College of Micronesia - FSM

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Agriculture and Natural Resource Management (AS) - ANR_PSLO_1 - Acquire fundamental concepts and principals of land resources focusing towards development and production in a sustainable manner appropriate to Micronesia. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2014 **Inactive Date:** 05/14/2015 **PSLO Status:** Active	**Assessment Strategy:** Administer pretest during first week of class and post test one week prior to the end of the semester **Assessment Type:** Exam/Quiz - Pre-Post **Target:** 60% of students passing post test	05/10/2014 - 68% or 36 out of 53 students passed the post test **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Agriculture and Natural Resource Management (AS) - ANR_PSLO_2 - Demonstrate basic competencies in the management of land resources and food production. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/18/2014 **Inactive Date:** 05/14/2015 **PSLO Status:** Active	**Assessment Strategy:** Prepare and administer final exam for Ag 110 and Ag 140 covering all the SLO's **Assessment Type:** Exam/Quiz - In Course **Target:** 70% pass rate	05/20/2014 - 9 out of 11 passed 82% passed **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Agriculture and Natural Resource Management (AS) - ANR_PSLO_3 - Acquire basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry- level employment in a land	**Assessment Strategy:** Comprehensive exam at the end of the semester **Assessment Type:** Exam/Quiz - Pre-Post **Target:**	05/20/2014 - 9 out of 11 passed. 82% of the class were successful **Target Met:** Yes **Reporting Period:** 2013 - 2014	

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resource management related agency. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/18/2014 **Inactive Date:** 05/14/2015 **PSLO Status:** Active	75% of the course		
A - instruction - Building Technology (AAS) - BT_PSLO_7.1 - Identify and interpret basic solid state (electronics) symbols and circuit schematics commonly found in the electrical industry. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 01/09/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Assessment Strategy:** Perform circuit tracing and identifying solid state component operation and function in their NIDA experiments. **Assessment Type:** Presentation/Performance **Target:** 70% of students in AAS Building Technology major in Construction Electricity should alteast have a grade of "C" or better.	05/05/2014 - In Spring 2014 VEE 222, 10 out of 11 students or 91% got a grade of "C" or better in this course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Task Name: Familiarizing solid state components in electronic circuits. **Task Description:** Familiarize/Become aware of the symbols, operating characteristics and application of different discrete devices (solid state) use in their experiments.	12/09/2014 - In Fall 2013, VEE 222, 15 out f 15 students or 100% got a grade of "C" or better in this course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Building Technology (AAS) - BT_PSLO_8.1 - Analyze circuit operations on basic motors. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 01/09/2012 **Inactive Date:**	**Assessment Strategy:** Familiarize with the operation of the different AC/DC motors and generators. **Assessment Type:** Exam/Quiz - In Course **Target:** 70% of students in AAS Building Technology major in Construction Electricity should atleast have a grade of "C" or better.	12/09/2013 - In Fall 2013 VEE 266, 15 out of 15 students or 100% got a grade of "C" or better in this course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

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05/08/2015 **PSLO Status:** Active			
A - instruction - Building Technology (AAS) - BT_PSLO_9.1 - Perform basic troubleshooting on basic motors. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Task Name:** AC/DC motor troubleshooting. **Task Description:** Identify possible motor faults and perform simulated troubleshooting using Simutech skills series software.	12/01/2014 - In Fall 2013 VEE 266, 15 out of 15 students or 100% got a grade of "C" or better in this course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Business Administration (AS) - BUA_PSLO_1 - Demonstrate basic knowledge of each of the functional areas of business – accounting, management, marketing, economics, and finance – by emphasizing their importance in an organization and describing their interrelationship in the organization's attempt to achieve its objectives. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/05/2014 **Inactive Date:** 05/14/2015 **PSLO Status:** Active		05/12/2014 - SLO #1.1 - Twelve students passed this SLO. SLO #1.2 - Twelve students passed this SLO. SLO #2.1 - Ten students passed this SLO. SLO #2.2 - Nine students passed this SLO. SLO #2.3 - Eleven students passed this SLO. SLO #2.4 - Nine students passed this SLO. SLO #3.1 - Eight students passed this SLO. SLO #3.2 - Nine students passed this SLO. SLO #3.3 - Ten students passed this SLO. Notes: (1) Nineteen students were originally registered in this course. One subsequently withdrew, leaving a total of 18 students. (2) Pass is used here to mean having a grade of "C" or higher. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Business Administration (AS) - BUA_PSLO_2 - Demonstrate basic knowledge and skill in the use of cost and managerial accounting concepts and techniques as management tools for planning, controlling, evaluating performance and making decisions. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/07/2012 **PSLO Status:** Active	**Assessment Strategy:** Use assessment result of AC250_CSLO AC 250's joint assessment activity with other business courses. **Assessment Type:** Project-Group **Target:** Minimum of 50% of students will be able to give appropriate advice for improvement of production level and profitabilty, and 70% of the students will be able to correctly account for the transactions of groups engaged in production of goods.	10/14/2014 - Fall 2012 results - Average of 2/20 for Pretest; 12/20 for Post-test (CLO #1) 0.67/20 for Pretest; 14/20 for Post-test (CLO #2) 2/20 for Pretest; 5/20 for Post-test (CLO #3) Spring 2014 results - Average of 7/20 for CLO #1 7/20 for CLO #2 4/20 for CLO #3 Note: CLO #1 and #2 require I,D,P while CLO #3 only requires I Target met in Fall 2013 but not in Spring 2014. Initial findings indicate that poor attendance in Spring may be one reason for the poor outcome. **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/15/2014 - Talk to students as soon as a pattern of repeated absences is noticed in the early part of the semester and explain the importance of being in class and participating in classroom activities in meeting their learning outcomes. Apply other interventions as early as possible to those whose performance indicate need for assistance. Coordinate with appropriate support service offices for the timely hiring of accounting tutors by identifying and recommending qualified candidates for the job.
A - instruction - Business Administration (AS) - BUA_PSLO_3 - Demonstrate basic knowledge and skill in business mathematics and elementary statistics by accurately performing common business computations, statistical data presentation and analysis. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/04/2014 **PSLO Status:** Active	**Assessment Strategy:** The skills of the students in performing common business computations will be assessed using two separate student activities for two courses. MS/BU110 (Business Math) students will be assessed using a group activity on pricing, while the BU250 (Principles of Finance) will be assessed using a quiz. The averages for each course will be used to assess the performance of the students on this PLO. **Assessment Type:** Exam/Quiz - In Course **Target:** At least 70% of the students for both courses should get a "C" or better	02/14/2013 - 48.5% of the students for both course got a rating of "C" or better **Target Met:** No **Reporting Period:** 2013 - 2014	03/14/2013 - For the next cycle, the students will be asked to organize a Pricing activity,where BU/MS110 (Business Math) students will be asked to form groups and organize a bake sale. For this activity students will be using common business computations and analysis to come up with the most profitable price for their products. The BU250 (Principles of Finance) students will also be asked to collaborate with the BU/MS110 students and compute the future value and cash flows of the BU/MS/110 students. A rubric will be used to assess the students on how they use common business computations, statistical data presentation and analysis, for the

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			said activity. _____
A - instruction - Business Administration (AS) - BUA_PSLO_5 - Demonstrate a basic understanding of the legal environment and ethical challenges confronting business in general and in the FSM, from both local and global perspectives. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/04/2015 **PSLO Status:** Active	**Assessment Strategy:** PSLO 5 will be assessed using a research activity. The research activity will require the students to identify a legal issue that interest the students. The legal issues should be about the laws governing business is FSM, identify legal and ethical challenges faced by business in FSM. A rubrics will be used to assess the research. **Assessment Type:** Research **Target:** At least 70% of the students should get at least 35 points in the Rubric. **Related Documents:** Law Research Rubric.docx Law research rubric new.docx	02/28/2013 - 74% of the students got a rating of 70 or better out of the 100 points. **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/13/2014 - Organize a field trip to show the students how an actual hearing is done _____
A - instruction - Computer Information Systems (AS) - CIS_PSLO_2 - Demonstrate theoretical knowledge and practical skills in the management and strategic use of information systems and technology. **PSLO Assessment Cycle:** 2013 - 2014 2014 - 2015 **Start Date:** 08/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Usethe assessment result of IS260_CSLO_1 using a project with a rubric that demonstrates theoretical knowledge and practical skills in the management and strategic use of information systems and technology **Assessment Type:** Descriptive Statistics **Target:** At least 60% of students will have a satisfactory grade(A-C level) based on criteria laid out by a rubric in CIS_PSLO_2.	11/19/2013 - 16 out of 22 or 72% successfully pass this activity **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/13/2014 - Create an alternative activity that would demonstrate their understanding in the use of IS in case a student fails to complete the said activity because of absence or insufficient skills and knowledge. _____
A - instruction - Electronics Technology (AAS) - ET_PSLO_1.5 - Perform troubleshooting techniques to maintain and	**Task Name:** Communication skills	12/16/2013 - 16 students were assessed, 3 students were rated as exemplary, 4 students	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
resolve hardware/software related problems in a personal computer system. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 01/09/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Task Description:** Students will use the Internet or a local store to gather information about components you will need to complete your customer's computer system. Information will be presented in power-point presentation.	rated as developing, and 9 students were rated as unacceptable **Target Met:** No **Reporting Period:** 2013 - 2014	
	Task Name: Computer Networking **Task Description:** Students will perform the following: 1. Design, configure, and run a peer-to-peer network 2. Connect and configure a computer to an existing client-server network 3. Perform basic maintenance and troubleshooting on a computer network system.	12/16/2013 - 16 students were assessed, 9 students rated as exemplary, 4 students rated as developing, and 3 students were unacceptable **Target Met:** Yes **Reporting Period:** 2013 - 2014	08/04/2014 - Encourage students with poor performances to attend tutorial sessions on computer networking as designed and offered by the electronic program _____
	Task Name: OS Installation **Task Description:** Students will perform operating system (OS) and system drivers installation and configuration processes with Windows XP, Windows 7, and Linus (Fedora)	12/16/2013 - 16 students were assessed, 8 students rated as exemplary, 5 students were rated as developing, 3 students were rated a unacceptable **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Task Name: PC Assembly **Task Description:** Students will disassemble and re-assemble of a PC system	12/16/2014 - 16 students were assessed, 12 students were rated as exemplary and 4 students were rated as developing. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Task Name: System Configuration **Task Description:** Configuring and optimizing a computer operating system	12/16/2013 - 16 students were assessed, 3 students were rated as exemplary, 9 students were rated as developing, and 4 students were rated as unacceptable **Target Met:** Yes	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Reporting Period: 2013 - 2014	
A - instruction - Electronics Technology (AAS) - ET_PSLO_1.6 - Perform troubleshooting techniques to maintain, diagnose, and repair electronic equipment and devices. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 01/09/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Assessment Strategy:** • The student will troubleshoot a defective video system and business machine. * The student will perform advance soldering and rework procedure on surface mount devices. **Assessment Type:** Presentation/Performance **Target:** 70 % of the students registered in the course should attain a grade of "C" or better.	05/07/2014 - 16 out of 16 or 100% of the student got a grade of "C" or better and were able to troubleshoot a defective video system and business machine. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - General Education - GE_PSLO_2.2 - Demonstrate understanding of the modes of inquiry by identifying an appropriate method of ac cessing credible information and data resources; applying the selected method; and organizing results **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Hand on project to demonstrate understanding of learning outcomes **Assessment Type:** Project-Individual **Target:** 70% of students will score 70% or better on the hands on project	05/19/2014 - In CA100, 69.9% of the students were able to demonstrate understanding of the modes of inquiry by identifying an appropriate method of ac cessing credible information and data resources through hands on project. **Target Met:** No **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of students will score 70% or better on the hands on project and the same strategy will be used to assess the PSLO.
A - instruction - General Education - GE_PSLO_3.1 - Demonstrate understanding and apply mathematical concepts in problem solving and in day to	**Assessment Strategy:** Each instructor's Final Exam will contain a "common" section which will be the same for all sections of MS 100. This section will	05/19/2014 - In MS100, 68.3% of the students were able to Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities through common	11/30/2014 - Target will be set at 70% of students will score 70% or better on the "common" exam. MS100 will be the first course to

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day activities **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 09/15/2014 **PSLO Status:** Active	specifically address the PSLOs listed above and will be used to assess the outcomes **Assessment Type:** Exam/Quiz - In Course **Target:** 70% of students will score 70% or better on the "common" exam	question on the final exam. **Target Met:** No **Reporting Period:** 2013 - 2014	have a common embedded assessment assignment developed to assess this PSLO ————————————————
A - instruction - General Education - GE_PSLO_3.2 - Present and interpret numeric information. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	**Assessment Strategy:** Each instructor's Final Exam will contain a "common" section which will be the same for all sections of MS 100. This section will specifically address the PSLOs listed above and will be used to assess the outcomes **Assessment Type:** Exam/Quiz - In Course **Target:** 70% of students will score 70% or better on the "common" exam	05/19/2014 - In MS100, 76.5% of the students were able to demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities through common question on the final exam. **Target Met:** No **Reporting Period:** 2013 - 2014 ————————————————	11/30/2014 - Target will be set at 70% of students will score 70% or better on the "common" exam. MS100 will be the first course to have a common embedded assessment assignment developed to assess this PSLO ————————————————
A - instruction - General Education - GE_PSLO_3.3 - Communicate thoughts and ideas effectively using proper mathematical terms **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	**Assessment Strategy:** Each instructor's Final Exam will contain a "common" section which will be the same for all sections of MS 100. This section will specifically address the PSLOs listed above and will be used to assess the outcomes **Assessment Type:** Exam/Quiz - In Course **Target:** 70% of students will score 70% or better on the "common" exam	05/19/2014 - In MS100, 86.7% of the students were able to Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities through common question on the final exam. **Target Met:** No **Reporting Period:** 2013 - 2014 ————————————————	11/30/2014 - Target will be set at 86% of students will score 70% or better on the "common" exam. MS100 will be the first course to have a common embedded assessment assignment developed to assess this PSLO ————————————————
A - instruction - General Education - GE_PSLO_3.4 - Define and explain	**Assessment Strategy:** A rubric will be used to assess this outcome	07/10/2014 - 68.6% of students were able to define and explain scientific concepts, principles,	

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scientific concepts, principles, and theories of a field of science **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/20/2012 **Inactive Date:** 05/15/2013 **PSLO Status:** Inactive	**Assessment Type:** Written Assignment **Target:** 70% of students will score satisfactory or better on the rubric	and theories of a field of science **Target Met:** No **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of students will score satisfactory or better on the rubric. _____
A - instruction - General Education - GE_PSLO_3.5 - Perform experiments that use scientific methods as part of the inquiry process **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Inactive	**Assessment Strategy:** General education science PLO be a laboratory submitted and then marked against the 50 point rubric. **Assessment Type:** Written Assignment **Target:** 70% of students will score satisfactory or better on the rubric	07/10/2014 - 64.3% of students were able to Perform experiments that use scientific methods as part of the inquiry process **Target Met:** No **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of students will score satisfactory or better on the rubric. _____
A - instruction - General Education - GE_PSLO_4.1 - Demonstrate a fundamental knowledge of world geography **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	**Assessment Strategy:** Students will take an exam to demonstrate fundamental knowledge of world geography **Assessment Type:** Exam/Quiz - Standardized **Target:** 70% of students will score 70% or better on the exam	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate a fundamental knowledge of world geography through an exam. **Target Met:** No **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of students will score 70% or better on the exam. _____ 11/30/2014 - Target will be set at 70% of students will score 70% or better on the exam. _____
A - instruction - General Education - GE_PSLO_4.2 - Demonstrate knowledge of the cultural issues of a person's own culture	**Assessment Strategy:** Students will take an exam to demonstrate knowledge of the cultural issues of a person'	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate knowledge of the cultural issues of a person's own culture and	

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and other cultures **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	s own culture and other cultures **Assessment Type:** Exam/Quiz - Standardized **Target:** 70% of students will score 70% or better on the exam	other cultures through an exam. **Target Met:** No **Reporting Period:** 2013 - 2014	
A - instruction - General Education - GE_PSLO_4.3 - Demonstrate knowledge of major historical events affecting one's culture and other cultures **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	**Assessment Strategy:** Students will take an exam to demonstrate knowledge of major historical events affecting one's culture and other cultures **Assessment Type:** Exam/Quiz - Standardized **Target:** 70% of students will score 70% or better on the exam	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate knowledge of major historical events affecting one's culture and other cultures through an exam. **Target Met:** No **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of students will score 70% or better on the exam. _____
A - instruction - General Education - GE_PSLO_4.4 - Demonstrate familiarity with contemporary global issues **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	**Assessment Strategy:** Students will take an exam to demonstrate familiarity with contemporary global issues **Assessment Type:** Exam/Quiz - Standardized **Target:** 70% of students will score 70% or better on the exam	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate familiarity with contemporary global issues through an exam. **Target Met:** Yes **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of students will score 70% or better on the exam. _____
A - instruction - General Education - GE_PSLO_4.5 - Demonstrate an	**Assessment Strategy:** Students will take an exam to demonstrate	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate an	

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understanding of major ethical concerns **PSLO Assessment Cycle:** 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	an understanding of major ethical concerns **Assessment Type:** Exam/Quiz - In Course **Target:** 70% of students will score 70% or better on the exam	understanding of major ethical concerns through an exam. **Target Met:** No **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of students will score 70% or better on the exam. ———————————————
A - instruction - General Education - GE_PSLO_5.1 - Determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/05/2012 **Inactive Date:** 05/15/2014 **PSLO Status:** Inactive	**Assessment Strategy:** The students taking ESS classes will participate regularly (not more than 2 absences per semester) for one semester. **Assessment Type:** Descriptive Statistics **Target:** 60% of the students taking ESS classes will participate regularly (not more than 2 absences per semester) for one semester.	05/19/2014 - In the ESS courses, 69.1% of the students were able to determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester by participating regularly (not more than 2 absences per semester) for one semester in an ESS course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of the students taking ESS classes will participate regularly. ———————————————
A - instruction - General Education - GE_PSLO_5.2 - Demonstrate professionalism, interpersonal skills, teamwork, leadership and decision making skills **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/20/2012 **Inactive Date:** 05/15/2013 **PSLO Status:** Inactive	**Assessment Strategy:** The students taking ESS classes will participate regularly (not more than 2 absences per semester) for one semester. **Assessment Type:** Descriptive Statistics **Target:** 1.1. 60% of the students should participate in school intramurals and community sports competition. 1.2. At least 60% of ESS students will actively participate in fun run and college workout program.	05/19/2014 - In the ESS courses, 61.9% of the students were able to determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester by participating regularly (not more than 2 absences per semester) for one semester in an ESS course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	11/30/2014 - Target will be set at 70% of the students taking ESS classes will participate regularly. ———————————————

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	1.3. At least 90% of the enrolled students will actively participate in class tournament, group discussion and practicum.		
A - instruction - General Education - Sample - Sample, sample, sample. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/05/2012 **Inactive Date:** 05/04/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Strategy #1-Quiz **Assessment Type:** Exam/Quiz - In Course **Target:** Establish Baseline	01/14/2014 - Sample result 2013-2014 **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Strategy #2-exam **Assessment Type:** Exam/Quiz - In Course **Target:** Establish Baseline	01/22/2014 - Sample result 2013-2014 **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_1 - Explain the interdependent components of the international hospitality and tourism industry including transportation, customer service, food service, lodging, recreation management, roles of national and state visitors' authorities, marketing and sales. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/12/2014 **Inactive Date:** 12/18/2015 **PSLO Status:** Active	**Assessment Strategy:** Student presentation of findings collected at practicum site which identifies the interdependent components of the modern food service and lodging setting. **Assessment Type:** Presentation/Performance **Target:** 100% to achieve a passing grade of 70% or better.	05/13/2014 - 100% or 5/5 achieved a passing grade of 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA_HTM250_Sp2014	12/16/2014 - Course delivery structure will need to be modified to assure completion of practicum hours within the semester.
		12/17/2013 - 100% achieved a passing grade of C or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** F13CLA HTM 250	03/13/2014 - Maintain target for HTM250 students;
	Assessment Strategy: Research assignment on hospitality and tourism service providers in Pohnpei state. **Assessment Type:**	05/13/2014 - 95% or 18/19 achieved a passing grade of 70% or better. **Target Met:** Yes	

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	Research **Target:** 70% to achieve a passing grade of 70% or better. **Related Documents:** F13CLA HTM110/P1 F13CLA HTM110/P2	**Reporting Period:** 2013 - 2014 **Related Documents:** CLA HTM 120 Sp14	
		12/17/2013 - 95% achieved a passing grade of C or better., **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** F13CLA HTM110/P1 F13CLA HTM110/P2	
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_2 - Demonstrate professional lodging specific technical skills, supervisory techniques and management skills. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/13/2014 **PSLO Status:** Active	**Assessment Strategy:** Student will be evaluated by site supervisor using an evaluation form rating the student's performance upon completion of 50 practicum hours in hotel lodgings at the respective work site. **Assessment Type:** Internship/Supervisor Evaluation **Target:** 100% to achieve a passing grade of 70% or better.	07/17/2014 - 100% or 4/4 achieved a passing grade of 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA_HTM250_Su2014	
		05/13/2014 - 100% or 5/5 achieved a passing grade of 80% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA_HTM250_Sp2014	
		12/17/2013 - 50% or 1/2 achieved a passing grade of 70% or better. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** F13CLA HTM 250	12/16/2014 - Course delivery structure will need to be modified to assure completion of practicum hours within the semester.

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A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_3 - Explain the types and elements of food service operations. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/12/2014 **PSLO Status:** Active	**Assessment Strategy:** Students will be evaluated by onsite supervisor(s) and instructor using an evaluation sheet rating the student's performance upon completion of 50 practicum hours in a restaurant setting. **Assessment Type:** Internship/Supervisor Evaluation **Target:** 100% to achieve passing grade of 70% or better. **Related Documents:** HTM250 Worksite Student Evaluation Form	07/17/2014 - 100% or 4/4 achieved passing grade of 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA_HTM250_Su2014	
		05/16/2014 - 100% or 5/5 achieved a passing grade of 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA_HTM250_Sp2014	
		12/17/2013 - 100% or 2/2 achieved passing grade of 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** F13CLA HTM 250	05/09/2014 - Maintain target and increase practicum hours to 100 for more experience as recommended by students, instructor, and site supervisors. A course modification request will need to be prepared.
	Assessment Strategy: Students will be evaluated on their performance in the operation of the teaching restaurant. A rubric is used to measure their performance in the front and back operations of a restaurant setting. **Assessment Type:** Presentation/Performance **Target:** 100% to achieve passing grade of 70% or better.	05/16/2014 - 89% or 8/9 achieved passing grade of 70% or better. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** CLA HTM 220 Sp14	07/31/2014 - More emphasis needs to be applied to course attendance and participation policy.
		05/13/2014 - 100% or 13/13 achieved passing grade of 70% or better. **Target Met:** Yes **Reporting Period:**	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		2013 - 2014 **Related Documents:** CLA_HTM165_Sp2014	
		05/11/2014 - 100% or 13/13 for HTM165 and 5/5 for HTM250 achieved passing grade of 80% or better **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA_HTM165_Sp2014 CLA_HTM250_Sp2014	
		12/17/2013 - 88% or 7/8 achieved a passing grade of 70% or better. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** F13CLA HTM165	05/09/2014 - Modify scheduling of classes HTM165 and HTM220 to allow for ample hands on and practical applications. Suggested scheduling 1 hr Wednesday afternoons for lecture and 2 hrs Thursdays 10:30am to 12:30pm for practical applications and also to coincide with Thursday openings of Blue Plate Cafe.
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_4 - Demonstrate front of the house technical and supervision techniques. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 01/13/2014 **PSLO Status:** Active	**Assessment Strategy:** Checklist, customer surveys, and instructor's evaluation sheet rating student's performance in lodging and food services. **Assessment Type:** Presentation/Performance **Target:** 70% to achieve a passing grade of 70% or better.	05/11/2014 - 8 out of 9 students or 89% in the class demonstrated the targeted SLO Assessed through foodservice skills application at Blue Plate Café **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA HTM 220 Sp14	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		07/18/2014 - 100% achieved an evaluation rating of 70% or better from respective practicum site supervisors. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA_HTM250_Su2014	
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_5 - Describe tourism attraction support services and related business opportunities. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 01/13/2014 **PSLO Status:** Active	**Assessment Strategy:** Research assignments to identify the interdependent components of the international travel and tourism systemdentify and explain the economic, cultural and environmental impacts of tourism. **Assessment Type:** Research **Target:** 70% to achieve 70% or better.	05/12/2014 - 74% or 14/19 achieved passing grade of 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CLA HTM 120 Sp14	05/16/2014 - To encourage students to take advantage of tutorial assistance in writing and research skills.
		12/17/2013 - 95% of HTM110 or 18/19 achieved passing grade of 70% or better; 100% of HTM250 or 2/2 achieved passing grade of 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** F13CLA HTM110/P1 F13CLA HTM110/P2 F13CLA HTM 250	
A - instruction - LA/HCOP (AA) - HCOP_PSLO_3 - Describe health care and allied professions and gain experience working effectively in groups and with health professionals to address human life sciences and health problems.	**Assessment Strategy:** Students in SC101 are assigned research papers to be completed a group of two or three. The research papers are on topics associated with the PLO. **Assessment Type:**	02/18/2014 - Fall 2013 Pass rate = 75% Fail rate = 25% **Target Met:** Yes **Reporting Period:**	02/23/2014 - Target met therefore repeat the same assessment in spring 2014

