- current office and location is not in compliant of ADA requirements. air condition is a continuous problematic concern no elevator for disable population if they require service from department
- second floor on the main administration building
- Office is located on the Second Floor of the main campus building, above the TED 1 and TED2 classrooms.
- HR Office located on 2nd Floor of Administration Building. Consist of 6 rooms (HR Director, HR Manager, HR Main Office, (2) Storages, Archive Room).

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



If "no", please explain:

- Need more space to accommodate archive and office space for potential personnel to assist with added responsibilities.

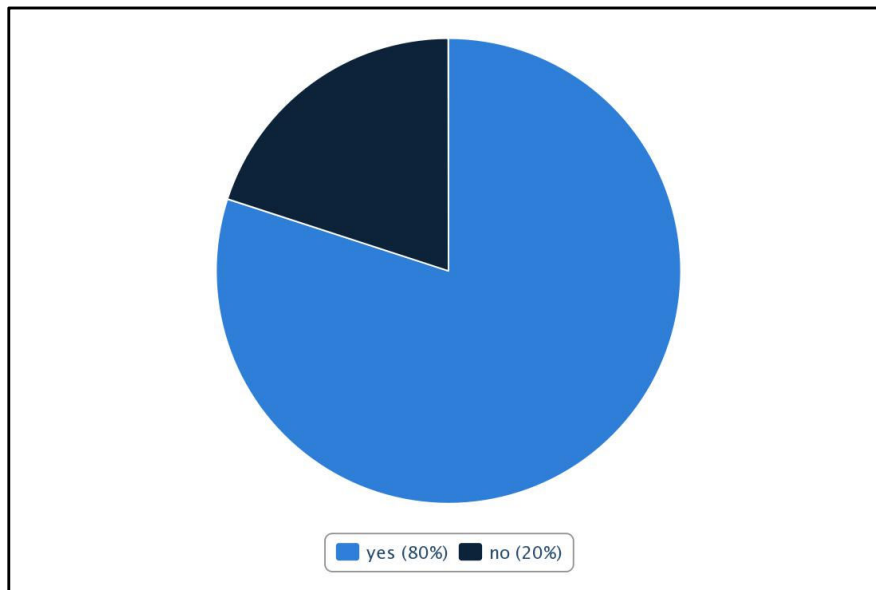
Divisional Assessment SPR 2014

Division of Institutional Effectiveness

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

- Computer, telephone, pen, paper, air conditioning, coffee maker. Adequate, in my opinion.
- Fax Machine, Printer, Laptops, Computers, Xerox Machine, Binding Machine, Laminating Machine, and Smart Board.
- IE most likely provides publications for ASCC. It has color printers, color xerox, fax machine, binding machine, laminating machine, 4 laptops, smartboard, tel-conference phone, etc... All these equipments are adequate for IE use.
- The equipment used consists of xerox machines, laminating equipment, scan-tron, and computers for daily usage and for publication and access to online archives and communication. Other equipment includes, smartboards and VTC for training and teleconferencing purposes. Additional upgrades and updates to computer software or computers is priority at this time for archive purposes and access to online archiving system.
- In order to efficiently process surveys and other data collection information, we are in need of an OMR Scanner which can collect data from surveys. Right now results are entered manually.

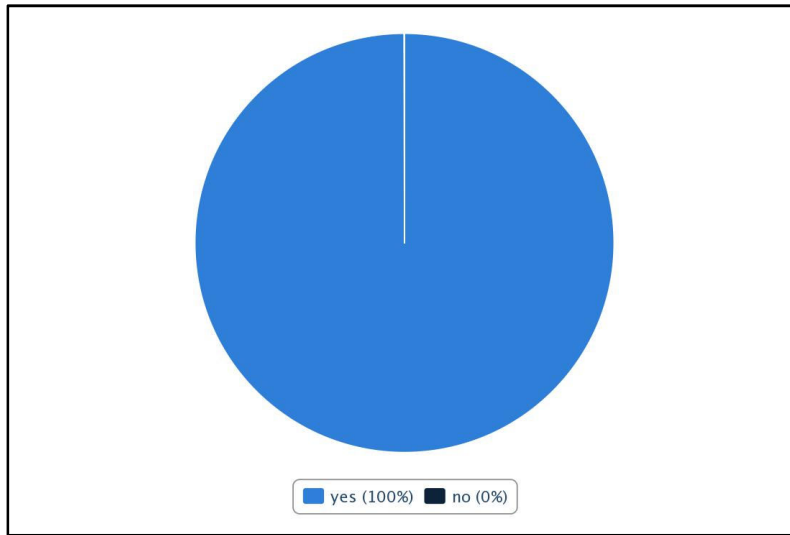
Are additional facilities or equipment required to support this Dept/Prog/Div?



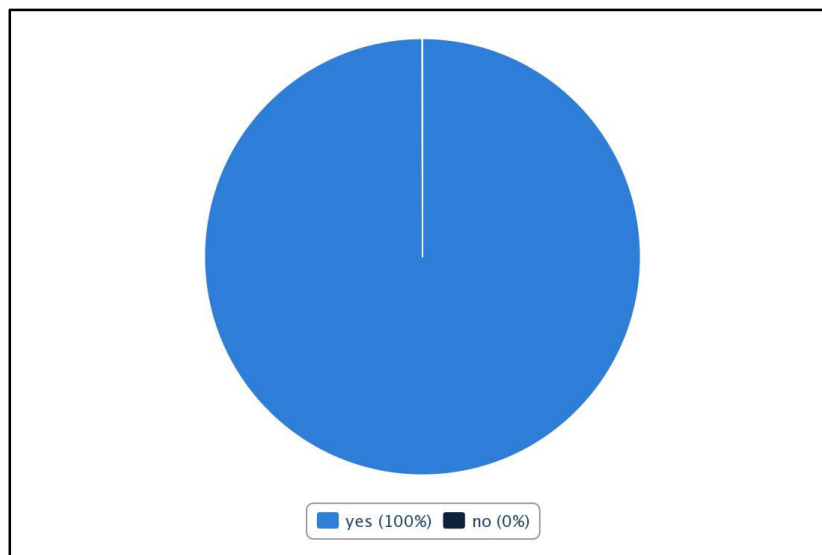
If so, please list and explain:

- Our computer system in ASCC should be upgraded.
- updated SPSS version, scantron
- New Computers and Faster Internet Connection.
- See answers to 16 and 17

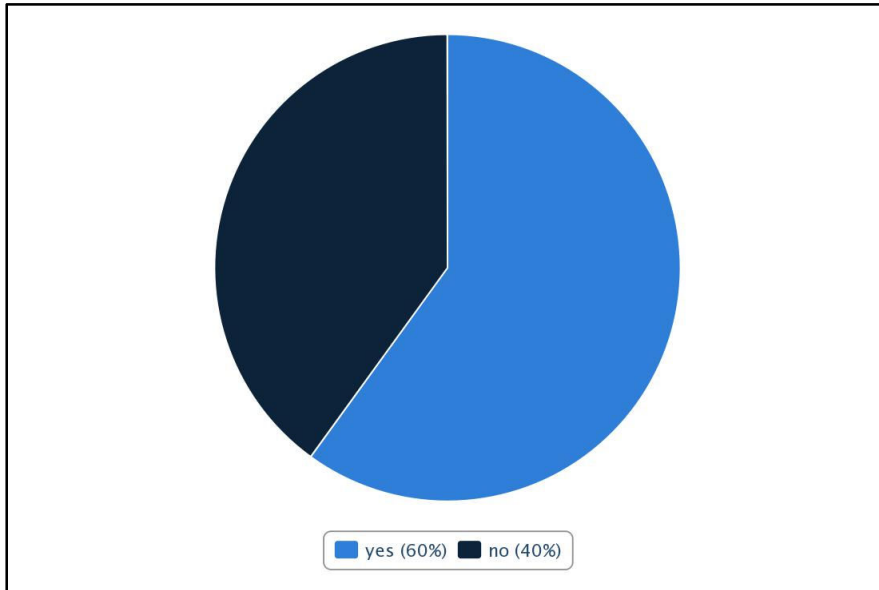
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



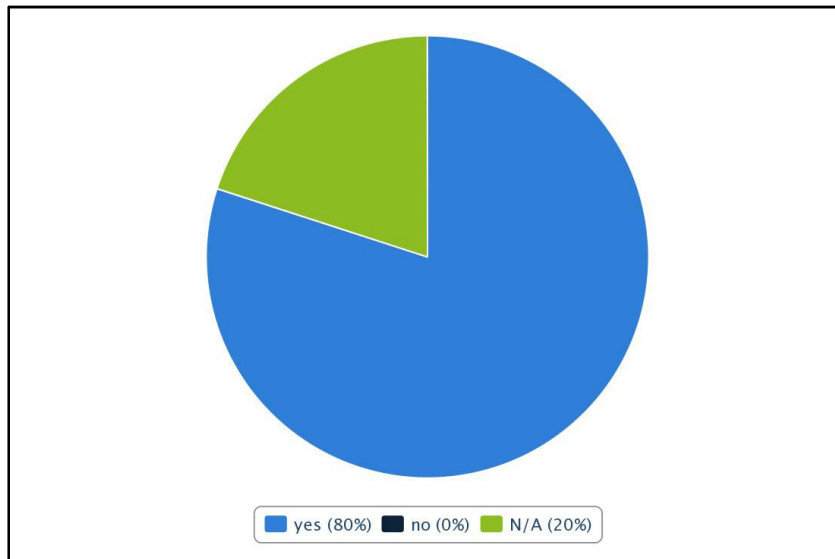
Are the physical facilities accessible to persons with disabilities?



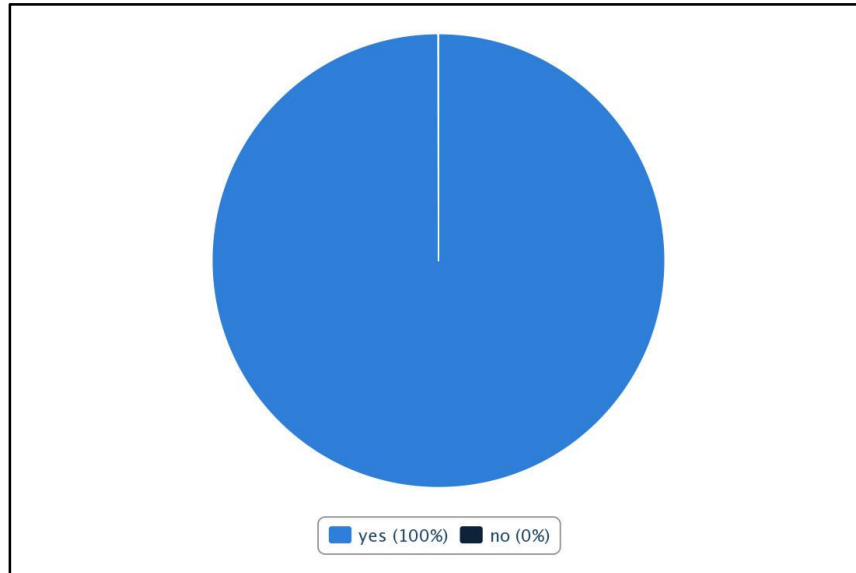
If "no", please describe below what is needed to make your area accessible.

- A ramp for students with disabilities would allow access in and out of our building.
- Ramp for wheelchairs (front door entrance)

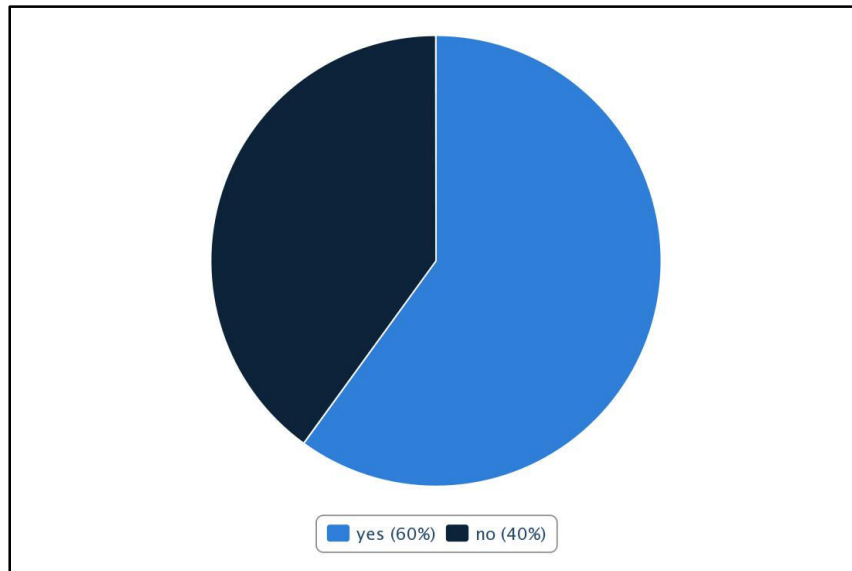
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

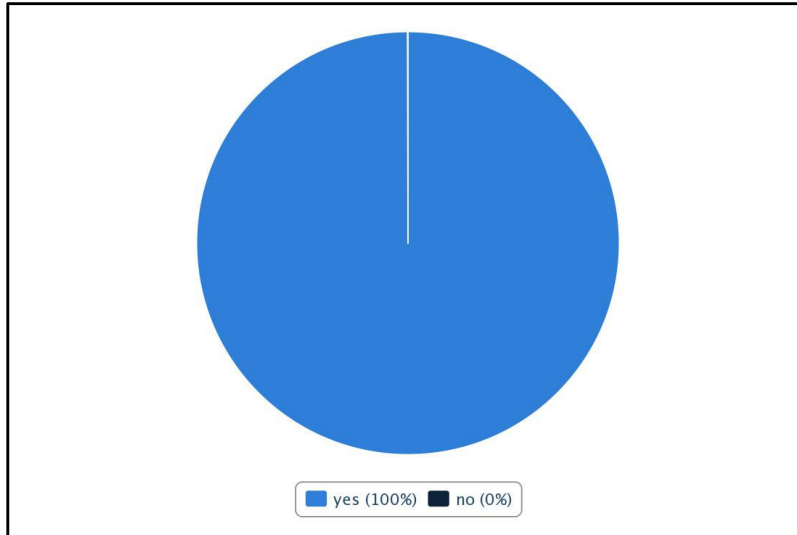


If "no", please explain:

- With the added scope of responsibilities, this impacts personnel and job descriptions should be reviewed.
- Need more professional development money to support the institution's need for compliance training, data analysis and assessment training, use of student success data to support decision making training.

6. TECHNOLOGY and LIBRARY

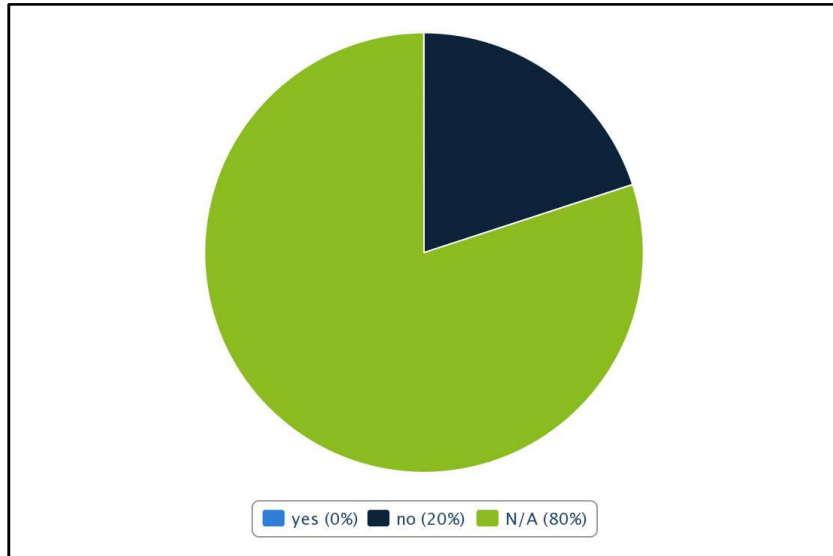
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- Compliance Assist, Datatel, Moodle, Webmail, Smart Board, etc.
- Using Smart Board Application in most classrooms is very useful for students to improve learning and services in ASCC.
- Compliance Assist Smart Board Application Web-mail
- Compliance Assist: Institutional Reporting and Archiving Webmail: Communication Datatel: Budgeting Smartboard: Training
- Compliance Assist - Collecting data from the institution on planning progress. Datatel - Collecting student success data Webmail - Communication to and from the institution Smart Board and VTC for Webinar and other Long Distance Training and Professional Development

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

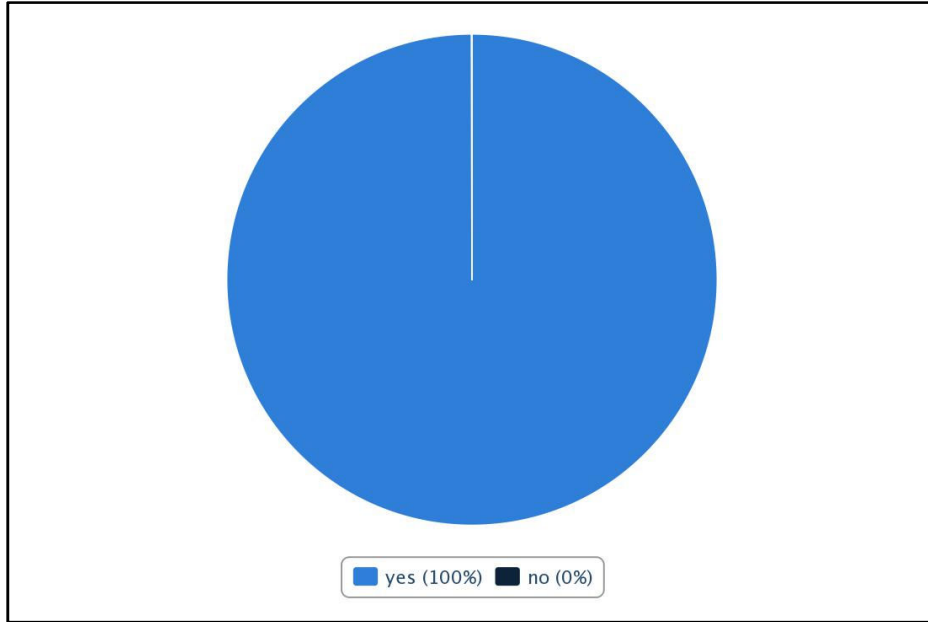


If "no", please explain:

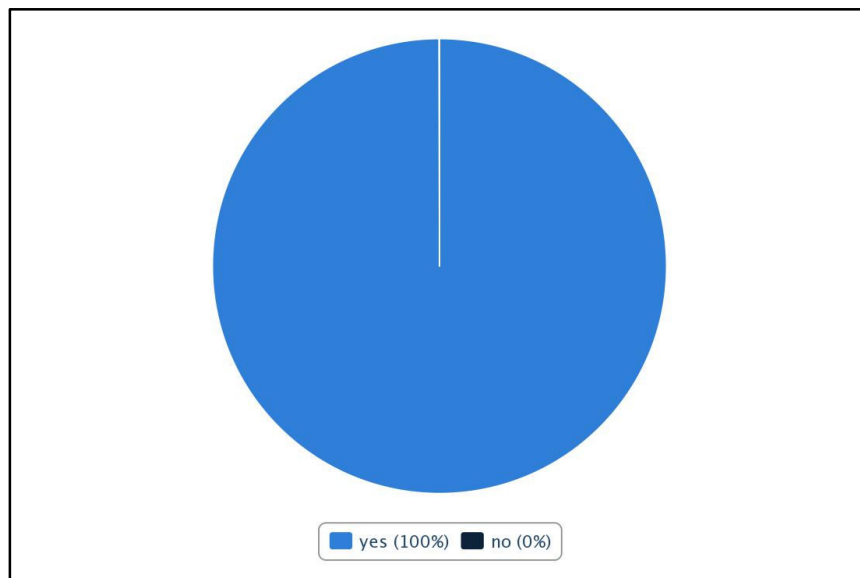
- The library only opens during working hours. ASCC Library don't have any online services or after hours.

6. EVALUATION AND IMPROVEMENT

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



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



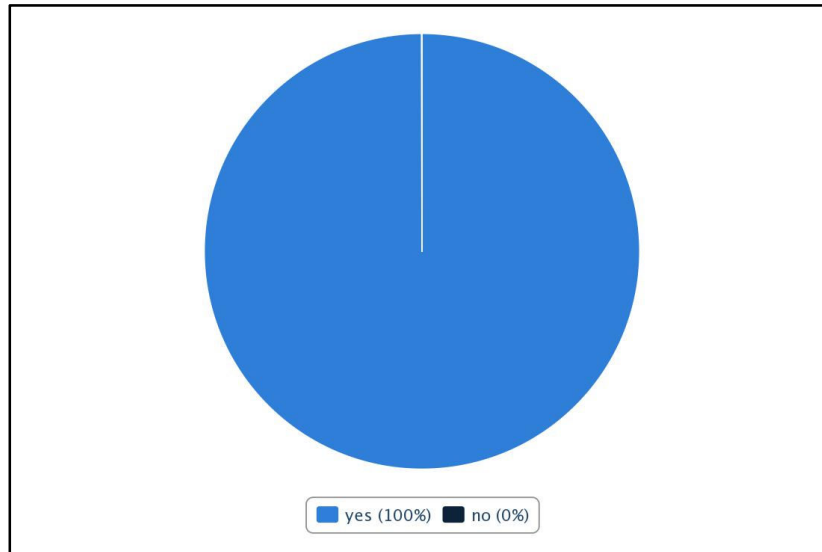
Divisional Assessment SPR 2014

Division of Institutional Effectiveness

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	1 (20.00%)	2 (40.00%)	2 (40.00%)	5	4.20 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	1 (20.00%)	0 (0.00%)	4 (80.00%)	5	4.60 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	1 (20.00%)	0 (0.00%)	4 (80.00%)	5	4.60 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	2 (40.00%)	1 (20.00%)	2 (40.00%)	5	4.00 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	1 (20.00%)	0 (0.00%)	4 (80.00%)	5	4.60 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	1 (20.00%)	1 (20.00%)	3 (60.00%)	5	4.40 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	2 (40.00%)	0 (0.00%)	3 (60.00%)	5	4.20 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	1 (20.00%)	1 (20.00%)	3 (60.00%)	5	4.40 / 5
Student Satisfaction Survey	0 (0.00%)	0 (0.00%)	1 (20.00%)	1 (20.00%)	3 (60.00%)	5	4.40 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	1 (20.00%)	0 (0.00%)	4 (80.00%)	5	4.60 / 5
							4.40 / 5

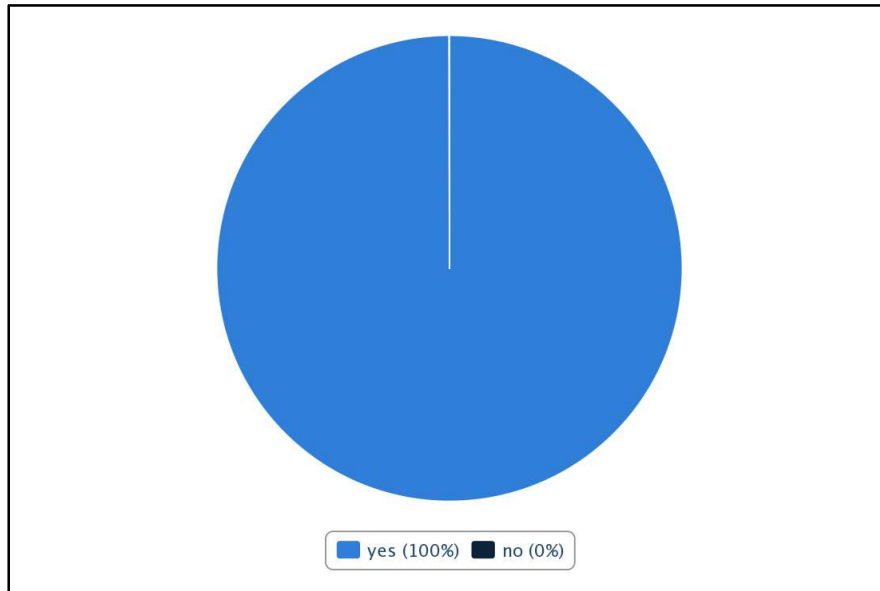
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- Smart Board installation. Technology for teleconferencing.
- To be on time at work and provide projects and reports on time. need to work together as a team.
- The evaluation process serves as a self review for outcome achievement and the quality of our services offered. This allows us to review our Standard Operating Procedures and other areas of services that our division provides.
- The 2009 Program Review Process provided a basis for identifying priorities in the 2009-2014 Strategic Plan. The Fact Book and student success data (retention) provided a basis for acquiring the CAPP program to alleviate problems with delayed progress through developmental courses.

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



What steps are taken when an outcome is not achieved?

- Analysis of reason for non-achievement, and planning to succeed in achieving.
- Need to identify which area that needs improvement so that we can achieved that outcome.
- We have not had this problem before, however I would say to go back to the outcome and re-evaluate it in order for it to be achievable.
- When outcomes are not achieved, dialogue takes place to identify areas that prevents the division towards achieving its outcome. In our division, outcomes are on going but the quality changes after outcomes are reviewed.
- The Quarterly reports are focused on the achievement of outcomes versus Goals and objectives. At the end of the FY, Divisions use their Summary reports to identify their own strengths and weaknesses through the achievement of the outcomes they planned for their divisions.

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

- This division has not received any honors or awards over the past three years, but every year we are not discontinued and shut down represents another milestone. This institution is not in the habit of conferring honors, awards, or even recognition internally.
- We have a new director and he brings in more challenge for our division. It's a positive move so that we can develop and work together to get great results.....
- More data request comes in that means that the different departments as well as individuals are using reports that IE compiles. More outgoing reports, surveys as well as publications.
- Institutional Archiving and Reporting (Compliance Assist) Accreditation from both WASC Junior & Senior Commissions.
New Director (former Assessment Coordinator) Assessment processes introduced to IE

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Physical Facilities Maintenance

Divisional Assessment SPR 2014

Physical Facilities Maintenance

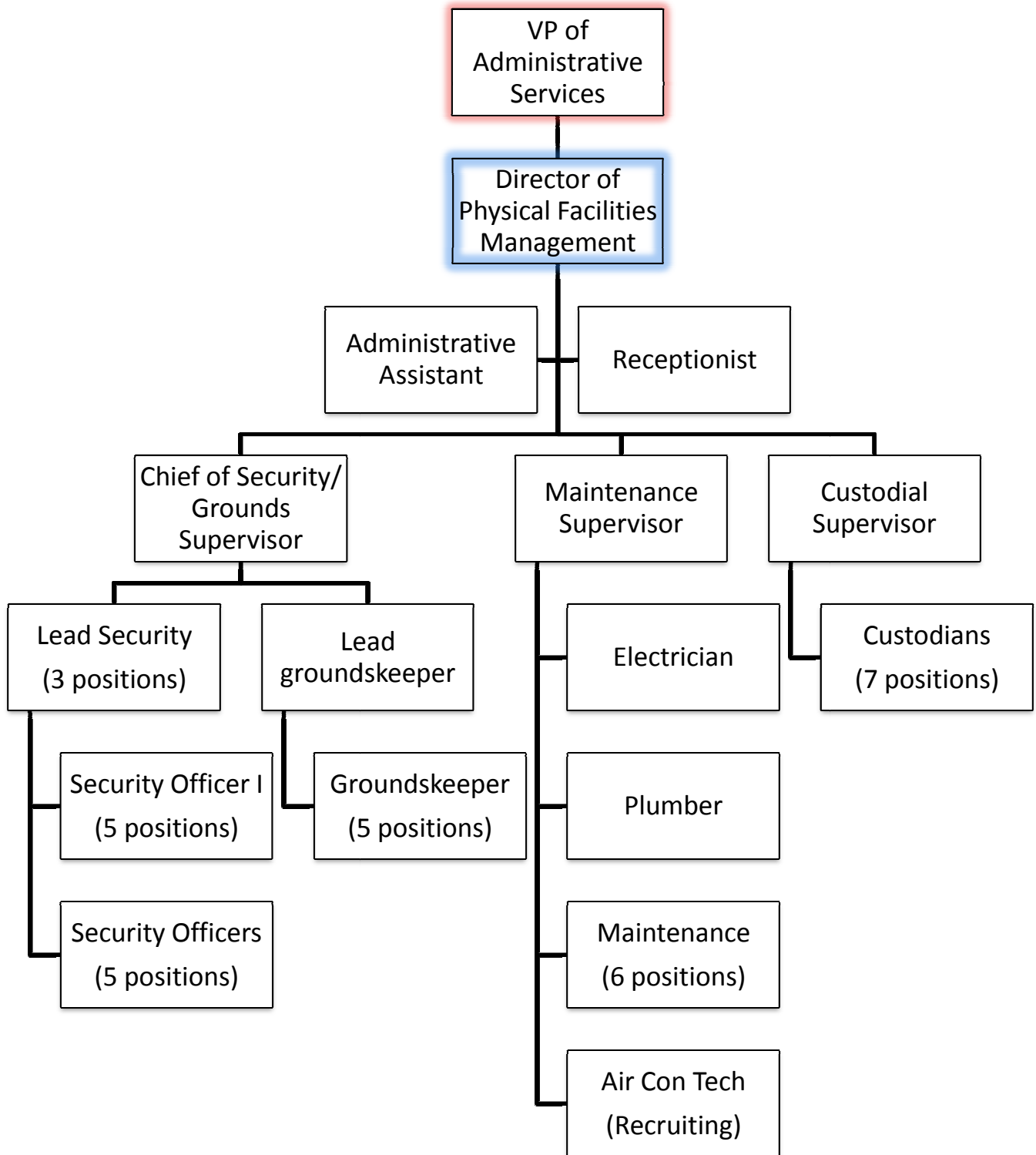
Physical Facilities Maintenance Mission

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

PFM Administration

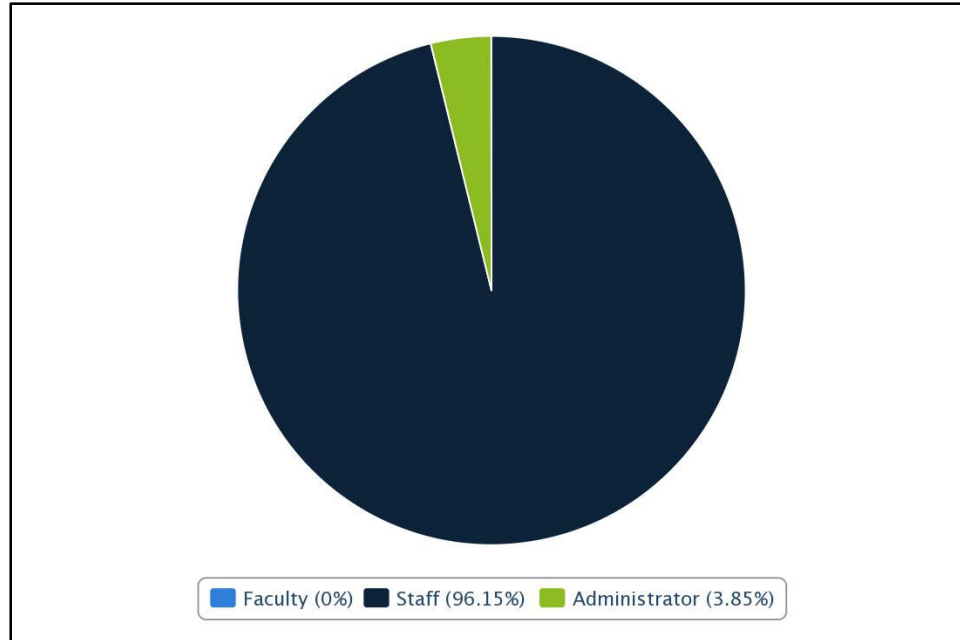
Director	Loligi Siaki-Seumanutafa
Maintenance Supervisor	Toma Solia
Custodial Supervisor	Solomona Simanu
Chief of Security/ Grounds Supervisor	Misi Taua'i

Physical Facilities Maintenance Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- To endeavor, to protect all property within the limits of the college's property boundaries and to endeavor to protect students, employees and other persons on the college property.
- Read SOP
- Maintain the safety and protected everyone on campus
- To serve and protect students and staff while maintaining a safe environment.
- To maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds. It is also the mission of the Physical Facilities Management Department to hire qualified personnel, to improve the quality of the work environment for employees, and to protect and secure the safety of students, college personnel, property, and the visiting public.
- To maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds. It is also the mission of the Physical Facilities Management Department to hire qualified personnel, to improve the quality of the work environment for employees, and to protect and secure the safety of students, college personnel, property, and the visiting public.
- To maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds. It is also the mission of the Physical Facilities Management Department to hire qualified personnel, to improve the quality of the work environment for employees, and to protect and secure the safety of students, college personnel, property, and the visiting public.

