

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

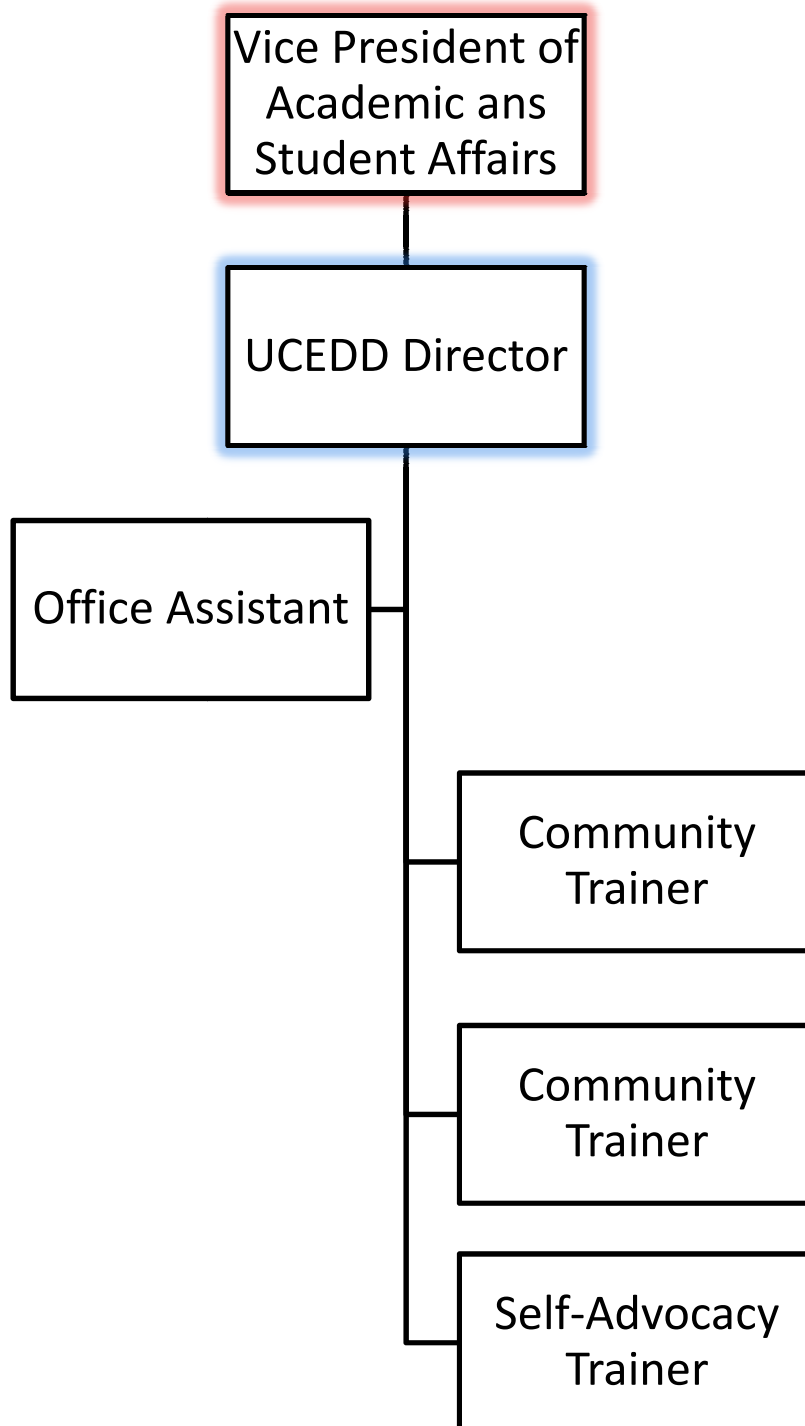
University Center for Excellence on Developmental Disabilities Mission

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

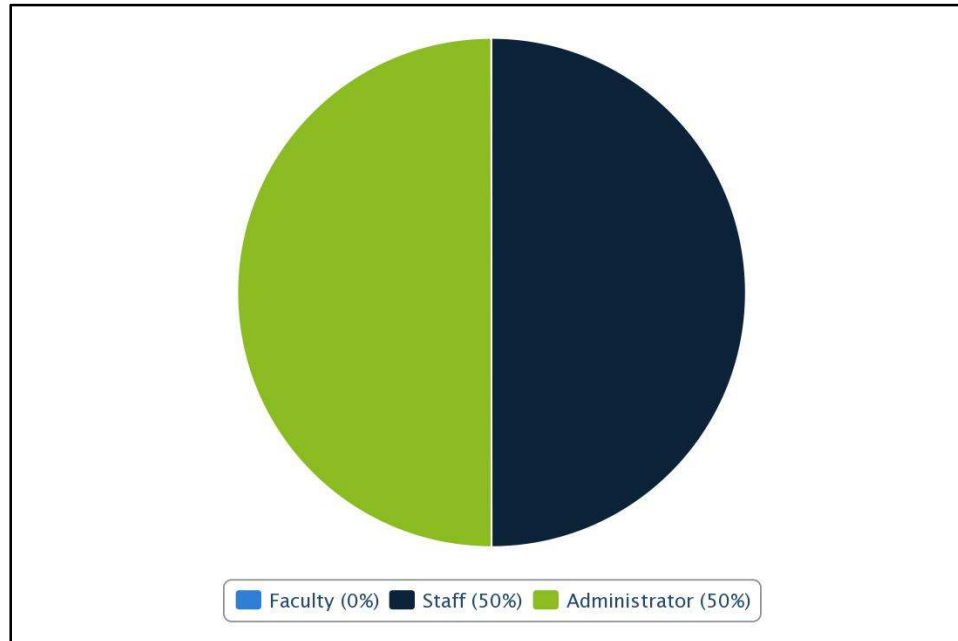
Director	Tafa Tupuola
-----------------	---------------------

