



American Samoa Community College

Strengthening Institutional Programs (SIP)

Academic Year
2024-2025



American Samoa Community College
P. O. Box 2609
PagoPago, 96799

American Samoa Community College
Strengthen Institutional Programs (SIP)
Fall 2024



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ASCC Mission Statement

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 Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

- **S**uccessful entry into the workforce
- **T**ransfer to institutions of higher learning
- **A**wareness of Samoa and the Pacific
- **R**esearch and extension in human and natural resources



SIP Goal and Objectives

SIP's goal is to deliver major program components that will target student's learning in academic subjects with the assistance of computer technology, social support, mental health, counseling, physical fitness, and scheduled tutor/mentor sessions as they enter into the postsecondary education programs. SIP will concentrate on high school students completing the appropriate courses and providing tutors/mentors to prepare them for postsecondary education.

OC will recruit veterans to the certificate or degree programs. ASG and private business employees will be offered programs such as the Computer Science, Nursing, and Business Department for certification and degree programs. The Computer Technology Education (CTE) or a Registered Apprenticeship Program (RAP) workforce certification can allow them to enter the workforce in a timely manner. A key component will involve technology assistance in remedial programs and vocational technology career pathways for all SIP OC ASCC students.

The SIP OC program will initiate vocational CTE and RAP certificate programs or pursue an advanced degree in the student's field of study. SIP OC will promote and facilitate an interagency partnership that will help to prepare and enhance workforce competency and raise the level of job skills for students through the SIP OC partnership.

The over-arching goal of SIP is to significantly increase the number of low-income students who are prepared to enter and succeed in post-secondary education receiving tutoring, counseling, and mentoring preparing them for the local workforce with ASG and the private business. To this end, the project will achieve the following specific goals and measurable objectives:

Goal 1: Improve academic performance and post-secondary education readiness of SIP students.

- **Objective 1.1:** By June 30, 2024, American Samoa will demonstrate a 10 percent increase in the number of 11th and 12-grade students who pass Pre-algebra and Algebra in comparison to the students who were in the 11th and 12th grades the previous year (2022-23), as measured by student grades.
- **Objective 1.2:** By June 30, 2024, American Samoa will demonstrate a 10 percent increase in the number of 12th-grade SIP students who pass Algebra I in comparison to the students who were in the 12th grade the previous year (2022-23), as measured by student grades.
- **Objective 1.3:** By June 30, 2024, American Samoa will demonstrate a 10 percent increase in the number of students who take two years of mathematics beyond Algebra 1 by the 12th grade in comparison to the students who were in the 12th grade the previous year (2022- 2023), as measured by enrollment and attendance records.
- **Objective 1.4:** By June 30, 2025, American Samoa will increase the percentage of students who graduate from high school in comparison to the percentage of students who graduated from high school the previous year (2023-2024), as measured by student records.

Goal 2: Increase the number of SIP high school graduates who go to college.

- **Objective 2.1:** By June 30, 2024, 15 percent of SIP students will demonstrate academic preparedness for college, as measured by achievement of at least a 3.0 GPA by the end of 11th grade and an average SAT score of 480 per section (critical reading, mathematics, and writing).
- **Objective 2.2:** By June 30, 2024, 30 percent of SIP students will have enrolled in college, as measured by college entrance data.
- **Objective 2.3:** By September 30, 2024, American Samoa will demonstrate a 15 percent increase in the number of incoming ASCC freshmen students who are placed into college-level Math and English without the need for remediation in comparison to the rate in 2022-23, as measured by ASCC college placement data.
- **Objective 2.4:** By June 30, 2025, 20 percent of SIP students enrolled in college remedial courses will pass all remedial coursework within the first year and be on track to graduate from college, as measured



by college student data.

Goal 3: Increase SIP students' and families' knowledge of post-secondary education options, preparation, and financing.

- **Objective 3.1:** By June 30th of every project year, American Samoa will demonstrate a 15 percent increase in the number of SIP students and parents who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education as measured by College Knowledge survey data, program records, and FAFSA data.
- **Objective 3.2:** By June 30th of each year, at least 75 percent of SIP parents will actively participate in activities associated with assisting students in their academic preparation for college and attending the bimonthly Wrap-Around services as measured by participation.

Goal 4: In 2023-2024 recruit and enroll 100 workforce employees and non-traditional students into the SIP.

- **Objective 4.1:** By June 2023 SIP will work to coordinate with ASG workforce Agencies and private businesses to recruit and enroll 50 employees who need skilled workforce upgrade certification each year of the grant.
- **Objective 4.2:** By June 2023 SIP will work to recruit and enroll 50 unemployed adult nontraditional students into the SIP who need skilled workforce certification.
- **Objective 4.3:** By June 2023 SIP will coordinate with ASCC Academic and Vocational Technical Certificate Programs (AWD, CTE, RAP, Internships, AA/AS degrees).

Goal 5: In 2023 SIP will hire and train 20 Tutor/Mentors/Counselors who will be assigned to work with SIP students/clients in academic and or vocational technology trades.

- **Objective 5.1:** By August 2023 SIP will recruit and train 20 Tutor Mentors Counselors who will be scheduled to work with the ASG workforce; private business clients and non-traditional students with remediation, academic studies, and vocational technology skills certification.
- **Objective 5.2:** By August 2023, and for each remaining year of the grant SIP Tutors, Mentors, and Counselors will be trained in all SIP computer software learning programs, both from online access to STEAM and educational purchased programs.
- **Objective 5.3:** By June 2024, and for each remaining year of the grant SIP Tutors, Mentors and Counselors will conduct an evaluation survey with all their assigned students/clients whereas all data will be assessed by the Project Manager.
- **Objective 5.4:** By June 2024 Tutors and Mentors will conduct a computer technology assessment survey with all SIP students/clients to inquire the usability and computer knowledge.
- **Objective 5.5:** Tutors and Mentors will conduct a computer technology assessment survey with all SIP students/clients to inquire the usability and computer knowledge.

