

# COM-FSM TracDat Report 2012-2013

## College of Micronesia - FSM

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2014</p> <p><b>Inactive Date:</b> 05/14/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> The percentage of student passing the post test is increase from previous semester</p> <p><b>Assessment Type:</b> Exam/Quiz - Pre-Post</p> <p><b>Target:</b> Improve our target to 75% of students passing and by focusing more on the subjects that the students lack knowledge in. Also adapt the pretest so it reflects the courses better.</p>	<p>02/17/2014 - 49 out of 59 (83%) of students passed the post test.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Task Name:</b> Familiarizing solid state components in electronic circuits.</p> <p><b>Task Description:</b> Familiarize/Become aware of the symbols, operating characteristics and application of different discrete devices (solid state) use in their experiments.</p>	<p>05/17/2013 - In Spring 2013, VEE 222, 15 out of 15 or 100% of the students got a grade of "C" or better in this course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <hr/> <p>05/17/2013 - In Spring 2013, VEE 110, 13 out of 14 or 93% of the students got a grade of "C" or better in this course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <hr/> <p>10/17/2012 - In Fall 2012, VEE 110, 12 out of 14 or 86% of the students got a grade of "C" or better in this course.</p> <p><b>Target Met:</b> Yes</p>	<p>02/11/2014 - Increase the number of hours in hands-on activity to improve student competency in identifying, interpreting of symbols and reading of schematic diagrams of electrical/electronics circuits.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<b>Reporting Period:</b> 2012 - 2013	
<p>A - instruction - Building Technology (AAS) - BT_PSLO_8.1 - Analyze circuit operations on basic motors.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Task Name:</b> DC/AC motor/generator familiarization</p> <p><b>Task Description:</b> Identify motor/generator parts and their operating characteristics during their class hands-on activities.</p>	<p>12/17/2012 - In Fall 2012, VEE 266, 13 out of 14 or 93% of the students got a grade of "C" or better in this course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>12/20/2013 - As suggested, modify VEE 266 into VEM 266 to give more emphasis on AC motors/generators and incorporate troubleshooting and repair in the SLO's to develop students skills and performance in this PSLO.</p>
<p>A - instruction - Building Technology (AAS) - BT_PSLO_9.1 - Perform basic troubleshooting on basic motors.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Task Name:</b> AC/DC motor troubleshooting.</p> <p><b>Task Description:</b> Identify possible motor faults and perform simulated troubleshooting using Simutech skills series software.</p>	<p>12/17/2012 - In Fall 2012, VEE 266, 13 out of 14 or 93% of the students got a grade of "C" or better in this course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>02/15/2014 - Needs more AC/DC motors for hands-on activities so that students can grasp the skills in troubleshooting motors.</p>
<p>A - instruction - Building Technology (AAS) - BT_PSLO_11.1 - Interpret and install electrical circuits according to rules and regulations of the National Electrical Code book.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b></p>	<p><b>Task Name:</b> Standards and Regulations of NEC on electrical wiring.</p> <p><b>Task Description:</b> Familiarize with the use of NEC book and standards/regulations on the use of different wiring methods.</p>	<p>05/17/2013 - In Spring 2013, VEM 212, 5 out of 6 or 83% of students got a grade of "C" or better in this course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>02/15/2014 - Update National Electrical Code book every 3 years of reprinting edition. If possible, use electronic/soft copy.</p> <p><b>Follow-Up:</b> 02/06/2015 - Acquire latest edition (2011) of the NEC book.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>08/20/2012  <b>Inactive Date:</b>  05/08/2015  <b>PSLO Status:</b>  Active</p>		<p>12/17/2012 - In Fall 2012, VEM 212, 8 out of 8 or 100% of the students got a grade of "C" or better in this course.  <b>Target Met:</b>  Yes  <b>Reporting Period:</b>  2012 - 2013</p>	<p><b>Follow-Up:</b>  Soft copy of the 2014 edition is still not purchase.</p>
<p>A - instruction - Building Technology (AAS) - BT_PSLO_12.1 - Install and analyze basic motor control circuits.  <b>PSLO Assessment Cycle:</b>  2012 - 2013  2013 - 2014  2014 - 2015  <b>Start Date:</b>  08/20/2012  <b>Inactive Date:</b>  05/08/2015  <b>PSLO Status:</b>  Active</p>	<p><b>Task Name:</b>  Installation and troubleshooting motor control circuits.  <b>Task Description:</b>  Familiarize with motor control devices, install and troubleshoot motor control circuits using Simutech TS skills series.</p>	<p>05/17/2013 - In Spring 2013, VEM 240, 9 out of 10 or 90% of students got a grade of "C" or better in this course.  <b>Target Met:</b>  Yes  <b>Reporting Period:</b>  2012 - 2013</p>	<p>02/15/2014 - Update regularly Simutech troubleshooting software to the latest version. Recommend change of textbook for this course.    <b>Follow-Up:</b>  02/06/2015 - Updated the Simutech troubleshooting software to its latest version. Textbook not yet change but will be included on the course modification.</p>
<p>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.  <b>PSLO Assessment Cycle:</b>  2014 - 2015  <b>Start Date:</b></p>	<p><b>Assessment Strategy:</b>  Use the assessment results of BU101_CSLO_8, BU270_CSLO_3, BU250_CSLO_2, BU260_CSLO_2, EC220_CSLO_4, AC131_CSLO_2, AC220_CSLO_3.1. during Program Course Collaborative Activity Spring 2015 (F4 is back- Food and Fashion Friday Festival). This activity will measure the student's basic knowledge of each of the functional areas of business – accounting, management, marketing, economics, and</p>	<p>03/13/2013 - 76% of the students got a rating of 70 or better  <b>Target Met:</b>  Yes  <b>Reporting Period:</b>  2012 - 2013</p>	<p>10/13/2013 - In early August 2014, we will hold a faculty meeting to prepare a mapping document that will specify how the PSLOs will be met at the course level. This document will also indicate who’s in charge, and when each assessment strategy will be carried out. This will insure that student learning outcomes will definitely be assessed by a designated person according to scheduled timeframe.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>08/05/2014  <b>Inactive Date:</b>  05/14/2015  <b>PSLO Status:</b>  Active</p>	<p>Students from different courses will work together to produce a product, sell these products, and submit their financial statements. The success of the collaboration between the students will emphasize the importance of each course in the organization and describing their interrelationship in the organization's attempt to achieve its objectives.  <b>Assessment Type:</b>  Project-Group  <b>Target:</b>  At least 70% of the students who are involved in the activity should get a rating of 70 or better in the rubrics.</p>		
	<p><b>Assessment Strategy:</b>  Work towards closer integration among program major courses through synchronized, complementary, collaborative, or joint class projects to improve student learning experience.  <b>Assessment Type:</b>  Descriptive Statistics  <b>Target:</b>  At least two (2) program major courses in which 70% of students enrolled are taking the same courses during the assessment period, i.e., Spring 2013.  <b>Related Documents:</b>  <a href="#">WS3 Assessment Report.doc</a>  <a href="#">WS1 Assessment Report</a>  <a href="#">WS2 Assessment Report</a></p>	<p>02/15/2013 - Students of Principles of Marketing (BU 270), taught by professor Marlene Mangonon, engaged in business activity of selling gift baskets on Valentine's Day to demonstrate their understanding of the Marketing Mix tool. The presentation and sale of items were coordinated with other classes such as the Fundamentals of Management (BU 260) and Managerial Accounting (AC 250). The students were evaluated using the Foundations and Skills for Lifelong Learning Value Rubric.</p> <p>DATA SOURCE:  <a href="http://www.comfsm.fm/myShark/news/item=447/mod=01:21:07">http://www.comfsm.fm/myShark/news/item=447/mod=01:21:07</a></p> <p>Students of BU 260, taught by Professor Marian Medalla, obtained copies of the marketing plans submitted by BU 270 students. Then, applying their understanding of the different functional areas of management, i.e., planning, organizing, directing, and controlling, BU 260 evaluated the marketing plans to check their adequacy and viability.</p> <p>DATA SOURCE: Interview with Professor Marian</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Students of AC 250, taught by Professor Rafael Pulmano, were supposed to review the financial statements prepared by BU 270 students for their business project. Such review did not materialize due to problem due to scheduling problems. However, financial reports turned in by students revealed revealed a weakness in their understanding and skills in this area of accounting, and that there is a need to strengthen their foundation in this specific learning outcome. (The BU 270 project required knowledge and skills in managerial accounting. However, some Marketing students have not yet taken this course.)</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/07/2012</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Increase completion rates (ABCOrP) to 50% or higher for managerial accounting (AC 250) by reducing, and maintaining, an optimum size of 20 students per class, using data from Fall 2011 as benchmark.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> ABCOrP = 50% completion rate, or higher</p>	<p>05/17/2013 - Benchmark &gt; Fall 2011, with 20 students: ABCOrP = 60%; ABCDorP = 100%; W = 0%</p> <p>Results: Fall 2012, with 27 students: ABCOrP = 48.1%; ABCDorP = 66.7%; W = 11.1% Spring 2013, with 20 students: ABCOrP = 80%; ABCDorP = 100%; W = 0%</p> <p>See related document: Course Completion Spring 2011-Fall2013</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">2012 Fall Course Level Assessment for AC 250</a> <a href="#">Course Completion Spring 2011-Fall2013</a> <a href="#">Business Administration Program</a></p>	<p>10/14/2014 - A discussion with Assessment Coordinator and Assistant-ALO on 10/15/14 revealed the need to make a correction in the PLO Matrix for this program. In the current matrix, AC250 (I,D,M) is listed under PLO1. It should be changed to PLO2.</p> <p>See related document: Business Administration Program Matrix</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<a href="#">Matrix</a>			
<p>A - instruction - Computer Information Systems (AS) - CIS_PSLO_1 - Demonstrate an in-depth understanding of technical concepts and ethical issues pertaining to information systems</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Use the assessment result of IS201_CSLO_1-CSLO_7 using Pre-post test and IS260_CSLO_7 using a milestone project with a rubric that demonstrates an in-dept understanding of technical concepts and ethical issues pertaining to information systems</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> At least 60% of students will have a satisfactory grade(A-C level) based on criteria laid out by a rubric in CIS_PSLO_1.</p>	<p>10/16/2013 - Course Code : IS201 39 out of 44 students or 88.6% students got 'C' or better as their final grade excluding 3 who has withdrawn from class.</p> <p>Course Code : IS260 15 out of 19 students or 78.9% students got 'C' or better as their final grade.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">CIS Worksheet #3 - Fall 2012-Spring 2013.docx</a></p>	
	<p><b>Assessment Strategy:</b> 1. Evaluate current pre-requisite(s) if appropriate for CIS courses in IS201 and IS260 2. Identify other pre-requisite(s) that may help to achieve CSLOS  3. Recommend at least 1 or 2 appropriate correct pre-requisites for IS201 and IS260</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> To include at least 1 or 2 appropriate correct pre-requisites for IS201 and is260</p>	<p>10/16/2013 - Course Code : IS201 Current Pre-Requisite: CA100 Recommended Pre-Requisite : None Remarks : Appropriate Pre-Requisite</p> <p>Course Code : IS260 Current Pre-Requisite: IS220, BU101 Recommended Pre-Requisite : IS220, IS230, IS240, BU101 Remarks : Add IS230 and IS240 with a grade of 'C' or better to the current pre-requisite</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">CIS Worksheet #3 - Fall 2012-Spring 2013.docx</a></p>	<p>10/13/2014 - Work on courses (e.g. IS260) whose pre-requisite is not yet updated.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Computer Information Systems (AS) - CIS_PSLO_4 - Demonstrate a solid foundation skills in database design and management, web engineering, programming, and networking</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/06/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Use assessment result of IS220_CSLO_2.5 using case project, IS230_CSLO_7 using case project and IS240_CSLO_5 using final project, and IS280_CSLO_4 case project that demonstrates solid foundation skills in database design and management, web engineering, programming, and networking</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> At least 60% of students will have a satisfactory grade(A-C level) based on criteria laid out by a rubric in CIS_PSLO_4.</p>	<p>10/16/2013 - Course Code : IS220 18 out of 19 students or 94.7% students got 'C' or better as their final grade excluding 5 who has withdrawn from class.</p> <p>Course Code : IS230 15 out of 25 students or 60% students got 'C' or better as their final grade.</p> <p>Course Code : IS240 15 out of 23students or 65% students got 'C' or better as their final grade excluding 2 who has withdrawn from class.</p> <p>Course Code : IS245 21 out of 25 students or 84% students got 'C' or better as their final grade excluding 2 who has an INC as a Final Grade.</p> <p>Course Code : IS280 18 out of 19 students or 94.7% students got 'C' or better as their final grade.</p> <p>Course Code : CA105 24 out of 28 students or 85.7% students got 'C' or better as their final grade.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">CIS Worksheet #3 - Fall 2012-Spring 2013.docx</a></p>	<p>10/18/2013 - Lecture materials, Exercises, Quizzes and Exams are revised based on the area that needs clarification or expansion (i.e. Lectures) and re-wording (i.e. Exercises).</p> <hr/>
	<p><b>Assessment Strategy:</b> 1. Evaluate current pre-requisite(s) if appropriate for CIS courses in Networking, Database Design, Web, Data Analysis and Programming, namely, IS280, IS230, IS240,</p>	<p>10/16/2013 - Course Code : IS220 Current Pre-Requisite: IS201 Recommended Pre-Requisite : IS201 and MS100 (with at least 'C' as Grade) Remarks : Add MS100 to the current pre-requisite</p>	<p>10/16/2013 - Course Modification Request for both IS220 (Programming) and IS230 (Database Design) has already been forwarded to CAC for review</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>CA105 and IS220            2. Identify other pre-requisite(s) that may help to achieve CSLOS            3. Recommend at least 1 or 2 appropriate correct pre-requisites for IS280, IS230, IS240, CA105 and IS220</p> <p><b>Assessment Type:</b>            Descriptive Statistics  <b>Target:</b>            To include at least 1 or 2 appropriate correct pre-requisites for IS280, IS230, IS240, CA105 and IS220</p>	<p>Course Code : IS230            Current Pre-Requisite: IS201            Recommended Pre-Requisite : IS201 and MS099 (with at least 'C' as Grade)            Remarks : Add MS099 to the current pre-requisite</p> <p>Course Code : IS240            Current Pre-Requisite: CA100            Recommended Pre-Requisite : None            Remarks : Appropriate Pre-Requisite</p> <p>Course Code : IS280            Current Pre-Requisite: IS201            Recommended Pre-Requisite : None            Remarks : Appropriate Pre-Requisite</p> <p>Course Code : CA105            Current Pre-Requisite: CA100            Recommended Pre-Requisite : None            Remarks : Appropriate Pre-Requisite</p> <p><b>Target Met:</b>            No  <b>Reporting Period:</b>            2012 - 2013  <b>Related Documents:</b>  <a href="#">CIS Worksheet #3 - Fall 2012-Spring 2013.docx</a>  <a href="#">Course Modification - Database Design - for Spring 2014.doc</a></p>	
<p>A - instruction - Electronics Technology (AAS) - ET_PSLO_1.1 - Practice safety and occupational health procedures in the workplace.</p> <p><b>PSLO Assessment Cycle:</b>            2012 - 2013</p>	<p><b>Assessment Strategy:</b></p> <ul style="list-style-type: none"> <li>• Actual wearing of PPE and practice of safety procedures during workshop.</li> <li>• Q &amp; A about PPE in the workshop.</li> </ul> <p><b>Assessment Type:</b>            Presentation/Performance</p>	<p>10/16/2013 - VEE 224 result: There were 2 students got A , 8 students got B and 1 got F for absenteeism. 91% of the students got a grade higher than 70% or C. VEE 225 result: 1 students got A, 11 students got B and 1 student got F for absenteeism. 92% of the students got a grade higher than 70% or C.</p>	



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2013 - 2014 2014 - 2015 <b>Start Date:</b> 01/09/2012 <b>Inactive Date:</b> 05/16/2015 <b>PSLO Status:</b> Active	<b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.	<b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
A - instruction - Electronics Technology (AAS) - ET_PSLO_1.2 - Use electronics tools and test equipment competently. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 01/09/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> <ul style="list-style-type: none"> <li>• Student will perform actual circuit construction, signal and voltage measurement.</li> <li>• Student will describe the different tools and equipment use in electronics.</li> </ul> <p>* Student will use infra-red soldering work station to perform surface mount device soldering and rework procedure.</p> <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.	09/17/2013 - In VEE 135, 14 out of 14 or 100% of the students got a grade of C and better. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
A - instruction - Electronics Technology (AAS) - ET_PSLO_1.3 - Interpret schematic diagrams and waveforms. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 01/09/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> <ul style="list-style-type: none"> <li>• Actual reading and circuit tracing of schematic diagram.</li> <li>• Student will describe the different symbols and signals found in schematic diagram.</li> </ul> <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.	09/17/2013 - In VEE 240, 15 out of 15 or 100% of the students got a grade of "C" and better. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Electronics Technology (AAS) - ET_PSLO_1.4 - Build electronic project to a given specification.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Task Name:</b> Assemble electronic circuits, terminate and connect wires / cables and connectors.</p> <p><b>Task Description:</b> The student will construct an electronic circuit by following the procedure and steps in project construction. Also they will be ask to terminate and connect connectors, wires and cables accordingly.</p>	<p>06/11/2013 - In VEM 110 ,13 out of 14 students (93%) achieved a grade of 70% or better in the performance exam</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Electronics Technology (AAS) - ET_PSLO_1.5 - Perform troubleshooting techniques to maintain and resolve hardware/software related problems in a personal computer system.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Task Name:</b> Communication skills</p> <p><b>Task Description:</b> 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.</p>	<p>05/11/2013 - 29 students were assessed. 5 out of 29 students were rated as exemplary, 20 out of 29 students were rated as developing, and 4 out of 29 students were found as unacceptable</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - Students who were unacceptable or developing had difficulty with the reading materials. It is recommended that ESL089 should be a pre-requisite of this course.</p> <p>Create a class in which students will also enroll in the same section of EN123 Technical Communication class. Several of my lessons and a class project (power-point presentation) involved a lot of communication skills. The two courses could be complementing each other on these lessons.</p>
	<p><b>Task Name:</b> Computer Networking</p> <p><b>Task Description:</b> Students will perform the following: 1. Design, configure, and run a peer-to-peer network 2. Connect and configure a computer to an</p>	<p>05/11/2013 - 29 students were assessed. 15 out of 29 students were exemplary; 10 out of 29 students were developing; 4 out of 29 students were unacceptable.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b></p>	<p>08/08/2013 - Task contains two aspects, network design and network configuration</p> <p>Students who were rated developing are mostly due to network</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	existing client-server network 3. Perform basic maintenance and troubleshooting on a computer network system.	2012 - 2013	configuration skills. Develop and implement more actual network configuration exercises for students to practice.