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

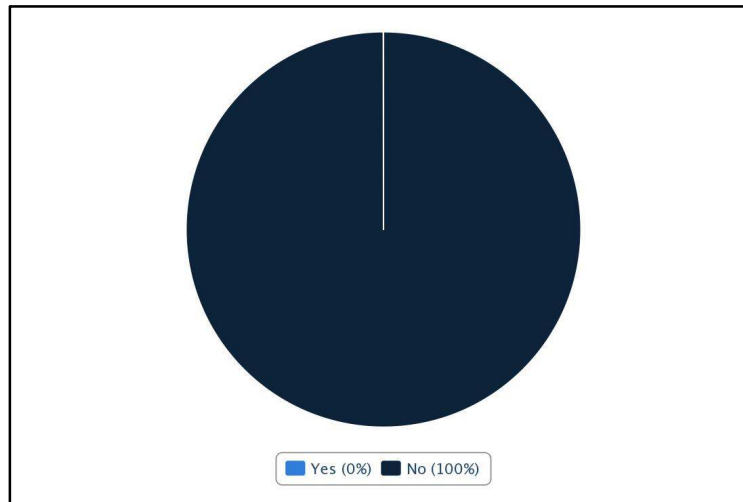
information practices related to individuals with developmental disabilities and their families are widely disseminated (across the region) thus increasing awareness and knowledge of individuals with developmental disabilities. Increasing community awareness of UCEDD and its resources provided.

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

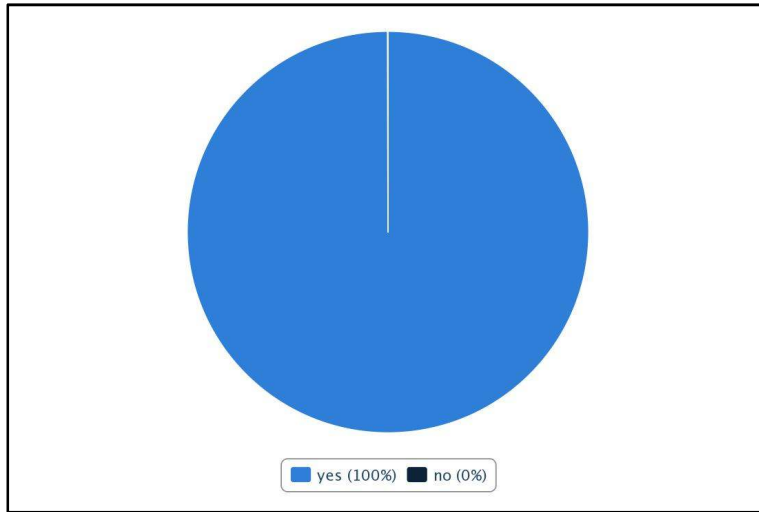
Is the number of personnel adequate to support your Dept/Prog/Div?



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.

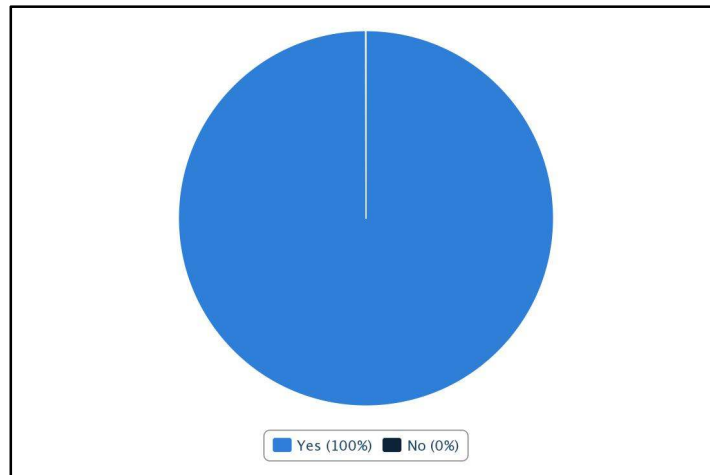
Do personnel possess all specialized skills or credentials required to support the Dept/Prog/Div?



