AMERICAN SAMOA COMMUNITY COLLEGE

Divisional Assessment SPR 2014
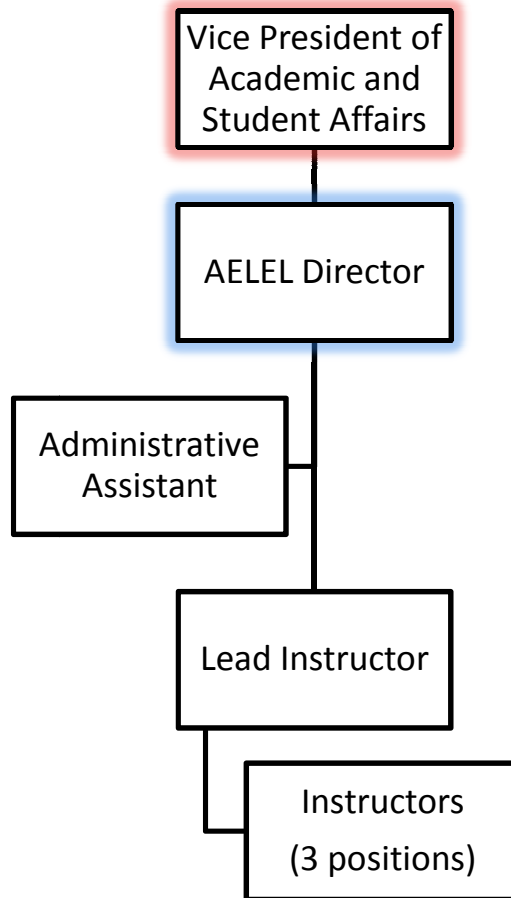
Adult Education Literacy and Extended Learning

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.
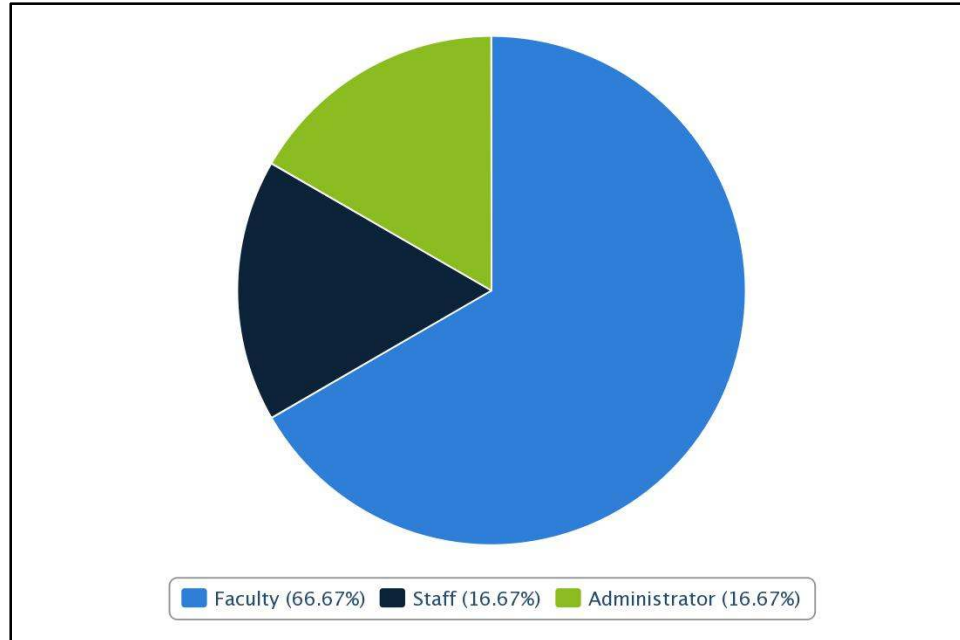
AELEL Administration

State Director	Fale Tauvela

AELEL Organizational Chart

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        ┌─────────────────┐
        │ Vice President of│
        │   Academic and   │
        │  Student Affairs │
        └─────────────────┘
                 │
        ┌─────────────────┐
        │  AELEL Director  │
        └─────────────────┘
                 │
  ┌──────────────┐
  │Administrative│
  │  Assistant   │
  └──────────────┘
                 │
        ┌─────────────────┐
        │ Lead Instructor  │
        └─────────────────┘
                 │
          ┌─────────────────┐
          │   Instructors    │
          │  (3 positions)   │
          └─────────────────┘
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1. DEPARTMENT/PROGRAM /DIVISION DATA

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

Faculty (66.67%)   Staff (16.67%)   Administrator (16.67%)

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 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 Postsendondary 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 support ASCC's mission by providing high quality educational serives 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 obtained a two years 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 supports the ASCC mission in fostering successful student learning in 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 supports the institution's mission by serving non-traditional students who needs to be transfer 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?