Divisional Assessment SPR 2014

Physical Facilities Maintenance

- To maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds. It is also the mission of the Physical Facilities Management Department to hire qualified personnel, to improve the quality of the work environment for employees, and to protect and secure the safety of students, college personnel, property, and the visiting public.
- The purpose of our duties is the safety and the protection of ASCC compound. Guarding students, faculties and staff to ensure they are safe and secure on campus.
- to maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds.
- to maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds.
- To maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds.
- to maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds.
- to maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds
- to maintain and support quality services in the areas of maintenance landscaping and a clean environment seen on campus housing areas, facilities and grounds.
- to maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds.
- to maintain and support quality services in the areas of maintenance landscaping, and a clean environment seen on campus, housing areas, facilities and ground.
- to maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing areas, facilities and grounds. It is also the mission of the physical facilities management department to hire qualified personnel to improve the quality of the work environment
- To maintain and support quality services in the areas of maintenance
- To maintain and support quality services in areas maintenance landscaping and clean environment on campus and housing area facilities groundings. the mission of PFM and grounding department to hire more people for the job and also to improve and supports quality to promote our jobs. Also for the safety of students and facilities and staff here at ASCC
- To maintain and support quality services in the areas of maintenance landscaping and a clean environment seen on campus housing area facilities and grounds it is also the mission of the PFM to hire qualified of the work environment for employees and to protect and secure the safety
- to maintain and support quality services in the area of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds. it is also the mission of the Physical Facilities Management dept to hire qualified personnel to improve the quality of the work environment for employees and to protect an secure the safety of students college personnel, property, and the visiting public.
- To maintain and support quality services in the areas of maintenance, landscaping, and to clean environment seen on campus, housing, areas, facilities and grounds. it is also the mission of the physical facilities management department to hire qualified personnel to improve the quality of the work environment
- To maintain and support quality services in the areas of maintenance

Divisional Assessment SPR 2014

Physical Facilities Maintenance

- MAINTANCE: TO MAIN ADN SUPPORT QUALITY SERVICES IN THE AREA OF MAINTANCE. LANDSCAPING AND A CLEAN ENVIRONMENT SEEN ON CAMPUS. HOUSING AREA, FACILITIES AND GROUND,

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

- Safe campus environment for students, staff and also visitors. Faculty and staff received support in addressing violations of the student code of conduct and in cases of emergencies.
- Supervisor is the one to do this question.
- Serve and protect, communication with people, getting everything in good control.
- We also secure the entire campus compound and monitor any in authorized personnel with in.
- Outcome1: The administration office under PFM employs a system to execute, track, and communicate progress of job orders in a timely manner Outcome2: Students, Faculty and Staff, are ensured a safe and secure campus environment, free from drugs, violence, harassment and discrimination, that promotes a vibrant campus life. Outcome3: Students, Faculty and Staff are ensured a clean and healthy campus atmosphere that supports a learning environment. Outcome4: Students, Faculty and Staff are ensured safe, regularly maintained facilities and equipment that are in compliance and meet Federal and Local requirements/ Regulations. Outcome5: Students, Faculty and staff are ensured safe, regularly maintained campus grounds and periphery.
- Outcome1: The administration office under PFM employs a system to execute, track, and communicate progress of job orders in a timely manner Outcome2: Students, Faculty and Staff, are ensured a safe and secure campus environment, free from drugs, violence, harassment and discrimination, that promotes a vibrant campus life. Outcome3: Students, Faculty and Staff are ensured a clean and healthy campus atmosphere that supports a learning environment. Outcome4: Students, Faculty and Staff are ensured safe, regularly maintained facilities and equipment that are in compliance and meet Federal and Local requirements/ Regulations. Outcome5: Students, Faculty and staff are ensured safe, regularly maintained campus grounds and periphery.
- Outcome1: The administration office under PFM employs a system to execute, track, and communicate progress of job orders in a timely manner Outcome2: Students, Faculty and Staff, are ensured a safe and secure campus environment, free from drugs, violence, harassment and discrimination, that promotes a vibrant campus life. Outcome3: Students, Faculty and Staff are ensured a clean and healthy campus atmosphere that supports a learning environment. Outcome4: Students, Faculty and Staff are ensured safe, regularly maintained facilities and equipment that are in compliance and meet Federal and Local requirements/ Regulations. Outcome5: Students, Faculty and staff are ensured safe, regularly maintained campus grounds and periphery.
- Outcome1: The administration office under PFM employs a system to execute, track, and communicate progress of job orders in a timely manner Outcome2: Students, Faculty and Staff, are ensured a safe and secure campus environment, free from drugs, violence, harassment and discrimination, that promotes a vibrant campus life. Outcome3: Students, Faculty and Staff are ensured a clean and healthy campus atmosphere that supports a learning environment. Outcome4: Students, Faculty and Staff are ensured safe, regularly maintained facilities and equipment that are in compliance and meet Federal and Local requirements/ Regulations.

Divisional Assessment SPR 2014

Physical Facilities Maintenance

Outcome5: Students, Faculty and staff are ensured safe, regularly maintained campus grounds and periphery.

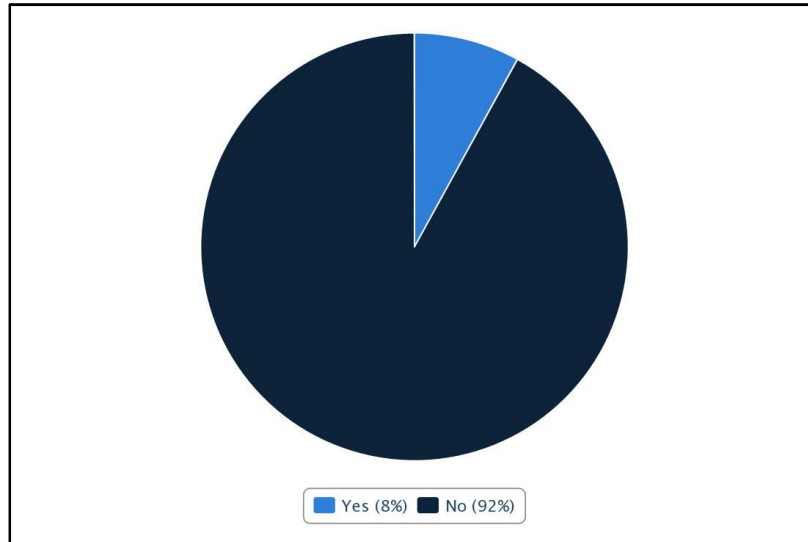
- 1. Needed more Officers in each shift. 2. Uniforms 3. Equipments
- Students, Faculty and Staff are ensured a clean and healthy campus atmosphere that supports a learning environment.
- Students, Faculty and staff are ensured safe, regularly maintained campus grounds and periphery.
- Students, faculty and staff, are ensured a safe and secure campus environment, free from drugs, violence, harassment and discrimination, that promotes a vibrant campus life
- the administration office under PFM employs a system to execute, track, and communicate progress of job orders in a timely manner
- the administration office under PFM employs a system to execute, track, and communicate progress of job orders in a timely manner.
- students, faculty and staff are ensured a clean and healthy campus atmosphere that supports a learning environment
- students, faculty and staff, are ensured a safe and secure campus environment, free from drugs, violence, harassment and discrimination, that promotes a vibrant campus life
- the administration office under PFM employs a system to execute, track and communicate progress of job orders in a timely manner
- the job orders are execute and equipment's are short
- faculty and staff are ensure safe maintained campus grounds and periphery
- the administer office student faculty and staff are ensured a safe and secure campus student/faculty and staff ensure clean healthy campus atmosphere support a learning environment outcomes student faculty and staff student, faculty and staff are ensured safe. regularly maintained campus ground and peripheries
- students faculty and staff are ensured a safe and secure campus environment free from drugs violence harassment and discrimination that promotes a vibrant campus life
- the administration office under PFM employees a system to execute, track, and communicate progress of job orders in a timely manner students faculty and staff are ensured safe, regularly maintained facilities and equipment that are in compliance and meet Federal and local requirement/regulations
- the job orders are execute and equipment's are short
- faculty and staff are ensure safe, campus grounds and periphery
- 1. THE ADMINISTRATION OFFICE UNDER PFM EMPLOYS A SYSTEM TO EXECUTE, TRACK, AND COMMUNICATE PROGRESS OF JOBS ORDERS IN A TIMELY MANNER. 2. STUDENTS, FACULTY AND STAFF, ARE ENSURED A SAFE SECURE CAMPUS ENVIRONMENT, FREE FROM DRUGS, VIOLENCE, HARASSMENT AND DISCRIMINATION, THAT PROMOTES A VIBRANT CAMPUS LIFE. 3. STUDENTS, FACULTY AND STAFF, ARE ENSURED A CLEAN AND HEALTHY CAMPUS ATMOSPHERE THAT SUPPORTS A LEARNING ENVIRONMENT. 4. STUDENTS, FACULTY AND STAFF ARE ENSURED A SAFE, REGULARLY MAINTAINED FACILITIES AND EQUIPMENT THAT ARE IN COMPLIANCE AND MEET FEDERAL AND LOCAL REQUIREMENTS/ REGULATIONS. 5. STUDENTS, FACULTY AND STAFF ARE ENSURED SAFE, REGULARLY MAINTAINED CAMPUS GROUNDS AND PERIPHERY.

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

- It support the institution's by working together. The faculty, staff and all people involved should work together for the good and best for the division in the college.
-
- Tell supervisor
 - Serve and protect
 - Our mission is to make sure students are safe from any harm and are in position to take advantage of the resources that are available to them.
 - Supervisor will explain protect and secure the campus.
 - The supporting of the institutions mission by mission and outcomes
 - Galulue fa'atasi ma le kolisi tu'ufaatasi a amelika samoa
 - la fa'amama le laumua o le kolisi tu'ufa'atasi
 - fa'amama le kolisi
 - make sure the ASCC campus is clean and the environment
 - team work for some changes in the ASCC
 - team work
 - e matua taua tele le galulue faatasi e ala I le faailoa, tautua, fa'amanatu mai se mea e ao ona faalelei, ua leva ona e silafia e le o faaleleia ae le o le faitio
 - fa'amama le kolisi va'ai fa'alelei o mea aoga a le kolisi ia faia faalelei
 - o le fa'ataunu'u o galuega a le tagata lava ia
 - puipuiga saogalemu I totonu o le kolisi, fa'apitoa mo tamaiti a'oga, faiaoga ma le mamalu o le kolisi
 - team work at ASCC-we are family
 - team work
 - work together as a team. team work. maintaining all the facilities for a safe access our disables and student. also, making sure we have a clean campus
 - quality services are provided throughout the ASCC campus. clean, safe sanitary environment. The outcomes of the mission reflects all the changes throughout the ASCC campus
 - clean environment
 - BY UPGRADING AND UPLIFTING THE ENVIRONMENT OF THE HIGHER INSTITUTION.

2. PERSONNEL DATA

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



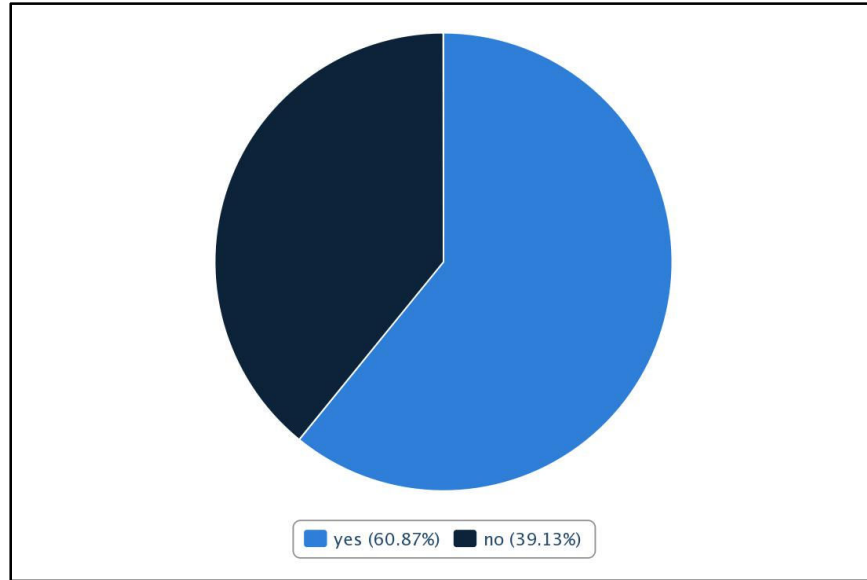
If “no”, please explain:

Summarized comments:

Short Staffed

- Insufficient workers = 6 comments
- Insufficient number of personnel for campus size = 8 comments
- Insufficient to cover work when people are on leave = 3 comments
- Insufficient workers for amount of work to be done = 3 comments
- Insufficient campus security for amount of people on campus/ size of campus = 4 comments

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

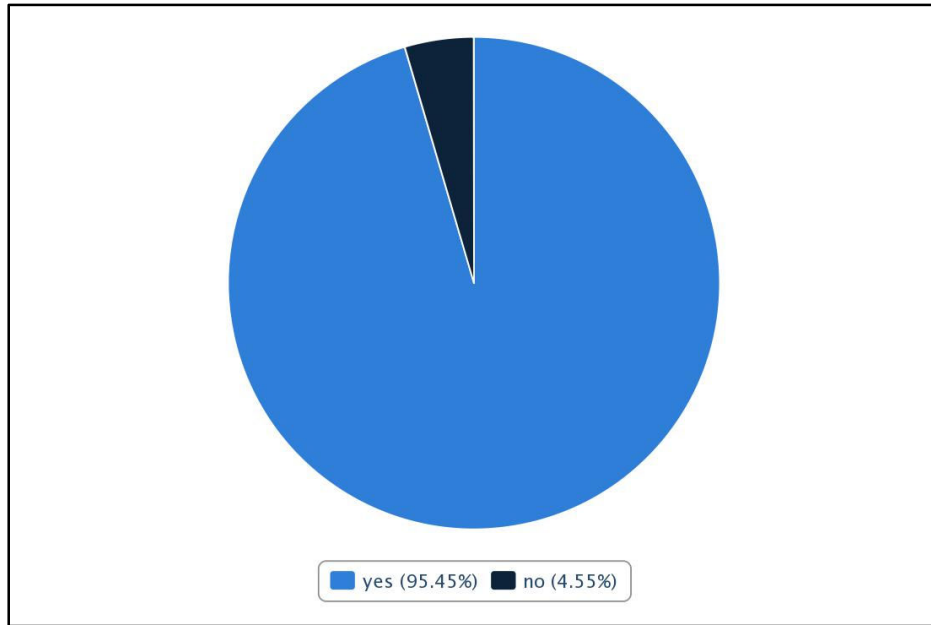


If "no", please explain:

Summarized comments:

- More skill training = 4 comments
- Tradesman training = 2 comments
- Computer Training = 1 comment

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



If "no", please explain:

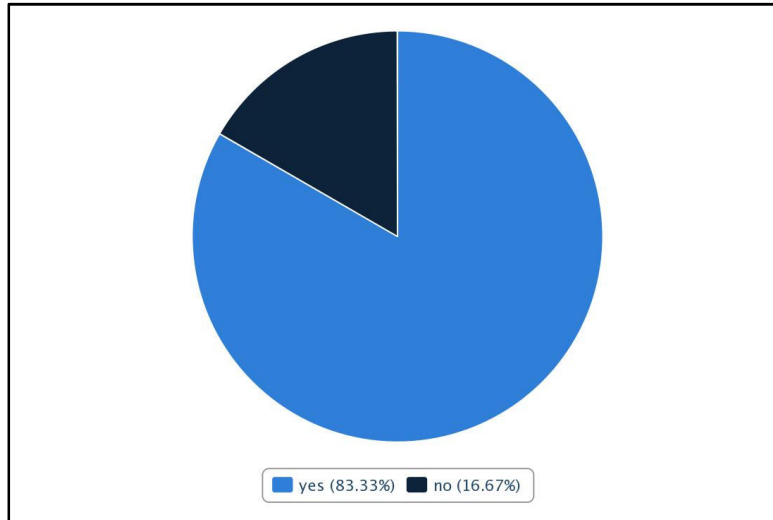
Summarized comments:

- Refer to Human Resources = 3 comments
- Incident reports properly filed = 1 comment

Divisional Assessment SPR 2014

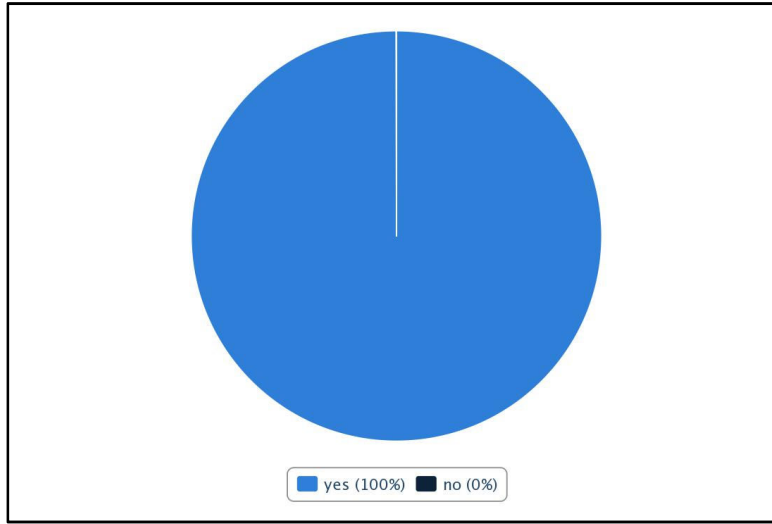
Physical Facilities Maintenance

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- n/a

Degrees, Coursework and other publications:

- n/a

Other qualifications not listed in previous question:

- n/a

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

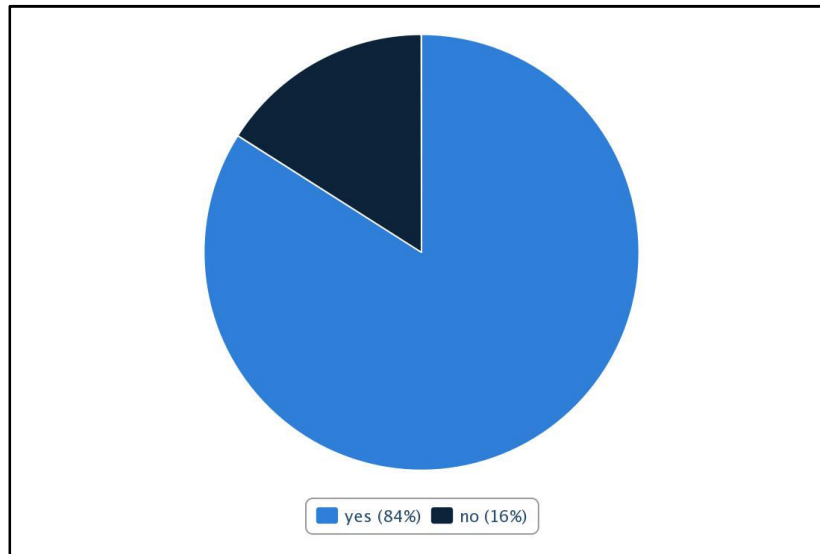
- n/a

4. STAFF DEVELOPMENT

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

Divisional Assessment SPR 2014

Physical Facilities Maintenance



If "no", please explain:

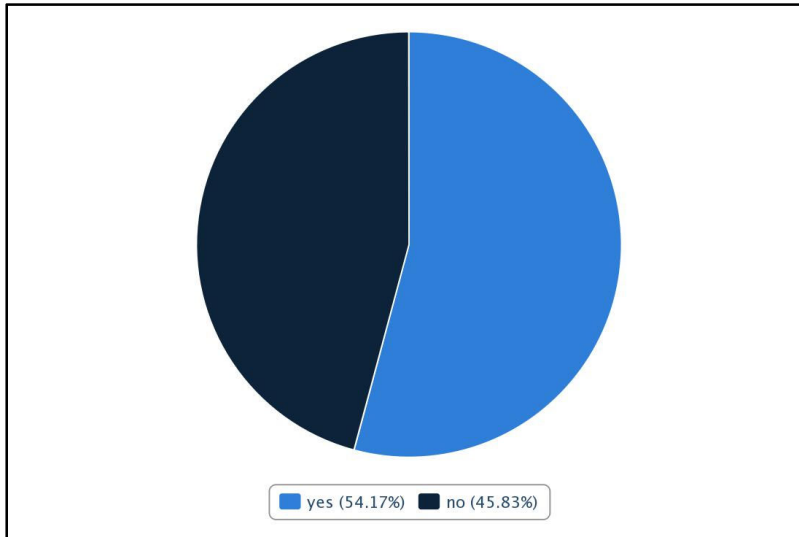
Summarized comments:

- Security training = 1 comment
- Training in general = 3 comments

Divisional Assessment SPR 2014

Physical Facilities Maintenance

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

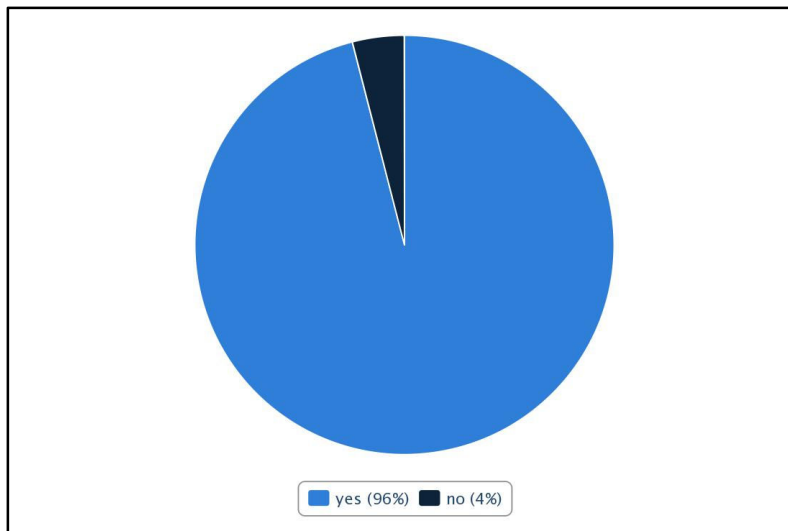


If "yes", please explain:

Summarized comments:

- Security training = 1 comment
- Protocol/ Procedural Training = 4 comments
- Hazardous Materials Training = 1 comments

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

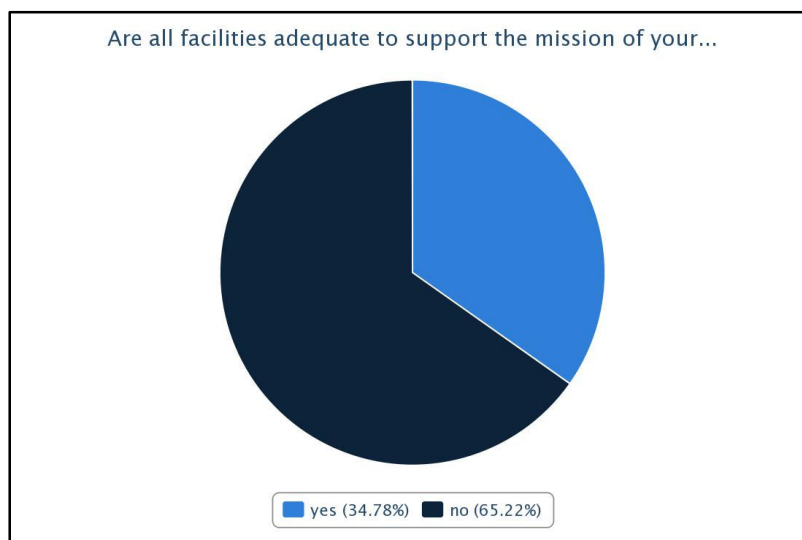


5. FACILITIES, EQUIPMENT and BUDGET

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

- Classrooms and offices students and staff
- classrooms, offices and vehicles, disabled students, parking lots.
- Some classrooms on campus needs to be revised due to the quality of the items being replaced: windows, doors, air-con, door locks, gates, signs- just to name a few.
- Classrooms and offices
- Classrooms and offices
- Classrooms, lecture hall, gym, conference room on campus, restrooms, and Samoa Fale.
- o lo'o matou fa'amautu nei I se tama'i fale ma o lo'o teu ai fo'i ma matou mea faigaluega. e mana'omia se fale e matou te fa'amautu ai ae le'o le fa'amautu fa'atasi ma mea faigaluega
- O lo'o matou fa'amautu nei I se tama'i fale e teu fa'atasi ai ma matou mea faigaluega. E mana'omia se fale e teu ese ai lava matou mea faigaluega
- o le laumua atoa a le kolisi mai luga o le sbdc e tau I le land grant
- a small storage place in ASCC campus
- the whole ASCC campus
- loe o lou faaoga e matou e teu ai mea faigaluega
- next to room 30 office storage (quad-small) need more space
- all our materials/supplies are storage in our supervisors room we need buildings 1. Maintenance 2. Grounds 3. Custodian 4. Security
- PFM-warehouse PFM-stockroom Classroom
- PFM-warehouse PFM-stockroom Classroom
- our office is located in a small storage area there is no air con. Only one door for exit and entrance
- OUR DEPARTMENT OCCUPY THE WHOLE CAMPUS.

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



Divisional Assessment SPR 2014

Physical Facilities Maintenance

If "no", please explain:

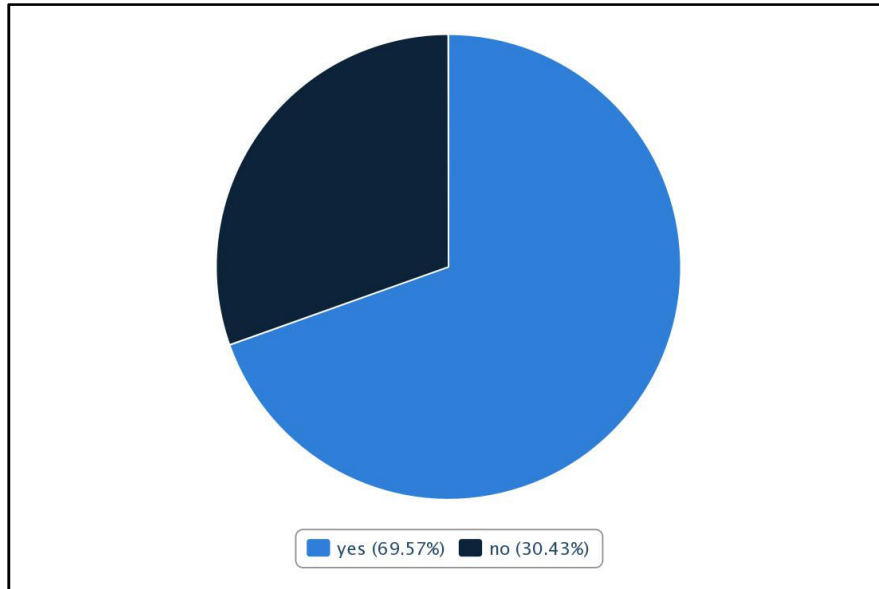
Summarized comments:

- Grounds : No Office space, using equipment room = 4 comments
- PFM: Need bigger warehouse for equipment/ supplies = 6 comments
- Emergency Exits for classrooms = 1 comment
- Classroom spring lights, emergency bells = 1 comment

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

- The only equipment that are in our department and now using by the security is radios, speakers, phone, golf carts and flash lights.
- Telephones Walky- talkies
- Safety cones, radio controllers, tape, flashlights, megaphone, golf carts are all adequate.
- security carts flashlights
- Carts: inadequate Not enough for everyone especially for emergency
- security carts walky talkies
- Carts
- Radios, megaphones, flashlights, computer, carts, punch clock, caution tape, wet sign, All those equipment some are adequate and some other are inadequate.
- weedeater, lawn mower, apron, bush knives, wheel barrow
- moa vao, buffer, naifi ma le wheelbarrow, ae matou te mana'omia ni isi o mea faigaluega e fai ai matou galuega
- moa vao, wheelbarrow, naifi, blower ae matou te mana'omia ni ofu moa vao, se'evae, ma isi lava mea e puipui mai ai matou pe fai le galuega o le fa'amamaina o le kolisi
- mower, bush knives, not enough gloves, blower. we need a power wash and special tools and boots, first aid kit
- very inadequate we need mower, bushknives, boots when we mow the lawn, hats, safety equipment and first aid kit
- faamolemole mana'omia nisi mea faigaluega
- E faaoga vailaau e iai simple green, pinesol, lyso and windex
- o salu, vailaau, mop, pakake, ma mea uma lava e aoga mo le fale taele ma potu a'oga
- buffer blower for hallways, etc. mop/broom signs they are all adequate
- we need more materials and supplies to help the boys with their job. sometime it's short of supplies in need
- very in adequate. Only one buffer for the whole campus. the other buffer has been broken. we need power wash to clean the campus
- OUR DEPARTMENT NEED MORE EQUIPMENT SUCH AS A DIGGER, SMALL EXCAVATOR AND ALL THE OTHER HEAVY DUTY EQUIPMENT TO PERFORM OUR DUTIES.

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



If so, please list and explain:

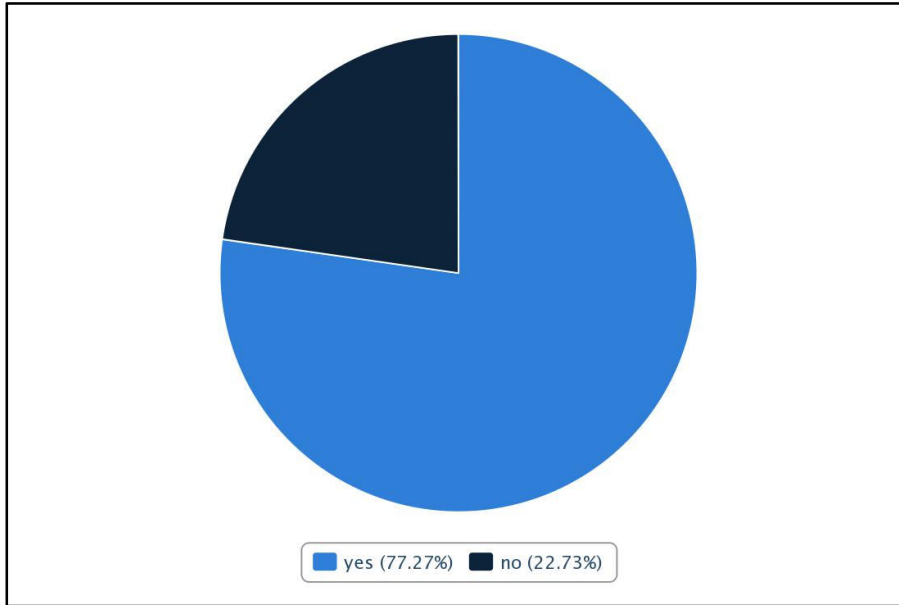
Summarized comments:

- Flash lights = 2 comments
- Rain coats = 1 comment
- Carts = 1 comment
- Another security office on campus = 1 comment
- Another Facilities office = 1 comment
- Boots = 1 comment
- Apron = 1 comment
- Buffer = 2 comments
- Power wash = 1 comment
- Wheelbarrow = 2 comments
- Cameras around campus = 1 comment
- Lawnmower = 1 comment
- Machetes = 1 comment
- Bigger warehouse for equipment storage (Custodial/ Grounds/ Facilities) = 4 comments
- An office for Groundskeepers (currently using equipment storeroom as office) = 1 comment
- Vehicle to haul trash= 1 comment
- Heavy Equipment = 2 comments

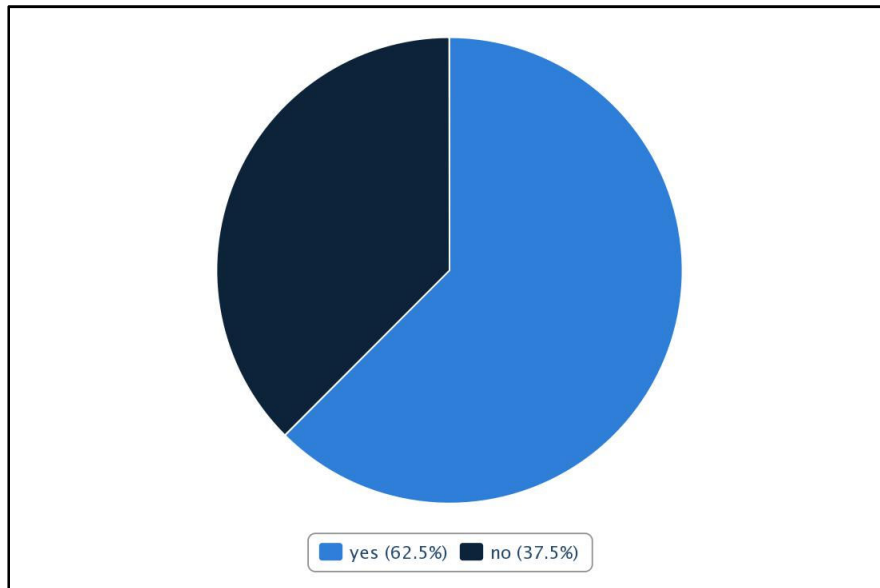
Divisional Assessment SPR 2014

Physical Facilities Maintenance

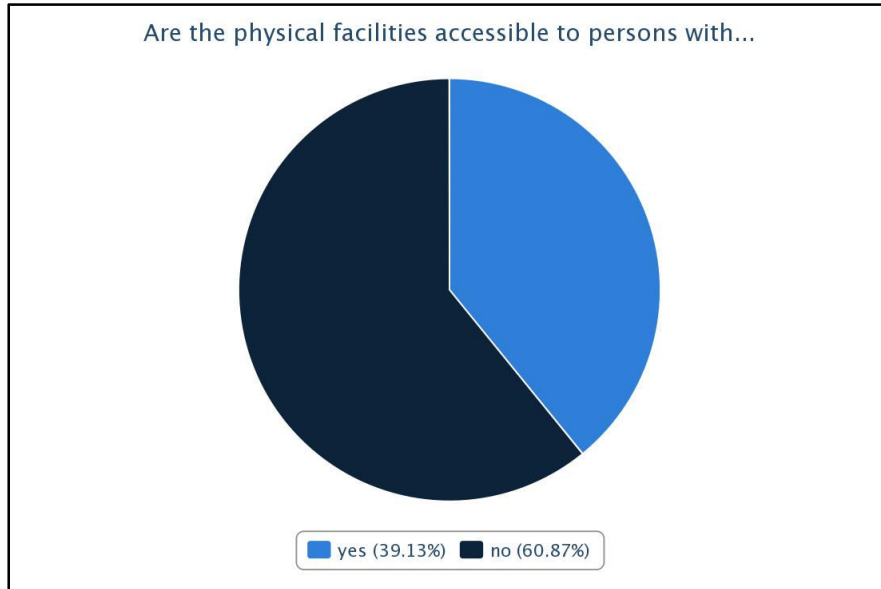
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



Are the physical facilities accessible to persons with disabilities?

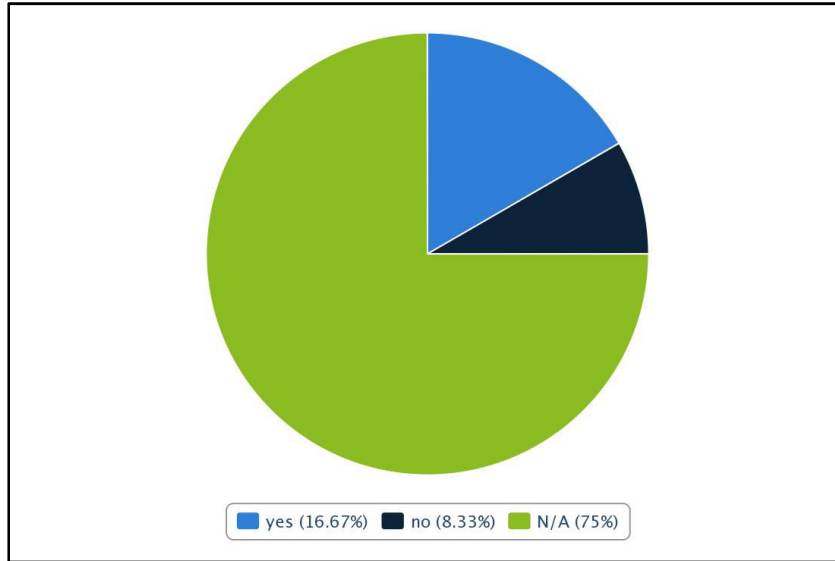


If "no", please describe below what is needed to make your area accessible.