If "no", please explain:

- No answers

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



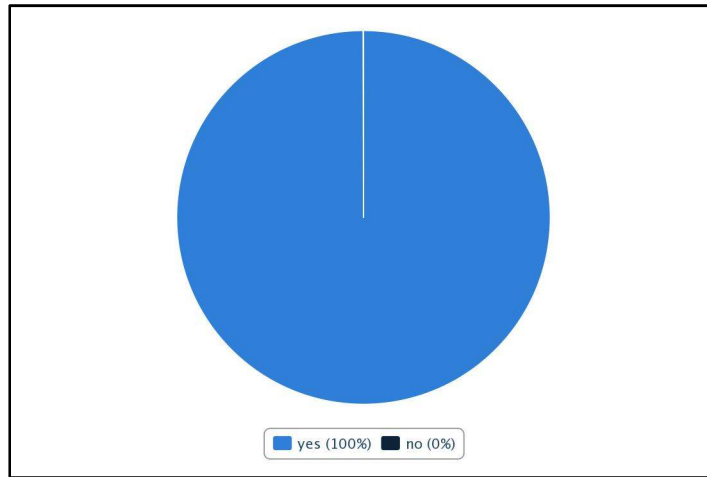
If "no", please explain:

- No answers

Divisional Assessment SPR 2014

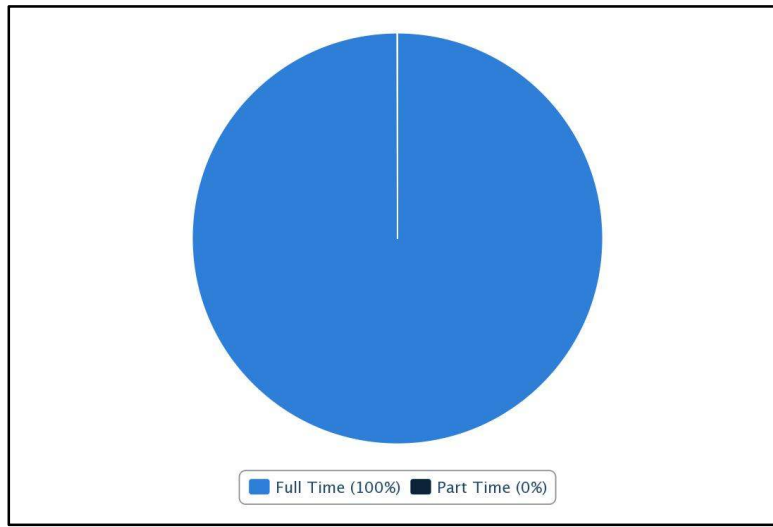
University Center for Excellence on Developmental Disabilities

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:

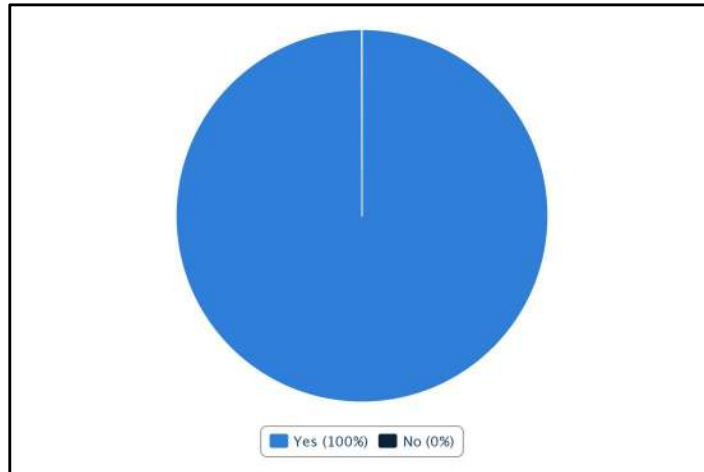
- Certificate: 1. FEMA Social Media and Emergency Management 2. Naval Postgraduate School-Center for Homeland Defense and Security "Homeland Security Pacific Executive Leaders Program".
- 1. FEMA Social Media in Emergency Management 2. Naval Postgraduate School - Center for Homeland Defense and Security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

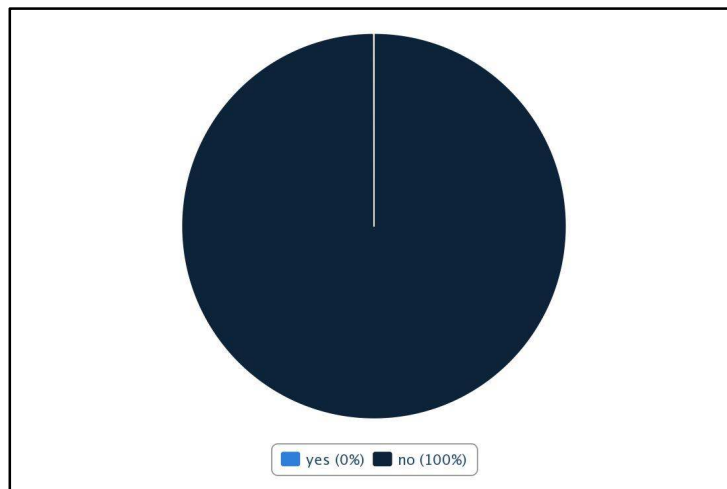
Does the evidence exist to show that faculty/staff in this Dept/Prog/Div have involved themselves in in-service training and other professional development?