Goal 6: SIP will coordinate Wrap-Around Services (WAS) with SIP partners in presenting workshops, seminars, demonstrations, and education enhancement programs for SIP students/clients and their families.

- **Objective 6.1:** By August 2023 SIP will conduct an SIP WAS Orientation Session together with SIP partners introducing program activities for SIP students/clients and families concerning the remediation programs, academic studies, and vocational technology skills certification programs.
- **Objective 6.2:** By August 2023, and for each remaining year of the grant SIP WAS programs will be offered bi-monthly from 4 – 6 pm at the ASCC MPC.
- **Objective 6.3:** By October 2023 SIP will distribute the SIP WAS booklet brochure identifying participating SIP partners and their services to include career pathways into services such as Health and Human Services, Telecommunication Technology, Marine Safety, Public Health Services, Agriculture Science, Business Education, ASCC Academic programs, Public Safety and many other businesses and agencies.
- **Objective 6.4:** By August 2023 SIP students, clients, and family members will be given the opportunity to access services and counseling from participating SIP partners such as counseling, tutoring, and college financial assistance.



SIP Institutional Learning Outcomes (ILO)

Institutional Learning Outcomes (ILO)

Upon receiving a Pre-Apprentice Program Certificate from the American Samoa Community College, all students will be better prepared to continue post-secondary education by acquiring the knowledge and skills, demonstrating proficiencies in their chosen vocational technology field of training:

ILO 1 Effective Communicators:

SIP PAP certificate recipients will communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Recipients will present information in a clear method using a variety of oral, written, and visual strategies. They will share and demonstrate learned skills to suit specific audiences that will motivate and excite the importance of vocational technology skills.

ILO 2 Quantitative Competent Individuals:

SIP PAP certificate recipients organize and critically examine written, oral, visual, and numerical information. SIP PAP certificate recipient SIP PAP certificate recipient will efficiently use technology and vocations trades as a tool to gather and evaluate information from a variety of resources. SIP PAP certificate recipient SIP PAP certificate recipient uses the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information.

ILO 3 Critical Thinkers:

SIP PAP certificate recipient SIP PAP certificate recipient engages in the search of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.

ILO 4 Global Citizens:

SIP PAP certificate recipients are prepared to participate in regional and global communities. They demonstrate knowledge and skills of their region and the world.

ILO 5 Responsible Leaders:

SIP PAP certificate recipient act with integrity and take responsibility for their actions, ethically and equitably. participate in learning communities.



Academic Year 2024-2025

Enrollment:

SIP Pre-Apprentice Program			
Description:	Summer 2024	Fall 2024	Spring 2025
Official Enrollment	23	116	161

Enrollment by Gender			
Description:	Summer 2024	Fall 2024	Spring 2025
Female	17	86	99
Male	6	29	61
Total	23	116	161

Enrollment by High School			
Description:	Summer 2024	Fall 2024	Spring 2025
Fagaitua High School	0	22	28
Leone High School	4	23	21
Nu'uuli Vo-Tech High School	2	22	32
Samoana High School	6	27	39
Tafuna High School	5	17	25
Kanana Fou High School	1	0	0
Iakina High School	1	0	0
Faasao/Marist High School	4	0	0
Manu'a High School	0	0	16
Unidentified	0	5	0
Total	23	116	161

Courses Offered:

Description: Monday & Wednesday Courses	Fall 2024		Spring 2025	
AST 060: Basic Automotive Fundamentals	<i>did not offered</i>		16	15
CON 050: Construction Industry Specifics	18	11	13	11
ETP 050: Electrical Industry Specifics	15	12	16	13
ETP 050: Electrical Industry Specifics (<i>virtual</i>)	<i>did not offered</i>		8	6
NUR 050: Introduction to Nursing	17	8	23	23
Total	116		161	

Description: Monday & Wednesday Courses	Fall 2024		Spring 2025	
ADT 050: AutoCAD Fundamentals	13	10	12	6
AST 050: Automotive Industry Specifics	15	13	11	9
AST 050: Automotive Industry Specifics (<i>virtual</i>)	<i>did not offered</i>		8	5
CL 050: Counseling Services	16	14	<i>did not offered</i>	
ETP 060: Basic Electrical Fundamentals	<i>did not offered</i>		14	13
PH 050: Introduction to Public Health	15	9	22	22
WLD 050: Welding Industry Specifics	7	4	18	16
Total	116		161	

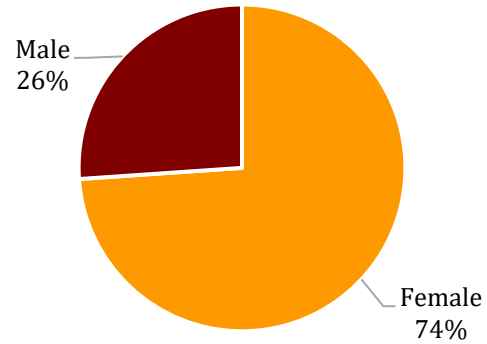


Summer 2024: Tutorial Session

Summer 2024: By Gender

Gender	Alpha	Bravo	Charlie	Delta	Total	
Female	4	5	4	4	17	74%
Male	1	1	2	2	6	26%
Total	5	6	6	6	23	100%