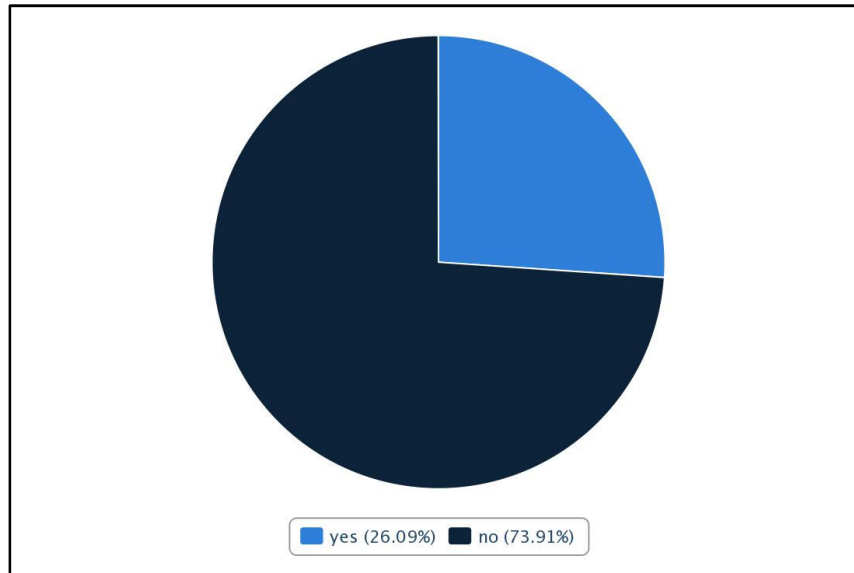
Summarized comments:

- Railings and carts for disabled students = 1 comment
- Free wheelchairs = 1 comment
- Fence around campus = 1 comment
- Walkways exclusively for disabled students/ wheelchairs = 5 comments
- PFM office accessible to disabled persons = 1 comment

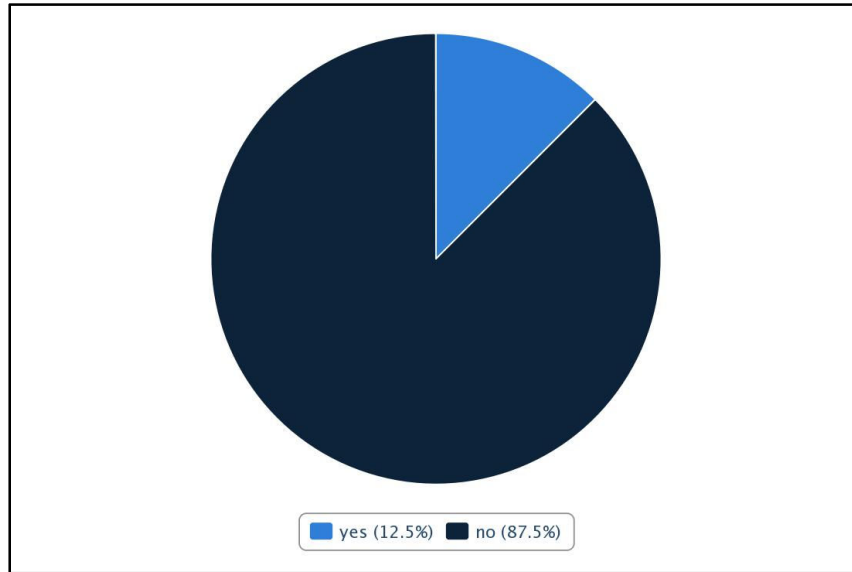
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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



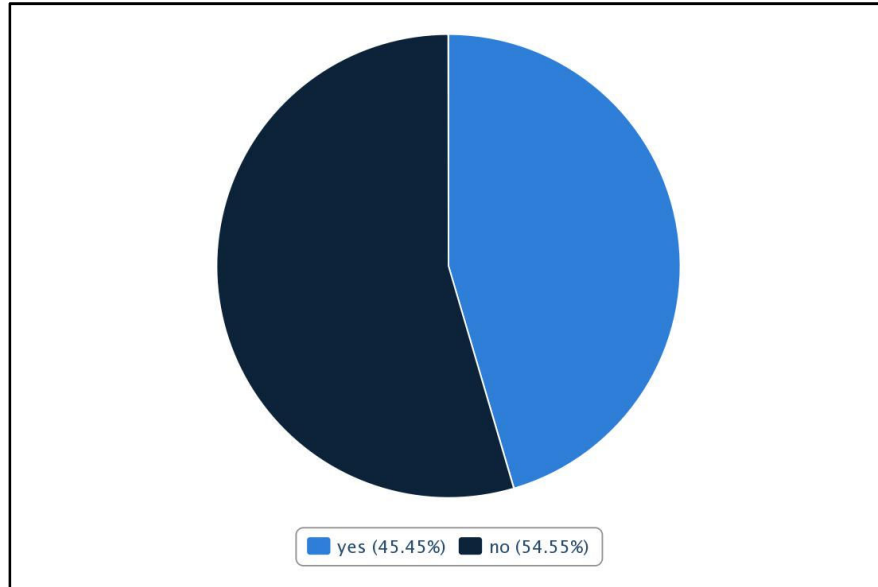
If "no", please explain:

Summarized comments:

- Insufficient funds for materials/ supplies = 4 comments
- Insufficient funds for equipment = 5 comments
- Insufficient funds for additional workers = 2 comments
- Insufficient funds to build more office space = 2 comments
- Insufficient funds in genera1 – 4 comments

6. TECHNOLOGY and LIBRARY

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



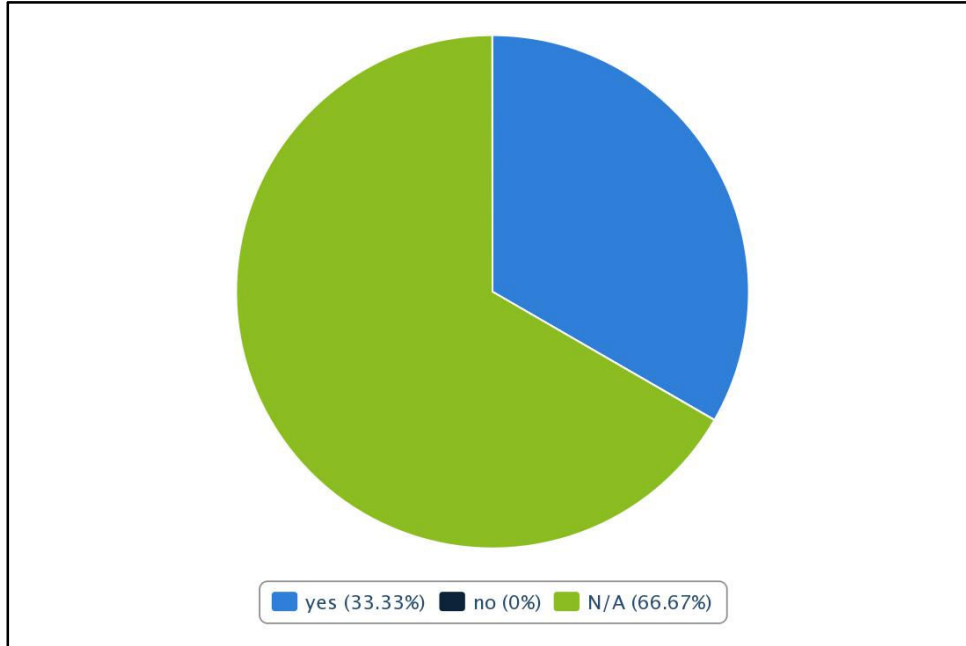
If "yes", please list or if "no", please explain:

- I am a security- I do not use this thing.
- - Smart Boards are installed in certain classrooms. - Wifi is available all around campus for students to go on net.
- N/A
- Need a computer, printer and A/C
- DATATEL, MOODLE, SMART BOARD.

Divisional Assessment SPR 2014

Physical Facilities Maintenance

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

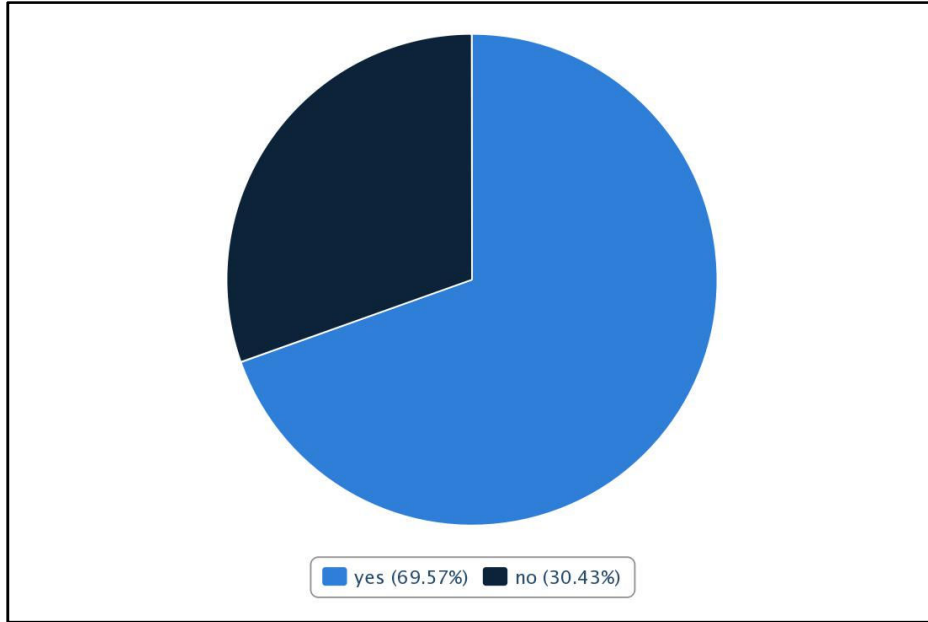


If "no", please explain:

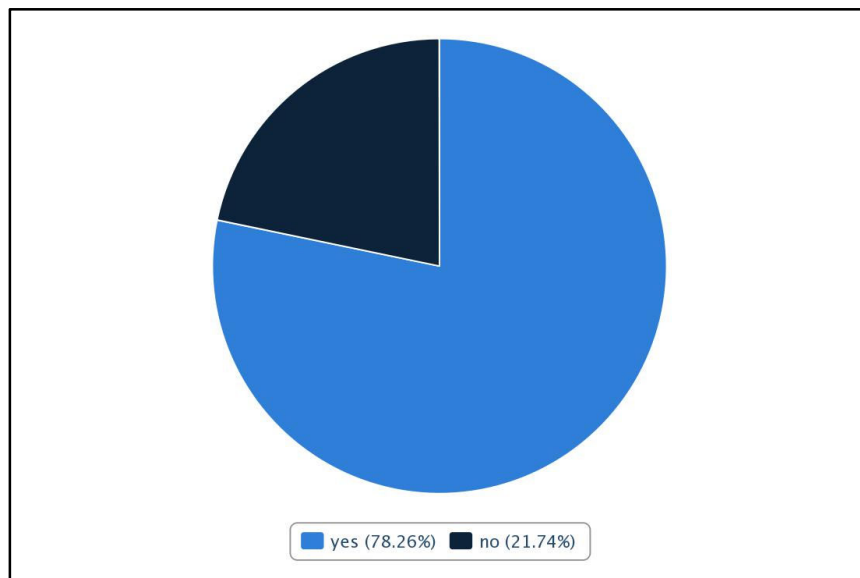
- Don't know
- custodian; mainly supervisor does report

6. EVALUATION AND IMPROVEMENT

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



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



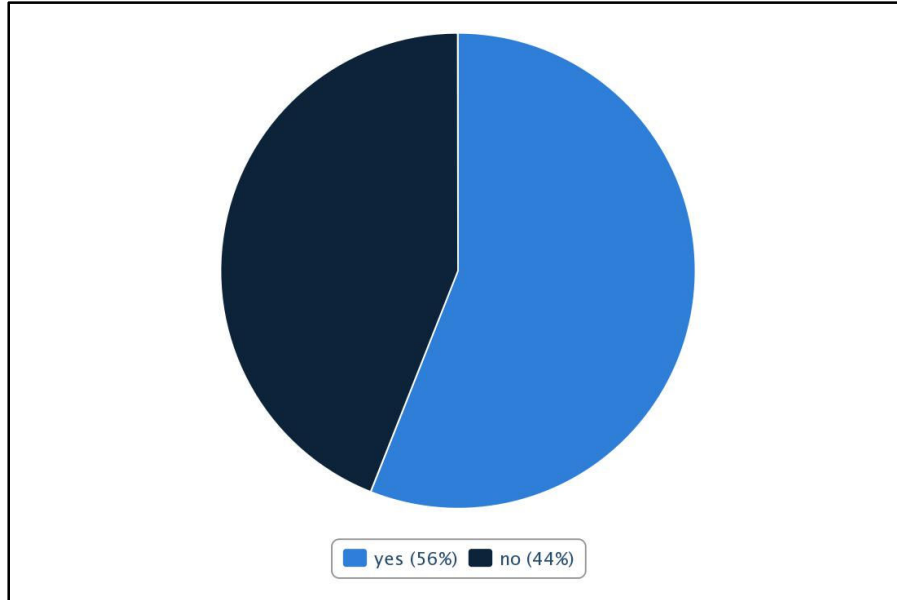
Divisional Assessment SPR 2014

Physical Facilities Maintenance

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	11 (47.83%)	12 (52.17%)	0 (0.00%)	23	3.52 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	10 (43.48%)	13 (56.52%)	0 (0.00%)	23	3.57 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	9 (39.13%)	14 (60.87%)	0 (0.00%)	23	3.61 / 5
Student Learning Outcome Reports	0 (0.00%)	2 (9.09%)	15 (68.18%)	5 (22.73%)	0 (0.00%)	22	3.14 / 5
Institutional Strategic Plan	0 (0.00%)	1 (4.35%)	17 (73.91%)	5 (21.74%)	0 (0.00%)	23	3.17 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	3 (13.04%)	17 (73.91%)	3 (13.04%)	23	4.00 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	11 (47.83%)	11 (47.83%)	1 (4.35%)	23	3.57 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	17 (73.91%)	6 (26.09%)	0 (0.00%)	23	3.26 / 5
Student Satisfaction Survey	0 (0.00%)	1 (4.35%)	19 (82.61%)	3 (13.04%)	0 (0.00%)	23	3.09 / 5
Fact Sheets/ Books	0 (0.00%)	1 (4.35%)	16 (69.57%)	6 (26.09%)	0 (0.00%)	23	3.22 / 5
							3.41 / 5

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



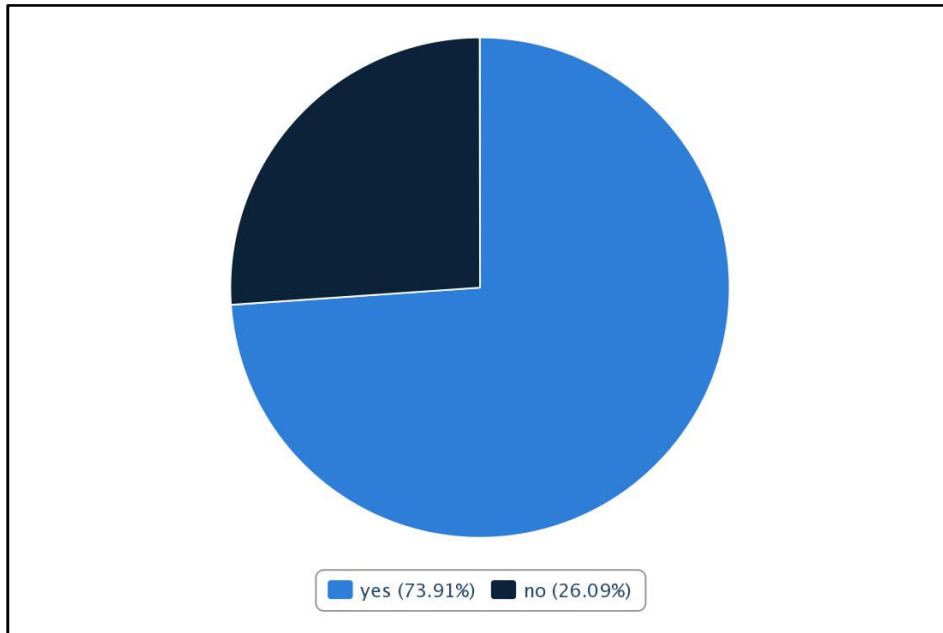
If yes, describe some recent improvements that have come about in response to needs identified through these evaluation processes.

- Tough work
- security in action.
- n/a
- Tele ia o mea tau job order o lo'o fa'asau I le matou vaega
- Job order are going well the longest would be 3 days
- Job orders-completed jobs materials/supplies need double check if it's complete, sign by the person who assigned the job order
- Job orders are execute in a timely manner. Priority are set for job orders

Divisional Assessment SPR 2014

Physical Facilities Maintenance

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



What steps are taken when an outcome is not achieved?

Summarized comments:

Outcome not achieved signifies need for:

- more training = 3 comments
- more collaboration / Teamwork = 3 comments
- more cooperation from other departments = 2 comments
- more qualified personnel = 1 comment

Divisional Assessment SPR 2014

Physical Facilities Maintenance

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

- We as security office protects the campus.
- Our department have great individuals who go above and beyond out of the line of duty and do not get recognized. Our department has been involved in every event big and small, early or late, weekends, holidays, evaluation, you name it.
- Work order & job order
- YES
- Feololo
- we get KOLA chgs we got training for chemicals for ASCC protection Outcomes our director gives us for each year
- evaluate report and bi weekly report are an achievement of the institute working together. Job orders are number for control and follow up.
- N/A

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Human Resources Office

Divisional Assessment SPR 2014

Human Resources Office

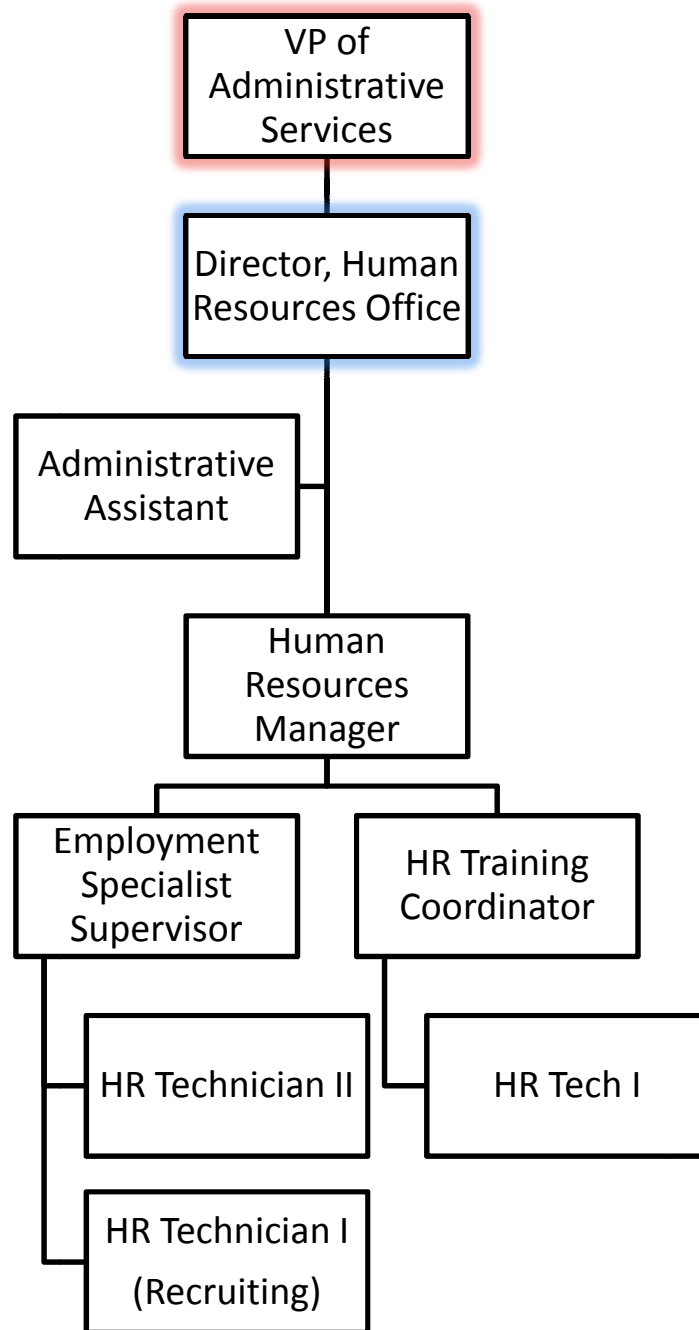
Human Resources Office Mission

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

HRO Administration

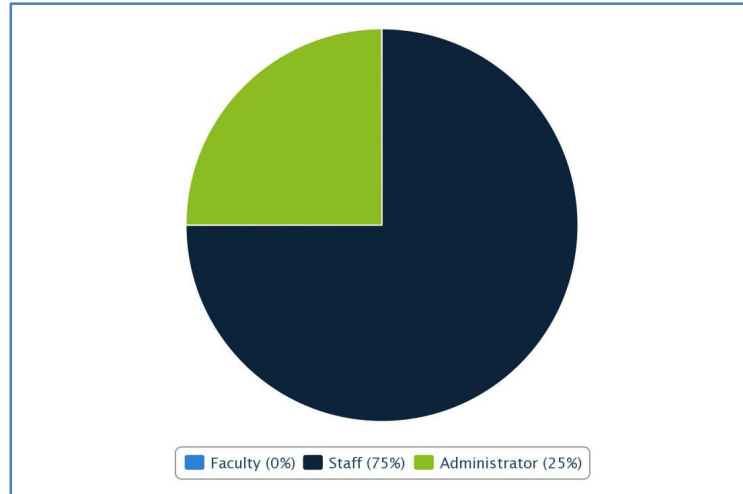
HRO Director	Sereima Asifoa
HRO Manager	Silualelei Saofaigaalii
HRO Generalist	Lipena Samuelu
HRO Technician II	Roxanne Finau

HRO Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

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

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

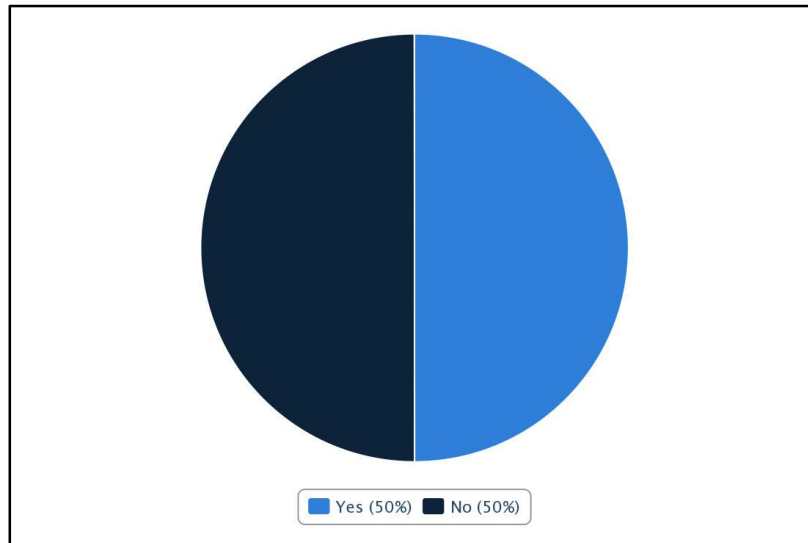
- 1. HRO has in place Standard of Operating Procedure which clearly defines HR roles and procedures which foster HR's commitment to service excellence. 2. Administrators will have the ability to recruit & hire highly qualified applicants. 3. HRO supports a healthy & safe working environment at the college 4. College employees clearly understand the role EEO/AA which is to promote effective employee relations, and develop employee capacities in the workforce. 5. ASCC employees enjoy timely & accurate processing of personnel transactions documentation & internal records.
- HRO has in place SOPs which clearly defines Human Resources roles and procedures which foster HR's commitment to service excellence Administration will have the ability to recruit and hire highly qualified applicants, HRO supports a healthy and safe working environment at the college College employees clearly understands the role of EEO/AA which is to promote effective employee relations, and develop employees capacities in the workforce ASCC employees enjoy timely and accurate processing of personnel transactions, documentation, and internal records.
- - HRO has in place SOPs which clearly defines Human Resources roles and procedures which foster HR's commitment to service excellence. - HRO supports a healthy and safe working environment at the College. - ASCC employees enjoy timely and accurate processing of personnel transactions, documentation, and internal records. - College employees clearly understand the role of EEO/AA which is to promote effective employee relations, and develop employees capacities in the workforce. - Administration will have the ability to recruit and hire highly qualified applicants.

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

- By providing the human resources aspect of the institution in serving and ensuring the institutional goals and objectives are met. Employees providing service and knowledge to be able to execute plans and goals set in its strategic plans and program or departmental goals and objectives.
- providing services to faculties and staff
- In support of the overall mission of the College, the Human Resources Office staff establishes services that will effectively provide quality and successful operation in all aspects of its organization. Such services includes Personnel Employment, employee training, Payroll, Personnel Records/Directory/Data, Personnel Policies/EEO/College Regulations, Worksmen's Compensation & Grievances.
- HR supports the college's mission to foster successful student learning by providing high quality HR services.

2. PERSONNEL DATA

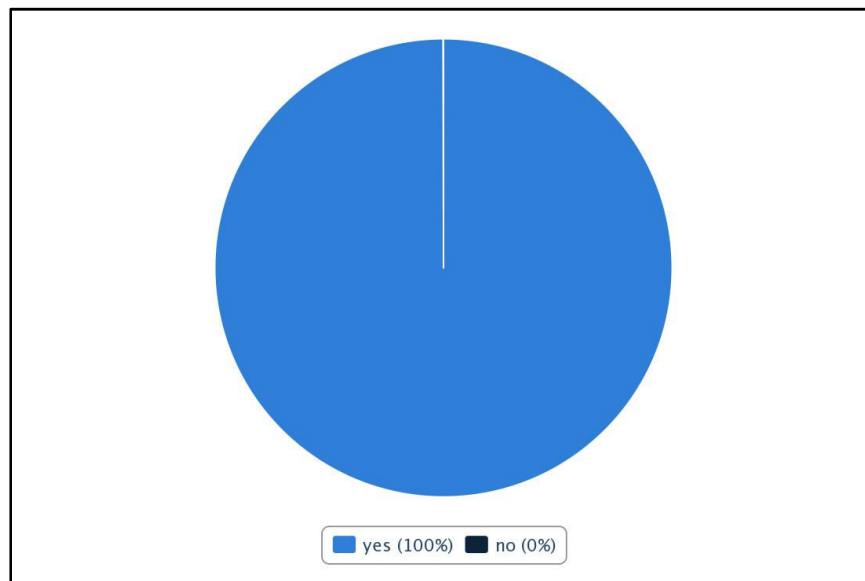
Is the number of personnel adequate to support your Dept/Prog/Div?



If "no", please explain:

- We require a Trainer and a full time EEO to ensure that the services are provided consistently throughout the fiscal year or calendar year.
- We have two vacant positions that need to be filled as soon as possible to assist with high volume of work received on a daily basis.

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



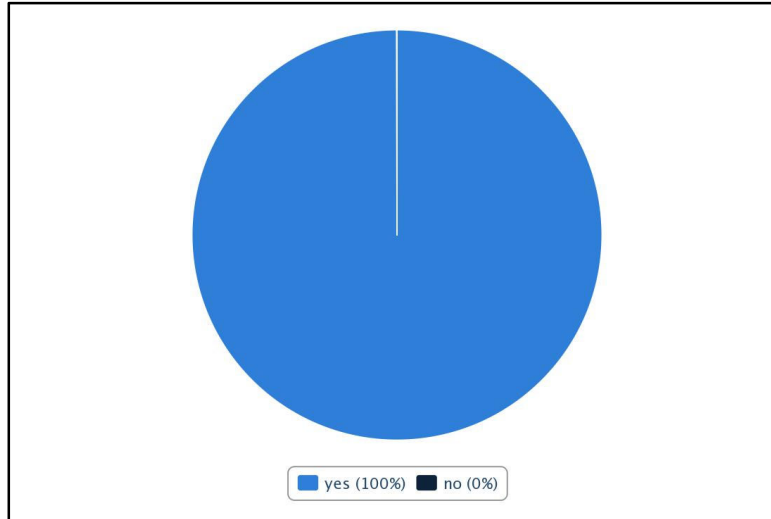
Divisional Assessment SPR 2014

Human Resources Office

If "no", please explain:

No answers

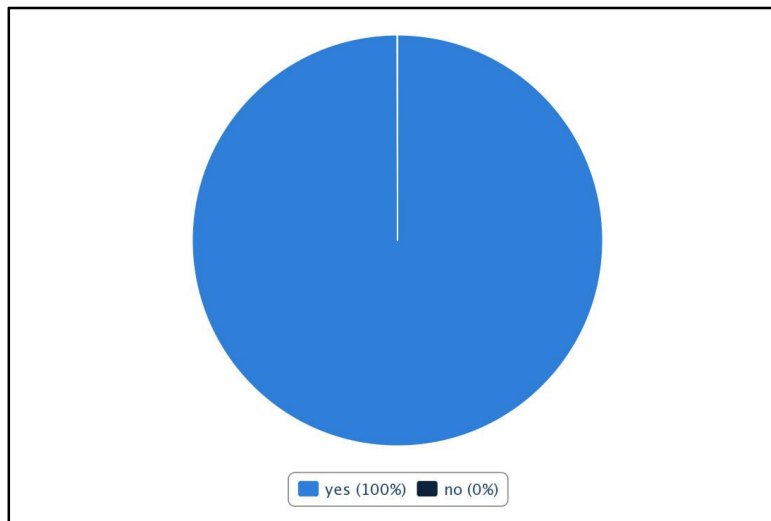
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

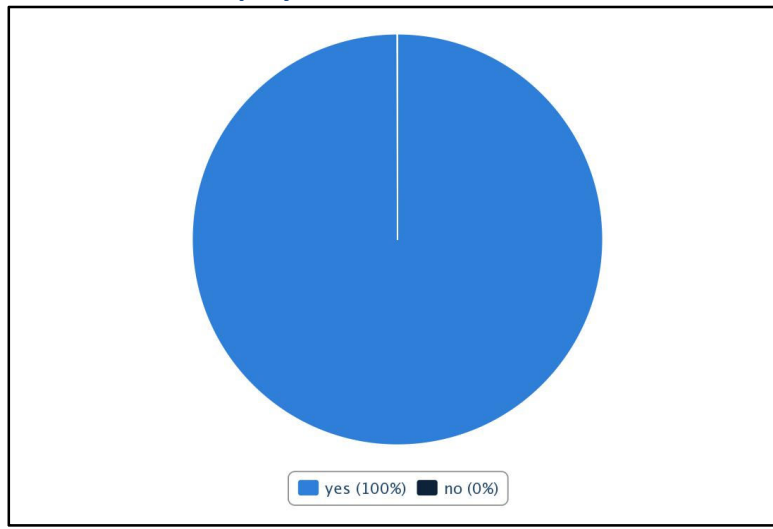
- No Answers

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- N/A = 3 comments

Degrees, Coursework and other publications:

- AA, currently working on Bachelors
- Bachelor of Public Administration
- M.B.A - Argosy University-Hawaii B.S.B.A - Hawaii Pacific University A.S. - American Samoa Community College

Other qualifications not listed in previous question:

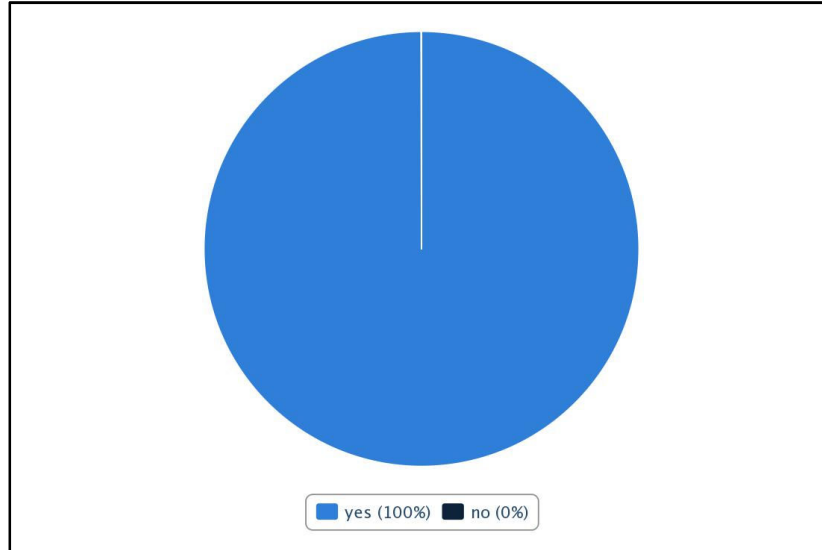
- N/A

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

- Member of the Presidential Advisory Committee Chairperson for the Standard IIIA: HR Self Study Secretary for the Data Committee Leader of the Organizing Committee for President's Special Functions or for Staff extra curricula activities
- Self-Study Committee 1.B1: Institutional Mission & Effectiveness
- Self-Study Committees for Standards I, II, III:A, III:C

4. STAFF DEVELOPMENT

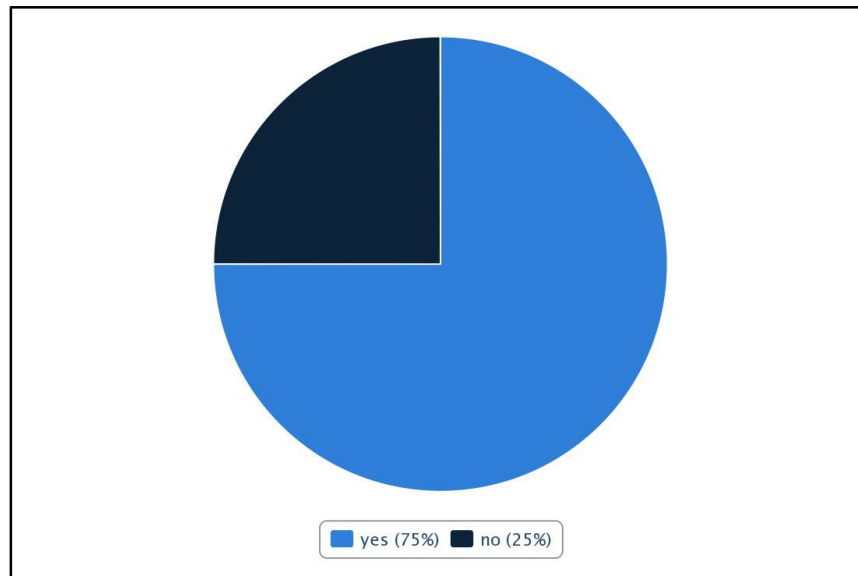
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

No answers

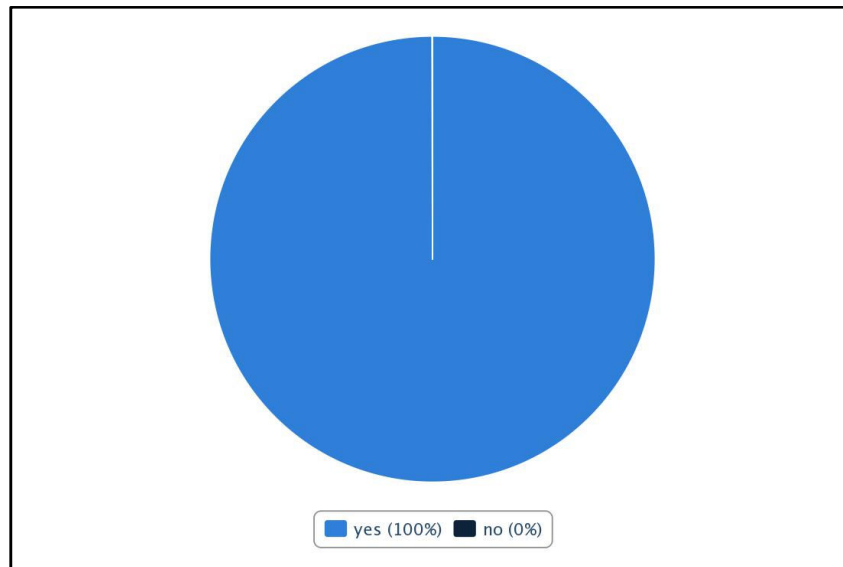
Are there any unmet needs for professional development among personnel in this Dept/Prog/Div?