If "no", please explain:

- No answers

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



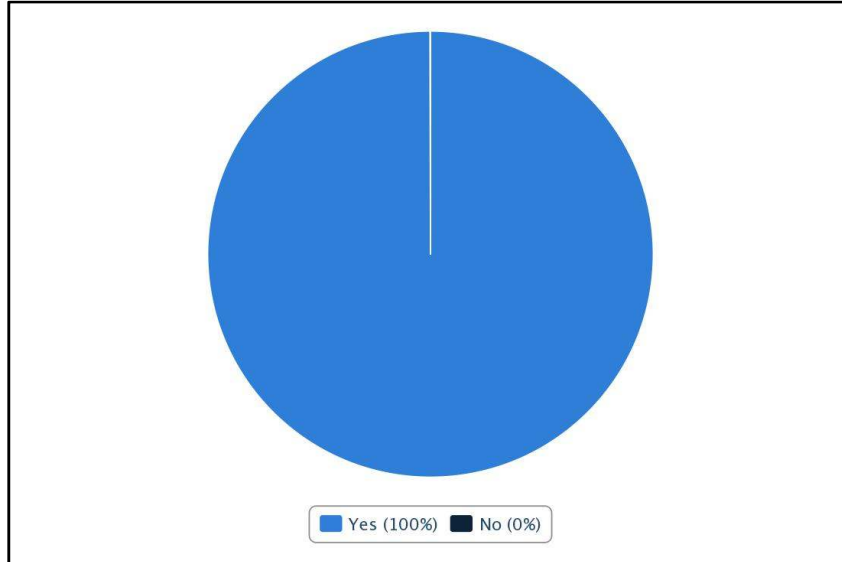
If "yes", please explain:

- 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)?**

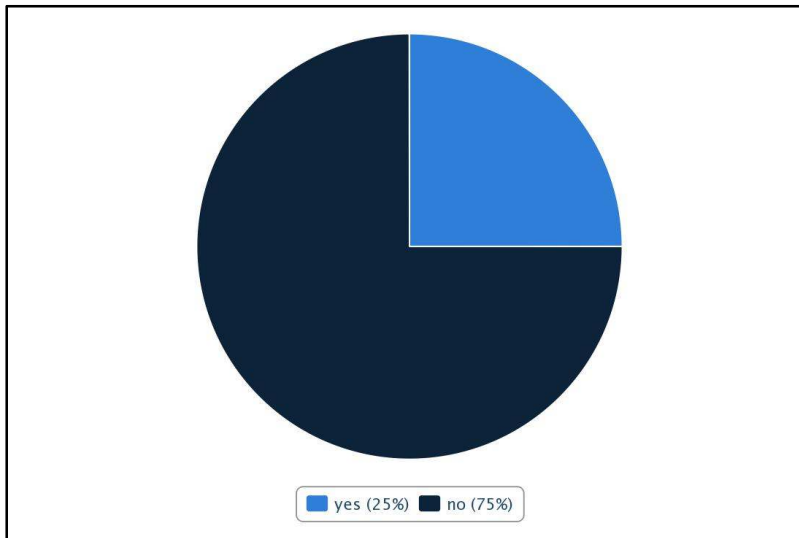


5. FACILITIES, EQUIPMENT and BUDGET

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.

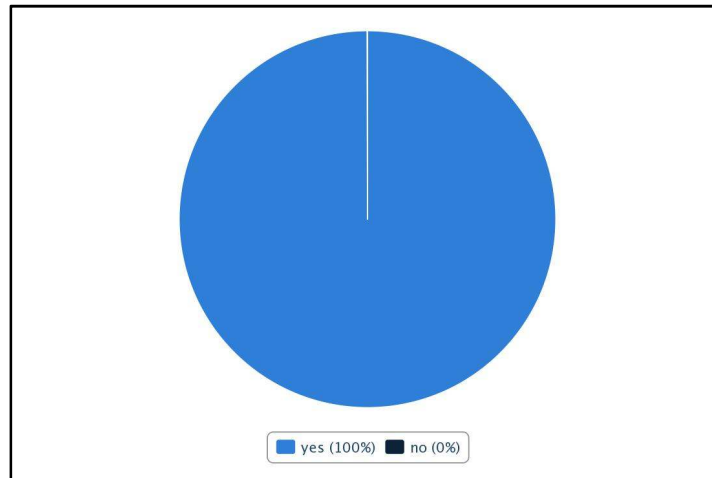
Divisional Assessment SPR 2014

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?