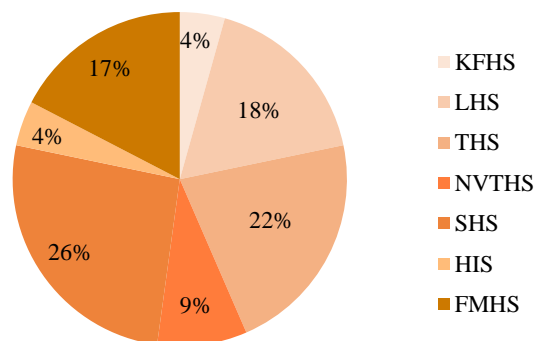
Enrollment by Gender



Summer 2024: By High School

High Schools	Students Attendance	
Kanana Fou High School	1	4%
Leone High School	4	17%
Tafuna High School	5	22%
Nu'uuli Voc-Tech. High School	2	9%
Samoana High School	6	26%
Iakina High School	1	4%
Faasao/Marist High School	4	17%
Total	23	100%

Enrollment by High School





Fall 2024: Pre-Apprenticeship Program

Enrollment: Fall 2024

By Gender

Female	86	74.8%
Male	29	25.2%
Total	116	

By Grade

Juniors (11)	61	53%
Seniors (12)	49	42.6%
Total	116	

By High School

Fagaitua HS	22	19%
Leone HS	23	20%
Nu'uuli Voc-Tec HS	22	19%
Samoana HS	27	23%
Tafuna HS	17	15%
Unidentified	5	4%
Total	116	

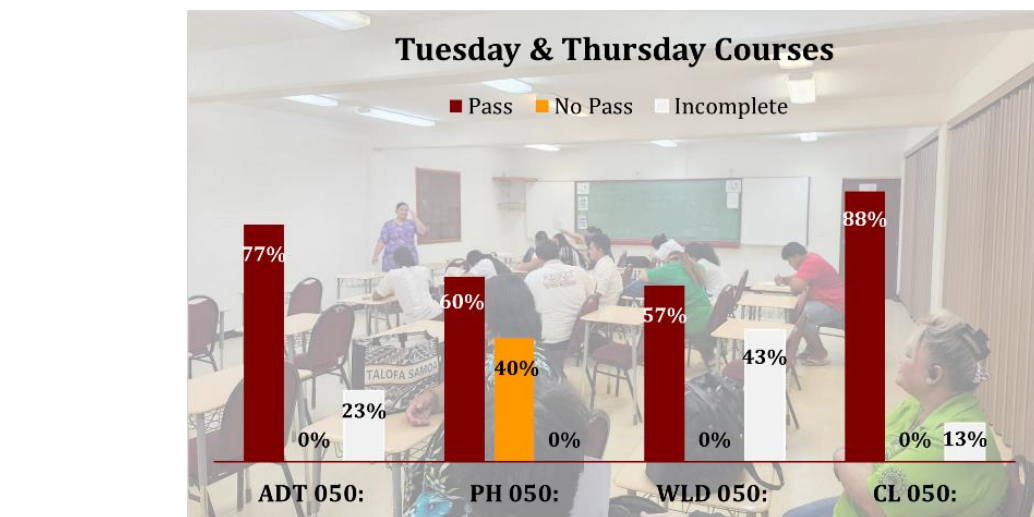
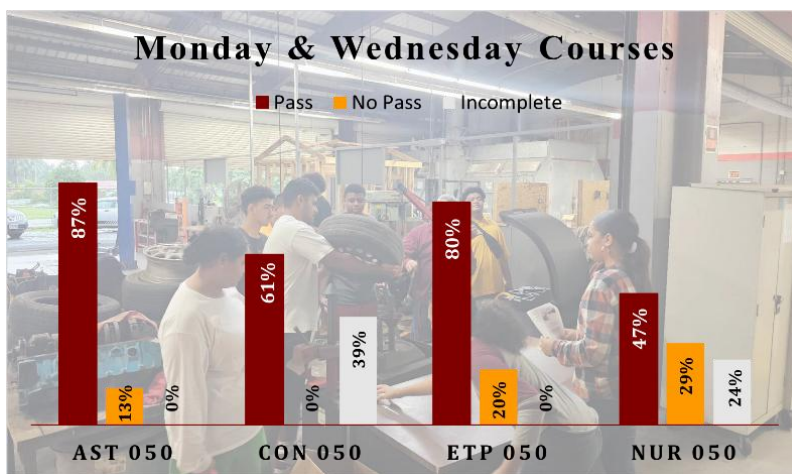
Monday & Wednesday Courses							
Course ID	Pass		No Pass		Incomplete		Total
AST 050: Automotive Industry Specifics	13	87%	2	13%	0	0%	15
CON 050: Construction Industry Specifics	11	61%	0	0%	7	39%	18
ETP 050: Electrical Industry Specifics	12	80%	3	20%	0	0%	15
NUR 050: Introduction to Nursing	8	47%	5	29%	4	24%	17

Tuesday & Thursday Courses

Course ID	Pass		No Pass		Incomplete		Total
ADT 050: AutoCAD Fundamentals	10	77%	0	0%	3	23%	13
PH 050: Introduction to Public Health	9	60%	6	40%	0	0%	15
WLD 050: Welding Industry Specifics	4	57%	0	0%	3	43%	7
CL 050: Counseling Services	14	88%	0	0%	2	13%	16

Friday Courses

Course ID	Pass		No Pass		Incomplete		Total
CLP 050: College Life Planning	85	81.0%	10	9.5%	10	9.5%	105





Spring 2025: Pre-Apprenticeship Program

Enrollment: Spring 2025

By Gender		
Female	99	61.5%
Male	61	37.9%
Total	161	

By Grade		
Juniors (11)	92	57.1%
Seniors (12)	68	42.2%
Unidentified	5	4.3%
Total	161	