If “yes”, please explain:

- All staff needs to attend the CUPA-HR annual conference to ensure update of law pertaining governance of employees in workplace All staff must attend EEO courses or workshops for currency of laws. All staff must continually update on Labor Law
- need more training for staff, on island or off island training for staff
- Need professional development so HRO staff will be able to be trained on and off island in gaining the knowledge needed to better provide quality services within our department.

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

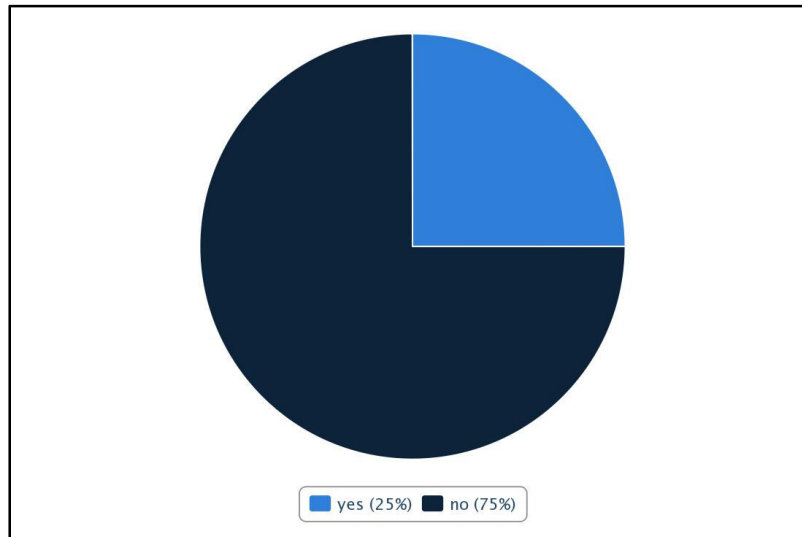


5. FACILITIES, EQUIPMENT and BUDGET

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

- current office and location is not in compliant of ADA requirements. air condition is a continuous problematic concern no elevator for disable population if they require service from department
- second floor on the main administration building
- Office is located on the Second Floor of the main campus building, above the TED 1 and TED2 classrooms.
- HR Office located on 2nd Floor of Administration Building. Consist of 6 rooms (HR Director, HR Manager, HR Main Office, (2) Storages, Archive Room).

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



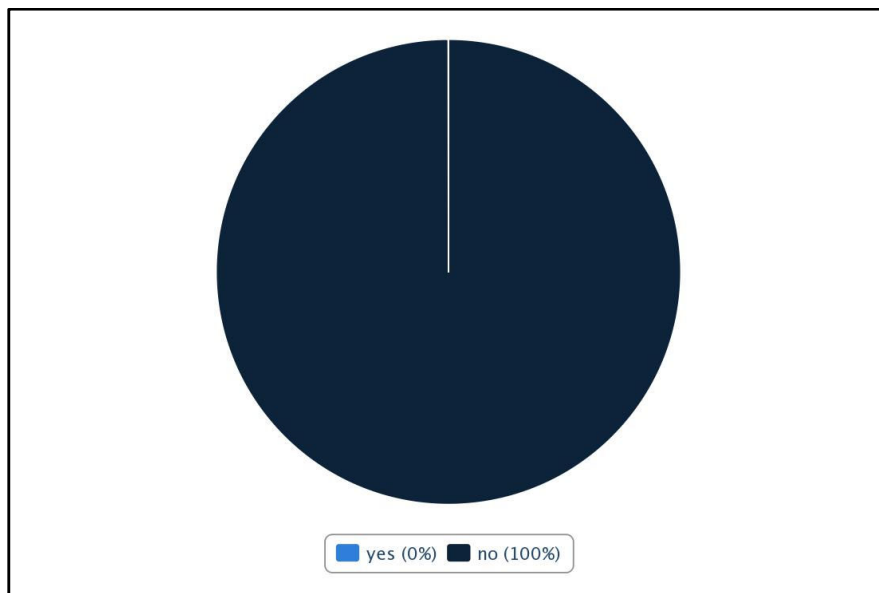
If "no", please explain:

- Need to be located at ground level for accessibility for service requirements. Wireless internet do not permeates to all rooms of the office. Air conditioning not consistently operational and can cause health concerns to employees.
- it needs to be accessible to people with disabilities too.
- HR location is not accessible to individuals with special needs due to the fact that we are on the second floor and the only way up to our office is via stairway.

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

- Technology is adequately provided except for internet connectivity Physical facilities is adequate but the location is not.
- Computers, Fax and copier/scanner, all adequate to meet the needs of the office.
- Facsimile, Lexmark Copier, computers
- Desktop Computers (upgraded to 2007-2010 software), Laptop, Facsimile, All-in-One (Printer, Scanner, Copier), Projector

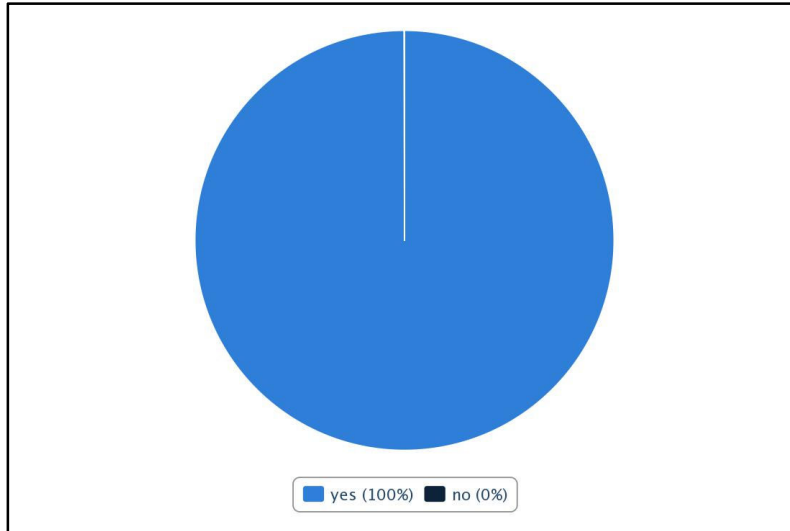
Are additional facilities or equipment required to support this Dept/Prog/Div?



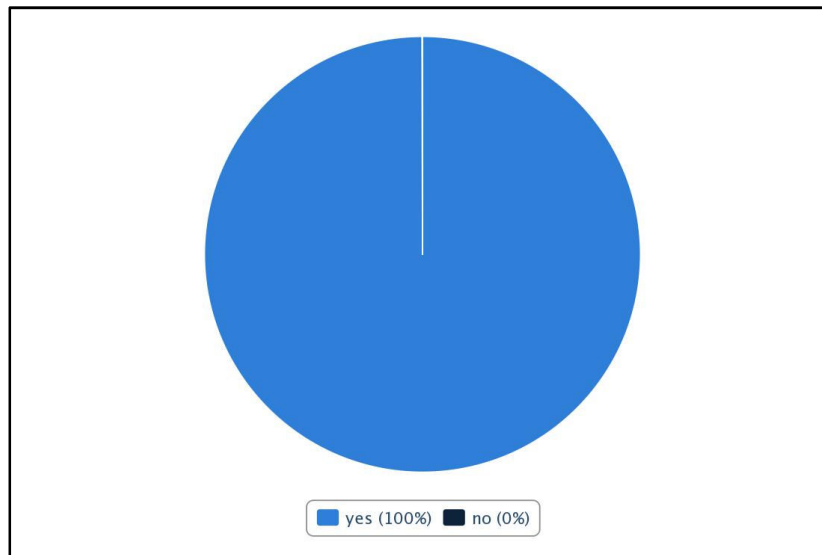
If so, please list and explain:

- Just need to be at the ground level for servicing accessibility.

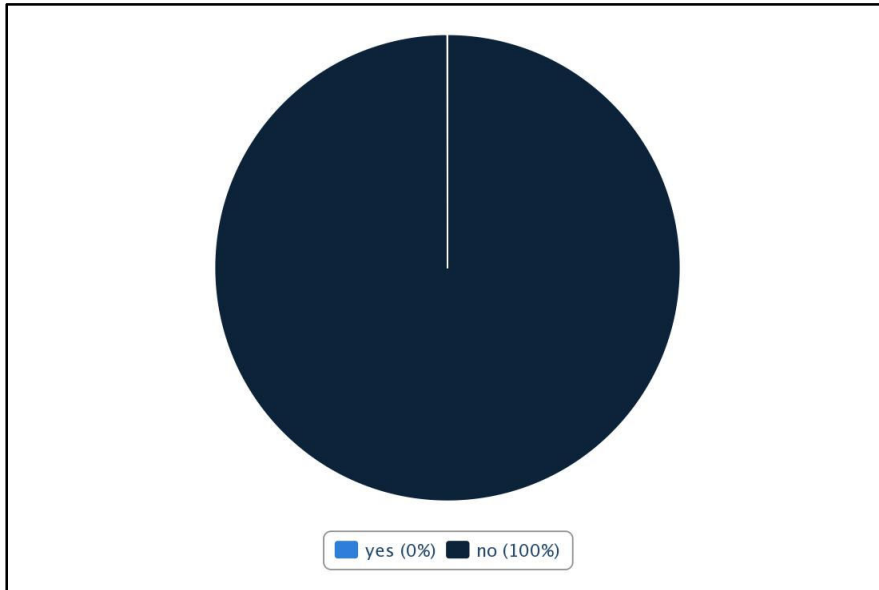
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



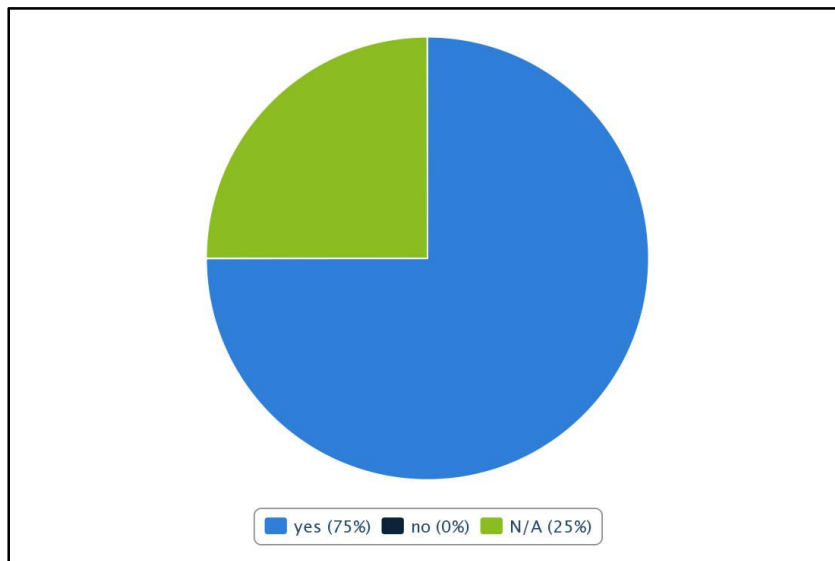
Are the physical facilities accessible to persons with disabilities?



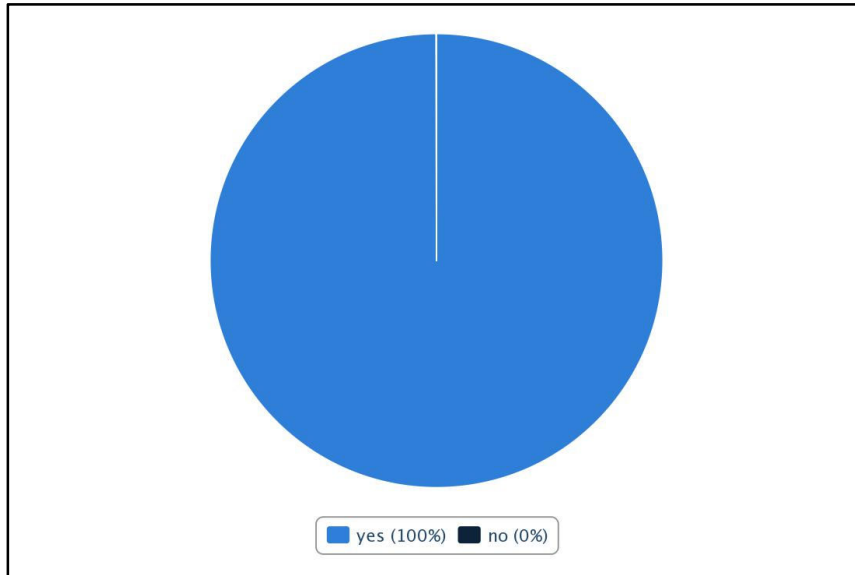
If "no", please describe below what is needed to make your area accessible.

- need ramp, or elevator
- The Human Resources Office should be located first floor where the Le bookstore is at. It should be accessible to everyone including people with disabilities.
- Install an elevator in the administration building or move HR Office at a ground floor location in order to be accessible to everyone.

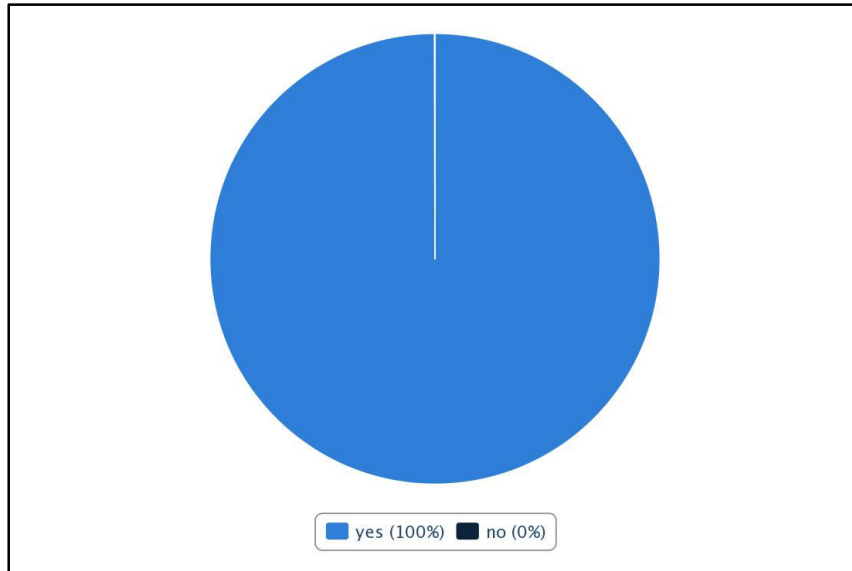
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

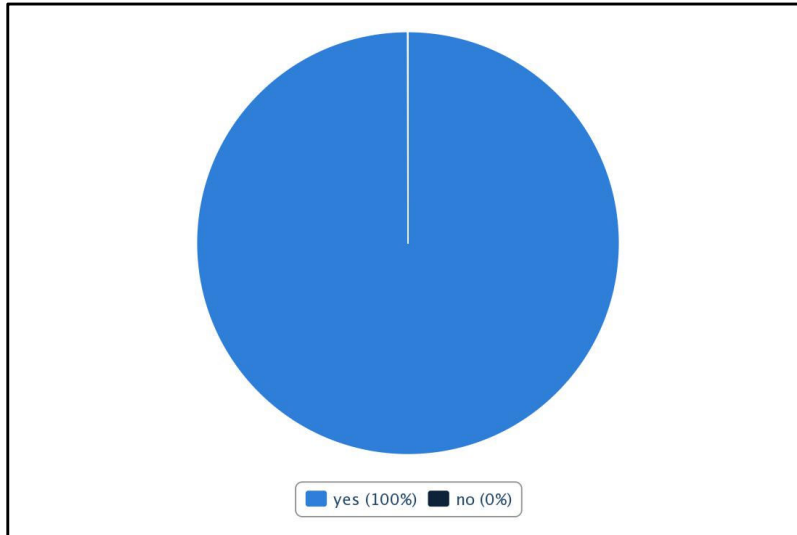


If "no", please explain:

- Although there needs to be more appropriation College Training.

6. TECHNOLOGY and LIBRARY

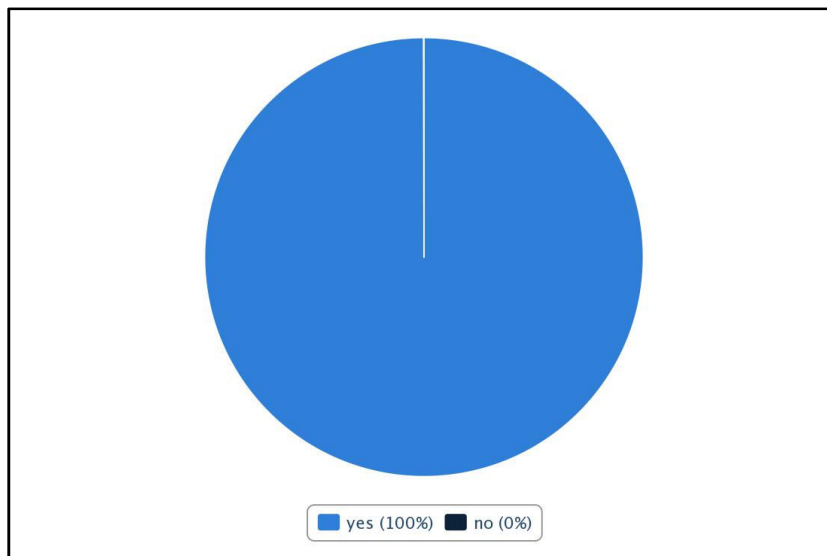
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- Moodle, DataTel, Smart Board,
- N/A

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

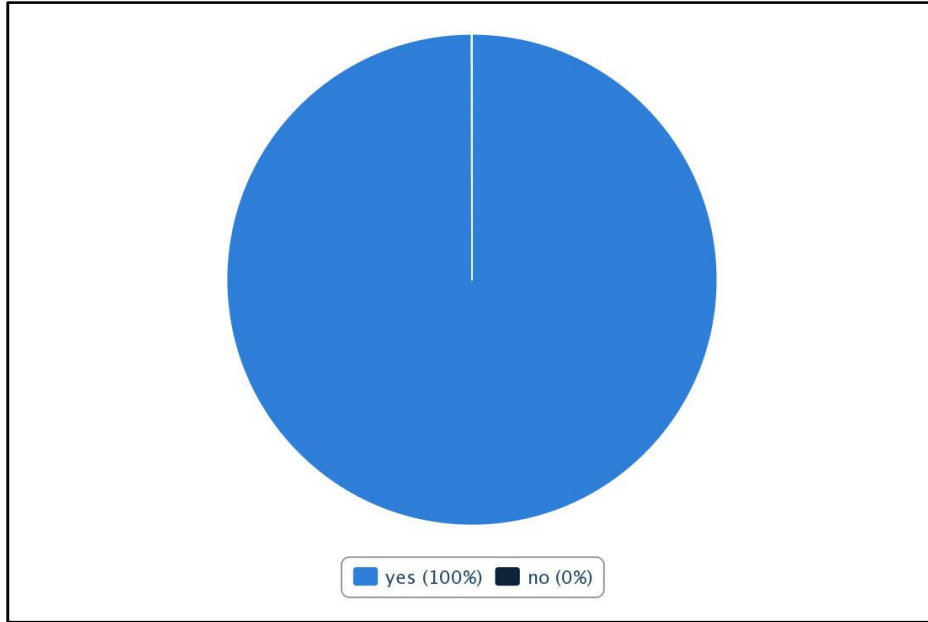


If "no", please explain:

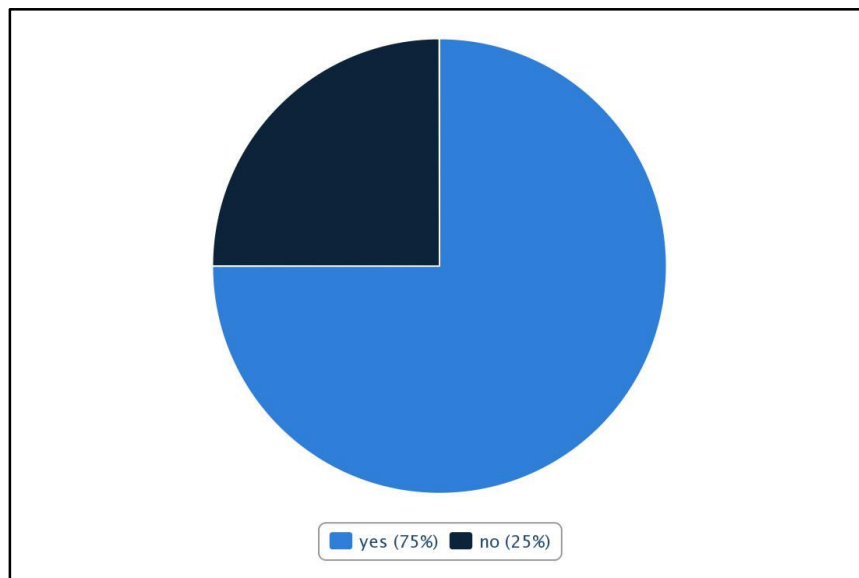
- But, I feel that the College needs to reconsider the method being utilized at the Library, more of the technology equipments and servicing to be more current and updated.
- N/A

6. EVALUATION AND IMPROVEMENT

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



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



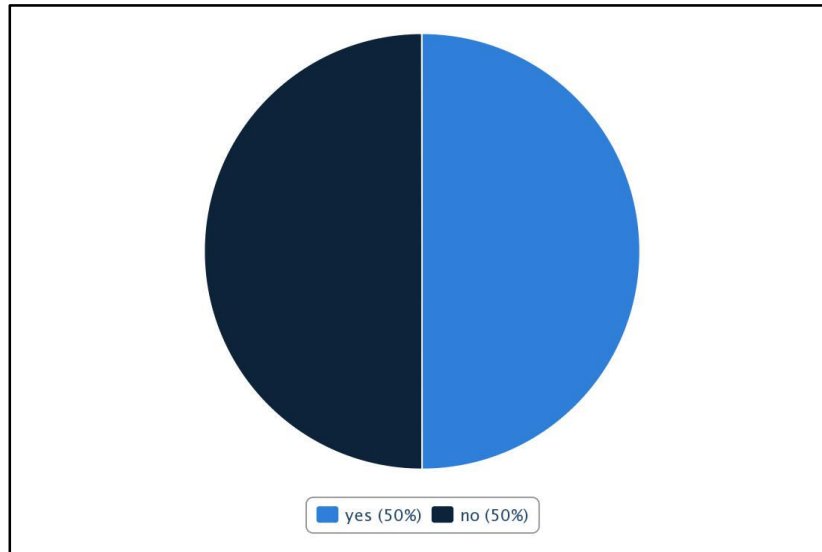
Divisional Assessment SPR 2014

Human Resources Office

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	1 (33.33%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	3	2.67 / 5
Quarterly Reports	1 (25.00%)	1 (25.00%)	0 (0.00%)	0 (0.00%)	2 (50.00%)	4	3.25 / 5
Bi-Weekly Reports	1 (25.00%)	0 (0.00%)	0 (0.00%)	1 (25.00%)	2 (50.00%)	4	3.75 / 5
Student Learning Outcome Reports	1 (33.33%)	1 (33.33%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	3	2.00 / 5
Institutional Strategic Plan	1 (25.00%)	1 (25.00%)	0 (0.00%)	1 (25.00%)	1 (25.00%)	4	3.00 / 5
Performance Evaluation	1 (25.00%)	1 (25.00%)	0 (0.00%)	0 (0.00%)	2 (50.00%)	4	3.25 / 5
Institutional Program Review	1 (33.33%)	1 (33.33%)	0 (0.00%)	1 (33.33%)	0 (0.00%)	3	2.33 / 5
Course Evaluation	1 (33.33%)	1 (33.33%)	0 (0.00%)	1 (33.33%)	0 (0.00%)	3	2.33 / 5
Student Satisfaction Survey	1 (33.33%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	3	2.67 / 5
Fact Sheets/ Books	1 (25.00%)	1 (25.00%)	0 (0.00%)	1 (25.00%)	1 (25.00%)	4	3.00 / 5
							2.89 / 5

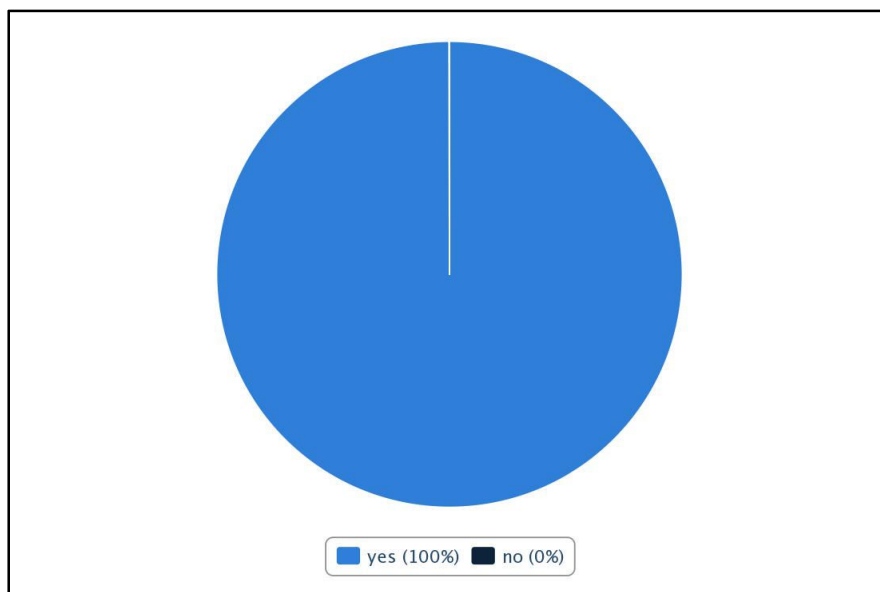
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- More improved service and awareness of perception versus reality of servicing.
- Personnel actions received and processed on a timely manner.

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



What steps are taken when an outcome is not achieved?

- Re-evaluate service and method being used to measure direct related service.

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

- Training workshops have been offered to ensure employees are informed of policies and their rights. Collaboration of efforts with Finance to ensure the budget process represents a link between HR and Finance as well as collaboration with Department Administrators so as to provide an indicator of their HR needs More Data driven with service to provide feedback as to service Participate in CLP classes to provide a direct link service of HR basic to students.
- HRO provided quality services to its employees, organized a successful Appreciation Day for the whole college and also trainings for employees on Employee Handbook and other necessary information that employees are entitle to know.
- Organized ASCC Appreciation Day, HR Trainings, Tenure Awards, etc.

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Management Information Systems

Divisional Assessment SPR 2014

Management Information Systems

Management Information Systems

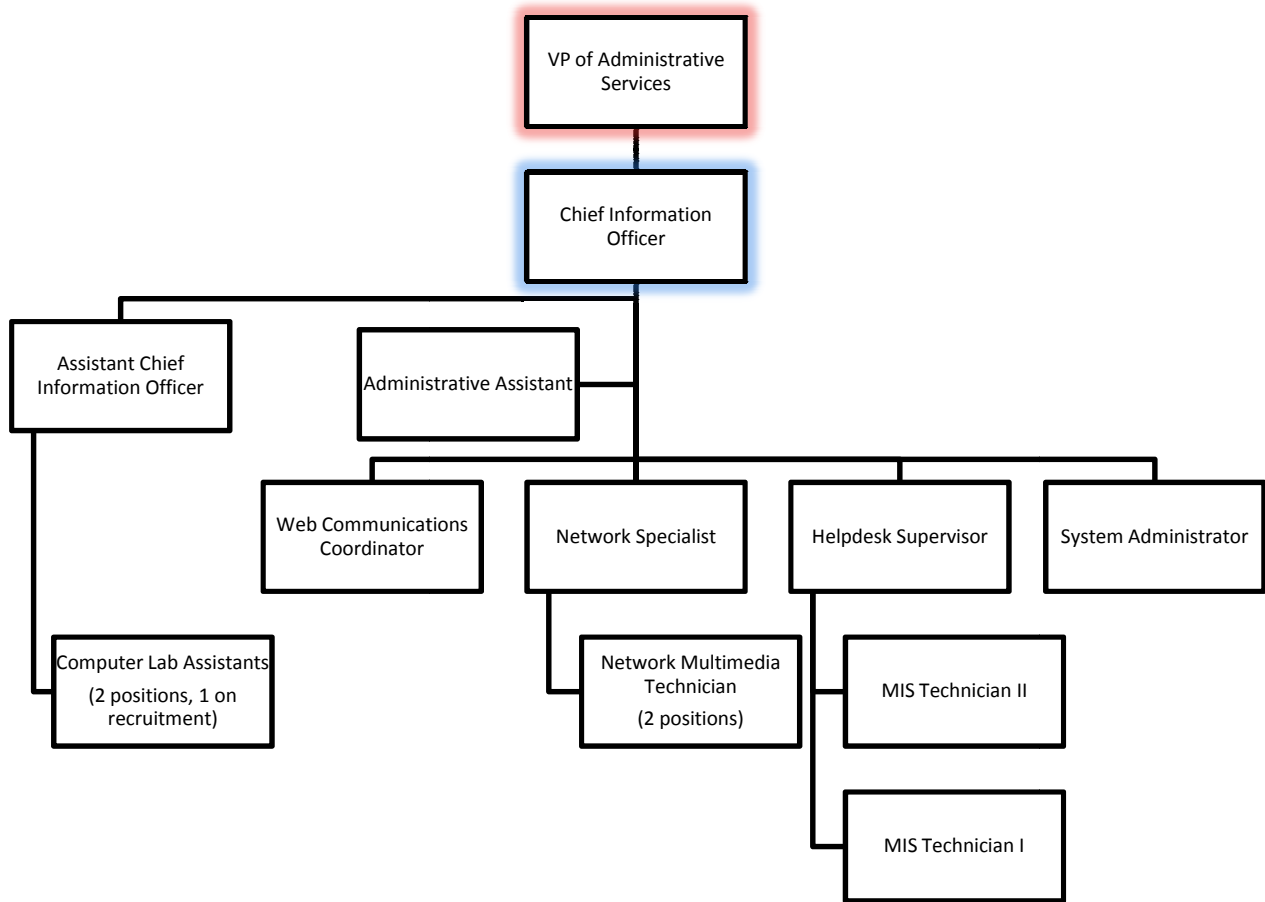
Mission

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

MIS Administration

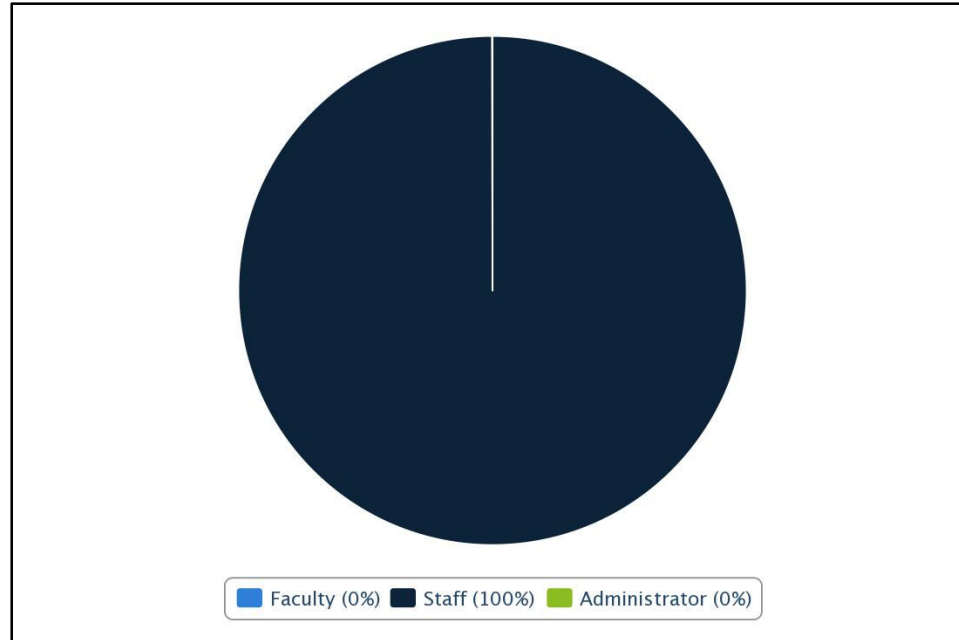
Chief Information Officer	Grace Tulafono
Network Multimedia Supervisor	Mikaele Aunoa
Helpdesk Supervisor	Fuatapu Alaimalo

MIS Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

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

Divisional Assessment SPR 2014

Management Information Systems

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

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

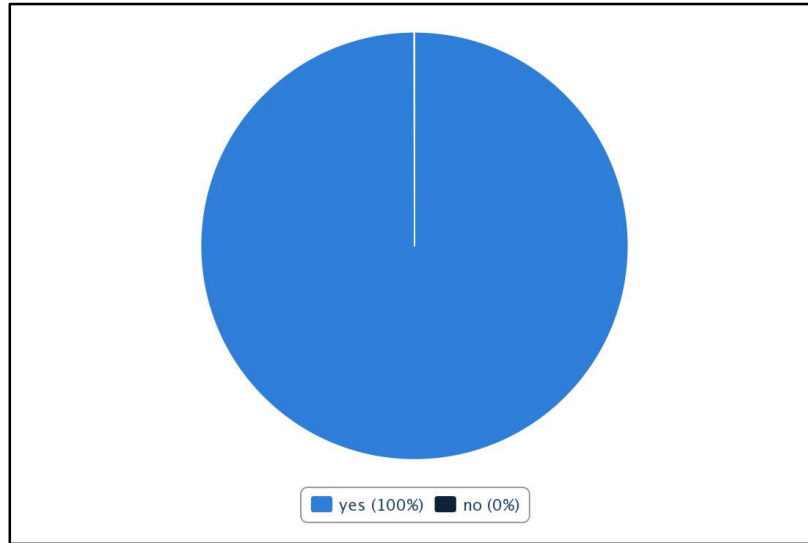
- Outcome 1: MIS will provide satisfactory technology services to students in ASCC Computer Labs. Outcome 2: Faculty, staff and students will receive appropriate technology support from MIS in a timely manner. Outcome 3: Faculty, staff and students will receive improved network accessibility. Outcome 4: Faculty, staff and students will receive improved access to technology. Outcome 5: Faculty, staff and students will receive improved access to online resources.
- Outcome 1: MIS will provide satisfactory technology services to students in ASCC Computer Labs. Outcome 2: Faculty, staff and students will receive appropriate technology support from MIS in a timely manner. Outcome 3: Faculty, staff and students will receive improved network accessibility. Outcome 4: Faculty, staff and students will receive improved access to technology. Outcome 5: Faculty, staff and students will receive improved access to online resources.