	<b>Task Name:</b> OS Installation <b>Task Description:</b> Students will perform operating system (OS) and system drivers installation and configuration processes with Windows XP, Windows 7, and Linus (Fedora)	05/11/2013 - There were 29 students assessed. 15 out of 29 students were exemplary; 10 out of 29 students were developing; 4 students were found unacceptable. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	08/08/2013 - Students who were assessed as developing need more time to practice in order to master the skill.  Develop additional opportunities for students to do more of this kind of skills.
	<b>Task Name:</b> PC Assembly <b>Task Description:</b> Students will disassemble and re-assemble of a PC system	05/10/2013 - 29 students were assessed. 26 out of 29 students were rated as exemplary, 4 out of 29 students were rated as unacceptable. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
	<b>Task Name:</b> System Configuration <b>Task Description:</b> Configuring and optimizing a computer operating system	05/11/2013 - 29 students were assessed. 5 out of 29 students were exemplary; 15 out of 29 students were developing; 9 students were found unacceptable. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	05/11/2013 - Develop and implement more opportunities for students to do more on this particular task.  Class project: Repair and restore old/dysfunctional computer systems.
A - instruction - Electronics Technology (AAS) - ET_PSLO_1.6 - Perform troubleshooting techniques to maintain, diagnose, and repair electronic equipment and devices.	<b>Assessment Strategy:</b> <ul style="list-style-type: none"> <li>The student will troubleshoot a defective video system and business machine.</li> <li>* The student will perform advance soldering and rework procedure on surface</li> </ul>	09/06/2013 - VEE 224 result: There were 2 students got A , 8 students got B and 1 got F for absenteeism. 91% of the students got a grade higher than 70% or C.	09/18/2013 - Must include LCD and LED TV technology on the course outline.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p>mount devices.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p>VEE 225 result: 1 students got A, 11 students got B and 1 student got F for absenteeism. 92% of the students got a grade higher than 70% or C.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - General Education - GE_PSLO_1.1 - Write a clear, well-organized paper using documentation and quantitative tools when appropriate</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Instructors will use a newly developed rubric to evaluate papers</p> <p><b>Assessment Type:</b> Written Assignment</p> <p><b>Target:</b> 70% of the student will receive a satisfactory on their paper</p>	<p>09/23/2013 - No result</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>11/30/2014 - Target will be established in Spring 2015</p> <p>09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.</p>
<p>A - instruction - General Education - GE_PSLO_1.2 - Make a clear, well-organized verbal presentation</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/15/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Student will present verbal presentation graded with a rubric.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70% of students will score satisfactory or better on their presentation</p>	<p>09/23/2013 - No result</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>11/30/2014 - Target will be established in Spring 2015</p> <p>09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - General Education - GE_PSLO_2.1 - Demonstrate the ability for independent thought and expression</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/15/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> No common assessment assignment was used to asses this outcome.</p> <p><b>Assessment Type:</b> Project-Individual</p> <p><b>Target:</b> none</p>	<p>09/23/2013 - No results</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>11/30/2014 - Target will be established in Spring 2015</p> <hr/> <p>09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.</p> <hr/>
<p>A - instruction - General Education - GE_PSLO_3.2 - Present and interpret numeric information.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/05/2013</p> <p><b>Inactive Date:</b> 05/15/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> No common assessment assignment was used to asses this outcome.</p> <p><b>Assessment Type:</b> Exam/Quiz - Standardized</p> <p><b>Target:</b> none</p>	<p>09/23/2013 - No result</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.</p> <hr/>
<p>A - instruction - General Education - GE_PSLO_3.3 - Communicate thoughts and ideas effectively using proper mathematical terms</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/05/2013</p>	<p><b>Assessment Strategy:</b> No common assessment assignment was used to asses this outcome.</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> none</p>	<p>09/23/2013 - No result</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.</p> <hr/>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active			
A - instruction - General Education - GE_PSLO_3.4 - Define and explain scientific concepts, principles, and theories of a field of science <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/15/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> A rubric will be used to assess this outcome <b>Assessment Type:</b> Written Assignment <b>Target:</b> 70% of students will score satisfactory or better on the rubric	09/23/2013 - No result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.
A - instruction - General Education - GE_PSLO_3.5 - Perform experiments that use scientific methods as part of the inquiry process <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> No common assessment assignment was used to assess this outcome. <b>Assessment Type:</b> Written Assignment <b>Target:</b> none	09/23/2013 - No result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.
A - instruction - General Education - GE_PSLO_4.1 - Demonstrate a fundamental knowledge of world geography <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013	<b>Assessment Strategy:</b> Students will take an exam to demonstrate fundamental knowledge of world geography <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 70% of students will score 70% or better on the exam	09/23/2013 - No result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active			
A - instruction - General Education - GE_PSLO_4.2 - Demonstrate knowledge of the cultural issues of a person's own culture and other cultures <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013	<b>Assessment Strategy:</b> Students will take an exam to demonstrate knowledge of the cultural issues of a person's own culture and other cultures <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 70% of students will score 70% or better on the exam	09/23/2013 - No result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.
<b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active			
A - instruction - General Education - GE_PSLO_4.3 - Demonstrate knowledge of major historical events affecting one's culture and other cultures <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013	<b>Assessment Strategy:</b> Students will take an exam to demonstrate knowledge of major historical events affecting one's culture and other cultures <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 70% of students will score 70% or better on the exam	09/23/2013 - No Result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.
<b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active			
A - instruction - General Education - GE_PSLO_4.4 - Demonstrate familiarity with contemporary global issues <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014	<b>Assessment Strategy:</b> Students will take an exam to demonstrate familiarity with contemporary global issues <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 70% of students will score 70% or better on	09/23/2013 - No result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	the exam		
A - instruction - General Education - GE_PSLO_4.5 - Demonstrate an understanding of major ethical concerns <b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Students will take an exam to demonstrate an understanding of major ethical concerns <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students will score 70% or better on the exam	09/23/2013 - No result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.
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. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/05/2012 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> No common assessment assignment was used to asses this outcome. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> none	09/23/2013 - No result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment assignment. This will allow the GE program to establish baseline data.
A - instruction - General Education - GE_PSLO_5.2 - Demonstrate professionalism, interpersonal skills, teamwork, leadership and decision making skills	<b>Assessment Strategy:</b> No common assessment assignment was used to asses this outcome. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b>	09/23/2013 - No result <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/23/2013 - Develop common assessment assignment for outcome. Assessment team will be formed to address the development of a common assessment



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014  <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/15/2013 <b>PSLO Status:</b> Inactive	none		assignment. This will allow the GE program to establish baseline data.
A - instruction - General Education - Sample - Sample, sample, sample. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014  <b>Start Date:</b> 08/05/2012 <b>Inactive Date:</b> 05/04/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Strategy #1-Quiz <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> Establish Baseline	10/18/2012 - Sample result 2012-2013 <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_7 - Communicate in basic Japanese for lodging, food service and tourism provider guest services. <b>PSLO Assessment Cycle:</b> 2014 - 2015 <b>Start Date:</b> 08/12/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Oral and written quizzes measuring listening skills and comprehension of basic words and phrases for lodging, food service and tourism provider guest service. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students passing with exemplary, good, or satisfactory.	02/12/2012 - Sample result 2012-2013 <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_7 - Communicate in basic Japanese for lodging, food service and tourism provider guest services. <b>PSLO Assessment Cycle:</b> 2014 - 2015 <b>Start Date:</b> 08/12/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Oral and written quizzes measuring listening skills and comprehension of basic words and phrases for lodging, food service and tourism provider guest service. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students passing with exemplary, good, or satisfactory.	09/23/2013 - 55% rated exemplary, good, or satisfactory. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/24/2013 - Modification of course structure and outline.
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_7 - Communicate in basic Japanese for lodging, food service and tourism provider guest services. <b>PSLO Assessment Cycle:</b> 2014 - 2015 <b>Start Date:</b> 08/12/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Written exams measuring listening skills and word and phrase comprehension. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% passing with ratings of satisfactory,	09/24/2013 - Only 62% passed with ratings above satisfactory. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/24/2013 - Modification of course structure and outline.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>good, or exemplary.</p> <p><b>Assessment Strategy:</b> Demonstration tests including taking customer reservations, orders, and presenting customer checks in a restaurant setting; welcoming guests, check in/out, etc. in a hotel setting.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70% passing with ratings of satisfactory, good, or exemplary.</p>	<p>09/24/2013 - 62% with ratings of satisfactory or better.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/24/2013 - Modification of course structure and outlines.</p>
<p>A - instruction - LA/HCOP (AA) - HCOP_PSLO_2 - Demonstrate a solid foundation in basic biological sciences</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/15/2013</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Questions and quizzes asking students to summarize major biological processes and concepts</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> 70% of students will perform at 70% or better.</p>	<p>10/21/2013 - FALL 2012 (SC122a): PASS = 73%, FAIL = 27% SPRING 2014(SC 101) PASS = 73% FAIL = 27%</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">SC120 Lab_Report_grade</a> <a href="#">SC120 Lab_report_Instruction</a> <a href="#">SC120_spring_2014_assessment_results</a></p>	<p>10/21/2013 - The average pass rate for all classes was 69%, however the target was 70%. This is very close therefore it is recommended that the same assessment is carried out through the next academic year, but assessing PLO3 and 4 instead. This will enable the program to determine any difference in students abilities and provide more baseline data for future assessment.</p>
<p>A - instruction - Marine Science (AS) - MS_PSLO_1 - MS1. Demonstrate fundamental knowledge of geological, geomorphological, physical, chemical, and biological oceanography.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/06/2014</p>	<p><b>Assessment Strategy:</b> Students are asked to describe the processes of photosynthesis and cellular respiration in the marine biology course.</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> establish baseline</p> <p><b>Related Documents:</b> <a href="#">mbtest2bis-F12.doc</a> <a href="#">mbtest4-F12.doc</a></p>	<p>12/18/2012 - Students who completed this course during the F12 session exceeded the targeted score of 70% on the SLO 4.3 (photosynthesis) but were of 1% short of reaching the target in SLO 4.2 (cellular respiration). Refer to document for details.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">MBio-SLO4-Assessment-F12.pdf</a></p>	<p>10/18/2014 - During the F13 session, drill more the students on SLO 4.2 (cellular respiration) so that they can achieve the fixed target.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p><b>Inactive Date:</b> 12/20/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> 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</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p>	<p>05/18/2013 - Spring2013 session -- Test 1--76% (12 pass; 3 fail); Test 2--74% (10 pass; 3 fail); Final exam--94% (10 pass; 1 fail) -- students exceeded the target (refer to related document)</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">MR240-SummaryGrades-SLO3_5-Sp13.pdf</a></p>	
	<p><b>Target:</b> Class mean of 70% for PSLO#1 assessment strategy</p> <p><b>Related Documents:</b> <a href="#">Test4-Oceano-Sp13.doc</a> <a href="#">Oceano(MR240)-AssRepSp2014.doc</a></p>	<p>12/18/2012 - Fall2012 session -- Test 1--68% (11 pass; 5 fail); Test 2--79% (14 pass; 3 fail); Final exam--90% (8 pass; 0 fail) -- students exceeded the target (refer to related document)</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">MR240-SummaryGrades-SLO3_5-F12.pdf</a></p>	
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014</p> <p><b>Start Date:</b> 08/20/2013</p> <p><b>Inactive Date:</b> 05/15/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Students will collect, analyze, discuss, and interpret oceanographic data in the form of a comprehensive report in MR 240 Oceanography course.</p> <p><b>Assessment Type:</b> Written Assignment</p> <p><b>Target:</b> At least 70% of the students will master the PSLO#3 assessment strategy</p>	<p>05/21/2013 - Sp2013 session -- CSLO8 in the syllabus --- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 72.9% . (8 pass; 1 fail; n=9 students); target met; refer to document for detail results</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">Oceano-LabFinRep-Sp13.pdf</a> <a href="#">OcLab-WrittenRep-CorrectionTempl.pdf</a></p>	
		<p>12/19/2012 - Fall 2012 session -- CSLO8 in the syllabus --- CSLO8 was measured from an extensive laboratory report; overall, the mean</p>	<p>10/19/2014 - Monitor the students more closely to reduce the numbers who fail the report</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>average = 70.1% . Of the total of 8 students who stayed in the course, 5 passed the laboratory report while 3 students failed the report. The fixed target was reached. Refer to document for detail grades</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">Oceano-LabFinRep-F12.pdf</a>  <a href="#">OcLab-WrittenRep-CorrectionTempl.pdf</a></p>	
<p>A - instruction - Marine Science (AS) - MS_PSLO_4 - MS4. Communicate effectively, in written and oral forms, utilizing the language and concepts of marine science.</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014</p> <p><b>Start Date:</b> 08/20/2013</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> 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</p> <p><b>Assessment Type:</b> Written Assignment</p> <p><b>Target:</b> Students who pass this course should obtain 70% or more on their final written laboratory report</p>	<p>05/22/2013 - Sp2013 session -- CSLO8 in the syllabus --- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 72.9% . (8 pass; 1 fail; n=9 students); target met; refer to document for detail results</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">Oceano-LabFinRep-Sp13.pdf</a>  <a href="#">OcLab-WrittenRep-CorrectionTempl.pdf</a></p>	
		<p>12/20/2012 - Fall 2012 session -- CSLO8 in the syllabus --- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 70.1% . Of the total of 8 students who stayed in the course, 5 passed the laboratory report while 3 students failed the report. The fixed target was reached. Refer to document for detail grades</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p><b>Related Documents:</b>  <a href="#">Oceano-LabFinRep-F12.pdf</a>  <a href="#">OcLab-WrittenRep-CorrectionTempl.pdf</a></p>	
<p>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.</p> <p><b>PSLO Assessment Cycle:</b>  2011 - 2012  2012 - 2013  2013 - 2014</p> <p><b>Start Date:</b>  08/05/2013</p> <p><b>Inactive Date:</b>  05/18/2014</p> <p><b>PSLO Status:</b>  Inactive</p>	<p><b>Assessment Strategy:</b>  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 influences. The courses are SS195, SS200, SS205, SS212, SS220, and SS280. The identified courses will be assessed, using a scoring rubric, on a range of 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.</p> <p><b>Assessment Type:</b>  Written Assignment</p> <p><b>Target:</b>  73%</p>	<p>06/24/2013 - Both individual scores and average score indicate that students performed better at the 200 level courses. Thus, evidencing that at this level, students should have already been introduced to all concepts addressed in the question. Another noticeable factor is that two courses had slightly higher scores than others. The two courses identified as SS205-Micronesian government and politics and SS280-Directed studies, the passing score was at 93% for both. A possible explanation can be said that the classes are usually small. Thus, allowing more student-interaction in the learning and also better management of small classes. Another explanation be pointed towards the fact that these are capstone courses where students take after all other major required course have been completed.</p> <p><b>Target Met:</b>  Yes</p> <p><b>Reporting Period:</b>  2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">Assessment Fall 2012-Spring 2013.doc</a></p>	<p>09/12/2013 - Results can be improved if class size is decreased to half its current size (20 students).</p>
<p>A - instruction - Micronesian Studies (AA) - MICST_PSLO_3 - Demonstrate proficient knowledge of the structure and functions of the government and social, political, and economic issues concerning the Micronesian Studies course contents.</p>		<p>08/14/2013 - 60%</p> <p>Despite which semester or course (SS200 or SS280), results indicate that the passing rate of students is around 60%. Although not factored into this table, instructors have observed a relationship between students' attendance and performance. It</p>	<p>09/24/2013 - Recommendation has been made to use a uniform attendance policy for all SS courses. The policy to be implemented in Fall 2013.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>Inactive Date:</b> 05/20/2015</p> <p><b>PSLO Status:</b> Active</p>		<p>has been repeatedly observed that students who have excess absences either fail the course or end up withdrawing from the course. Another factor that determines the outcome of the performance can also be attributed to the class size. The current class for most SS courses is at 25 students. A recommendation can be to add an additional faculty so courses can run at minimum with more sections of the same courses (preferably 200+-level courses), and where instructors will not be overloaded.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/18/2013 - Where available, instructor to enrich and promote interest in the class by utilizing visual presentations and also diversify tools in measuring the SLOs by giving students opportunities for deep learning and cooperative learning through take-home assignment, and group work. At the moment, the division only has one laptop for instructors (both the trial counselors and Micronesian Studies). A request has been made to IT to purchase the items and no response been given for this request.</p> <hr/> <p>08/14/2013 - Ensure that student enroll in the course have met the pre-requisites, make resources (e.g., computer lab) accessible and available.</p> <hr/>
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>Inactive Date:</b> 05/20/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> 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:</p> <p>Thesis/Problem Information Seeking</p>	<p>02/03/2014 - SS280 Pass=8 Fail=1</p> <p>SS200 Pass=20 Fail=3</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	Analysis Synthesis Documentation Product/Process  <b>Assessment Type:</b> Written Assignment <b>Target:</b> 73% of the students pass with a score of 70% or better.		