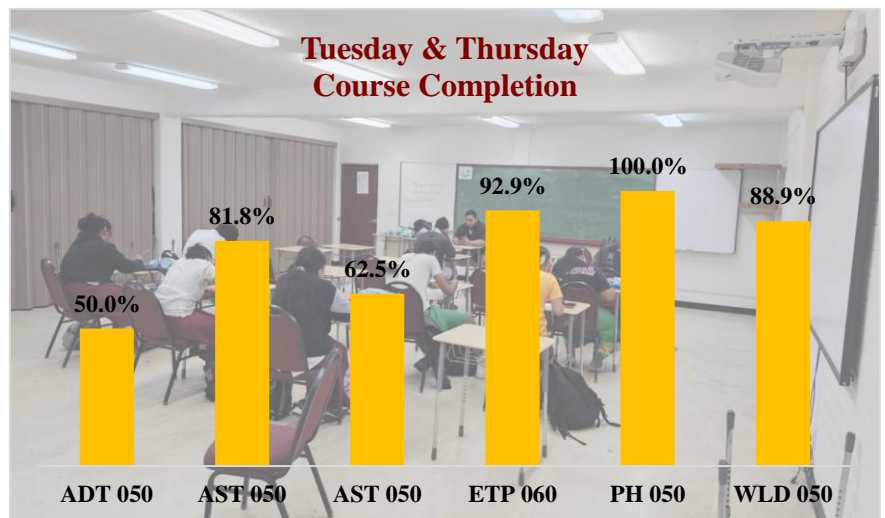
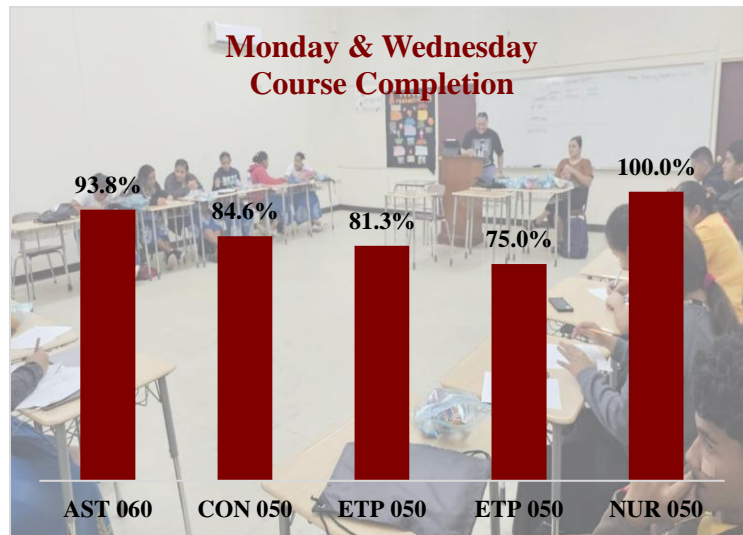
By High School		
Fagaitua HS	28	17%
Leone HS	21	13%
Nu'uuli Voc-Tec HS	32	20%
Samoana HS	39	24%
Tafuna HS	25	16%
Manu'a HS	16	10%
Total	161	



Monday & Wednesday Courses	Completed		Total
AST 060: Basic Automotive Fundamentals	15	93.8%	16
CON 050: Construction Industry Specifics	11	84.6%	13
ETP 050: Electrical Industry Specifics	13	81.3%	16
ETP 050: Electrical Industry Specifics (virtual)	6	75.0%	8
NUR 050: Introduction to Nursing	23	100.0%	23

Tuesday & Thursday Courses	Completed		Total
ADT 050: AutoCAD Fundamentals	6	50.0%	12
AST 050: Automotive Industry Specifics	9	81.8%	11
AST 050: Automotive Industry Specifics	5	62.5%	8
ETP 060: Basic Electrical Fundamentals	13	92.9%	14
PH 050: Introduction to Public Health	22	100.0%	22
WLD 050: Welding Industry Specifics	16	88.9%	18

Friday Courses	Completed		Total
CLP 050: College Life Planning	159	98.8%	161





Fall 2024: Pre-Course Evaluation

Pre-Apprenticeship Courses	Number of Students	
ADT 050: AutoCAD Fundamentals	11	15.5%
AST 050: Automotive Industry Specifics	10	14.1%
CON 050: Construction Industry Specifics	11	15.5%
ETP 050: Electrical Industry Specifics	12	16.9%
NUR 050: Introduction to Nursing	7	9.9%
PH 050: Introduction to Public Health	13	18.3%
WLD 050: Welding Industry Specifics	7	9.9%
Grand Total	71	100%

Why did students want to enroll in the Pre-Apprenticeship Program?		
Career Opportunity	33	46%
College Level Prep	14	20%
Learn about various industries	12	17%
Prepare for Apprenticeship & Workforce Development (AWD) evening training.	5	7%
All of the above, and join the military	7	10%

What do students want to learn in the Pre-Apprenticeship Program?		
Availability of career opportunities	26	37%
To decide on a program major to pursue at the college level	15	21%
Personal Development	15	21%
Learn about various industries	11	15%
Pursue a degree in Career and Technical Education (CTE)	4	6%

Students' future goals		
Pursue a degree in Career and Technical Education (CTE): Agriculture, Business, Computer Science, Criminal Justice, Nursing, Public Health, Teacher Education, and/or Trade & Technical programs.	50	70%
Enter the workforce after high school and attend AWD even courses	6	8%
Pursue a college degree in Liberal Arts, Nursing, etc.	6	8%
Join the Military (army, air force, navy, etc.)	3	4%
Undecided	6	8%