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 **Start Date:** 08/19/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Inactive	Written Assignment **Target:** Class mean of 70%	2013 - 2014 **Related Documents:** SC120 Lab_report_Instruction SC120 Lab_Report_grade SC120_spring_2014_assessment_results	
A - instruction - LA/HCOP (AA) - HCOP_PSLO_4 - Discuss, analyze, and interpret fundamental and current issues relevant to human life sciences and health problems and communicate information in a critical, scientific, and technologically advanced manner. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/19/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Research papers **Assessment Type:** Written Assignment **Target:** Class mean 70%	02/18/2014 - Fall 2013 Average pass rate = 66.3% Average fail rate = 33.7% **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** SC120 Lab_report_Instruction SC120_spring_2014_assessment_results SC120 Lab_Report_grade	02/23/2014 - Target not met, but close at 66%. Recommend we repeat the same assessment in spring 2014 _____
A - instruction - Liberal Arts (AA) - LA_PSLO_2 - Articulate and understand their experiences through effective writing, reading , speaking and various modes of artistic expression **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 05/30/2015 **Inactive Date:** 06/01/2016 **PSLO Status:** Active	**Assessment Strategy:** Collect summative writing assignments from students in all 200-level English classes for this school year, analyze the writing from half of the selected sample to determine how well students are performing in terms of coherence, content, format and conventions in their writing. **Assessment Type:** Written Assignment **Target:** 50% of the total number of students in the 200-level English classes	05/13/2014 - 100% of students who took the selected courses for this assessment project were assessed. **Target Met:** Yes **Reporting Period:** 2013 - 2014 05/10/2014 - Summative writing assignments were collected from 85 students in four different courses. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Task Name: Analysis of data **Task Description:** Tally of student performance will then be compiled into spreadsheets and data will be reviewed and analyzed by all faculty of the division to identify strengths and weaknesses in the writing of the students who are in the 200 level English courses.	05/13/2014 - Only 13% of the students in the EN 201 class could demonstrate coherent writing and appropriate use of writing conventions. In the EN/CO 205 class, less than 25% of the students (4 out of 17) could articulate in writing the content of the course in the required format for the writing assignment. In the EN 208 and EN 209 classes, because new and unfamiliar concepts and theories were introduced to the students, only 37-40% of the total number of students assessed (15-16 students out of 40) demonstrated knowledge of content and format in their writing. These were the areas of weakness that were apparent from the writing samples provided by the students. **Target Met:** No **Reporting Period:** 2013 - 2014	
		05/13/2014 - The data was collected from one EN 201 course, one EN/CO 205 course, and two EN 209 courses. Although it was our goal to collect data from all of the 200-level English courses, data was collected from 4 sections of the 8 courses that were offered (50%). The data was put into a spreadsheet and was looked at by the faculty at the end of March. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Task Name: Revision of the Writing Assignment Rubric **Task Description:** The writing assignment rubric that was created and circulated to division members for feedback during the 2012-2013 assessment cycle and which was used for assessing the writing assignments from each	05/13/2014 - A workable rubric was created to be used in this assessment activity. Some inconsistencies and difficulties were found as a result of using the rubric that was created for this assessment. The rubric was simplified to rate the students on a scale of 1-3 with 3 being the strongest and 1 being the weakest. The faculty decided that students either could demonstrate the	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	of the classes during the previous assessment cycle will be re-visited and revised by the division members as many faculty who used the rubric previously found areas that needed to be improved and many shortcomings of the rubric need to be addressed before it can be used again for this assessment cycle.	skill well (3) or not (1) or could only do this partially (2). This rating was agreed upon so that we could see whether the skills that were being taught were being transferred into their writing or not. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Marine Science (AS) - MS_PSLO_1 - MS1. Demonstrate fundamental knowledge of geological, geomorphological, physical, chemical, and biological oceanography. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/06/2014 **Inactive Date:** 12/20/2014 **PSLO Status:** Active	**Assessment Strategy:** Students are asked to describe the processes of photosynthesis and cellular respiration in the marine biology course. **Assessment Type:** Exam/Quiz - In Course **Target:** establish baseline **Related Documents:** mbtest2bis-F12.doc mbtest4-F12.doc	12/17/2013 - Students who completed this course during the F13 session exceeded the targeted score of 70% on both SLOs (Photosynthesis and Cellular Respiration) **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** MBio-SLO4-Assessment-F13.pdf	
	Assessment Strategy: Students will be able to draw the profile of the ocean basins with its distinct continental margin and deep-ocean basin and label its respective seafloor components, notably: continental shelf, continental slope, continental rise, submarine canyons, abyssal plains, guyots, sea mounts, mid-ocean ridges, transform faults, hydrothermal vents, and trenches **Assessment Type:** Exam/Quiz - In Course **Target:** Class mean of 70% for PSLO#1 assessment strategy **Related Documents:** Test4-Oceano-Sp13.doc Oceano(MR240)-AssRepSp2014.	10/18/2014 - Fall2013 session -- Test 1--81% (10 pass; 3 fail); Test 2--65% (12 pass; 2 fail); Final exam--88% (8 pass; 0 fail) -- students exceeded the target (refer to related document) **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** MR240-AssessSLO3_5-F13.pdf	
		05/20/2014 - Spring2014 session -- Test 1--65% (8 pass; 4 fail); Test 2--85% (9 pass; 1 fail); Final exam--86% (9 pass; 1 fail) -- students exceeded the target (refer to related document) **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	doc	**Related Documents:** MR240-SummaryGrades-SLO3_5-Sp14.pdf	
A - instruction - Marine Science (AS) - MS_PSLO_2 - MS2. Apply fundamental knowledge of marine sciences towards identifying and critically analyzing and outlining potential solutions for local, regional and global problems relating to marine systems. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/20/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	**Assessment Strategy:** Students in MR 201 Aquaculture will design a sustainable aquaculture business plan feasible for regional application. **Assessment Type:** Project-Group **Target:** establish baseline	11/03/2014 - Outcome 6.2 "The student will be able to apply successful business and management considerations in the development of a proposal for a regionally feasible and sustainable aquaculture project" requires students to focus on aspects of the course that demonstrated low-tech, sustainable aquaculture as discussed through our partnership with MERIP. This outcome was measured using the Final Lab Project (Group Project) that tasks students with the following: "You and your lab partners will team up to make plans to develop an eco-friendly aquaculture project that could become economically successful within a 3 year period." This project was submitted and presented by the group in PowerPoint format and was graded on rubric that assess all aspects of the project (see attached rubric). All groups (and therefore all students) satisfactorily completed this outcome at a "C" level or higher. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** aquacultureproj_rube.xlsx	
A - instruction - Marine Science (AS) - MS_PSLO_3 - MS3. Apply the scientific process to formulate hypotheses, design experiments, and collect and analyze data from which valid scientific conclusions are drawn. **PSLO Assessment Cycle:** 2013 - 2014	**Assessment Strategy:** Students will collect and analyze data via conducting a coral reef survey. Specifically, they will conduct a line-intercept survey, collecting and analyzing the data they have generated, and report their findings in PowerPoint format. **Assessment Type:**	11/07/2014 - Four of the five students enrolled in this course successfully completed this outcome. The one student that did not complete this outcome did not submit a final report for this project while the other four that did submit projects all satisfactorily met the outcome as scored by a rubric designed to assess the students understanding and interpretation of the data they	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Start Date: 08/20/2013 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	Project-Individual **Target:** establish baseline	collected. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Students will collect, analyze, discuss, and interpret oceanographic data in the form of a comprehensive report in MR 240 Oceanography course. **Assessment Type:** Written Assignment **Target:** At least 70% of the students will master the PSLO#3 assessment strategy	05/07/2014 - Sp2014 session -- CSLO8 in the syllabus --- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 71.9% . Of the total of 10 students stayed in the course, 8 passed the laboratory report while 2 students failed the report. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Oceano-LabFinRep-Sp14.pdf OcLab-WrittenRep-CorrectionTempl.pdf	
		03/13/2014 - F2013 session -- CSLO8 in the syllabus -- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 78.9% 7 Pass; 3 Fail (of the 3 who failed -- 2 of them did had left the course after the withdrawal date and did not submit the report; in fact only 1 student failed to pass this research report) **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Oceano-LabRep-Final-F13.pdf OcLab-WrittenRep-CorrectionTempl.pdf	
A - instruction - Marine Science (AS) - MS_PSLO_4 - MS4. Communicate effectively, in written and oral forms, utilizing	**Assessment Strategy:** Students will demonstrate knowledge in marine science (orally) as they summarize	11/07/2014 - Eleven of the twelve students (92%) in this class successfully completed this outcome of orally summarizing research findings.	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
the language and concepts of marine science. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/20/2013	their research findings during final group research projects in Ichthyology class. **Assessment Type:** Project-Group **Target:** establish baseline	**Target Met:** Yes **Reporting Period:** 2013 - 2014	
PSLO Status: Active	**Assessment Strategy:** Students will conduct a survey of fishes from an estuarine habitat and report their findings in written scientific format (MR 254 Field Study). **Assessment Type:** Written Assignment **Target:** establish baseline	11/24/2014 - Reporting from the Fall 13 semester, 5 students were enrolled in MR 254 Marine Biology Field Study class. Students were tasked with completing a survey of fishes from an estuary using a seine net and report their findings in written scientific format. The paper was scored using a grading rubric, evaluating each individual section of the paper, but for the sake of this assessment, a simple pass/fail scoring evaluation should suffice. Four of the five students (80%) successfully completed this outcome. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: The water mixing pattern of an estuary will be studied during the Oceanography (MR240) course. Students will produce an exhaustive laboratory report on their findings **Assessment Type:** Written Assignment **Target:** Students who pass this course should obtain 70% or more on their final written laboratory report	05/23/2014 - Sp2014 session -- CSLO8 in the syllabus --- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 71.9% . Of the total of 10 students stayed in the course, 8 passed the laboratory report while 2 students failed the report. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Oceano-LabFinRep-Sp14.pdf OcLab-WrittenRep-CorrectionTempl.pdf	
		03/04/2014 - F2013 session -- CSLO8 in the syllabus -- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 78.9% 7 Pass; 3 Fail (of the 3 who failed -- 2 of them did had left the course after the	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		withdrawal date and did not submit the report; in fact only 1 student failed to pass this research report) **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Oceano-LabRep-Final-F13.pdf OcLab-WrittenRep-CorrectionTempl.pdf	
A - instruction - Micronesian Studies (AA) - MICST_PSLO_1 - Demonstrate the ability to read, speak and write critically and effectively in English about Micronesian Studies Program course content. **PSLO Assessment Cycle:** 2011 - 2012 2012 - 2013 2013 - 2014 **Start Date:** 08/05/2013 **Inactive Date:** 05/18/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Common essay to be administered to the SS courses to assess this. The question will allow students to explain their understanding of the major concepts in the program which include: social, political, and economic inlfluences. The courses are SS195, SS200, SS205, SS212, SS220, and SS280. The identified courses will be assessed, using a scoring rubric, on a range or 1-5; where 1=f, 2=D, C=3, 4=B, and 5=A. Common essays will be administered the 14th week of Fall 2013 as part of an in-class work. **Assessment Type:** Written Assignment **Target:** 73%	05/13/2014 - SS195 Total Assessed=20 P=16 F=4 SS205 Total assessed=18 P=11 Fail=7 SS212 Total Assessed=23 Pass=20 Fail=3 SS200 Total Assessed=18 Pass=15 Fail=3 SS280 Total Assessed=5 Pass=5 Fail=0 SS205 Total assessed=18 P=11 Fail=7 SS212 Total Assessed=23	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Pass=20 Fail=3 SS200 Total Assessed=18 Pass=15 Fail=3 SS280 Total Assessed=5 Pass=5 Fail=0 Although 70% of the students in all the courses passed the written assignment with a score of 3 or better, the weakest response as was seen from Fall 2013 was still identified to be in the area of "Economy". Thus, the same recommendation will be kept as was proposed in Fall 2013 (see recommendation). **Target Met:** Yes **Reporting Period:** 2013 - 2014	
		02/03/2014 - SS195 N=27 P=25 F=2 Of the 29 students who were assessed, 93% were successful at a score of 3 or better. SS205 N=10 P=9 F=1 From the 10 students who were assessed, 90% were successful at a score of 3 or better. SS212 N=20 P=18 F=2	05/13/2014 - Students either failed to respond to the topic on Economy all together or they ended providing a very superficial response. It can be recommended that more emphasis be provided on this subject in the future. A specific approach can involve students to write about topics on Economy, focusing on Micronesia.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		From the 20 students who were assessed, 90% were successful at a score of 3 or better. SS220 N=21 P=20 F=1 From the 21 students who were assessed, 95% were successful at a score of 3 or better. SS280 N=8 P=7 F=0 From the 8 students who were assessed, 88% were successful at a score of 3 or better. Most of the students were successful (above 70%) at achieving this outcome. However, noticeable factor was their weakness in elaborating on the economic aspect of the common essay question. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Micronesian Studies (AA) - MICST_PSLO_ 4 - Demonstrate the ability to perform research and write papers relevant to Micronesia using different methods and technologies. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **Inactive Date:** 05/20/2015 **PSLO Status:** Active	**Assessment Strategy:** Research and writing papers from SS 200 and SS 280 rated against a common rubric. Research papers are turned in as part of three major projects for the course, where students as assigned topics relating to issues in Micronesia. research papers with assigned topics (where a research rubric is used). The rubric used to assess the research papers looked the following criteria: Thesis/Problem Information Seeking Analysis	05/13/2014 - For SS200, the total number of students who completed the course was 20. All were assessed on the written Assignment. The following are the results: 14 students passed with a score of 70% and higher 6 students failed with a score of 67% and lower. For SS280, the total number of students who completed the course was 20. The 20 students make up 2 sections of the course, taught by two different instructors. All were assessed on the written Assignment or research paper. The following are the results:	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Synthesis Documentation Product/Process **Assessment Type:** Written Assignment **Target:** 73% of the students pass with a score of 70% or better.	Pass=15 students passed with a score of 70% and higher Fail=4 students failed with a score of 67% and lower. The students who failed both courses either did not turn their work or paper did not meet the expected criteria of the paper. **Target Met:** No **Reporting Period:** 2013 - 2014	
		02/12/2014 - SS280 Pass=4 Fail=5 SS200 Pass=19 Fail=9 **Target Met:** No **Reporting Period:** 2013 - 2014	03/13/2014 - Because of the weakness in writing and analytic thinking, more in-class work should be geared towards building critical thinking skills. _____
A - instruction - Micronesian Studies (AA) - MICST_PSLO_5 - Demonstrate an appreciation of the requirements of good citizenship in the FSM. **PSLO Assessment Cycle:** 2011 - 2012 2012 - 2013 2013 - 2014 **Start Date:** 08/07/2013 **Inactive Date:** 05/18/2014 **PSLO Status:** Inactive	**Assessment Strategy:** A common essay question on exam in SS 195, SS 205, SS 212 and SS 220, SS200, and SS 280. **Assessment Type:** Exam/Quiz - In Course **Target:** 73%	05/13/2014 - SS195 Total Assessed=20 P=16 F=4 SS205 Total assessed=18 P=11 Fail=7 SS212 Total Assessed=23 Pass=20 Fail=3 SS200 Total Assessed=18 Pass=15	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Fail=3	
		SS280	
		Total Assessed=5	
		Pass=5	
		Fail=0	
		SS205	
		Total assessed=18	
		P=11	
		Fail=7	
		SS212	
		Total Assessed=23	
		Pass=20	
		Fail=3	
		SS200	
		Total Assessed=18	
		Pass=15	
		Fail=3	
		SS280	
		Total Assessed=5	
		Pass=5	
		Fail=0	
		Although 70% of the students in all the courses passed the written assignment with a score of 3 or better, the weakest response as was seen from Fall 2013 was still identified to be in the area of "Economy". Thus, the same recommendation will be kept as was proposed in Fall 2013 (see recommendation). **Target Met:** No **Reporting Period:** 2013 - 2014	
		02/12/2014 - SS195 P=25 F=2 SS205	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		P=9 F=1 SS212 P=18 F=2 SS220 P=20 F=1 SS280 P=7 F=0 **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Nursing (AS) - NURNPLO 1 - Model personal and professional actions based on self-reflection, core nursing values, and lifelong growth integrating new knowledge, ethical principles, and legal standards for safe, quality nursing practice. **PSLO Assessment Cycle:** 2013 - 2014 2014 - 2015 **Start Date:** 08/19/2014 **PSLO Status:** Active		06/11/2014 - 80% of students both CNA & Level I demonstrated knowledge about lega-ethical principles and safe and quality nursing practice. Assessment done through clinical evaluation tools and skills check offs. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Nursing (AS) - NURNPLO 2 - Incorporate nursing knowledge to assess, plan, deliver, and evaluate care within the context of the inter-professional health team. **PSLO Assessment Cycle:** 2012 - 2013	**Assessment Strategy:** Students are given a scenario with chronic health alterations, and apply knowledge of nursing process and develop a nursing care plan, were able to identify how to evaluate plan of care, graded by rubrics. students are asked to perform related skills in the laboratory using skills checklist performance.	06/11/2014 - Students were able to demonstrate skills in nursing lab prior to their clinical rotations. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2013 - 2014 2014 - 2015 **Start Date:** 08/19/2014 **PSLO Status:** Active	**Assessment Type:** Presentation/Performance **Target:** Students who are taking courses related to this PLO should be able to perform skills and have a passing grade based on skills checklist performance		
A - instruction - Nursing (AS) - NURNPLO 3 - Make evidence-based nursing judgments in the delivery of safe, holistic nursing care. **PSLO Assessment Cycle:** 2013 - 2014 2014 - 2015 **Start Date:** 08/21/2012 **PSLO Status:** Inactive		06/11/2014 - 80% CNA students and Levle I nursing students were be able to make evidence-based nursing judgements on safe nursing care. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Nursing (AS) - NURNPLO 4 - Demonstrate a spirit of inquiry to manage and improve the quality of care and outcomes for individuals, families, and communities **PSLO Assessment Cycle:** 2013 - 2014 2014 - 2015 **Start Date:** 08/21/2013 **PSLO Status:** Inactive		06/11/2014 - 80% CNA and Level I nursing students demonstrated the ability to inquire and manage care outcomes for individuals, families and communities. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Nursing (AS) - NURNPLO 5 - Practice relationship-centered communication and incorporate health technology as a member of the inter-professional team **PSLO Assessment Cycle:** 2013 - 2014 2014 - 2015 **Start Date:**		06/11/2014 - 80% of CNA and Level I nursing students demonstrated communication skills with the member of the inter-professional team. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
08/21/2012 **PSLO Status:** Inactive			
A - instruction - Pre-Teacher Preparation (AA) - PTP_PSLO #1 - Demonstrate basic knowledge of the foundations and concepts related to elementary education. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014	**Assessment Strategy:** Composite exam on Education 200 level courses. **Assessment Type:** Exam/Quiz - Standardized **Target:** 90% will achieve 60% or higher	07/22/2014 - Spring 2014: **Target Met:** No **Reporting Period:** 2013 - 2014	07/22/2014 - Test items need to be reviewed for validity and reliability.
2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/27/2015 **PSLO Status:** Active	**Assessment Strategy:** Pre-Post tests will be administered to the students enrolled in ED210A, ED215, ED/PY201, ED292, and MS/ED210. **Assessment Type:** Exam/Quiz - Pre-Post **Target:** 90% will achieve 60% or higher.	07/22/2014 - ED 215: 19/22 students achieved 60% or higher on the post test. ED/PY 201: 20/24 students achieved 60% or higher on the post test. **Target Met:** No **Reporting Period:** 2013 - 2014	07/22/2014 - Review items mostly missed by the students for more effective teaching strategies.
A - instruction - Pre-Teacher Preparation (AA) - PTP_PSLO #2 - Demonstrate familiarity with a variety of instructional strategies for elementary school students. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015	**Assessment Strategy:** Assess videotaped teaching performances in ED 292 using a rubric. **Assessment Type:** Presentation/Performance **Target:** 90% will achieve 70% or higher on the rubric.	07/22/2014 - Spring 2014 16/24 (66%) achieved 70% or higher on the rubric. **Target Met:** No **Reporting Period:** 2013 - 2014	07/22/2014 - Students should come to class regularly.
Start Date: 08/06/2012 **Inactive Date:** 05/18/2015 **PSLO Status:** Active	**Assessment Strategy:** Pre-Post test will be used to assess students familiarity of instructional strategies for elementary students. **Assessment Type:** Exam/Quiz - Pre-Post **Target:** 90% will achieve 70% or higher.	05/20/2014 - 24/24 (100%) achieved 70% or higher on the post test. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Tests (open ended questions) on instructional strategies will be administered	07/22/2014 - 19/24 (73%) achieved 70% or higher on the exam. **Target Met:**	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	to students enrolled in ED292. **Assessment Type:** Exam/Quiz - In Course **Target:** 90% will achieve 70% or higher.	No **Reporting Period:** 2013 - 2014	
A - instruction - Public Health (AS) - ASDPHPLO 1 - Recognize, describe and discuss the basic public health science facts and principles **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/19/2014 **PSLO Status:** Active	**Assessment Strategy:** Progressive quizzes/exams in the form of multiple choice and direct short answer questions. **Assessment Type:** Exam/Quiz - In Course **Target:** Successful completion of this outcome will be indicated by more than 80% of students passing courses related to this PLO	05/16/2014 - More than 80% of students who are taking courses related to this PLO have successfully passed the course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	05/16/2014 - A comprehensive exam will be developed to further assess the success of students in this PLO
A - instruction - Public Health (AS) - ASDPHPLO 2 - List and discuss the essential public health functions and their interrelationships at community and district level **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/21/2012 **PSLO Status:** Inactive	**Assessment Strategy:** Progressive quizes given during the course of the semester. **Assessment Type:** Exam/Quiz - In Course **Target:** Successful completion of this outcome will be indicated by more than 80% of students receiving a C grade or higher.	05/16/2014 - Students who are taking courses related to this PLO have successfully passed the exam given for these courses **Target Met:** Yes **Reporting Period:** 2013 - 2014	05/16/2014 - A comprehensive exam will be developed to further assess the success of students in this PLO
A - instruction - Public Health (AS) - ASDPHPLO 4 - Discuss and demonstrate an understanding and practice of some generic public health competencies **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/19/2014	**Assessment Strategy:** Progressive quizzes and exam given during the course of the semester **Assessment Type:** Exam/Quiz - In Course **Target:** Successful completion of this outcome will be indicated by more than 80% of students would pass the courses related to this PLO	05/16/2014 - Students who are taking courses related to this PLO was able to pass their quizzes and exams in these courses **Target Met:** Yes **Reporting Period:** 2013 - 2014	05/16/2014 - A comprehensive exam will be developed to further assess student success in this PLO

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Status: Active	**Assessment Strategy:** students are assigned to a Public Health practicing facility and fill-up their portfolio with learning issue/s of the week and discuss the same with their mentors **Assessment Type:** Portfolio Review **Target:** Student taking courses related to this PLO will be able to identify learning issue/s and discuss these with their mentors.	05/16/2014 - Students who are taking course related to this PLO have completed their Portfolio with clinical learning and was discussed with their mentors confirmed by the signature of their mentors on their portfolio **Target Met:** Yes **Reporting Period:** 2013 - 2014	05/16/2014 - Introduction of Problem based Learning method will be started. Specific clinical scenario will be developed in collaboration with the Pohnpei State Division of Public health Chief. _____
A - instruction - Public Health (AS) - ASDPHPLO 8 - Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/21/2012 **PSLO Status:** Inactive	**Assessment Strategy:** Students must pass the certification training for CPR and first aid. **Assessment Type:** Internship/Supervisor Evaluation **Target:** All students majoring in Public Health must have a certification that they are training CPR provider	05/16/2014 - All students who have declared Public Health as their major have been certified as a BLS provider. This means that these students have acquired a skill in providing Cardiopulmonary Resuscitation **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Telecommunication (AAS) - TM_PSLO_3.1 - Interpret schematic diagrams and waveforms. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Assessment Strategy:** Actual reading and circuit tracing of schematic diagram. Student will describe the different symbols and signals found in schematic diagram. **Assessment Type:** Presentation/Performance **Target:** 70 % of the students registered in the course should attain a grade of "C" or better.	12/16/2013 - 12 out of 12 students or 100% in Radio Communication (VEE 230) got a grade of "C" or better and were able to read schematic diagram and waveform of radio receiver circuit. **Target Met:** Yes **Reporting Period:** 2013 - 2014	12/16/2013 - The course should include in the student learning outcome (SLO) actual Citizen band(CB) transceiver and High Frequency (HF) transceiver radio setup and troubleshooting to meet the growing demand of those stakeholders who owns taxi and fishing vessels or maybe wants to put up their own radio frequency (RF) communication devices. _____
		12/16/2013 - 11 out of 11 or 100% of the students in signal processing (VEE 240) got a grade of "C" or better and were able to interpret schematic	12/16/2013 - Some NIDA cards need to be bought to replace the defective signal processing cards to

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		diagrams and waveforms of analog and digital signal processing circuits. **Target Met:** Yes **Reporting Period:** 2013 - 2014	accommodate more students during the hands-on activities.
A - instruction - Telecommunication (AAS) - TM_PSLO_5.1 - Practice a career in the Telecom Industry **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/15/2015 **PSLO Status:** Active	**Assessment Strategy:** The student will be access base on his performance by the industry partner field supervisor and course instructor in charge. **Assessment Type:** Presentation/Performance **Target:** 70 % of the students registered in the course should attain a grade of "C" or better.	05/16/2014 - 20 out of 20 or 100% of the students were able to receive a grade of "C" or higher and was able to perform at highest level of working competency set by the industry field supervisor and course instructor. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
A - instruction - Telecommunication (AAS) - TM_PSLO_6.1 - Troubleshoot microwave, fiber optic and telephone system. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Assessment Strategy:** The student will troubleshoot a defective circuit use in telecommunication system. **Assessment Type:** Presentation/Performance **Target:** 70 % of the students registered in the course should attain a grade of "C" or better.	05/16/2014 - In VTE260 14 out of 14 or 100% of the students were able to get a grade of "C" of higher and was able to setup and troubleshoot microwave system. In VTE261 19 out of 19 or 100% of the students were able to get a grade of "C" of higher and was able to terminate and connect fiber optics cable and connectors. In VEE280 2 out of 2 or 100% of the students were able to get a grade of "C" of higher and was able to service and repair telephone set. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
		12/16/2013 - 13 out of 13 or 100% of the students in VTE280 (Telephone System) got a grade of "C" or better and were able to troubleshoot and repair cord and cordless telephone sets.	12/16/2013 - The course time and credits should be increase to accommodate more time in troubleshooting telephone system