A - instruction - Micronesian Studies (AA) - MICST_PSLO_5 - Demonstrate an appreciation of the requirements of good citizenship in the FSM.  <b>PSLO Assessment Cycle:</b> 2011 - 2012 2012 - 2013 2013 - 2014  <b>Start Date:</b> 08/07/2013 <b>Inactive Date:</b> 05/18/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> A common essay question on exam in SS 195, SS 205, SS 212 and SS 220, SS200, and SS 280.  <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 73%	02/03/2014 - SS195 Pass=26 Fail=2  SS200 Pass=20 Fail=3  SS205 Pass=12 Fail=0 SS212 Pas=21 Fail=0  SS220 Pass=21 Fail=1  SS280 Pass=8 Fail=1 <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
		09/19/2013 - A total of 21 students in both Fall 2012 and Spring 2013 were given the an exit	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>survey questionnaire.  Results have shown that in general, students are satisfied with the overall program. Few feel that advisors availability should be improved and 5 students from both semesters expressed the need for more instructors and course within the program. As shown earlier in performance of students by class, results are indicative of the need to additional instructor for the program. It is again a possible explanation that part of why students in the program express little satisfaction for advisor availability is that there is currently about 90+ students in the program and few instructors to address every need of each student.</p> <p><b>Target Met:</b>  No</p> <p><b>Reporting Period:</b>  2012 - 2013</p>	
		<p>09/19/2013 - Results also show that when assessing this outcome with research papers in courses SS200 and SS280, the passing rate was at 60%. A possible explanation to this result can be said to include student's poor attendance and the class size.</p> <p><b>Target Met:</b>  No</p> <p><b>Reporting Period:</b>  2012 - 2013</p>	<p>09/19/2013 - Make attendance mandatory for all SS courses. Recommend to use uniform class attendance policy for all SS courses, effective Fall 2013.</p> <hr/> <p>09/19/2013 - 1) Advisors assure students to take perquisites prior to taking the courses;  2) Implement offering 200+-level courses at a minimum number of 15 students.</p> <hr/>
		<p>09/19/2013 - Both individual scores and average score indicate that students performed better at the 200+ level courses. Thus, evidencing that at this level, students should have already been introduced to all concepts addressed in the</p>	<p>09/19/2013 - Results have shown that in general, students are satisfied with the overall program. Few feel that advisors availability should be improved and 5 students</p>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>common essay question and they should also be already familiar with topics in the research papers. Another noticeable factor is that two other courses scored higher than other courses. The passing was around 85% for both these courses on common essay. The two courses identified as SS205-Micronesia government and politics and SS280-Directed studies. A possible explanation can be said that the classes are usually small. Thus, allowing more student-interaction in the learning and also better management of small classes. Another explanation can be pointed towards the fact that these are the last courses that students take in the program.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>from both semesters expressed the need for more instructors and course within the program. As shown earlier in performance of students by class, results are indicative of the need to additional instructor for the program. It is again a possible explanation that part of why students in the program express little satisfaction for advisor availability is that there is currently about 90+ students in the program and few instructors to address every need of each student.</p>
<p>A - instruction - Nursing (AS) - NURNPLO 6 - Advocate for a caring, culturally safe, and flourishing environment that reflects the values and needs of Micronesia families and communities.</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/12/2012</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Students will demonstrate respectful ways toward patients from other cultures.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 80% nursing students will be culturally sensitive toward patients from other island in Micronesia.</p>	<p>10/31/2013 - 80% of CNA and Level I nursing students showed respect toward patients from different cultures.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Nursing (AS) - NURNPLO 7 - Practice and contribute to the primary care and public health care systems in Micronesia to promote family and community wellness.</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014</p>	<p><b>Assessment Strategy:</b> Students will participate doing community wellness program with the public health workers. Students will perform patient and family teaching on health issues.</p> <p><b>Assessment Type:</b> Internship/Supervisor Evaluation</p> <p><b>Target:</b> 80% nursing students will pass the courses</p>	<p>10/31/2013 - 80% CNA and Level I students pass the public health/primary care clinical rotation.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2014 - 2015 <b>Start Date:</b> 08/19/2014 <b>PSLO Status:</b> Inactive	related to this PLO		
A - instruction - Pre-Teacher Preparation (AA) - PTP_PSLO #1 - Demonstrate basic knowledge of the foundations and concepts related to elementary education. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/27/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Composite exam on Education 200 level courses. <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 90% will achieve 60% or higher	09/05/2013 - 7 of the 15 students achieved 60% or higher. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/05/2013 - 1. Instructors who teach the 5 courses in AA Pre-Teacher Prep. program will meet to review the items missed by most students to ensure that the content is adequately taught in the courses. 2. Instructors will review, rephrase, or modify unclear test items.
A - instruction - Pre-Teacher Preparation (AA) - PTP_PSLO #2 - Demonstrate familiarity with a variety of instructional strategies for elementary school students. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/06/2012 <b>Inactive Date:</b> 05/18/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Assess videotaped teaching performances in ED 292 using a rubric. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 90% will achieve 70% or higher on the rubric.	05/20/2014 - One student failed/withdrew. 14 students completed the wswith with COM/FSM lesson plan form with approved student learning outcomes. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
		08/09/2013 - 28 of the 32 students achieved 90% or higher. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	08/09/2013 - Target for school year 2013-2014 should be maintained (90%). To achieve this target, it is recommended: - revise and update course outline. - modify scoring rubric to make it compatible to course activities. - secure a copy of PDOE school calendar for better planning purposes.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Public Health (AS) - ASDPHPLO 1 - Recognize, describe and discuss the basic public health science facts and principles</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/19/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Progressive quizzes/exams in the form of multiple choice and direct short answer questions.</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> Successful completion of this outcome will be indicated by more than 80% of students passing courses related to this PLO</p>	<p>06/01/2013 - 87% of the students taking courses related to this PLO have a grade of C or higher</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
	<p><b>Assessment Strategy:</b> Students are assigned topics related to the courses which are to be reported among their peers and mentors. Grading is done using a rubric.</p> <p><b>Assessment Type:</b> Project-Individual</p> <p><b>Target:</b> Must be able to present their reports among peers and mentors and must received a passing grade based on a specified rubrics</p>	<p>06/01/2013 - STudents who were taking courses related to this PLO have presented their reports among their peers and mentors and received a passing mark based on a rubric</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Public Health (AS) - ASDPHPLO 2 - List and discuss the essential public health functions and their interrelationships at community and district level</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/21/2012</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Progressive quizzes given during the course of the semester.</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> Successful completion of this outcome will be indicated by more than 80% of students receiving a C grade or higher.</p>	<p>06/01/2013 - 91% of the students who took courses related to this PLO have grades of C or better</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/20/2013 - A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained should be done. Starting SY 13-14, a Comprehensive Exam will be given to students every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Public Health (AS) - ASDPHPLO 3 - Describe and discuss adult, children and family health issues</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/19/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Progressive quized to be given during the course of the semester</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> Successful completion of this outcome will be indicated by more than 80% of students would receive a passing grade in courses related to this PLO</p>	<p>06/01/2013 - 91% of students who are taking courses related to this PLO have a grade of C or better</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/20/2013 - A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained should be done. Starting SY 13-14, a Comprehensive Exam will be given to students every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)</p> <hr/> <p>08/20/2013 - A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained should be done. Starting SY 13-14, a Comprehensive Exam will be given to students every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)</p>
<p>A - instruction - Public Health (AS) - ASDPHPLO 4 - Discuss and demonstrate an understanding and practice of some generic public health competencies</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/19/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> 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</p> <p><b>Assessment Type:</b> Portfolio Review</p> <p><b>Target:</b> Student taking courses related to this PLO will be able to identify learning issue/s and discuss these with their mentors.</p>	<p>06/01/2013 - Students were able to present their portfolio which includes discussions and copies of their report to their mentors with satisfactory grades given by the mentors based on a rubric</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/20/2013 - A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained should be done. Starting SY 13-14, a Comprehensive Exam will be given to students every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)</p>
<p>A - instruction - Public Health (AS) - ASDPHPLO 8 - Demonstrate proper cardio-</p>	<p><b>Assessment Strategy:</b> Students must pass the certification training</p>	<p>06/01/2013 - All students majoring in Public Health has successfully pass certification for CPR and</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>pulmonary resuscitation (CPR) and first aid techniques</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/21/2012</p> <p><b>PSLO Status:</b> Inactive</p>	<p>for CPR and first aid.</p> <p><b>Assessment Type:</b> Internship/Supervisor Evaluation</p> <p><b>Target:</b> All students majoring in Public Health must have a certification that they are training CPR provider</p>	<p>first aid after attending a training seminar in March 2013</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Public Health (AS) - PHPLO 11 - Have had work experience at a public health facility at community and district levels</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/21/2012</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Students assigned to a Public Health practicing facility and fill-up learning portfolio with a weekly learning issue/s and discuss the same with their mentors</p> <p><b>Assessment Type:</b> Portfolio Review</p>	<p>06/01/2013 - All students who were assigned to a Public Health practicing facility was able to discuss and present to their mentors their weekly learning issues and was able to give solutions to the issues they presented. Using problem based learning style of reporting, students were able to do a problem list, do a research on the listed problems and report the same to the mentors</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Telecommunication (AAS) - TM_PSLO_1.1 - Practice safety and occupational health procedures in the workplace.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Written quiz / test different types of personal protective equipment PPE and safety procedures.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p>10/16/2013 - VEE 230 (Radio Communication) 6 out of 6 or 100% of the students got 'C' and better in the course. VTE 280 (Telephone System) 6 out of 6 or 100%of the students got 'C' and better in the course. VTE261 (Fiber Optic Installation) 17 out of 17 or 100% of the students achieved a grade of C or better in the course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Telecommunication (AAS) - TM_PSLO_2.1 - Use electronics tools and test equipment competently.</p>	<p><b>Assessment Strategy:</b> Student will perform actual circuit construction, signal and voltage</p>	<p>09/17/2013 - In VEE 135, 15 out of 15 or 100% of the students got a grade of "C" and better in the course.</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p>measurement. Student will describe the different tools and equipment use in telecommunication.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Telecommunication (AAS) - TM_PSLO_3.1 - Interpret schematic diagrams and waveforms.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Actual reading and circuit tracing of schematic diagram.</p> <p>Student will describe the different symbols and signals found in schematic diagram.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p>10/16/2013 - In VEE 240,15 out of 15 or 100% of the students got 'C' and better in the course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p>09/17/2013 - In VEE 240, 14 out of 15 or 93% of the students got a grade of "C" and better in the course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Telecommunication (AAS) - TM_PSLO_4.1 - Build electronics project to a given specification.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Task Name:</b> Assemble electronic circuits, terminate and connect wires / cables and connectors.</p> <p><b>Task Description:</b> The student will construct wires and cables connectors by following the procedure and steps in project construction.</p>	<p>06/11/2013 - In VEM110, 13 out of 14 students (93%) achieved a grade of 70% or better in the course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>A - instruction - Telecommunication (AAS) - ITM_PSLO_5.1 - Practice a career in the</p>			

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>Telecom Industry</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/15/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> The student will be access base on his performance by the industry partner field supervisor and course instructor in charge.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p>10/16/2013 - In VEE 250,13 out of 13 or 100% of the students got 'C' and better in the course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <hr/> <p>09/17/2013 - In VTE 281, 12 out of 16 or 75% of the students got a grade of "C" and better in the course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/17/2013 - Must buy a infra-red solder station to learn the BGA (Ball Grid Array) rework competencies where all IC (Integrated Circuits) found in modern cellphone use the BGA technology to attach it onto the PCB. Incorporate setup and maintenance of FM (Frequency Modulation) broadcast station.</p> <hr/>
<p>A - instruction - Telecommunication (AAS) - TM_PSLO_6.1 - Troubleshoot microwave, fiber optic and telephone system.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> The student will troubleshoot a defective circuit use in telecommunication system.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p>10/16/2013 - VEE 230 (Radio Communication) 6 out of 6 or 100% of the students got 'C' and better in the course. VTE 280 (Telephone System) 6 out of 6 or 100%of the students got 'C' and better in the course. Course Code: VTE261 (Fiber Optic Installation) 17 out of 17 or 100% of the students achieved a grade of C or better in the course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>01/15/2014 - The students must meet the prerequisite courses before taking the advance technical courses to avoid delay in program course completion. thus this make the student more prepared on the next level of competencies or SLO on each courses offer in the program.</p> <hr/> <p>11/28/2013 - Merge VTE 280 (Telephone system) and VTE 281(Cell phone servicing) as a regular course and increase the credit unit to 4 to increase the number of hour in troubleshooting and repair of telecommunication</p> <hr/>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>09/17/2013 - In VEE 230, 15 out of 15 or 100% of the students got a grade of "C" or better in the course.</p> <p>In VTE 260, 18 out of 18 or 100% of the students got a grade of "C" or better in the course.</p> <p>In VTE 281, 12 out of 16 or 75% of the students got a grade of "C" or better in the course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/06/2013</p> <p><b>Inactive Date:</b> 05/06/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Students are administered a post test in English and math</p> <p><b>Assessment Type:</b> Exam/Quiz - Pre-Post</p> <p><b>Target:</b> 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.</p>	<p>09/05/2013 - 52.5% of the students achieved 70% on ACE math</p> <p>45.6% of the students scored GE 10 in reading comprehension and 40 on the essay</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/06/2013 - Provide tutoring on Fridays - hire ACE faculty if necessary.</p> <p>Provide mentors in the classroom during the self-based study hour.</p> <p>Use 2010 "Best Practices" training materials to actively engage students during class time.</p> <hr/> <p>09/29/2013 - Increase student pass rate on post test by 3% by</p> <ol style="list-style-type: none"> <li>1. Identifying students "at risk" one week after start of classes and counsel these students.</li> <li>2. Providing tutoring during Friday open sessions and mentor during self-based study hour.</li> <li>3. Providing study guides and/or creating learning centers to focus on different skills at different levels.</li> </ol>
<p>B - instruction - Achieving College Excellence (ACE) - ACE_PSLO 3 -</p>	<p><b>Assessment Strategy:</b> Write an essay in MLA format that is based</p>	<p>09/05/2013 - 39% of the students successfully met this outcome. Only Pohnpei reported data.</p>	



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>Demonstrate the critical thinking skills necessary to analyze, interpret, evaluate, process, and apply academic content.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/06/2013</p> <p><b>Inactive Date:</b> 05/16/2014</p> <p><b>PSLO Status:</b> Active</p>	<p>on a reading passage and graded with a rubric.</p> <p><b>Assessment Type:</b> Written Assignment</p> <p><b>Target:</b> Increase % of students successful on this outcome by 3%. From 39% to 42%.</p>	<p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>12/07/2013 - Students will increase critical thinking skills by 3%. Provide a real life situation where students can discuss in groups then make a report, and present in class using charts and other visual aides.</p>
	<p><b>Assessment Strategy:</b> Administer a test where students must apply formulas and techniques in solving equations to solve application problems.</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> establish baseline data</p>	<p>09/05/2013 - Kosrae - only 50% of the students successful Yap - 12 of 20 (60%) students successful Pohnpei - not reported Chuuk - no data</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/06/2013 - Students will analyze a math problem and how it can be translated into daily life situation.</p>