Yes (83.33%)   No (16.67%)
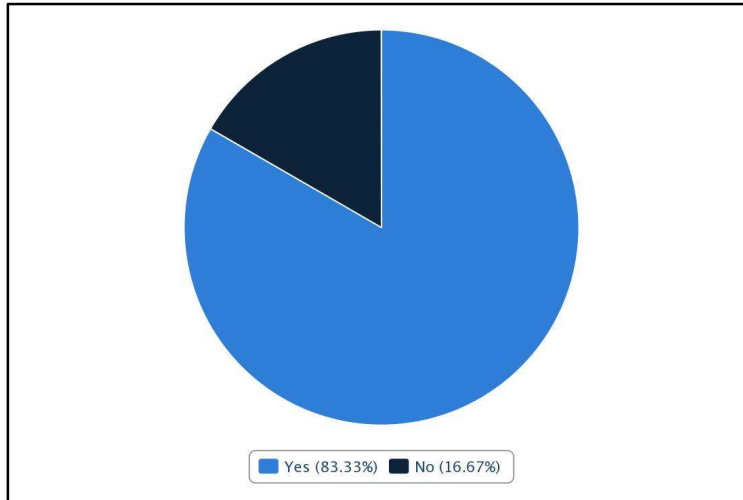
If "no", please explain:

- 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.

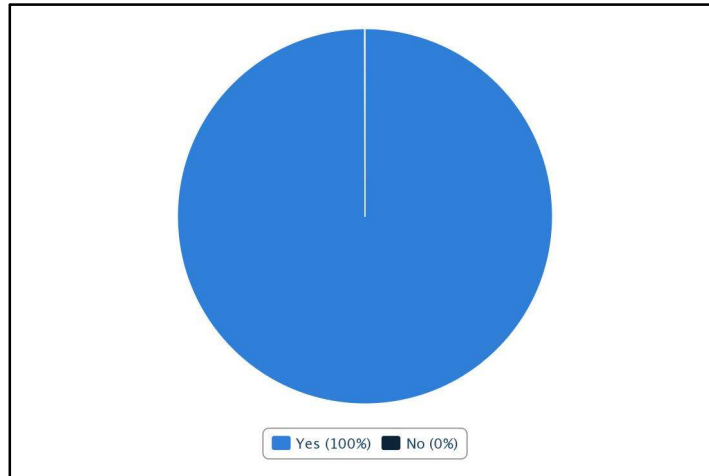### Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?
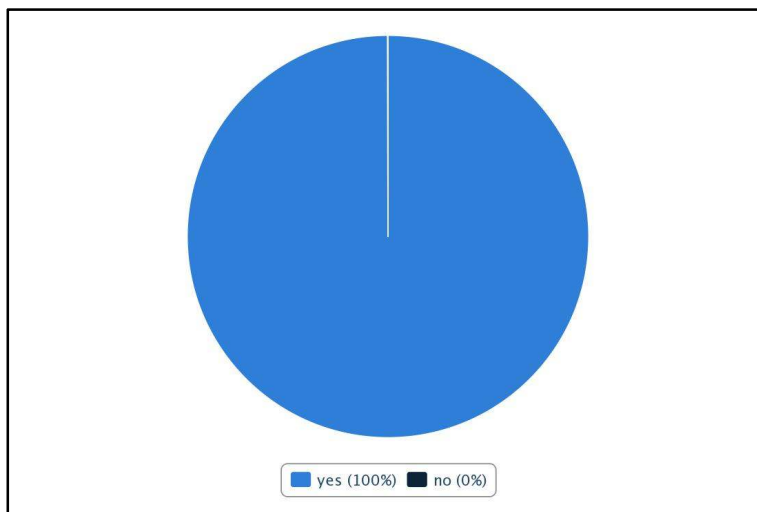
yes (100%)   no (0%)

If "no", please explain:
- No answers

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

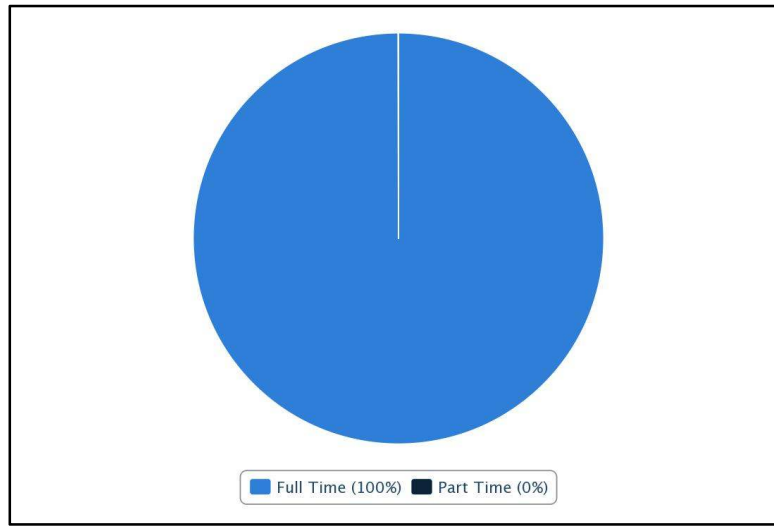Yes (100%)   No (0%)