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Target Met: Yes **Reporting Period:** 2013 - 2014	(cord and cordless). Cellular phone system (VTE281) and Telephone system (VTE280) must be merge together and increase the credits hour to 6. Currently VTE 280 is 3 credit while VTE281 is also 3 credit but was assign as elective course only. Due to fast changing technology it is strongly suggested that the two course be combine as one to increase the ability of the student to troubleshoot both communication devices in one course only.
B - instruction - Achieving College Excellence (ACE) - ACEPSLO 1 - Demonstrate mastery in math and English skills to be able to complete successfully an introductory level course. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/06/2013 **Inactive Date:** 05/06/2014 **PSLO Status:** Active	**Assessment Strategy:** Students are administered a post test in English and math **Assessment Type:** Exam/Quiz - Pre-Post **Target:** 55% of the students will achieve 70% on math and a 50% of the students will achieve a grade equivalent of 10 on the reading test and 40 on the essay.	02/11/2014 - sssss **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Task Name: Tutoring **Task Description:** All campuses will make sure tutors are available for Friday sessions. You may hire faculty who apply for the tutoring positions. Provide study guides for tutors and students to use. Use ideas from 2010 "Best Practices" training.	02/15/2015 - The faculty uncharged of the course are also the tutor for the ACE Math and ACE English. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
		09/24/2014 - Chuuk Campus only uses the regular tutors for all ACE students and regular students. The instructors act as well as tutors on Fridays. **Target Met:** Yes	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Reporting Period: 2013 - 2014	
B - instruction - Achieving College Excellence (ACE) - ACE_PSLO 3 - Demonstrate the critical thinking skills necessary to analyze, interpret, evaluate, process, and apply academic content. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/06/2013 **Inactive Date:** 05/16/2014 **PSLO Status:** Active	**Assessment Strategy:** Write an essay in MLA format that is based on a reading passage and graded with a rubric. **Assessment Type:** Written Assignment **Target:** Increase % of students successful on this outcome by 3%. From 39% to 42%.	02/12/2014 - ssssq **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Task Name: Essay **Task Description:** Essay topic must be centered on a real life situation where students can discuss in groups, make a report and present in class using charts and other visual aides.	09/24/2014 - ED215 do presentations using real life sickness/diseases affecting a person and causing a person to be disabled and disadvantaged. Presentations are done using power point with charts and pictures and other clips from the internet to portray the development of the disease/sickness affecting children with disabilities. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
		09/24/2014 - BU095 demonstrated during role playing conducting a meeting; ED210 used the Bloom's taxonomy to understand the levels of critical thinking; MS/ED210 used real life situation in solving a mathematical problem and applying traditional skills of counting. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Achieving College Excellence (ACE) - ACE_PSLO 4 - Utilize and transfer knowledge of the foundations and concepts for math and English to the	**Task Name:** advising **Task Description:**	09/24/2014 - ACE instructors for Chuuk Campus have assisted students for a smoother transition into degree program. About 85% of ACE students	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
academic setting. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 **Start Date:** 08/06/2013 **Inactive Date:** 05/16/2014 **PSLO Status:** Active	provide training for advisors assigned to ACE students so the transition from ACE to degree courses is easier. Advisors will assist post-ACE students in seeking tutorial services offered at the college and keep track of referrals, attendance at tutoring sessions and progress.	have moved on into degree program. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_1 - Demonstrate overall knowledge of the crop production process **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Strategy:** Assessment will be based on student's final grade in related course (namely AG 084). **Assessment Type:** Descriptive Statistics **Target:** at least 70% of students enrolled passed with C or better.	05/16/2014 - 23 out of 24 students pass with C or better. 95% of the course passes this PSLO **Target Met:** Yes **Reporting Period:** 2013 - 2014 03/16/2014 - Results were taken from Fall 2013 final grades for AG084. Out of 28 students enrolled, 2 withdraws, 6 unsatisfactory, and 20 were exemplary. 71% were successful **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_2 - Practice good agricultural management and marketing skills. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Strategy:** Assessment will be based on student's final grade in related course (namely AG 094). **Assessment Type:** Descriptive Statistics **Target:** at least 70% of students enrolled pass with C or better	03/16/2014 - Results were taken from AG094 Fall 2013 Course. Out of 56 students enrolled, 44 students were satisfactory, and 11 were unsatisfactory. 78% were successful. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_3 - Identify and demonstrate the fundamentals of food	**Assessment Strategy:** Assessment will be based on student's final grade in related course (namely AG 090).	05/16/2014 - 43 out of 48 students enrolled for two sections pass with C or better. 89% passes this	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
processing, preparation techniques, the relationship between the scientific principle and cooking procedures. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Type:** Descriptive Statistics **Target:** at least 70% of students enrolled pass with C or better.	PSLO **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_4 - Identify and demonstrate the basic skills and principles of swine and poultry production techniques, including breed selection, feed, housing, management techniques and animal health. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Strategy:** Assessment will be based on student's final grade in related course (namely AG 092). **Assessment Type:** Descriptive Statistics **Target:** at least 70% of students enrolled pass with C or better	07/20/2014 - 28 students enrolled and 24 out 28 were exemplary. 86% were successful. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_6 - Identify the proper use of land for agriculture purposes, local ornamental, and turf management. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Strategy:** Assessment will be based on student's final grade in related course (namely AG 088). **Assessment Type:** Descriptive Statistics **Target:** at least 70% of students enrolled, pass with C or better.	05/16/2014 - 18 out of 20 students were exemplary. 90% were successful with grade C or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014 03/16/2014 - Results taken from Fall 2013 AG088 course. Out of 28 students enrolled, 22 were satisfactory and 6 were unsatisfactory. 78% were successful. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_7 - Able to apply/exercise/practice overall abilities gain/learn from all other courses in a working environment. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Strategy:** Assessment will be based on supervisors evaluations and observations of the student's performance. **Assessment Type:** Internship/Supervisor Evaluation **Target:** 80% of the class	07/20/2014 - 8 students enrolled and 100% were exemplary **Target Met:** Yes **Reporting Period:** 2013 - 2014	
		05/16/2014 - 24 out of 24 were sucessful with grade C or better. 100% of the couse passess this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Bookkeeping (CA) - BK_PSLO_1 - Demonstrate proper bookkeeping techniques for a small business. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students practice with bookkeeping worksheets and pass BK 095, BK 096, and BU100 with a "C" **Assessment Type:** Exam/Quiz - Pre-Post **Target:** 70%	06/15/2014 - BK095=51% BK096=76% BU100=96% Average=74% **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Bookkeeping (CA) - BK_PSLO_2 - Demonstrate general computer competence and information technology literacy. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students identify hardware and software components; practice skills in operating systems, Internet, email, word processing, spreadsheet, and presentation applications; and pass CA095 with a "C" or better. **Assessment Type:** Exam/Quiz - In Course **Target:** 70%	07/30/2014 - 77% **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
B - instruction - Bookkeeping (CA) - BK_PSLO_3 - Describe small business management techniques. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students practice creating and presenting a business plan; demonstrate business management techniques; and pass BU 097 and BU100 with a "C" or better. **Assessment Type:** Presentation/Performance **Target:** 70%	07/30/2014 - 58% **Target Met:** No **Reporting Period:** 2013 - 2014	
B - instruction - Bookkeeping (CA) - BK_PSLO_4 - Communicate effectively in English for business purposes. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students practice communications skills in reading, writing, speaking, and emailing in business related issues; job research, application, and interview process; and pass ESL/BU095, ESL/BU096, SS100, and BU100 with a "C" or better **Assessment Type:** Exam/Quiz - In Course **Target:** 70%	07/30/2014 - ESL/BU095=68% ESL/BU096=85% SS100=71% BU100=96% Average=80% **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Bookkeeping (CA) - BK_PSLO_5 - Perform business computations and apply logic as needed. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students demonstrate business math skills by use of applications in banking, merchandising, hotel industry, real estate, and others; and pass BU098 and MS 095 with a "C" or better **Assessment Type:** Exam/Quiz - In Course **Target:** 70%	07/30/2014 - 79% **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Bookkeeping (CA) - BK_PSLO_6 - File documents properly and use common office machines. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:**	**Assessment Strategy:** Have students identify and use common office machines; create and use a filing system; and pass BU095 and BU100 with a "C" or better **Assessment Type:**	07/30/2014 - BU095=70% BU100=96% Average=83% **Target Met:** Yes **Reporting Period:**	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
08/08/2014 **PSLO Status:** Active	Exam/Quiz - In Course **Target:** 70%	2013 - 2014	
B - instruction - Cabinet Making (CA) - PSLO 1 - Identify safety and occupational health requirements in the Cabinetmaking/Furniture making industry. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/19/2013 **Inactive Date:** 05/20/2014 **PSLO Status:** Active	**Assessment Strategy:** Instructor will check for PPE requirements from a safety check list. **Assessment Type:** Presentation/Performance **Target:** All students must score 70% or get a "C" grade.	10/27/2014 - 34 out of 36 or94% students got "C" or better as their final grade. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Cabinet Making (CA) - PSLO 2 - Use specified hand and power tools competently in making products to given specifications. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/19/2013 **Inactive Date:** 05/20/2014 **PSLO Status:** Active	**Assessment Strategy:** Instructor will check if students use the right tools for a given task. **Assessment Type:** Presentation/Performance **Target:** All students must achieved at least 70% or a "C" grade.	10/27/2014 - 10 out of 10 or 100% students got "C" or better as their final grade. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Cabinet Making (CA) - PSLO 3 - Demonstrate competence in complete production process from plans to final finishing. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **Inactive Date:** 05/20/2015 **PSLO Status:**	**Assessment Strategy:** Instructor will check students finished project using a rubric. **Assessment Type:** Presentation/Performance **Target:** All students must at least get 70% or a "C" grade.	10/27/2014 - 11 out of 11 or 100% students got "C" or better as their final grade. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active			
B - instruction - Cabinet Making (CA) - PSLO 4 - Interpret information from blueprints or drawings. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **Inactive Date:** 05/20/2015 **PSLO Status:** Active	**Assessment Strategy:** Instructor will check students work/project if they follow exactly whats put on the drawings. **Assessment Type:** Presentation/Performance **Target:** All students must at least get 70% or a "C" grade.	10/27/2014 - 11 out of 11 or 100% students got "C" or better as their final grade. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Cabinet Making (CA) - PSLO 5 - Participate in the Cabinetmaking/Furniture making trade. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **Inactive Date:** 05/20/2015 **PSLO Status:** Active	**Assessment Strategy:** Instructor will check students finished projects, participation, attitude, and punctuality. **Assessment Type:** Project-Group **Target:** All students must at least get 70% or a "C".	10/27/2014 - 10 out of 10 or 100% students got "C" or better as their final grade. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Carpentry (CA) - PSLO 1 - Identify safety and occupational health requirements in the carpentry trade. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/19/2013 **Inactive Date:** 05/20/2014 **PSLO Status:** Active	**Assessment Strategy:** Instructor will observe students during practical/hands-on exercises that students use the proper Personal Protective Equipment (PPE) at all times using a safety check list. **Assessment Type:** Presentation/Performance **Target:** All students registered in this program must at least score 70% or get a "C".	05/12/2014 - 12 out of 14 students or 86% got a "C" or better in wearing the right personal protective equipment (PPE) like safety helmet, safety mask, safety gloves, safety glasses, safety shoes, proper clothing, and etc. during hands-on practices. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Carpentry (CA) - PSLO 3 - Perform basic hand skills in constructing projects to given specifications.	**Assessment Strategy:** Instructor will check the student's finished product if they follow all the specifications given.	05/12/2014 - 7 out of 8 students or 88% got a "C" or better in estimating materials needed for floors, walls, ceilings, and roofs from a set of blueprints.	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 08/19/2013 **Inactive Date:** 05/20/2014 **PSLO Status:** Active	**Assessment Type:** Project-Individual **Target:** All students registered in this program must at least get 70% or obtain a grade of at least a "C".	**Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Carpentry (CA) - PSLO 5 - Participate in the construction industry. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Active	**Assessment Strategy:** Instructor will assess students finished project that it meets all required specifications. **Assessment Type:** Project-Group **Target:** All students registered in this program must at least get a score of 70% or a "C" grade.	10/27/2014 - 7 out of 8 students or 88% got a "C" or better in laying concrete hollow blocks. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Community Health Services (CA) - PSLO 4 - Demonstrate proper CPR and First Aid Techniques **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 01/06/2014 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	**Assessment Strategy:** Students after taking the course CHS 241 will pass a certification training in CPR and First Aid provided by the Red Cross or the Yap State Memorial Hospital. **Assessment Type:** Internship/Supervisor Evaluation **Target:** 100% of the students who passed the CHS 241 must be certified CPR and First Aid Providers.	11/03/2014 - Of the 3 students who passed the course, 2 opted to take the certification training in CPR and First Aid by the Red Cross. Both of them passed (2/2 or 100%). **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Community Health Services (CA) - PSLO 3 and PSLO 6 - Describe common health problems in both children and adults Demonstrate ability to care for newborn babies and mothers using standard maternity techniques **PSLO Assessment Cycle:** 2013 - 2014	**Assessment Strategy:** Final Exam that covers the topics from the beginning up to the last and practical exam on taking, recording and interpreting vital signs correctly. **Assessment Type:** Exam/Quiz - In Course **Target:** At least 80% of the students get a grade of C	06/02/2014 - 100% (4 out of 4 students) got a grade of C and up in their Final grade. 2 got C and 2 got B. Avergae final exam is 81%. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Start Date: 01/06/2014 **Inactive Date:** 05/15/2014 **PSLO Status:** Active	and up.		
B - instruction - Construction Electricity (CA) - CE_PSLO_1.1 - Practice safety and occupational health procedures in the work place. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Task Name:** Safety Practices **Task Description:** Using instructor's safety matrix during their practical activities, students will be assessed accordingly on how they practice safety in the workplace.	12/14/2013 - In Fall 2013, 16 out of 20 students or 80% got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Construction Electricity (CA) - CE_PSLO_2.1 - Use electricity hand and power tools competently. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Assessment Strategy:** Student will perform actual circuit construction on the circuit board following the given procedures and proper use of tools. **Assessment Type:** Presentation/Performance **Target:** 70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	12/14/2013 - In Fall 2013, 16 out of 18 students or 89% got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Construction Electricity (CA) - CE_PSLO_3.1 - Test electrical equipment. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014	**Assessment Strategy:** Measure electrical circuit parameters using multimeter and other related electrical/ electronic test equipment. **Assessment Type:** Presentation/Performance **Target:**	05/06/2014 - In Spring 2014, 14 out of 15 students or 93% got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	12/14/2013 - In Fall 2013 18 out of 19 students or 95% got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Construction Electricity (CA) - CE_PSLO_4.1 - Interpret schematic wiring diagrams and waveforms. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Assessment Strategy:** Actual/visual reading and circuit interpretation of schematic symbols used in the electrical diagrams. **Assessment Type:** Presentation/Performance **Target:** 70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	12/14/2013 - In Fall 2013, 13 out of 14 students or 93% got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Construction Electricity (CA) - CE_PSLO_5.1 - Determine the amount of load per circuit. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Assessment Strategy:** Calculate branch circuit and load per circuit to determine wire size and ampacity and should be based on the provision/regulation of the NEC. **Assessment Type:** Exam/Quiz - In Course **Target:** 70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	05/06/2014 - In Spring 2014, 11 out of 12 students or 92% got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014 12/14/2013 - In Fall 2013, 14 out of 16 students or 88% got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Construction Electricity (CA) - CE_PSLO_6.1 - Install residential wiring circuits according to given specification and plan.	**Assessment Strategy:** Actual installation and practices used in residential wiring and proper use of different wiring methods and fixtures in the installation.	05/06/2014 - In Spring 2014, 10 out of 13 students or 77% got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:**	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/20/2012 **Inactive Date:** 05/08/2015 **PSLO Status:** Active	**Assessment Type:** Presentation/Performance **Target:** 70% of the students in CA Construction Electricity should atleast have a grade of "C" or better.	2013 - 2014	
B - instruction - Electronic Engineering Technology (CA) - PSLO3 - 3. Interpret schematic diagrams and waveforms. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/22/2014 **Inactive Date:** 05/22/2015 **PSLO Status:** Active	**Task Name:** Intepreting symbols, schematic, diagrams, and waveforms **Task Description:** Using embedded questions on mid term and final exams, students knowledge on electronic symbols, labels, and circuit schematic were assessed and students knowledge on interpreting various electrical waveforms including sine, sawtooth, square, pulsating DC, in-phase and out-of-phase waveforms, leading and lagging waveforms, and the magnitudes of the waveforms were also assessed.	07/31/2014 - 20 students were assessed on the following performances: 1. Interpreting schematic symbols, 18 out of 20 students achieved a grade of 70% or better. 2. Interpreting/reading waveforms on the oscilloscope, 13 out of 20 students achieved a grade of 70% or better. Although there is a slight improvement of 15% as compared to last assessment result, but it does not meet the target (70%). **Target Met:** No **Reporting Period:** 2013 - 2014	07/31/2014 - Continue with the teaching strategy as suggested. One of the contributing factor of not meeting the target is due to the low performance of students because of absenteeism and lack of study or practice. Encourage students to participate actively in tutoring sessions as designed and offered by the electronic program.
B - instruction - Electronic Engineering Technology (CA) - PSLO4 - 4. Build electronic projects to a given specification. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/27/2013 **Inactive Date:** 07/21/2014 **PSLO Status:** Active	**Task Name:** Soldering Project **Task Description:** Given description of project and instructions, students will build an electronic device known as a shift register circuit. There are 4 parts: Part 1: Parts check Part 2: Component identification Part 3: Assembly Part 4: Testing. Through the project, students learned identifying parts, testing component using multimeter, interpreting circuit schematic and	07/30/2014 - 35 out of 36 students achieved a grade of 70 or better **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/30/2014 - To help ensure students' soldering skills are updated in the industry, students need to be familiarize with surface-mount (SMT) soldering & desoldering techniques. Program needs to acquire SMT soldering tools and immediately incorporated into the VEE100 Soldering course.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	soldering and desoldering techniques in assembling and de-assembling printed circuit board.		
B - instruction - Motor Vehicle Mechanics (CA) - MVM_PSLO_3.1 - Read and interpret information from technical drawing related to the respective trade. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **Inactive Date:** 05/20/2015 **PSLO Status:** Active	**Assessment Strategy:** Given a starter motor, the student will check the carbon brush, field coil, armature, bushing and front frame. **Assessment Type:** Presentation/Performance **Target:** 70% of all the students registered in this course must get a grade of "C" or better	05/20/2014 - 10 out of 11 students got a grade of "C" or better in this PSLO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Nursing Assistant (CA) - NUAPLO 1 - Demonstrate self-awareness of personal and workplace actions based on the role of the nursing as-sistant, core nursing values, lifelong learning, standards of practice, and ethical-legal principles **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/19/2014 **PSLO Status:** Active	**Assessment Strategy:** Skill competency exam **Assessment Type:** Internship/Supervisor Evaluation **Target:** Student who are taking courses related to this PLO should be able to demonstrate improvement in their skills and understanding of nursing values and ethical and legal principles by	12/13/2013 - 100% students performed the the skills in both nursing practice lab and the clinical settings and pass the course with grade C or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014	01/09/2014 - Instructor will review and modify lab skills that is required for a student to master prior to starting clinical practicum at the hospital.
B - instruction - Nursing Assistant (CA) - NUAPLO 2 - Report basic health observations and priortize deviations in patient or client health. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/19/2014 **PSLO Status:** Active	**Assessment Strategy:** Skills demonstration assessed based on clinical evaluation form Problem based learning **Assessment Type:** Internship/Supervisor Evaluation **Target:** Students who are taking courses related to this PLO should be able to demonstrate improvement in their skill in observation and	12/15/2013 - 100% of students passed the clinicals both in nursing lab & hospital settings. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	reporting of health issues by 70%		
B - instruction - Public Health (3rd Year) - CASPHPLO 1 - Recognize, describe and discuss and research about the basic principles and practices of the specialty **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/19/2014 **PSLO Status:** Active	**Assessment Strategy:** Progressive quizzes/exams in the form of multiple choice and direct short answer questions **Assessment Type:** Exam/Quiz - In Course **Target:** Successful completion of this outcome will be indicated by more than 80% of students receiving a C grade or higher	05/16/2014 - Students who were taking courses related to this PLO have successfully passed these courses **Target Met:** Yes **Reporting Period:** 2013 - 2014	05/16/2014 - A comprehensive exam will be developed to further assess the success of students who are taking courses related to this PLO _____
B - instruction - Public Health (3rd Year) - CASPHPLO 2 - List, discuss and demonstrate the essential public health functions or the specialty and its interrelationships with the other specialties and health disciplines at community and national levels **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/19/2014 **PSLO Status:** Active	**Assessment Strategy:** Progressive quizzes/exams in the form of multiple choice and direct short answer questions **Assessment Type:** Exam/Quiz - In Course **Target:** Successful completion of this outcome will be indicated by more than 80% of students receiving a C grade or higher	05/16/2014 - Students who are taking courses related to this PLO have successfully passed these courses **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Students are assigned topics related to the courses which are to be reported among their peers and mentors. Grading is done using a rubric. **Assessment Type:** Project-Individual **Target:** Must be able to present their reports among peers and mentors.	05/16/2014 - Students who are taking courses related to this PLO have successfully presented their assigned topics and received a passing grade based on a rubric **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Public Health (3rd Year) - CASPHPLO 8 - Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques and other healing and patient care abilities	**Assessment Strategy:** Students must pass the certification training for CPR and first aid. **Assessment Type:** Internship/Supervisor Evaluation	05/16/2014 - Students who have declared their major as Public Health have been successfully certified as a BSL provider. This means that students have acquired skill in cardiopulmonary	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 **Start Date:** 08/20/2012	**Target:** All students majoring in Public Health must have a certification that they are training CPR provider	resuscitation **Target Met:** Yes **Reporting Period:** 2013 - 2014	
PSLO Status: Inactive			
B - instruction - Refrigeration and Air Condition (CA) - RAC_PSLO_5.1 - Perform basic trouble shooting and repair to residential air conditioning units and refrigerators. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/19/2014 **Inactive Date:** 05/20/2015 **PSLO Status:** Active	**Assessment Strategy:** Given a defective room air conditioner, refrigerator, recovery machine, vacuum pump, system analyzer and supplies, the students will diagnose the defects and repair it with workmanship. **Assessment Type:** Presentation/Performance **Target:** 70% of all the students registered in this program must get a grade of "C" or better	03/20/2014 - 15 out of 15 or 100% students got "C" or better as their final grade in VEM 113 **Target Met:** Yes **Reporting Period:** 2013 - 2014 03/20/2014 - 15 out of 15 or 100% students got "C" or better as their final grade in VEM 110 **Target Met:** Yes **Reporting Period:** 2013 - 2014 03/20/2014 - 11 out of 13 or 85% students got "C" or better as their final grade in VEM 105 **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Refrigeration and Air Condition (CA) - RAC_PLSO_6.1 - Participate in the air conditioning and refrigeration profession. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/19/2014 **Inactive Date:** 05/20/2015	**Assessment Strategy:** The students will be group by two's and assign to do refrigeration and air conditioning services into the community. **Assessment Type:** Project-Group **Target:** 70% of all the students registered in this program must get a grade of "C" or better	03/20/2014 - 11 out of 13 or 85% students got "C" or better as their final grade in VEM 105 **Target Met:** Yes **Reporting Period:** 2013 - 2014 03/20/2014 - 15 out of 15 or 100% students got "C" or better as their final grade in VEM 113 **Target Met:** Yes	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Status: Active		**Reporting Period:** 2013 - 2014	
B - instruction - Secretarial Science (CA) - SS_PSLO_1 - Apply proper bookkeeping techniques in an office. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students practice with book keeping worksheets and pass BK 095, BK 096 and BU 099b/BU100 with a "C" or better. **Assessment Type:** Exam/Quiz - In Course **Target:** 70%	07/30/2014 - Grades from F13-SM14 BK095 51% BK096 76% BU099/100 96% Average=74% **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Secretarial Science (CA) - SS_PSLO_2 - Demonstrate general computer competence and information technology literacy. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students identify hardware and software components; practice skills in operating systems, Internet, email, word processing, spreadsheet, database, and presentation applications; and pass CA100s and CA101s with a "C" or better. (BK095/96=I, BU095=ID, BU100=D, CA100s=ID, CA101s=ID, ESL/BU095/096=ID) **Assessment Type:** Exam/Quiz - In Course **Target:** 70%	07/30/2014 - CA100s=86% CA101s=94% BU99b/100=96% Average=92% **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Secretarial Science (CA) - SS_PSLO_3 - Demonstrate proper office procedures and management techniques. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students practice creating and presenting a business plan; demonstrate business management techniques; and pass BU 095 and BU099b/BU100 with a "C" or better. (BK095/96=I, BU095=ID, BU100=D, SS100=ID) **Assessment Type:**	07/30/2014 - BU095=70% BU099b/100=96% **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Exam/Quiz - In Course **Target:** 70%		
B - instruction - Secretarial Science (CA) - SS_PSLO_4 - Communicate effectively in English for business purposes. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students practice reading, writing, speaking, and emailing in business related issues; job research, application, and interview process; and pass ESL/BU 095, ESL/BU 096, SS 100, and BU099b/BU100 with a "C" or better (BU100=D, ESL/BU095=ID, ESL/BU096=D, SS100=ID) **Assessment Type:** Exam/Quiz - In Course **Target:** 70%	07/30/2014 - ESL/BU095=68% ESL/BU096=85% BU099/100=96% Average=83% **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Secretarial Science (CA) - SS_PSLO_5 - Perform business computations and apply logic as needed. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:** Active	**Assessment Strategy:** Have students demonstrate business math skills by use of applications in banking, merchandising, hotel industry, real estate, and others; and pass BU098 and with a "C" or better (BK095/96=I, BU098=D, BU100=D, CA101s=ID?) **Assessment Type:** Exam/Quiz - In Course **Target:** 70%	07/30/2014 - BU098=79% **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Secretarial Science (CA) - SS_PSLO_6 - File documents properly and use common office machines. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 08/18/2014 **PSLO Status:**	**Assessment Strategy:** Have students identify and use common office machines; create and use a filing system; and pass BU 095 and BU099b/BU100 with a "C" or better (BU095=ID, BU099b/100=D) **Assessment Type:** Exam/Quiz - In Course	07/30/2014 - BU095=70% BU099b/100=96% Average=83% **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active	**Target:** 70%		
B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSLO #2 - Apply a variety of teaching approaches to meet learning needs of FSM elementary school students. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/18/2015 **PSLO Status:** Active	**Assessment Strategy:** Juried review of video tapes of teaching performance using a rubric and establish baseline data **Assessment Type:** Internship/Supervisor Evaluation **Target:** 70%	07/18/2014 - Spring 14- 9 of 10 students achieved 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSLO #1 - Demonstrate comprehension and application of the FSM elementary school curriculum standards. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 07/01/2015 **PSLO Status:** Active	**Assessment Strategy:** Review of unit and lesson plans developed in ED 392 using a rubric and establish baseline data **Assessment Type:** Internship/Supervisor Evaluation **Target:** 90 % of all students will achieve 70% or better	07/18/2014 - Spring 14 - 7 of 10 students achieved 70% or better **Target Met:** No **Reporting Period:** 2013 - 2014	
B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSLO #3 - Assess and evaluate learning of the elementary student at both the formative and summative levels.	**Assessment Strategy:** Review of unit and lesson plans developed in ED 392 using a rubric and establish baseline data **Assessment Type:** Internship/Supervisor Evaluation **Target:**	07/18/2014 - Spring 2014 - All 10 students achieved 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/06/2012 **Inactive Date:** 05/18/2015 **PSLO Status:** Active	70%		
B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSLO #4 - Organize and manage an elementary classroom environment for learning. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 05/15/2015 **PSLO Status:** Active	**Assessment Strategy:** Juried review of video tapes of teaching performance using a rubric and establishing baseline data **Assessment Type:** Internship/Supervisor Evaluation **Target:** 70 %	07/18/2014 - Spring 2014- All 10 students achieved 70% or better. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSLO #5 - Demonstrate comprehension and application of learning theories and principles, human development, language development, educational foundations, socio cultural issues, technology and strategies for teaching students with special needs. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013	**Assessment Strategy:** FSM Teacher Competency Exam **Assessment Type:** Exam/Quiz - Standardized **Target:** 90% will achieve a score of 53/75 or higher	05/11/2014 - F 13 8/9 (89%) of the third-year graduates passed the FSM Teacher Competency Exam with a score of 53/75 or higher **Target Met:** No **Reporting Period:** 2013 - 2014 05/11/2014 - Sp 14 10/10 (100%) of the third-year graduating students scored 53/75 (70%) or higher on the FSM Teacher Competency Exam **Target Met:** Yes **Reporting Period:** 2013 - 2014	05/11/2014 - The study sessions on the FSM TCE Preparation Manual appear to have been effective. Such sessions should be continued in future semesters.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Inactive Date: 05/15/2015 **PSLO Status:** Active			
B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSLO #6 - Demonstrate professionalism. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015	**Assessment Strategy:** Disposition rubric **Assessment Type:** Presentation/Performance **Target:** 90% of students will achieve 70 % or better.	05/14/2014 - Sp 14 Of the 10 courses offered Spring 2014 scores on the professionalism rubric ranged from 67% to 91% on a 14-point scale. **Target Met:** No **Reporting Period:** 2013 - 2014	
Start Date: 08/05/2013 **Inactive Date:** 05/15/2015 **PSLO Status:** Active		05/11/2014 - F 13 Of the 10 courses offered in the Fall 13 semester, professionalism scores ranged from 63% to 93% **Target Met:** No **Reporting Period:** 2013 - 2014	
B - instruction - Trial Counselors (CA) - TC_PSLO_2 - Describe how the FSM and state rules of criminal law & procedure are interpreted and applied **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 01/12/2015 **Inactive Date:** 05/18/2015 **PSLO Status:** Active	**Assessment Strategy:** Legal Research, small group exercise and written exercise **Assessment Type:** Written Assignment **Target:** 70%	05/26/2014 - A total of 12 students were assessed for Spring 2014. 11 students met the PLO with a grade C and better. 1 student did not meet the outcome. **Target Met:** Yes **Reporting Period:** 2013 - 2014	05/26/2014 - At the moment, there is no major need for improvement but it is still highly recommended that students who plan to enroll in the program must have completed a college-level courses or has extensive experience in the legal field. At least based on this assessment cycle, one can tell that performance is good and this can be attributed to the the fact that students in the program already have an Associate degree or are already in the legal field.
B - instruction - Trial Counselors (CA) - TC_PSLO_8 - Describe the FSM and State	**Assessment Strategy:** Essay questions that present hypothetical	05/26/2014 - A total of 12 students were assessed on this PLO with multiple strategies which included	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
rules of appellate & civil procedure. **PSLO Assessment Cycle:** 2014 - 2015 **Start Date:** 01/12/2015 **Inactive Date:** 05/14/2015 **PSLO Status:** Active	fact situations scored with rubric Essay questions and writing assignment scored with rubric. **Assessment Type:** Written Assignment **Target:** 70%	written assignments and essay questions. 11 students met the outcome a grade C and better, while 1 student did not meet the outcome with a grade D. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
B - instruction - Trial Counselors (CA) - TC_PSLO_9 - Describe and explain the FSM and State real property laws. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 01/15/2014 **Inactive Date:** 05/15/2014 **PSLO Status:** Inactive	**Assessment Strategy:** In class quizzes and a final exam. **Assessment Type:** Exam/Quiz - In Course **Target:** 73%	05/26/2014 - Total students assessed=11 Passed=10 students met the outcome with a grade C and better. Failed=1 student did not meet the outcome with a grade F. 91% of the class met the outcome. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Business Office - BOUO 13.01 Financial statements - The annual financial statement for fiscal year 2013 are fairly presented in accordance with generally accepted accounting principles, and financial reports are disseminated to offices and board of regents. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Ensure that financial transactions are properly and timely recorded by preparing a fairly presented financial statements. **Assessment Type:** Internal Audit/Report **Target:** Tentative financial statements are provided to auditor on or before February 28, 2014.	06/25/2014 - The FY2013 financial and single audit report was completed on June 25, 2014 with an unqualified opinon that the college financial statements are fairly presented, **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** FY13 Independent Audit Report	
C - administrative - Business Office - BOUO 13.02 Audit Report - The audit report for fiscal year 2013 is completed and submitted	**Assessment Strategy:** Determine if audit report is submitted to audit clearing house and eZaudit on time.	06/30/2014 - The completed audit report for fiscal year 2013 was submitted on time	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
to single audit clearing house and eZaudit on or before June 30, 2014. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 06/30/2014 **PSLO Status:** Inactive	**Assessment Type:** Descriptive Statistics **Target:** Audit reports are submitted before June 30, 2014.	**Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** FY13 Independent Audit Report	
C - administrative - Business Office - BOUO 13.03 Payroll - Payroll is processed and issued to employees per the scheduled payday. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Determine the % of paychecks that were processed and issued to employees in accordance with the scheduled payday. **Assessment Type:** Descriptive Statistics **Target:** 90% of paychecks are processed and issued to employees in accordance with the scheduled payday.	09/30/2014 - Out of 6,563 payroll checks tested, 6,108 or 93% were processed on scheduled payday while 455 or 7% were past due. The sample size of 6,565 is about 50% of total payroll checks not including allotments and special accounts payroll. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** FY13-14 Payroll Assessment	
C - administrative - Business Office - BOUO 13.04 Textbooks services - Bookstores are operated at all campuses to ensure that textbooks and instructors' reference materials are available at the beginning of the semester. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Determine % of textbooks and instructors' materials that are available at the beginning of the semester. **Assessment Type:** Descriptive Statistics **Target:** 95% of textbooks and instructors' materials are available within the first week of instructions.	09/30/2014 - 96% of the textbooks were made available by the first day of instruction based on Textbook Acquisition Requisition Form (TARF) received against procured inventory on hand by the first day of classes. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Conduct survey to determine the satisfactory level of customer service provided by bookstores at state campuses. **Assessment Type:**	09/23/2015 - 93% (71/76) of the respondents on the survey regarding the services of bookstore indicated that they are satisfied with the services provided by Bookstore. We met our objectives by	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Survey **Target:** Satisfactory level of at least average in customer service.	exceeding the 80% benchmark. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Business Office - BOUO 13.05 Dining Hall services - Three nutritious meals everyday (24/7) are provided to dormitory students, including non dormitory students, faculty and staffs. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Determine the % that three nutritious meals are served everyday (24/7) to dormitory students including non dormitory students, faculty and staffs. **Assessment Type:** Descriptive Statistics **Target:** Three meals are served everyday (24/7).	09/30/2014 - The Dining hall served three meals everyday and only minimal incident happened that they were not able to serve specially to the residence hall students. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Dean Chuuk Campus - CCA4 - Collaborate with K-12 system to articulate expectations of "college ready" students and increase college ready students annually. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 10/01/2014 **PSLO Status:** Inactive	**Assessment Strategy:** COM-FSM Chuuk campus representatives do outreach at the high schools. **Assessment Type:** Descriptive Statistics **Target:** Outreach done at 50% of the high schools in Chuuk State.	09/23/2014 - College representatives went to all high schools in Chuuk to administer the COMET and to recruit, except the Northwest High School. Outreach was done at 92% of the high schools in Chuuk State. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Twenty three youths completed three months courses in Math, Science and English. **Assessment Type:** Descriptive Statistics **Target:** At least 50% will be enrolled into different grades at Chuuk High School during Fall 2014.	09/23/2014 - More than 50% of the 23 students enrolled at Chuuk High School this Fall 14. Twenty-one started out but a few dropped out. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Assessment Strategy: Two cohorts of 30 students are participating in the Chuuk High School CTE Program at COM-FSM Chuuk campus. **Assessment Type:** Descriptive Statistics **Target:** At least 25% will enroll at COM-FSM Chuuk campus in FAll 2014.	09/23/2014 - Less than 25% of the 60 students in the two CTE cohorts attended COM-FSM Chuuk Campus this Fall 2014. Only about 8%, or 5 students. **Target Met:** No **Reporting Period:** 2013 - 2014	
C - administrative - Dean Chuuk Campus - CCI4 - Assess,, improve, and implement student service process through staff training collaboration with faculty and other departments, revised processes and procedures to improve student success. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	**Assessment Strategy:** Inform and discuss collaboration with students services during faculty meetings. **Assessment Type:** Descriptive Statistics **Target:** 50% of meetings will focus on collaboration efforts with other divisions.	03/10/2014 - October 2013, November 2013, December 2013, January 2014, February 2014 and March 2014 meetings focused on how faculty can assist students. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Dean Chuuk Campus - CCA5 - Create, improve and implement a process to increase recruit of nontraditional students into programs. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/29/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Provide a series of trainings for nontraditional students by the Cooperative Research and Extension Program (CRE). **Assessment Type:** Descriptive Statistics **Target:** There will be five different nontradtional trainings by CRE during FY 2013-14.	09/23/2014 - During the 2013-2014 fiscal year, CRE did more than five nontraditional trainings. There were two in Business and Computers, and more than three in Sewing, Recycling, and Cooking. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Provide nontraditional training to certain employees of the State Department of Health Services. **Assessment Type:** Descriptive Statistics **Target:**	09/23/2014 - More than 25 employees of the State Department of Health Services successfully completed a two-weeks training in Integrated Management of Childhood Illness (IMCI) at Chuuk Campus from October 07 to18, 2013. Even two staffs from COM-FSM Chuuk Campus also participated and received their certificates too.	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	25 health assistants successfully completed the two-week training and got their certificates in basic health care.	**Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Dean Chuuk Campus - CCA6 - Create and implement a work experience program through working with the stakeholders in the public and private sectors for hands on training. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 10/01/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Students enrolled in BU 100 are doing their hands on practicum at the campus snack bar. **Assessment Type:** Descriptive Statistics **Target:** Have at least 75% of the students passed this course	09/23/2014 - More than 75% of the students enrolled in this course during Fall 13 and Spring 14 Semesters passed. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: ED 292 is a course where the students in the Teacher Preparation Program go to the elementary schools and practice teaching to the students. **Assessment Type:** Descriptive Statistics **Target:** 75% of students enrolled in ED 292 passed this course.	09/23/2014 - More than 75% of students who took this course during the three semesters: Fall 13, and Spring and Summer 14, passed this course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Students enrolled in BU 99b, Office Management are doing their practicum at the campus snack bar. **Assessment Type:** Descriptive Statistics **Target:** At least 75% of these students passed this course	09/23/2014 - More than 75% of student who took this course during school year 2013 to 2014 passed this course. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Dean Kosrae Campus - KCA14 -1 Learning Environment - Create an adequate, healthy, and functional learning and working environment.	**Assessment Strategy:** Conduct one awareness program on policies relating to drugs and alcohol abuse at the beginning of each semester. **Assessment Type:**	09/14/2014 - One drug related, one STD workshop conducted to 93 students. **Target Met:** No **Reporting Period:**	11/13/2014 - Scheduled drug-related workshop will be planned and monitored throughout the school year. Security Division will submit plan and timeline of