<p>B - instruction - Achieving College Excellence (ACE) - ACE_PSLO 4 - Utilize and transfer knowledge of the foundations and concepts for math and English to the academic setting.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/06/2013</p> <p><b>Inactive Date:</b> 05/16/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Review GPAs of ACE students during the spring semester looking at 100 level courses.</p> <p><b>Assessment Type:</b> Research</p> <p><b>Target:</b> 55 % of ACE students will have a GPA of at least 2.0 in the 100 level courses during spring 2014.</p>	<p>09/01/2013 - 217 students started ACE in fall 2012. 145 returned for the spring semester. 76 (52%) had GPAs of 2.00 or above. 69 (48%) had GPAs below 2.0 in the 100 level courses.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>05/06/2014 - Increase the number of ACE students achieving a GPA of 2.0 or better in the semester after ACE by 3%.</p> <ol style="list-style-type: none"> <li>1. Provide training for advisors assigned to ACE students so the transition from ACE to degree courses is easier.</li> <li>2. 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.</li> </ol>
	<p><b>Assessment Strategy:</b> Review course completion rate of ACE students in 100 level courses</p> <p><b>Assessment Type:</b></p>	<p>09/08/2013 - The average completion rate is 55.3% in 100 level courses. Below are the key Gen. Ed. course comparisons.</p>	<p>10/06/2013 - ACE students will achieve a course completion rate of 58% in 100 level courses by:</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>Research  <b>Target:</b>            ACE students will have a course completion rate of 58% in 100 level courses during the spring semester.</p>	<p>EN 110 Advanced reading 50% (ACE) EN 110 62.4% (National)            EN 120a Expository Writing I 62.2% (ACE) EN 120a 59.4% (National)            MS 100 College Algebra 48% (ACE) MS 100 68% (National)  <b>Target Met:</b>            No  <b>Reporting Period:</b>            2012 - 2013  <b>Related Documents:</b>  <a href="#">Spring 2013 100 level course completion rates</a></p>	<p>1. Assigning advisors that are trained on ACE to provide continuity for student success in the first semester of 100 level courses.            2. Assigned advisors will assist student in seeking tutorial services when necessary.</p>
<p>B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_2 - Practice good agricultural management and marketing skills.  <b>PSLO Assessment Cycle:</b>            2012 - 2013            2013 - 2014            2014 - 2015</p>	<p><b>Assessment Strategy:</b>            Assessment will be based on student's final grade in related course (namely AG 094).  <b>Assessment Type:</b>            Descriptive Statistics  <b>Target:</b>            at least 70% of students enrolled pass with C or better</p>	<p>09/22/2013 - Results was based on number of students taken related courses in Spring 2013. 84% were exemplary.  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	<p>09/22/2013 - Modify existing program requirements and courses to meet students' needs and improve retention and completion rates.</p>
<p><b>PSLO Status:</b>            Active</p>			
<p>B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_3 - Identify and demonstrate the fundamentals of food processing, preparation techniques, the relationship between the scientific principle and cooking procedures.  <b>PSLO Assessment Cycle:</b>            2012 - 2013            2013 - 2014            2014 - 2015</p>	<p><b>Assessment Strategy:</b>            Assessment will be based on student's final grade in related course (namely AG 090).  <b>Assessment Type:</b>            Descriptive Statistics  <b>Target:</b>            at least 70% of students enrolled pass with C or better.</p>	<p>09/22/2013 - Results is based on passing and completion rate from Fall 2012 to Spring 2013 in related courses. Fall 2012 82% of students were exemplary. Spring 2013 58% were exemplary. In all, total of 52 students enrolled in related courses and out of 52 14 were unsatisfactory and 73% were exemplary.  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	<p>09/22/2013 - Modify existing program requirements and courses to meet students' needs and improve retention and completion rates.</p>
<p><b>PSLO Status:</b>            Active</p>			
<p>B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_4 - Identify</p>			

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>and demonstrate the basic skills and principles of swine and poultry production techniques, including breed selection, feed, housing, management techniques and animal health.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>PSLO Status:</b> Active</p>		<p>09/22/2013 - 42 students completed related course during Spring 2013 and 33 out 45 were exemplary. 73% show good progress</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/22/2013 - Modify existing program requirements and courses to meet students' needs and improve retention and completion rates.</p>
<p>B - instruction - Agriculture and Food Technology (CA) - AFT_PSLO_6 - Identify the proper use of land for agriculture purposes, local ornamental, and turf management.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>PSLO Status:</b> Active</p>		<p>09/22/2013 - Total of 55 students enrolled and completed related course in Fall 2013. 6 out of 55 were unsatisfactory. 89% were exemplary</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/22/2013 - Modify existing program requirements and courses to meet students' needs and improve retention and completion rates.</p>
<p>B - instruction - Building Maintenance &amp; Repair (CA) - PSLO2 - Use competently specified hand and power tools for air-conditioning, carpentry, electrical, landscaping, and plumbing trades.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 08/21/2012</p> <p><b>Inactive Date:</b> 05/21/2013</p> <p><b>PSLO Status:</b> Inactive</p>		<p>05/14/2013 - Course Code: VBM101 (Basic Carpentry), 12 out of 14 students or 86% got C or better as their final grade; Course Code: VBM102 (Basic Electric residential wiring) 10 out of 10 students or 100% got C or better as their final grade; Course Code: BVM103 (plumbing &amp; AC installation), 9 out of 10 students or 90% got C or better as their final grade; Course Code: VBM104 (Basic landscaping), 13 out of 13 students or 100% got C or better as their final grade</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>B - instruction - Cabinet Making (CA) - PSLO 4 - Interpret information from blueprints or drawings.</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>Inactive Date:</b> 05/20/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Instructor will check students work/project if they follow exactly whats put on the drawings.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> All students must at least get 70% or a "C" grade.</p>	<p>09/17/2013 - 12 out of 14 or 86% students got "C" or better as their final grade.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>B - instruction - Carpentry (CA) - PSLO 2 - Use competently specified hand and power tools.</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>Inactive Date:</b> 05/20/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Instructor will check that student use the right tool for the right job assigned.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> Students registered in this program must score at least 70% or attain a grade of at least a "C".</p>	<p>09/29/2013 - 12 out of 15 students or 80% got a "C" or better in using carpentry tools competently.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>02/04/2014 - Provide more specialized carpentry tools so students will be familiar with them.</p>
<p>B - instruction - Carpentry (CA) - PSLO 4 - Interpret construction information from blue print drawings.</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>Inactive Date:</b> 05/20/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Instructor will assess students by asking them to draw or sketch the each of the three types of pictorial drawings which are perspective, isometric, oblique, and orthographic projection drawings.</p> <p><b>Assessment Type:</b> Written Assignment</p> <p><b>Target:</b> All students registered in this program must at least get a score of 70% or a "C" grade.</p>	<p>09/29/2013 - 11 out of 11 students or 100% got a "C" or better in reading construction drawings.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>02/04/2014 - Provide different kinds and sizes of blueprints for the students to familiarize themselves with. Provide enough copy of each print for every student to work with.</p>
<p>B - instruction - Construction Electricity (CA) - CE_PSLO_1.1 - Practice safety and occupational health procedures in the work place.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p>	<p><b>Assessment Strategy:</b> Actual wearing of PPE and practice of safety procedures during workshop.</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b></p>	<p>12/18/2012 - In Fall 2012, 43 out of 49 students or 88% of the students got a grade of "C" or better in this PSLO.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b></p>	<p>02/15/2014 - Maintain at least 15 students per class so that instructor can focus and monitor student competency in practicing safety during their activities in the</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	2012 - 2013	workplace.
B - instruction - Construction Electricity (CA) - CE_PSLO_2.1 - Use electricity hand and power tools competently. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Student will perform actual circuit construction on the circuit board following the given procedures and proper use of tools. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	12/18/2012 - In Fall 2012, 10 out of 15 or 67% of the students got a grade of "C" or better in this PSLO. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	02/15/2014 - Needs more time on their hands-on, more tools and wiring supplies for students use in their practical activities. Tool kits is still advisable to have for each student.
B - instruction - Construction Electricity (CA) - CE_PSLO_3.1 - Test electrical equipment. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Measure electrical circuit parameters using multimeter and other related electrical/electronic test equipment. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	12/18/2012 - In Fall 2012, 13 out of 15 or 87% of the students got a grade of "C" or better in this PSLO. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	02/15/2014 - Update test equipment in the electrical program such as digital and analog multimeter and oscilloscope for their experimental activities.
B - instruction - Construction Electricity (CA) - CE_PSLO_4.1 - Interpret schematic wiring diagrams and waveforms. <b>PSLO Assessment Cycle:</b> 2012 - 2013	<b>Assessment Strategy:</b> Actual/visual reading and circuit interpretation of schematic symbols used in the electrical diagrams. <b>Assessment Type:</b> Presentation/Performance	05/13/2013 - In Spring 2013, 9 out of 12 or 75% of the students got a grade of "C" or better in this PSLO. <b>Target Met:</b> Yes <b>Reporting Period:</b>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Target:</b> 70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	2012 - 2013	
B - instruction - Construction Electricity (CA) - CE_PSLO_5.1 - Determine the amount of load per circuit. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Calculate branch circuit and load per circuit to determine wire size and ampacity and should be based on the provision/regulation of the NEC. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students in CA Construction Electricity should atleast have a grade of "C" or better.	05/13/2013 - In Spring 2013, 12 out of 15 or 80% of the students got a grade of "C" or better in this PSLO. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	02/15/2014 - A combination of textbook and NIDA lessons must be emphasize so that students will have a wide understanding of determining the amount of load per circuit.
B - instruction - Construction Electricity (CA) - CE_PSLO_6.1 - Install residential wiring circuits according to given specification and plan. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Actual installation and practices used in residential wiring and proper use of different wiring methods and fixtures in the installation. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 70% of the students in CA Construction Electricity should atleast have a grade of "C" or better.	05/13/2013 - In Spring 2013, 11 out of 11 or 100% of the students got a grade of "C" or better in this PSLO. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	02/15/2014 - Application of more advance wiring methods and fixtures should be given to students in their hands-on activities.
B - instruction - Electronic Engineering Technology (CA) - PSLO1 - 1. Practice Safety and occupational health procedures in the workplace.	<b>Task Name:</b> Apply safety procedures on using electronic testing equipment <b>Task Description:</b>	05/21/2013 - 28 out of 38 students achieved a grade 90% or better (exemplary) <b>Target Met:</b> Yes	03/21/2014 - Include the maintenance of electronic testing equipment (cleaning unit)

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 08/20/2013 <b>Inactive Date:</b> 05/20/2014 <b>PSLO Status:</b> Active	During practical exercises, students are assessed on their performance on safely using testing equipment	<b>Reporting Period:</b> 2012 - 2013	<hr/> 03/21/2014 - Continue in emphasizing safe use of testing equipment by visual inspection, precautions, pre-setting controls, calibrations, safe operation, and shut down & safe storage.  <hr/> 03/13/2014 - continue the suggested assessment strategy in this cycle  <hr/>
	<b>Task Name:</b> Comply safety rules in the workshop or workplace <b>Task Description:</b> During practical exercises, students are assessed on their performances by instructors	05/21/2013 - 29 out of 38 students achieved a grade of 90% or better (exemplary) <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	01/20/2014 - Include proper footwear and attire as part of course requirements in the course syllabus  <hr/>
	<b>Task Name:</b> Use of personal protection equipment (PPE) <b>Task Description:</b> During practical exercises, students are assessed on the use of PPE as monitor by instructor	05/21/2013 - 33 out of 38 students achieved a grade of 90% or better (exemplary) <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	02/10/2014 - Purchase more safety googles  <hr/>
B - instruction - Electronic Engineering Technology (CA) - PSLO2 - 2. Use electronic tools and test equipment competently. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 08/20/2013 <b>Inactive Date:</b> 05/20/2014 <b>PSLO Status:</b> Active	<b>Task Name:</b> Use of testing equipment (digital & analog multimeter) that commonly used in the trade <b>Task Description:</b> During practical exercises, students' competencies are assessed by instructors	05/21/2013 - The Use of the multi-meter, 32 out of 40 students achieved a grade of 80% or better <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013  05/02/2013 - 9 out of 18 students achieved a grade of 80% or better <b>Target Met:</b> No	09/15/2013 - Modify lesson to increase more practice on the use of oscilloscope and function generator  <hr/>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<b>Reporting Period:</b> 2012 - 2013	
<p>B - instruction - Electronic Engineering Technology (CA) - PSLO3 - 3. Interpret schematic diagrams and waveforms.</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/22/2014</p> <p><b>Inactive Date:</b> 05/22/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Task Name:</b> Intepreting symbols, schematic, diagrams, and waveforms</p> <p><b>Task Description:</b> 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.</p>	<p>12/15/2012 - 30 students were assessed on the following performances:            1. Interpreting schematic symbols, 28 out 30 students achieved a grade of 70% or better.            2. Interpreting/reading waveforms on the oscilloscope, 15 out of 30 students achieved a grade of 70% or better.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>04/13/2014 - Modify lessons to introduce the use of oscilloscope early on in the course (VEE104). Students need more time to practice. Provide more tutorial session on this particular task.</p>
<p>B - instruction - Electronic Engineering Technology (CA) - PSLO4 - 4. Build electronic projects to a given specification.</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014</p> <p><b>Start Date:</b> 08/27/2013</p> <p><b>Inactive Date:</b> 07/21/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Task Name:</b> Cable and circuit construction</p> <p><b>Task Description:</b> Through group and/or individual project, students' performances are assessed based on the following tasks:            1. Fabricate cables based certain specifications.            2. Construct a circuit by following a certain schematic through the use of soldering techniques.</p>	<p>05/08/2013 - Task 1: Out of 18 students assessed, 15 students achieved a grade of 70% or better.            Task 2: Out of 30 students assessed, 26 students achieved a grade of 70% or better.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>04/13/2014 - Continue in utilizing the current student activities for these tasks.</p>
<p>B - instruction - Motor Vehicle Mechanics (CA) - MVM_PSLO_3.1 - Read and interpret information from technical drawing related to the respective trade.</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>Inactive Date:</b></p>	<p><b>Task Name:</b> Interpret technical drawing</p> <p><b>Task Description:</b> Given a starter motor, the student will check the carbon brush, field coil, armature, bushing and front frame.</p>	<p>05/20/2013 - 11 out of 11 or 100% of the students got "C" or better as their final grade in VTM 103 .</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>12/20/2013 - Need more training materials to fulfill CSLO1 effectively.</p>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
05/20/2015 <b>PSLO Status:</b> Active			
B - instruction - Motor Vehicle Mechanics (CA) - MVM_PSLO_4.1 - Perform hand skills in their respective trade. <b>PSLO Assessment Cycle:</b> 2014 - 2015 <b>Start Date:</b> 08/19/2014 <b>Inactive Date:</b> 07/20/2015 <b>PSLO Status:</b> Active	<b>Task Name:</b> Perform hand skills <b>Task Description:</b> The student will perform engine tune-up by following the steps provided by the manufacturer specifications.	05/20/2013 - 10 out of 10 or 100% of students got "C" or better as their final grade in VTM 104. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	12/20/2013 - Need more training materials to fulfill CSLO1 effectively.
B - instruction - Nursing Assistant (CA) - NUAPLO 3 - Use medical terminology and abbreviations accurately to report patient/client health status and interpret nursing care plans. <b>PSLO Assessment Cycle:</b> 2014 - 2015 <b>Start Date:</b> 08/19/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Problem based scenarios  Nursing care plan  <b>Assessment Type:</b> Written Assignment <b>Target:</b> Students who are taking courses related to this PLO should be able to develop a nursing care plan based on a scenario and identify medical terminologies and abbreviations used. Improve their skills in the use of medical terminology and development of nursing care plan by 70%	12/15/2012 - 90% of students passed with a "C" or better. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
B - instruction - Nursing Assistant (CA) - NUAPLO 4 - Organize and safely provide basic nursing care to individuals across the lifespan under the supervision of a professional or practical nurse. <b>PSLO Assessment Cycle:</b> 2012 - 2013	<b>Assessment Strategy:</b> clinical evaluation by nursing supervisors from the hospital with an "S" or "U" mark. (satisfactory or unsatisfactory) <b>Assessment Type:</b> Internship/Supervisor Evaluation <b>Target:</b> 100% passed the clinicals with an "S" and	12/15/2012 - 100% of the students passed the clinicals with a "S" or satisfactorily <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2013 - 2014 <b>Start Date:</b> 08/12/2012 <b>PSLO Status:</b> Inactive	passed the course with a grade of C or better.		