What other courses would you like to add to the Pre-Apprenticeship Program?		
Accounting/ Business Administration	3	4%
Automotive/Construction/Electrician/Engineering/Mechanics/Welding	13	18%
Computer Science	3	4%
Counseling	1	1%
Criminal Justice/ Lawyer	5	7%
Human Resources	1	1%
Music Instrument/Art	2	3%
Nursing	13	18%
Photography	2	3%
Psychologies	1	1%
Public Health	4	6%
ROTC/Physical Education	4	6%
Samoan	1	1%
Science	3	4%
Undecided/Not sure	8	11%
Blank	21	30%



Fall 2024: Post Course Evaluation

Pre-Apprenticeship Courses	Number of Students	
ADT 050: AutoCAD Fundamentals	10	15%
AST 050: Automotive Industry Specifics	13	20%
CON 050: Construction Industry Specifics	11	17%
ETP 050: Electrical Industry Specifics	9	14%
NUR 050: Introduction to Nursing	10	15%
PH 050: Introduction to Public Health	8	12%
WLD 050: Welding Industry Specifics	4	6%
Grand Total	65	100%

Were your reasons for enrolling in Pre-Apprenticeship met?		
Fully Met	25	39%
Somehow Met	35	54%
Not Met	2	3.5%
Blank	2	3.5%

What did you learn about the industry/career of the course you were enrolled in?		
Learn about career opportunities	26	40%
Learn about various industries	17	26%
Learn about the program major to pursue in college	13	20%
Personal Development	4	6%
Learn about the availability of career opportunities and various industries	3	5%
All of the above	1	2%
Undecided	1	2%

Did the program help with your future goals?		
Pursue a degree in Career and Technical Education (CTE): Agriculture, Business, Computer Science, Criminal Justice, Nursing, Public Health, Teacher Education, and/or Trade & Technical programs.	42	65%
To enter the workforce after high school and attend AWD evening courses.	11	17%
Pursue a degree in Liberal Arts	6	9%
I wanted to learn about combat training and physical fitness.	1	2%
Pursue a degree in Career and Technical Education (CTE): Agriculture, Business, Computer Science, Criminal Justice, Nursing, Public Health, Teacher Education, and/or Trade & Technical programs., Yeah, this program is helpful to my future.	1	2%
Pursue a degree in Liberal Arts, pursue a degree in Career and Technical Education (CTE): Agriculture, Business, Computer Science, Criminal Justice, Nursing, Public Health, Teacher Education, and/or Trade & Technical programs; and enter the workforce after high school and attend AWD evening courses.	2	3%
Yes, it helps me a lot	1	2%
(blank)	1	2%

Specify a Course of Interest		
Nursing	20	31%
AutoCAD	3	5%
CTE courses	13	20%
Public Health	6	9%
Counseling	1	2%
Accounting	1	2%
Business and Criminal Justice	1	2%
Criminal Justice	1	2%



Political Science and Human Services	1	2%
I am too busy for school.	1	2%
I'm still thinking about it	1	2%
still cannot think of a specific course	1	2%
try taking any course that involves science.	1	2%
Blank	14	22%

Fall 2024: Evaluation Assessment Tracking Survey

Student Participants: Survey	Enrolled	Week 2		Week 4		Week 6	
ADT 050: AutoCAD Fundamentals	13	10	77%	8	62%	69	59%
AST 050: Automotive Industry Specifics	15	13	87%	11	73%		
CL 050: Introduction to Counseling	16	10	63%	7	44%		
CON 050: Construction Industry Specifics	18	10	56%	10	56%		
ETP 050: Electrical Industry Specifics	15	8	53%	10	67%		
NUR 050: Introduction to Nursing	17	10	59%	9	53%		
PH 050: Introduction to Public Health	15	9	60%	8	53%		
WLD 050: Welding Industry Specifics	7	4	57%	3	43%		
Grand Total	116	74	64%	66	57%		

1. I learned valuable insights into my subject topic during this session.

	Week 2		Week 4		Week 6	
Excellent	14	19%	32	48%	28	41%
Great Job	13	18%	21	32%	28	41%
Above Average	16	22%	10	15%	9	13%
Average	23	31%	1	2%	1	1%
Needs Improvement	8	11%	2	3%	3	4%
Poor	0	0%	0	0%	0	0%
Total	74	100%	66	100%	69	100%

2. The training session was helpful?

	Week 2		Week 4		Week 6	
Excellent	28	38%	33	50%	40	58%
Great Job	20	27%	21	32%	20	29%
Above Average	12	16%	11	17%	2	3%
Average	7	9%	1	2%	6	9%
Needs Improvement	5	7%	0	0%	1	1%
Poor	2	3%	0	0%	0	0%
Total	74	100%	66	100%	69	100%

3. I feel the training can be beneficial to other subject matters.

	Week 2		Week 4		Week 6	
Excellent	24	32%	31	47%	26	38%
Great Job	23	31%	24	36%	32	46%
Above Average	15	20%	9	14%	8	12%
Average	6	8%	1	2%	1	1%
Needs Improvement	5	7%	0	0%	2	3%
Poor	1	1%	1	2%	0	0%
Total	74	100%	66	100%	69	100%



4. From the information given, I feel confident in advancing in my studies.						
	Week 2		Week 4		Week 6	
Excellent	18	24%	21	32%	28	41%
Great Job	27	36%	25	38%	27	39%
Above Average	13	18%	13	20%	8	12%
Average	13	18%	4	6%	2	3%
Needs Improvement	2	3%	2	3%	2	3%
Poor	1	1%	1	2%	2	3%
Total	74	100%	66	100%	69	100%

5. I believe that what and how we have been taught works.						
	Week 2		Week 4		Week 6	
Excellent	23	31%	20	30%	34	49%
Great Job	30	41%	34	52%	24	35%
Above Average	7	9%	7	11%	6	9%
Average	8	11%	4	6%	4	6%
Needs Improvement	4	5%	0	0%	0	0%
Poor	2	3%	1	2%	1	1%
Total	74	100%	66	100%	69	100%

6. What are three things I value the most from the training session this week?

This is a summary of what students stated.