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Inactive	Descriptive Statistics **Target:** Three drug-related workshops will be conducted by security officers and peer counselor in collaboration with relative external agencies during the academic year.	2013 - 2014	activities. Collaborative agencies will be contacted and workshop dates confirmed.
	Assessment Strategy: Facilities maintenance activities will be based on the KC Preventive Maintenance Plan while physical development will be dictated by institutional infrastructure development plan which include the architectural plan review and revision of a Students Services One-Stop Center (Multi-purpose Building).	07/15/2014 - Twelve monthly maintenance reports were made including regular campus upkeep, facilities renovation by TE Construction, and vehicle repairs. In the Beca Facilities Utilization Study the multi-purpose building in the Infrastructure Development Plan was scheduled for construction in the first five years. **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/17/2014 - Considering administration section of multi-purpose building to be constructed in first phase instead of delaying as a separate phase of the project.
	Assessment Type: Descriptive Statistics **Target:** Facilities maintenance will follow the timeline and schedule of KC preventive maintenance plan. The multi-purpose building will be priority one for infrastructure development at Kosrae Campus by the Facilities Committee.	05/09/2014 - Ten monthly reports were submitted to Maintenance Division on buildings, grounds, and vehicles preventive maintenance plan for the campus. Beca Space Utilization Study concluded with recommendations to construct the Multi-purpose building at Kosrae Campus during the first five years of the plan. **Target Met:** No **Reporting Period:** 2013 - 2014	07/07/2014 - As we exit the months of August and September 2014 another result will be added.
	Assessment Strategy: Deliver effective technology services including systems upgrades and internet connectivity to support students, faculty, and staff needs for support and learning. **Assessment Type:** Descriptive Statistics **Target:** Student computer labs systems will be upgraded to meet the student learning outcomes in Computer Application classes.	10/17/2014 - Nine PC desktops were purchased to replace faculty PCs. Printer was purchased for staff at Student Services. Continue to have two DSLs on campus; Kosrae Satellite dish and its Internet connectivity is hooked up with a wireless router, but has limited usage. **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/17/2014 - Administration will seek funding for two desktop PC for administrative staff.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Ninety-five percent of staff and faculty will be compatible systems to perform their duties and responsibilities.		
C - administrative - Dean Kosrae Campus - KCA14-2 Manage Operation and Fiscal Stability - Operations carried out professionally and budget expended as planned. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/02/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Accumulating endowment assets. **Assessment Type:** Descriptive Statistics **Target:** Raise $5500.00 during the fiscal year.	10/16/2014 - Raised $4,043.36 in FY 14. A collection of over $2K was not successful due to administrative procedures. **Target Met:** No **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Improved allocation of resources based on results of assessment and evaluation linked to planning. **Assessment Type:** Descriptive Statistics **Target:** 90% of resource allocation request will be based on assessment.	10/17/2014 - Observed hiring freeze by putting on hold positions of English and Education instructors. As a result of program prioritization the position of Carpentry instructor was held and program was placed on low priority list. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Provide salary and benefits to recruit and retain qualified personnel for instructional and support services. **Assessment Type:** Descriptive Statistics **Target:** Ninety-five percent of academic faculty will possess a minimum of master's degree. Adjunct faculty will be recruited and paid an equal salary rate as compare with regular faculty.	10/17/2014 - Fifty-eight percent of faculty including adjunct, hold master's degree. Two faculty with BA are accepted to MA program. There were no actions made of amending the salary rate for adjunct faculty to equal the regular faculty rate. **Target Met:** No **Reporting Period:** 2013 - 2014	10/17/2014 - BA faculty will enroll in graduate program and non-BA vocational education instructor will enroll to complete BA in Electronics. Future hiring will be master's degree only to meet the 95% objective. A resolution to amend adjunct faculty salary rate will be forwarded to VPIA for consideration.
C - administrative - Dean Kosrae Campus - KCS14-1 Student support services - Increasing student retention rate by 5%	**Assessment Strategy:** SSC - Provide tutoring services and monitoring tutoring services and conduct	06/11/2014 - After conducting the tutoring services during the assessment period, 52% of the deficiency list showed improvement, meaning	06/11/2014 - Utilizing students time for the tutoring services by giving them tutorial form to tract their

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 10/02/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Inactive	tutors training. **Assessment Type:** Descriptive Statistics **Target:** 60% of the students served under tutoring services who placed under deficiency will be able to improve their grades to " c" or above after receiving the service	those that improved deficient grades to either "C" or above. However, the expected outcome wasn't met. **Target Met:** No **Reporting Period:** 2013 - 2014	attendance and participation in the tutorial sessions. Regular follow up with the instructors on the tutees progress were conducted during the term.
	Assessment Strategy: OARR - Provide proper counseling and academic advising in a consistent manner. **Assessment Type:** Descriptive Statistics **Target:** 80% of the students served under academic counseling services will be able to retain in school..	07/09/2014 - Out of 20 at risk students who were served under counseling services as relate to academic and personal during Fall 2013, 18 of them were able to make positive changes at the end of the term. These 18 students represents 90% of the total number served. Thus the target has been met. **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/09/2014 - At risk students were monitored after providing the counseling and 90% had shown improvement. **Follow-Up:** 07/10/2014 - The students who were given counseling had been monitored through out the Spring 2014 semester by the tutorial services. At the end of the semester 90% of them improved their grades to "C" or above.
	Assessment Strategy: FAO - Provide orientation on financial aid package and online FAFSA training to make sure the students complete on time to receive their awards each semester. **Assessment Type:** Descriptive Statistics **Target:** 95% of the students assisted will be able to demonstrate knowledge regarding financial aid package requirements and firm with filling out FAFSA online.	07/16/2014 - During the assessment period, 2013-2014, the FAO staff provided orientation on FA package and FAFSA online procedures to incoming freshmen and continuing students. Based on the orientations provided, a total of 204 participants both freshmen and continuing students involved in the FAO orientation, however, it was intended mostly for freshmen and Kosrae high school seniors due to the fact that continuing students had demonstrated knowledge on such information such as FA package and FAFSA online procedures. As such more and more students currently enrolled at COM-FSM Kosrae Campus had demonstrated knowledge on both FA package and FAFSA online procedures. Recently more students tend to get pell awards as scheduled. Therefore, 95% of participated	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		students had demonstrated knowledge on both FA package requirement and FAFSA online procedures. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Nursing & PCC - Conduct students workshops and awareness activities for healthy lifestyle. **Assessment Type:** Descriptive Statistics **Target:** 60% of the participants involved in the workshop and awareness activities will be able to demonstrate knowledge on how to stay happy and have healthy lifestyle.	07/10/2014 - 93 students attended a STI & AIDS workshop that was conducted on December 2013. A survey was given after the workshop. 76 students indicated knowledge about the content of the workshop. The result shows 81% successfully met the expected target. Therefore, the criterion for success has been met. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Dean Kosrae Campus - KCS 14-2 Student support services. - Students will demonstrate knowledge about (a) admission, registration, academic regulations and procedures; (b) financial aid and scholarships; (c) healthy lifestyle and awareness; (d) student rights, responsibilities and discipline; (e) student leadership and development; and (f) community outreach and civic mindedness. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 09/10/2013 **Inactive Date:** 10/01/2014 **PSLO Status:** Inactive	**Assessment Strategy:** OARR -Conduct an orientation to entering freshmen. Expand orientation to all students by utilizing common time period. **Assessment Type:** Descriptive Statistics **Target:** Eighty-five percent of the students will be able to demonstrate knowledge about admission, registration, academic regulations and procedures .	07/17/2014 - A total of 512 students admitted or registered during Fall 2013 and Spring 2014. Out of this total number, 100% had admitted and registered successfully. In fact orientation on registration process, academic regulations and procedures had been conducted at the beginning of Fall term. As for the online registration, only few had registered through the assistance of the OARR staff. As a result, more than 85% had demonstrated knowledge through admission, registration process, academic regulation, and procedures. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: FAO - Conduct financial aid workshop and scholarship orientation to all students per semester.	07/17/2014 - The FAO is responsible to make sure all students have full knowledge about the source of scholarship and to complete application form for the scholarship. As such, the FAO had provided	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Assessment Type: Descriptive Statistics **Target:** (b) 80% of the students will be able to demonstrate knowledge about filling out online FAFSA and where to obtain information on scholarship opportunities.	awareness sessions on any available scholarship, how to fill the application, and the deadline for submission. During Spring 2013 there were 15 students awarded KSS scholarship to National Campus, and on Fall 2013, 10 awarded Kosrae State Scholarship to NC, 2 awarded KSS to UOG, and on Spring 2014, 7 awarded KSS to COM-FSM National Campus, and 2 to UOG. According to students' records (SIS) and email communications, students were able to received grants and funds from such scholarship programs they've applied for, therefore, I would say that more than 80% of students assisted were gaining knowledge and satisfied with help that FAO provided to them during the SY 2013 and 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: SSC - Conduct orientation on student code of conduct. **Assessment Type:** Descriptive Statistics **Target:** 80% of the students involved in the orientation activity will be able to demonstrate knowledge about their rights and responsibilities.	07/01/2014 - After the orientation relating to the college code of conduct was given to the students, more than 85% demonstrated knowledge about their rights and responsibilities. For example, out of 512 students enrolled during the assessment period, only 11% of them had reported on the violation of the code under drug policies which indicates that more than 80% demonstrate knowledge and understanding of the drug policies. Therefore, the target has been met. **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/09/2014 - Extend orientation schedule by using Common Time period to include as many students as possible.
	Assessment Strategy: SSC & PCC - Conduct student leadership activities and development to SBA organization. **Assessment Type:** Descriptive Statistics	07/09/2014 - During the assessment period, the SBA members were given two training activities regarding how to conduct a meeting using Robert's rules and how to manage or conduct group activities or events. For example, they were taking full responsibility of managing the College	07/09/2014 - Encourage all members of the SBA to attend the training activities by explaining them how useful or important it is to gain knowledge of leadership roles which they will use in their future careers.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Target: 90% of the SBA members will be able to demonstrate knowledge about leadership roles and development.	Founding Day event and responsible in a recreational activity during Common Time at KC. Most of them had carried out their leadership roles and responsibilities successfully. For example, out of 20 SBA members, 18 of them demonstrated knowledge and understanding regarding the leadership roles when managing the activities and the event. As such, the target has been met. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Nursing & PCC - Conduct outreach program activities in the community **Assessment Type:** Descriptive Statistics **Target:** 80% of the participants will be able to demonstrate knowledge about outreach program presented on ATOD and family planning.	07/14/2014 - On April 17, 2013 Kick Butts Day event was conducted by the PCC & Nursing Staff. A total of 104 students attended the activity. A survey was given after the event to find out about the students knowledge about the ATOD and Family Planning activity. As a result, 86 students out of 104 indicated their understanding about the content of what had been presented in the activity. The criterion for success is 80%. As a result of this given activity, 82% was successfully demonstrated knowledge about the ATOD and Family Planning through the survey. Therefore, the criterion for success was met. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Dean Kosrae Campus - KCI 14-1- Support Student Access and Success - Ensure student success by promoting student engagement and learning outcomes in both credit and non-credit academic and vocational courses. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/19/2013	**Assessment Strategy:** Query student IDPs on SIS to generate courses appropriate to student needs; survey workforce needs to identify and generate course needs; develop and publish term schedules of course offerings **Assessment Type:** Descriptive Statistics **Target:**	10/17/2014 - Fall 2013 course distribution is as follows: 22 General Ed; 14 developmental education; 10 vocational education. In Spring 2014: nine vocational education courses, 17 general education courses, and eight developmental courses were offered. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Inactive Date: 09/30/2014 **PSLO Status:** Inactive	10 general education courses are offered per term; 10 developmental courses are offered per regular term & 5 developmental courses per summer term; 5 required courses per program are offered per regular term & 2 required courses per program for summer term; 2 courses are identified and offered per term based on workforce needs; 3 term schedules are completed by established timelines prior to implementation		
	Assessment Strategy: AFT students will identify and demonstrate the fundamentals of food processing, preparation techniques , the relationship between scientific principles and cooking procedures. AFT students will also identify and demonstrate the proper use of land for agricultural purposes, local ornamental, and turf management.	10/17/2014 - Landscaping class of 2013.3 had five students who failed the course with D grades and no Fs whereas 2014.1 class had three students with F grades and 2 with D. **Target Met:** No **Reporting Period:** 2013 - 2014	10/17/2014 - Increase tutoring time with AFT students by setting aside AFT intern's time and collaboration with assistant professor of AFT.
	Assessment Type: Exam/Quiz - Pre-Post **Target:** Improve pass rates for AFT students by 5% in both the food processing course and landscaping course.	10/17/2014 - Landscaping class in 2014.1 had more students (3) with F grades than 2013.3 class (0). For Food Processing class in 2013.3, ten students received a letter grade of D or F. **Target Met:** No **Reporting Period:** 2013 - 2014	10/17/2014 - Student-intern for AFT will schedule tutoring time for students in the program. Collaboration of assistant professor and intern will increase by 10 percent.
C - administrative - Dean Kosrae Campus - KCI 14-2 Continuous improvement of instructional programs and services - Improve instructional assessment activities and reviews of programs/services. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:**	**Assessment Strategy:** Coordinate and provide assessment sessions with program coordinators to review instructional programs/services and assessment related activities; and collect relevant data for assessment reporting and program review purposes **Assessment Type:** Descriptive Statistics	10/18/2014 - Spring14: • Jan. 10…Assessment Coordinator during a session with some gen.ed. faculty had identified several issues concerning the Gen Ed program, specifically on data trends that are occurring in the Gen Ed program, please see: http://wiki.comfsm.fm/Assessment_Coordinator_and_Assistant-ALO/General_Education. Assessment Coordinator additionally set Feb. 21 dateline for all assessment results to be inputted	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
09/30/2014 **PSLO Status:** Inactive	**Target:** 2 workshop-type sessions per semester on instructional program review and assessment will be conducted; 6 assessment reports on instructional related programs/services will be published4 instructional related program reviews will be published	• Jan. 31 working group session with Interim VPIA to begin review of standard IIA https://drive.google.com/#folders/0BwVRJuFcSMF WNG56dHZsOFptRWc • By Feb. ACE assessment results sent to DAP for TracDat reporting • Feb. 12 session with instructional faculty included an agenda item on Program Assessment/Program Review on the following items…. ? Use of Program-Assessment-and-Program-Review-Procedures-Manual ? Use of new forms/checklists…PAS ? Where to access Program Data: SIS thru IRPO, Wiki, TracDat for Program Assessment, individual faculty course level assessment data, and thru program student surveys • Feb. 15 session with VPIEQA/ALO on accreditation. A portion of the training also looked at SLOs at the institutional level. • IC involved in CAC Reader Team reviews of Program Assessment Summaries on the following programs: ? Trial Counselors program- final version/checklist completed and submitted to CAC Chair on 2/20 ? Refrigeration and Air Conditioning program- final version/checklist submitted to CAC Chair on 2/20 • By mid-term, instructional faculty with deficient students submitted individual reports to Student Services for SIS upload • Mar. 5…about 15 students in the science classes/club had a field experience trip to the State Aquaculture center to learn more about the operational activities of the center. • Mar. 19…IC assisted with the administration of the CCSSE survey in EN120A Expository Writing I, VEE135 Digital Electronics, and SC111 Environmental Studies • April 24-25…Vocational programs held Vocational Exhibitions where ET and AFT students showcased & demonstrated learning experiences	

and skills in line with their respective program SLOs.
• By end of term, assessment results for all general education courses were uploaded on Google docs.
• By end of term, all instructional faculty submitted official final grade reports to Student Services for SIS upload.
• By end of term, 2 instructional faculty continued to submit course level assessment results for individual courses being taught using the old report form.

Target Met:
Yes
Reporting Period:
2013 - 2014

10/18/2014 - Fall 13:
• Sept. 25 session with KC ACE faculty regarding FY14 Assessment Plan for ACE courses, including reviewing and submission of ACE assessment activities & ACE exit 1 results.
• Sept. 27 session with KC program managers for AFT & Pre-Teacher Prep Program to review FY13 program specific assessment results. With TracDat in place, program faculty should now have the capability to upload their own program assessment data and results.
• Oct. 3 Skype session with IRPO Director regarding FY14 AUOs uploaded on TracDat. IRPO recommended the following: reduce to 2 AUOs with at least 3 assessment strategies per outcome, align to Strategic Plan 13-17 strategic directions and IEMP goals, keep things in general, and PLOs are to be reported in a separate section under TracDat.
• Nov. 20 general session with Assessment Coordinator/Assistant ALO on TracDat and other assessment related activities
• By mid-term, instructional faculty with deficient students submitted individual reports to Student

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Services for SIS upload • By end of term, assessment results for all general education courses were uploaded on Google docs. • By end of term, all instructional faculty submitted official final grade reports to Student Services for SIS upload. • By end of term, 3 instructional faculty continued to submit course level assessment results for individual courses being taught using the old report form. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Dean Pohnpei Campus - AUO -PC 1a - Pohnpei campus will improve course completion rate by 5% by the end of 2013-2014. **PSLO Assessment Cycle:** 2012 - 2013 **Start Date:** 10/01/2012 **Inactive Date:** 10/01/2013 **PSLO Status:** Inactive	**Assessment Strategy:** 3.1a Provide support services (classroom setup and maintenance, administrative & student services and IT) to enhance course completion rates. **Assessment Type:** Descriptive Statistics **Target:** maintain	10/03/2013 - Tutoring, IT support, maintenance etc support was provided, but not well documented to support conclusion if the target was met. **Target Met:** No **Reporting Period:** 2013 - 2014	10/31/2013 - • Schedule and conduct daily (30 min to 1 hr) one-on-one counseling and tutoring sessions for cohort students identified from SIS; conduct 2 focus group study labs for students in classes with low passing rates each semester; assign tutors to sit-in and help students in classes; maintain a database system to keep track of student attendance and performance; monitor student progress through periodic (once a week) consultations with instructors; compile reports of student progress on a monthly basis; • Conduct 3 workshops per school year for faculty and staff on Student Services activities and expectations in relation to student issues; conduct 1 Prep Committee meeting per month to update everyone on current and emerging

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			activities. Documentation of activities will be emphasized in monthly reviews.
C - administrative - Dean Pohnpei Campus - PCIA - 1 Cooperative and Collaborative Learning - To improve student success, IC in cooperation with division chairs will research and establish a plan for implementing cooperative and collaborative learning in fall 2013 for implementation in spring 2014. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 08/01/2014 **PSLO Status:** Active	**Assessment Strategy:** IC and division chairs with assistance from DAP will research and develop a plan for implementing active and cooperative learning appropriate for COM-FSM students to implement in spring 2014. IEMP 1.10 **Assessment Type:** Descriptive Statistics **Target:** 1 plan for implmentation	06/22/2014 - Developed a Community Service Initiative (CST) where respective CTE programs will provide services to the community as to improve and provide additional hands on practices to our students and to establish a direct linkage between programs and community. This initiative will also serve as means of continued engagement and interaction with our community. **Target Met:** Yes **Reporting Period:** 2013 - 2014	06/23/2014 - CST plan will be implemented in Fall 2014.
C - administrative - Dean Pohnpei Campus - PCIA-2 IC, - IC, division chair and program supervisors will develop plan to integrate advisory counsel in decision making in T&T programs by fall 2013 and to implement by spring 2014 **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 08/01/2014 **PSLO Status:** Active	**Assessment Strategy:** develop plan by fall 2013 to implement by spring 2014 **Assessment Type:** Descriptive Statistics **Target:** 1 plan for implementation	06/23/2014 - A shift in focus for interacting with community resulted in the Community Service Initiative (CST) that has resulted in a CST plan covering all CTE programs at Pohnpei campus. **Target Met:** Yes **Reporting Period:** 2013 - 2014	06/23/2014 - Implementation of CST plan beginning Fall 2014.
		06/23/2014 - 1. MOU established between COMFSM and OEEM whereby the college RAC program provides enhancement training to the RAC technicians in the community on the mandates stipulated by the Montreal Protocol. Through this active and cooperative partnership students acquire updated RAC technical skills that meet the industry requirements and gain the knowledge of how RAC impact climate change	06/23/2014 - Pohnpei campus will be move into active implementation of the RAC and solar system training in 2014/15.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		and ozone layer depletion. 2. MOU established between COMFSM, ASU AND USP where by COMFSM instructors are trained and provided with updated skills for installing and assessing solar systems and are also provided with training modules to integrate these new skills into the current electrical program. Through active and cooperative learning resulting from this partnership students will be trained in the updated practices for solar systems and gain the knowledge of the benefits for renewable energy on our environment and climate change and global warming. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
		12/03/2013 - members of the AFT advisory council: -Adelino Lorens: PNI State Dept. of Agriculture -Engly Ionis: CES Coordinator -Wayne Diopolous: PICS High School Agriculture Teacher -Mark Kostka/Kyoshi Phillip: COM-FSM Agriculture Instructors Plan: Modify existing course outline to incorporate activities that align with related workforce or higher education (namely COM-FSM). **Target Met:** No **Reporting Period:** 2013 - 2014	
C - administrative - Dean Pohnpei Campus - PCIA-3 - develop the frame work for improve implementation for workforce and short term training.	**Assessment Strategy:** develop operating procedure for implementing workforce and short-term training by march 2014	06/23/2014 - Procedures have been developed and approved by the Curriculum and Assessment Committee (CAC). Fee structure is awaiting common fee structure Administrative Services.	06/23/2014 - Procedures to be implemented in Fall 2014.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 08/01/2014 **PSLO Status:** Active	**Assessment Type:** Descriptive Statistics **Target:** establish procedures	**Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: provide training for implementing workforce and shortterm training procedures **Assessment Type:** Descriptive Statistics **Target:** summer 2014	06/23/2014 - Short term workforce training in Computer Applications for captive insurance staff. **Target Met:** Yes **Reporting Period:** 2013 - 2014	06/23/2014 - Establish centralized controls for tracking and follow-up to short term and workforce training requests and implementation.
C - administrative - Dean Yap Campus - Yap Campus Instructional & Student Services Units - To increase student retention rate by 5% **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 10/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Identify by second week from the first day of instruction of each semester at-risk students, and in collaboration with instructional affairs, provide them timely intervention and support. "At risk" students are those with poor attendance, poor grades in coursework, and with personal/family issues that directly or indirectly affect their academic learning. **Assessment Type:** Descriptive Statistics **Target:** At least 80% of "at risk" students will be in good academic standing at end of each semester.	09/30/2014 - Target was not met. Using the data for all three categories at-risk, early warning, and midterm deficiency, none met the target of 80%. The target was too high and no previous year baseline data. Our improvement plan for next fiscal year is to decrease At-Risk target to 70% and create two additional targets, Early Warning and Mid-term Deficiency, in support of retention rate. We were not able to meet At-Risk target in Fall 2013 due to our improvement plan was organized toward the end of the semester. At-Risk in Spring 2014 was forty-three, 43 (24%) of enrollment; twenty-two, 22 (51%) of at-risk with good academic standing at end of Spring 2014. No At-Risk in Summer 2014. Fall 2013 Early Warning was ninety, 90 (46%) of 195 enrollment. Sixty two-62 (69%) of early warning with good academic standing at the end of Fall 2013. Spring 2014 Early Warning was eighty-five, 85 (47%) of enrollment. Forty-four, 44 (52%) of early warning with good academic standing at the end of Spring 2014. Summer 2014: not available data. Fall 2013 Midterm Deficiency was sixty-two, 62	02/18/2015 - At least 60% of early warning students will be in good academic standing at the end of each semester 10/01/2014 - At-Risk: Decrease the target to 70% of at-risk students will be in good academic standing at the end of each semester.