B - instruction - Nursing Assistant (CA) - NUAPLO 5 - Provide safe, caring and culturally respectful therapeutic environment to improve patient/client care in a variety of health care settings <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/12/2012 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Students will perform skills on patient care in the nursing lab, in the hospital or in the public health clinics and be assessed with clinical evaluation tools. <b>Assessment Type:</b> Internship/Supervisor Evaluation <b>Target:</b> 100% students performed skills with a "S" in both nursing lab and clinical settings.	12/15/2012 - 100% performed the correct nursing skills in both lab and clinical sites <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
B - instruction - Nursing Assistant (CA) - NUAPLO 6 - Communicate effectively using interpersonal, documentation, and technology skills. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/12/2012 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Student must communicate to patient effectively and able to document observations in patient's chart. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 90% students passed the course with a grade of C or better	12/15/2012 - 90% of the students communicate appropriately with patients assigned to them and able to chart observations in patient's chart. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
B - instruction - Nursing Assistant (CA) - NUAPLO 7 - Participate in the wellness of care of individuals in primary care and public health settings. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/19/2014 <b>PSLO Status:</b>	<b>Assessment Strategy:</b> Student portfolio <b>Assessment Type:</b> Internship/Supervisor Evaluation <b>Target:</b> Student who are taking courses related to this PLO should receive be able to demonstrate skills in assisting their community. Must be able to perform and improve their performance by 70%	12/15/2012 - 100% of the students passed the internship under the supervision of a supervisor. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active			
<p>B - instruction - Public Health (3rd Year) - CASPHPLO 1 - Recognize, describe and discuss and research about the basic principles and practices of the specialty</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/19/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Progressive quizzes/exams in the form of multiple choice and direct short answer questions</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> Successful completion of this outcome will be indicated by more than 80% of students receiving a C grade or higher</p>	<p>06/01/2013 - 90% of students who are taking courses related to this PLO had a grade of C or better</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/20/2013 - A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained should be done. Starting SY 13-14, a Comprehensive Exam will be given to students every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)</p>
<p>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</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/19/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Progressive quizzes/exams in the form of multiple choice and direct short answer questions</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Target:</b> Successful completion of this outcome will be indicated by more than 80% of students receiving a C grade or higher</p>	<p>06/01/2013 - 93% of students who are enrolled in courses related to this PLO had a grade of C or better</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/20/2013 - A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained should be done. Starting SY 13-14, a Comprehensive Exam will be given to students every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)</p>
<p>Active</p>	<p><b>Assessment Strategy:</b> Students are assigned topics related to the courses which are to be reported among their peers and mentors. Grading is done using a rubric.</p> <p><b>Assessment Type:</b> Project-Individual</p> <p><b>Target:</b> Must be able to present their reports among peers and mentors.</p>	<p>06/01/2013 - Students were able to attain a satisfactory grade based on a rubric after they have presented their reports to their mentors and peers</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/20/2013 - A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained should be done. Starting SY 13-14, a Comprehensive Exam will be given to students every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>B - instruction - Public Health (3rd Year) - CASHPLO 3 - Describe, discuss and research adult, children and family health issues at community level</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Problem based learning discussion using a rubric for grading</p> <p><b>Assessment Type:</b> Research</p> <p><b>Target:</b> Students will be able to do a case presentation based on the problem list derived from an assigned scenarios on different health issues</p>	<p>06/01/2013 - Students enrolled in courses related to this PLO have presented a well written research with a satisfactory grade based on a rubric.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/20/2013 - A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained should be done. Starting SY 13-14, a Comprehensive Exam will be given to students every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)</p>
<p>B - instruction - Public Health (3rd Year) - CASHPLO 8 - Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques and other healing and patient care abilities</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Students must pass the certification training for CPR and first aid.</p> <p><b>Assessment Type:</b> Internship/Supervisor Evaluation</p> <p><b>Target:</b> All students majoring in Public Health must have a certification that they are training CPR provider</p>	<p>06/01/2013 - All students who are Public health major was able to get their certification as a CPR provider</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>B - instruction - Public Health (3rd Year) - CASHPLO 9 - Demonstrate the ability and discuss how to conduct a community diagnosis and need assessment of the health determinants of the specialty in a community</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Students are assigned topics related to the courses which are to be reported among their peers and mentors. Grading is done using a rubric.</p> <p><b>Assessment Type:</b> Project-Individual</p> <p><b>Target:</b> Must be able to present their reports among peers and mentors.</p> <p><b>Assessment Strategy:</b> Students assigned to a Public Health practicing facility and fill-up learning portfolio</p>	<p>06/01/2013 - Students enrolled in courses related to this PLO have successfully presented their projects with satisfactory grade based on a rubric</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p>06/01/2013 - Students enrolled in courses related to this PLO have submitted their weekly portfolio congaing learning issues and solution as</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>with a weekly learning issue/s and discuss the same with their mentors  <b>Assessment Type:</b>            Portfolio Review</p> <hr/> <p><b>Assessment Strategy:</b>            Students are assigned to a Public Health practicing facility and do minimal PH function to be assessed by mentors  <b>Assessment Type:</b>            Internship/Supervisor Evaluation  <b>Target:</b>            Must have a satisfactory evaluation from mentors based on a rubric</p>	<p>discussed with their mentors. these have satisfactory grades based on rubric  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p> <hr/> <p>06/01/2013 - Students who a=were assigned to a Public health practicing facility received a satisfactory grade from their mentors/supervisors based on a rubric  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	
<p>B - instruction - Public Health (3rd Year) - CASHPLO 10 - Identify and demonstrate good practice in the specialty  <b>PSLO Assessment Cycle:</b>            2012 - 2013            2013 - 2014  <b>Start Date:</b>            08/20/2012  <b>PSLO Status:</b>            Inactive</p>	<p><b>Assessment Strategy:</b>            Students are assigned to a Public Health practicing facility and do minimal PH function to be assessed by mentors  <b>Assessment Type:</b>            Internship/Supervisor Evaluation  <b>Target:</b>            Must have a satisfactory evaluation from mentors based on a rubric</p>	<p>06/01/2013 - Students who were assigned to a Public health practicing facially had received a satisfactory grade from their mentor/supervisors based o a rubric  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	
<p>B - instruction - Public Health (3rd Year) - CASHPLO 11 - Have had management, planning experience and leadership role at a public health specialty at community and national levels  <b>PSLO Assessment Cycle:</b>            2014 - 2015  <b>Start Date:</b>            08/19/2014  <b>PSLO Status:</b>            Active</p>	<p><b>Assessment Strategy:</b>            Students are assigned to a Public Health practicing facility and do PH function to be assessed by mentors  <b>Assessment Type:</b>            Internship/Supervisor Evaluation  <b>Target:</b>            Must have a satisfactory evaluation from mentors based on a rubric</p>	<p>06/01/2013 - Students who were assigned to a Public Health practicing facility had a satisfactory grade from their mentors based on a rubric  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	
<p>B - instruction - Refrigeration and Air Condition (CA) - RAC_PSLO_3.1 - Perform</p>	<p><b>Assessment Strategy:</b>            Given an air conditioning unit, hand tools</p>	<p>12/20/2012 - 11 out of 15 students or 73%</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>basic hand skills in maintaining refrigeration and air conditioning systems to a given specifications.</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/19/2014</p> <p><b>Inactive Date:</b> 05/20/2015</p> <p><b>PSLO Status:</b> Active</p>	<p>and supplies, the students will perform general cleaning of the unit.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70% of all the students registered in this program must get a grade of "C" or better</p>	<p>students got 'C' or better as their final grade in VEM 113 Refrigeration I course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>05/20/2013 - Need more training materials to fulfill PSLO3 effectively.</p> <hr/>
<p>B - instruction - Refrigeration and Air Condition (CA) - RAC_PSLO_4.1 - Read and interpret basic electrical drawing &amp; symbols related to refrigeration and air conditioning systems.</p> <p><b>PSLO Assessment Cycle:</b> 2014 - 2015</p> <p><b>Start Date:</b> 08/19/2014</p> <p><b>Inactive Date:</b> 05/20/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Given a refrigerator, room air conditioner, multi-meter and electrical components, the student will rewire the units as specified in the schematic diagram.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70% of all the students registered in this program must get a grade of "C" or better</p>	<p>05/20/2013 - 10 out of 13 students or 77% students got "C" or better as their final grade in VEM 105 Basic Electricity for AC and Refrigeration Mechanic course.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>05/20/2013 - Need more training materials to fulfill PSLO4 effectively.</p> <hr/>
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/05/2013</p> <p><b>Inactive Date:</b> 05/18/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Juried review of video tapes of teaching performance using a rubric and establish baseline data</p> <p><b>Assessment Type:</b> Internship/Supervisor Evaluation</p> <p><b>Target:</b> 70%</p>	<p>08/07/2013 - All students achieved 70% or higher on the rubric.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - Target for school year 2013-2014 should be 75%. To achieve this target, it is recommended: - revise the current course outline to link our assessment goals and strategies together with the course SLOs, rubrics and assessment instruments used in the course and review the time allocated to lab and lecture hours. - elevate the course to a level appropriate as a capstone.</p> <hr/>
		<p>08/07/2013 - 70%</p> <p><b>Target Met:</b></p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/08/2013 - Target for school year 2013-2014 should be 75%. To achieve this target, it is recommended:</p> <ul style="list-style-type: none"> <li>- revise the current course outline to link our assessment goals and strategies together with the course SLOs, rubrics and assessment instruments used in the course and review the time allocated to lab and lecture hours.</li> <li>- elevate the course to a level appropriate as a capstone.</li> </ul>
<p>B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSO #1 - Demonstrate comprehension and application of the FSM elementary school curriculum standards.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/05/2013</p> <p><b>Inactive Date:</b> 07/01/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Review of unit and lesson plans developed in ED 392 using a rubric and establish baseline data</p> <p><b>Assessment Type:</b> Internship/Supervisor Evaluation</p> <p><b>Target:</b> 90 % of all students will achieve 70% or better</p>	<p>08/07/2013 - 12 of 12 students or 100% achieved 71% or higher on the rubric.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - Target for school year 2013-2014 should be 75%. To achieve this target, it is recommended:</p> <ul style="list-style-type: none"> <li>- revise the current course outline to link our assessment goals and strategies together with the course SLOs, rubrics and assessment instruments used in the course and review the time allocated to lab and lecture hours.</li> <li>- elevate the course to a level appropriate as a capstone.</li> </ul>
<p>B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSO #3 - Assess and evaluate learning of the elementary student at both the formative and summative levels.</p>	<p><b>Assessment Strategy:</b> Review of unit and lesson plans developed in ED 392 using a rubric and establish baseline data</p> <p><b>Assessment Type:</b> Internship/Supervisor Evaluation</p> <p><b>Target:</b></p>	<p>08/07/2013 - All 12 students achieved 70% or higher.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - Target for school year 2013-2014 should be 75%. To achieve this target, it is recommended: - revise the current course outline to link our assessment goals and strategies</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/06/2012</p> <p><b>Inactive Date:</b> 05/18/2015</p> <p><b>PSLO Status:</b> Active</p>	<p>70%</p>	<p>08/07/2013 - All 12 students achieved 70% or higher.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>together with the course SLOs, rubrics and assessment instruments used in the course and review the time allocated to lab and lecture hours. - elevate the course to a level appropriate as a capstone.</p> <hr/> <p>08/07/2013 - Target for school year 2013-2014 should be 75%. To achieve this target, it is recommended: - revise the current course outline to link our assessment goals and strategies together with the course SLOs, rubrics and assessment instruments used in the course and review the time allocated to lab and lecture hours. - elevate the course to a level appropriate as a capstone.</p> <hr/>
<p>B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSO #4 - Organize and manage an elementary classroom environment for learning.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/05/2013</p> <p><b>Inactive Date:</b> 05/15/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Juried review of video tapes of teaching performance using a rubric and establishing baseline data</p> <p><b>Assessment Type:</b> Internship/Supervisor Evaluation</p> <p><b>Target:</b> 70 %</p>	<p>08/07/2013 - All 12 students achieved 70% or higher.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - Target for school year 2013-2014 should be 75%. To achieve this target, it is recommended: - revise the current course outline to link our assessment goals and strategies together with the course SLOs, rubrics and assessment instruments used in the course and review the time allocated to lab and lecture hours. - elevate the course to a level appropriate as a capstone.</p> <hr/>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/05/2013</p> <p><b>Inactive Date:</b> 05/15/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> FSM Teacher Competency Exam</p> <p><b>Assessment Type:</b> Exam/Quiz - Standardized</p> <p><b>Target:</b> 90% will achieve a score of 53/75 or higher</p>	<p>08/07/2013 - 73% of the students passed.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - - Division staff teaching 300 level courses will meet beginning fall 2013 semester to review the test item analysis to determine those items missed by the most student to ensure that this content is adequately stressed in their respective courses.</p> <p>- Increase the number of study sessions prior to any administration of the test. Study sessions should focus of areas of weakness identified in the previous testing.</p>
<p>B - instruction - Teacher Preparation - Elementary (3rd Year) - TPE_PSLO #6 - Demonstrate professionalism.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/05/2013</p> <p><b>Inactive Date:</b> 05/15/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Disposition rubric</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 90% of students will achieve 70 % or better.</p>	<p>08/08/2013 - Of the ten courses offered in spring 2013, professionalism scores ranged from 52% to 84%.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/08/2013 - Faculty teaching 300 level courses will review results and instrument and determine strategies to improve weaknesses.</p>
<p>B - instruction - Trial Counselors (CA) - TC_PSLO_1 - Have a working knowledge of the major techniques of legal research and writing.</p> <p><b>PSLO Assessment Cycle:</b> 2011 - 2012</p>		<p>09/12/2013 - This PLO was assessed Fall 2012, using the Legal research class. Assessment as identified under strategies and the overall performance was at 90%.</p> <p><b>Target Met:</b></p>	<p>09/18/2013 - The instructor for Fall 2012 had recommended a change to the textbook. The textbook has been identified at the time of this report.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/12/2012 <b>Inactive Date:</b> 05/18/2013 <b>PSLO Status:</b> Inactive		Yes <b>Reporting Period:</b> 2012 - 2013	<hr/> 09/12/2013 - Maintain the same target. <hr/>
B - instruction - Trial Counselors (CA) - TC_PSLO_2 - Describe how the FSM and state rules of criminal law & procedure are interpreted and applied <b>PSLO Assessment Cycle:</b> 2014 - 2015 <b>Start Date:</b> 01/12/2015 <b>Inactive Date:</b> 05/18/2015 <b>PSLO Status:</b> Active		09/12/2013 - The PLO was assessed in Fall 2012, using Law 215 or Criminal law and the pass rate, based on assessment strategies resulted in a 83% pass rate. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	09/12/2013 - Maintain the same target. <hr/>
B - instruction - Trial Counselors (CA) - TC_PSLO_6 - Describe the processes of comprehensive examination of problems of proof and the rules of evidence. <b>PSLO Assessment Cycle:</b> 2013 - 2014 <b>Start Date:</b> 01/12/2014 <b>Inactive Date:</b> 05/18/2014 <b>PSLO Status:</b> Inactive		09/18/2013 - The outcome was assessed using Law 228 or Evidence during Spring 2013. A total of 15 students enrolled and 14 (93%) students completed and passed the course.  <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
B - instruction - Trial Counselors (CA) - TC_PSLO_7 - Understand the constitution of the FSM, its States and municipalities. <b>PSLO Assessment Cycle:</b> 2014 - 2015 <b>Start Date:</b> 01/12/2015 <b>Inactive Date:</b>		09/18/2013 - This outcome was assessed during Spring of 2013, using course (Law 232) Constitutional Law. The assessed using tools identified under assessment strategies. A total of 19 students enrolled and 17 students completed and passed the course. <b>Target Met:</b>	09/18/2013 - A recommendation by the instructor is to have two semesters of legal research class instead of one, prior to taking this course. An additional recommendation is to purchase a

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>05/14/2015  <b>PSLO Status:</b>  Active</p>		<p>Yes  <b>Reporting Period:</b>  2012 - 2013</p>	<p>package through CALL.org, a computer-assistant learning program used by nearly every law school in the United States. The package costs around \$250.00/year.</p>
<p>B - instruction - Trial Counselors (CA) - TC_PSLO_9 - Describe and explain the FSM and State real property laws.  <b>PSLO Assessment Cycle:</b>  2013 - 2014  <b>Start Date:</b>  01/15/2014  <b>Inactive Date:</b>  05/15/2014  <b>PSLO Status:</b>  Inactive</p>		<p>09/18/2013 - The outcome was assessed in Spring 2013, using (Law 238) Real Property. A total of 20 students enrolled in the course and they were assessed, using the tools indicated as assessment strategies. Out the 20m students, 18 students passed and completed the course.  <b>Target Met:</b>  Yes  <b>Reporting Period:</b>  2012 - 2013</p>	<p>09/18/2013 - The course currently does not have a textbook. There is no recommendation for a textbook at the moment. Part of the reason why no recommendation has been made can be attributed to the fact that the course is taught by a different instructor every semester. Thus, there has not been any consensus to a specific textbook. a recommendation can be made to address the need for a regular law instructor who can also serve as the coordinator for the program.</p>