- The students value various aspects of their education, including completing assignments, tutorial sessions, and learning from tutors and teachers. They appreciate the importance of doing homework, improving speaking and writing skills, and working with others. They also value the support and guidance tutors and teachers provide in their studies. The students also value the importance of respect, good attention, and good communication skills. They have learned multiplication, figurative language, and communication skills from the various classes.

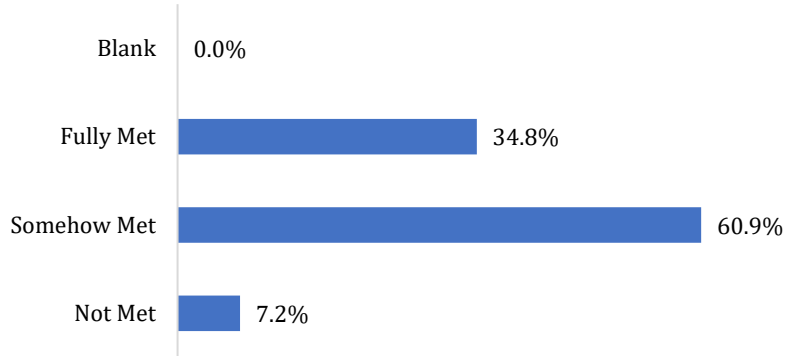
They value the importance of college preparation and the role of tutors in helping students understand and apply college concepts. They also appreciate the bonding and experience gained from learning experiences such as the automotive class, college preparation, and especially CPR from Public Health and Nursing. The students also emphasized how thankful they are to have snacks and food especially when they attend the classes after school.

- "In particular, I value hands-on learning and automotive classes the most, as well as other subjects and exploring the ASCC campus. Earning college credits and getting help with math work is significant. College preparation advice has opened my eyes to the opportunities and responsibilities that come with higher education. My learning experience has deepened my understanding, and I appreciate having caring teachers to support me during the week."*
- "Understanding how to focus in class and different learning methods is crucial for my success. I value teamwork and communication with peers, as well as the tutoring I receive for my homework. The support from classmates and the importance of writing and the English language are also valuable to me. Expression, creativity, and compassion in nursing are key aspects I appreciate. The hands-on, face-to-face experience in learning and the opportunity to improve in various subjects are significant to my growth. Overall, I have learned to embrace my weaknesses, connect my studies to careers, and communicate effectively with others."*