		(32%) of 195 enrollment. Thirty-five, 35(56%) of midterm deficiency with good academic standing at the end of Fall 2013. Spring 2014 Midterm Deficiency was eighty-four, 84 (47%) of 180 enrollment. Thirty-two, 32 (38%) of midterm deficiency with good academic standing at the end of Spring 2014. Summer 2014 Midterm Deficiency was twenty-seven, 27 (28%) of 95 enrollment placed on mid-term deficiency. Thirteen, 13 (48%) of midterm deficiency with good academic standing at the end of Summer 2014. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** Overall academic standing, Fall 2013-Summer 2015	
	Assessment Strategy: Involve instructors, student services staff and tutors in helping "at risk" students and also students in the early warning and midterm deficiency. **Assessment Type:** Descriptive Statistics **Target:** 90% of "at risk" students and students identified in early warning deficiency are advised.	10/27/2014 - 100% of "at risk" students and in early warning deficiency were advised by faculty for Fall 2013 and Spring 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Recognize and celebrate student success with award ceremony at the end of each semester **Assessment Type:** Descriptive Statistics **Target:** 90% of courses offered each semester have students nominations for: Excellent	10/27/2014 - Fall 2013, Excellent Academic Performance- 69%, Perfect Attendance-50%, Most Improved- 52% AVERAGE: 57% (Below the target of 90%, target not met) Spring 2014, Excellent Academic Performance-	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Academic Performance, Perfect Attendance, Most Improved	71.4%, Perfect Attendance- 52%, Most Improved- 36%%, AVERAGE: 53.3% (Below the target of 90%, target not met) Overall AVERAGE: 55.15%(Below the target of 90%, not met the target) **Target Met:** No **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Improve the currency and quantity of library resources to support and meet the teaching and learning needs of the campus. **Assessment Type:** Descriptive Statistics **Target:** QUANTITY: - student - collection ration: 1:30 or better CURRENCY:- Overall average copyright date for fiction = < 20 years; - Overall average copyright date for non-fiction = < 10 years	10/28/2014 - As of August 31, 2014, forty-four (44) books were already withdrawn. **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/28/2014 - Weeding of outdated books, worn-out copies, and superseded editions will be continued to the next FY. Inventory and collection evaluation must be completed.
		10/27/2014 - As of August 31, 2014, the total library collection is 10,189 volumes. There is an increase of 309 volumes or 3.1% to the 9880 volumes in September 30, 2013. The average collection ratio per student for the three semesters in FY 2013-2014 is 14 volumes. This average is 10 volumes more than the collection ratio in FY 2012-2013, which is 61. Collection ratio is higher than the College's target collection ratio of 30 volumes per student. **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/28/2014 - Continuous acquisition of new materials is still the thrust of the LRC. Collection evaluation must be done so that the collection remains to be dynamic.
	Assessment Strategy: Collaborate with faculty and others to	10/28/2014 - The library user (student) survey for Fall 2013 semester , overall, the LRC got a	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	incorporate the library collections and services for both curricular and co-curricular information needs to increase library use. **Assessment Type:** Descriptive Statistics **Target:** Satisfactory / Good ratings in Library use survey	general average weighted mean of 4.11 in a scale of 5 or an excellent descriptive rating. For Spring 2014 semester, overall , the LRC registered a general weighted mean of 4.1 in a scale of 5 or an excellent descriptive rating. **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/28/2014 - Results of the surveys would serve as a basis for planning future library policies and programs that could better serve the academic community.
		10/27/2014 - Six or 86% of the faculty indicated Very Satisfied level of satisfaction of the services and resources of the LRC while one or 14% gave a Satisfied rating for year 2013. Five or 71.4% of the faculty indicated a very satisfied level of satisfaction while the other two or 28.6% indicated a satisfied rating for year 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014	10/28/2014 - Active collaboration with the faculty is still evident and must continuously done.
C - administrative - Dean Yap Campus - Yap Campus Student Services Units - To increase fall-to-fall student enrollment by 5% **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 10/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Develop and implement a recruitment campaign for high school students, government agencies, organizations, and community groups. **Assessment Type:** Descriptive Statistics **Target:** A recruitment campaign for traditional and nontraditional students.	09/30/2014 - While the campus recruitment campaign is a work in progress, Student Services coordinated and conducted recruitment efforts to selected high schools, government agencies and communities, as follows: (1) Yap High School students .... **Target Met:** No **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Conduct COMET prep sessions (English & Math) at least 1 week prior to COMET test dates. **Assessment Type:** Descriptive Statistics **Target:** Sessions in early spring and fall (January &	10/27/2014 - Two COMET preps were conducted during Fall 2013 and Spring 2014. Dates were Nov. 8, 13, 15, and 18 for Nov. COMET and Feb 3, 7, 10, and 14 for February COMET. **Target Met:** Yes **Reporting Period:**	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	November)	2013 - 2014	
C - administrative - Human Resources - HR Unit Outcome # 2-14 - Increase supervisors knowledge and competence in the area of Code of Ethics in the workplace by implementing an online training. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	**Assessment Strategy:** Develop and implement an online training for supervisors on Code of Ethics Policy 005 by the the total number of supervisors who completed the training and level of their competence based on their scores on the survey at the end. **Assessment Type:** Descriptive Statistics **Target:** 100% of the total supervisors who take the course will score at a satisfactory level [passing rate] while 90 of the total supervisors in the system will complete the training.	09/18/2014 - Outcome didn't implemented due to insufficient staff and additional work for current staff. **Target Met:** No **Reporting Period:** 2013 - 2014	09/18/2014 - Strategy will carry into FY 2015 and implemented within reporting period.
C - administrative - Human Resources - HR Unit Outcome # 1-14 - HR will establish baseline data on its response timeline to 1)Special Contract, 2)Employment Verification and 3)Personnel Action. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	**Assessment Strategy:** Compile data on the processing timeline beginning from the date of receipt by HR to the date document is fully completed/approved by other offices while considering the effective date. **Assessment Type:** Descriptive Statistics **Target:** Establish baseline date.	09/24/2014 - Timelines for Special Contracts from 3 sampling months provided these data: a) February 2014 -238 contracts, 51% processed on the date of receipt, 39% processed one day after and 10% process 2 or more days after receipt. b)November 2013 - 255 contracts, 42% processed on the date of receipt, 40% processed one day after and 18 % processed 2 or more days after receipt. c) September 2014 -110 contracts, 53% processed on the date of receipt, 31% processed 1 day after while 15% took 3 or more days after receipt. Employment Verification processing timelines from receipt date to processing indicated these:73% of verifications were processed and turned around on the same day of receipt while 27% took 1 day or more.	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Personnel Actions processing timelines from receipt date to processing indicated these results: Over all - 19% processed on the date of receipt, 23% processed 1 week after and 21% process 2 weeks after and 29% process 3 weeks after and 9% process after 4 or more weeks after receipt. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Human Resources - HR Unit Outcome # 3-14 - HR will develop a recruitment plan using the results of 2013 faculty and staff checkout forms to increase satisfaction of the process by supervisors and new personnel. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	**Assessment Strategy:** Develop and implement a recruitment plan to fill full time regular positions that include specific timelines for advertising and indicate responsible offices for each stage of the process. **Assessment Type:** Descriptive Statistics **Target:** Establish baseline data	09/18/2014 - A recruitment plan was developed and recommended by HRO. It is pending approval. **Target Met:** Yes **Reporting Period:** 2013 - 2014	09/18/2014 - Implement the plan effective FY 2015 and review it annually for additional necessary changes. Educate supervisors and HR representatives on state campuses on how the process works and affiliated forms to use and location.
C - administrative - LRC - IALRC_2013-2014 - VPIA with collaboration of VPSS will provide adequate library and student services to support the students and college needs. (IEMP AP4) **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/03/2013 **Inactive Date:**	**Assessment Strategy:** Enhance access to library holdings between libraries of the college system. **Assessment Type:** Descriptive Statistics **Target:** Implement the use of KOHA library automation program at all campus libraries by March 2014.	10/27/2014 - The KOHA library automation program has been not been implemented at all campus libraries. Training on the use of KOHA is ongoing. **Target Met:** No **Reporting Period:** 2013 - 2014	10/27/2014 - Schedule training and uploading of data with library staff at all campuses for implementation of KOHA in 2015.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
09/30/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Improve students' information literacy skills **Assessment Type:** Descriptive Statistics **Target:** Develop and implement week-long library instruction classes inclusive of pre and post-tests beginning October 2013.	10/27/2014 - One week library instruction classes was not added to the library instruction classes this school year. **Target Met:** No **Reporting Period:** 2013 - 2014	10/27/2014 - Add MWF and TTH library instruction classes to the current modules for library instruction to allow additional students to enroll in. _____
	Assessment Strategy: Update the campus library collections through the implementation of a formal collection plan. **Assessment Type:** Descriptive Statistics **Target:** College library holdings are increased by 10%.	10/27/2014 - During FY2013-2014, library holdings are increased by 22% for all campus libraries, college wide. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - Maintenance and Security - Outcome 2 - Improve energy conservation programs and reporting at all sites. **PSLO Assessment Cycle:** 2012 - 2013 **Start Date:** 10/01/2012 **Inactive Date:** 09/30/2013 **PSLO Status:** Inactive	**Assessment Strategy:** Implement collection and reporting energy use data (kilo watt hours) for each building at each site. **Target:** Monthly until September 30, 2013.	07/27/2014 - Only 3 out of 6 campuses are reporting. **Target Met:** No **Reporting Period:** 2013 - 2014 07/27/2014 - Only 3 out of 6 site are reporting. **Target Met:** No **Reporting Period:** 2013 - 2014	
C - administrative - Maintenance and Security - 2014-01 - Develop a facilities master plan that is linked to the IEMP with prioritized list of projects. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:**	**Assessment Strategy:** Approval of the Facilities Master Plan. **Target:** Beca International Consultants to submit the final report by December 2013.	04/09/2015 - Master Plan study was completed and submitted in February 2014 and approved by the BOR on March 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
09/30/2017 **PSLO Status:** Active			
C - administrative - Maintenance and Security - 2014-02 - Implement construction of approved and funded projects as listed in the FMP and other approved projects. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013	**Assessment Strategy:** Construct projects that have been approved and funded as scheduled. **Target:** Complete the projects within the project timeline.	04/09/2015 - Completed Yap Campus Student Center project and Classroom/Computer lab project in Feb 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
Inactive Date: 09/30/2017 **PSLO Status:** Active			
C - administrative - Maintenance and Security - 2014-03 - Implement preventative maintenance programs and reporting at all sites. **PSLO Assessment Cycle:** 2013 - 2014	**Assessment Strategy:** Conduct preventative maintenance program training and report writing training to maintenance supervisors. **Target:** That all site reach the preventative maintenance and reporting rubric level 3 by June 2014.	04/09/2015 - Conducted Preventative Maintenance Workshop in April 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
Start Date: 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active		07/27/2014 - Three out of six site have been successfully implementing preventative maintenance programs and reporting. **Target Met:** No **Reporting Period:** 2013 - 2014	
		07/27/2014 - Conducted workshop on in March 2014. Yap Campus supervisors did not attend. **Target Met:** No **Reporting Period:** 2013 - 2014	
C - administrative - Maintenance and Security - 2014-04 - Implement energy use monitoring program and reporting at all	**Assessment Strategy:** Implement collection and reporting energy use data (kilo watt hours) for each building	04/09/2015 - Four out of five sites have been reporting power consumptions (KWH reading) for each building. Pohnpei Campus installed sub-	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
sites. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	at each site. **Assessment Type:** Internal Audit/Report **Target:** That all site reach the preventative maintenance and reporting rubric level 3 by June 2014.	meters to allow for individual building power monitoring. **Target Met:** No **Reporting Period:** 2013 - 2014	
		07/27/2014 - Three out of Six campuses have been submitting KWH reports. **Target Met:** No **Reporting Period:** 2013 - 2014	
C - administrative - Maintenance and Security - 2014-05 - Implement monthly crime statistics and security reports and perform emergency drill at all sites. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	**Assessment Strategy:** Conduct training to enhance maintenance and security supervisors in providing the required crime and incident statistical reports. **Assessment Type:** Internal Audit/Report **Target:** That all sites reach maintenance and security reporting rubric level 3 by June 2014.	04/09/2015 - Training conducted in April 2014 with state campus supervisors during the PM workshop. All state campus crime reports for FY 2014 were completed and submitted to USDE crime survey office. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
		07/27/2014 - Three out of six campuses are reporting crime statistics. **Target Met:** No **Reporting Period:** 2013 - 2014	
C - administrative - President's Office - PO AUO13/14-1 - To be fully accredited and without major recommendations from ACCJC/WASC **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 07/31/2014	**Assessment Strategy:** Institutionalize the self study process **Assessment Type:** Descriptive Statistics **Target:** To remain fully accredited	10/02/2014 - During cabinet of January 31, 2014, VPIEQA assigned each vice president an accreditation standard and to report on its gap and analysis. Report were made during cabinet on February 28, 2014, which is evidenced through the minutes. By April 25, 2014, cabinet minutes, all vice presidents have reported on their standard at cabinet. On August 6-7, 2014, the college held a summit	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Status: Active		focused on an accreditation case study on finance. Workshop was facilitated by VPIEQA and the Sandy Pond Consultants (Mr. Hess and Mr. Adams). This could be evidence through President's community message of May 2013, the article published on the newsfeed and in COM-FSM Facebook in August, and materials and program agenda located with VPIEQA's department. From August 18-21, 2014, VPIEQA held Accreditation Writing Training for the Team Chairs on national campus. E-mail has been sent out on August 11, 2014. On August 20, 2014, VPIEQA has sent out an "An all Employee Accreditation Baseline Survey" to the college wide alias. The survey would help with: • To evidence a broad-based Accreditation Self Evaluation process; • inform us of knowledge gaps; • inform us of areas needing focus and improvement; and • offer evidence of how well our writing teams do to satisfy personnel we are meeting Standards by the end of the academic year, Survey to be completed by September 12, 2014 Link: https://www.surveymonkey.com/s/COMFSM_Accreditation_Baseline_Fall2014 August In September (provide dates), VPIEQA has traveled to off-island campuses conducting accreditation self-evaluation workshops. This is evidenced by VPIEQA's power point and workshop materials and communication through e-mails with the COM-FSM campus deans. **Target Met:**	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Follow the established reporting cycle for each unit on the master calendar which provides set deadlines when quarterly reports are due. Deadline dates: 1st quarter report due January 15th, 2nd Quarter due April 15, 3rd quarter due July 15th, 4th Quarter due October 15th. Not only would the office monitor the submission of received reports, but also assess the quality of activities in which units are set out to accomplish during that specific quarter. **Assessment Type:** Descriptive Statistics **Target:** Receive 100% of reports for each quarter deadline by all head departments or VPs. Deadlines fall on January 15, April 15, July 15, and October 15.	10/02/2014 - For the past year, all vice presidents have completed and submitted their reports on the set deadlines. Reports could be evidenced with IRPO. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - President's Office - PO AUO13/14-2 - To have a strategic plan with clear directions and priorities for the college and master plans with well-defined implementation plans to deliver the strategic goals and objectives **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 07/31/2014 **PSLO Status:** Active	**Assessment Strategy:** Establish routine linkages with the external community to ensure college strategic goals and objectives reflect current situations **Assessment Type:** Descriptive Statistics **Target:** President's message to the community occurring monthly. Additionally, hold quarterly community meeting during Board of Regents meetings and published minutes. Annual college wide summit and report to assess the outcome.	10/02/2014 - The president's message to the community has been posted every month for the past year on the college's newsfeed and then archived in the Messages to the Community tab under the Office of the President. Quarterly community meeting minutes during the Board of Regents meeting have been documented and archived during the past year. Messages to the Community Link: http://www.comfsm.fm/?q=messages-to-community Community Meeting Minutes **Target Met:** Yes **Reporting Period:**	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		2013 - 2014	
	Assessment Strategy: Link individual KPIs to implementation of the master plans **Assessment Type:** Descriptive Statistics **Target:** Complete review and revision of the IEMP by July 2014	10/02/2014 - A complete review and revision of the IEMP by July 2014 was not met. **Target Met:** No **Reporting Period:** 2013 - 2014	10/02/2014 - The target to complete a review and revision of the IEMP should be a yearly process. This will be priortized for this upcoming acadmic year 2014-2015. Should be completed by July 2015. This topic will be an agenda item in cabinet meeting in October to ensure it will be dealt with this year.
C - administrative - President's Office - PO AUO13/14-3 - To maintain a financial plan which considers current and projected financial environment and determine best practices to keep the college solvent **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 07/31/2014 **PSLO Status:** Active	**Assessment Strategy:** Conduct internal audit to lower expenditures **Assessment Type:** Descriptive Statistics **Target:** This is achieved through annual budget process. Budget FY 2014 completed. Revised Budget FY 2014 completed.	10/02/2014 - Completed. The FY 2014 budget can be retrieved in the office of vice president of administrative services. **Target Met:** Yes **Reporting Period:** 2013 - 2014 10/02/2014 - Completion of target is completed and can be retrieved at the vice president of administrative service's office. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: align budgeting to academic program priorities **Assessment Type:** Descriptive Statistics **Target:** completion of academic program prioritization by July 2014	10/02/2014 - Completed. An e-mail was sent out on October 1, 2014 with the academic program prioritization report being shared. The Program Prioritization Report was developed in August 2014 for review and comment. CAC has invited VPIA to present the findings of this report to the committee at its October 6, 2014, meeting. Report was shared during cabinet meeting of September 26, 2014. **Target Met:** Yes	

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Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Reporting Period: 2013 - 2014 **Related Documents:** Academic Program Prioritization Report	
C - administrative - President's Office - PO AUO13/14-4 - To establish a culture of continuous improvement in all aspects of the college **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 07/31/2014 **PSLO Status:** Active	**Assessment Strategy:** Ensure completion of program reviews by all areas of the college **Assessment Type:** Descriptive Statistics **Target:** 100% completion of program reviews	10/02/2014 - VPIA has completed 100% of the program reviews in the instructional affairs area. (Retrieve document from Maria) Student Services (find out from VPSS) Administrative Services (find out from VPAS) **Target Met:** No **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Use program reviews to develop annual plans, and adjust master plans **Assessment Type:** Descriptive Statistics **Target:** Completion of the revised IEMP by July 2014	10/02/2014 - Not Completed. **Target Met:** No **Reporting Period:** 2013 - 2014	10/02/2014 - The IEMP will be revised and completed by July 2015. To ensure that the IEMP will be completed is having target as an agenda item for cabinet in its October 2014 cabinet meeting.
C - administrative - President's Office - PO AUO13/14-5 - To generate confidence in the college both internally and externally **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 07/31/2014 **PSLO Status:** Active	**Assessment Strategy:** Develop and market a college brand **Target:** Complete a market brand research study and report by end of September 2014.	10/02/2014 - Not Completed. **Target Met:** No **Reporting Period:** 2013 - 2014	10/02/2014 - The market brand reserach study will be included in cabinet agenda for October 2014 to ensure that this target be completed by September 2014.
	Assessment Strategy: Enhance stakeholder management **Assessment Type:** Descriptive Statistics	10/02/2014 - Not Completed. **Target Met:** No **Reporting Period:**	10/03/2014 - This target will be eliminated as it is not a priority at the moment.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Target: Establish President's Round Table for external and internal stakeholders. Quarterly for external stakeholders and monthly meetings with internal stakeholders. Launch this January 2014 along with a survey in August 2014.	2013 - 2014	
C - administrative - VPAS Office - Space Utilization and Energy at the college. - Improve space utilization and energy use at the college. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/02/2013 **Inactive Date:** 10/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Based on the BECA study, targets will be established for energy. **Assessment Type:** Descriptive Statistics **Target:** A comprehensive space utilization and energy study to be turned into President's office by BECA by October 31, 2013	05/01/2014 - COM-FSM Facilities Master Plan Energy Component completed 2014.02.28. Implementation started. Detail in attached file including potential savings. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** COM-FSM Facilities Master Plan Energy	05/01/2014 - COM-FSM Facilities Master Plan Energy Component will guide energy decisions at the college for the next 15 years with periodic updates.
	Assessment Strategy: Based on the BECA study, establish 1) prioritized and sequenced activities to improve space utilization at the college and 2) revised phased in sequence for facilities construction. **Assessment Type:** Descriptive Statistics **Target:** To be set based on the study.	05/01/2014 - Space Utilization and Facilities Master Plan study completed February 28, 2014 and officially submitted to the college. Major presentations on the the Space Utilization and Facilities Master Plan Study: Details of internal and external presentations and actions on the Space Utilization and Facilities Master Plan Study are detailed in two reports to ACCJC on accreditation issues. See the attached documents for detail. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Follow up Report Beca 2014.03 Supplemental Report Beca 2014.05 COM-FSM Facilities Master Plan	05/01/2014 - Space Utilization and Facilities Master Plan will provide the framework for decision making on facilities, space utilization and energy over the next 15 years. The plan will be updated as required.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		COM-FSM Facilities Master Plan Summary	
C - administrative - VPAS Office - Improving Administrative Services - Continuous improvement of administrative services to support instructional programs. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/02/2013 **Inactive Date:** 10/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Assess the effectiveness of the following: Effectiveness of use SAGE accounting software for generating timely financial reports. Business Office policy and procedure review. **Assessment Type:** Survey **Target:** 1 external consultant report on overall operations of the business office with emphasis on improved usage of the SAGE accounting software prior to the end of the current fiscal year.	05/12/2014 - A GAP analysis was completed in January 2014 for improving overall operations of the Business Office with emphasis on timely and comprehensive financial reports to be generated by the Sage (former MIP) accounting software. Additional focus of the GAP analysis is on review of policies, ease of use of forms and procedures. A recommendation is to bring in an external consultant prior to the end of the current fiscal year to review the overall use of the accounting system and procedures and recommend improvements is pending with the college administration. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** Standard IIIC Financial Resources	06/23/2014 - Review and develop detailed implementation plan for improvement of the business office based on consultants report. 06/18/2014 - A review of the external consultants report will be conducted and an action plan developed for implementing changes in financial systems and business office operations in FY 2015.
	Assessment Strategy: IRPO office will conduct a survey to all stakeholders internal and external to measure the overall satisfaction of services provided by each unit under the departmennt. **Assessment Type:** Survey **Target:** Eighty percent response on the survey indicated satisfaction with services provided under each unit.	06/18/2014 - The college participated in the Community College of Survey of Student Engagement (CCSSE) in spring 2014 in lieu of a direct satisfaction of services. CCSSE will be analyzed in summer 2014 to determine overall satisfaction levels **Target Met:** Yes **Reporting Period:** 2013 - 2014	06/18/2014 - Results of the CCSSE 2014 will be reviewed for recommendations on improvements to implement in FY 2015.
	Assessment Strategy: Maintenance Staff will conduct monthly inspections (more frequent as necessary) of college-wide campus facilities to ensure preventive maintenance occurs on schedule	06/18/2014 - Based on monthly inspections in areas of electrical/AC units, janitorial, carpentry and general maintenance and grounds adjustments are made in the preventive maintenance of facilities and repair work is	06/23/2014 - Analyze inspection reports and work orders generated based on he inspections for completion rates and linking of financial resources to completion

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	and that problems are identified at an early stage. **Assessment Type:** Descriptive Statistics **Target:** Inspection data and highlights of maintenance needs and repairs efforts are documented in the the college's quarterly reports.	conducted as reported in college reports. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Q1 report 2014 Q2 report 2014	rate and linkages to existing maintenance plan. 06/18/2014 - Institute a comprehensive tracking and reporting system for security, vehicle use (including boats), and maintenance. IT will be requested to set up a link on the college website for requesting usage for boats and overnight use of vehicles beginning with FY 2015.
	Assessment Strategy: Provide support for HRO to expedite recruitment of new faculty and staff at all campuses. **Assessment Type:** Descriptive Statistics **Target:** 90 percent of all vacant and new positions completed on time.	05/12/2014 - A hiring freeze was placed on all new and vacant positions due to financial concerns at the college in February 2013. In this context, there have been no new or vacant positions to fill. Critical positions in instruction (faculty) and business office were opened up in summer 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Hiring Freeze FY 2014	06/23/2014 - 1 Review FY 2015 budget personnel and determine hiring plan based on priorities and resources. 2 Establish realistic timelines for completing HRO recruitment process. 06/18/2014 - In fiscal year 2015, the Human Resources component of the Sage accounting system will be implemented to allow real time tracking of personnel and integration with the accounting system to take place.
C - administrative - VPAS Office - 2015 Budget Development - Coordinate the overall planning and development of 2015 budget.	**Assessment Strategy:** Analyze 2014 budget by program & course cost to assist with FY 2016 budget development and resource allocations. **Assessment Type:**	04/21/2014 - Baseline data (Academic year 2012/13) for program (direct instructional) cost per credit hour has been established at program and campus levels as per attached (document name). **Target Met:**	06/18/2014 - Academic year 2013/14 direct instructional cost per credit hour will reviewed in early fall 2014 to see trends and changes in

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 11/30/2014 **PSLO Status:** Active	Descriptive Statistics **Target:** 1 set of baseline data for program cost per credit and revenue generated.	Yes **Reporting Period:** 2013 - 2014	program costs. 04/21/2014 - Incorporate program cost per credit hour into FY 2016 budget resource allocation discussions.
	Assessment Strategy: Assess the process and procedures for the FY 2015 budget development in cooperation with relevant committees and departments. **Assessment Type:** Descriptive Statistics **Target:** 1 set of recommendations for improving the budget development for FY 2016.	06/18/2014 - 6/19/2014 assessment of FY 2015 budget process is ongoing. To be completed prior to beginning of FY 2016 budget development. **Target Met:** No **Reporting Period:** 2013 - 2014	06/18/2014 - For FY 2016, an assessment plan will be part of the budget development process.
C - administrative - VPAS Office - Preventative Maintenance Plan - Update and implement preventative maintenance plan annually. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/02/2013 **Inactive Date:** 10/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Implement annual preventative maintenance plan. **Assessment Type:** Descriptive Statistics **Target:** 85 percent of annual maintenance plan will be completed.	06/23/2014 - Maintenance plan updated summer 2014 to include Beca study recommendations regarding preventative maintenance. Insert percent of preventive maintenance conducted 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014	06/23/2014 - Evaluate impact of Beca recommendations on preventive maintenance at the college.
C - administrative - VPIA Office - IA 1 - 100% of credit and non-credit courses and programs will demonstrate quality and consistency across all sites.(IEMP AP1) **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014	**Assessment Strategy:** Establish baseline data through the Prioritization of Academic Programs process. **Assessment Type:** Descriptive Statistics **Target:** Data set	11/05/2013 - 1 data set completed **Target Met:** Yes **Reporting Period:** 2013 - 2014	11/05/2013 - The data set has been used to help identify quality across sites. Focus for improvement will be on general education and ACE programs. **Follow-Up:**

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2014 - 2015 **PSLO Status:** Active			**Follow-Up:** 10/15/2014 - Tutors were provided for ACE courses at all state campuses beginning 2013-2014 school year. ACE reported 55.3% completion rate in 100 level courses for ACE students in spring 2014. Target met. 08/08/2013 - Repeat program prioritization in spring of 2014 for comparison data **Follow-Up:** 10/15/2014 - Program prioritization was completed again in spring of 2014. The 2014-2015 plan is based on the recommendations of this process.
C - administrative - VPIA Office - IA 2 - Hands-on training opportunities will be available to students through a work experience program negotiated with stakeholders in the public and private sectors.(IEMP AP2) **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Strategy:** Was the work experience program developed through working with stakeholders in the public and private sectors? **Assessment Type:** Descriptive Statistics **Target:** at least one work experience is integrated into the program/course.	09/03/2014 - Career and Technical Education established a servicing center for automotive repair run by students with faculty advisor. Center opens fall 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014	09/03/2014 - At least one other work experience will be integrated into a different program/course.
C - administrative - VPIA Office - IA 3 - Qualified, learner-centered faculty retention rate will be maintained at a minimum of 80%.	**Assessment Strategy:** Coordinate between Instruction, Student Services and Human Resources to provide training and support to assist with increased retention of staff.	10/15/2014 - only 11 faculty left during the 2013-2014 academic year. This maintains over 90% retention rate. **Target Met:** Yes	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Type:** Descriptive Statistics **Target:** 80 % retention	**Reporting Period:** 2013 - 2014	
C - administrative - VPIA Office - IA 5 - Campus deans/directors, LRC director, DAP, and faculty express satisfaction with communication and administrative support for instructional affairs across all sites. (IEMP5) **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:** Active	**Assessment Strategy:** Was there timely communication and administrative support for instructional affairs across all sites? **Assessment Type:** Descriptive Statistics **Target:** 100% to set baseline data	11/05/2013 - 100% baseline data set **Target Met:** Yes **Reporting Period:** 2013 - 2014	09/03/2014 - Articulation Table is online at http://www.comfsm.fm/?q=articulation-table. 11/05/2013 - Communication and other handbooks are being developed and will help improvement and tracking of communications.
C - administrative - VPIA Office - IADAP 1 - DAP will facilitate improvement in monitoring and collection of program assessment and review for all instructional programs across all campuses. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013 **Inactive Date:** 08/05/2014 **PSLO Status:** Active	**Assessment Strategy:** Hold assessment plan writing workshop in August 2013, train faculty on use of TracDat, request assistance of Assessment Coordinator to help with training and General Education assessment. **Assessment Type:** Internal Audit/Report **Target:** Assessment plans for 100% of the programs will be entered in TracDat for school year 2013-2014 by Sept. 15, 2013.	03/13/2014 - 27 out of 34 (79%) of the programs have assessment plans in TracDat for 2013-2014. **Target Met:** No **Reporting Period:** 2013 - 2014	03/13/2014 - Assessment coordinator asked to help train on use of Tracdat. Program assessment assigned to specific faculty for the year.
C - administrative - VPIA Office - IADAP 2 - DAP will coordinate improvement of the developmental education program at all	**Assessment Strategy:** Request ACE coordinator position for 2015	09/04/2014 - Faculty holding the instructional coordinator position is now developmental	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
campuses. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 08/05/2013	budget based on student learning outcome assessment results and program review. **Assessment Type:** Internal Audit/Report **Target:** ACE coordinator position justified and included in the 2015 budget.	education coordinator and will coordinate the ACE courses across the college. **Target Met:** Yes **Reporting Period:** 2013 - 2014	03/13/2014 - Train one of the current ACE faculty to assume the coordinator duties. Assign assessment data collection to a campus each year.
PSLO Status: Active	**Assessment Strategy:** Share information on NADE conference and send articles on developmental education or one training opportunity each semester during school year 2013-2014. **Assessment Type:** Internal Audit/Report **Target:** 2 ACE faculty attend NADE Conference and one article on developmental education or other training oppotunity shared with the site coordinators at each campus.	03/13/2014 - NADE 2014 conference information shared in Jan. 2014. ACE faculty invited to attend webinar on "How Can I Effectively Teach Unprepared Students". No one went to NADE. **Target Met:** No **Reporting Period:** 2013 - 2014	03/13/2014 - Promote NADE conference and encourage administration to list it as a training priority.
	Assessment Strategy: Renew NADE institutional membership which includes access to professional journals on developmental education for year 2014-2015. **Assessment Type:** Internal Audit/Report **Target:** NADE institutional membership renewed	03/13/2014 - NADE membership renewed for 2014-2015. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - VPIA Office - IADAP 3 - DAP will coordinate the design of the first year experience course in collaboration with student services staff Foundations of Excellence personnel. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **PSLO Status:**	**Assessment Strategy:** Appoint a team to draft College 101 and submit to CAC for recommended approval by Feb. 2014. **Assessment Type:** Internal Audit/Report **Target:** College 101 course approved by CAC	11/05/2013 - College 101 not complete in 12/13 **Target Met:** No **Reporting Period:** 2013 - 2014	09/16/2014 - Working group will collaborate with new working group on student success being trained at the John N. Gardner Institute for Excellence in Undergraduate Education, Retention, Performance, Management.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active			09/03/2014 - College 101 course is ready for committee review. Revise course outline per recommendations by committee.
			11/05/2013 - This continues to be an important activity and will be completed in 13/14.
	Assessment Strategy: Train ICs and division chairs on implementation of College 101 and put course on the fall 2014 schedule for all sites **Assessment Type:** Internal Audit/Report **Target:** ICs trained on delivery of College 101 and College 101 on fall 2014 schedules at all sites.	11/05/2013 - Not completed in 12/13. **Target Met:** No **Reporting Period:** 2013 - 2014	11/05/2013 - This activity is still important and will be completed in 13/14.
C - administrative - VPIA Office - IADAP 4 - Well informed and satisfied new faculty. **PSLO Assessment Cycle:** 2012 - 2013 2013 - 2014 2014 - 2015 **Start Date:** 10/28/2014 **PSLO Status:** Active	**Assessment Strategy:** Research faculty orientation programs and draft orientation program appropriate for COM-FSM **Assessment Type:** Research **Target:** Draft finished by Jan.2013	09/02/2013 - Draft not completed. **Target Met:** No **Reporting Period:** 2013 - 2014	09/02/2013 - Research and draft orientation program for COM-FSM faculty by Jan. 2014.
	Assessment Strategy: Implement faculty orientation program **Assessment Type:** Survey **Target:** rated 5 on all survey items	09/02/2013 - New orientation program not implemented fall 2014. **Target Met:** No **Reporting Period:** 2013 - 2014	04/16/2014 - Prepare toolkit during spring 2014 and implement new orientation program fall 2014.