<p>B - instruction - Trial Counselors (CA) - TC_PSLO_10 - Practice actual supervised pre-trial and trial skills in civil and criminal cases.  <b>PSLO Assessment Cycle:</b>  2012 - 2013  <b>Start Date:</b>  08/12/2013  <b>Inactive Date:</b>  12/18/2013  <b>PSLO Status:</b>  Inactive</p>		<p>09/18/2013 - Summer 2012-Nine (9) students enrolled and 7 students completed the course with a 78% pass rate.  Summer 2013-Fourteen (14) students enrolled and all completed the course at a 100% pass rate.  <b>Target Met:</b>  Yes  <b>Reporting Period:</b>  2012 - 2013  09/12/2013 - Students were assessed for both Summers 2012 and 2013. Results indicated about</p>	<p>09/18/2013 - That the course be offered a regular semester other than summer session and to also serve as the capstone course for the trial counselor program.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>75% passing rate. The target is met but has the lowest passing rate compared to the other outcomes. re</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/12/2013 - Offer the course during a regular semester or have students take only one course, which is this course.</p>
<p>C - administrative - Business Office - BOUO 01 - Budget and Fund Certification - 80% of obligating documents are processed as to budget and fund certifications within 5 working days from date of receipt.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Maintain record of all obligating documents (Purchase Order, Travel Authorization, Contracts) providing information on date of receipt and certifications.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p>	<p>10/30/2013 - Analysis for National Campus: Sample size: 5% of the total Purchase Orders that were certified: Number of Days No % W/in 5 days 258 92% After 5 days 21 8% Total 279 100%</p> <p>Results/Analysis: The data from 5% sample size provided that 92% were certified within 5 days and 8% were certified after five working days.</p> <p>Analysis for State Campus: Sample size: 60% of the total obligating documents (purchase order, travel authorizations and contracts) that were received for fund certification were considered in determining whether Business Office certifies obligating documents within five working days. Results/Analysis: Based on the analysis of data, it indicated that 91% were certified within 5 days and 9% were certified after five working days</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/31/2013 - Business Office exceeded the 80% criteria for success in the certification of obligating documents for both national and state campuses. The data showed that national campus achieved 92% and state campus achieved 91% in certifying purchase order and other obligating documents within 5 days. Business Office will review the results for three cycles. If the next two cycles will again provide the same high level of performance, we will consider reducing the number of days in the fund certification of obligating documents from 5 working days to 4 working days.</p>
<p>C - administrative - Business Office - BOUO 02 - Processing of Payments to Vendors - 75% of check payments are ready for pick-up by vendors after three weeks from the</p>	<p><b>Assessment Strategy:</b> Maintain record of requests for payments per fund to monitor date of receipt and</p>	<p>08/31/2012 - Based on the requests for payments from all fund type, only 64% of check payments were processed within the three - week period</p>	<p>07/04/2013 - The result of assessment at 64% is significantly lower compared with the 80%</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>submission of complete supporting documents.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p>completion.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p>	<p>from the date that complete documents were received by Business Office.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>criteria for success in the processing of payments to vendors within the three – week period. The primary cause for not achieving the 80% criteria for success was the recommendation of the job audit to remove one of the Accounts Payable Accountant. Before the job audit, there were two Accountants handling the processing of payments, one for the review of supporting documents and processing the accounts payable, and the other one for the processing of checks. Under the job audit, one of the accountants was eliminated. The elimination of one accountant has significantly affected the activities in processing payments to vendors.</p> <p>Business Office has articulated this concern and the Vice – President for Administrative Services has supported to reinstate the position as soon as possible. If the position will be reinstated, Business Office is confident that the desired level of 80% criteria for success will be achieved.</p>
<p>C - administrative - Business Office - BOUO 03 - Payroll - 95% of payroll checks with complete supporting documents are processed and released to employees on the scheduled payday.</p>	<p><b>Assessment Strategy:</b> Monitor total number of checks processed per payday and determine the number of checks paid on time to get the percentage of checks that are processed and released on scheduled payday.</p>	<p>10/31/2013 - There were 14,758 payroll checks that were processed and 97% or 14,307 payroll checks were issued on or before the scheduled payday</p> <p><b>Target Met:</b> Yes</p>	<p>10/31/2013 - The net result of 97% performance exceeded the 95% criteria for success that payroll checks are processed and released on or before the scheduled payday. However, business office will take</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up								
<p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Type:</b> Descriptive Statistics</p>	<p><b>Reporting Period:</b> 2012 - 2013</p>	<p>the challenge of improving its performance with respect to special contract payroll checks which lower by 3% from the 95% level.</p>								
<p>C - administrative - Business Office - BOUO 04 - Fair Presentation of Financial Statements - The audit report provides the fair presentation of the financial statements, and completed before the June 30 deadline.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Complete the audit report within nine months, on or before June 30 from the end of the fiscal year on September 30, with the auditor's opinion that the college's financial statements are fairly presented.</p> <p><b>Assessment Type:</b> Internal Audit/Report</p>	<p>10/30/2013 - Completed the 2012 financial and single audit report on June 12, 2013 with an unqualified opinion that the college's financial statements are fairly presented.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/30/2013 - To address the audit findings on fixed assets by conducting physical count of and reconciliation with asset records, and strengthening internal control on the movements and disposal of fixed assets.</p>								
<p>C - administrative - Business Office - BOUO 05 - Students' Financial Records - Updated balances of students' accounts are posted and updated within five working days after the final enrollment list is received from OARR, and refund checks to students are issued within fourteen days from the date that the credit balance was established.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Analyze the dates that transactions are posted in the SIS by determining the total number of transactions, and the number of transactions that are posted within five working days after the final enrollment list is received from OARR to get the desired percentage.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p>	<p>10/31/2013 - Sample size: Total number of transactions (charges) posted in Student Information System (SIS) was 7,478, consisting of the following:</p> <table border="0" data-bbox="1086 1005 1702 1133"> <tr> <td>Fall 2012</td> <td>- 3,218 transactions</td> </tr> <tr> <td>Spring 2013</td> <td>- 2,850 transactions</td> </tr> <tr> <td>Summer 2013</td> <td>- 1,410 transactions</td> </tr> <tr> <td>Total</td> <td>7,478</td> </tr> </table> <p>Results/Analysis: Based on the table below, it indicated that there are 6,743 transactions out of the total 7,478 transactions or 90% were posted in the students' records within 5 days from the time that business office received the enrollment list from admissions and records. It was noted that the remaining 10% were not posted within the five – day period due to adjustments, withdrawals or dropping of subjects and other changes affecting the charges.</p>	Fall 2012	- 3,218 transactions	Spring 2013	- 2,850 transactions	Summer 2013	- 1,410 transactions	Total	7,478	<p>10/31/2013 - The data concluded that 90% of students can access via online an updated record of their account. However, the timeliness on how soon can business office start entering the data is primarily dependent from the receipt of the final enrollment list from admissions and records. The Business Office will target an increment of 2% or a 92% level of success or at least maintain the 90% level in the next fiscal year.</p>
Fall 2012	- 3,218 transactions										
Spring 2013	- 2,850 transactions										
Summer 2013	- 1,410 transactions										
Total	7,478										

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p><b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013</p>	
<p>C - administrative - Business Office - BSUO 13 - Quality of Services at Bookstore - 80% of students are satisfied with the services provided by bookstore at all campuses. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Conduct random survey to determine the satisfactory rating on the services of bookstore. <b>Assessment Type:</b> Survey</p>	<p>10/31/2013 - Based on the survey, the bookstore performs a satisfactory level of above average wherein 85% are satisfied with the bookstore services. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013</p>	<p>10/31/2013 - To maintain the existing above average satisfactory level and increase the percentage of students that will be satisfied with the bookstore services to 90%.</p>
<p>C - administrative - Business Office - DHUO 23 - Services at Dining Hall - 80% of patrons are satisfied with the services at dining hall. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Conduct random survey to determine the satisfactory rating of the services at dining hall. <b>Assessment Type:</b> Survey</p>	<p>10/31/2013 - Formal survey has not been conducted. However, no serious complaints were received from students, faculty and staffs. Dining hall was able to provide three meals to students, faculty and staffs particularly to dormitory students on time. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013</p>	<p>10/31/2013 - To conduct a formal survey to document the satisfactory level of dining hall services in 2014.</p>
<p>C - administrative - Dean Chuuk Campus - CCA2 - Increase student participation in the development of college policies and procedures. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b></p>	<p><b>Assessment Strategy:</b> Have student representatives participate on Campus Management Council <b>Target:</b> 60%</p>	<p>09/15/2013 - 43%. Minutes of Management Council meetings will show that students have representatives participated in MC meetings. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013</p>	<p>10/19/2013 - Students participation in the Management Council meetings need to be at least 60% of the time. They also need to actually participate in the deliberation, not simply present in the meetings.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>09/30/2013  <b>PSLO Status:</b>            Inactive</p>	<p><b>Assessment Strategy:</b>            Have Student Body Association (SBA) elect officials and organized.</p> <p><b>Target:</b>            80%</p>	<p>10/01/2013 - 80%. The SBA officials were elected and their pictures can be accessed on the Wiki. Minutes of SBA meetings will show SBA participation in development of policies.</p> <p><b>Target Met:</b>            Yes</p> <p><b>Reporting Period:</b>            2012 - 2013</p>	<p>10/10/2013 - The SBA needs to participate in more MC meetings and be more proactive in the discussions in order to actively participate in the development of college policies and procedures.</p> <hr/> <p>10/19/2013 - The SBA meeting minutes should show more participation of the SBA members in their meetings. Minutes should show more proactive discussion on issues and policies related to learning rather than on social activities or functions.</p> <hr/> <p>10/10/2013 - The SBA minutes need to show at least 50% of members participated in discussions on issues.</p> <hr/>
<p>C - administrative - Dean Chuuk Campus - CCA1 - Promote faculty and staff involvement in college committees.</p> <p><b>PSLO Assessment Cycle:</b>            2012 - 2013</p> <p><b>Start Date:</b>            10/01/2012</p> <p><b>Inactive Date:</b>            09/30/2013</p> <p><b>PSLO Status:</b>            Inactive</p>	<p><b>Assessment Strategy:</b>            Have members from Chuuk Campus serve on all the College-wide Committees.</p> <p><b>Target:</b>            Establish baseline data</p>	<p>10/08/2013 - There are representatives from Chuuk Campus on all college-wide committees. Their names and e-mail addresses can be accessed on the Wiki.</p> <p><b>Target Met:</b>            Yes</p> <p><b>Reporting Period:</b>            2012 - 2013</p>	<p>10/19/2013 - Committee meeting minutes will show Chuuk campus members attendance up to 80% on all committees. Meeting minutes will also show their active and productive participation in the discussions.</p> <hr/> <p>10/10/2013 - In 12/13 the focus was just on assigning members to committees in 13/14 we need to shift to attendance and quality of</p>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			participation. _____
<p>C - administrative - Dean Chuuk Campus - CCI1 - Instructional Services intends to accomplish all four dimensions of learning to prepare students for workplace readiness and general skills, content knowledge, "soft skills" or non-cognitive and student engagement with their own learning.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Pre-testing and post testing, assignments, quizzes, tests and essays to be done by students over the semester period. Assignments, quizzes all contribute to the final grade but with different percentages.</p> <p><b>Assessment Type:</b> Exam/Quiz - Pre-Post</p> <p><b>Target:</b> At least 50 % of participants will pass.</p>	<p>10/19/2013 - 66% of students enrolled during SY 2012 to 2013 (Fall 12, Spring &amp; Summer 13) earned a C or better in their classes. 1825 of 2764 enrollees earned a C or better.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <hr/> <p>10/01/2013 - 14.56 % of the 103 courses offered during 2012-2013 SY had less than 50% of the students enrolled passed with a C or better grade.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/19/2013 - The passing percentage should be raised to at least 70%. _____</p> <hr/> <p>10/19/2013 - This can be used as baseline data; however, it will be better if the number of courses is reduced to at most 10%. _____</p>
<p>C - administrative - Dean Chuuk Campus - CCA3 - Develop and implement a plan that promotes a healthy learning environment.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Designate or provide a study area for students' use.</p> <p><b>Target:</b> Have at least one (1) room designated for students to use for group discussion or for tutors to help them with their lessons.</p>	<p>10/08/2013 - 100%. There is a room now designated to be used for group studies, tutoring and other learning related activities.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/19/2013 - The room needs to be maintained with an environment conducive to learning. _____</p>
<p>C - administrative - Dean Chuuk Campus - CCSS1 - The Student Services Division will work to increase the enrollment and retention rate at Chuuk Campus.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b></p>	<p><b>Assessment Strategy:</b> To assess our tutorial services we looked at three indicators: 1) Students use of tutorial services, 2) Effectiveness of tutorial services, and 3) Students satisfaction of tutorial services.</p> <p><b>Target:</b></p>	<p>10/01/2013 - The assessment results tell us that tutorial services alone does not influence student retention thereby cannot increase enrollment by itself.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b></p>	<p>10/19/2013 - The Student Services Division will look at other methods to use to increase enrollment and retention rate at the Chuuk campus such as aggressive recruitment at the local high schools.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	5% increase	2012 - 2013	
C - administrative - Dean Chuuk Campus - CCSS2 - The Student Services (SS) will continue to ensure and provide quality customer services to the students and community. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> To see the effectiveness of the Student Services Coordinator (SSC) we focused on measuring leadership behaviors in 2010 and again in 2012. Then we classified these behaviors and ran a statistical analysis to see their effect on program effectiveness and student satisfaction with student services. <b>Target:</b> 5% increased satisfaction.	10/01/2013 - The regression found 3 variables that predict student satisfaction. Listed are the following from most important to less important: 1) Counseling Staff care about students as individuals. 2) Students use of our services. 3) Financial Aid awards are announced to students in time to be helpful in college planning.  <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	10/19/2013 - These are needed in order to improve services by the SS division, and increase student satisfaction with the services. 1. Customer service training for staff. 2. Identify concerns/needs of staffs and submit for action to management council each month. 3. Held students general assembly once a month 4. Coordinated in-house training/mini-workshops for the staff.
C - administrative - Dean Kosrae Campus - KCA-1 Adequate facilities and safety - Reduce complaints by students, parents, and staff on campus environment and safety. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 08/24/2012 <b>Inactive Date:</b> 08/16/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Security officer keeps the campus safe and orderly 24/7.  <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 100	09/18/2013 - Hired four security officers to provide safety and security service 24 hours for seven days a week. Weekend duties were conducted by the same officers by which overtime rate was used. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	10/27/2013 - Hired one special contract security officer on October 26 and extended since March 26 to September 2014.  10/02/2013 - Hire a fifth officer to allow 80 hours work week for each employee to avoid use of overtime.
C - administrative - Dean Kosrae Campus - KCA-2 Preventive Maintenance - Maintenance activities will be based on the KC Preventive Maintenance Plan.	<b>Assessment Strategy:</b> Following schedules on ground, building, vehicles and equipment maintenance.	09/11/2013 - The maintenance and security division submitted twelve reports on ground, equipment, and facility maintenance.	10/02/2013 - Continue to submit reports and include extent of performance about each activity.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/02/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 12 reports to maintenance division on a monthly basis.	<b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
	<b>Assessment Strategy:</b> Physical development will be dictated by institutional infrastructure development plan. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 90% of physical development is based on facilities master plan.	02/13/2013 - Participates in campus physical review by Beca Consultants on space utilization. Monitored contractor work on administration building. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	
C - administrative - Dean Kosrae Campus - KCA-3 Effective Communication - IT division will increase user satisfaction with technology equipment and services on campus by 10%.	<b>Assessment Strategy:</b> With increased bandwidth, KC will use VoIP and Elluminate to participate in tele-meetings across campuses.	09/18/2013 - Single T-1 line was used during the period; limited bandwidth did not provide for satisfactory VoIP and Elluminate use. Purchase of Polycom system for direct telephone line was installed to improve voice by 100% for college wide committee tele-meetings. Purchased two ADSL lines which increased bandwidth and capability for VoIP and GoToMeeting allowing high quality communication in college wide meetings. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	09/18/2013 - Move ADSL basic line one level up for VoIP and other teleconference systems.
<b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/02/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> Campus wide meetings will be attended via VoIP.	09/18/2013 - Purchase of Polycom system for direct telephone line was installed to improve voice by 100% for college wide committee tele-meetings. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	09/18/2013 - Provide adequate space for larger group conference calls.