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

- MIS gives the rest of the institution the technological tools it requires to complete tasks quickly and efficiently. We also facilitate communication between faculty, staff, students, and the public.
- By providing technical services to ASCC we are giving them up to date information and communication via network. With network, faculty can communicate with ASCC students to assist them in obtaining their choice of higher learning.
- Our mission and outcomes will support the institution's mission in means of providing such technical assistance not only to our faculty & staff but as well as our students.
- To provide satisfactory technology services to students in ASCC Computer Labs. We also provide Faculty, staff and students from the MIS in a timely manner. The Faculty, staff and students will receive improved network accessibility. Faculty, staff and students will receive improved access to online resources. Faculty, staff and students will receive improved access to online resources.
- The MIS Mission is to help out Students, Faculty and Staff in providing with a strong technology environment. Improve and better service to serve ASCC.
- Troubleshooting computers and being on time and in a hurry when situations like internet problems occur. MIS is always there.
- Our Mission and Outcomes is to support further use of Technology, Network and access to online resources for better ways of our ASCC's mission and goal and for the institution's Mission.
- We support the institution's mission by providing technological support to our faculty/staff and students.
- ASCC's mission aims to provide "high quality educational programs and services". MIS supports this mission by providing high quality technology services. Also, the ASCC mission aims to enable students to contribute to the "technological...well being of American Samoa". The MIS mission supports this in that it provides technological support and equipment for students.
- MIS is concerned with assessing new technologies and working towards applying these in innovative ways to the support and furtherance of ASCC's mission and goals.

2. PERSONNEL DATA

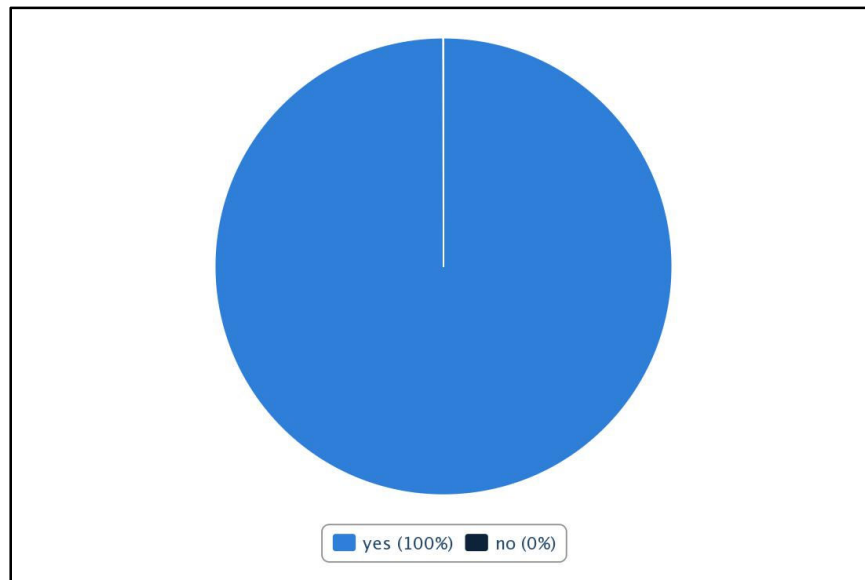
Is the number of personnel adequate to support your Dept/Prog/Div?



If "no", please explain:

No answers

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



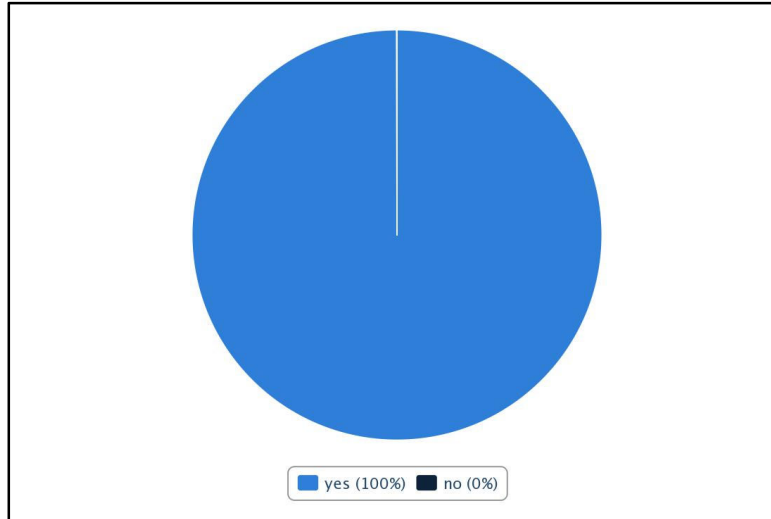
Divisional Assessment SPR 2014

Management Information Systems

If "no", please explain:

No answers

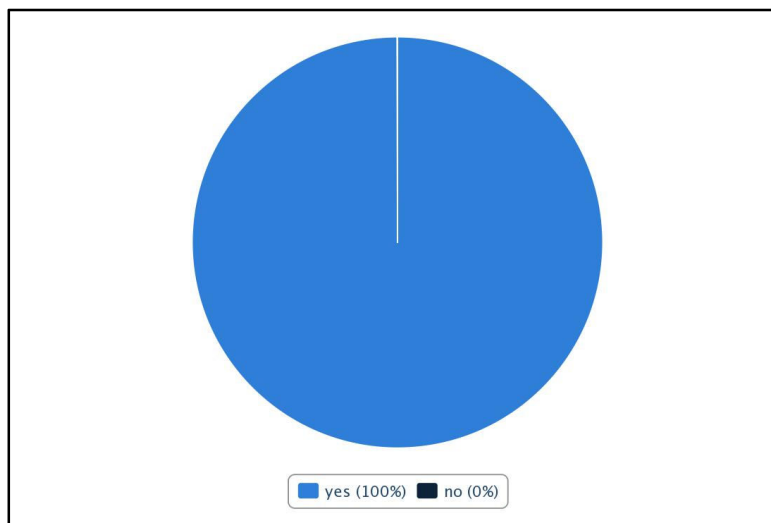
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

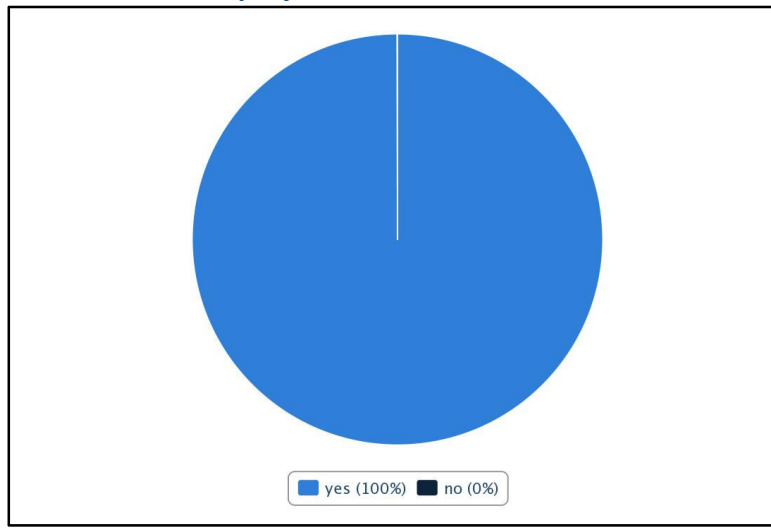
- No Answers

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

N/A

Degrees, Coursework and other publications:

- BA-Anthropology
- High School Diploma
- Bachelor in Business Administration Option MIS Master of Science in Information Systems
- A.A

Other qualifications not listed in previous question:

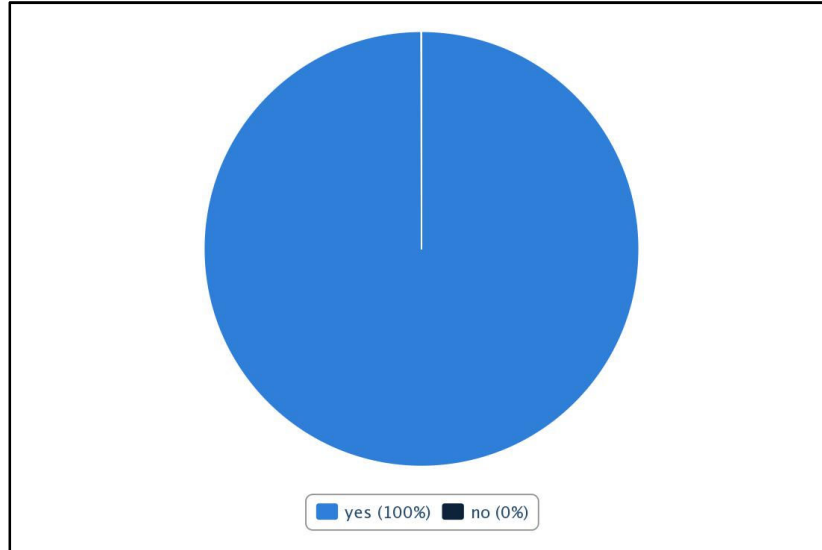
- Computer Detection Systems Repairer certified -> Course completion
- Certificate of Completion in training (sorted by most recent): Accreditation Basics Moodle Administration SQL Server 2008 Query Writing SQL Server 2008 Server Maintenance Colleague Reporting Fundamentals Colleague Administration Rule Writing for Colleague WebAdvisor Administration Sharepoint Administration
- MCP - Microsoft Certified Professional

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

- Multimedia support during activities for multiple student/SGA/Lecture Hall Purposes
- Community Service for Holidays
- Community Services for ASCC {Flag Day}
- Data Committee Chair Technology Resources Self-Study Sub-committee co-Chair Physical Facilities Self-Study Sub-Committee member Institutional Mission and Effectiveness Self-Study Sub-committee member

4. STAFF DEVELOPMENT

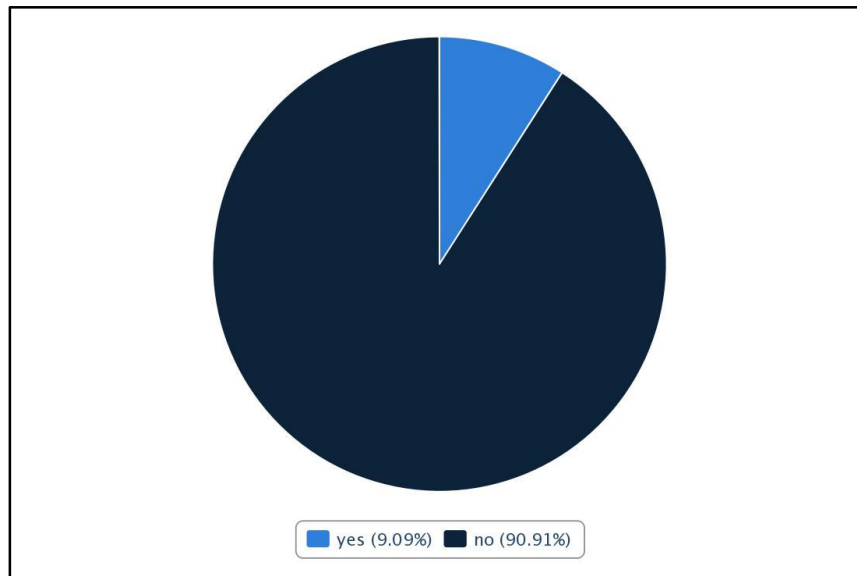
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

No answers

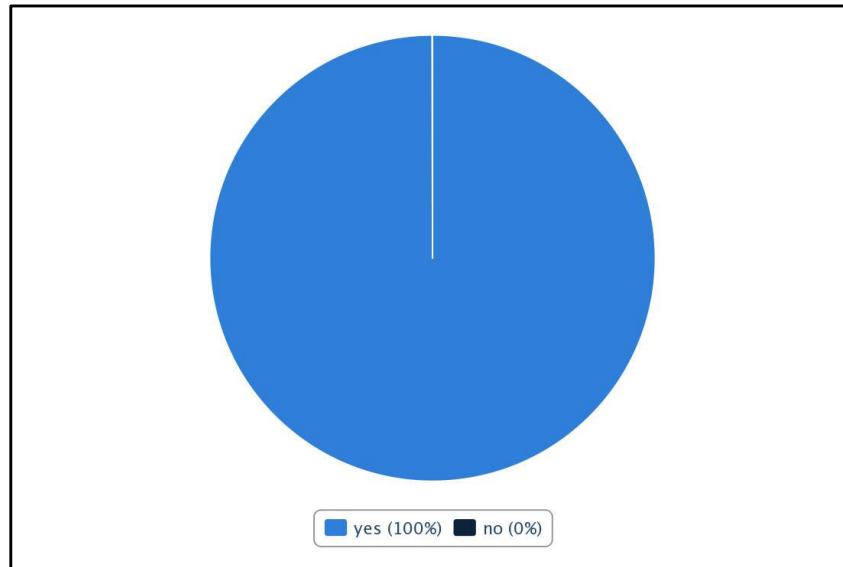
Are there any unmet needs for professional development among personnel in this Dept/Prog/Div?



If “yes”, please explain:

MIS has 2 proposals for training that are pending approval. It was previously denied because of lack of funding and urgency. These trainings are for Colleague Administrators, and for Network and Helpdesk technicians. Skills need to be updated, and for Colleague, more training on rule writing is necessary

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

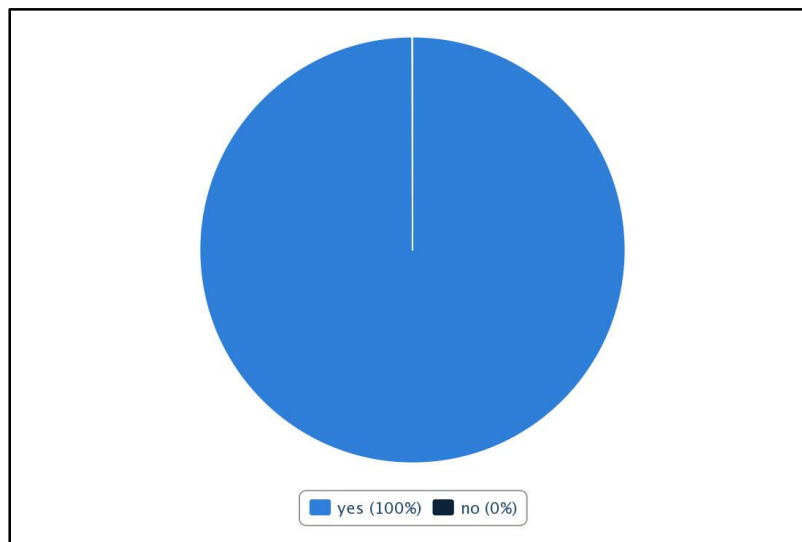


5. FACILITIES, EQUIPMENT and BUDGET

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

- I am in an office between two computer labs.
- Main office- Command central of MIS Computer Technician Office-Work Area/ Computer equipment storage Network Office- Work Area/ Network Storage Server Room- Houses ASCC servers MIS PCLABS- room 15 & 16; Available for student use
- We currently have 3 offices (MIS Front Office/Helpdesk/Network&Multimedia) along with 2 classrooms that are being utilized as our computer labs
- Well equipt and facilitate for proper use.
- MIS is responsible for the Computer Labs that students use to register online and apply for Financial Aid.
- Well Maintained and Clean.
- computer lab, server room
- MIS currently occupies 3 spaces in the Admin. Building (Network Office on 2nd floor next to Academic Affairs, Helpdesk Office on the first floor, and Main Office on the first floor), 2 computer labs (Rm. 15 & 16) and 2 small offices (office between Rm. 15 & 16, and Rm. 10 control room) in the Quad area, but have access to various network closets around campus.
- MIS PC LABS - Provide internet access for students as well as a typing labs for term papers.

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



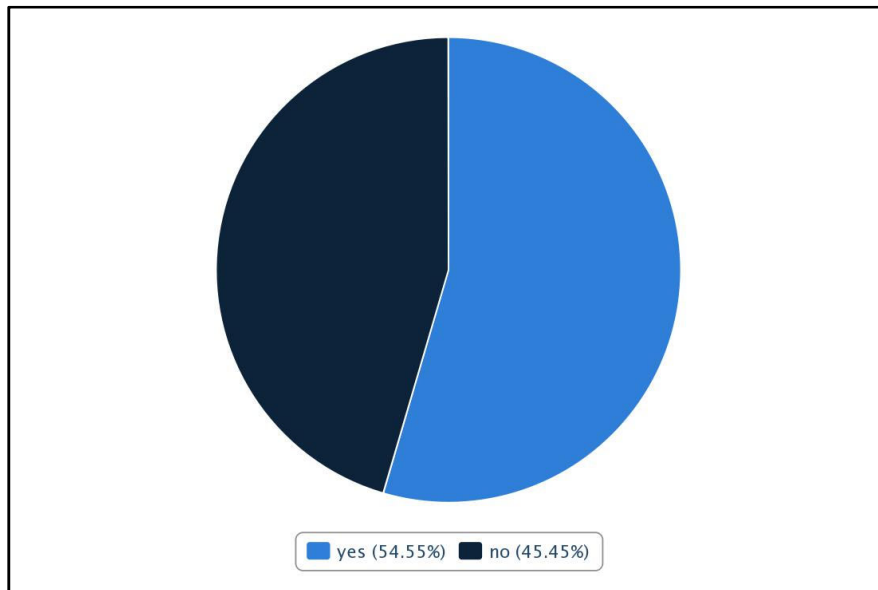
If "no", please explain:

No answers

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

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

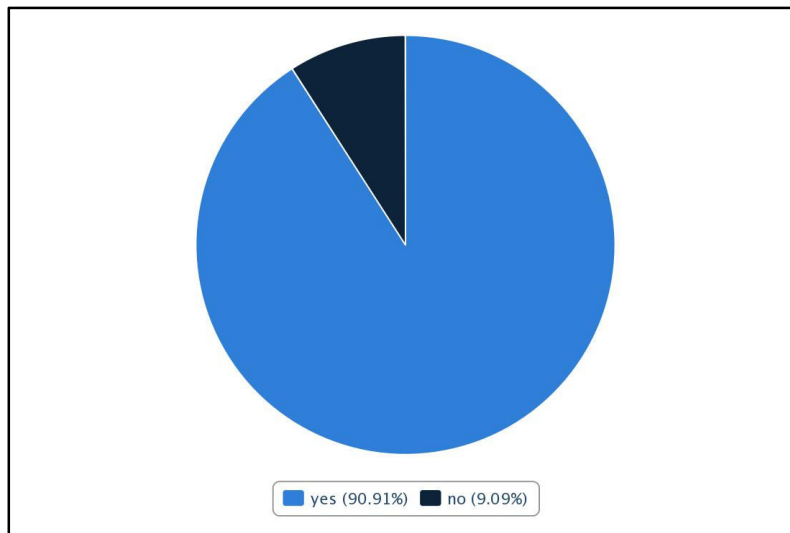
Are additional facilities or equipment required to support this Dept/Prog/Div?



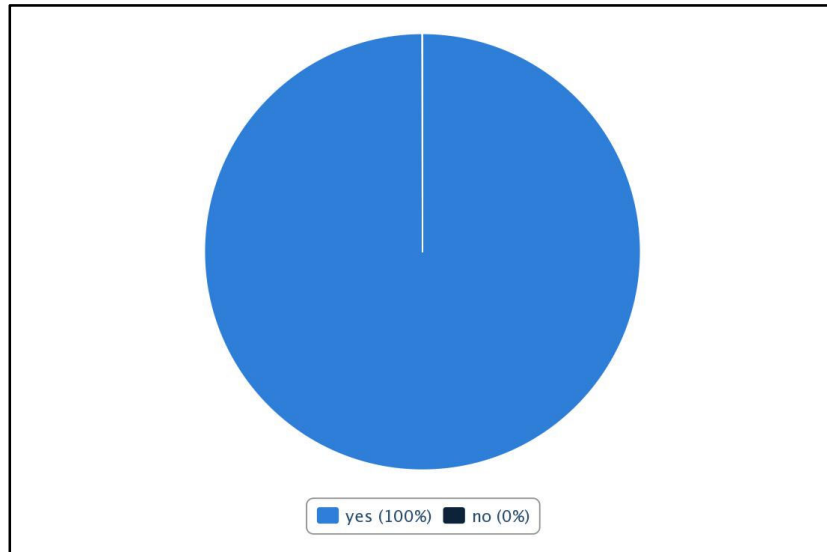
If so, please list and explain:

- Full body suit- For Work orders or projects that involve line pulls from building attics. Nails, Electrical lines, Wasps, Spiders and fiber glass from insulation are found in some attics. The use of a full body suit will deter the risk of possible harm to network technicians. Shower/ Wash station; used for moments after field work especially line maintenance and new line pulls in building attics.
- MIS needs consistent replenishment of equipment to continue to provide optimum support and to keep up with the times, so that we may consult on whether ASCC needs new equipment.

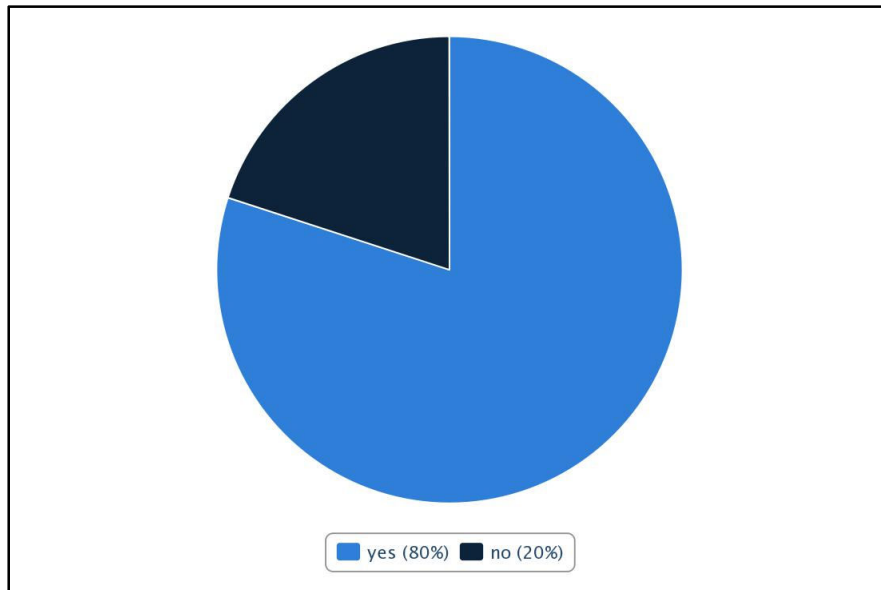
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



Are the physical facilities accessible to persons with disabilities?



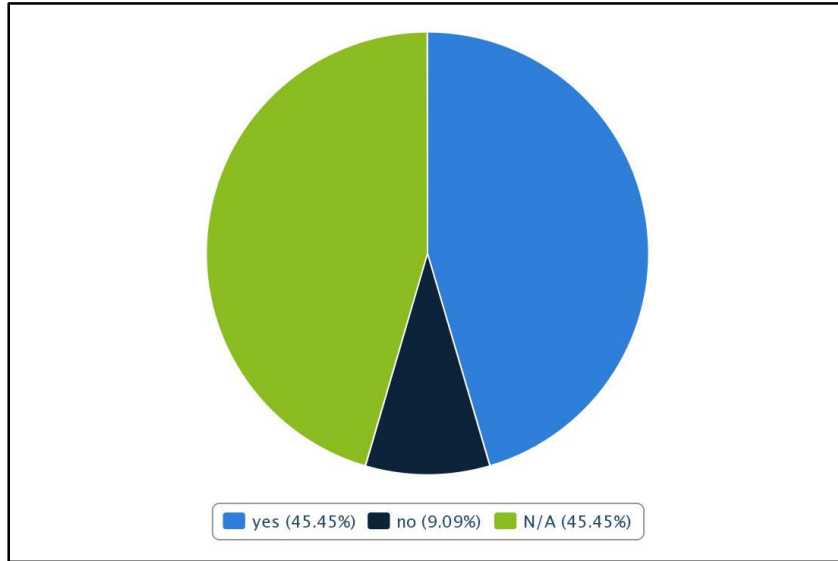
If "no", please describe below what is needed to make your area accessible.

- Upstairs faculty lounge stands a problem for the physically challenge to reach.
- 2nd floor office is not accessible to users on wheelchair.

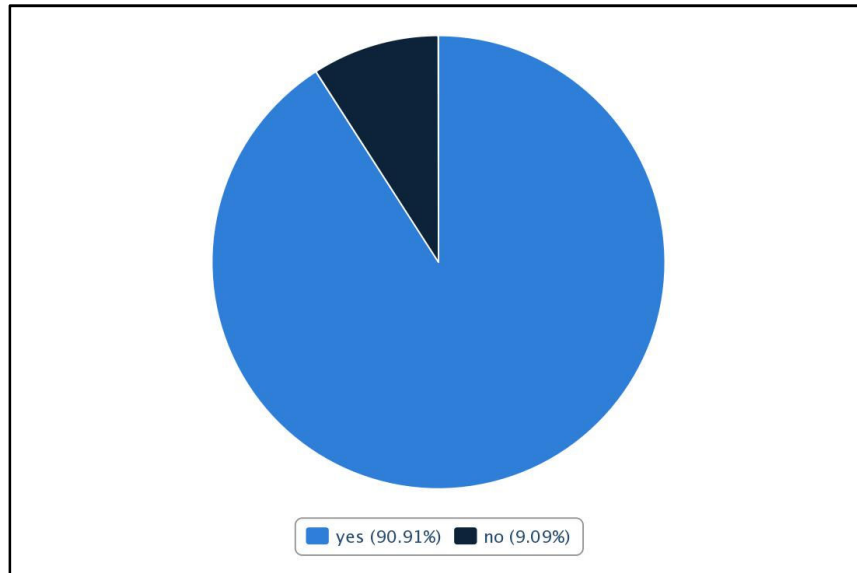
Divisional Assessment SPR 2014

Management Information Systems

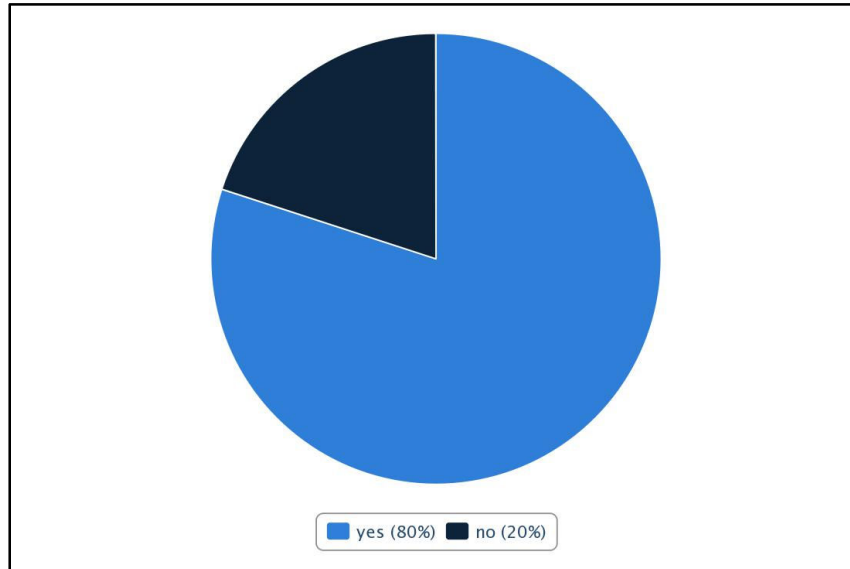
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

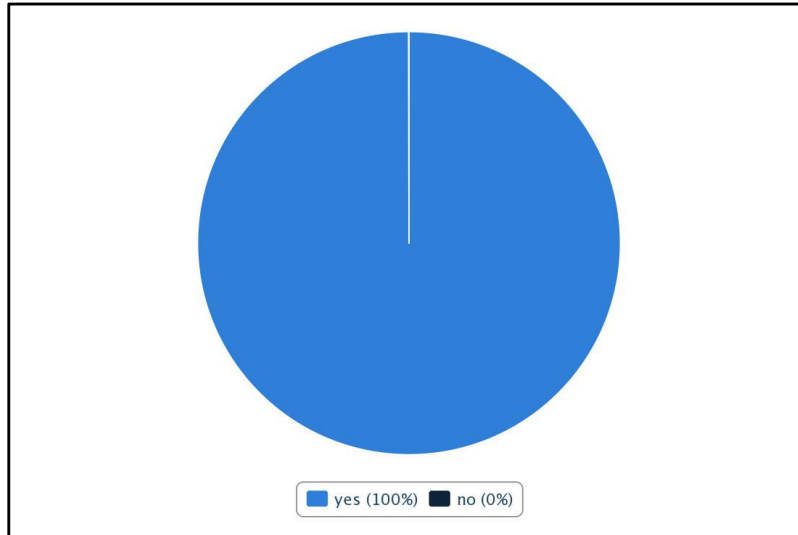


If "no", please explain:

- unsure; the budget level stands between my supervisor and boss to conclude whether the materials is a need to complete the given task or other means can help accomplish the mission.
- I believe that with more financial support. Our division would be able to provide more technological support for our students and faculty. We are limited on resources as far as computers, and effective speed for internet access. Therefore, if we could have the adequate financial support to purchase these needs we could be of more assistance.
- Only for professional development. Equipment and facility needs are met, and we are very appreciative of that.

6. TECHNOLOGY and LIBRARY

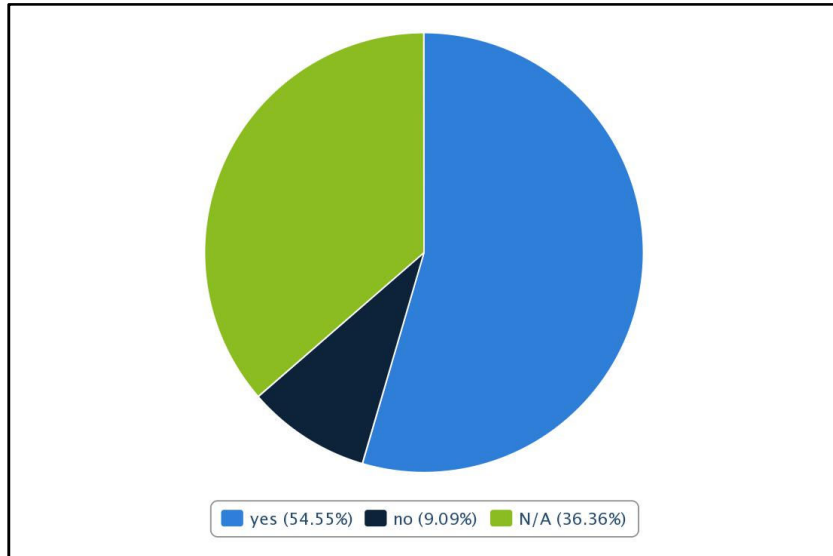
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- Internet- Student research Student account- Provides personal log-in and security of work files. Webmail- allows better communication between faculty and students including employee to employee Smart Board: Provides interaction with power point and other numerous programs to enhance learning experience
- Yes, the web enhancements and other technology have improved student learning and services. During my enrollment within this institution, such programs/software/webmail were not available. Such enhancements have provided easy accessibility for students.
- WiFi
- Technology has been a great success to ASCC..
- Moodle, Webmail, Datatel, Smart Board
- Datatel, Moodle, Webmail, SmartBoards etc.
- Compliance Assist, Datatel, Moodle, Webmail, Smartboard applications.

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

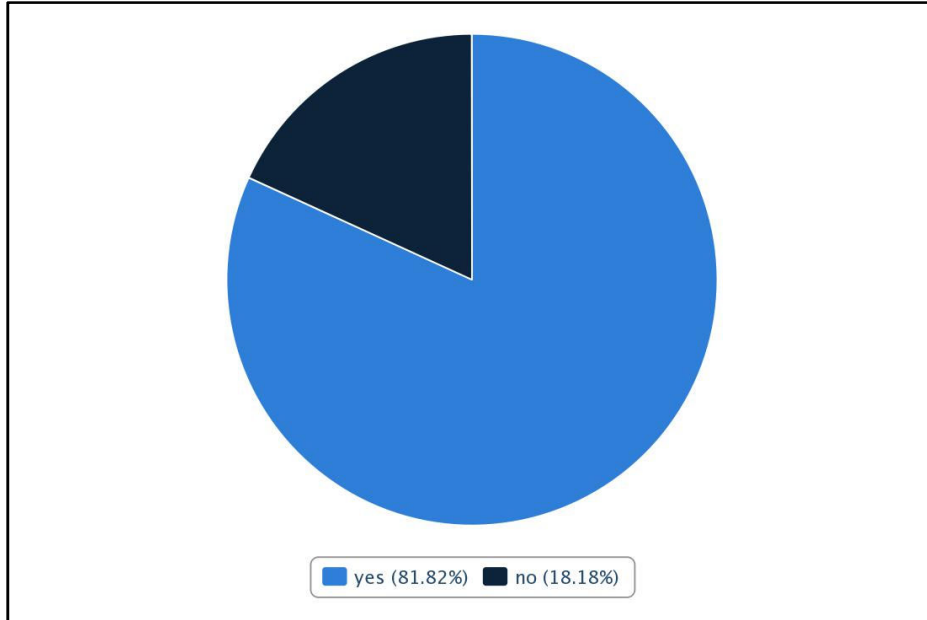


If "no", please explain:

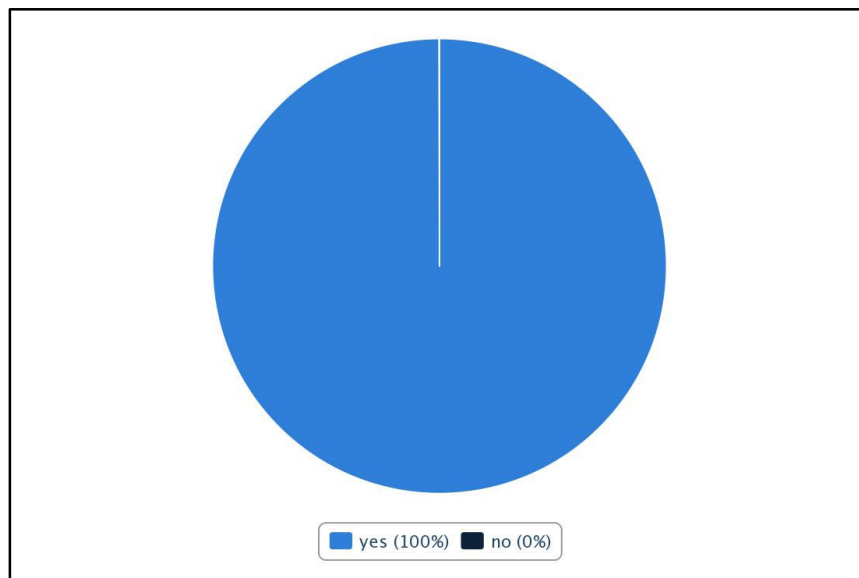
- Some students have no access to computers let alone network at home, it would be nice for the library to open after hours to accommodate these students.