C - administrative - VPIEQA Office -

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Accreditation Training - The Accreditation Liaison Office (ALO) provides comprehensive, useful information, in a user-friendly manner, to the college community through training activities on the accreditation process and COM-FSM accreditation status. **PSLO Assessment Cycle:** 2012 - 2013 **Start Date:** 08/06/2012 **Inactive Date:** 08/03/2013 **PSLO Status:** Active	**Assessment Strategy:** Training sessions and successful delivery of outcomes will be evaluated by participants through a participant survey. **Assessment Type:** Survey **Target:** 90% of the participants will indicate the accreditation information was presented in a user-friendly manner.	03/02/2013 - This target was fully met. Participants completed a survey containing a question item asking them if, "The information on accreditation and the SLO rubric were presented in a user-friendly manner. Likert scale options were: "strongly agree," "agree," "neutral," "disagree," and "strongly agree." There were a total of 225 respondents to this college wide training. The results were: 49.3% (111) strongly agree, 42.7% (96) agree, 6.7% (15) neutral, 0.4% (1) disagree, and 0.9% (2) strongly disagree. Thus, 92% (207 out of 225) strongly agreed or agreed the accreditation information was presented in a user-friendly manner. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Accreditation Training Evaluation Survey - Yap_FMI Accreditation Training Survey NC & PC Staff Accreditation Training Survey Results CC & KC Accreditation Training Survey Results NC & PC Faculty	
	Assessment Strategy: ALO encourages all college employees with English proficiency to take the ACCJC "Online Accreditation Basics Course" and successfully complete the course by presenting the ALO with a certificate of completion as issued by ACCJC. **Assessment Type:**	05/31/2014 - The target was fully met and exceeded when 100% of employees college-wide successfully completed the online, "Accreditation Basics Course" in May 2013. **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/18/2013 - All new college employees and regents to the board of regents would be required to successfully complete the ACCJC online "Accreditation Basics" course to maintain the 100% completion rate. The college-wide employee decision was approved in the

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Exam/Quiz - Standardized **Target:** 70% of English proficient college-wide employees are issued a course completion certificate.	**Related Documents:** Newsfeed: COM-FSM Obtains 100% Completion of the Online Accreditation Basics Course COM-FSM: President's Message to the Community Supplemental Report May 2013	Executive Committee in May 2013. The commitment by the board of regents was made at the May 2013 board of regents meeting.
C - administrative - VPIEQA Office - WASC Senior Assessment Leadership Academy (13-14) - ACAALO will be accepted in the WASC Senior Assessment Leadership Academy (ALA). **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 03/02/2014 **Inactive Date:** 04/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Submit an application in collaboration with DAP by the end November 2013 **Assessment Type:** Descriptive Statistics **Target:** Successfully submit an application and get accepted into the WASC Senior Assessment Leadership Academy (ALA).	04/30/2014 - Evidence: acceptance letter from WASC Senior Assessment Leadership Academy (ALA). **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** ALA Acceptance Letter	
C - administrative - VPIEQA Office - TracDat Training (13-14) - ACAALO will design and provide additional college-wide training on TracDat, with articulated outcomes, for faculty, staff, and administration. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	**Assessment Strategy:** Design trainings that meet college-wide needs for TracDat training **Assessment Type:** Descriptive Statistics **Target:** Training sessions and successful delivery of the outcomes will be evaluated by participants through a participant survey. 95% of participants will "agree" or "strongly agree" outcomes were met.	04/30/2014 - Evidence: Training at state campuses: http://wiki.comfsm.fm/Assessment_Coordinator_and_Assistant-ALO, **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - VPIEQA Office - Program Assessment Summaries (13-14) - ACAALO will update Assessment of	**Assessment Strategy:** Work with academic programs to write their PSLO Assessment summaries	04/16/2014 - As of April 15, 2014, 90.0% of programs have submitted and posted PASs on the college website.	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Student Learning on COM-FSM website utilizing TracDat data (Program Assessment Summary Reports) **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	**Assessment Type:** Descriptive Statistics **Target:** 85% of programs will have Program Student Learning Outcomes Assessment Summaries	**Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** PAS check list	
C - administrative - VPIEQA Office - Data and Decisions Academy - ACAALO will complete two Data and Decisions Academy courses. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 06/04/2014 **Inactive Date:** 09/23/2014 **PSLO Status:** Active	**Assessment Strategy:** Successfully complete two Data and Decisions Academy courses **Assessment Type:** Descriptive Statistics **Target:** Two courses for summer/fall 2014	09/22/2014 - ACAALO successfully completes two Data and Decisions Academy courses by September 26, 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Data and Decisions Academy	
C - administrative - VPSS Office - 2013-2014 VPSS Outcome 1 - AUs under the department of student services will exhibit commitment and active engagement to fostering the culture of continuous improvement. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Active	**Assessment Strategy:** To support a culture of inquiry, continuous improvement, and data informed decision-making, coordinate ongoing and systematic assessment and review processes of student support services of the college as part of overall institutional effectiveness processes. **Assessment Type:** Descriptive Statistics **Target:** 100% of AUs under the department of student services complete (a) 2012-2013 program assessment, (b) 2013-2014 program assessment, and (c) 2012-2014 program review	06/28/2014 - Program Assessment and Program Review The college has set a direction that requires it to continuously improve programs and services. As a result, all departments and units must conduct annual program assessments or biennial program reviews. 2012-2013 and 2013-2014 Program Assessments The college has set a direction that requires it to continuously improve programs and services. As a result, all departments and units must conduct annual program assessments. AUs under the college's deparment of student services completed their program assessments for cycles 2012-2013 and 2013-2014. Assessment	07/17/2014 - With the reporting structure especially in terms of student services units at the state campuses, collaborate with the Office of the VP for Instructional Affairs on the option that assessment of student services at the state campuses be reported under the appropriate student services units, e.g., for counseling services at the State Campuses reported under counseling services at the National Campus, for FAO at the state campuses to be reported under FAO at the National Campus, and others.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		reports are accessible from the college's TracDat. These AUs include: 1. Office of the Vice President for Student Services 2. Financial Aid Office 3. Office of Admissions, Records and Retention 4. Counseling Services 5. Student Life which includes (a) Office of the Director of Student Life, (b) Sports and Recreation, (c) Residence Halls, and (d) Health Services 6. Peer Counseling Center 2012-2014 Program Review The college has set a direction that requires it to continuously improve programs and services. As a result, all departments and units must conduct biennial program reviews. AUs under the college's deparment of student services completed their 2012-2014 program reviews. **Target Met:** Yes **Reporting Period:** 2013 - 2014	Addtionally, the Office of the VP for Student Services to coordinate with the Assessment Coordinator and the Institutional Research and Planning Office to create individual accounts in the TracDat for Residence Halls, Sports and Recreation, Health Services, and Student Life in lieu of the current structure. Office of the VP for Student Services shall facilitate in-house training to unit supervisors and staff on program assessment and review to ensure continued effectiveness of units in terms of assessing their programs and services. Office of the VP for Student Services shall collaborate with the Office of the VP for Administrative Services, and the Management Team to launching the second phase of the non-academic program prioritization.
	Assessment Strategy: Design, develop, and implement system and guidelines for intra-departmental reporting to include but by any means not limited to the use of standard reporting formats, and others. **Assessment Type:** Descriptive Statistics **Target:** Standard reporting formats: (a) intra-departmental reporting for AUs, and (b) requesting support and approval of activities for associated student clubs or	05/03/2014 - Intra-departmental reporting for AUs The Office of the VP for Student Services had designed and developed system and guidelines for intra-departmental reporting that was implemented in March 2014. Specifically, AUs under the department began using a standard monthly reporting template (see Related Document) where they report on accomplishments, outputs or outcomes that directly address ACJCC/WASC IIB, institutional strategic directions, and objectives in the college's	06/27/2014 - With the reporting structure especially in terms of student services units at the state campuses, collaborate with the Office of the VP for Instructional Affairs on the option that assessment of student services at the state campuses be reported under the appropriate student services units, e.g., for counseling services at the State Campuses reported under counseling services

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	organizations.	Integrated Educational Master Plan that relate to student services as well as institutional student learning outcomes. The template also requires AUs to report identified gaps and actionable improvement plans for each accomplishment (outcome). AUs are required to submit to the Office of the VP for Student Services only the monthly reports every first working Monday of each month, and from these reports, other required reports will be generated by the Office of the VP for Student Services. These other reports include but by any means not limited to quarterly performance, board of regents, and others. Requesting support and approval of activities for associated student clubs or organizations The college has a Student Body Association (SBA) that is fully committed to serving and representing the collective interests of the student body. The SBA council includes the president, vice president, secretary, treasurer, and delegation representatives. During the academic year 2013-2014, the Office of the VP for Student Services registered 19 student clubs and organizations. These student clubs nclude academic, regional (culture and ethnic heritage), religious, career-related, recreational and sports, and socio-political organizations. From October 2013 to May 2014, the Office also recorded 29 activities organized by registered students and organizations that included community outreaches or services, fund-raisers, social and recreational, and others. The Office of the VP for Student Services had designed, developed and implemented a system	at the National Campus, for FAO at the state campuses to be reported under FAO at the National Campus, and others. Addtionally, the Office of the VP for Student Services to coordinate with the Assessment Coordinator and the Institutional Research and Planning Office to create individual accounts in the TracDat for Residence Halls, Sports and Recreation, Health Services, and Student Life in lieu of the current structure. Office of the VP for Student Services shall facilitate in-house training to unit supervisors and staff on program assessment and review to ensure continued effectiveness of units in terms of assessing their programs and services. Office of the VP for Student Services shall collaborate with the Office of the VP for Administrative Services, and the Management Team to launching the second phase of the non-academic program prioritization. Continue to provide support and services that encourage students to actively engage in co- and extra-curricular activities on campus. Delegate the Director of Student Life to (a) develop and coordinate a master calendar of all co-and extra-curricular activities sponsored or

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		for associated student clubs or organizations to request support and approval of their sponsored activities. Particularly, student clubs or organizations are encouraged to actively engage in the assessments of their sponsored activities crucial to fostering the culture of continuous improvement. In requesting support and approval of sponsored activities, associated student clubs or organizations are required to use a standard form that requires them to report the following: (1) succinct description of the activity, (2) target participants, (3) intended objectives or outcomes, (4) targets or criteria of success, and (5) type assessment or methodology. Additionally, relevant documents are also required as attachments to the request, e.g., survey instrument, roster of participants, and others. Associated clubs and organizations are required to submit assessment reports of their sponsored activities. **Target Met:** Yes **Reporting Period:** 2013 - 2014	organized by student clubs and organizations; (b) facilitate training to officers of clubs and organizations in terms of the assessments of their sponsored activities; and (c) provide leradership training to officers of clubs and organizations specifically in the areas of organizational and financial management, enhancing organizational productivity, and others.
	Assessment Strategy: Review and revise existing policies and procedures that relate to student services for currency and applicability. **Assessment Type:** Descriptive Statistics **Target:** 100% of policies and procedures that relate to student services are reviewed and submitted to the Board of Regents.	06/20/2014 - The Office of the VP for Student Services reviewed all policies and procedures that relate to student services and as complied in the college's Manual for Administrative Policies and Procedures (MAPP). Review includes classifying policies listed in the 2005 COM-FSM MAPP as: (a) category 1, or policies that need revisions; (b) category 2, or policies that require no revisions; (c) category 3, or policies deem obsolete; and (d) category 4, or those that are not truly policies. The institutional definiton of "policy" was used as referenced during the review process. The college defines policy as written expressions of	07/15/2014 - The Office of the VP for Student Services shall coordinate with the appropriate AUs, standing committee and other governance entities to draft, articulate, and review either new or amendments to policies and procedures relating to student services referenced to the institutional planning calendar.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		management philosophy and directions, established to provide guidance and assistance to administrators and other members of the COM-FSM community in the conduct of college affairs (MAPP, September 23, 1998). 49 policies and procedures that relate to student services in the MAPP fell under category 2; while 15 policies are considered obsolete and therefore need to be eliminated. Though listed in the MAPP as policies, 11 fell under category 4. Several policies also listed in the MAPP fell under category, or requiring revisions to ensure their currency and applicability. The Office of the VP for Student Services is currently working with the appropriate AUs and governance entity to drafting amendments to those policies, and the approval for these amended including new policies subject to the institutional timeline set forth in the college's planning calendar. The 64 policies classifed as category 2 and 3 including the 11 listed as policies in the MAPP but are not truly policies were presented to the Board of Regents for review during its March 24, 2014 meeting held in Kosrae. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - administrative - VPSS Office - 2013-2014 VPSS Outcome 2 - Students will engage in active learning and use effective time management to balance academic work with extra-curricular activities. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Active	**Assessment Strategy:** Collaborate and coordinate with Instructional Affairs primarily in designing, developing, and implementing the first-year experience seminar training program. **Assessment Type:** Descriptive Statistics **Target:** First-Year Experience course implemented	06/11/2014 - While the work on designing and developing is a work in progress, the implementation of the first-year experience seminar training program beginning Fall 2014 semester is uncertain. **Target Met:** No **Reporting Period:** 2013 - 2014	07/29/2014 - The Office of the VP for Student Services shall continue to collaborate with the Office of the VP for Instructional Affairs in designing, developing, and implementing the first-year experience training program.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	by Fall 2014 (IEMP, AP1, 1.8)		
	Assessment Strategy: Coordinate with the department's counseling services, the peer counseling center, student life, and other student services units especially to facilitating workshops or trainings for students in the following areas: time management, value of higher education to both society and to individuals, value of the general education curriculum and the worth of lifelong learning and scholarship, establishing more specific career goals, and others. **Assessment Type:** Descriptive Statistics **Target:** At least four workshops covering the aforementioned areas	06/04/2014 - Calendar of student activities listing the various trainings, workshops, forums, and other activities coordinated by the department is available online. The Office of the VP for Student Services published the 2014 issue of the Student Handbook that provide essential information about: (a) administrative and academic units and contact information, (b) available student support services, (c) academic policies and procedures, (d) student conduct and discipline including pertinent procedures, and (e) calendar of activities. The student handbook is also accessible online. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** 2014-2015 Student Handbook	07/25/2014 - Office of the VP for Student Services to coordinate with Student Life to ensure that the calendar of student activities are routinely updated to include also those activities, workshops, trainings, and forums available for students at the state campuses. Office of the VP for Student Services to coordinate that activities, workshops, forums, and trainings have syllabi with articulated learning outcomes or objectives that directly address any one of the institutional student learning outcomes. Additionally, all activities, workshops, forums, and trainings are assessed to measure effectiveness in meeting their articulated outcomes and to identify areas for imporvement. Office of the VP for Student Services to coordinate with Student Life especially in conducting survey geared to determining student needs and identifying areas to further advance student engagement.
	Assessment Strategy: Collaborate with the Instructional Affairs and other AUs especially in instituting a "Student Alert Referral System" as an early intervention tool specifically for at-risk students. **Assessment Type:**	07/09/2014 - AU currently uses early-warning and mid-term deficiency notices as ways of informing academic advisors of their advisees who are not academically performing well as of mid-term period. Additionally, the COM-FSM Student Information System (SIS) has been upgraded allowing students and faculty members to view	07/29/2014 - Continue to work with appropriate AUs and academic units to institute a "Student Alert Referral System" by mid-Fall 2014 semester.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Descriptive Statistics **Target:** A Student Alert Referral System implemented by Fall 2014	mid-term deficiency grades. Instituting an early alert referral system is still a work in progress and the Office of the VP for Student Services in collaboration with various AUs and academic units hope to have this in place mid-Fall 2014 semester. **Target Met:** No **Reporting Period:** 2013 - 2014	
C - IEQA - Information Technology - AUO 01 - IT Core Services 13_14 - Ensure core services support seamless operations for college network, backups, email and core database functions. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 07/31/2014 **PSLO Status:** Active	**Assessment Strategy:** Digital backup daily of all content on college primary servers including the student database, accounting system, website and other core service support. **Assessment Type:** Descriptive Statistics **Target:** 98% backup daily	07/03/2014 - 99% of daily backups completed over the course of the year. **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/02/2014 - IT will recommend improvements to the backup power availability at the National campus (National campus provides primary backup the core system for the college).
	Assessment Strategy: Configure and replace one core server based current industry standards and core network switch equipment **Assessment Type:** Descriptive Statistics **Target:** 100% core server replaced and core network switch equipment	07/03/2014 - 1 primary network server replaced and tested. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Maintenance and upkeep of core service functions. **Assessment Type:** Descriptive Statistics **Target:** 90% up time for core service on core servers	07/03/2014 - 90% target for up time of core services was met. Downtime was primarily due to network outages and power issues from local telecommunications and utility providers. **Target Met:** Yes **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - IEQA - Information Technology - AUO 02 - IT Support Services 13_14 - Support IT services at the college with timely maintenance, response to services requests, training assistance for effective and efficient usage of technology and research on trends in technology that will support the college mission for continuous improvement.	**Assessment Strategy:** Maintain and maintenance of computer laboratories and supporting networking in the field as per maintenance plan. **Assessment Type:** Descriptive Statistics **Target:** 90% of maintenance complete per maintenance plan	07/03/2014 - Reviewing CCSSE and CCFSSE surveys for data. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 08/01/2013 **Inactive Date:** 07/31/2014 **PSLO Status:** Active	**Assessment Strategy:** Provide technical support and innovation for classroom usage. **Assessment Type:** Descriptive Statistics **Target:** 100% baseline data to be established	07/03/2014 - Review CCSSE and CCFSSE for baseline data. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Replace 3 computer labs (1 each Pohnpei, Yap and National campuses) **Assessment Type:** Descriptive Statistics **Target:** 100% 3 computer labs fully replaced	07/03/2014 - computer labs refresh completed at Pohnpei (1), Yap (1) and National (2). **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - IEQA - Institutional Research and Planning - AUO - 1 Planning_ 2013-14 - a) Performance Budgeting i) Assist VPAS with the FY 2015 performance budget data inputting into the FSM government Budget Preparation System (BPS) as per budget guidelines and handbook. ii) Assist VPAS with coordinate of initial development of FY 2016 performance budget with focus on development of budget guidelines, training for performance budgeting and development, and 3) review and revision of revenue projections. b) Strategic Plan (2013 – 2017) – provide	**Assessment Strategy:** a) Performance Budgeting - [as per revised role in December 2013] i) Assisting working group in providing background information for the development of the fiscal year 2015 budget guidelines and handbook. ii) Assist in development of projections, editing, and inputting into the FSM Budget Preparation System(BPS). **Assessment Type:** Descriptive Statistics	01/31/2014 - a) 100% - Provided background information by working sessions and through emails. b) 100% - Data entry completed and submitted FY15 budget to Congress. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Budget	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
tracking and progress reporting for strategic plan progress and measures of success. c) Integrated Educational Master Plan, Monitor, track and report progress against IEMP goals and objectives d) Preparation and follow up for the Visioning Summit 2014 e) Academic program prioritization - conduct training, coordinate, and prepare reports for the nonacademic program prioritization. f) Assist in grant management and oversee sponsored program's requisitions. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	**Target:** a) Performance Budgeting i) 100% - Assist in providing background information by working sessions and through emails. ii) 100% - Assist in data entry and submit fiscal year 2015 budget prior to deadline		
	Assessment Strategy: b) Tracking and progress reporting on the strategic plan and measures of success. **Assessment Type:** Descriptive Statistics **Target:** 1 copy of measures of success and progress reporting to be finalized and published. **Related Documents:** Institutional Set Standards and Measures of Success 2014.xlsx	09/30/2014 - Institutional Set Standards & Strategic Plan Measures of Success **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Institutional Set Standards & Strategic Plan Measures of Success	02/10/2015 - Update Institutional Set Standards and targets each semester as appropriate and push out data to College community.
	Assessment Strategy: c) Integrated Educational Master Plan - Assist with development and implementation for an assessment plan. **Assessment Type:** Descriptive Statistics **Target:** 1 stat report on the use of linkages between the COM-FSM quarterly report and IEMP.	10/16/2014 - The review indicated that IEMP reference was included generally by instructional affairs and student services. Note: The reporting format was structured around the College's strategic directions. **Target Met:** Yes **Reporting Period:** 2013 - 2014	01/16/2015 - New reporting format is being developed for reporting on progress of the strategic plan for FY2015.
	Assessment Strategy: d) Preparation and follow up for the Visioning Summit 2014 **Assessment Type:** Descriptive Statistics **Target:** 2 reports: 1 summit report, and 1 follow-up report	06/13/2014 - 2014 Visioning Summit report prepared and available on the IRPO Website **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Summit Reports	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Assessment Strategy: e) Academic program prioritization - conduct training, coordinate, and prepare reports for the academic program prioritization. **Assessment Type:** Descriptive Statistics **Target:** At least 6 trainings/presentations system wide and publish report	09/04/2014 - Academic Program Prioritization 2014 REPORT **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Academic Program Prioritization Report	02/10/2015 - In FY2015, review with VPIA and DAP institutional comparison data needed academic prioritization and post on website. Continue updating program review sheets.
	Assessment Strategy: f) Assist in grant management and oversee sponsored program's documents and requisitions. **Assessment Type:** Descriptive Statistics **Target:** 1 summery report: Analysis report on grant development and receiving of documents	06/02/2014 - IRPO assisted in grant development and processing of TRIO documents. Received TRIO documents FY14 PO - 56 TAs - 2 Special Contracts - 89 **Target Met:** Yes **Reporting Period:** 2013 - 2014	12/19/2014 - Report on received and response time back to sponsored programs on a monthly basis. Conduct all IRPO staff for logging and tracking procedures.
C - IEQA - Institutional Research and Planning - AUO - 2 Research_2013-14 - a) Based on program assessment and program review reports from FY 2013, design, implement and report on 2 general research projects and 2 CCSSE/CCFSSE reports. b) Conduct a series of student focus groups on follow up for 1.) Follow up - student registration and advising 2.)CCSSE and CCFSSE spring 2014 surveys. c) Coordinate preparation, delivery and reporting for surveys 1) CCSSE & CCFSSE, 2) Registration, 3) student satisfaction, 4) employer views and other surveys as needed	**Assessment Strategy:** To implement and report on projects **Assessment Type:** Research **Target:** 4 reports: 2 research projects and 2 CCSSE/CCFSSE	09/30/2014 - Conducted and administered 2014 CCSSE/CCFSSE survey. Survey reports will be published when available from the Center for Community College of Student Engagement. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** 2014 CCSSE Report	
	Assessment Strategy: Coordinate preparation, delivery and collection of CCSSE(Community College Survey of Student Engagement) and CCFSSE (Community College Faculty Survey of Student Engagement) forms;	04/26/2014 - 1.)CCSSE/CCFSSE reports to be published when available from the Center for Community College of Student Engagement 2.) Prepared and published surveys on IRPO Website at http://www.comfsm.fm/?q=irpo-survey-reports: 1) Student Registration Survey; 2) Student	07/31/2014 - [Improvement on the Employer survey] - Implement a procedure of having COM-FSM graduates to update or provide their professions/address/employer, etc.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active	Prepare and report on College surveys such as 1.) Registration survey, 2.) Student orientation survey, 3.) Satisfaction surveys, 4.) Graduate survey, 5.) Employer survey **Assessment Type:** Survey **Target:** Report: 1 CCSSE and CCFSSE report; 100% reporting and updating survey results on IRPO website.	Orientation Survey; 3) Graduate Exit Survey; 4)Student Satisfaction Survey; 5) Employer Survey [Ongoing] **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** IRPO survey reports	
C - IEQA - Institutional Research and Planning - AUO - 3 Assessment_2013-14 - a) Manage TracDat software for the college i) Training to users on data entry, interpretation and reporting ii) Monitoring and tracking of progress for data entry into TracDat and externally	**Assessment Strategy:** Upkeep of TracDat data entering by providing training and monitoring and tracking progress of entering data into TracDat. **Assessment Type:** Descriptive Statistics **Target:** 1 report: System wide report completed prior to deadline	07/02/2014 - TracDat overview reassign the Assessment Coordinator. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active			
C - IEQA - Institutional Research and Planning - AUO - 4 Data & Reporting_2013-14 - a) Prepare and distribute semester, annual data reports and update and analyze trend data for the college. b) Prepare IPEDS fall, winter and spring reports and distribute key data internally and externally c) Coordinate quarterly reporting and compilation.	**Assessment Strategy:** a)Prepare and disseminated enrollment, retention, and graduation reports on the website. Also disseminated data reports to various college committees. **Assessment Type:** Descriptive Statistics **Target:** 100% - update and upkeep posting of data on the IRPO website	09/30/2014 - Updating IRPO website every other week for accuracy and modernization. All IRPO data and reports are available at http://www.comfsm.fm/?q=irpo **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:**	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Assessment Cycle: 2013 - 2014 **Start Date:** 10/01/2013 **Inactive Date:** 09/30/2014 **PSLO Status:** Active		[IRPO website](#)	
	Assessment Strategy: Prepare IPEDS Fall, winter and spring reports and distribute internally and externally on IPEDS website. **Assessment Type:** Descriptive Statistics **Target:** 100% - IPEDS locked up prior to deadline.	04/30/2014 - Prepared and locked IPEDS reports for AY2012-13 period; 1) Fall 2012 Data - The collection includes the Institutional Characteristics, Completions, and 12-month Enrollment components. The Fall collection opens September 4 and closes October 16, 2013; 2) Winter 2012-13 Data - The collection includes the Student Financial Aid, Graduation Rates, and 200% Graduation Rates components. The Winter collection opens December 11, 2013 and closes February 12, 2014; 3) Spring 2013 Data - The collection includes the Fall Enrollment, Finance, and Human Resources components. The collection opens December 11, 2013 and closes April 9, 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** [COM-FSM IPEDS - AY2012-13.pdf](#)	
	Assessment Strategy: Prepare and publish quarter reports quarterly. **Assessment Type:** Internal Audit/Report **Target:** 4 reports: quarterly reports	07/18/2014 - Prepared and published COM-FSM FY14 quarterly report; 1)FY14-1stQtr_COMFSM; 2) FY14-2ndQtr_COMFSM; 3)FY14-3rdQtr_COMFSM;4)FY14 4thQtr-Ongoing **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** [COM-FSM FY14 Quarterly Reports](#)	
C - studentServices - Admissions, Records and Retention - 2013-2014 OARR Outcome 1 - Students will demonstrate understanding and exhibit working knowledge of the academic and registration policies and procedures, and successfully adhere to	**Assessment Strategy:** Continue to deliver the new student orientation (OARR module), and facilitate extended orientations for all students (new, continuing, and returning) as follow-ups to	06/07/2014 - Fall 2013 Semester Orientation To measure the percieved level of satisfaction of students about the OARR-facilitated orientation, a survey was administered to a nonprobability sample of 226 students during Fall 2013 semester	07/08/2014 - The AU achieved its target of 85% positive ratings in the surveys, i.e., 90.60% and 86.31% positive ratings in the Fall 2013 Orientation and 2014 OARR

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
relevant academic dates. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Inactive	the regular orientation primarily geared to incoming new and transfer students during Fall semester. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the survey	new student orientation at the National, Pohnpei, and Chuuk campuses. Results of the survey specific to OARR are summarized as follows: 1. The nonprobability sample (n) of 226 students consisted of: 220 (or 97.35% of n) new students, 2 (or 0.88% of n) transfer students, and 3 (or 1.33% of n) returning students. 1 (or 0.44% on n) skipped the question. 2. The nonprobability sample (n) of 226 students consisted of: 124 (or 54.87%) male, and (b) 102 (or 45.13%) female students. 3. The size (n=225) of the nonprobability same represented 11.27% of the student population (N=2,006) for the three campuses during Fall 2013 semester. 4. The 226 students were asked to respond to Question 3 (I understand and am aware of the admission procedures that were provided) of the survey. An overwhelming majority of the students survey (209 or 92.48%) either strongly agreed or agreed; while only 16 (or 7.08%) and 1 (or 0.44%) signified neutrality and disagreement, respectively. 5. The 226 students were asked to respond to Question 4 (I understood and am aware of the academic policies that were presented) of the survey. 207 (or 91.59%) expressed agreement (strongly agreed or agreed); 19 (or 8.41%) and none (0.00%) signified neutrality and disagreement, respectively. 6. The 226 students were asked to respond to Question 6 (I understood and am aware of the COM-FSM MyShark that was presented) of the survey. 200 (or 88.50%) expressed agreement; while 24 (or 10.62%) and 2 (or 0.88%) signified neutrality and disagreement, respectively.	Satistfaction surveys, respectively. The results of the surveys inform the AU's actionable improvement plan especially geared at further improving operational effectiveness and efficiency and supporting student learning, as follows: 1. AU shall continue to deliver the new student orientation, and facilitate extended orientations for all students. 2. AU shall design and develop syllabi for all its orientation modules including appropriate instruments and instructional or training materials. This will ensure consistency in both content and delivery of the orientations modules. The syllabi shall include: (a) module description, (b) student learning outcomes that directly address the applicable institutional student learning outcomes, (c) topics, (d) method of delivery or instruction, (e) assessment, and (f) instructional materials. 3. AU shall colloborate with Student Life to have the schedule of extended orientations published on the online calendar of student activities. 4. AU shall continue to provide in-house training for its staff to ensure their continued proficiency and adeptness of routine office operations, relevant policies and procedures, best practicies, techno-literacy, and others. The in-house training likewise address the department's priority on staff

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		7. The 226 students were asked to respond to Question 12 (I understood and am aware of all procedures from registration to graduation requirements and all other procedures that were presented) of the survey. 203 (or 89.82%) expressed agreement; while 17 (or 7.52%) and 6 (or 2.66%) signified neutrality and disagreement, respectively.

Takng the average of the responses in the above four categories (specifically applying to the AU) of the Fall 2013 orientation survey administered to a non-randomly selected sample of 226 students, the office received 90.60% positive rating.

OARR Satisfaction Survey
To assess the perceptions of the patrons about the services provided them by the AU, a survey was administered to a non-randomly selected sample of 95 students, faculty and staff and other patrons last March 3 to May 16, 2014. The nonprobability sample (n=95) consisted of: 88 (or 92.63%) students, 3 (or 3.16%) faculty and staff, 3 (or 3.16%) alumni and former students, and 1 (or 1.05%a) others. Additionally, 34.74% of the sample indicated at least four visits to the AU during the past academic year; 30.53% and 15.79% between 5-9 and 10-19 visits, respectively. 18.95% reported 20 or more visits to the AU during the past academic year. The purposes of the visits involved: (a) registration, add and drop; (b) enrollment verification; (c) schedule of classes; (d) diplomas; (e) student data needs; (f) policy questions; (g) withdrawals; (h) degree verifications; (i) veteran affairs; (j) class rosters, grading, and grade change; (k) general student records; (l) transcripts and grades; and (m) others.

A section of the survey consisted of seven | professional development, in particular, and the college's strategic direction geared toward capacity building.
5. AU shall continue to publish OARR Student's Guide expanded to include contents beyond policies and procedures that relate to student's education records, registration and matriculation. These contents may include updates, such an enrollment trends, persistence and retention, graduation, student success stories, and announcements. AU shall look into the feasibility of having the frequency of publication issue be availabe from annually to either every semester, session or quarter.

The AU acknolwedges the need to further advance its assessment activities. This include but by any means not limited to applying a more methodical approach, such as using randomly-selected stratified sample in lieu of nonprobability sample to ensure representativeness and to increased validity of surveys; the use of focus groups; improved assessment instruments or tools; and others. |

questions geared at measuring the levels of understanding about academic and registration policies and procedures as perceived by the respondents, as follows:

1. 86.32% of the sample either strongly agreed or agreed that they understand the steps and documents required for college admission; while 13.68% signified neutrality, and 0.00%, disagreement.

2. 92.63% of the sample signified agreement that they understand the steps to register; while 5.26% and 2.10% expressed neutrality and disagreement, respectively.

3. 84.21% of the sample expressed either strong agreement or agreement that they undertand the information provided in COM-FSM brochured and the catalog; while 14.74% and 1.05% signified neutrality and disagreement, respectively.

4. 89.47% of the sample strongly agreed and agreed that they undertstand that there is a student handbook that contains policies and procedures for all students attending COM-FSM; while 8.42% signified neutrality, and 2.10, disagreement.

5. 81.05% of the sample expressed agreement that they understand the consequences for dropping a course or withdrawing from COM-FSM; while 16.84% and 2,10% signified neutrality and disagreement, respectively.