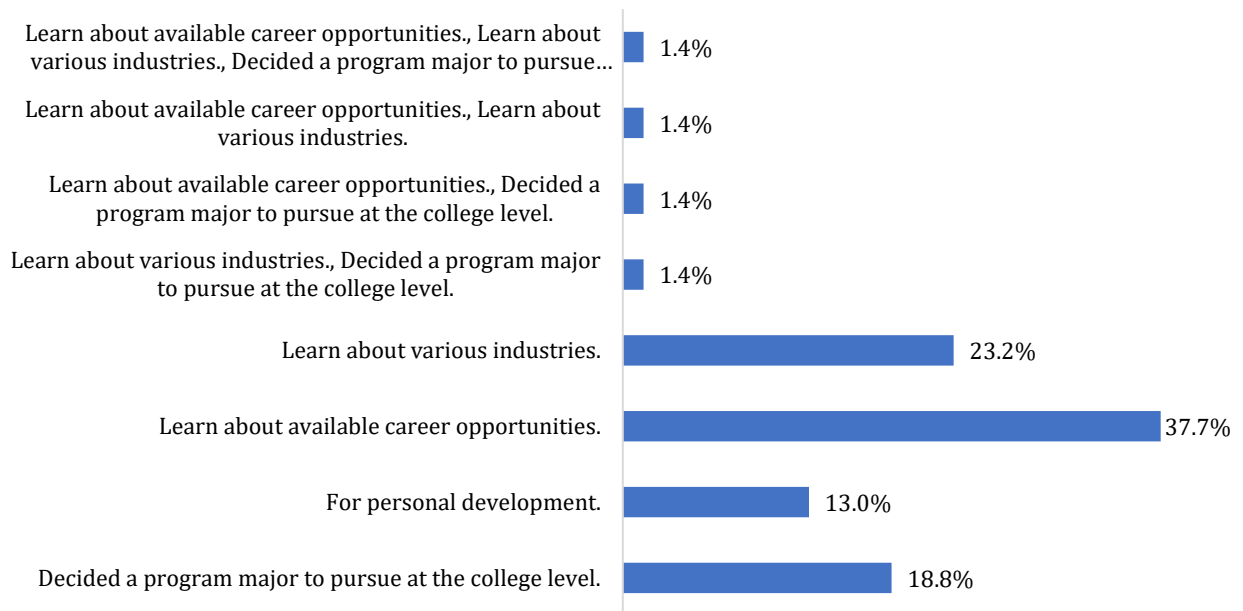


Spring 2025: Post Course Evaluation

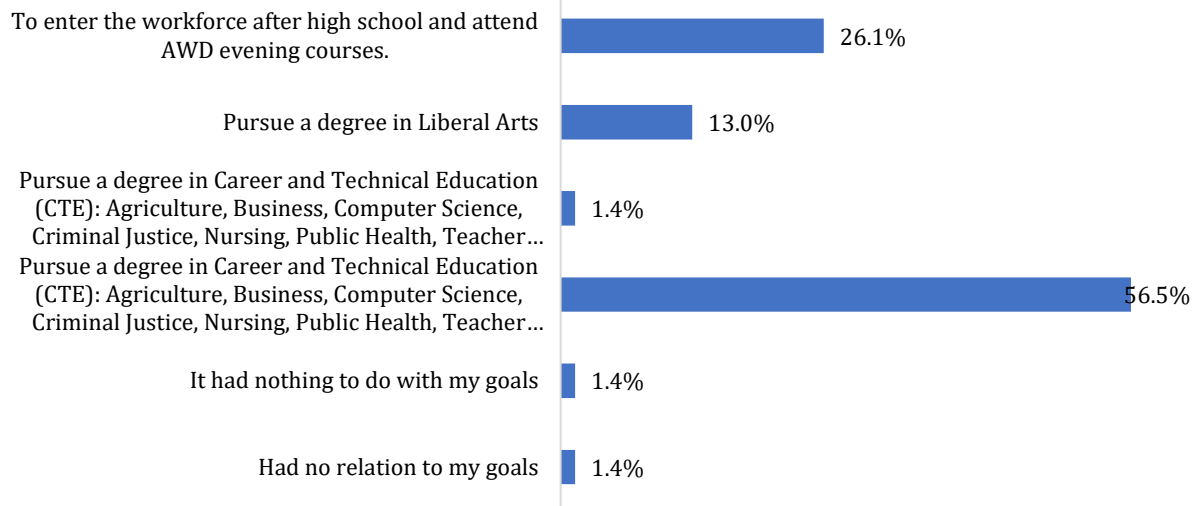
1. Were your reasons for enrolling in the Pre-Apprenticeship Program met?



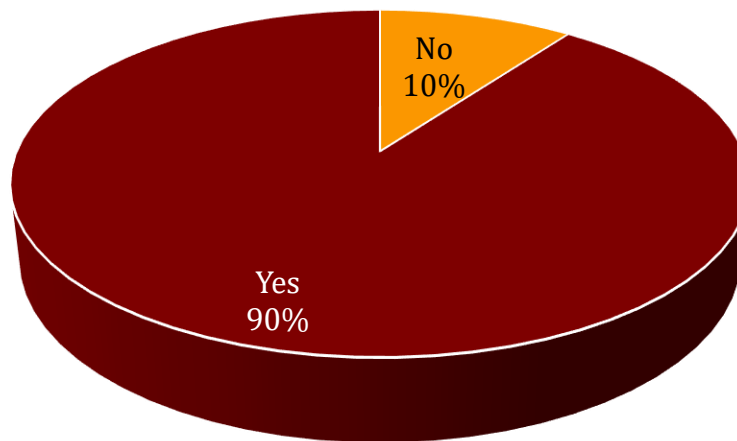
2. Did you learn about the industry/career of the course you were enrolled in?



3. Did the program help with your future goals?



4. Would you enroll in any future Pre-Apprenticeship Program?



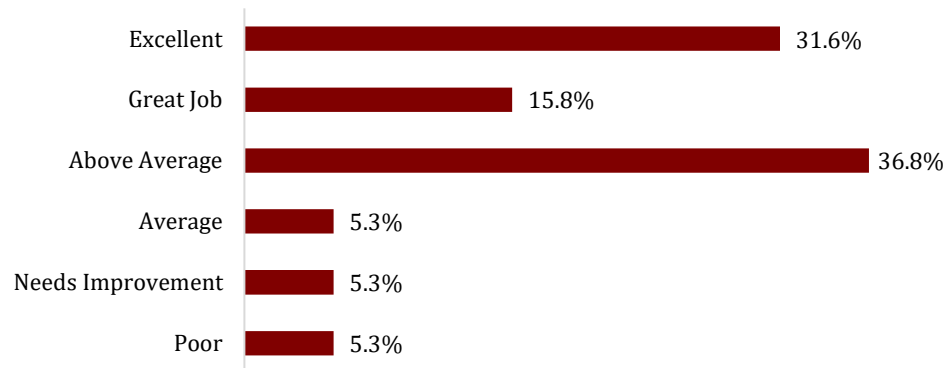


Spring 2025: Evaluation Assessment Tracking Survey

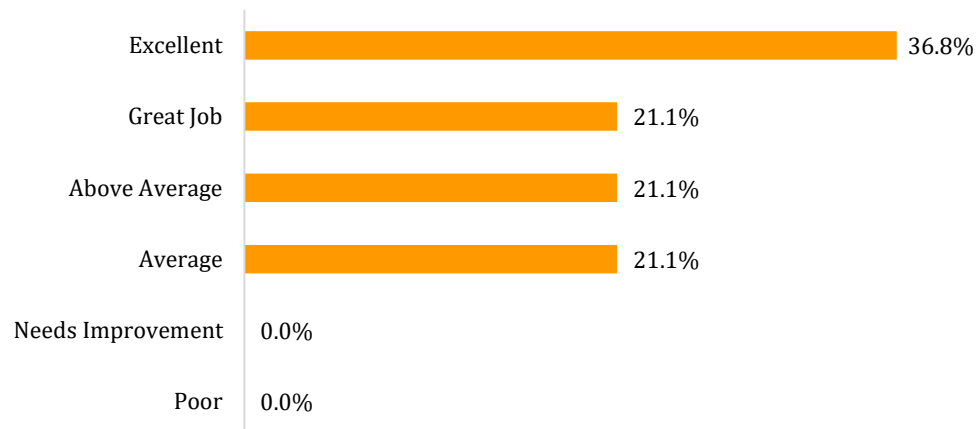
For the past 6 weeks, what subjects did you work on with your tutor?