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?

yes (100%)   no (0%)
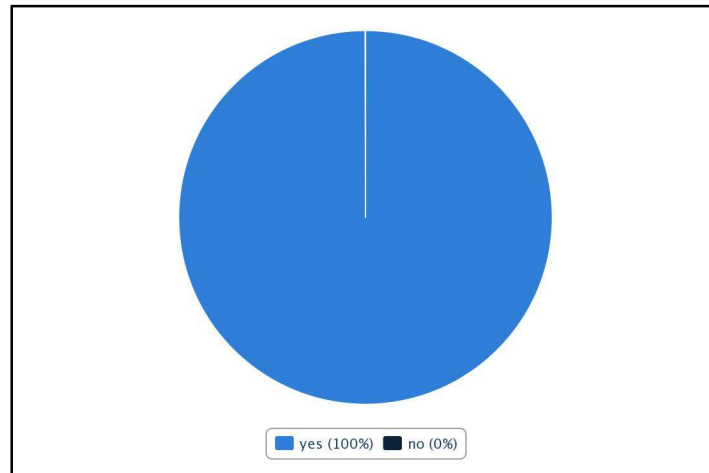
3. FACULTY ROSTER

Are you a Full time or Part time employee?

Full Time (100%) Part Time (0%)

Number of Courses you teach:

- I teach 4 classes.
- Five Courses
- 5 courses
- I am teaching four courses this semster.
- 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 .

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"
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- 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.
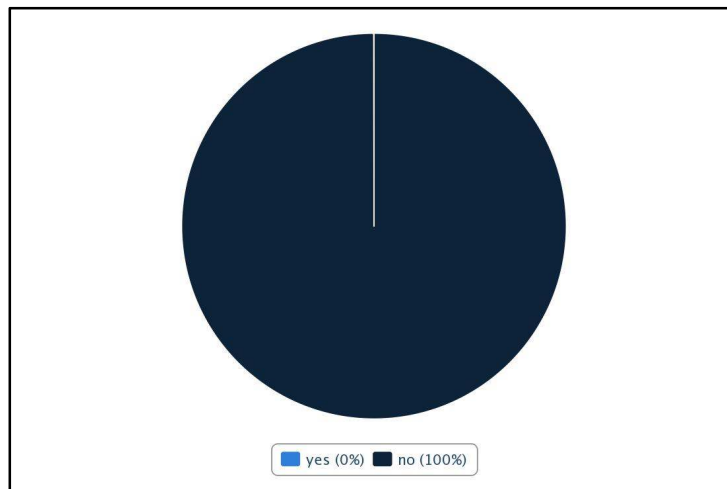
4. STAFF DEVELOPMENT

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?

Yes (100%) ■ No (0%)
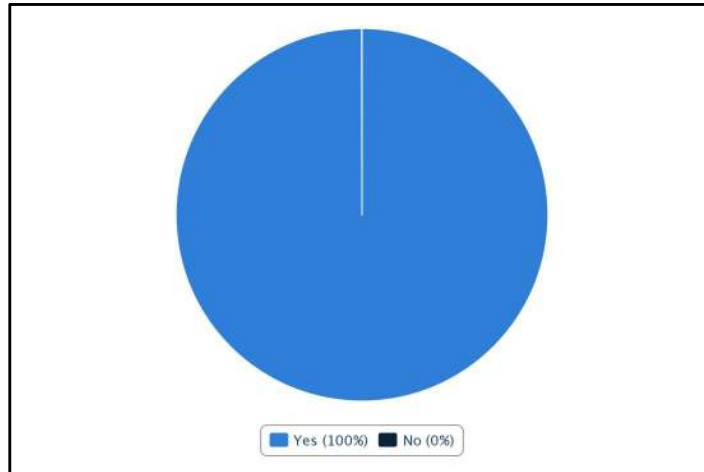
If "no", please explain:

- No answers

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

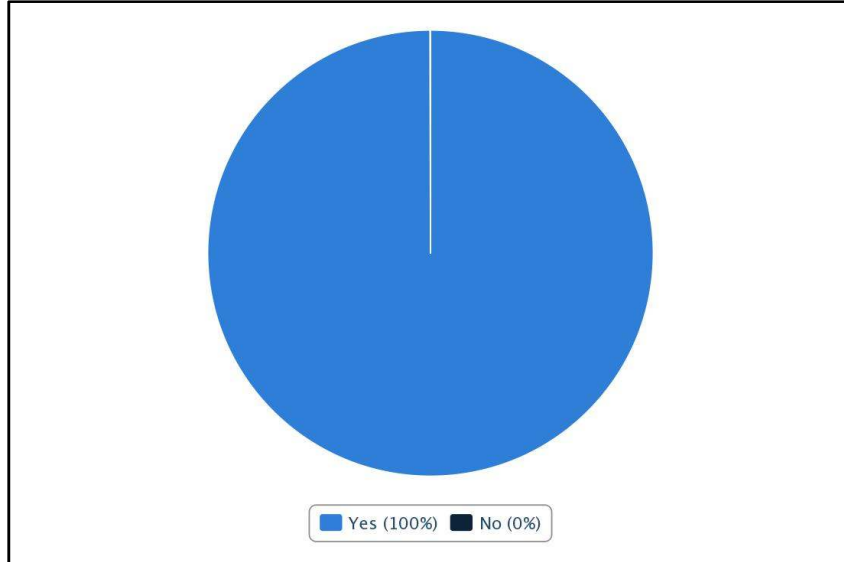yes (0%) ■ no (100%)

If "yes", please explain:

- No answers

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


Yes (100%)   No (0%)

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 hace 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?

yes (83.33%)   no (16.67%)
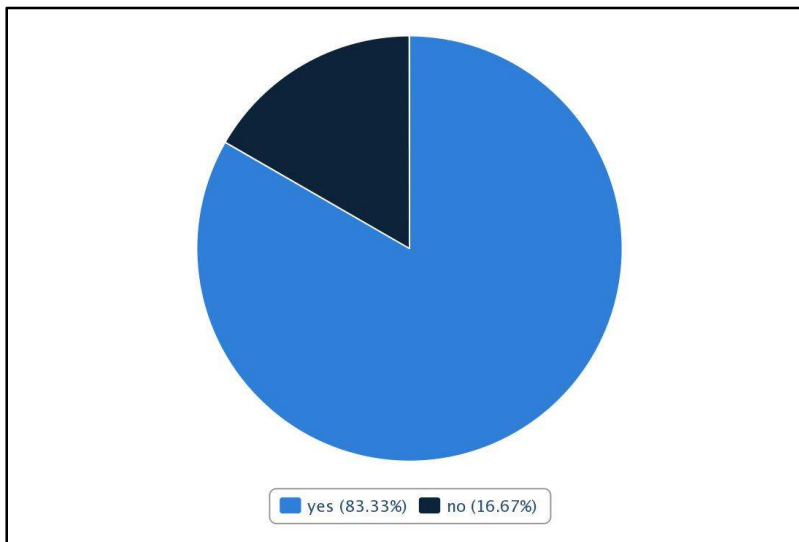
If "no", please explain:

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

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?


yes (50%) no (50%)
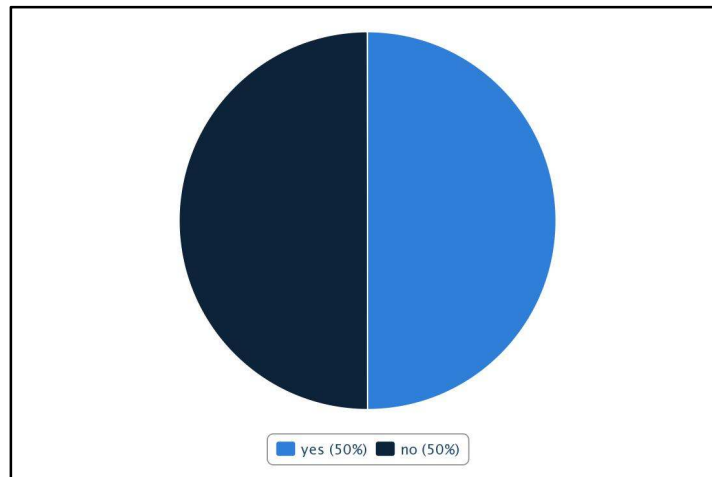
If so, please list and explain:

- 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.
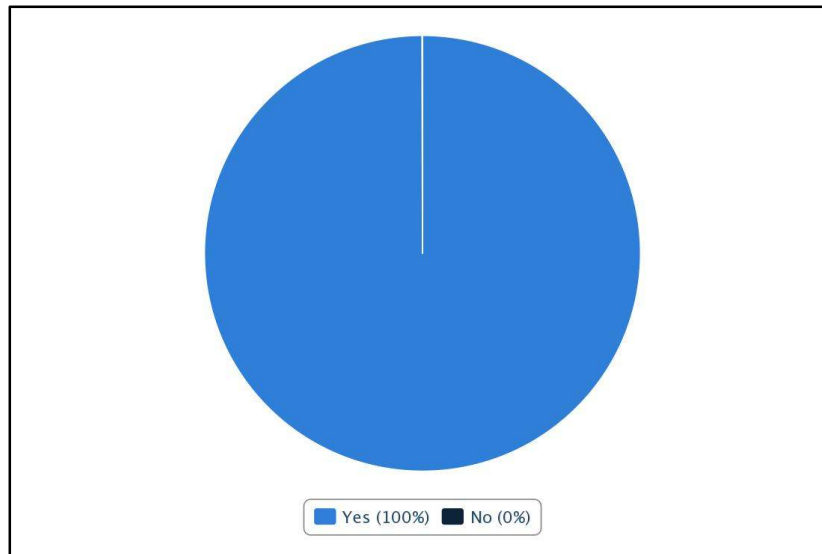 Need extra classroom on campus.

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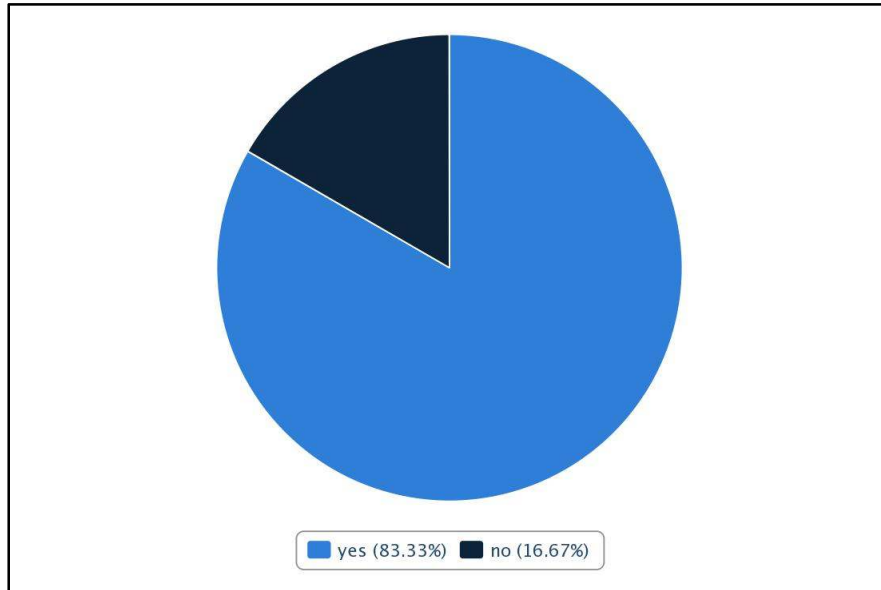

Yes (100%) ■ No (0%)
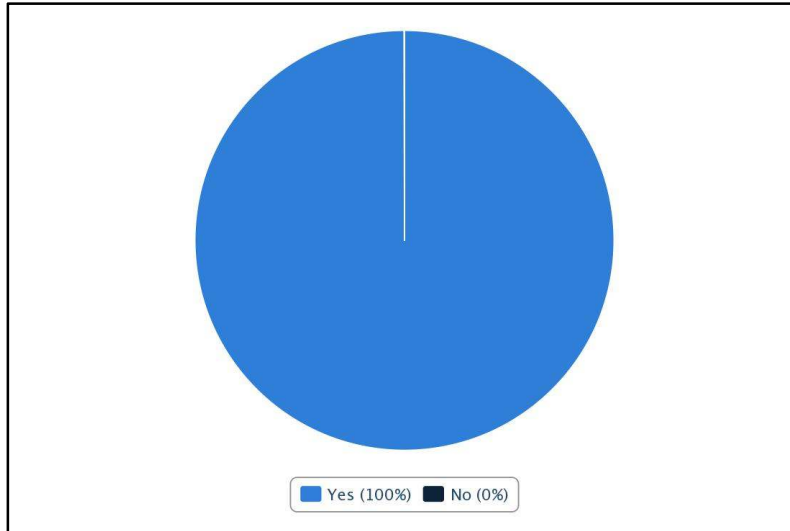
Does the institution take reasonable steps to provide a healthy, safe, and secure environment for this Dept/Prog/Div?