6. 85.26% of the sample strongly agreed and agreed that they understand the steps required to request or receive an official copy of their transcripts; while 11.58% expressed neutrality, and 3.16%, disagreement.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		7. 85.26% of the sample signified agreement that they understand that they will not be considered officially enrolled in a class until payment has been made; while 12.63% and 2.10% expressed neutrality and disagreement, respectively. Taking the average of the responses in the above seven categories of the OARR satisfaction survey administered to a non-randomly selected sample of 95 students, faculty and staff, alumni and former students, and others, the office received 86.31% positive rating. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Fall 2013 Semester Student Orientation Survey 2014 OARR Satisfaction Survey	
	Assessment Strategy: To ensure consistency in the content and delivery of both regular and extended OARR orientations, the AU shall design, develop, and implement orientation modules with articulated outcomes or objectives, and provisions on manner or mode of assessments. **Assessment Type:** Descriptive Statistics **Target:** OARR orientation module	07/30/2014 - AU designed and developed orientation modules with articulated outcomes or objectives, required contents and provisions on manner or mode of delivery and assessments. The modules consisted of three OARR orientation sequence, i.e., OARR 101 (New student orientation), OARR 102 (Extended orientation I), and OARR 103 (Extended orientation II) and will be implemented in Fall 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** OARR 101-New Student Orientation OARR 102-Extended Orientation I OARR 103-Extended Orientation II	07/30/2014 - AU continues delivering regular orientation for new students; however, to be expanded to include incoming transfer and returning students. Additionally, AU and all its offices at the state campuses shall deliver extended orientations for all students beginning Fall 2014 utilizing the developed orientation modules. AU to design and develop powerpoint presentations, visual aid, and other instructional materials necessary to ensure the consistency in both content and delivery of regular and extended orientations including assessment instruments.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			AU shall conduct an assessment to measure the effectiveness of the developed modules, the results of which shall inform improvements to the AU's orientation programs.
	Assessment Strategy: Continue to publish the "OARR Student's Guide." Specifically increasing the frequency of its publication. **Assessment Type:** Descriptive Statistics **Target:** An issue of OARR Student's Guide published annually with issues accessible from the AU's webpage in portable document format (pdf).	04/23/2014 - AU publishes the "OARR Student's Guide" annually. Specifically, issues of the guide are released every Fall semester, and are accessible from the college's website, http://www.comfsm.fm/?q=manual-and-handbook. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** OARR Student Guide, Fall 2013 Issue OARR Student Guide 2014	07/30/2014 - AU continues to publish the "OARR Student's Guide" and consider expanding the contents beyond policies and procedures that relate to student's education records, registration and matriculation to include updates, such as enrollment trends, graduation, persistence and retention, student success stories, and announcements. Additionally, AU shall look into the feasibility of having the frequency of publication issue be made available from annually to either every semester and session or quarterly.
	Assessment Strategy: Coordinate and cross-train office staff geared to providing them adeptness of various office routine operations and not specific and exclusive only of their primary functions and roles. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the survey administered to cross-trained AU staff	05/07/2014 - The AU coordinated the initial implementation of cross-training for its staff at the National and Pohnpei campuses during the period beginning October 21, 2013, and ending, November 15, 2013. The cross-training is geared at addressing the college's 2013-2017 strategic direction on investing in and building a strong capacity in human capital which is indispensable to promoting student success. The need for a comprehensive cross-training of student services staff has been identified as one of the areas of focus by Dr. Barbara Fienman in her review, analysis, and recommendations about the college's department of student services.	07/30/2014 - AU to continue extending cross-training of its staff or personnel expanded to include training across other units, e.g., financial aid, residence halls and student life, sports and recreation, health services, guidance and counseling. Additionally, AU to support professional development of its staff employees especially geared at credentialing non-credentialed employees, advancement of certifications and credentials, and other training to

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		The three participants were surveyed to measure their perceptions about the AU's cross-training for staff. Responses are summarized as follows: 1. 100% of the participants strongly agreed and agreed that they find it easy to apply in their works the skills and knowledge that they have acqured from the cross training. 2. 100% of the participants strongly agreed and agreed that the cross-training offered them opportunities to develop and acquire new skills essential to advancing their work effectiveness and efficiency especially in providing quality services to the students and other patrons. 3. 67% of the participants strongly agreed that the cross-training offered them opportunities to learn new kills and adeptness of the other processes, and functions outside of their primary and assigned routine taks; while 33% signified neutrality. 4. 100% of the participants strongly agreed and agreed that the cross-training offered them opportunities for career development and advancement within the college. 5. 100% of the participants strongly agreed and agreed that they are satisfied with the cross-training they had received from their present job. 6. The participants also articulated the following general comments about the cross-training program, and recommendations that they though would further improve the cross-training program of the office: (a) it helped build co-worker relationship and allowed me to adjust to a different working environment; (b) need to schedule cross-training between campuses during registrations so that we can experience the differences of	enhance their job proficiency and skills.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		registration activities between each campus; and (c) need cross-training every semester for at least one week within each division or office of the student services so that we can be familiar with each others' works. Taking the average of the responses to the five questions of the survey, AU received 93.40% positive rating. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Cross-Training of OARR and FAO Staff Recommendation Section of Dr. B. Fienman's report Survey Instrument-Cross Training for OARR Staff	
	Assessment Strategy: Improve the effectiveness and efficiency of the registration services by collaborating with other departments, divisions, and other administrative units involved in facilitating registration. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the survey	02/18/2014 - Spring 2014 Semester Registration To assess the percieved level of satisfaction about the registration services, a survey was administered to a non-randomly selected sample of 279 students during the January 7-9, 2014, Spring 2014 semester registration. Nonprobability sampling was employed as it is deemed ideal a method for quick surveys, and due to the difficulty in getting access to the whole population. Results of the survey specific to OARR are summarized as follows: 1. The nonprobability sample (n) of 279 students consisted of: 149 (or 53.41% of n) male, and 125 (or 44.80%% of n) female students. five (or 1.79%) of the sample skipped the question. 2. The survey was administered college-wide. As such, of the non-randomly selected sample (n) of	07/30/2014 - AU to collaborate with other administrative offices or units directly involved in facilitating registration so to address the identified areas that require further improvement thereby ensuring the service effectiveness and efficiency. Collaboration with these units should results to articulating a practical actionable improvement plan to address the identified areas of improvement.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		279 students: 88 (31.54%) were from the National Campus; 2 (or 0.72%) and 24 (or 8.60%) were from Chuuk and Kosrae campuses, respectively; 154 (or 55.20%) from Pohnpei Campus, and 5 (or 1.79%) from Yap Campus. Six (or 2.15%) of the sample skipped the question. 3. The sample (n=279) consisted of: 99 (or 35.48%) freshman, 143 (or 51.25%) sophomore, 26 (or 9.32%) junior, and eight (or 2.87%) senior students. Three (or 1.08%) of the sample skipped the question. 4. The sample (n=279) consisted of: 47 (or 16.85%) new, 215 (or 77.06%) continuing, seven (or 2.51%) transfer, and five (or 1.79%) senior students. Five (or 1.79%) of the sample skipped the question. 5. The sample (n=279) consisted of: 24 (or 8.60%) Chuukese, 50 (or 17.92%) Kosraean, 152 (or 54.48%) Pohnpeian, 45 (or 16.13%) Yapese, and one (0.36%) other nationalities. Seven (or 2.51%) of the sample skipped the question. 6. Hours set for registration. 79.57% of the sample (n=279) expressed satisfaction about the hours set for registration; while 15.41% and 4.30% signified neutrality and dissatisfaction, respectively. 0.72% of the sample skipped the question. The positive rating is lower by 5.57% if compared to the Spring 2013 registration survey. 7. Forms used for registration. 81.72% of the sample (n=279) signified satisfaction about the forms used for registration; while 11.47% expressed neutraility and 5.02%, dissatisfied. 1.79% of the sample skipped the question. While the positive response (81.72%) is extremely significant if compared to only 5.02% of the sample expressing dissatisfaction about the	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		location used for registration, this rating is lower by 4.28% if compared to the Spring 2013 registration survey. There are several forms used during the registration, namely: (a) OARR course selection form; (b) Business Office issued clearance; and (c) Business Office promissory note, if applicable.

8. Location used for registration. 78.49% of the sample (n=279) signified satisfaction, a similar positive rating received during the Spring 2013 registration survey. 13.98% and 7.17% of the sample expressed neutrality and dissatisfaction, respectively; while 0.36% skipped the question. For national campus, the Media and Instructional Technology Center (MITC) and the lobby of Building G (Administration) served as venues for the Spring 2013 and Spring 2014 registrations, respectively. However, the locations used for registrations during these semesters remain the same at the state campuses. Noted as well that 55.20% of the nonprobability sample of 279 students were students from the college's Pohnpei Campus.

9. Lay-out used for registration. 72.40% of the sample (n=279) expressed satisfaction of the lay-out used for registration; while 18.64% and 7.17% signified neutrality and dissatisfaction. 1.79% of the sample skipped the question. The positive rating of 72.40% is lower by 2.60%.

10. Helpfulness of admissions and records staff. 72.40% of the sample (n=279) signified satisfaction in terms of the helpfulness of admissions and records staff; while 20.79% expressed neutrality, and 5.73%, dissatisfaction. 1.08% of the sample skipped the question. The positive rating (72.40%) received is categorically significant if compared to only 5.73% articulating dissatification. However, this positive rating is 11.60% lower if compared to the positive rating | |

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		received under this category during the Spring 2013 registration survey. Unlike the Spring 2013 registration survey administered to a non-randomly selected sample of 553 students only at the college's National Campus, the Spring 2014 registration survey was administered college-wide (see Item 2, percent distribution of the non-probabilty sample of 279 students by campus). 11. Time involved in completing the registration process. During Spring 2014 registration, to omplete the face-to-face and assisted registration process involved the following sequential steps: (1) term activation, and issuance of course-selection form; (2) payment of the registration fee, and issuance of receipts and/or clearance; (3) verification of financial aid status and certification of course-selection form; (4) academic advisement, selection of courses, and approval of course-selection form; and (5) issuance of student schedule. 65.23% of the sample (n=279) signified satisfaction about the time involved in completing the registration process; while 26.16% and 6.45% expressed neutrality and dissatistaction, respectively. 2.15% of the sample skpped the question. The positive rating (65.23%) although very significant if compared to only 6.45% negative rating is lower by 6.77% if compared to the positive rating received during the Spring 2013 registration survey. Taking the average of the four categories in the Spring 2014 registration survey that specifically apply to the AU (hours set for registration, location used for registrtion, lay-out used for registration, helpfulness of the admissions and records staff, and time involved in completing the registration), the office received positive rating of only 74.05%. Although this rating is absolutely significant if compared to only 6.31% negative rating, it is lower than the established target by 9.95%.	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		OARR Satisfaction Survey To assess the perceptions of the patrons about the services provided them by the AU, a survey was administered to a non-randomly selected sample of 95 students, faculty and staff and other patrons last March 3 to May 16, 2014. The nonprobability sample (n=95) consisted of: 88 (or 92.63%) students, 3 (or 3.16%) faculty and staff, 3 (or 3.16%) alumni and former students, and 1 (or 1.05%a) others. A section of the survey consisted of six questions geared to measuring the respondents' perceived level of satisfaction about the OARR services. Responses to these questions are summarized as follows: 1. 87.37% of the sample expressed disagreement that it took time for OARR staff to understand their questions; while 12.63% and 0.00% signified neutrality and agreement, respectively. 2. 82.21% of the sample signified agreement that OARR staff were courteous and professional; while 16.84% expressed neutrality, and 1.05%, disagreement. 3. 81.06% of the sample either strongly agreed or agreed that OARR staff responded to their questions in a timely fashion; while 16.84% and 2.11% expressed neutrality and disagreement, respectively. 4. 83.16% of the sample signified agreement that OARR staff helped them to better understand the answer to their questions; while 15.79% expressed neutrality, and 1.05%, disagreement. 5. 80.00% of the sample expressed agreement that OARR staff went aobe and beyond in trying to	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		help them; while 20.00% and 0.00 signified neutrality and disagreement, respectively. 6. 85.26% of the sample signified either strong agreement or agreement that OARR staff either knew the answer to their questions or directed them to the correct resource; while 13.68% expressed neutrality, and 1.05%, disagreement. Taking the average of the six categories in a section of the OARR satisfaction survey, the office received positive rating of only 83.18%. Although this rating is absolutely significant if compared to only 0.88% negative rating, it is lower than the established target by 1.82%. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** Spring 2014 Registration Survey	
C - studentServices - Admissions, Records and Retention - 2013-2014 OARR Outcome 2 - OARR shall maintain a high level of patron satisfaction by providing timely and accurate services for students, faculty, staff, and the community in the following areas: (a) registration, (b) access to grades, (c) academic records maintenance and transcript production, (d) enrollment and degree verification, (e) degree audit including degree processing, (f) data requests, and (g) others. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Inactive	**Assessment Strategy:** Continue to collaborate with the college's Information Technology division, specifically the webmaster in order to update the AU's webpage to ensure currency and completeness of essential web-published information, and ensuring reader's friendliness such as ease in navigating through the various links and others. **Assessment Type:** Descriptive Statistics **Target:** 100% of all essential information related to admissions, registration and matriculation, forms, and others are accessible through the AU's webpage	05/22/2014 - AU's webpage has been updated to include essential information, such as admissions, registration and matriculation, required forms, and other related information. AU's webpage is accessible through this URL, http://www.comfsm.fm/?q=admissions. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** OARR Webpage	07/30/2014 - AU to continuously work with the college's Information Technology division to ensure that the currency of all information published in its webpage.
	Assessment Strategy: Conduct (a) assessment to determine level	07/14/2014 - While the AU webpage's contents are updated in terms of the currency and	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	of reader's perceived friendliness of the AU's webpage; and (b) usability testing of AU's required forms. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the survey	completeness of essential information about admissions, registration and matriculation, forms and others, the AU is yet to conduct: (a) an assessment geared to determining the perceived friendliness of the webpage, and (b) usability testing of all its required forms. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** OARR Webpage	07/30/2014 - AU conducts assessment or evaluation geared at measuring perceived friendliness of the OARR webpage including usability testing of all its required forms. AU shall continue to work with the college's Information Technology division to ensure currency of all web-published information.
	Assessment Strategy: Develop a written manual for all guidelines, processes, and procedures that may serve as valuable reference or guide for AU staff and essential to the consistent and efficient delivery of all services and operations. **Assessment Type:** Descriptive Statistics **Target:** A quick guide to all AU guidelines, processes, and procedures	07/14/2014 - The development of a written manual (or a quick guide to OARR's routine operations, processes and procedures including related guidelines) is a work in progress. The AU anticipates to complete this task by early September 2014. **Target Met:** No **Reporting Period:** 2013 - 2014	07/30/2014 - AU to complete its manual, a quick guide to OARR's routine operations, processes and procedures including related guidelines, that shall serve as valuable reference for all staff by early September 2014. The manual shall also be submitted for usability testing to staff as means of identifying sections in the manual that require further improvements prior to its final publication and implementation.
	Assessment Strategy: Acquire and/or secure applicable hardware and application softwares for (a) digitization of the AU's archival student records or pre-database system records, and (b) redisigning of AU's forms into fillable portable document formats (pdfs). **Assessment Type:** Descriptive Statistics **Target:** 100% of applicable hardware and application softwares are secured by AU.	05/13/2014 - Digitization of archival documents AU has secured through donation from the college's Financial Aid Office, a unit of Fujitzu ScanSnap IX500 scanner, and acquired a portable computer (HP Elitebook 8570p) which will be used for the digitization of all archival student education records (or pre-database system records). AU staff who is in-charge of student paper-files and other archival education records was given in-house training on digitizing paper archival	07/30/2014 - AU commenced the digitization of archival records, July 16, 2017, and as of report, staff-in charge digitized archival records of more or less 111 students who attended either during the COM and CCM time, quarter system or pre-database system. AU to also extend training on digitizing archival documents to

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		documents. Additionally, all other AU staffs were given similar in-house training. AU has commenced the digitization of its student archival records which basically consisted of pre-database system educational records that date back to COM and CCM times. These records also included those under the college's quarter systems. Application software for redesigning of AU required forms AU has also acquired Adobe Design and Web Premium CS6 MAC UE that includes: (a) Adobe Acrobat X pro, (b) Abobe Illustrator, (c) Adobe In-Design, (d) Adobe Photoshop, and (e) many other applications. These application softwares will be used for redesigning and upgrading of its required forms into fillable portable document formats (pdfs), and other paper- and web-published publications, e.g., Student Guide, brochures, Commencement Programs, flyers, and others. The upgrading of the AU's required forms into fillable pdfs is in progress, and the office anticipate to complete this task by mid-August 2014. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Photo-Hardware for the digitization of archival documents Digitization of Archival Student Records Digitization of Archival Student Records	other staff. AU to work with the college's Information Technology division to train staff-in charge of digitizing archival records on uploading files to a secured server.
C - studentServices - Counseling Services - 2013-2014 Counseling Services Outcome 1	**Assessment Strategy:** 1) Provide one training per semester on	07/15/2014 - A total of 173 students availed themselves to the tutoring services. Of these 173	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
- Students who utilized the tutoring service will pass the course tutored by the end of the semester. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Inactive	effective tutoring services to all tutors to ensure efficient and quality services. 2) Coordinate and collaborate with faculty and other support services staff by conducting at least one meeting per year in order to develop, improve and implement effective tutoring services including timely referrals of academically at-risk students for appropriate interventions. 3) Provide routine advertisements and other similar forms of announcements about the tutoring services by posting either electronic or print forms of media for increased awareness of the stakeholders. **Assessment Type:** Descriptive Statistics **Target:** 25% Of students who utilize tutoring services will pass the course tutored.	students 63% passed their courses tutored with A,B, or C grades. 37% of these students received D,F, or W for their courses tutored. In collaboration with faculty and other student services staff, the tutors conducted a Test Taking Tip Workshop to help students to pass course final exams. This workshop provided participants techniques and skills to improve study habits that will therefore help them to do well on their final exams. Of the 12 student participants in the workshop 11 students took the pre/post test and the results are as follows: 60% passed the pretest and 90% passed the post-test, which shows an increase in knowledge of 30%. **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/28/2014 - Improving the logging system of students seeking tutoring services is needed in order to avoid duplication of students that will lead to inaccurate data.
C - studentServices - Counseling Services - 2013-2014 Counseling Services Outcome 2 - Students who received transfer advising will exhibit increased knowledge about schools abroad. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Inactive	**Assessment Strategy:** 1) Provide two informational sessions on transfer admission to other higher education institutions (HEIs) in the US. 2) Distribute students with informational brochures, flyers, and other similar forms of printed campaign materials on transferring to other HEIs. **Assessment Type:** Survey **Target:** 25% of students who receive transfer advising through the counseling office and Education USA will exhibit increased knowledge about schools abroad. 80% positive rating on the satisfaction survey administered to a randomly selected sample of participants to transfer advising	07/28/2014 - Through outreach and recruiting visits, over 700 students were able to learn the five steps that can be utilized in order to transfer to US colleges and universities. These students also exhibited an increase knowledge of the admission procedures and fees for a specific colleges. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Recruitment Transfer Visit 07/15/2014 - Two College Fairs were coordinated by the Counseling Office and Education USA for over 900 students. Outreach to other state campuses were done in order to provide information of transfer opportunities for students. 97% positive rating on the satisfaction administered to a randomly selected sample of	07/28/2014 - Because Education USA caters to high school and college students in the FSM, the Counselors and/or advisers will need to improve in record keeping of COM-FSM college students who utilize and benefit from the service.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	workshop.	participants. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - studentServices - Counseling Services - 2013-2014 Counseling Services Outcome 3 - Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Inactive	**Assessment Strategy:** 1) Provide one career informational activity per semester. 2) Distribute students with informational brochures and other similar forms of printed campaign materials on prospective careers and jobs. 3) Conduct resume/interview workshop. **Assessment Type:** Exam/Quiz - Pre-Post **Target:** At least 25% of students participating in workshops, lectures, and programs facilitated by the Counseling Office will exhibit increased knowledge about the topics or subject areas specific to these activities.	07/18/2014 - From October 28th to November 1st, 2013 the counselors coordinated and hosted a Career Week for the National Campus students. The activities provided included resume writing, interview skills, and job fair. Pre-post tests were given during each activity. Resume workshop pre/post test results showed that 13% passed the pre test, and after the workshop 80% of the participants passed the post-test. This result showed a 67% increase in knowledge. During job interview workshop, the pre test showed that 54% of the participants passed the pre-test, and after th workshop the post test showed that 97% passed. The result showed a 43% increase in knowledge. A satisfactory survey was given after the job fair and showed 94% of the participants were satisfied with the activity. A total of 242 students participated in the career week activities. **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/28/2014 - Collaborate with other staff to provide a better venue for Career Week activities. The venue for the Career Week activities were not suitable for the number of participants present.
C - studentServices - Financial Aid - 2013-2014 FAO Outcome 1 - Students will articulate that they are satisfied or very satisfied with the service they receive from the Financial Aid Office. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 07/02/2013 **Inactive Date:**	**Assessment Strategy:** Interact with students with compassion, care and professionalism. **Assessment Type:** Survey **Target:** 80% of students who receive financial services are satisfied with the services provided by Financial Aid Office.	06/28/2014 - A satisfaction survey was conducted to a non probability sample of students during the spring semester of 2013-2014 school year. The total number of students who successfully filled out and completed the survey was only 34. From the results taken from page 10 of the survey, the 34 survey respondents indicated that less than 80% of students who received financial aid services were satisfied with the services provided. **Target Met:**	06/27/2015 - Although the survey indicated that Financial Aid Office did not meet its target, the first issue to deal with will be to increase the participation and increase the sample size. The 34 respondents for Spring 2014 semester does not sufficiently represent the entire student population who were utilizing financial aid services for

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
10/02/2014 **PSLO Status:** Inactive		No **Reporting Period:** 2013 - 2014 **Related Documents:** FAO Services Satisfaction Survey.pdf FINANCIAL AID OFFICE (FAO) - Student Satisfaction Survey.pdf	both Spring 2014 semester and the whole 2013-2014 school year. It is recommended that the survey and sampling method should be improved for the next reporting year.
	Assessment Strategy: Ensure that processing of awards is performed on a timely manner. **Assessment Type:** Descriptive Statistics **Target:** 100% of eligible students received award before the end of each semester.	07/18/2014 - Less than 100% of eligible students received award before the end of each semester as evident from disbursing of several students' awards after the ends of Fall 2013 and Spring 2014 semesters. This was due to late submission of required documents by students as well as late in filling out of FAFSA. **Target Met:** No **Reporting Period:** 2013 - 2014	06/27/2015 - Financial Aid Office will seek ways to better encourage students to complete and submit FAFSA early to ensure early correction and early pell grant award processing. Financial Aid Office has planned to establish deadline for students to submit required documents. This will allow time for Financial Aid staff to gather, review and process records on a timely manner as well as entertaining early submission of required documents.
	Assessment Strategy: Provide Financial Aid Counseling to at risk students. **Assessment Type:** Descriptive Statistics **Target:** 100% of students on deficiency list will be notified of financial aid status and action steps to take to maintain financial aid eligibility.	07/18/2014 - 100% of enrolling students received Financial Aid counseling and their Financial Aid Status slips during registration. This was done as Step 3 of the registration process during both early and regular registration and unless all the steps were completed during the registration process, a student cannot register. **Target Met:** Yes **Reporting Period:** 2013 - 2014	
	Assessment Strategy: Provide easy access to all required financial aid forms and information. **Assessment Type:**	07/18/2014 - Starting from beginning of Spring 2014 semester, Financial Aid Office started displaying financial aid forms at the counter for easy access to students. It is evident from the log	09/19/2014 - Move towards continuity.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Descriptive Statistics **Target:** All financial aid and scholarship forms will be displayed and easily picked up on the financial aid office counter. **Related Documents:** Financial Aid March 2014 Monthly Report	in sheets provided every month that students were easily picking up financial aid forms on demand. See page 4 of the sample monthly report provided as well as other related documents provided indicating that financial aid forms were displayed and easily picked up by students. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Financial Aid March 2014 Monthly Report Financial Aid Forms Sample Log in sheet	
C - studentServices - Financial Aid - 2013-2014 FAO Outcome 2 - New incoming students will demonstrate financial aid literacy. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 07/02/2013 **Inactive Date:** 10/02/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Inform students of up-to-date financial aid resources as well as the policies and processes necessary to obtain them. **Assessment Type:** Descriptive Statistics **Target:** 80% of incoming freshmen students demonstrated acquired knowledge of Satisfactory Academic Progress (SAP) Review Policies.	07/18/2014 - 100% of incoming freshmen who attended the Financial Aid Presentation during orientation at the beginning of Fall 2013 semester were provided with an updated Financial Aid brochure. However, less than 80% of those attended the Fall 2013 Freshmen Orientation presentation showed demonstrated acquired knowledge of SAP review policies. See result summary provided on SAP Knowledge. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** Fall 2013 Freshmen Orientation	07/28/2014 - Even though it was evident that incoming freshmen students did demonstrate some acquired knowledge of the SAP review policies by comparing the results from the Pre and Post tests conducted, the total score shows that it did not reach the targeted 80%. When looking at the SAP Knowledge correct result for both tests, the Post test scores for the SAP Knowledge was only 73.6%. It is recommended that the method of delivery be improved for future orientations so that students will be able to comprehend well what is being presented.
	Assessment Strategy: Financial Aid workshops on the Satisfactory Academic Progress (SAP) Review will be conducted at the beginning of each	07/18/2014 - A short quiz was conducted (pre & post test) to the students who attended an orientation workshop during Fall 2013 freshmen orientation. The test consisted of several	

	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	semester to enrolling students. **Assessment Type:** Exam/Quiz - Pre-Post **Target:** 80% of those attended the workshops will demonstrate correct knowledge based on their scores in the quiz provided in those workshops.	statements categorized into four main areas such as 1. Financial Aid Office (FAO) Terminologies 2. Financial Aid (FA) Knowledge 3. Satisfactory Academic Progress (SAP) Knowledge and 4. Supplemental Education Grant Work-Study (SEG WS) Knowledge. The pre-post test scores showed more than 80% of those attended the workshops demonstrated acquired knowledge based on their scores in the quizzes provided before and after workshop. See provided quiz and result summary. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Fall 2013 Freshmen Orientation Fall 2013 Freshmen Orientation Quiz Fall 2103 Orientation	
	Assessment Strategy: Online FAFSA workshop to be conducted at the beginning of Fall semester. **Assessment Type:** Descriptive Statistics **Target:** 60% reduction in correction at the end of the school year.	07/18/2014 - No online FAFSA workshop was conducted. Most students were able to fill out FAFSA online independently using library computers and their own laptops. However, Financial Aid provided one-on-one hands on instructions for those students who needed direct guidance on filling out the online FAFSA. This was recorded on the log in sheet as application for FAFSA (see related sample of Log in Sheet provided). In observing the number of corrections during the processing of awards, there has not been a reduction in the corrections. Most of the corrections were on inconsistencies in names given on the FAFSA against birth certificates submitted which included spelling differences, birth dates and birth years typing errors, addition of middle initials and the use of a spouse's last name. **Target Met:** No **Reporting Period:** 2013 - 2014	07/02/2014 - Financial Aid will seek to collect and review all completed FAFSA forms from High school applicants. Financial Aid office will be reviewing the FAFSA applications and will be responsible for mailing the applications.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Related Documents: 2014 PacFAA Trip report Sample Log in sheet	
C - studentServices - Financial Aid - 2013-2014 FAO Outcome 3 - The department will remain in compliance in its annual audit. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 07/02/2013 **Inactive Date:** 10/02/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Ensure one or two financial aid staff will attend annual conferences and trainings for Financial Aid Administrators. **Assessment Type:** Internship/Supervisor Evaluation **Target:** All Financial Aid staff will be able to explain financial aid regulations that affect students and school eligibility for Title IV funds.	07/18/2014 - One financial aid staff attended Pacific Financial Aid Administrators (PacFAA) conference in March 2014. Federal updates and new information were obtained from the conference. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** 2014 PacFAA Trip report	07/28/2014 - Tetaake Yee Ting who attended the 2014 PacFAA is still yet to provide a presentation on what was learned during the conference. A powerpoint presentation based on the PacFAA conference is almost at its completion and will be soon shared and distributed to all Financial Aid and Student Services staff members across all campuses.
	Assessment Strategy: Ensure the College meets regulatory requirements necessary to participate in federal and state programs **Assessment Type:** Internal Audit/Report **Target:** 100% of student records will be well documented for annual auditing.	07/18/2014 - Financial Aid office staff are in the process of reviewing 100% of student records and verifying all required documents for annual auditing. From the 2012-2013 audit report, there were slight and minor discrepancies with the names spelling and typing errors on birth certificates. **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** Document Review	07/02/2014 - To prevent further discrepancies in the future for auditing purposes, there in progress Financial Aid office staff are in the process of reviewing 100% of student records and verifying all required documents for annual auditing. Financial Aid will also need to create electronic filing system for documents and ensure all incoming documents be thoroughly reviewed by assigned staff. The assigned staff will have the sole responsibility to check all spelling and dates on all submitted documents. The documents will be scanned and stored in an electronic filing system for easy retrieval in the future.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Financial Aid - 2013-2014 FAO Outcome 4 - Ensure eligible students are able to utilize the SEG Work-Study Program. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 07/02/2013 **Inactive Date:** 10/02/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Conduct SEG work-study workshops at at the beginning of each semester on policies, regulations and procedures of the SEG Work-Study program **Assessment Type:** Exam/Quiz - Pre-Post **Target:** 80% of eligible students will gain knowledge about the Work-Study program and its procedures.	06/27/2014 - From the quiz (pre and post tests) conducted during the work-study workshops during Fall 2013 and Spring 2014 semesters, the scores demonstrated that more than 80% of eligible students who attended the workshops gained knowledge about the work-study program and its procedures. The quiz consisted of ten true and false statements which were categorized into four categories; 1. Policies and Regulations 2. Goals and objectives 3. Procedures and 4. Criteria, requirements and eligibility. In both workshops, more than 80% demonstrated their gained knowledge of the work-study program and its procedures as evident from the post-tests in both semesters. See quiz and result summary provided. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** 2013-2014 Work-Study Workshop Assessment 2013-2014 Work-Study Workshop Assessment	
	Assessment Strategy: Ensure students follow instructions and apply them on basic working practices and proper conduct. **Assessment Type:** Descriptive Statistics **Target:** 80% of students on work-study will be exposed to working experience relating to their field of studies and/or develop work ethics in regards to punctuality, responsibility and ability to carry out and complete assigned tasks.	06/28/2014 - According to the work-study payroll list, less than 80% of students on work-study were managed to be placed at areas relating to their field of studies. However, in observing how time sheets were submitted and completed more than 80% students did learn how to fill out time sheets correctly and managed to correctly add up their working hours. There were very few late time sheets submitted with corrections needed. **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/20/2014 - Even though the target is met on developing the work skills and ethics of students, Financial Aid office will continue to seek and solicit more worksites to accommodate the needs for work-study students to work at worksites relating to their field of studies.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Student Life - 2013-2014 Residence Halls Outcome 2 - Resident students shall demonstrate knowledge about the rules and regulations of the residence halls. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Active	**Assessment Strategy:** Provide orientation sessions to resident students primarily geared to awareness and understanding of the rules and regulations of the College's residence halls, the services and activities available to resident students, and others. **Assessment Type:** Exam/Quiz - Pre-Post **Target:** (1) Three orientation sessions to resident students, i.e., fall and spring semesters, and summer session; and (2) a statistically significant (positive) difference between the pre- and posttest administered to all resident students	07/31/2014 - There was survey or similar form of assessment conducted to no data collected to assess the level of the knowledge and about rules and policies of the residence halls. Although, statistics both maintained by the Residence Halls and that of the college's campus and security office would show a decrease in the frequency counts of cited violations especially in terms of the college's alcohol policy and other policies related to student conduct and discipline by resident students as compared to previous years. **Target Met:** No **Reporting Period:** 2013 - 2014	07/31/2014 - The following need to be implemented starting Fall 2014. 1. Develop and implement an assessment tool to assess knowledge and compliance of rules/policies and procedures. 2. The RH staff needs to take the time to explain clearly and thoroughly the policies and procedures to individual and/or groups to ensure residents to have a better understanding. 3. Facilitate at least two review sessions on rules and policies of the residence halls during the academic school year. 4. Revisit the rules/regulations and policies of the residence halls to evaluate the effectiveness and to involve inputs from the residents
C - studentServices - Student Life - 2013-2014 Residence Halls Outcome 1 - Resident students shall signify increased level of satisfaction about the services provided by including activities facilitated by the Residence Halls **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Active	**Assessment Strategy:** (A) Develop and implement assessment tools principally to assess and improve the quality of services provided by and activities facilitated by the Residence Halls. (B) Provide trainings to staff on Residence Halls' specific and related guidelines and policies; as such, staff employees are able to understand and explain clearly these	07/31/2014 - While resident students signified some levels of satisfactions especially with the introduced improvements (e.g., just-in-time physical maintenance, cleanliness and orderliness, social activities, others) in the college's residence halls, the residence halls recognized an overwhelming need of improvement and will strive at improving its services to satisfy the safety and well-being needs of the residents. **Target Met:**	07/31/2014 - The following are plans to implement during academic school year 2013-2014: 1.Coordinate and organize a variety of social, cultural, recreational and educational activities and experiences and involved residents to provide leadership to residential activities.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	guidelines and policies to resident students as well as effectively implementing them consistent with the stipulations in the guidelines and policies. (C) Develop a calendar of activities (e.g., educational, social, and recreational) to engage resident students; as such that the outcomes support their academic and social growth while residing in the College's residence halls. (D) Collaborate with the College's division of Physical Facilities, Maintenance and Campus Security especially to ensure timely reponses to identified needs of the residence halls, such as but by any means not limited to facility repairs and maintenance works, security and safety, and others. (E) Develop in-house routine and standard operation procedures geared towards areas, such as cleanliness and orderliness, reporting protocol, and others. (F) Collaborate with other AUs especially in addressing issues and/or activities that can not be solely addressed by the Residence Halls, in particular, or the department, in general. (G) Provide trainings to staff employees as part of the initiative geared to capacity building; such as, effective customer service, housekeeping, first aid, emergency response, and others. **Assessment Type:** Survey **Target:** 85% positive ratings in each of the survey	Yes **Reporting Period:** 2013 - 2014	2. Create an incentive program that involves residents earning points/given prizes etc. for attending events and getting involved in the residence halls. 3. Plan and organize daily-weekly residence halls inspections by staff and monthly inspection with maintenance staff to ensure maintenance needs are being addressed in a timely manner. 4. Residence halls staff to be more committed and taken an active role in understanding, explaining, enforcing and support all rules and regulations of the residence halls and ensuring the cleanliness/sanitary condition and maintenance needs of the halls is maintained etc. 5. Provide at least two in-service training per semester for RH staff to upgrade knowledge and skills; hence improve job performance. 6. Maintain consistency and fairness when dealing with all students in the residence halls and work with them to develop a sense of respect for self, others, and property. 7.Consistent communication with campus security to ensure the safety and security of all the residents.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	administered to all resident students during fall and spring semesters, and summer sessions.		