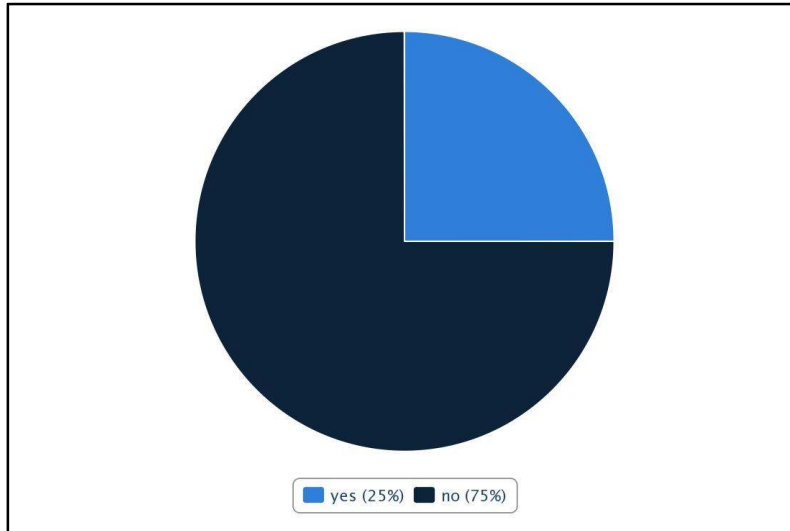
If so, please list and explain:

- 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.

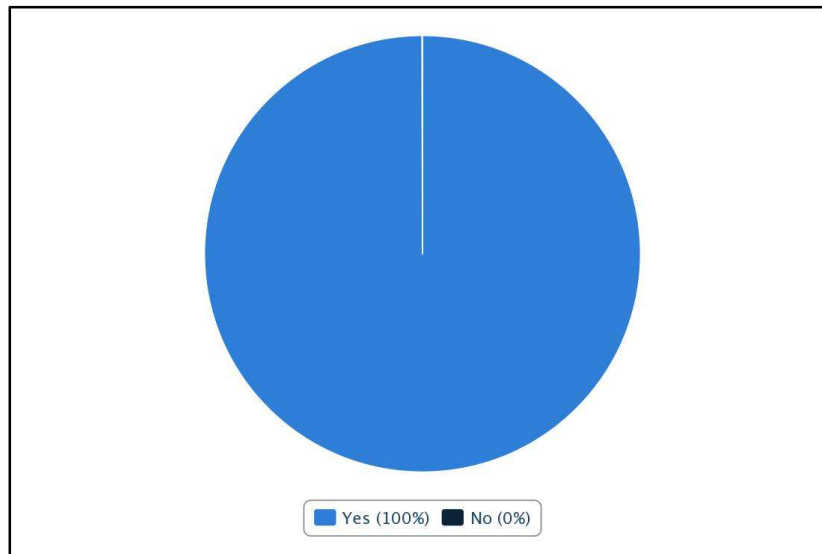
Divisional Assessment SPR 2014

University Center for Excellence on Developmental Disabilities

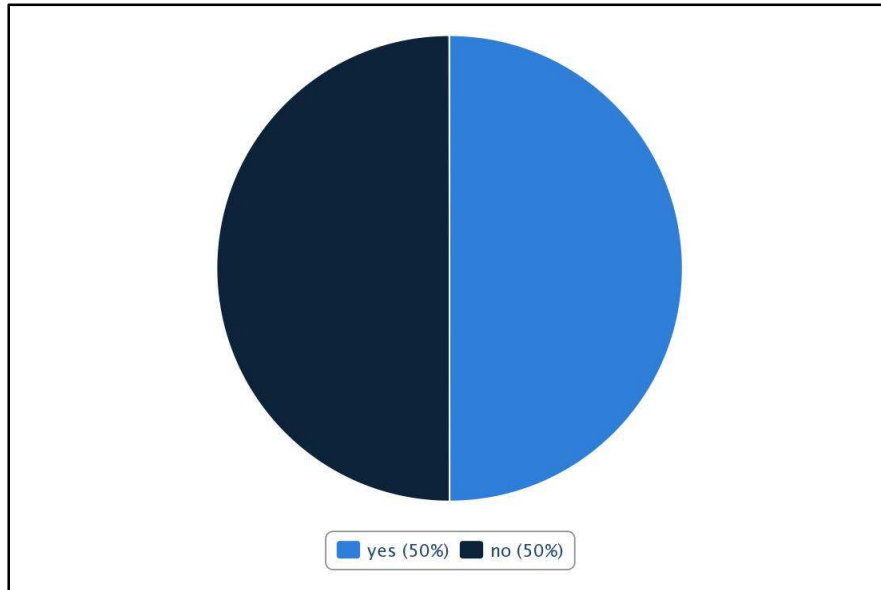
Does the institution operate and maintain physical facilities that are adequate to serve the needs of this Dept/Prog/Div?