	<b>Assessment Strategy:</b> Conference phone will be available as alternative to internet phone or tele-video. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> A dedicated overseas account is available.	09/18/2013 - Installed a campus-wide wireless system with excellent connection up to one-fourth mile radius.	09/18/2013 - Maintenance of equipment. Connection speed for Skype and video capabilities, i.e.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	education video on YouTube. _____
C - administrative - Dean Kosrae Campus - KCA-4 Qualified Human Resources - Recruit and retain qualified personnel. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/02/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Selecting personnel from a wider qualified audience by advertising employment announcements to professional groups such as TESOL and National Teachers of Mathematics, etc.  <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> all new hires are the most qualified candidates.	09/19/2013 - Two vacated faculty positions were filled with Master's degree candidates in the advertised fields of study. Two vacated positions were up for interview. Ad hoc committees are carefully recommending candidates. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	09/19/2013 - Advertisement of employment opportunities should be widely distributed; Campus administrators should be informed where advertisements are sent.  _____
	<b>Assessment Strategy:</b> Provide annual staff development day for the campus to nurture and promote a culture of cooperation and goodwill among faculty and staff. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> One staff development day will be held.	10/01/2013 - One staff development day was held in February 2013 as scheduled with six sequential sessions presented throughout the day. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	10/01/2013 - More time should be rendered for workshops. Call for paper should be announced in advance for adequate preparation.  _____
		09/19/2013 - One staff development day was held with five workshop conducted. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	09/19/2013 - Call for Papers for the staff development day should be sent out more than 3 months in advanced for preparation time to meet the theme of the event.  _____
C - administrative - Dean Kosrae Campus - KCA-5 Staff development - Provide on-going professional development of faculty and staff.	<b>Assessment Strategy:</b> 1. Provide opportunities for degree attainment as part staff development activities. 2. Assessing programs and instructional	06/12/2013 - One staff member continue to take online courses toward attainment of a BA degree. One staff member graduated from San Diego State University. One staff member continued enrollment in COM-FSM TYC.	02/21/2014 - 1. An official staff development line up should be basis selecting who shall be enrolled in BA or MA programs. Need assign

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/02/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p>courses.</p> <p>3. Avail three hours weekly for common time planning and collaboration among staff and faculty.</p> <p>4. Two staff and faculty members will enroll in degree programs. One annual performance evaluation will be conducted on each employee.</p> <p>5. Common time will be used three hours per week to discuss students' issues and concerns.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p>	<p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>strategy #2 to instructional department outcomes. Annual performance evaluation must be conducted on time.</p> <hr/> <p>01/07/2014 - More staff should enroll in BA degree program. Faculty must enroll in master's degree program.</p> <hr/>
<p>C - administrative - Dean Kosrae Campus - KCA-6 Fiscal Management - BO will effectively managing funds.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/02/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Comply with policies related to purchase orders, purchase requisition to maintain good credit image with college vendors. Following inventory and purchase procedures and funds replenishment per imprest funds. Keeping the bookstore open during school and working hours.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 100% compliance with policies. Bookstore open 5 days a week.</p>	<p>09/19/2013 - Purchase orders and requisitions were processed on a timely manner, however, during registration deposits were delayed due to registration process which include add/drop period. Bookstore opened five days a week from 8 -5 p.m.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <hr/> <p>08/12/2013 - One citation on 2013 Audit report regarding processing time of Pell awards. Imprest funds were replenished as needed. Bookstore open during business days.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/19/2013 - While compliance to policies is 100%, every office must use requisitions to initiate its purchases. Not last minute actions. Operate within budget to avoid reprogramming.</p> <hr/> <p>02/21/2014 - Dean will pay close attention to policies and procedures especially on pushing of documents and requests for action.</p> <hr/>
	<p><b>Assessment Strategy:</b> Prepare and submit status report not more than 10 days after month end, year end, and upon request.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p>	<p>09/19/2013 - Revenue reports are submitted twice a semester. Collection report are submitted for the past 11 months. In addition, refund requests are regularly submitted.</p> <p><b>Target Met:</b> Yes</p>	<p>09/19/2013 - Refund request will be processed and submitted within the required timeline (14 days).</p> <hr/>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p><b>Target:</b> 90 % reported on time.</p>	<p><b>Reporting Period:</b> 2012 - 2013</p> <p>09/16/2013 - Status reports are concurred by Dean on time.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p>08/30/2013 - Revenue reports are submitted 3 times at the end of each semester. Other reports are made according to request and deadline.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
	<p><b>Assessment Strategy:</b> Verify and deposit collections no later than following working day as dictated by the Business Office guidelines.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> Bank deposits are made based on guidelines with the exception during student registration when it is done at two days after the add/drop period.</p>	<p>09/19/2013 - Deposit are made as dictated by the Business Office guideline with the exception when student registration is held and during add/drop period.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p>08/30/2013 - Reports on bank deposit are made on time.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/19/2013 - Continue with current practices.</p>
	<p><b>Assessment Strategy:</b> 454 student accounts will be kept current.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 100% of enrollment will have current student account.</p>	<p>02/13/2013 - Student's accounts are updated including textbook and other charges.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>C - administrative - Dean Kosrae Campus - KCS-1 - Students shall exhibit awareness of</p>	<p><b>Assessment Strategy:</b> Provide financial aid training and/or</p>	<p>09/11/2013 - A FAFSA application online workshop was facilitated by the FAO Kosrae</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>the policies and procedures about students, and satisfaction to non-academic support programs and services provided.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p>workshops to students, such as but by any means not limited to, FAFSA application online, SEG, and others.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> (1) 90% of the students will successfully complete FAFSA application online. (2) 80% positive rating in FAO administered satisfaction survey</p>	<p>Campus Staff to 100 students during Fall 2012 semester. All the 100 participants (100%) to this workshop were able to successfully complete their FAFSA applications online immediately after the workshop or training.</p> <p>The established criterion for success was "90% of the students are able to complete their FAFSA application online." Therefore, this criterion was successfully met.</p> <p>Additionally, to determine the level of perceived satisfaction of the students about the services provided by the Financial Aid Office at Kosrae Campus, an over-the counter survey was administered to 58 non-randomly selected students attending Kosrae Campus during Spring 2013 semester. Tabulated results of the survey indicated 100% positive rating.</p> <p>The second criterion for success was "80% of the students will demonstrate high satisfaction on FAO services." As such, this second criterion for success was successfully met.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/11/2013 - Based on the results of the assessment, FAO Kosrae Campus exceeded its establish criteria for success. However, to ensure the continuance and further improvement in the efficiency and effectiveness of the services it provides the students especially crucial to fostering access and success, the office shall undertake the following:</p> <p>(1) Acquisition of two additional desktop computers that will be installed over-the-counter for use of the students especially related to FAO queries, submissions of applications, and other related purposes.</p> <p>(2) Expand the communication approaches of the office to reach out the larger student population and encourage others to participate in FAO-hosted workshops and trainings -- more so, encouraging parents and guardians, faculty members and academic advisors, and other staff to participate in these trainings.</p> <p>(3) Develop, design, and implement an assessment methodology to accurately measure the perceived satisfaction level, the need, and the level of adeptness of the students about FAO, its policies and procedures. This include identifying sample that will be truly representative to the population to capture realistically the overall</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			perception of the population. <hr/>
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014</p> <p><b>Start Date:</b> 08/19/2013</p> <p><b>Inactive Date:</b> 09/30/2014</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> 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</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 10 general education courses are offered per term; 10 developmental courses are offered per regular term &amp; 5 developmental courses per summer term; 5 required courses per program are offered per regular term &amp; 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</p>	<p>07/31/2013 - 4%</p> <p>Course completion about 3% Course complete below 3%</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>07/31/2014 - Expand active learning strategies to all courses.</p> <hr/>
<p>C - administrative - Dean Kosrae Campus - KCI 13-8 Promote learning and teaching - LRC will continue to provide adequate and updated resources to promote a learning-centered environment and meet accreditation standards.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b></p>		<p>09/25/2013 - As of Sept. 2012, 291 volumes added to the existing collection bringing the total number of collection to 4, 940. This translates to 18 volumes per FTE.</p> <p>New acquisitions were announced on ksasite listserv and were also posted on bull boards around campus.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b></p>	<p>09/25/2013 - Increase the number of volumes by 5%.</p> <hr/>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
09/30/2013 <b>PSLO Status:</b> Inactive		2012 - 2013	
C - administrative - Dean Pohnpei Campus - AUO -PC 1a - Pohnpei campus will improve course completion rate by 5% by the end of 2013-2014. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 10/01/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> 1.1a Provide increased emphasis on cooperative and collaborative instructional techniques (also consider learning communities – learning cohorts) appropriate for Micronesian students. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> establish process	09/04/2013 - did not provide <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	10/31/2013 - Training scheme to be established in fall 2013, and implemented in spring 14.  09/04/2013 - IC in cooperation with division chairs will establish a plan for cooperative and collaborative instructional techniques by end of fall semester 2013 for implementation in spring 2014.
	<b>Assessment Strategy:</b> 2. 1a Develop and implement techniques for improved communication on students between academic and counseling and tutoring services to support early interventions for students in difficulty (utilize a diagnostic tool to screen students at the beginning of the semester). <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> establish a process for collaboration by fall 2013	10/03/2013 - • 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 activities  <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - administrative - Dean Pohnpei Campus - AUO -PC 2a - Pohnpei campus will expand its outreach program by fully integrating advisory councils and community involvement in decision-making.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 10/01/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> 1.2a Develop formal procedures for documenting advisory council activities and community input for supporting decision-making.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> develop process</p> <hr/> <p><b>Assessment Strategy:</b> 2. 2a Provide training to all staff on interacting with advisory councils and the community.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> provide training</p>	<p>09/12/2013 - did not develop process</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <hr/> <p>10/31/2013 - No action taken during 12/13.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/31/2013 - Strategy is still considered valid, will implement in 13/14.</p> <hr/> <p>10/31/2013 - Strategy still considered valid, will implement in 13/14.</p> <hr/>
<p>C - administrative - Dean Pohnpei Campus - AUO -PC 3a - Pohnpei campus will provide academic, administrative and support services to students, faculty and staff to foster effective campus operations.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 10/01/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> 1.3a Establish processes to address effective and efficiency improvements in each specific office.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> establish process</p>	<p>09/12/2013 - did not establish process</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/12/2013 - will establish process</p> <hr/>
<p>C - administrative - Dean Yap Campus - YCA 1 - To provide direction and management to the campus through policy formulation, strategic planning, accreditation, assessment and budget development, recruitment of qualified human resources, and implementation of</p>	<p><b>Assessment Strategy:</b> a) Provide management, support, and oversight of all campus units to ensure that all objectives for FY 2013 are achieved; [management &amp; assessment]</p>	<p>09/23/2013 - The following campus units have completed their FY 13 assessment cycle: Instructional, LRC, Student Services, Maintenance &amp; Security, IT, Fiscal Office, Bookstore. Yap CRE has also completed it assessment and will submit to VPCRE for entry into tracdat.</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
instructional programs and student services. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> a) assessment for all campus units	Yap UB is still working to update it assessment cycles. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">Assessment - instructional - 2012-2013 joy2.docx</a> <a href="#">Assessment - SS Yap Campus FY 2013 Closing the loop.doc</a> <a href="#">Assessment - Yap Bookstore FY 13.docx</a> <a href="#">Assessment Yap Fiscal Office FY 13.docx</a> <a href="#">Assessment Yap Campus-Maintenance FY 2013.docx</a> <a href="#">IT Assessment FY 2013.pdf</a>	
	<b>Assessment Strategy:</b> b) provide fiscal management to ensure that quality services are provided within the allocated resources available; [end fiscal year with a positive fund balance] <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> positive fund balance	09/23/2013 - FY 2013 is ending in the black with a positive balance. Quality services provided are: - student accounts in SIS are updated and accurate back to spring 1998. - student account statements are printed and distributed to students in Fall 2012, Spring 2013, but not in summer 2013. - Total Transfers= 18 Total Refund request within 1 week= 17 (99%) Total Refund Request more than 1 week= 1 (1%) - Overall for the fiscal year is 82% of refund checks were disbursed to students within 2 weeks. - 73% of PO's are received, account assigned, and sent to BO one day after receipt. - receiving reports are done and sent to BO within 2 days after goods have been received. - replenishment requests sent monthly on time except for the months of Dec. 2012 and Feb. 2013. - Reconciliation of accounts with BO is difficult	10/09/2013 - - Continue with sound fiscal management and end the year in the black. - continue to update student accounts in SIS back to year 1993. - Each semester, print and distribute student account statements to all students. (100%) - Do replenishment requests at least once a month in a timely manner. - Improve reconciliation of accounts with BO State Accountant at least once each quarter.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>because no monthly statements come from BO State Accountant.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">Assessment Yap Fiscal Office FY 13.docx</a>  <a href="#">Monthly Report Oct 2012.xls</a>  <a href="#">Monthly Report Nov 2012.xls</a>  <a href="#">Monthly Report Dec 2012.xls</a>  <a href="#">Monthly Report Jan 2013.xls</a>  <a href="#">Monthly Report Feb 2013.xls</a>  <a href="#">Monthly Report March 2013.xls</a>  <a href="#">Monthly Report April 2013.xls</a>  <a href="#">Monthly Report May 2013.xls</a>  <a href="#">Monthly Report June 2013.xls</a>  <a href="#">Monthly Report August 2013.xls</a>  <a href="#">Monthly Report July 2013.xls</a></p>	
	<p><b>Assessment Strategy:</b> c) provide adequate and functional facilities that are conducive to learning and working and that foster quality instructions; [facilities meet accreditation standards]</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> facilities and campus environment meet accreditation standards</p>	<p>09/24/2013 - Monthly inspections of all facilities weekly task schedule based on monthly inspection reports</p> <p>Routine maintenance schedule of all equipment, AC units, etc.</p> <p>Security services provided 24/7</p> <p>Janitorial Services provided daily</p> <p>Campus Safety Plan - still being worked on...not accomplished 100%</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">Assessment Yap Campus-Maintenance FY 2013.docx</a></p>	<p>09/24/2013 - 1. Continue to implement the Campus Maintenance Plan and further develop to include the 2 new buildings</p> <p>2. Need for a 3rd janitor with the addition of 2 new buildings</p> <p>3. Complete the campus safety plan and implement in fy 2014 by carrying out all the strategies &amp; activities.</p> <p>4. continue to have all security officers, student services staff, and maintenance supervisor certified / re-certified in First Aid &amp; CPR.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p><b>Assessment Strategy:</b> e) Provide quality instructions that are student-centered to achieve student learning outcomes; [increased student success rate]</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> increased student success rate</p>	<p>09/26/2013 - refer to FY 13 assessment worksheets 1,2,3 for data</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">Assessment - instructional - 2012-2013 joy2.docx</a></p>	
	<p><b>Assessment Strategy:</b> f) Provide student support services that foster student success. [retention rates]</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> increase retention rate by 5%</p>	<p>09/24/2013 - 1. Enrollment rate is decreased instead of increase (see worksheet #3)</p> <p>2. Retention Rate is decreased (excluding students who transfer to national campus) see worksheet #3</p> <p>3. Academic Progress of Mid term deficiency students Fall 2010 = 62% Spring 2011 = 52% Fall 2011 = 41% spring 2012 = 53% Fall 2012 = 50% Spring 2013 = 42%</p> <p>4. Tutoring Program- data shows that students who participated in tutoring program tend to finish the semester with a 2.0 or greater GPA. (see worksheet #3) Fall 2010 = 81% Spring 2011 = 83% Fall 2011 = 58% Spring 2012 = 80% Fall 2012 = 7% Spring 2013 = 71%</p> <p>5. Satisfactory Academic Standing of students: Fall 2010=83% Spring 2011 = 83% Fall 2011 = 79% Spring 2012 = 86% Fall 2012 = 83% Spring 2013 = 60%</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">Assessment - SS Yap Campus FY 2013 Closing the loop.doc</a></p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p><b>Assessment Strategy:</b> g) Encourage participation of campus students, faculty, and staff in standing committees, etc., to foster better &amp; effective communication, especially in the formulation of policies; [active participation = effective communication]</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> purposeful participation/ dialogue</p>	<p>09/26/2013 - - There were at least 1 Yap Campus representative on all system wide standing committees.</p> <p>- Attendance and participation in each respective committees were generally good with the exception of a couple committees. (please refer to committee meeting minutes available at the college website.</p> <p>- All Campus meetings were held on a monthly basis on campus by students, faculty, and staff.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
	<p><b>Assessment Strategy:</b> h) Promote the college programs and services through linkages and partnerships with community groups and organization. [outreach program / branding of the college; increased recruitment and retention rates]</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> improved image of the college campus programs &amp; services</p>	<p>09/26/2013 - 1. Partnership with Yap DOE to assist in providing teacher training to all elementary school teachers to obtain associate degrees as a certification requirement. As a result of such partnership, more than 80% of Yap DOE elementary teachers have their associate degrees with some continuing with their third year certificate programs in Teacher Prep. Partnership shall continue with Early Childhood Education (ECE) teachers to begin their work toward associate degrees in Spring 2014.</p> <p>2. Linkage established with Department of Health Services to assist with Health Assistant Training Program of dispensary / health workers.</p> <p>3. Linkage established with Department of Resources &amp; Development, Scholarship Program, to assist COM-FSM students from Yap State. Campus Dean serves on the Scholarship Council.</p> <p>4. Campus events (graduation, Founding Day, Career Fair, Health Fair, Recruitment, Founding Day Celebration, etc.) are publicized and are held with support and collaboration from many government agencies (V6AI Radio Station, Health Services Dept., Yap DOE, R &amp; D Dept., PW&amp;T Dept., Governor's Office, Yap State Legislature, BoFSM Yap, Bank of Guam, Waab Trans. Co., CTSI, YCA, Yap Congress Delegation, Manta Ray</p>	<p>10/09/2013 - - establish an Advisory Council for both Yap Campus and FSM FMI.</p> <p>- Continue to publicize events, activities, programs, and services for both campuses utilizing the college website, local radio station, Yap State Gov news brief, etc.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Bay Hotel, etc.). 5. Yap Campus Mini-Visioning Summit held last Nov. 2012 had 200+ participants from public and private sectors in attendance.  <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