6. EVALUATION AND IMPROVEMENT

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



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



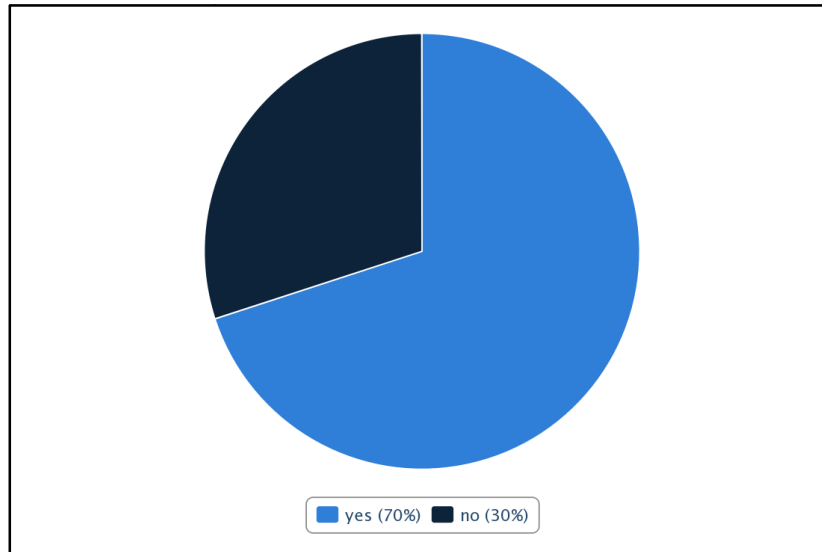
Divisional Assessment SPR 2014

Management Information Systems

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	3 (27.27%)	3 (27.27%)	5 (45.45%)	11	4.18 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	2 (18.18%)	3 (27.27%)	6 (54.55%)	11	4.36 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	1 (9.09%)	6 (54.55%)	4 (36.36%)	11	4.27 / 5
Student Learning Outcome Reports	0 (0.00%)	1 (9.09%)	3 (27.27%)	4 (36.36%)	3 (27.27%)	11	3.82 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	1 (9.09%)	7 (63.64%)	3 (27.27%)	11	4.18 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	2 (18.18%)	5 (45.45%)	4 (36.36%)	11	4.18 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	1 (9.09%)	7 (63.64%)	3 (27.27%)	11	4.18 / 5
Course Evaluation	1 (9.09%)	0 (0.00%)	2 (18.18%)	5 (45.45%)	3 (27.27%)	11	3.82 / 5
Student Satisfaction Survey	0 (0.00%)	0 (0.00%)	2 (18.18%)	5 (45.45%)	4 (36.36%)	11	4.18 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	5 (45.45%)	4 (36.36%)	2 (18.18%)	11	3.73 / 5
							4.09 / 5

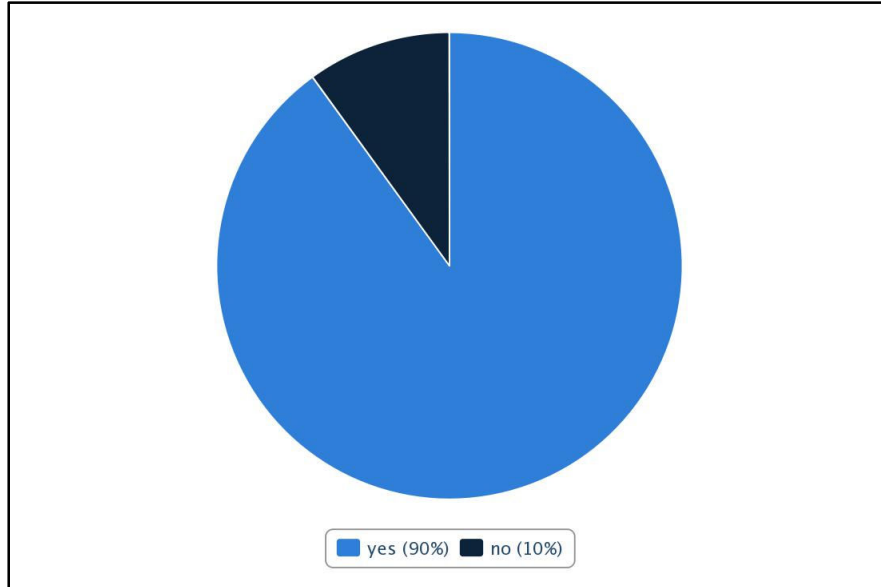
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- Through these evaluations, it was decided that MIS needed a dedicated Webmaster.
- Performance evaluation identifies weak areas that have personally helped me to improve in my working environment.
- Getting our tickets done in a timely manner.
- Quarterly reports clarify deadlines, and this is what MIS uses to measure whether we are outputting enough. By the end of each quarter, if there is no significant progress in projects, action is taken to see if there are any issues. Bi-weekly reports present challenges from our Office that get escalated to the CIO, and this gets added to the CIO's list of things to follow up on in the next 2 weeks. Performance evaluations are very important in improving employee behaviors, and it has made communication between supervisors / employees clearer. The program review and strategic plans are the basis for the MIS outcomes, and MIS gauges its success by how much of these major goals are being achieved.

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



What steps are taken when an outcome is not achieved?

- We have a meeting to identify obstacles to the task at hand and come up with solutions so objectives can be met.
- It is identified and given to higher which is then dealt with accordingly to the severity of the issue.
- Reinstate the matter by looking in to ways to better improve the department..
- When an outcome is not achieved,1. Set a meeting 2. Explain why outcomes were not accomplished 3. Gather information on how we can achieve it. 4. Fulfill it.
- N/A
- When an outcome has not been achieved, it is either due to resources not being available to achieve the goals, or something else has happened so that the need is no longer there for this goal to be achieved. If it is the former, then the goals and objectives of the outcome is moved to the next year, or the outcome is evaluated for its importance or whether other options are available. If it's the latter, then the outcome is cancelled or edited to make it useful, or it is replaced with a completely new outcome. MIS has a small committee to discuss major MIS issues, and this is one of the issues that is reviewed at the beginning of the fiscal year by this committee. This committee is made up of MIS supervisors: Network Specialist, Helpdesk Supervisor, Systems Administrator, Web-Comm Coordinator, and CIO.

Divisional Assessment SPR 2014

Management Information Systems

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

- n/a
- N/A
- Wireless access to students. Network Line Improvement. More Printer availability to staff, faculty and students. New Office built- Computer technician office. New Computers setup for staff, faculty and students. Updated software and hardware New improved Network Switches New Printers. New Ethernet Cables. System Upgrade for Lecture Hall multimedia. More Workers have helped to relieve stress on one worker and allow teamwork and cohesion between work orders.
- Well we have the online registration. We also have Wi-Fi around the campus. We have smart board in every classroom. All new computers in the labs and in the ICT Classes. Student can check there grade online.
- N\A
- N/A
- In the past 3 years, MIS launched online registration, Completed MIS ARRA projects amounting to approximately \$3 million.

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Small Business Development Center

Divisional Assessment SPR 2014

Small Business Development Center

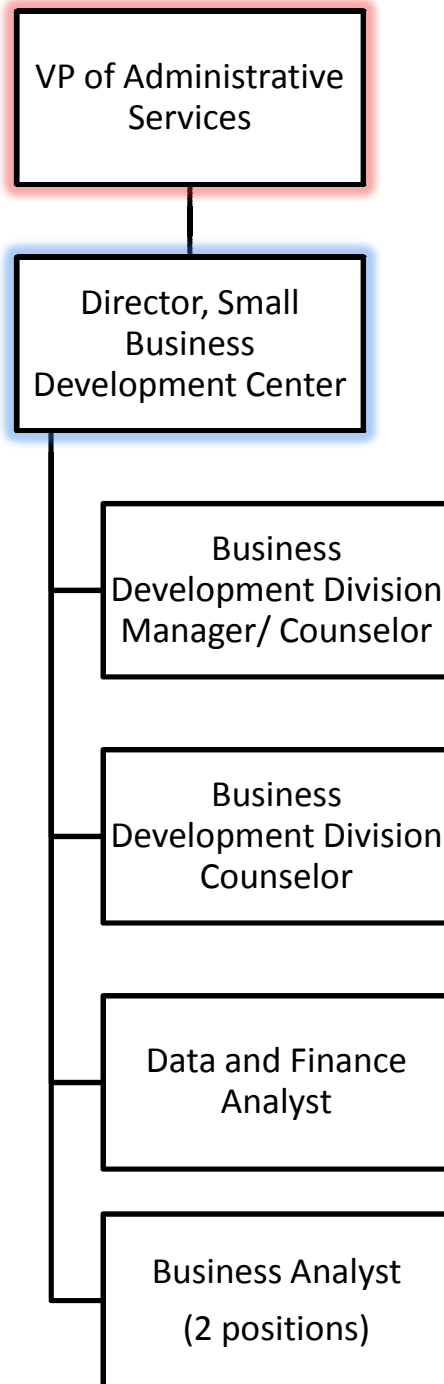
Small Business Development Center Mission

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

SBDC Administration

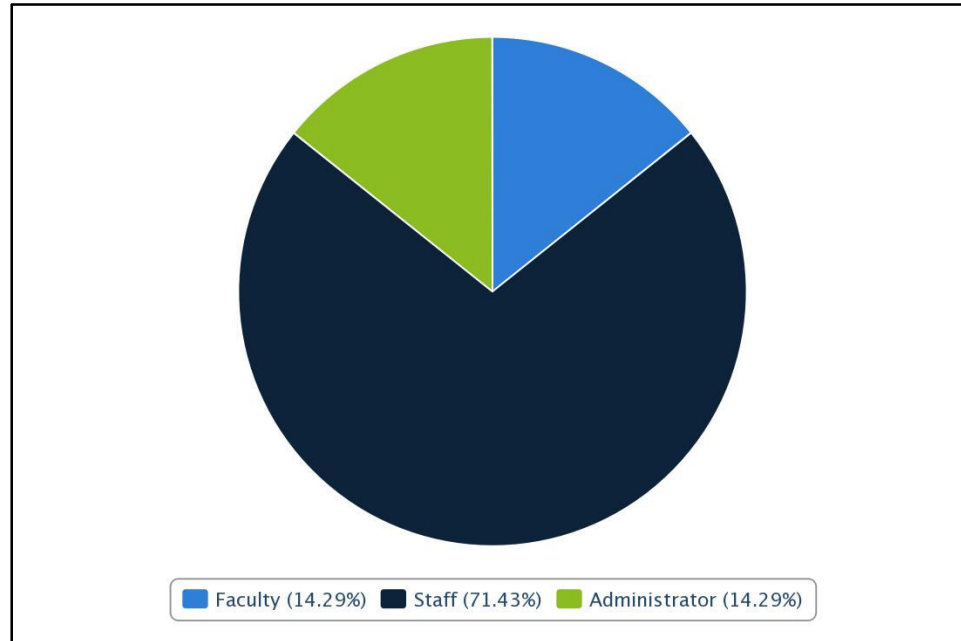
Director	Dr. Herbert Thweatt
-----------------	----------------------------

SBDC Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- To enhance economic growth in American Samoa via Small Business Development Programs.
- Enhance economic growth in American Samoa via Small Business Development Programs.
- To enhance economic growth and assist individuals in American Samoa by developing entrepreneurial skills among small businesses and the broader community through counseling, training, research, advocacy and other resources and activities.
- Enhance economic growth in American Samoa via Small Business Development Programs.
- To enhance economic growth in American Samoa via Small Business Development Programs.
- The American Samoa Community College Small Business Development Division's to enhance economic growth and assist individuals in American Samoa by developing entrepreneurial skills among small businesses and the broader community through counseling, training, research, advocacy and other resources and activities.
- Enhance economic growth in American Samoa via Small Business Development Programs.

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

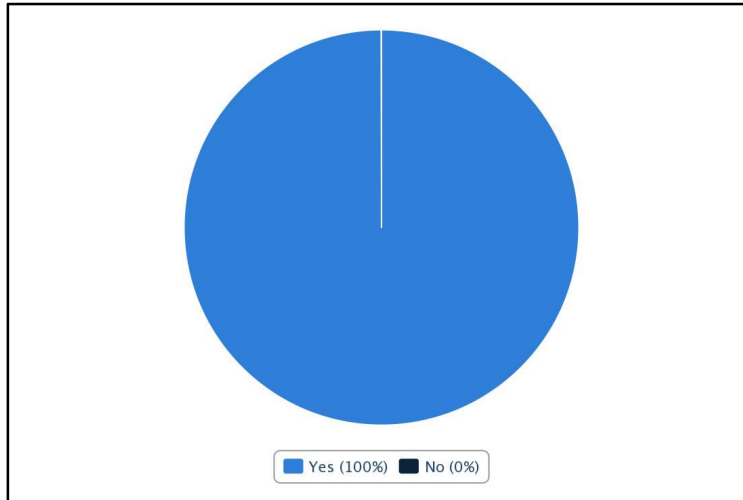
- Develop entrepreneurial skills by providing business and other related training. Provide counseling and related resources to entrepreneurs and the general community. Assist in the start-up or creation of new businesses.
- Develop entrepreneurial skills by providing business and other related training. Provide counseling and related resources to entrepreneurs and the general community. Assist in the start up or creation of new businesses.
- Since 2000, the Small Business Development Center (SBDC) has been providing small business owners and aspiring entrepreneurs in American Samoa the practical assistance they need to grow and prosper in today's economy. The Center is an advocate for small businesses and delivers services in counseling, training, and technical assistance.
- Develop entrepreneurial skills by providing business and other related training. Provide counseling and related resources to entrepreneurs and the general community. Assist in start-up or creation of new businesses.
- Develop entrepreneurial skills by providing business and other related training. Provide counseling and related resources to entrepreneurs and the general community. Assist in the start-up or creation of new businesses.
- The outcome of the missions for AS-SBDC is to create Business start-up and business expansions. This includes business research and business plan development and networking through out the business community.
- Develop entrepreneurial skills by providing business and other related training. Provide counseling and related resources to entrepreneurs and the general community. Assist in the start-up or creation of new businesses

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

- The SBDC supports the institution mission by providing: * Counseling and related resources to entrepreneurs and the general community. *And by assisting in the creation of new businesses with the community.
- The SBDC supports the institution mission by providing: *Counseling and related resources to entrepreneurs an the general community. *And by assisting in the creation of new businesses with the community.
- SBDC provides a value-added asset to ASCC by assisting the community in entrepreneurship-related training and being a resources to the business community.
- The SBDC supports the institution mission by providing: 1. Counseling and related resources to entrepreneurs and the community general. 2. And by assisting in the creation of new businesses with the community.
- The SBDC supports the institution mission by providing: *Counseling and related resources to entrepreneurs and the general community. *And by assisting in the creation of new businesses with the community.
- The mission of SBDC is providing educational business programs and high quality services that will enable the students to achieve their business goals and to contribute to the social, cultural, political, economic, technological, and environmental well being of American Samoa.
- The SBDC supports the insitution mission by providing: *Counseling and related resources to entrepreneurs and the general community. *And by assisting in the creation of new businesses with the community.

2. PERSONNEL DATA

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

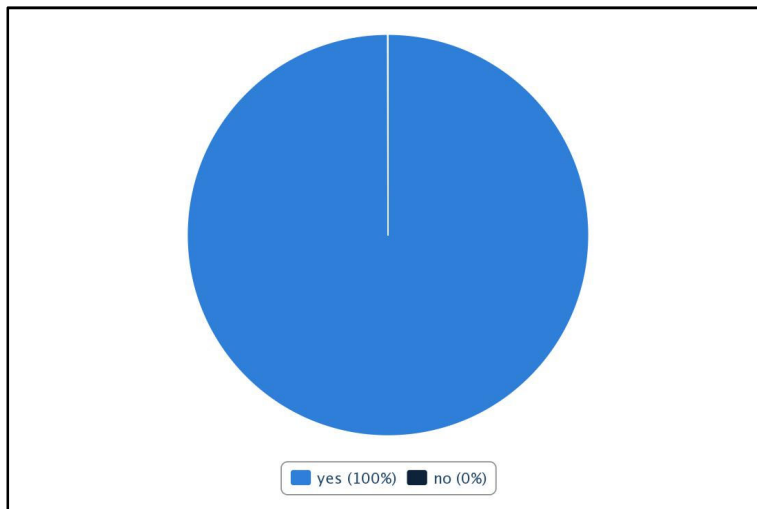


If "no", please explain:

Summarized Comments:

- NA = 6 comments

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

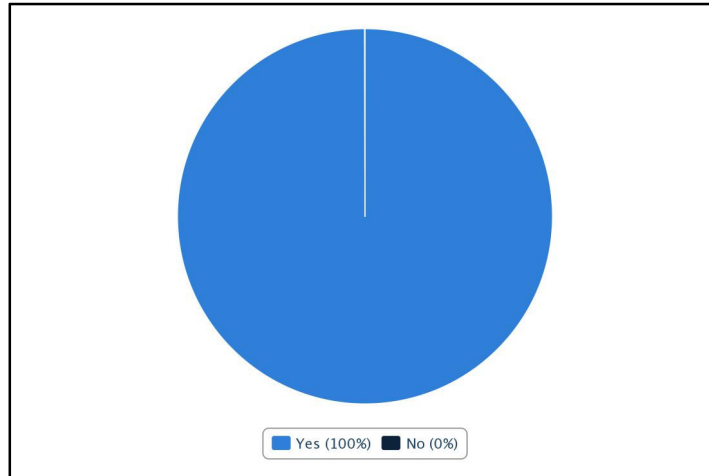


If "no", please explain:

Summarized Comments:

- NA = 6 comments

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

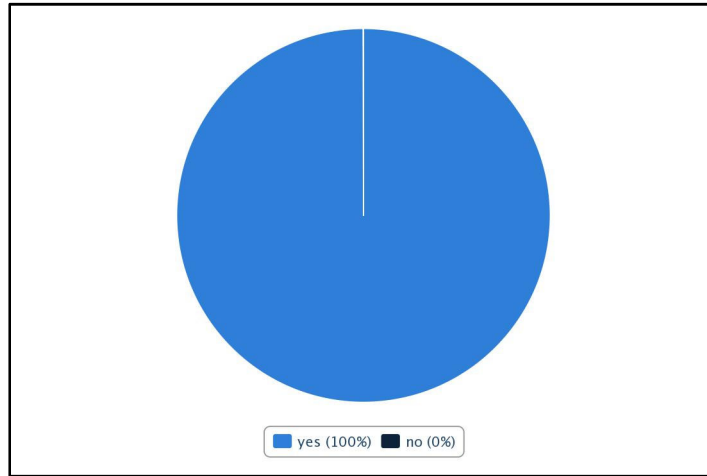


If "no", please explain:

Summarized Comments:

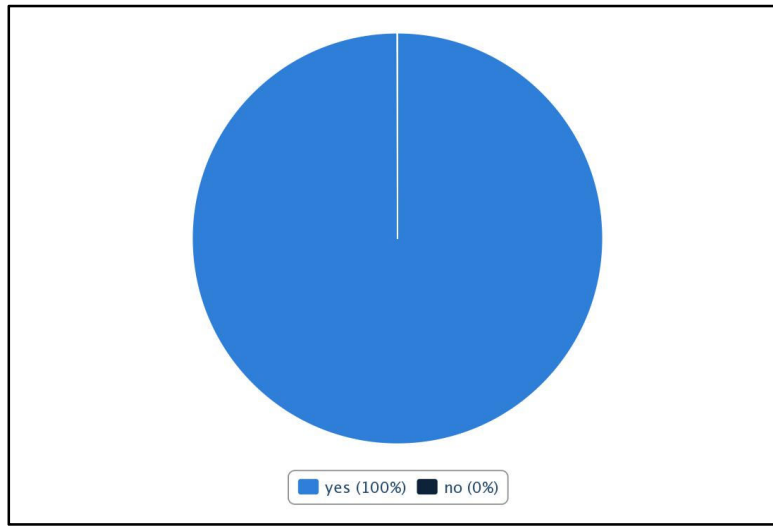
- NA = 6 comments

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

Summarized Comments:

- NA = 6 comments

Degrees, Coursework and other publications:

- AA (BA)
- AS
- Master of Arts in Human Resources Management Bachelor of Science in Business Administration with emphasis in Computer Information Systems and Organizational Communication/Public Relations
- Master of Accountancy Bachelor of Arts in Journalism
- AA
- B.A., M.S.
- DBA,MA,BA

Other qualifications not listed in previous question:

Summarized Comments:

- NA = 6 comments

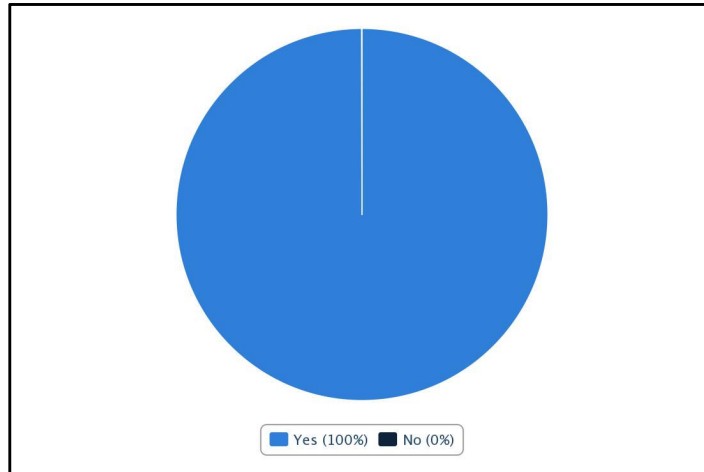
List involvement in college/instructional/community activities (i.e club sponsorships, committees, boards, organizations, etc.)

Summarized Comments:

- NA = 2 comments
- Business Analyst = 1 comment
- Self Study Committee 1.1B = 1 comment

4. STAFF DEVELOPMENT

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

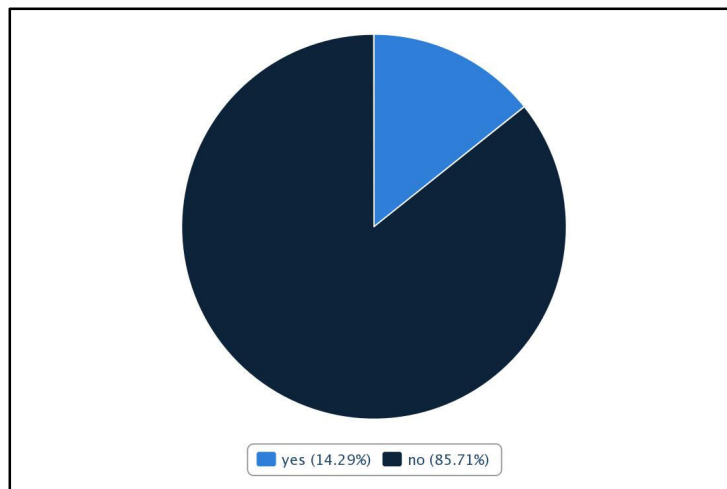


If "no", please explain:

Summarized Comments:

- NA = 6 comments

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

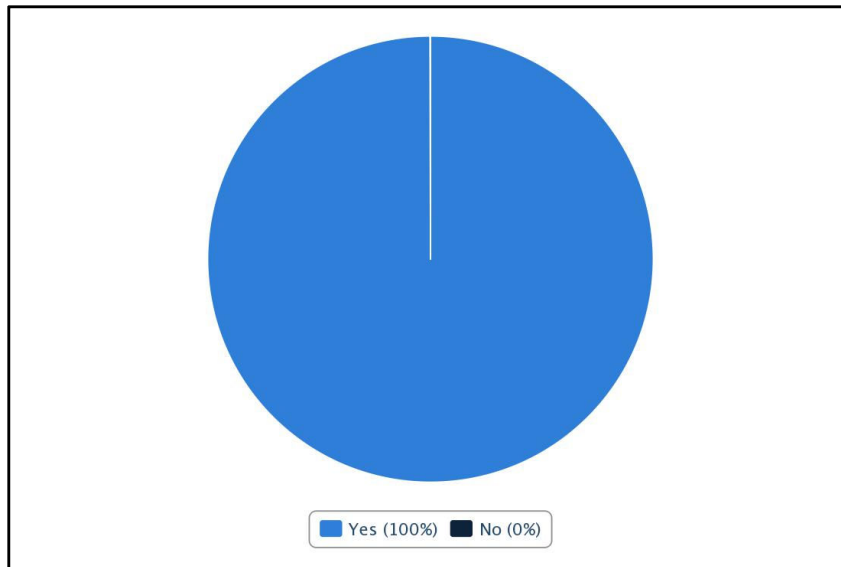


If “yes”, please explain:

Summarized Comments:

- NA = 6 comments

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

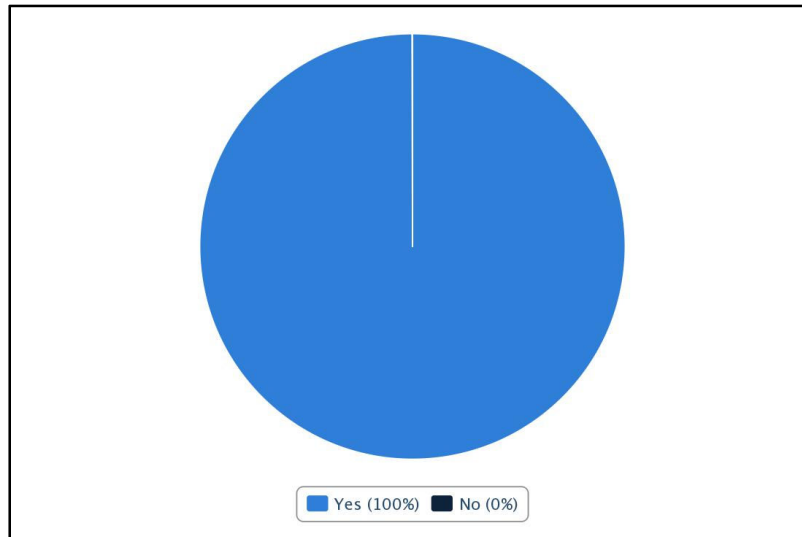


5. FACILITIES, EQUIPMENT and BUDGET

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

- SBDC build MI
- SBDC Building M1
- offices, classrooms, small computer lab
- SBDC Building M1
- SBDC build MI
- We are located in the SBDC M1 Building on ASC campus. This building consists of 5 offices for clients business counseling and a main classroom for business training classes.
- SBDC build M1

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



If "no", please explain:

Summarized Comments:

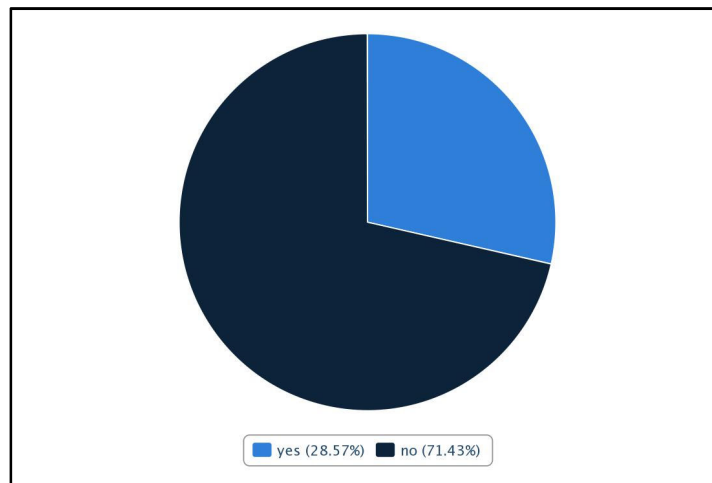
- NA = 6 comments

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

Summarized Comments:

- NA = 5 comments
- We have adequate computers and technology to assist in training and business development and research = 1 comment

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

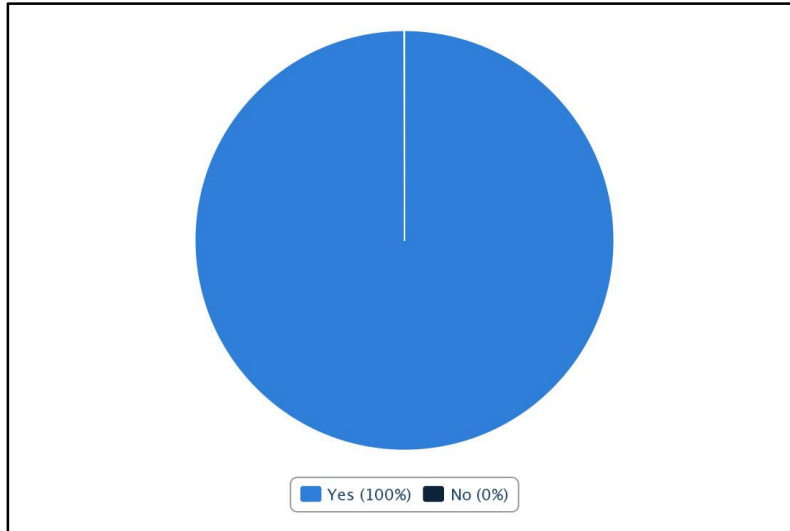


If so, please list and explain:

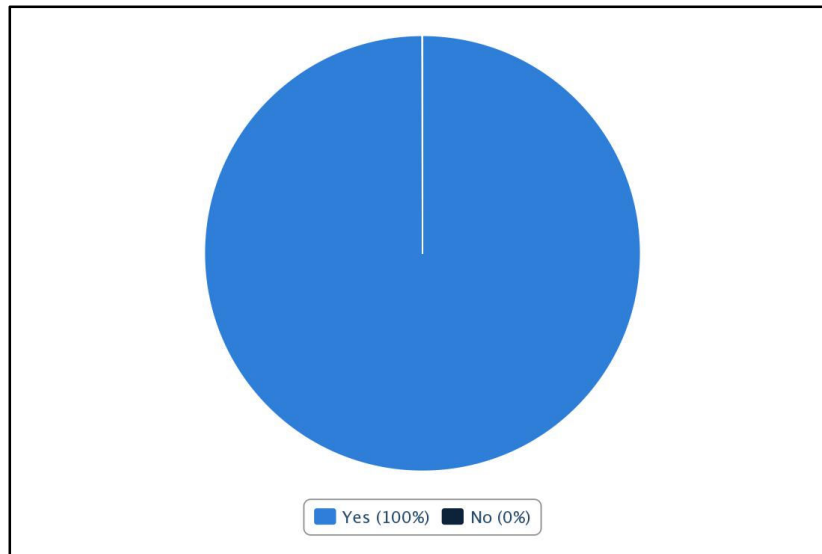
Summarized Comments:

- NA = 5 comments

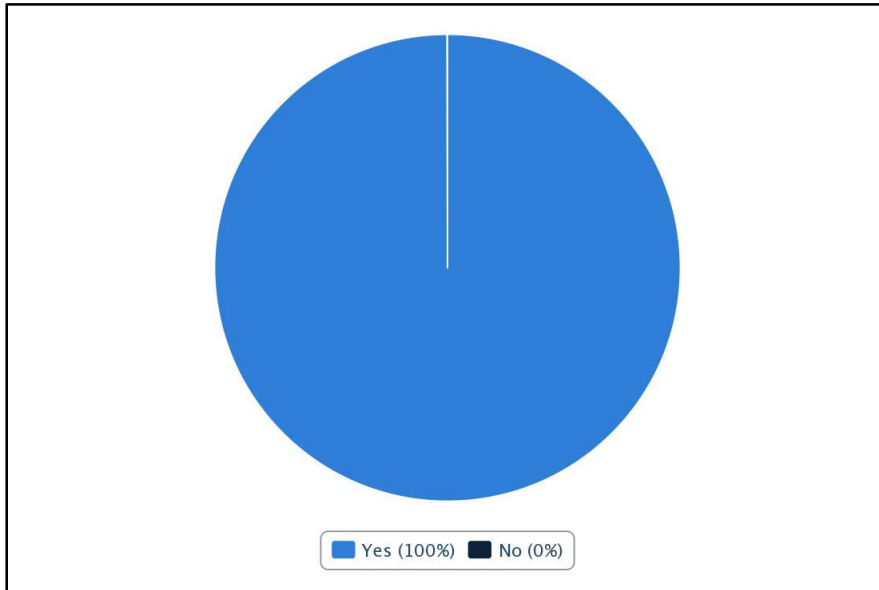
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



Are the physical facilities accessible to persons with disabilities?

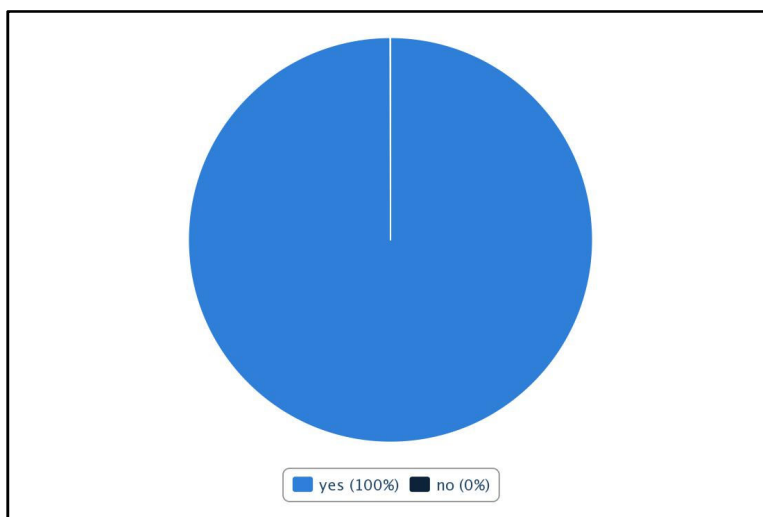


If "no", please describe below what is needed to make your area accessible.