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



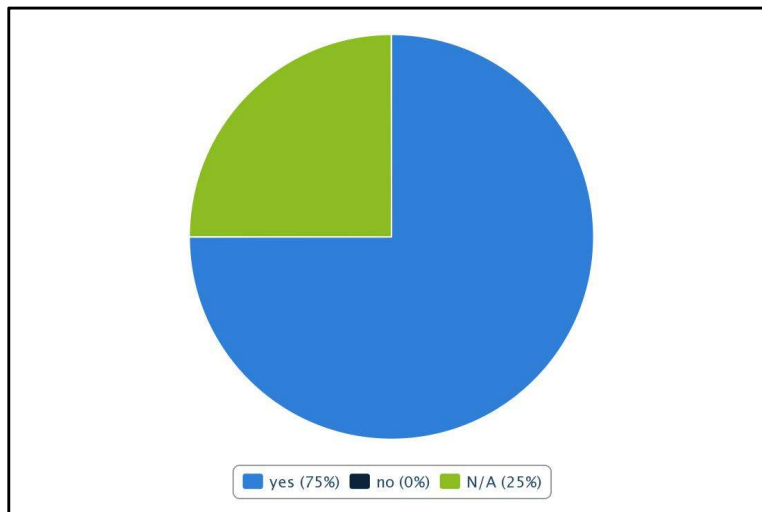
Are the physical facilities accessible to persons with disabilities?



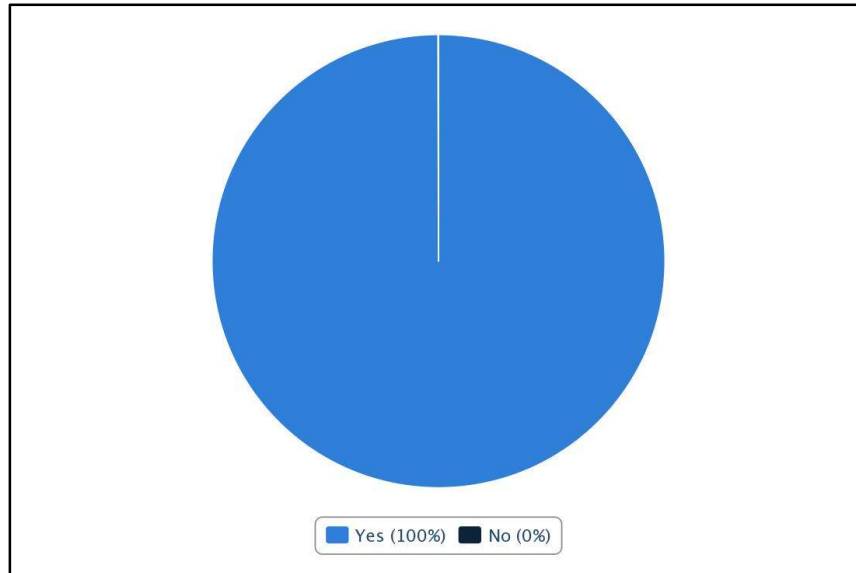
If "no", please describe below what is needed to make your area accessible.

- 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).

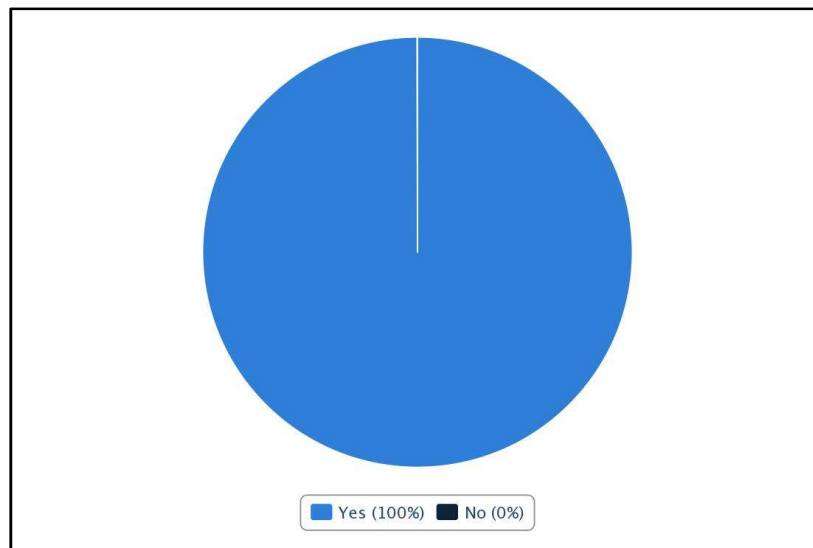
Is there equipment used by this Dept/Prog/Div similar to that used in the workplace or at a higher level institution?