Yes (100%) ■ No (0%)

Are the physical facilities accessible to persons with disabilities?

yes (83.33%)   no (16.67%)

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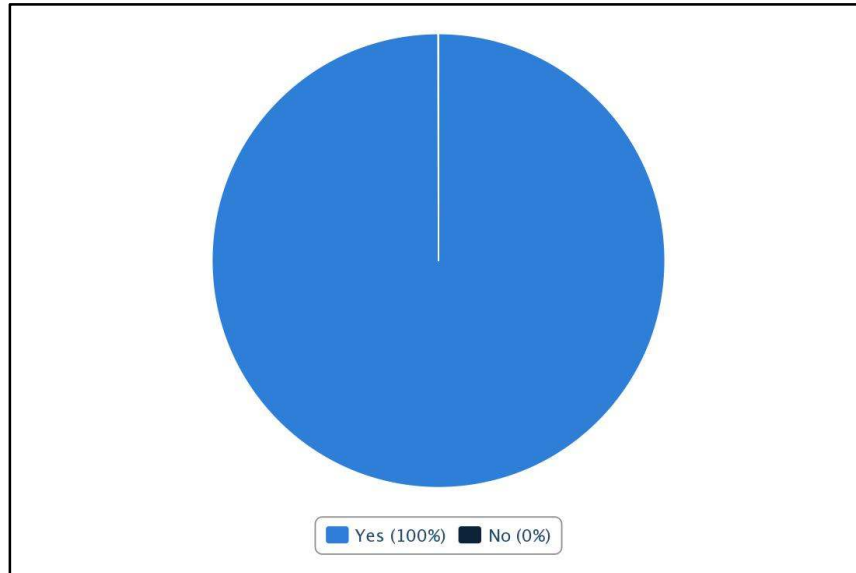
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?
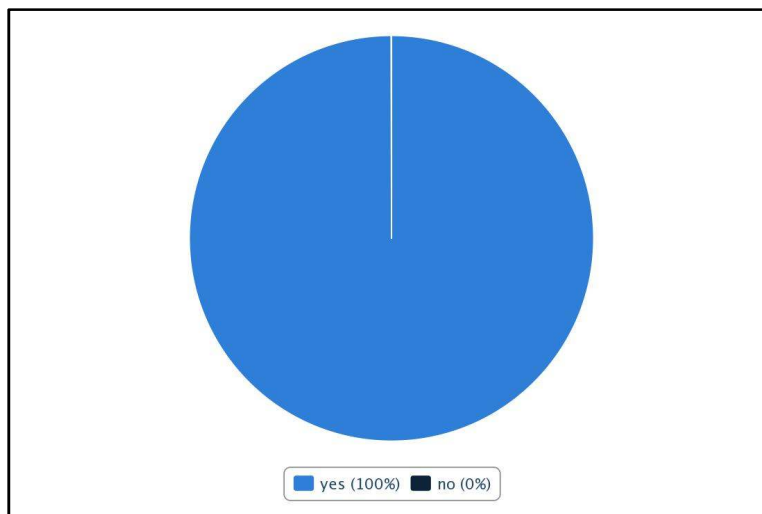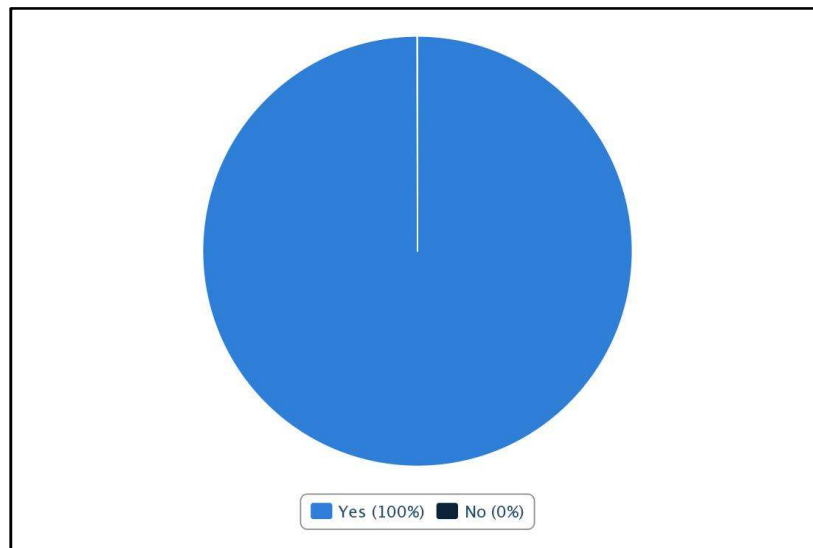

yes (100%)   no (0%)

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

Yes (100%)   No (0%)