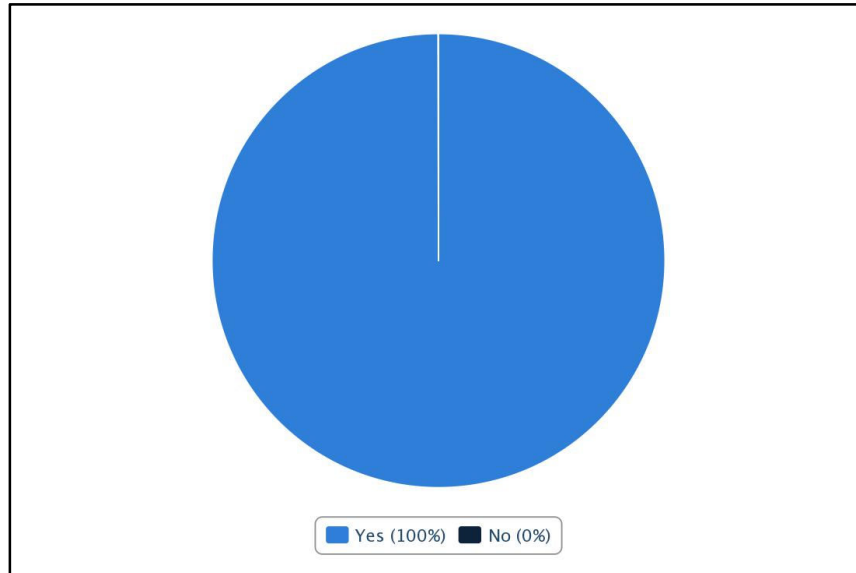
Summarized Comments:

- NA = 6 comments

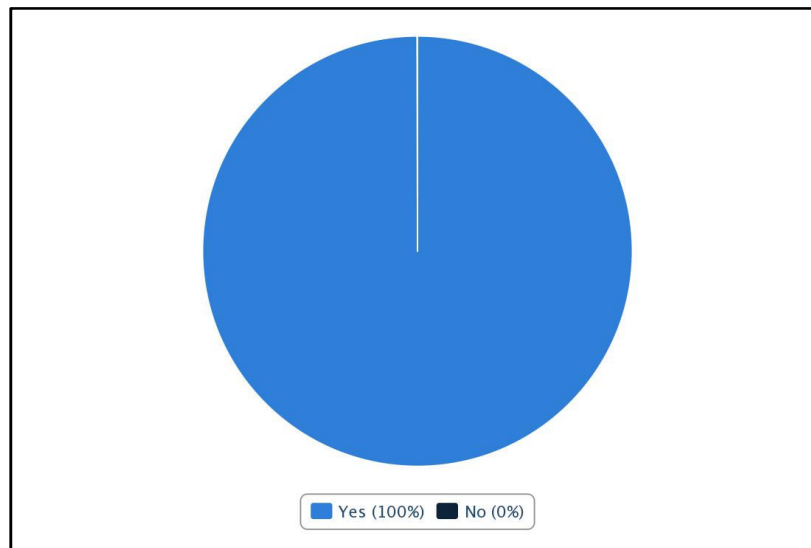
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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



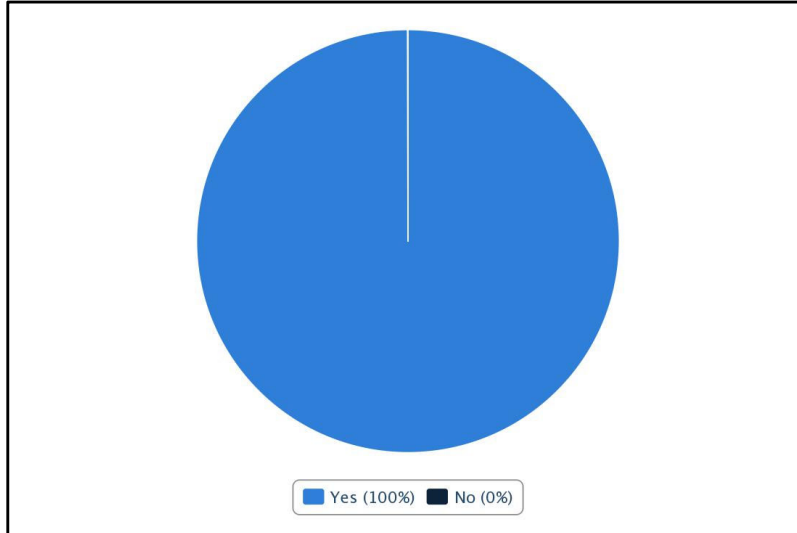
If "no", please explain:

Summarized Comments:

- NA = 5 comments
- We have adequate computers and technology to assist in training and business development and research = 1 comment

6. TECHNOLOGY and LIBRARY

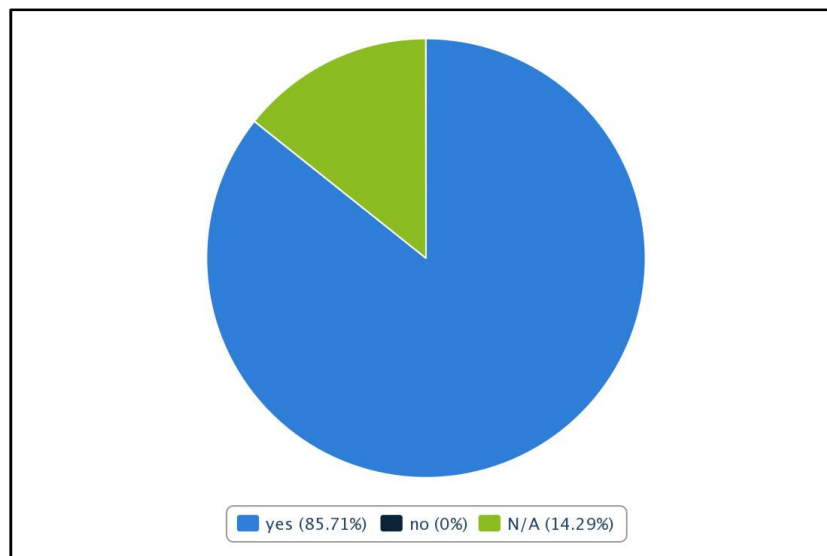
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

- Our website has information on courses offered by the AS-SBDC

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



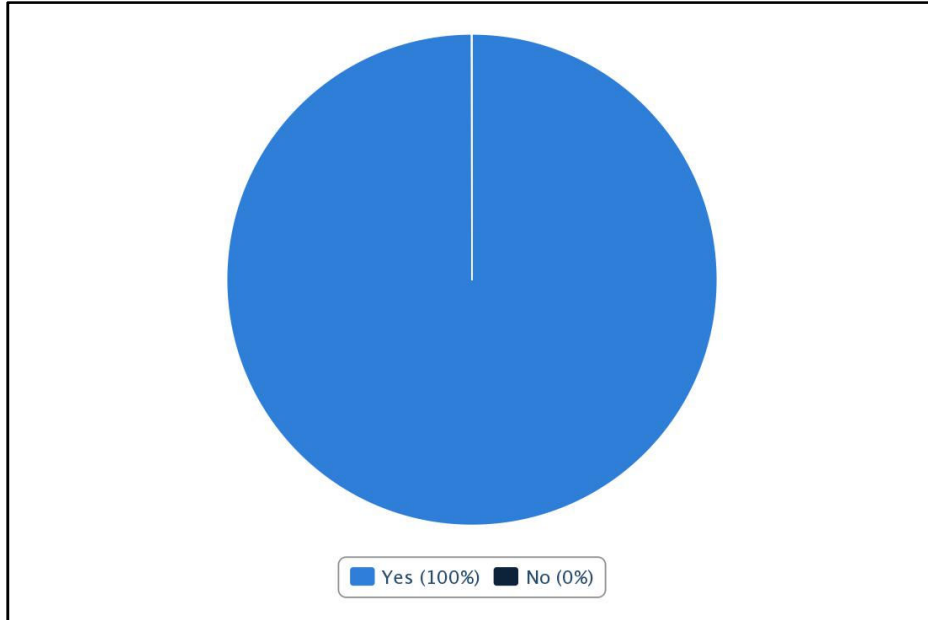
If "no", please explain:

Summarized Comments:

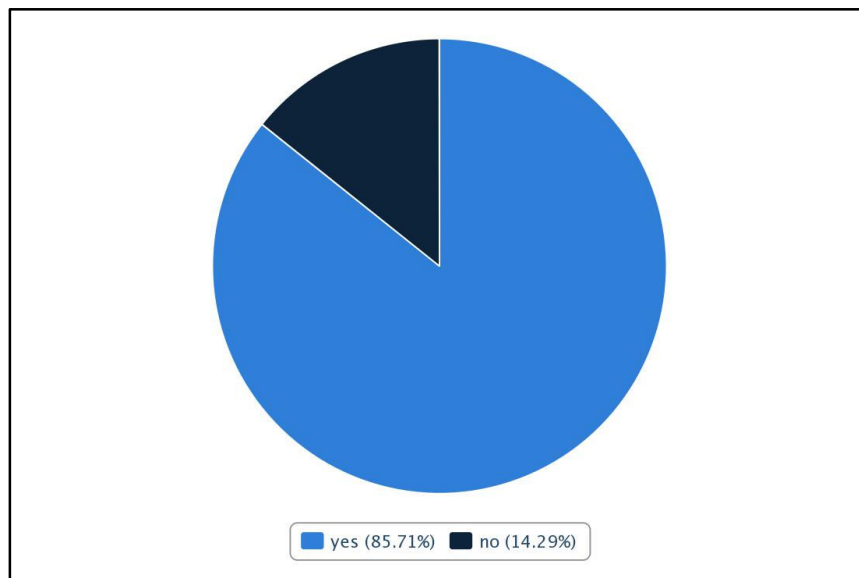
- NA = 5 comments

6. EVALUATION AND IMPROVEMENT

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



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



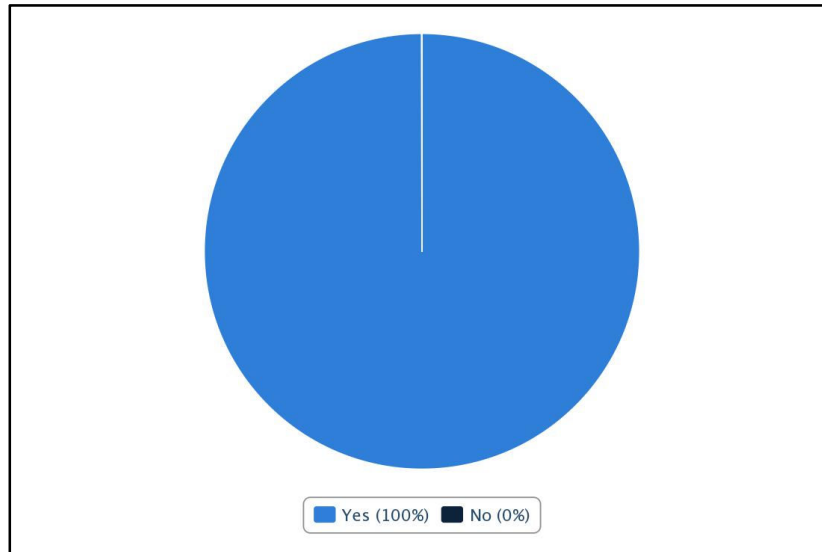
Divisional Assessment SPR 2014

Small Business Development Center

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)	7	4.14 / 5
Quarterly Reports	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)	7	4.29 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)	7	4.14 / 5
Student Learning Outcome Reports	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)	7	4.14 / 5
Institutional Strategic Plan	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)	7	4.29 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)	7	4.29 / 5
Institutional Program Review	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)	7	4.29 / 5
Course Evaluation	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)	7	4.14 / 5
Student Satisfaction Survey	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)	7	4.14 / 5
Fact Sheets/ Books	0 (0.00%)	0 (0.00%)	1 (14.29%)	4 (57.14%)	2 (28.57%)	7	4.14 / 5
							4.20 / 5

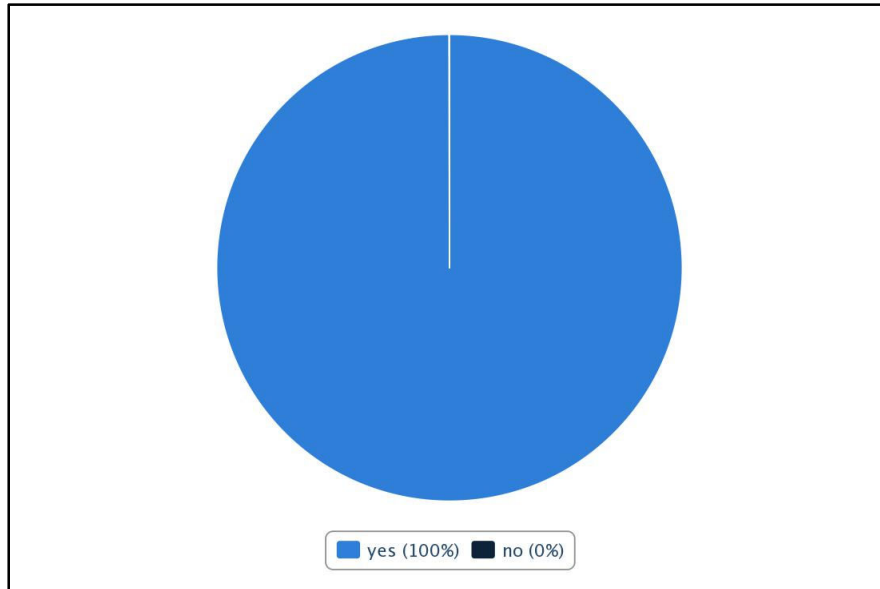
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- The SBDC through evaluation processes has identified the need to expand services. The SBDC is seeking additional Grant Funding via the SBA and the Banking Community.
- The SBDC through evaluation processes has identified the need to expand services. The SBDC is seeking additional Grant Funding via the SBA and the Banking Community.
- Through these evaluation process, SBDC was able to identify the need to further its services to the small business community by expanding our services to accommodate and reach out to more potential entrepreneurs.
- The SBDC through evaluation processes has identified the need to expand services. The SBDC is seeking additional Grant Funding via the SBA and the Banking Community.
- There is a need for additional services in expanding the AS-SBDC
- The SBDC through evaluation processes has identified the need to expand services. The SBDC is seeking additional Grant Funding via the SBA and the Banking Community.

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



What steps are taken when an outcome is not achieved?

- All out comes are reported to ASCC and the U.S. Small Business Administration.
- All outcomes are reported to ASCC and the U.S Small Business Administration.
- All goals agreed upon between the SBDC and the US Small Business Administration are met and surpassed over the years.
- All out comes are reported to ASCC and the U.S. Small Business Administration.
- All out comes are reported to ASCC and the U.S. Small Business Administration.

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

- * Training Goals have been met, * Counseling Goals have been met, * Grants are Awarded Annually.
- Training Goals have been met, Counseling Goals have been met, Grants are Awarded Annually.
- Continued grant awards. Community Recognition Chamber of Commerce recognition
- * Training Goals have been met, * Counseling Goals have been met, * Grants are Awarded Annually.
- Given business training and counseling numbers are met every year as well as grants being awarded annually.
- * Training Goals have been met, * Counseling Goals have been met, * Grants are Awarded Annually.

AMERICAN SAMOA COMMUNITY COLLEGE



Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

Divisional Assessment SPR 2014

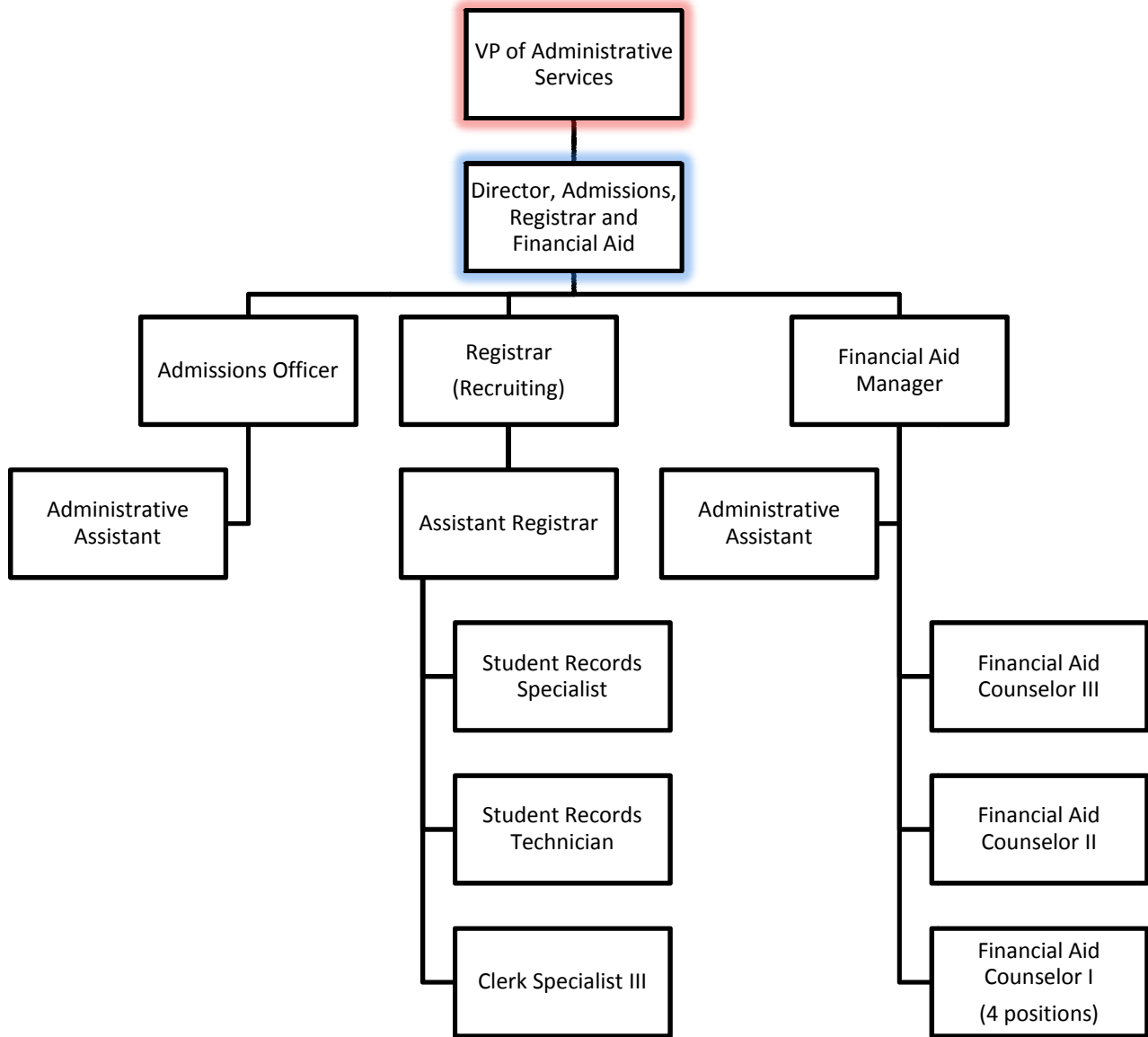
Admissions, Registrar and Financial Aid

Admissions, Registrar and Financial Aid Mission

ARFAO Administration

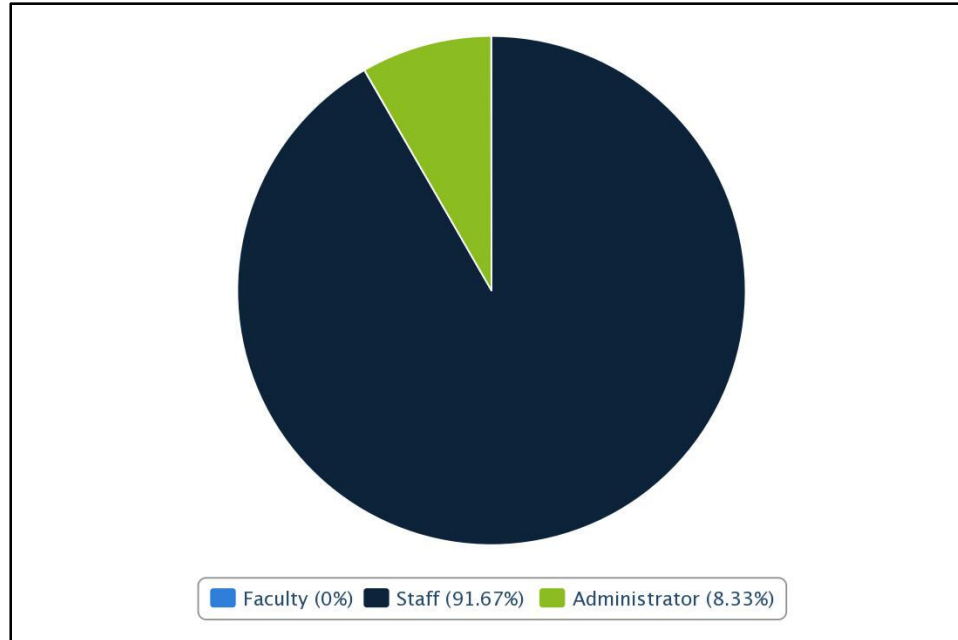
Director	Sifagatogo Tuitasi
Admissions Officer	Elisapeta Leuma
Assistant Registrar	Maina Galea'i
Financial Aid Manager	Peteru Lam Yuen

Physical Facilities Maintenance Organizational Chart



1. DEPARTMENT/PROGRAM /DIVISION DATA

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



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

- The mission of the Admission, Registrar and Financial Aid Offices is to ease enrollment procedures, increase overall student enrollment and retention, and provide all information, services, and assembling financial resources that are available to and/or needed by students of ASCC. In addition, the offices will insure the accuracy, integrity, and security of the academic records and offer as many opportunities for financial aid as possible to support an eligible student in completion of a degree at ASCC. We will strive to provide quality service to students, faculty, staff, alumni, and other constituents of the college community. This service will also include the progression of students through the academic arena such as testing, admission, registration, degree planning, and graduation. Further, the office will provide timely response to requests for transcripts of current and former students, provide particular emphasis toward processes related to academic records, academic progress, enrollment data, classroom support, academic certification, and oversight of Academic Policy in regards to the integrity of the degrees and certificates offered by the ASCC.
- Admissions office most important mission statement is to ease enrollment procedures, and to provide quality services to the students.
- The mission of the Admission, Registrar and Financial Aid Offices is to ease enrollment and retention, and provide all information, services, and assembling financial resources that are available to and/or needed by students of ASCC. In addition, the offices will insure the accuracy, integrity, and security of the academic records and offer as many opportunities for financial aid as possible to support an eligible student in completion of a degree at ASCC. We will

Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

strive to provide quality service to students, faculty, staff, alumni, and other constituents of the college community. This service will also include the progression of student through the academic arena such as testing, admission, registration, degree planning, and graduation. Further, the office will provide timely response to requests for transcripts of current and former students, provide particular emphasis toward processes related to academic records, academic progress, enrollment data, classroom support, academic certification, and oversight of Academic Policy in regards to the integrity of the degrees and certificates offered by the ASCC.

- Provide assistance to students, and ensure that all eligible individuals benefit from federal financial assistance for continue education at ASCC.
- The mission of the Admission, Registrar and Financial Aid Offices is to ease enrollment procedures, increase overall student enrollment and retention, and provide all information, services, and assembling financial resources that are available to and/or needed by students of ASCC. In addition, the offices will insure the accuracy, integrity, and security of the academic records and offer as many opportunities for financial aid as possible to support an eligible student in completion of a degree at ASCC. We will strive to provide quality service to students, faculty, staff, alumni, and other constituents of the college community. This service will also include the progression of students through the academic arena such as testing, admission, registration, degree planning, and graduation. Further, the office will provide timely response to requests for transcripts of current and former students, provide particular emphasis toward processes related to academic records, academic progress, enrollment data, classroom support, academic certification, and oversight of Academic Policy in regards to the integrity of the degrees and certificates offered by the ASCC.
- The mission of the Financial Aid Office (FAO) is to ensure that all eligible individuals benefit from federal financial assistance for education beyond high school. Promoting and assuring higher education access and opportunity are the basic principles of FSA. By supporting the promise of post-secondary education, we uphold its value as a force for greater inclusion in our society and for the continued vitality of American Samoa as a U.S. territory.
- TO SERVE & ASSIST THE FINANCIAL NEEDS OF STUDENTS.
- The mission of the Financial Aid Office (FAO) is to ensure that all eligible individuals benefit from federal financial assistance for education beyond high school. Promoting and assuring higher education access and opportunity are the basic principles of Federal Student Aid.
- The mission of the Financial Aid Office (FAO) is to ensure that all eligible students benefit from federal financial assistance for education beyond high school. Promoting and assuring higher education access and opportunity are the basic tenets of the student financial assistance administration. By supporting the promise of post secondary education, we uphold its value as a force for greater inclusion in our society and for the continued vitality of American Samoa as a U.S. Territory.
- The Financial Aid Mission is to provide Financial Aid services and assistance that are accessible to students.
- The mission of the Financial Aid Office (FAO) is to ensure that all eligible individuals benefit from federal financial assistance for education beyond high school. Promoting and assuring higher education access and opportunity are the basic principles of Federal Student Aid. By supporting the promise of postsec-ondary education, we uphold its value as a force for greater inclusion in our soci-ety and for the continued vitality of American Samoa as a territory of the United States of America.

Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

- The mission of the Financial Aid Office (FAO) is to ensure that all eligible individuals benefit from federal financial assistance for education beyond high school. Promoting and assuring higher education access and opportunity are the basic principles of Federal Student Aid.

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

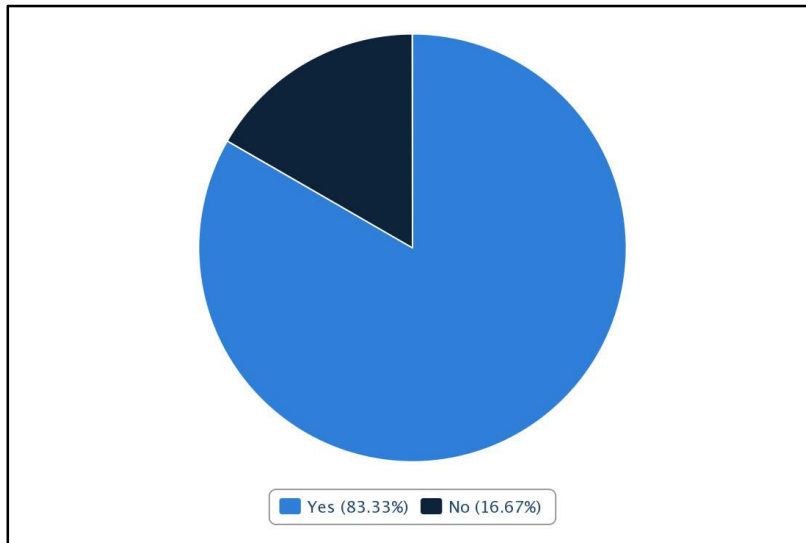
- 1. Students enjoy ARFAO's extended hours of operation to adequately meet student needs and create greater operational efficiency and reduce turn-around time. 2. Students ARFAO needs are addressed in a timely manner. 3. ARFAO possesses a combined Standard Operating Procedures Manual which is reviewed every year for improvement to efficiently and regularly serve ASCC stakeholders. 4. Students complete all admissions and financial aid applications within the period of time scheduled for each term.
- To meet students needs and complete all admissions and financial aid applications within the period of time scheduled for each term.
- 1. Students enjoy ARFAO's extended hours of operation to adequately meet student needs and create greater operational efficiency and reduce turn-around time. 2. Students ARFAO needs are addressed in a timely manner. 3. ARFAO possesses a combined Standard Operating Procedures Manual which is reviewed every year for improvement to efficiently and regularly serve ASCC stakeholders. 4. Students complete all admissions and financial aid applications within the period of time scheduled for each term.
- Promote consumer information concerning financial aid programs expenses, eligibility criteria, award procedures and student rights and responsibilities.
- 1. Students enjoy ARFAO's extended hours of operation to adequately meet student needs and create greater operational efficiency and reduce turn-around time. 2. Students ARFAO needs are addressed in a timely manner. 3. ARFAO possesses a combined Standard Operating Procedures Manual which is reviewed every year for improvement to efficiently and regularly serve ASCC stakeholders. 4. Students complete all admissions and financial aid applications within the period of time scheduled for each term.
- STUDENTS ARE ABLE TO ATTEND COLLEGE AND FURTHER THEIR EDUCATION THROUGH FINANCIAL AID. OUR JOB IS TO ASSURE THE STUDENT IS ELIGIBLE AND QUALIFIED FOR FINANCIAL AID.
- By supporting the promise of postsecondary education, we uphold its value as a force for greater inclusion in our society and for the continued vitality of American Samoa as a territory of the United States of America.
- -Help students apply for their Financial Aid Application -Determine Financial Aid awards -Provide Financial Aid counseling -Offer Federal Work-Study resources to help eligible student earn funds for their educational expenses...
- Clear and effective communication Continuous improvement Customer focus Ethics and integrity Mutual respect Professionalism Resourcefulness Staff development Teamwork

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

- Supports in providing services that fosters successful student learning.
- To maintain permanent academic records for current and former students, and statistical reporting.
- Promoting and assuring higher education access and opportunity are basic tenets of the student financial assistance administration
- ARFAO's mission and outcomes support the institution's mission of providing support services to its students to achieve all their educational goals.
- WITHOUT THE STUDENTS WE HAVE NO INSTITUTION.
- eligible students are financed and supported by our job to secure funds to fund their education so they can achieve an higher education.
- The American Samoa Community College (ASCC) is providing high quality services that will enable students to achieve their educational goals, and we (FAO) provide financial assistance in support of student learning.
- The Financial Aid Mission supports the institutions mission by providing financial assistance opportunities 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.
- By supporting the promise of post-secondary education, we uphold its value as a force for greater inclusion in our society and for the continued vitality of American Samoa as a territory of the United States of America. Our mission helps to ensure that student learning is not hindered due to students financial obligations with ASCC.

2. PERSONNEL DATA

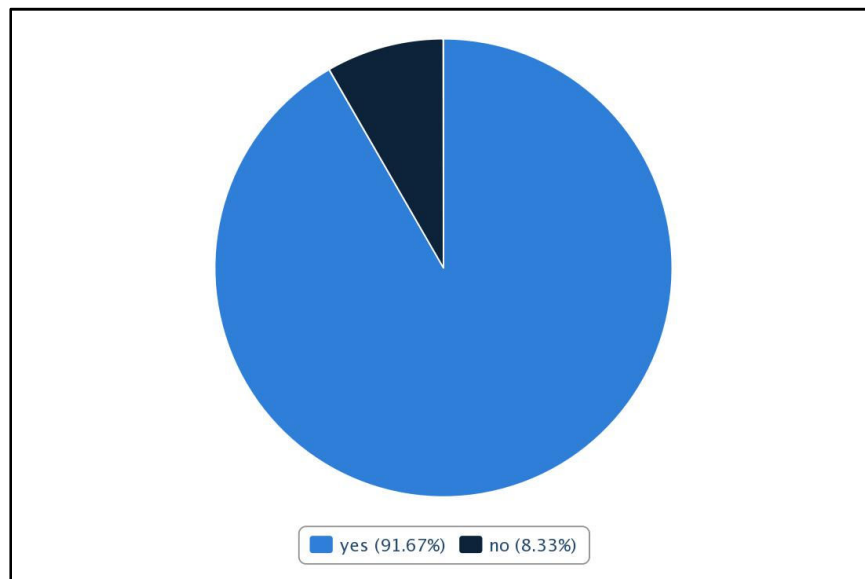
Is the number of personnel adequate to support your Dept/Prog/Div?



If "no", please explain:

- Short of man power if thing are not automated otherwise # of employees is adequate if everything is on-line.
- Need 2 additional personnel to support the data entry, recruitment, and reports for the Admissions side.

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



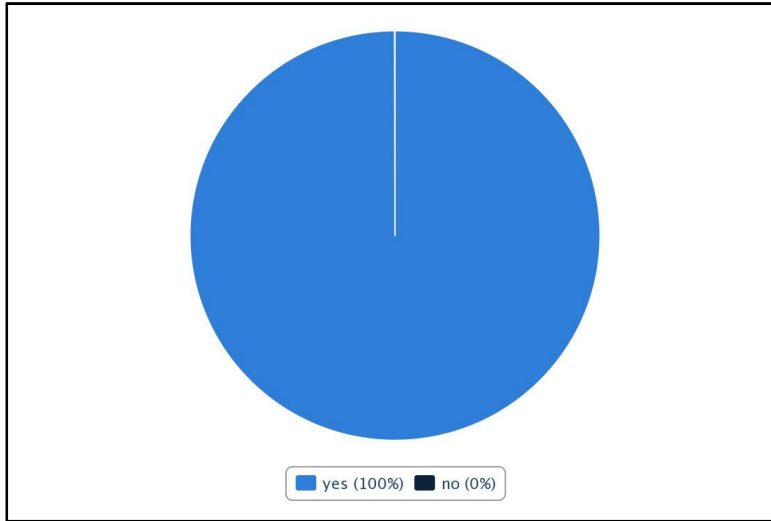
Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

If “no”, please explain:

- MORE TRAINING

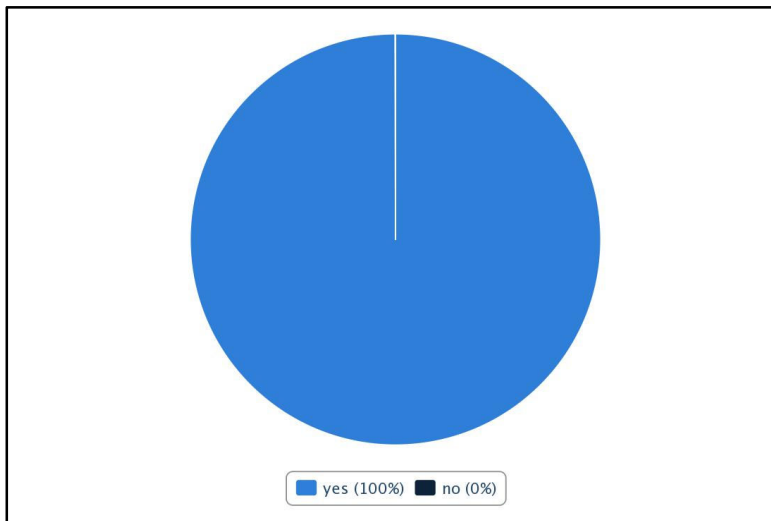
Are all proper documentation (degrees, certificates, etc.) on file continuously updated?