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



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

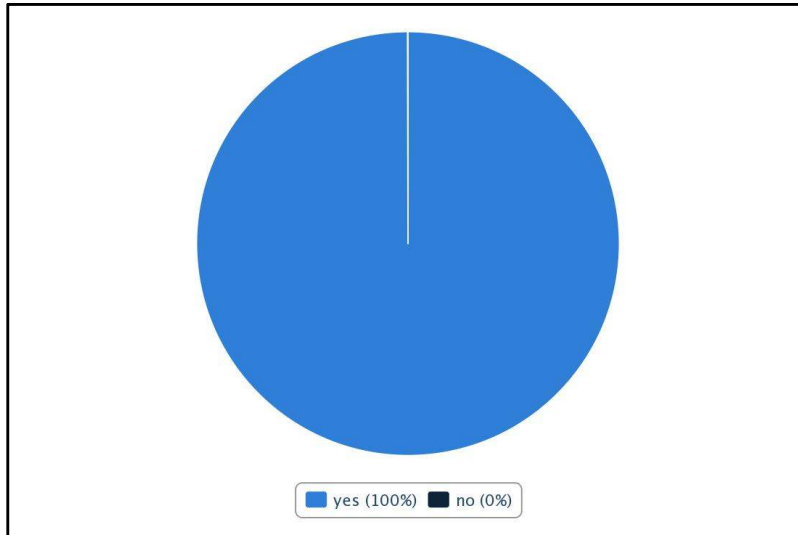


If "no", please explain:

- No answers

6. TECHNOLOGY and LIBRARY

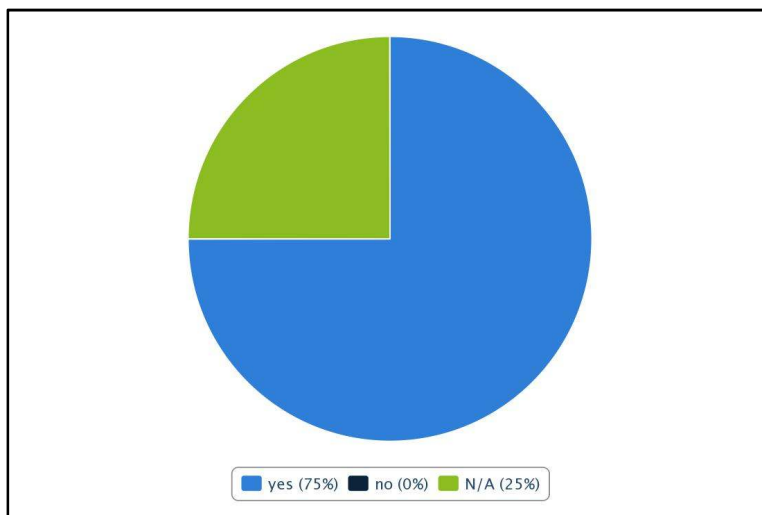
Are Web enhancements and other technology used to improve student learning and services (i.e. Compliance Assist, Datatel, Moodle, Webmail, Smart Board Applications etc.)?



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

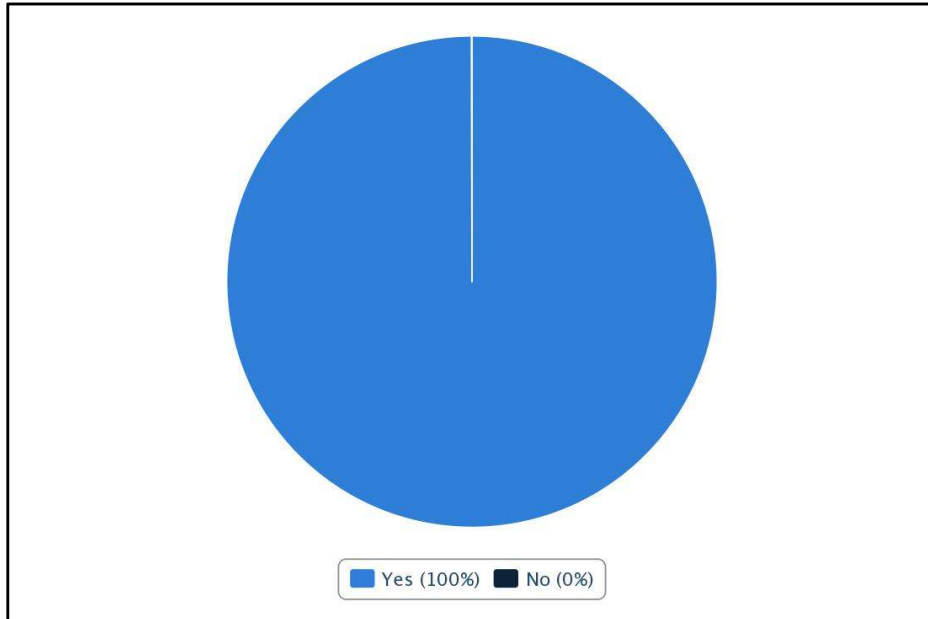
University Center for Excellence on Developmental Disabilities

If "no", please explain:

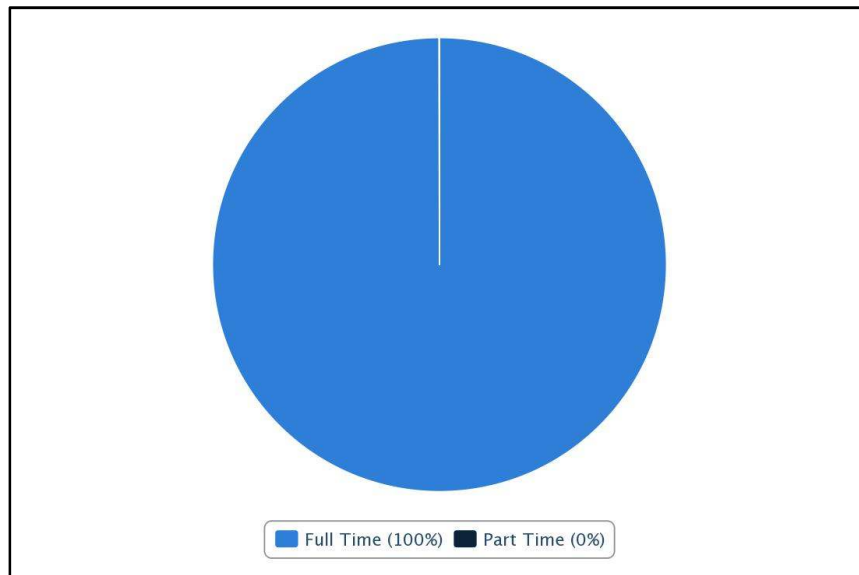
- online is not accessible to many.
- The library is not available in the evening for students taking evening courses.

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?



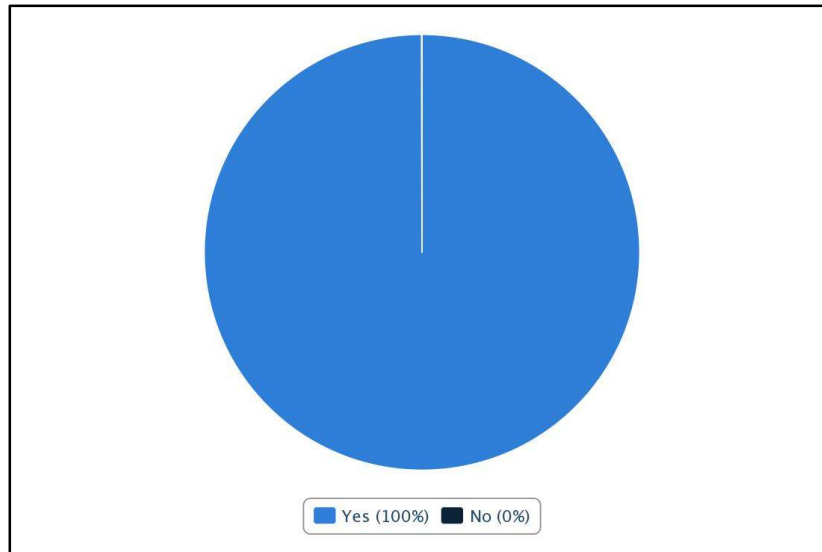
Divisional Assessment SPR 2014

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

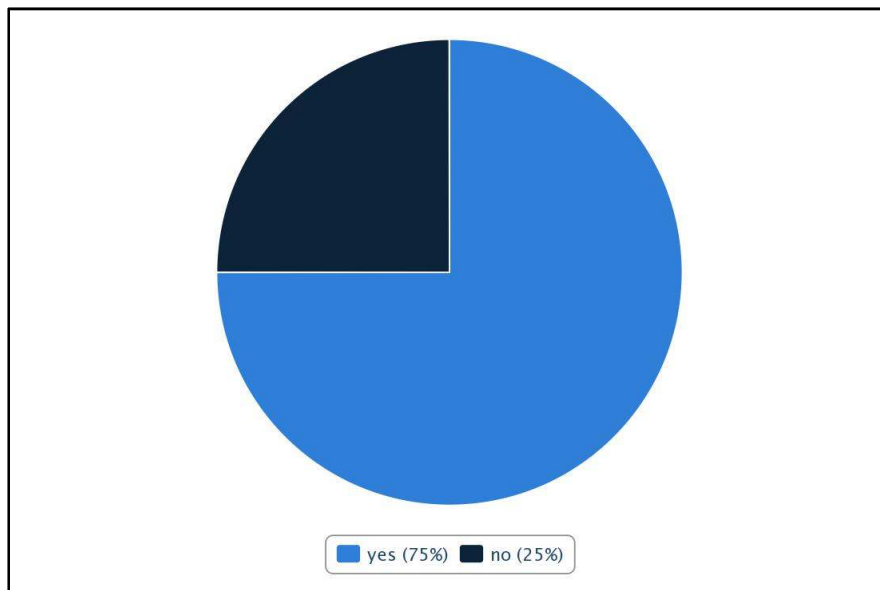
Does the use of evaluation processes result in continuous improvement in this (Dept/Prog/Div)?



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