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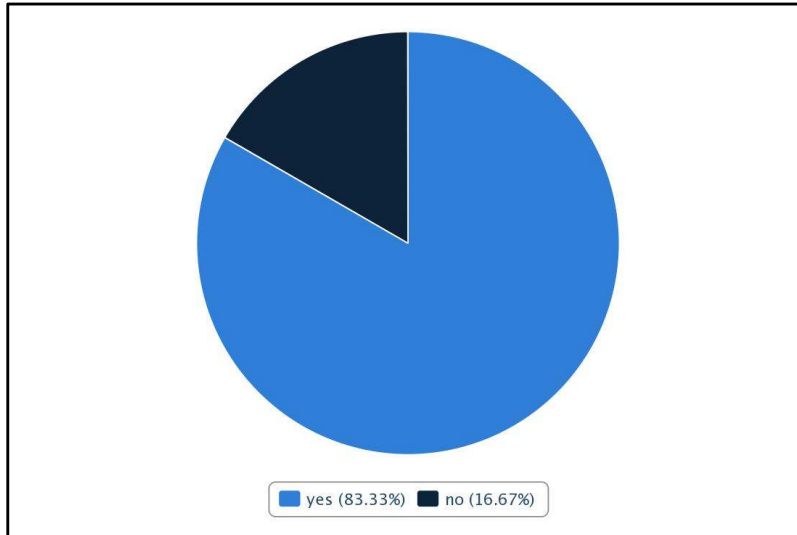

Yes (100%)   No (0%)

If "no", please explain:

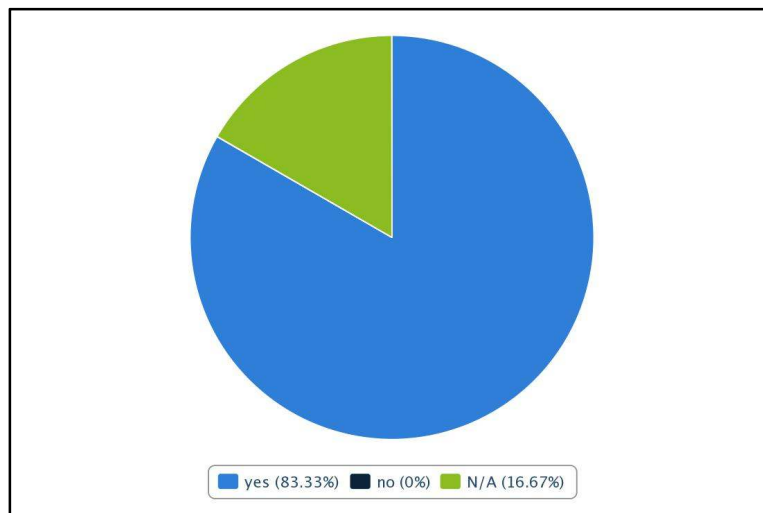- No answers

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.)?

yes (83.33%) no (16.67%)

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?

yes (83.33%) no (0%) N/A (16.67%)
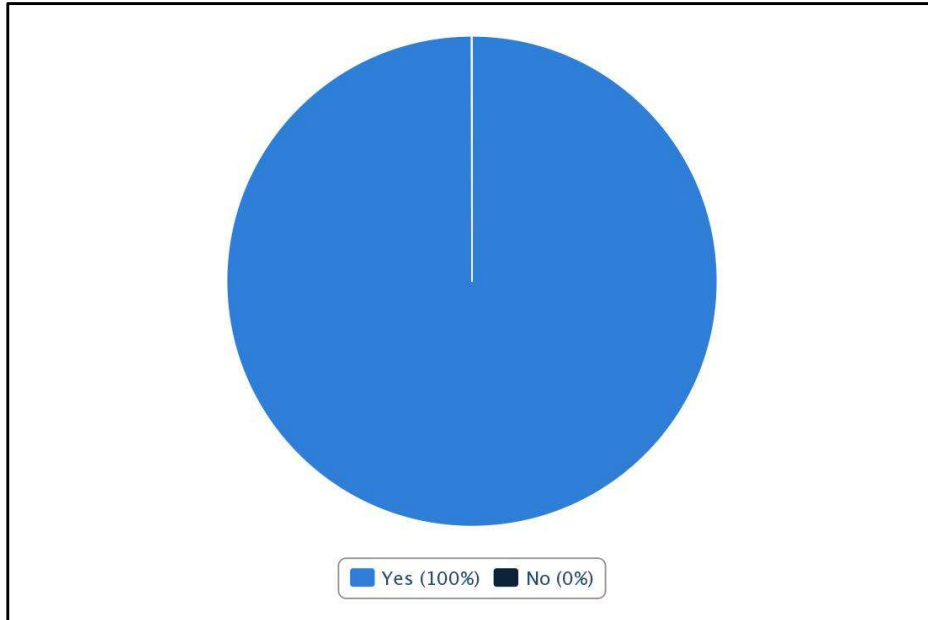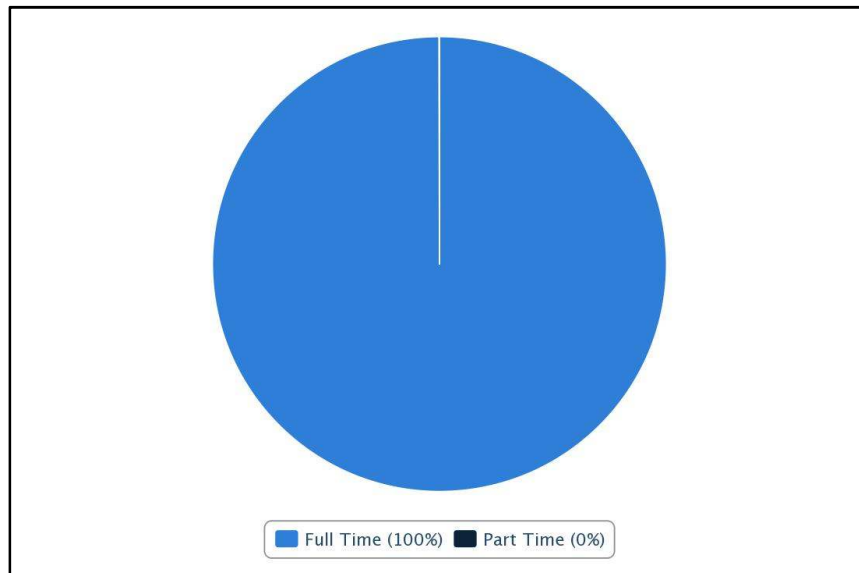
If "no", please explain:

- No text answers to display

6. EVALUATION AND IMPROVEMENT

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

Yes (100%)   No (0%)

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


Full Time (100%)   Part Time (0%)

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)?

Yes (100%)   No (0%)
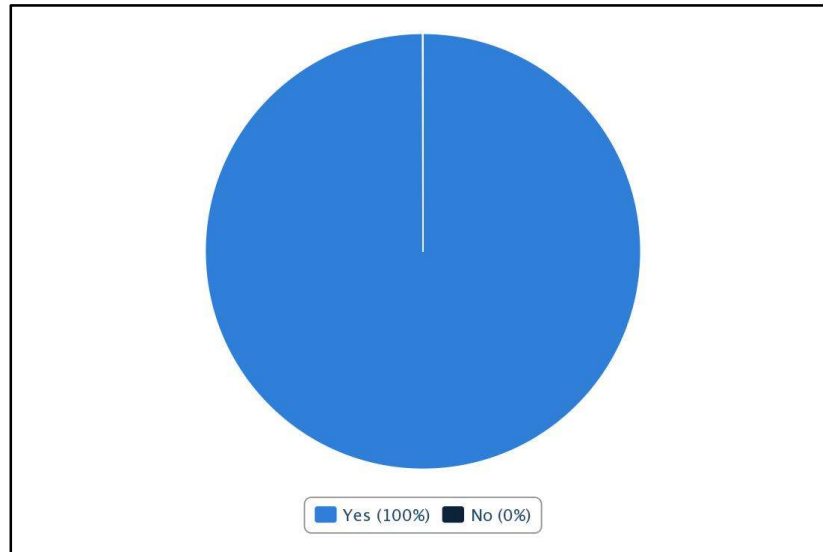
If yes, describe some recent improvements that have come about in response to needs identified through these evaluation processes.

- 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?

yes (100%) ■ no (0%)
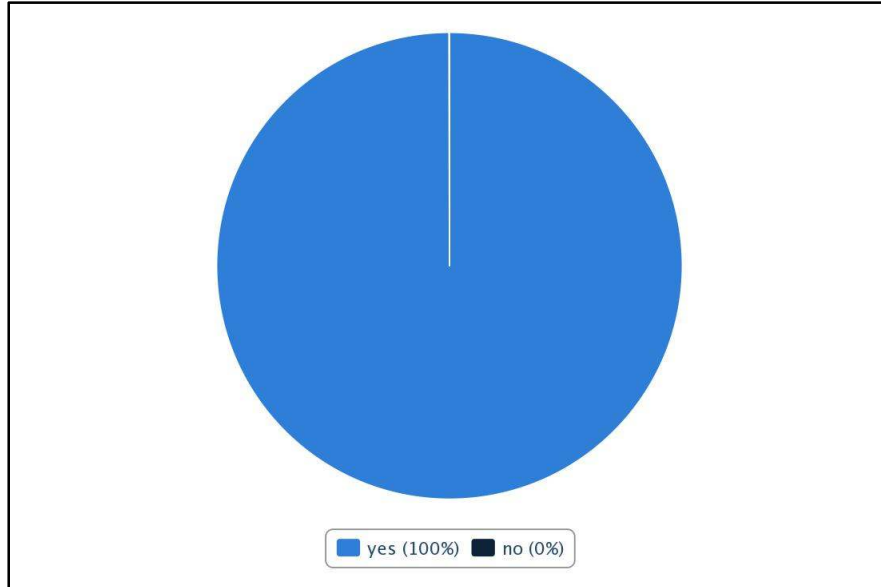
What steps are taken when an outcome is not achieved?

- 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.

- 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.