- Over the past three weeks, various subjects were covered with tutors, including Math with specific topics such as Basic Arithmetic, Algebra, and Geometry. English tutoring included literature discussions and the use of figurative language and context clues. Some students engaged in auto shop discussions, while others focused on writing skills, basic electrical fundamentals, and nursing, with other related topics. Additionally, assessments were conducted to evaluate prior knowledge, leading to targeted revisions in Math and English. Overall, the predominant subjects studied were Math and English.

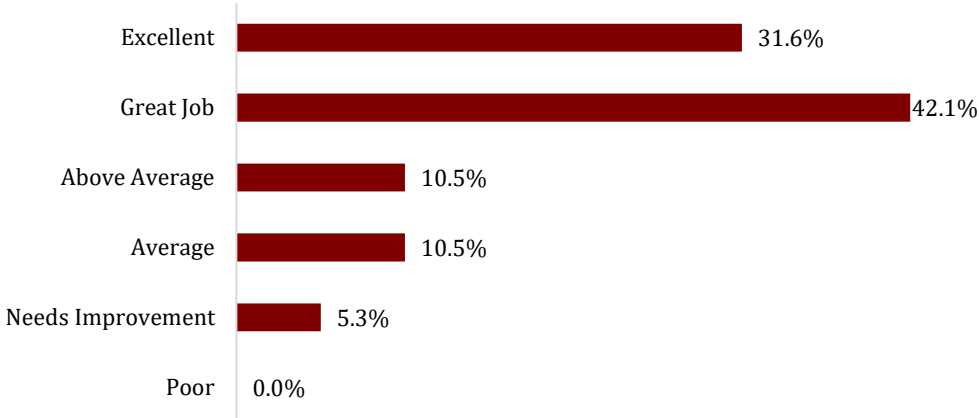
1. I gained valuable insights into my subject topic during this training session.



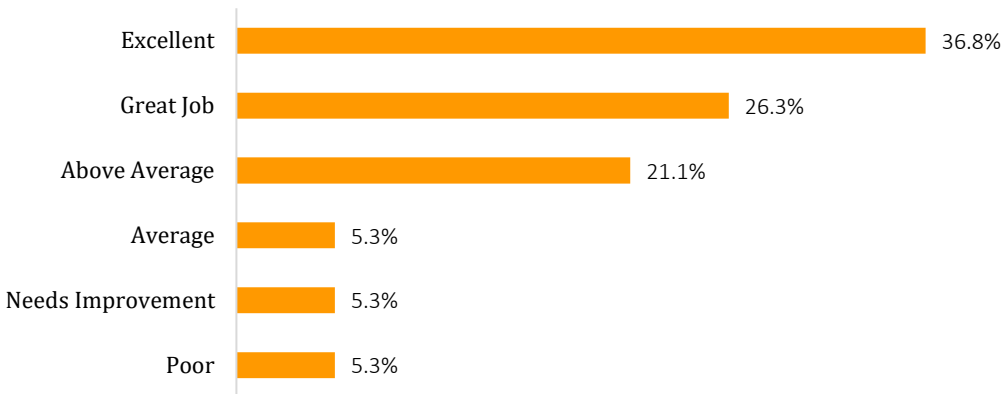
2. The training session was helpful.



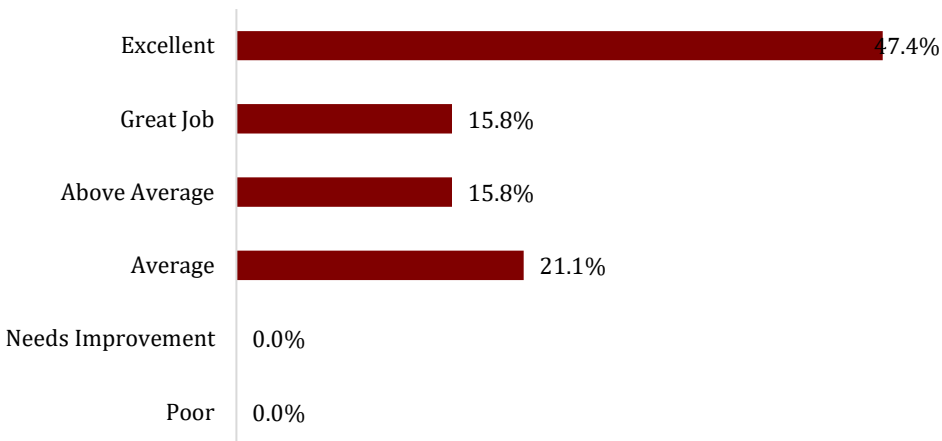
3. I feel the training can be beneficial to other subject matter.



4. From the information given, I feel confident in advancing in my studies.



5. I believe that what and how we have been taught work.



What three things did I value the most from the training session these past six weeks?
This is a summary of what students mentioned in the evaluation.



Throughout the students' experiences, they have come to value several key aspects of their personal and academic journey. Safety and self-care are fundamental, particularly in nursing, where understanding vital signs and patient care is essential. They also gained respect for time management, kindness, and teamwork, which have been critical in navigating their studies. Communication stands out as a vital skill, along with the importance of notes and diverse perspectives in mathematics and nursing. They are very appreciative of the friendships formed in this process, which have enriched their college life. The new skills they have acquired, such as patient treatment and critical thinking, lay a solid foundation for future endeavors. Additionally, the knowledge gained from these experiences has opened up new career paths and fostered resilience. Ultimately, the commitment to learning and prioritizing time effectively are values that they hold in high regard.