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Student Life - 2013-2014 Health Services Outcome 1 - Students and staff will demonstrate increased awareness and knowledge of positive self-care by seeking medical services and treatment **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Active	**Assessment Strategy:** (A) Provide acute and basic health care service with diagnosis, treatments, consultation and referrals. (B) Provide daily and annual screening of chronic diseases including diabetes, hypertension, obsesity, and others. (C) Extend special clinic that provides care and treatment for women-specific problems. (D) Upgrade nursing skills and maintain license current. (E) Conduct inventory, prepare purchase orders, upack and redistribute materials and supplies to State Campus dispensaries. **Assessment Type:** Descriptive Statistics **Target:** (1) At least 5% increase in the frequency of visits to the Health Services' clinic, and (2) At least 5% increase in the frequency of visits for preventive/prophylaxis treatments.	07/29/2014 - 1. Tabulated frequency count of visits by students, faculty, and staff to the Health Service showed that: A. In 2012-13, the dispensary received a total of 4, 353 visits and B. In 2013-14, the dispensary received a total of 5, 735 visits. C. An increase of 1, 382 or 24.1% increase in the number of frequency count of visits from the prior school year. D. The established criterion for success was "at least 5% increase in the frequency of visits to the Health Service clinic"; therefore, this criterion has been met. Furthermore, the tabulated frequency count of visits by students, faculty, and staff to the Health Service also showed that: A. In 2012-13 , the dispensary received a total of 915 visits specifically for heath maintenance/prophylaxis treatment and B. In 2013-14, the dispensary also received a total of 1, 585 visits for the same kind of treatment. C. An increase of 670 (or 42.3%) from prior school year. D. The established criterion for success was "at least 5% increase in the frequency of visits to the	07/30/2014 - Based on results of Outcome 1 of the Assessment Cycle 2013-14, the Health Service plans to implement the following improvement plans: 1. Articulate one or two specific and measurable Student Learning Outcome/Outcomes for the next assessment cycle. 2. Exceed or maintain the rate of frequency counts of visits for acute and preventive/maintenance health care treatment and services. 3. Develop a better system of collecting/organizing and analyzing of data (with the assistance of other colleagues). 4. Conduct quarterly inventory of medical supplies to ensure timely procurement of medicines and other supplies and to avoid stock outs.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Health Service clinic for preventive/prophylaxis treatments; therefore, this criterion has been met. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** STAT_AssessCy2012-13without.. STAT_AssesCy2013-14 without...	
C - studentServices - Student Life - 2013-2014 Director of Student Life Outcome 1 - Students will demonstrate increased awareness of support programs and activities. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Inactive	**Assessment Strategy:** A. Increase the number of student clubs and organizations B. Develop a calendar of student activity in collaboration with other units C. Organize and implement workshops/presentations for the school year 2013-2014 **Assessment Type:** Descriptive Statistics **Target:** **Related Documents:** Calendar of Student Activities Student Activity Calendar	07/29/2014 - A. The academic school year 2012-2013 showed that thirteen (13) student clubs and organizations were officially registered. The number of registered student clubs and organizations was increased to twenty-one in 2013-2014 academic school year. An increased of eight (8) or 38% clubs from prior academic school year. In addition, four student clubs were newly registered. B. Spring 2014, the Office of the Director of Student Life coordinated the development of a calendar of student activity for student life, which chronologically outlined the various activities and events by student services units and other offices. This calendar can be viewed and accessible at this URL: http://www.comfsm.fm/?q=vpss. The student life director collaborated with the Webmaster of the college's Information Technology division whom enabled the accessibility through the Office of the Vice President for Student Service's webpage. In addition, the Webmaster further allowed the Office of the Director for Student Life to have access to routinely updated changes and posted new activities and events.	09/30/2014 - Improve the timeliness in updating the online student activity calendar. (Upload information on the calendar prior to commencing of each semester) **Follow-Up:** 09/16/2014 - To ensure that all information on the online calendar of student activity is current and updated, a followup will take place end of each month. 09/16/2014 - Facilitate monthly meetings for student delegation leaders and student council to address needs and concerns of student clubs and organizations **Follow-Up:** 09/16/2014 - For continuous improvement a followup will take place end of November 2014 09/16/2014 - Provide students with up to date information about the

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		During the reporting period of 2013-2014, the Office of the Director of Student Life organized and implemented eight (8) scheduled activities in the calendar of student activity. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** student clubs and organizations monthly report student activities and services Student Activity Calendar Library skills presentation	student life programs and services on a monthly basis by using at least 2 methods of advertisement **Follow-Up:** 09/16/2014 - A followup should take place end of fall semester 09/16/2014 - Develop and implement an assessment instrument to measure students' perception on services provided by student life **Follow-Up:** 09/16/2014 - A followup by October 2014
		07/24/2014 - student calendar of student activities **Target Met:** No **Reporting Period:** 2013 - 2014 **Related Documents:** Calendar of Student Activities	
		07/24/2014 - Calendar of student activities **Target Met:** Yes **Reporting Period:** 2013 - 2014	
C - studentServices - Student Life - 2013-2014 Health Services Outcome 2 - Students will demonstrate increased knowlege about current health issues and problems that affect their health. **PSLO Assessment Cycle:** 2013 - 2014	**Assessment Strategy:** (A) Provide health awareness workshops/activities for the College community. (B) Provide information on health issues specifically involving college students, e.g.,	07/29/2014 - 1. Tabulated frequency count of visits by students, faculty, and staff to the Health Service clinic showed that: A. In 2012-13, of the total number of frequency count of visits recorded, 2, 482 of them were provided health-related Information, Education &	07/30/2014 - Based on the outcome 2 of the Assessment Cycle 2013-14, the Health Service plans to implement the following improvement plans: 1. Articulate one or two specific and

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Status: Active	sexually transmitted diseases, diet, family planning and others. (C) Provide health references to ensure a variety of updated health references are available and accessible. **Assessment Type:** Descriptive Statistics **Target:** (1) At least 5% increase in the number of students and staff requesting IEC materials.	Counseling. B. In 2013-14, the office log recorded a total of 4,718 visits which were also provided the health-related Information, Education & Counseling. C. An increase of 1,236 or 26% increase in the frequency count of visits for Information, Education & Counseling from prior school year. D. The established criterion for success was "at least 5% increase in the number of students and staff requesting Information, Education & Counseling"; therefore, this criterion has been met. Additionally, to determine the effectiveness of the Health Fair activities hosted by the Heath Service in terms of increased knowledge of the students and staff from the various health-related activities provided based on their perceptions, a survey consisted of six questions was administered to a sample of 182 non-randomly selected cohort of participants. Basically, the results of the survey showed that 171 (or 94.47%) of the 182 subjects perceived the Health Fair as informative with only 5.52% perceived as not informative. The results also showed that 177 (or 97.26 %) of the subjects agreed that participating in the health fair has increased their understanding about the effects of diet and exercise in the prevention and control of diabetes and hypertension with only 2.75% (or 5 subjects) signifying disagreement. While 180 (or 98.9%) of the 182 respondents agreed that participating in the Health Fair had motivated them to practice healthy life style, only 2 (or 1.1%) of the subjects expressed disagreement. The result also showed that 176 (or 96.71%) of the subjects agreed that participating in the health fair	measureable Student Learning Outcome/Outcomes for the next assessment cycle. 2. Exceed or maintain the rate of frequency counts of visits for Information, Education and Counseling. 3. Exceed or maintain positive rating on the results of survey administer to a cohort of participants to the health service facilitated workshops/ presentations. 4. Design and develop modules/syllabus for all workshops and trainings to ensure consistency in both content and delivery of workshops and trainings. _____

had motivated them to have health screening on regular basis with only 6 (or 3.30%) subjects signifying disagreement.

The results further showed that 91 (or 50.84 %) of the 182 respondents expressed health screening to be most beneficial while 38 (or 21.23%) inclined toward the healthy food preparation and only 26 (or 14.53%) and 24 (13.41%) respondents expressed the exercise demonstration and educational information to be most beneficial respectively.

The overall result of the survey was positive with 177 (or 97.26 %) of the subjects expressed satisfaction about the health fair activities with only 5 (or 2.75%) of the subjects signifying dissatisfaction.

To further determine/measure the level of knowledge of students and staff regarding other health related issues, specifically the HIV/AIDS, a survey was administered to a sample of 101 non-randomly selected subjects from a cohort of participants to the 2013 World Aids Day. Specifically, the survey consisted of 5 questions and it was designed to measure the level of knowledge about the transmissions, prevention and common misconceptions about the HIV/AIDS.

Generally, the results of the survey showed that the subjects had some basic knowledge about the transmission of the HIV/AIDS and ways to prevent its spread as indicated in their responses to the first two questions. All of the 101 subjects (or 100 %) responded "Yes" to Question 1 "Can the risk of HIV and other Sexually Transmitted Infections transmission be reduced by having sex with only one uninfected partner who has no other sex partner?" and Question 2 "Can a person reduce the risk of getting HIV and other Sexually

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Transmitted Infections by using a condom every time they have sex?".	

Moreover, the subjects also seemed to have some basic knowledge about the myths or the common misconceptions about the HIV/AIDS as indicated by their responses to Questions 3, 4 and 5. All of the 101 subjects responded "Yes" to Question 3 "Can a healthy-looking person have HIV and other Sexually Transmitted Infections?" and "No" to Question 4 "Can a person get HIV and other Sexually Transmitted Infections from Mosquito bites?" However, 97 (or 96.04%) of the subjects responded "No" to Question 5, "Can a person get HIV and Sexually Transmitted Infections by sharing food with someone who is infected?" with 4 subjects (or 3.96%) responded "Yes" to Question 5.

Target Met:
Yes
Reporting Period:
2013 - 2014
Related Documents:
STAT_AssesCy2013-14 without...
STAT_AssessCy2012-13without..
hs_national_MR_may2014
survey result_Health Fair_2014
Survey result_World Aids Day_2013

| C - studentServices - Student Life - 2013-2014 Sports and Recreation Outcome 2 - College community and stake holders will demonstrate awareness on the sports competitions and recreational activities organized by the Sports Division.
PSLO Assessment Cycle:
2013 - 2014
Start Date:
11/07/2013 | **Assessment Strategy:**
Provide daily monitoring and mentoring to all customers utilizing the facilities and services.

Modify the programs and activities to best satisfy the students, staff and faculties and other patrons utilizing the facility.

Provide custodial services daily to foster a safe and healthy environment to all facility | 02/23/2014 - 2013 intramural was ended in November and a survey was conducted none randomly inclusive of male and female participants of the 2013 intramural participants. Out of the 326 students that took part in the games 50 students were given the questioners to assess the intramural tournament that was organized by the sports office. 5 representatives from each team were given the questions to provide their views and as a result, 30 responded with satisfaction where 20 were not satisfied with how it was | 12/06/2014 - Based on the results, the Sports and Recreation need to do the following plans and implementations to best satisfy the students and that they demonstrate good sportsmanship in the sports competitions and beyond throughout the academic year 2013 and 2014.

1. Implement additional outdoor |

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
PSLO Status: Active	users. Increase sports and activities that involve the college community and the local community to foster goodwill and friendship. Establish code of ethics for all students participating in our sports programs and activities to foster unity. **Target:** At least 80% of the participants will satisfy with the programs and services and will demonstrate unity and friendship on and off the competition grounds.	organized. Additional outdoor sports facilities outreaches to the neighboring communities and as a result awareness, friendship and unity was established among the students and the local community people. Additional full court regulation outdoor basketball court is contributing to more participants in the sport of basketball and as a result, another women team from the state of Kosrae was formed in the 2014 Founding Day basketball games. **Target Met:** No **Reporting Period:** 2013 - 2014	recreational sports. 2. Improve on the existing outdoor playing grounds. 3. Organize more goodwill games and outreach activities that involve both the students and the local communities. 4. Maximize the use of the sports facilities by turning the practice hall into a student's center. 5. Establish entertainment options to the inactive students to increase student's participation in the sports and activities.
C - studentServices - Student Life - 2013-2014 Sports and Recreation Outcome 1 - Students will exhibit knowledge and will demonstrate the skills in playing and officiating in the 2013 intramural ball games and 2014 founding day ball games. **PSLO Assessment Cycle:** 2013 - 2014 **PSLO Status:** Active	**Assessment Strategy:** Conduct basic fundamental skills training in basketball to twenty students on Tuesdays and Thursdays of every week in the spring semester. Establish an individual performance rubric for participants to document progress and improvement. Provide opportunities to all participants to access sports trainings or workshops available on campus. Conduct five referring and table officiating clinics to twenty individuals in summer. **Assessment Type:**	07/29/2014 - A referee clinic was conducted in March of 2013 and 20 students signed up to pursue in officiating and out of the twenty students enrolled, ten of them continued to practice refereeing in the intramural games and other organized basketball games outside of the college. While the target of at least 90% of the participant of the training will demonstrate their acquired skills by officiating in a basketball games, one of the participant was chosen to assist as a referee in the 8th Micronesian Games specifically the men Gold Medal Game. This is a video clip of my competent student Mr. Salomon Goldman being the lead referee and assisting in a free throw. http://youtu.be/m9G0A5XVvqo **Target Met:** Yes	07/29/2014 - Based on the results, the Sports and Recreation need to improve the planning and modify the training programs to better cater both athletes and officials. The following are plans to be implemented during the academic year 2013-2014: 1. Increase on the number of goodwill and friendship games with the local communities around the island. 2. Increase student teams in the State sport leagues and tournaments.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Project-Group **Target:** At least 90% of the students participated in the fundamental skills training gained competency and will demonstrate the skills learned in a real competition match. At least 80% of the participants build confidence and assist the staff to officiate the games.	**Reporting Period:** 2013 - 2014 **Related Documents:** 8th Micro Games	3. Modify the individual skills trainings to improve on beginners and elite skills. 4. Provide access and opportunities for the students to Zone Development Officers (ZDO) as they visit the FSM States to conduct skills training, officiating clinics and coaching courses. 5. Design and develop modules for all workshops and trainings to ensure consistency in both content and delivery of those workshops and trainings. 6.　Recruitment of volunteers to assist in the basketball tournament for the upcoming Micro Games will enhance competency of the participants through attending the clinic that Amateurs International Basketball Federation will conduct in preparation for the 8th Micro Games
		03/04/2014 - The students participated in the officiating clinics were given practical demonstrations and out of the twenty students enrolled, ten or 50% of the participants were motivated and build confident to assist in the officiating of the games. The established criterion for success was "at least 70% of the participants would build confident." Therefore, this criterion for success was not met. **Target Met:** No **Reporting Period:** 2013 - 2014	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		02/23/2014 - The students participated in the officiating clinics were given practical demonstrations and out of the twenty students enrolled, ten or 50% of the participants were motivated and build confident to assist in the officiating of the games. The established criterion for success was "at least 70% of the participants would build confident." Therefore, this criterion for success was not met. **Target Met:** No **Reporting Period:** 2013 - 2014	
D - program - Peer Counseling - 2013-2014 PCC Outcome 1 - Participants to the PCC facilitated workshops will demonstrate increased knowledge of family planning and the contraceptive methods. **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 07/02/2013 **Inactive Date:** 12/31/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Provide Information Education and Communication (IEC) materials to the students during outreach and around the campus. **Assessment Type:** Descriptive Statistics **Target:** At least 100 brochures and/or leaflet materials will be distributed to the students during outreach and around campus.	08/05/2014 - About 750 brochures were distributed during the family planning outreach on campus and around the campus. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** BirthControlBrochures.jpg image.jpg	08/05/2014 - The family planning brochures were sufficient for the outreach. Order more or produce more of the updated different type of brochures on family planning.
	Assessment Strategy: Provide workshops on family planning and the different contraceptive methods. **Assessment Type:** Descriptive Statistics **Target:** Conduct at least two family planning workshops for the students per semester.	07/17/2014 - Family Planning Outreach - On August 16, 2013, PCC conducted a presentation on Cycle Beads, one of the natural birth control methods at MITC in the library. Twenty four (24) female students were present at the beginning of the presentation however at the end, only 17 were left. Pre-and post-tests were utilized to assess the knowledge gained from this activity. However, results were invalid due to the unbalanced number of participants at the beginning of the presentation compared to those retained at the end. - On August 19, 2013, six (6) female students who	08/04/2014 - There were 6 number of presentations with only 102 participants. Plan to have outreach in the resident halls over the week-ends to get more participants while MITC will accommodate outreach for the off campus students during the week days.

heard about the natural birth control method (Cycle Beads) presentation came to the PCC and asked for information on the topic. Before the presentation was given to them, a pre-test and post-tests were given to measure their knowledge gained directly from the presentation. The pre-test showed 63% of their average initial knowledge, and the post-test average result of knowledge gained was 100%. These results proved that the knowledge of the 6 students was improved by 37%.

- On September 23, 2014 a presentation on Chlamydia, one of the STI diseases was conducted by PCC staff to 10 students at the MITC. Pre-and post-tests were given before and after the presentation in order to assess the effectiveness of the outreach. On the pre-test engaged, the initial knowledge of the 10 participants was 50% however, the post-test was 88%. The knowledge of the 10 participants was improved by 38%.

- On October 17, 2013, the same presentation on Chlamydia by PCC staff was conducted in the Women Residence Hall to 25 female in attendants. Again, pre-and post-tests were given to the participants to measure the effectiveness of the presentation in terms of knowledge gained resulting directly from the outreach. The initial knowledge in the pre-test showed 49%, while the post-test was 92%. These results proved that the knowledge of the 25 students was improved by 43%.

- On October 20, 2014, another presentation of the same topic, Chlamydia by PCC staff was conducted to 29 off campus students at the MITC. Again, pre-and post-tests were given to the participants to measure their knowledge before the presentation and after. The pre-test showed 43%

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		of their initial knowledge while the post-test showed 100%. The knowledge of the 29 students was improved by 57%. - On March 14, 2014, PCC conducted a presentation on Sexually Transmitted Infection (namely, HIV/AIDS) to 15 female resident hall students. To measure the effectiveness of the presentation in terms of knowledge gained resulting directly from the outreach, pre-and post-tests were administered to the 15 participants. Scores of the participants in the pre-and post-tests, are as shown: Pre-test was 29%, and at the end, pos- test was given and the result was 100%. The improvement was 71%. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** CycleBeads Presentation.ppt Cycle Beads-pre & post.doc Syllabus.doc CHLAMYDIA.ppt	
	Assessment Strategy: Train peer educators to do peer-to-peer work on family planning. **Assessment Type:** Descriptive Statistics **Target:** Two (2) peer-to-peer workshops will be given to the peer educators who will be doing the peer work on family planning.	07/21/2014 - Peer-to-Peer For school year, 2013-2014, twenty two (22) peer educators were trained to do the peer to peer approach. On July 2013 a training on Peer to Peer education approach was delivered to 14 students, and another training was given on January 2014 to 8 more students. The 22 peer educators were trained on how to effectively facilitate Family Planning peer-to-peer education. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:**	07/24/2014 - Increase the number of peer educators to at least 30 each semester because students leave the college as they are graduated. Also the number of training should be increased to at least 4 times per school year.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Peer to Peer Educator list SY 2013.doc	
D - program - Peer Counseling - 2013-2014 PCC Outcome 2 - Participants will exhibit increased knowledge about the adverse effects of alcohol and other drugs (ATOD). **PSLO Assessment Cycle:** 2013 - 2014 **Start Date:** 07/02/2013 **Inactive Date:** 07/01/2014 **PSLO Status:** Inactive	**Assessment Strategy:** Train peer educators to do education on alcohol abuse prevention. **Assessment Type:** Descriptive Statistics **Target:** Two (2) peer-to-peer workshops will be given to the peer educators who will be doing the peer work on alcohol prevention.	07/21/2014 - Peer-to-Peer On July 2013 a training on peer-to-peer education approach was delivered to 14 students, and another training was given on January 2014 to 8 more students. The 22 peer educators were trained on how to effectively facilitate the ATOD peer-to-peer education. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Peer to Peer Educator list SY 2013.doc	07/24/2014 - Increase the number of peer educators to at least 30 each semester because students leave the college as they are graduated. Also the number of training should be increased to at least 4 per year.
	Assessment Strategy: Provide outreach activities on substance abuse prevention to male and female resident students. **Assessment Type:** Descriptive Statistics **Target:** One substance abuse training will be provided to the resident hall students each semester.	08/03/2014 - On December 30, 2013, PCC staff launched its first Substance Abuse Prevention outreach on "The Destruction of Alcohol to the Brain" to 17 remaining residence hall students who did not go home for the break. To assess the effectiveness of the outreach, pre-and post-tests were administered to the participants. The pre-test administered before the presentation showed 58% of the students' initial knowledge of the topic. At the end of the presentation, a post-test was also administered to the same participants and the result was 83% . The student learning outcome was 25%. - On February 14, 2014, fifty two resident halls students participated in a skit entitled: "How Alcohol Plays its Role in the Deterioration of a Family." The students were emotionally touched and moved by the presentation which was based on a real life story. All participants were submitted	08/03/2014 - In order for the message to deliver to most of the resident hall students, the scheduled presentations should be delivered over the week-ends at their residence halls.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		to a survey in order to determine their perceptions about the skit. However, only 27 of the 52 participants completed and returned the survey; as such, the survey was deemed invalid or low degree of validity. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Effects of Alcohol on Brain.ppt survey analysis.doc	
	Assessment Strategy: Provide the students IEC materials during outreach activities and around the campus. **Assessment Type:** Descriptive Statistics **Target:** At least 100 brochures, or leaflet materials will be distributed to the students during outreach and around campus.	07/16/2014 - PCC distributed 500 brochures on substance abuse related topics during its outreach activities and around campus. In addition to this, Kosrae PCC developed two new brochures on HIV AIDS and Peer Pressure. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** Alcohol.jpg	07/24/2014 - Although the number of brochures exceeded the targeted planned brochures to be used, in one of the outreach activities the number of brochures used were not sufficient for the participants. In the future, bring at least 50 or more brochures for each of the outreach.
E - Management Team - Policies & procedures - Review of policies and procedures to ensure their continuous enhancement and improvement **Start Date:** 08/01/2013 **Inactive Date:** 08/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Conduct in a timely manner formal review and analysis of college's policies and procedures either directed to the M-Team or originated by the M-Team. Make recommendations as informed by results and findings of review and analysis. **Assessment Type:** Descriptive Statistics **Target:** 100% of policies and procedures either directed to the M-Team or originated by the M-Team are formally reviewed and	07/06/2014 - 1/29/2013. M-Team reviewed the Student Academic Freedom Policy. 1/29/2013. M-Team reviewed the Student Academic Freedom Policy. 2/12/2013. M-Team recommended the transmittal of the Student Academic Freedom Policy as reviewed to the college's Executive Council (EC). 12/10/2013. M-Team reviewed the Professional Development Plan proposed by HR office. **Target Met:** Yes **Reporting Period:** 2013 - 2014	07/07/2014 - The Management Team recommends that the author of the policy or procedure or change in policy or procedure be present at the initial review meeting to provide background on the purpose of the policy or procedures or revisions of existing policies and procedures be available for Q&A.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	recommendations communicated at a turn-around time of at least two meetings.	**Related Documents:** 2013_01_29 minutes.doc 2013_02_12 minutes.doc 2013_12_10 Minutes	
	Assessment Strategy: Review and analyze data on measures of success (institutional strategic plan) and key performance indicators. Make recommendations by utilizing review of appropriate data as rationale. **Assessment Type:** Descriptive Statistics **Target:** Review and analysis of measures of success and key performance indicators are completed, and recommendations made at a turn-around time of at least two meetings.	07/06/2014 - 10/08/2013. M-Team was tasked to recommend a learning organization model for the college. 10/29/2013. M-Team recommended that targets for measures of success be stabilized for all categories with the exception for the category on new students for fall 2014, setting the target to 515. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** 2013_10_08 minutes.doc 2013_10_29 minutes.doc	07/07/2014 - The M-Team will review each semester the institutions status against the measures of success targets and make recommendations for areas for improvement or prioritization. 07/07/2014 - The M-Team will foster practices of a learning organization as provided in the recommended model.
E - Management Team - Operational effectivensss and efficiency - Focus on operational effectiveness and efficiency improvement for administrative units crucial to increasing service levels. **Start Date:** 08/01/2013 **Inactive Date:** 08/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Conduct in a timely manner formal review and analysis of any changes in the organizational and reporting structure of divisions, offices, campuses, and departments. Make recommendations as informed by results and findings of review and analysis. **Assessment Type:** Descriptive Statistics **Target:** 100% of proposed changes in organization and reporting structure either directed to the M-Term or originated by the M-Team are formally reviewed and recommendations communicated at a turn-around time of at least two meetings.	07/06/2014 - Potential Committee Changes 6/12/2014. M-Team received from VPIEQA the potential committee changes for FY 2014-2015. 6/17/2014. M-Team reviewed the proposed changes to the college's committee structure, and on 6/30/2014, communicated its recommendations to the VPIEQA, as follows (June 30, 2014 memo, Chair of the M-Team to VPIEQA): 1. With the potential committee changes being proposed, information has not been provided on the assessment of the current committee structures. The assessment results need to be shared to help. Can we see the assessment for what the problem is with current structure? 2. Ex-officio implies sub ordinance to committees. Directors and relevant administrators should be made members of various committees, not ex-	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		officio to make the committees more effective. 3. M-Team supports the creation of the student success committee as our college is student-centered. Many of the other offices have various decisions that need to be made on student services, but they are unclear about which committees to review decisions. 4. Committees do not dictate nor make decisions for administrative offices. The M-Team sees a need for clarification on the roles of committees. 5. Assessment should remain with CAC. M-Team will focus on non-academic assessment. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** 2014_06_17 minutes.doc	
	Assessment Strategy: Conduct review of all nonacademic programs (or administrative and support services), and rank them in a way that enables the college to decide what programs it should cut, consolidate, or complement as it attempts to put its financial house in order. **Assessment Type:** Descriptive Statistics **Target:** As per the college's master planning calendar, prioritization of nonacademic programs will occur in 2015.	07/06/2014 - While the second phase of the college's prioritization of its nonacademic programs (or administrative and support services) will occur in 2015 as per its master planning calendar, M-Team met 7/1/2014 to make preliminary dialogue about nonacademic program prioritization including unit annual assessments and program reviews, as follows: 1. VPAS was invited to discuss with the M-Team the 2nd phase of the non-academic program prioritization as tasked by the President. 2. IRPO Director pointed out that the next round will take place next year, 2015, and questioned if there was a change so that can be reflected in the master calendar. There is need for clarification on the planning schedule regarding non-academic program prioritization. 3. Acting VPSS Joey presented to the team an overview of the Prioritization of Non-Academic Programs 2013. 4. Although the timing of the prioritization process	07/07/2014 - All non-academic programs will complete two cycles of assessments and program review by according to the master planning calendar. _____

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		may be in question, there was agreement on the need for more time to prepare for the process that will include more comprehensive data needed for informed decisions. 5. IRPO Director noted that the 2013 process was rushed and there was lack of calibration for review groups. 6. Acting VPSS also noted that some departments were missing assessment plans and program reviews. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** 2014_07_01 minutes.doc	
E - Management Team - Communications - Focus on advancing cross-functional communications to build transparency, promote sharing of information, encourage purposeful dialogue, and foster interdependence among divisions, offices, campuses and departments. **Start Date:** 08/01/2013 **Inactive Date:** 08/01/2014 **PSLO Status:** Active	**Assessment Strategy:** Determine which functions of the AU to maintain and enhance overall effectiveness and quality of operations and services that are provided to its constituencies. **Assessment Type:** Survey **Target:** Review internal and external recommendations for for overall effectiveness within 2 regular meetings	07/06/2014 - 2/18/2014. M-Team made a recommendation on the proposed relocation of the Student Center by Student Life. 5/06/2014. It was recommended that before a video is sent out for public viewing that it is reviewed by Juan Santos, DCR, which has been reorganized under IT. **Target Met:** Yes **Reporting Period:** 2013 - 2014 **Related Documents:** 2014_02_18 Minutes.doc 2014_05_06 minutes.doc	07/07/2014 - Individual non-academic offices and programs should review and/or set standards for measuring operational effectiveness and efficiency. M-Team will periodically review improvement of office operations for effectiveness and efficiency . 07/07/2014 - The administration should proceed with the implementation plan for establishing a working student center as soon as possible.