If "no", please explain:

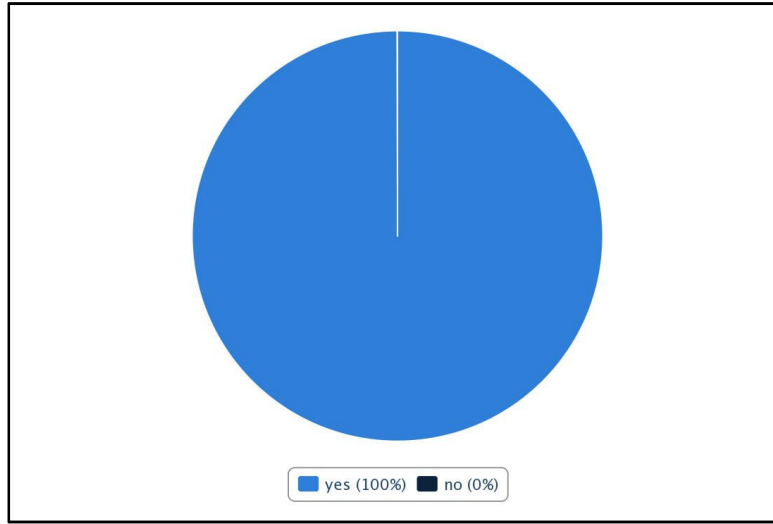
- No answers

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



3. FACULTY ROSTER

Are you a Full time or Part time employee?



Number of Courses you teach:

- n/a

Degrees, Coursework and other publications:

- N/A
- A.S. Automotive Mechanic Technology/ Automotive Body Repair
-

Other qualifications not listed in previous question:

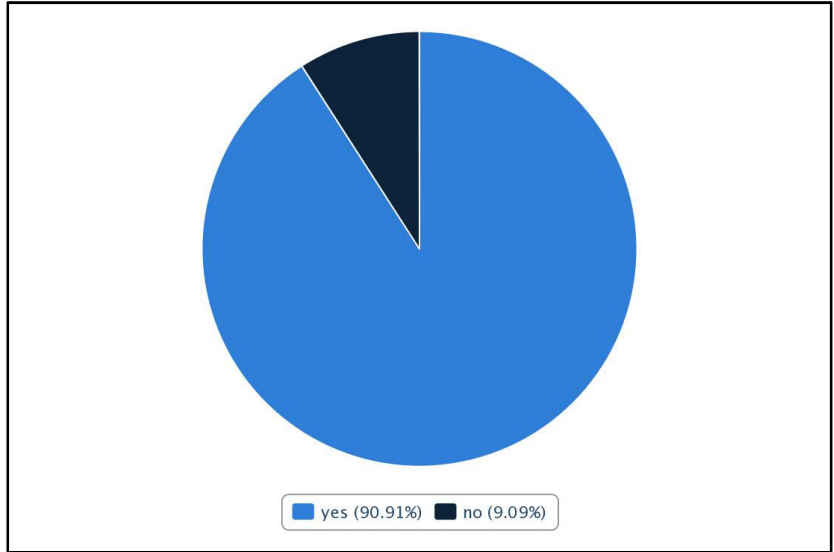
- n/a

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

- ALUMNI ETC...
- N/A
- NA
- ASCC Alumni Association, Member
- ASCC Appreciation Day Committee

4. STAFF DEVELOPMENT

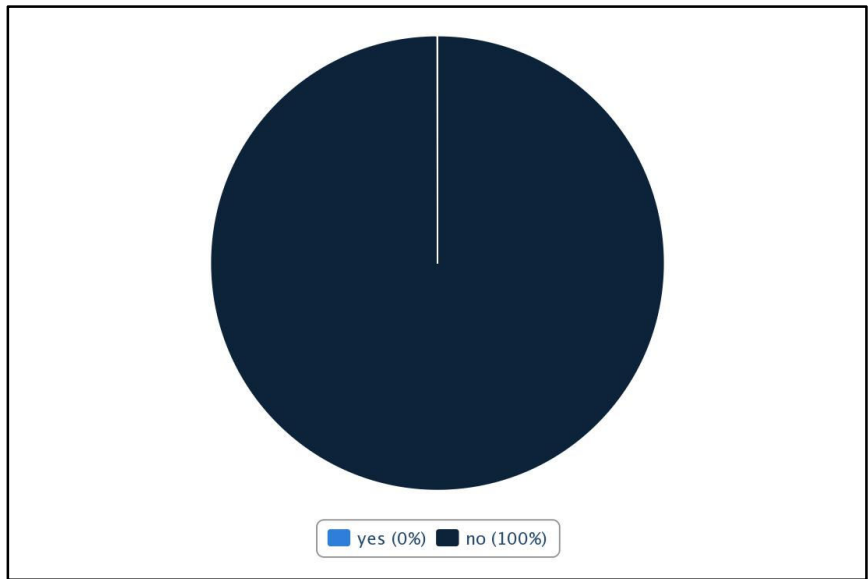
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- No Answers

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



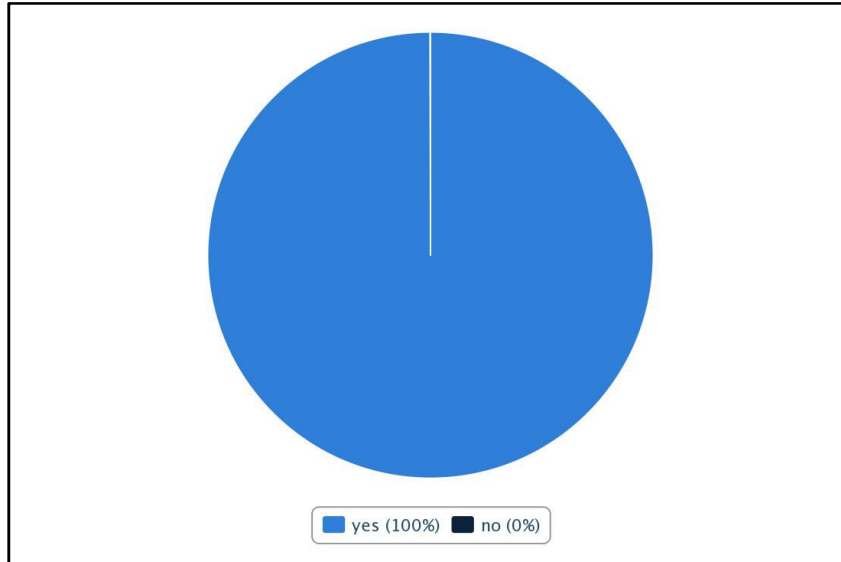
Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

If “yes”, please explain:

- No answers

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

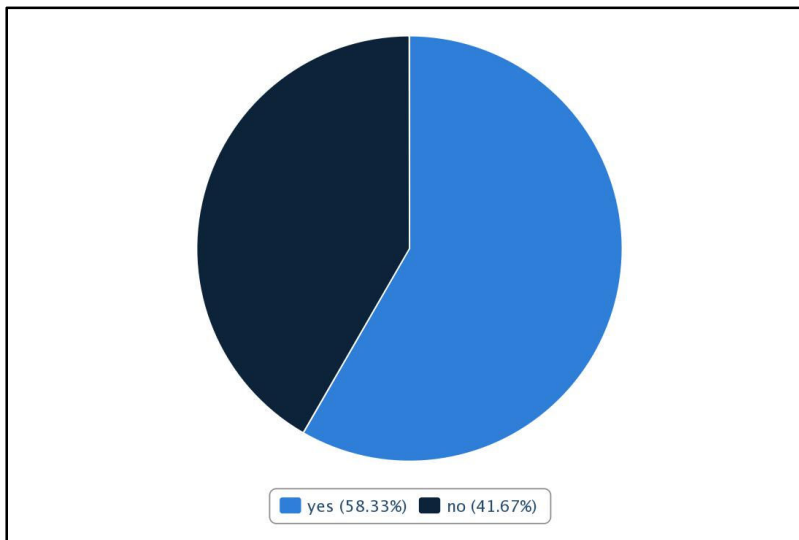


5. FACILITIES, EQUIPMENT and BUDGET

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

- Well maintained newly renovated facility.
- None
- Admission Office has 2 AC, the other AC is not working for 3 month's now.
- ARO side: 3 offices occupied by the Director, Admission Officer, and the Assistant Registrar; 1 archive room; 6 staff cubicles; service window, and service counter. FAO side: 7 offices occupied by the Financial Aid Manager and 6 financial aid counselors; service counter
- SMALL, CRAMPED, NOT CONDUCTIVE TO COUNSELING STUDENTS
- WE CAN USE A MUCH MORE SPACIOUS AREA TO PERFORM OUR DUTIES.
- 7 Offices
- Each counselors have their own office but our storage or archive it's in one of the classroom (RM7)...
- N/A
- office next to room 7.

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



If "no", please explain:

Summarized comments:

Financial Aid Office – Need more space (privacy issue/ FERPA compliance) = 3 comments
Minor adjustments to service window = 1 comment

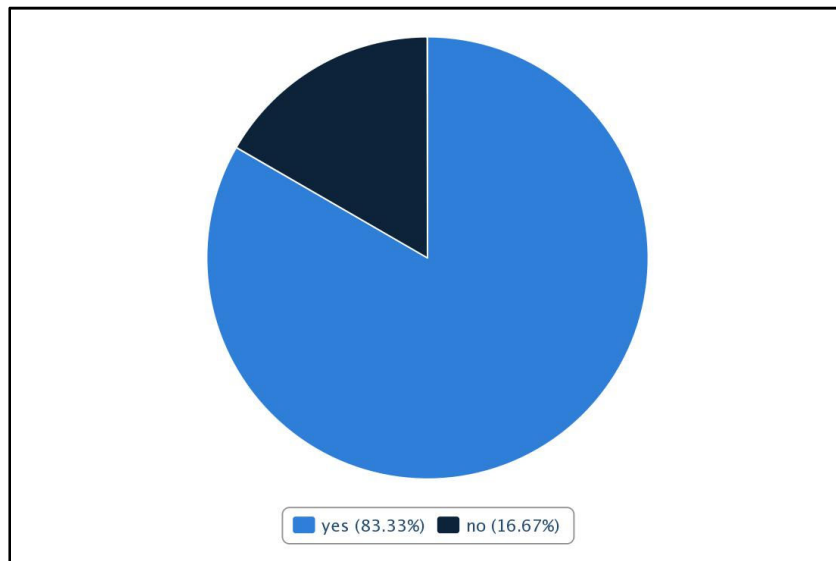
Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

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

- All personnel have desktop computers; 8 printers
- NEED WORKING FAX MACHINE, MORE PRINTERS
- INADEQUATE
- N/A
- Heavy Duty Copy-Machine - we can use it for printing, emailing, and scan students documents...
- We use the DATatel system, EDexpress software and EDconnect (USDOEd required software systems to use), Dell XP computers, and 1 Tera backup. Our computers are mostly old ones and need to be updated to be in compatible with new updates that the USDOEd comes up with every year. The system always crashes and when this happens, we lose our files. We purchased a 1Tera backup from MIS but it doesnt save our data for all the years in our system. Need something with more space.

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



If so, please list and explain:

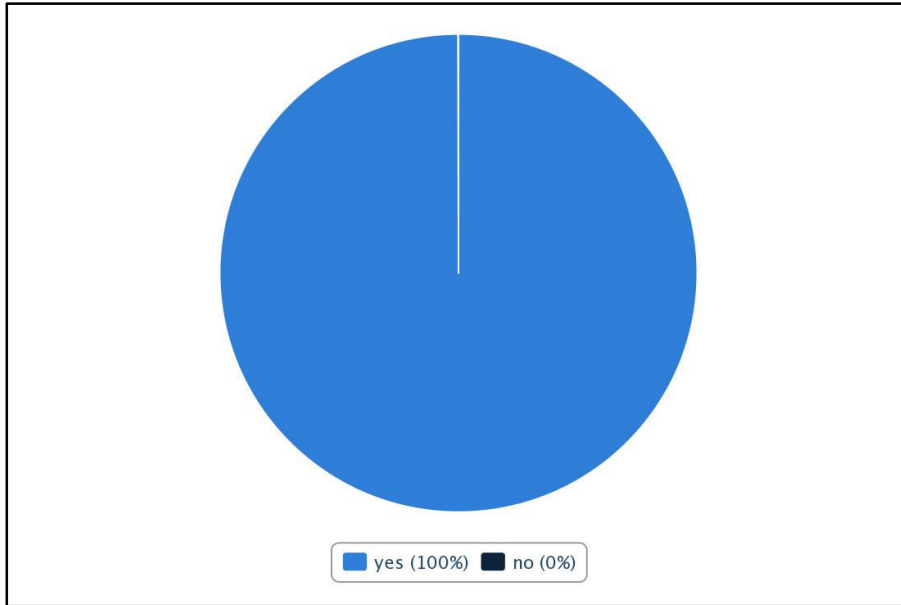
Summarized comments:

- AC = 1 comment
- PA System = 1 comment
- More space = 3 comments
- More Privacy = 1 comment
- New/ better computers for system Financial Aid is required to use = 1 comment

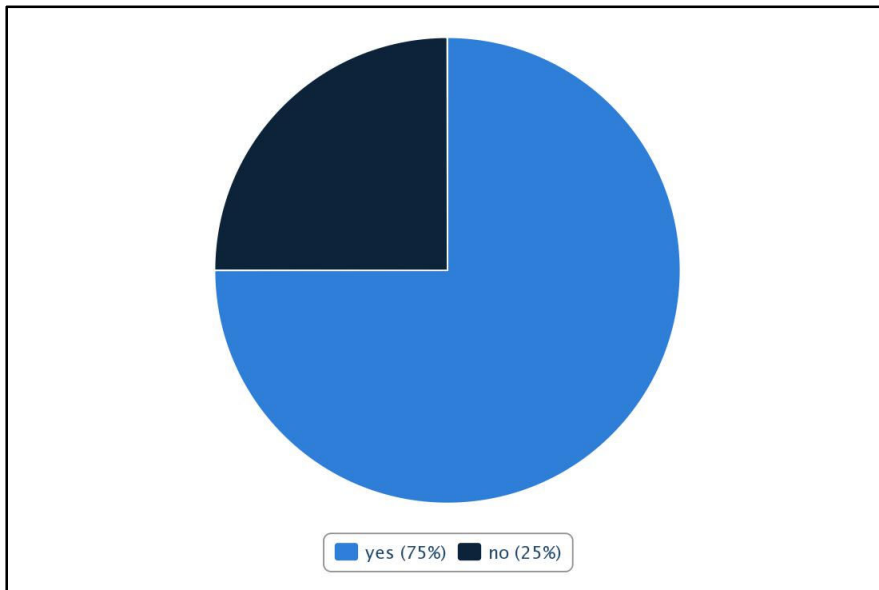
Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

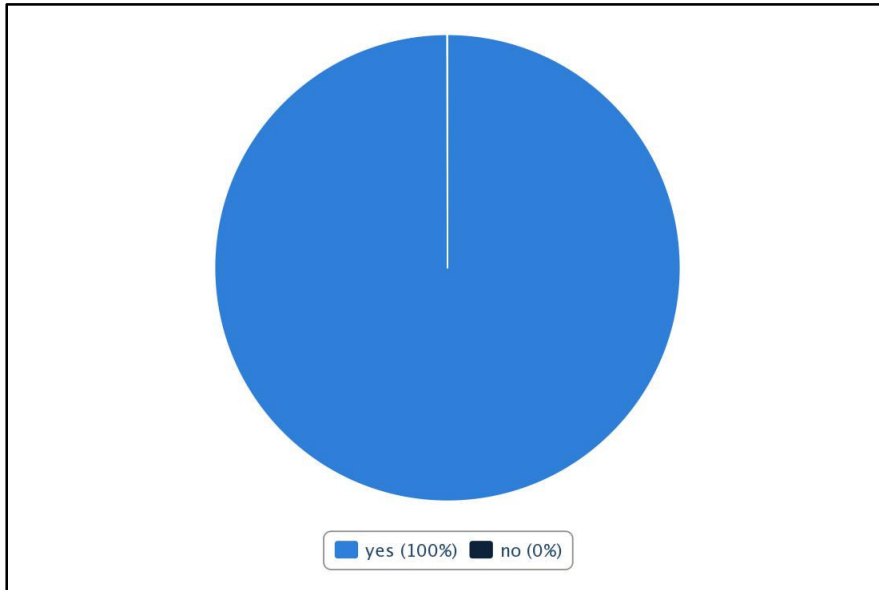
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



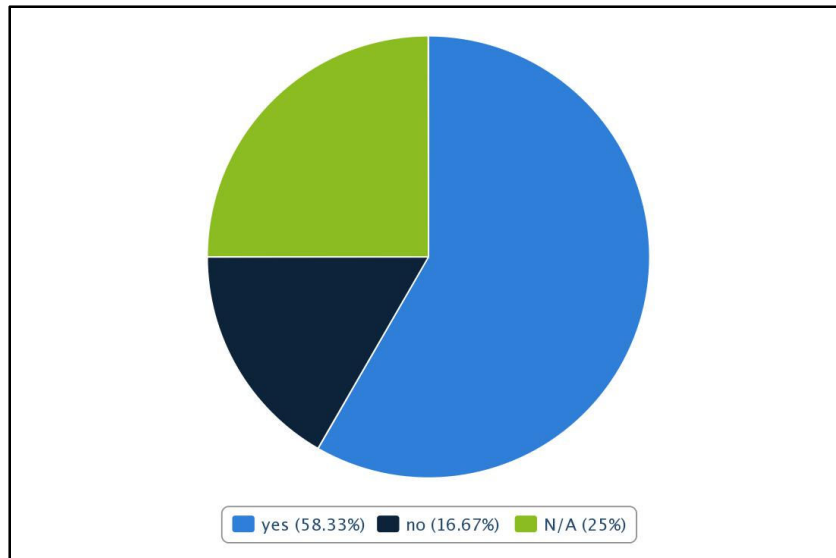
Are the physical facilities accessible to persons with disabilities?



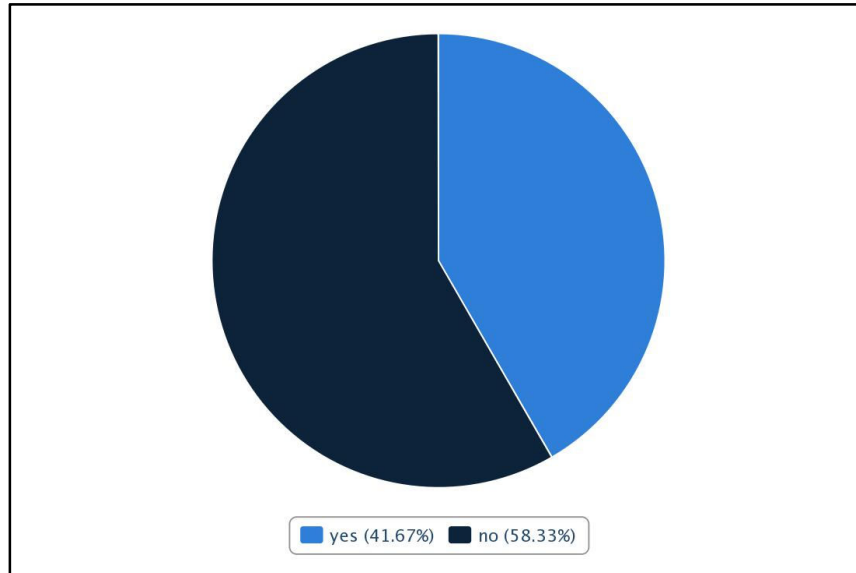
If "no", please describe below what is needed to make your area accessible.

- No answers

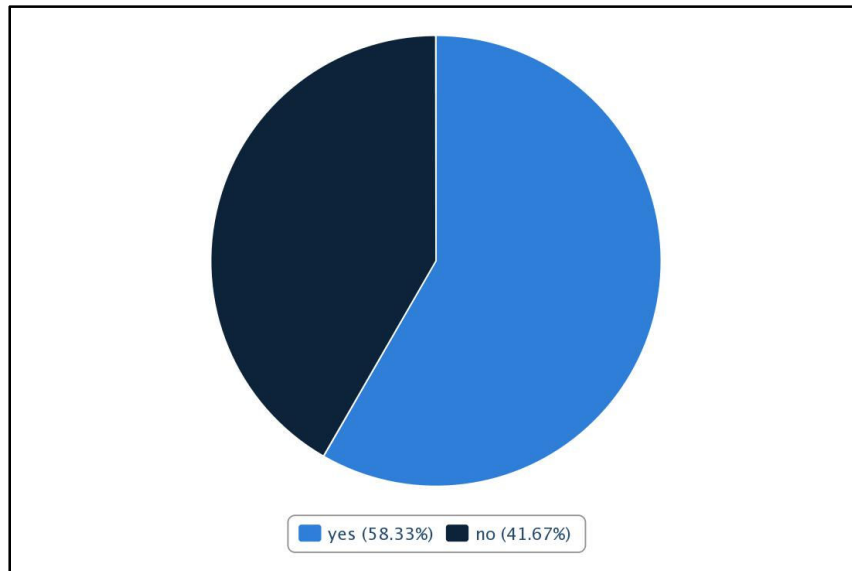
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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



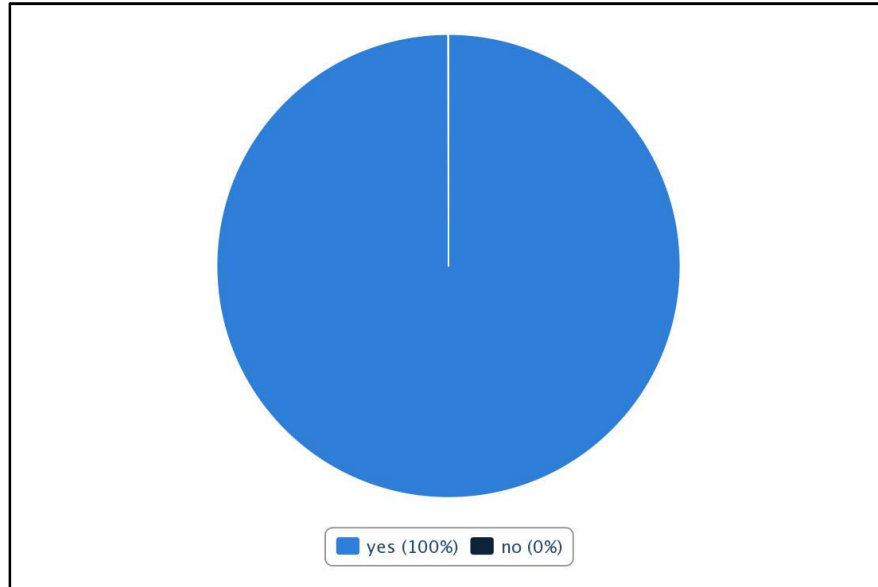
If "no", please explain:

Summarized comments:

- Need more funding for supplies needed for operations = 4 comments
- Need more funding for off island training = 1 comment

6. TECHNOLOGY and LIBRARY

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



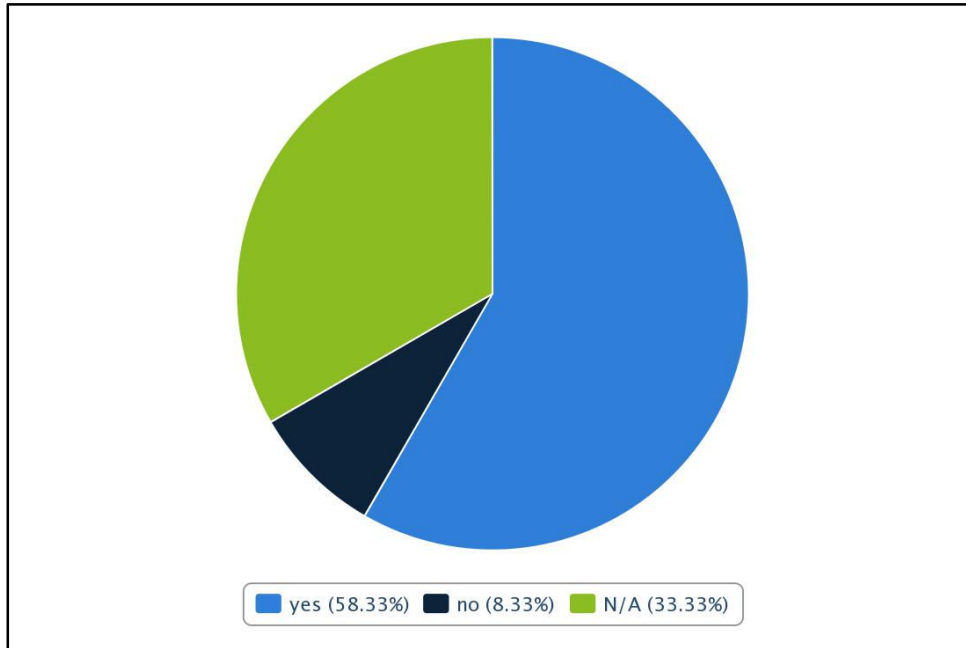
If "yes", please list or if "no", please explain:

- Moodle, Smart Board Applications
- datatel, webmail
- Compliance Assist, Datatel, Webmail, WebAdvisor
- Smart Board apps Are Added to almost every classroom. Moodle is being used in some courses in the college. email is being used to contact students when they can't be reached by any other means.
- N/A

Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

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

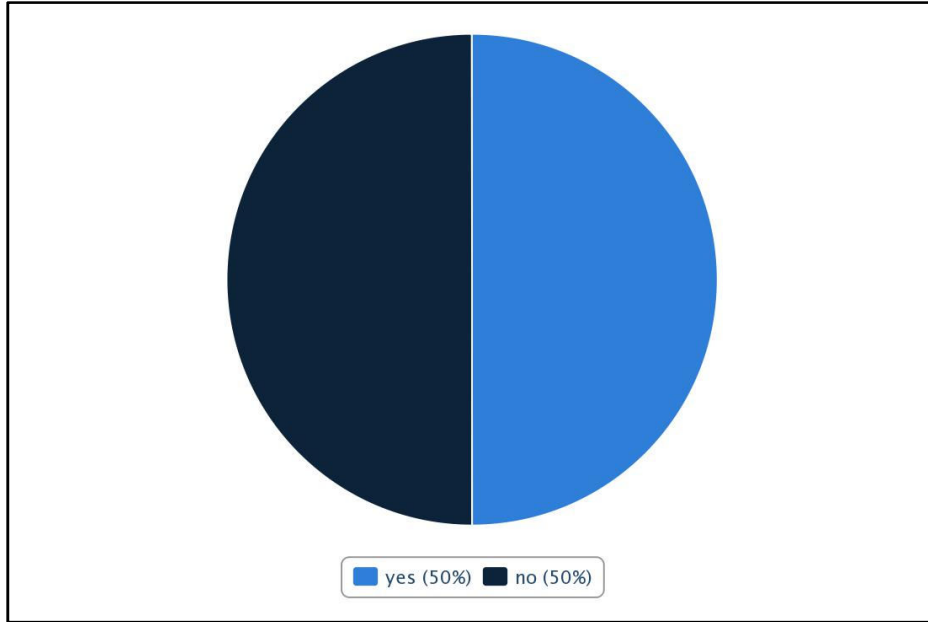


If "no", please explain:

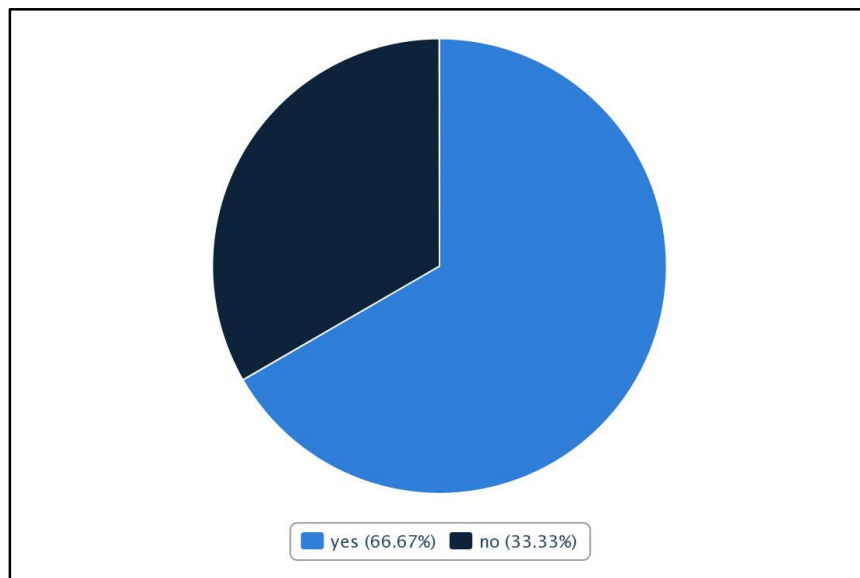
- All day and maybe some Evenings. If we were to open the Library up to 10 PM, it would help out a lot of students who don't have the access to some materials and resources.

6. EVALUATION AND IMPROVEMENT

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



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



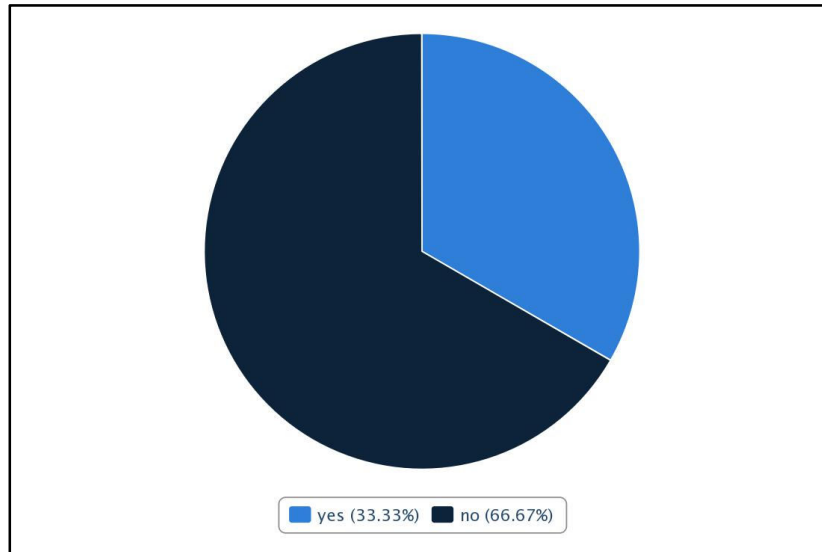
Divisional Assessment SPR 2014

Admissions, Registrar and Financial Aid

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Weighted Average
Annual Reports	1 (9.09%)	1 (9.09%)	2 (18.18%)	6 (54.55%)	1 (9.09%)	11	3.45 / 5
Quarterly Reports	0 (0.00%)	1 (9.09%)	2 (18.18%)	7 (63.64%)	1 (9.09%)	11	3.73 / 5
Bi-Weekly Reports	0 (0.00%)	0 (0.00%)	1 (10.00%)	4 (40.00%)	5 (50.00%)	10	4.40 / 5
Student Learning Outcome Reports	2 (18.18%)	1 (9.09%)	2 (18.18%)	5 (45.45%)	1 (9.09%)	11	3.18 / 5
Institutional Strategic Plan	2 (18.18%)	1 (9.09%)	2 (18.18%)	6 (54.55%)	0 (0.00%)	11	3.09 / 5
Performance Evaluation	0 (0.00%)	0 (0.00%)	3 (27.27%)	7 (63.64%)	1 (9.09%)	11	3.82 / 5
Institutional Program Review	1 (9.09%)	1 (9.09%)	2 (18.18%)	6 (54.55%)	1 (9.09%)	11	3.45 / 5
Course Evaluation	2 (18.18%)	1 (9.09%)	2 (18.18%)	6 (54.55%)	0 (0.00%)	11	3.09 / 5
Student Satisfaction Survey	2 (18.18%)	1 (9.09%)	2 (18.18%)	6 (54.55%)	0 (0.00%)	11	3.09 / 5
Fact Sheets/ Books	1 (9.09%)	1 (9.09%)	4 (36.36%)	5 (45.45%)	0 (0.00%)	11	3.18 / 5
							3.44 / 5

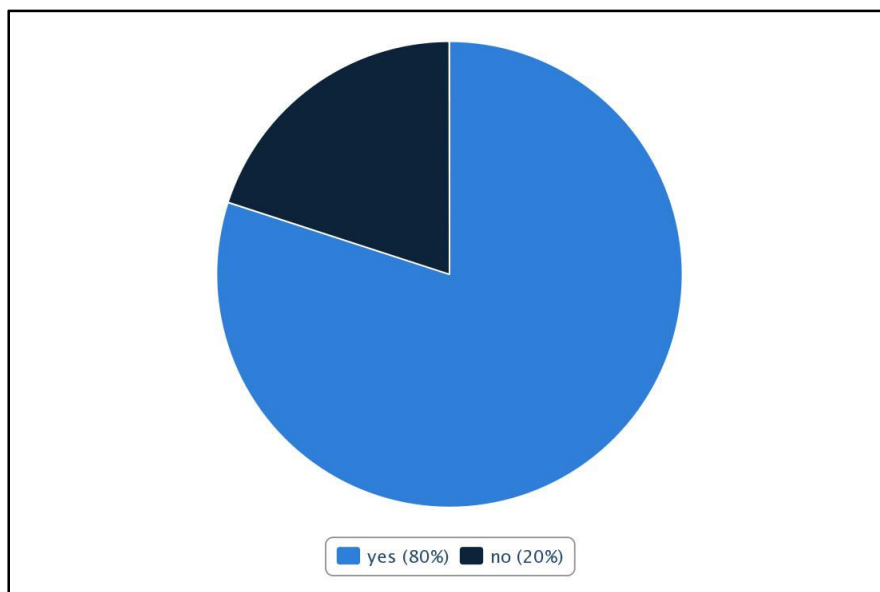
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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

- There is an improvement in time of registration because there is also an online registration.

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



What steps are taken when an outcome is not achieved?

- Meeting and planned how to achieve outcome with respective people.
- Talk it out with supervisors and try to get it fixed.
- 1. Meet with the office managers 2. Discuss and assess the outcomes 3. Provide solutions to ensure meeting the divisional outcomes
- NONE
- Continuous action plans within the division.
- re-evaluate outcome and take a different approach in order to meet student/institution needs

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

- Over the past three years: 1. As reported in our End of Year report in 2013, accountability & productivity has improved as shown in our submitted bi-weekly reports. 2. Transcript turn around time has changed from 5 days to 1-2 day turnaround 3. Financial aid batching has been on schedule and due to the created CAPP sessions, the staff have diligently worked on getting the funds to CAPP students given that this is a different setup from regular students - this is an accomplishment. 4. Received the Audit report with 0 findings for the Financial Aid Office 5. 95% of Blackbaud student records are in Datatel system 6. Online registration is up and running with collaboration with the MIS department
- NONE
- 2013-2014 Accreditation (FAO - 0 Findings)
- Ensure that ASCC's Program Participation Agreement (PPA) is renewed. That was a lengthy and tedious process and it turned out very well. ASCC's PPA will expire in 2019. -successfully complete FISAP report in order for ASCC to keep receiving financial aid from the federal government -successful completion of Audit. Audit Report has NO FINDINGS for financial aid office. I think this is the first time ASCC FAO Audit has come out clean