	<b>Task Name:</b> financial monthly report <b>Task Description:</b> fiscal officer to submit monthly reports to CD,IC, and SSC	09/26/2013 - oct. 2012 to sept 2013 monthly reports from fiscal officers Rosemary Manna, Yap Campus FO Clotilda Dugwen, FSM FMI FO <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
	<b>Task Name:</b> Unit Monthly Reports <b>Task Description:</b> All campus units shall submit monthly reports with information and data in support of unit assessment objectives, strategies, and activities.	09/26/2013 - All Yap campus units have submitted monthly reports. hard copies available in binder at campus office <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
C - administrative - FMI - FMI1 - To provide for a review of the 2010 amendments to the STCW Convention and Code, and accordingly amend the STCW courses (safety and watchkeeping), as well as amending as necessary the other courses in order to comply with national and WASC standards and requirements. <b>PSLO Assessment Cycle:</b> 2012 - 2013	<b>Assessment Strategy:</b> Conduct 2 workshops per semester (Fall and Spring) to update all faculty on STCW amendments and WASC standards. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> All faculty members are updated on STCW amendments and WASC standards.	09/30/2013 - All faculty were updated on WASC standards. No workshops were conducted on STCW amendments. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	
<b>Start Date:</b> 10/01/2012 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Revise all FMI course outlines into SLO (student learning outcome) format. <b>Assessment Type:</b> Descriptive Statistics	05/10/2013 - All course outlines for Navigation, Fishing, and Marine Engineering programs have been revised and submitted to VPIA & DAP for review and action in May 2013. <b>Target Met:</b>	10/06/2013 - Follow up with VPIA / DAP to have the course outlines be approved by CAC so they can be submitted to FSM TCI for review and approval.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<b>Target:</b> All FMI course outlines are revised into the new SLO format.	Yes <b>Reporting Period:</b> 2012 - 2013	
<p>C - administrative - Human Resources - HR Unit Outcome # 1 - HR will coordinate and lead the development personnel policies and procedures to ensure thorough research, broad discussion and wider communication and input by college community to support the governance structure.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Number of polices approved by Board per meeting for FY 2013</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 2 Polices recommended to BOR per meeting</p>	<p>11/03/2013 - 1.Policy 008 Human Resources Record Access and Confidentiality implemented March 13, 2013</p> <p>2. Appendix B Compensation Scale for PT Instructor implemented May 2013</p> <p>3. Appendix C Compensation Scale for PT Instructor implemented May 2013</p> <p>4. New Formula for overload compensation for regular full time instructors implemented May 2013</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>11/03/2013 - Use only outcomes that are under the control of unit to ensure target is met.</p>
<p>C - administrative - Human Resources - HR Unit Outcome # 2 - HR will plan and lead the coordination of the professional development program college wide to bring all campuses to 100% compliance with timelines of processing and implementation and to assure equity of services to personnel on each campus and relevant of activities to employment needs.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Number of campuses that implement the annual and incentive award programs per established calendar dates. Staff Development Day - February 22, 2013 Incentive Award Day - May 2013 after final exams</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 100% of the six campuses will hold the annual staff development day on the established dates 100% of the six campuses will hold the annual incentive award program during the month of May</p>	<p>09/18/2013 - 100% of the campuses held the annual staff development day on February 22, 2013</p> <p>90% of the campuses held the annual incentive day in May 2013 while Chuuk Campus held theirs in August.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/18/2013 - Include in the catalog calendar the dates for both the annual staff development and incentive award day for FY 2014 and onward.</p>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - administrative - Human Resources - HR Unit Outcome #3 - HR will process and fill 50% of the new positions for FY 2013 to meet human resources need.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> % of new positions for FY 2013 that are filled</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 50% of new positions for FY 2013 will be filled</p>	<p>09/30/2013 - 47 new positions for FY 2013, 98% [43] were advertised, 20 positions were filled before the directive on freeze on hire issued on September 3, 2013 placing the remaining 27 positions on hold.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/30/2013 - HR should initiate the Personnel Requisition for all vacant and new positions during the first month of each FY.</p> <p><b>Follow-Up:</b> 09/16/2013 - Use outcomes that are under direct control of the unit only.</p>
<p>C - administrative - LRC - IALRC_2012-2013 - VPIA with collaboration of VPSS will provide adequate library and student services to support the students and college needs. (IEMP AP4)</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Adopt a new library managements system appropriate for a college library setting. (IEMP AP4.4)</p> <p><b>Assessment Type:</b> Research</p> <p><b>Target:</b> 5% increase in users' satisfaction rate on the use of library management software.</p>	<p>09/19/2013 - A new library management software was not adopted.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>02/15/2014 - Schedule meetings and trainings with IT representative and campus librarians for the implementation of the KOHA management software tool.</p>
	<p><b>Assessment Strategy:</b> Enhance the usability and access to the LRC services and resources through</p> <ol style="list-style-type: none"> <li>1) Implementing an Internet accessible union catalog that includes all college library holdings for all sites</li> <li>2) Update the LRC website</li> <li>3) Develop/update the campus collection plan</li> <li>4) Train LRC and IT personnel on usage (IEMP AP4.5)</li> </ol> <p><b>Assessment Type:</b> Research</p> <p><b>Target:</b> 1) All campus library collections are accessible online via a union catalog. 2) Library website is updated to include subscriptions to electronic databases and</p>	<p>10/01/2013 - 1) A union catalog has not been implemented 2) Library website is updated with information on access to resources and partial information on services. 3) A collection development plan has been drafted, but not finalized nor distributed for implementation. 4) KOHA, a web-based library automation system, is being piloted at all campus libraries for their use and feedback on possible implementation.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/01/2013 - 1) Implement a union catalog by September 2014 2) Continue to enhance library website with updated resources and relevant information 3) Finalize the collection development plan, share and distribute to all campus libraries 4) Install and train library staff and select IT personnel on the use of the KOHA library automation system.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>information on services            3) Campus collection is distributed to all campus libraries for implementation            4) LRC staff and select IT personnel are trained on the use of the new library automation program</p>		
	<p><b>Assessment Strategy:</b>            Implement a program review and assessment cycle for LRC, instruction, and student services for student success. (IEMP AP4.6)  <b>Assessment Type:</b>            Descriptive Statistics  <b>Target:</b>            Assessment plans and program reviews are developed, shared, and implemented at all campus libraries.</p>	<p>10/01/2013 - Assessment plans are ongoing with each campus library sharing and implementing their plans at their respective campuses. Program reviews will commence in spring 2014.  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	<p>10/01/2013 - Continue to update and share plans with campus libraries. Program review for each campus library to commence in spring 2014.</p>
	<p><b>Assessment Strategy:</b>            Improve the currency and quantity of library resources to support and meet the educational needs of the academic community.  <b>Assessment Type:</b>            Survey  <b>Target:</b>            Satisfactory ratings on the currency and quantity of library resources</p>	<p>10/01/2013 - Satisfactory to Excellent ratings on the currency and quantity of library resources.  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	<p>10/02/2013 - Continue to update library resources via replacing outdated materials and resources.</p>
	<p><b>Assessment Strategy:</b>            Improve LRC instructional modules for continuous improvement of students' information literacy skills.  <b>Assessment Type:</b>            Descriptive Statistics  <b>Target:</b>            Ratings on library instructional surveys</p>	<p>10/01/2013 - Satisfactory to Excellent ratings on library instructional surveys.  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	<p>10/02/2013 - Develop one-week library instructional sessions with pre-test and post-tests administered to collect data on improvement on student learning.</p>
<p>C - administrative - Maintenance and Security - Outcome 1 - Improve preventative Maintenance programs and</p>	<p><b>Assessment Strategy:</b>            Conduct preventative maintenance program training to maintenance supervisors.</p>	<p>10/06/2013 - Training of supervisors from all sites was held in August 2012. Three out of six sites have implemented preventative maintenance</p>	<p>10/06/2013 - Continue to conduct training and coordinate with Campus Deans the need for</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
reporting at all sites. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Target:</b> By September 2013	programs and reporting consistently. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	consistency in reporting. _____
C - administrative - Maintenance and Security - Outcome 2 - Improve energy conservation programs and reporting at all sites. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Implement collection and reporting energy use data (kilo watt hours) for each building at each site. <b>Target:</b> Monthly until September 30, 2013.	10/06/2013 - Two out of four site are collecting and reporting energy use data. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	
C - administrative - Maintenance and Security - Outcome 3 - Improve security reporting and operations at all sites. <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Conduct training to maintenance and security supervisors for all sites. <b>Target:</b> By September 2013	10/08/2013 - Conducted maintenance supervisor training in August 2012. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	10/08/2013 - Need to improve consistency in reporting from all sites. _____
C - administrative - Maintenance and Security - Outcome 4 - Simulate Emergency Response Plan at all sites <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Conduct at least one emergency response drill at each site. <b>Target:</b> Conducted drills and evacuation procedures for all sites by September 2013.	10/08/2013 - Completed activation of emergency drill at all sites. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	10/08/2013 - Need to activate emergency drill at least once a year per campus. _____

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>09/30/2013  <b>PSLO Status:</b>            Inactive</p>			
<p>C - administrative - President's Office - Outcome 1 - To be fully accredited and without major recommendations from ACCJC/WASC  <b>PSLO Assessment Cycle:</b>            2012 - 2013  <b>Start Date:</b>            08/01/2012  <b>Inactive Date:</b>            07/31/2013  <b>PSLO Status:</b>            Inactive</p>	<p><b>Assessment Strategy:</b>            Require quarterly reports on current conditions from persons responsible for areas previously cited</p>	<p>10/03/2013 - The college was removed from sanction by the ACCJC at their June 2013 meeting. The college was notified through the commission's July 2013 action letter.  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	<p>07/12/2014 - The ACCJC in its recent action letter requires the college to submit a follow-up report in March 2014 on the completion of the space utilization and facilities master plan study completed by Beca Ltd. Additionally, the commission requests evidence/documentation of continued financial support by the FSM national government to the college to address the impact of the JEMCO decrement cumulative to 2.8 million dollars by 2016.</p>
	<p><b>Assessment Strategy:</b>            Institutionalize the self study process</p>	<p>10/01/2013 - Over the course of the last 18 months, the accreditation process has been fully embedded into the culture and operational practices of the college. With the establishment of the position of Vice President for Institutional Effectiveness and Quality Assurance and ALO, and with the establishment of the position of Assessment Coordinator and Assistant ALO institutionalization of the accreditation process had been achieved.  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	<p>04/30/2016 - The VPIEQA has received training from the ACCJC to serve as a visiting team member and has been selected to serve on a team during the Fall 2013. The President has also identified as a future participant for similar training and service on a visiting team. The college is in the process of completing a master planning calendar which will identify major planning processes and products including but not limited to preparation of the college's self-evaluation and for the ACCJC comprehensive team visit in the Spring of 2016.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - administrative - President's Office - Outcome 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</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 08/01/2012</p> <p><b>Inactive Date:</b> 07/31/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Establish routine linkages with the external community to ensure college strategic goals and objectives reflect current situations</p>	<p>09/30/2013 - Through the quarterly reports to the FSM government, presentations by the President to committees of Congress, presentations by the President to the State and National Leadership Conference, reports to the college's Board of Regents, publications of messages by the President to the community, and through college wide summits the external community is informed of the status and progress of the college to achieve its strategic goals and objectives.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/30/2014 - In addition to continuing these reports and presentations, the President's message to the community will be taped and sent to ICTV cable for airing to provide broader dissemination. External community will continue to be engaged in college wide summits specifically focused on visioning, mission, and strategic planning for the college as it prepares for the next strategic plan 2018-2022.</p>
	<p><b>Assessment Strategy:</b> Link individual KPIs to implementation of the master plans</p>	<p>09/30/2013 - The Key Performance Indicators (KPIs) have been linked to the Integrated Education Master Plan (IEMP).</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>C - administrative - President's Office - Outcome 3 - To maintain a financial plan which considers current and projected financial environment and determine best practices to keep the college solvent</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 08/01/2012</p> <p><b>Inactive Date:</b> 07/31/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Develop and monitor strategies to address current and projected fiscal concerns</p>	<p>09/30/2013 - The college has developed a 5 year financial plan linked to the IEMP and Strategic Plan which is reviewed annually during preparation for the development of budget. A clearly articulated budget manual has been developed and is used to guide the budget development process. The Vice Presidents review enrollment data, department assessments, to inform the development of the budget and to determine resource allocation. The Planning and Resource Committee and the Finance Committee are engaged in purposeful dialogue regarding the development of budgets as part of the college's participatory governance. The college's Executive Committee reviews and endorses the budget</p>	<p>09/30/2014 - The college will review enrollment data as compared to projected enrollment and projected revenue and will adjust the budget and resource allocation to reflect changes.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>before it is submitted to the college's Board of Regents for their review and approval.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
	<p><b>Assessment Strategy:</b> Conduct internal audit to lower expenditures</p>	<p>09/30/2013 - As part of the process to review enrollment and revenue data against projected enrollment and revenue data, Vice Presidents and the PRC and FC consider and recommend mitigation, cost effectiveness, and cost efficient strategies.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/30/2014 - An assessment of the impact of implemented mitigation, cost effectiveness, and cost efficient strategies will be conducted to inform the budget and resource allocation, and to improve continued related strategies.</p>
	<p><b>Assessment Strategy:</b> align budgeting to program priorities</p>	<p>09/30/2013 - Priorities identified in the IEMP, strategic plan, directions and goals, department assessments, guide the development of the budget and resource allocation.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/30/2014 - Ongoing assessment and regular reporting of progress to achieve goals articulated in the IEMP, strategic plan, direction and goals is required to ensure effective resource allocation.</p>
<p>C - administrative - President's Office - Outcome 4 - To establish a culture of continuous improvement in all aspects of the college</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 08/01/2012</p> <p><b>Inactive Date:</b> 07/31/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Ensure 100% completion of program reviews by all areas of the college</p>	<p>09/30/2013 - Academic and administrative program have been completed and a regular cycle for continued review has been established.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/30/2014 - The results of the program reviews will be used to inform decisions for resource allocations, program elimination, and consideration of proposals for the development of new programs.</p>
	<p><b>Assessment Strategy:</b> Use program reviews to develop annual plans, and adjust master plans</p>	<p>09/30/2013 - Used program reviews to inform resource allocation, the development of the IEMP, and the development of the Strategic Plan 2013-2017.</p> <p><b>Target Met:</b></p>	<p>09/30/2014 - The results of the program reviews will be used to inform decisions for resource allocations, program elimination, and consideration of proposals for</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Yes <b>Reporting Period:</b> 2012 - 2013	the development of new programs. _____
C - administrative - President's Office - Outcome 5 - To generate confidence in the college both internally and externally <b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 08/01/2012 <b>Inactive Date:</b> 07/31/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Establish a truly broad-based, participatory, and result-oriented decision-making process  <b>Assessment Strategy:</b> Develop and market a college brand  <b>Assessment Strategy:</b> Enhance stakeholder management	09/30/2013 - The new organizational structure of the college which includes the committees (CAC, RRC, HRC, FCEC, MT, FC, ICTC, PRC), and the establishment of an Executive Committee representative of all college stakeholders ensures a broad based participatory governance model. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013  09/30/2013 - This strategy is still in process. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013  09/30/2013 - In addition to the establishment of committees, and the Executive Committee, the implementation of the management team on the administrative side of the organizational structure has significantly improved the participation of directors and deans in the administrative decision- making of the college.  <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	09/30/2014 - Continued training of focusing on the roles and responsibilities of committees, effective communication, and management of meetings. _____  09/30/2014 - The college needs to renew its focus, development, and implementation of a distinct college brand. _____  09/30/2014 - Improved communication between all stakeholders within the participatory governance model is needed. _____
C - administrative - VPIA Office - IA 2 - Hands-on training opportunities will be available to students through a work experience program negotiated with	<b>Assessment Strategy:</b> Was the work experience program developed through working with stakeholders in the public and private	11/05/2013 - Not completed <b>Target Met:</b> No <b>Reporting Period:</b>	11/05/2013 - Activity is still important and will added into the 13/14 plan.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
stakeholders in the public and private sectors.(IEMP AP2) <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015  <b>PSLO Status:</b> Active	sectors? <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> at least one work experience is integrated into the program/course.	2012 - 2013	
C - administrative - VPIA Office - IA 3 - Qualified, learner-centered faculty retention rate will be maintained at a minimum of 80%. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015  <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Coordinate between Instruction, Student Services and Human Resources to provide training and support to assist with increased retention of staff. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 80 % retention	11/05/2013 - 80% target was met <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
C - administrative - VPIA Office - IALRC 4 - VPIA with collaboration of VPSS will provide adequate library and student services to support the students and college needs.(IEMP AP4) <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014  <b>Inactive Date:</b> 09/05/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> LRC will renovation and rearrangement of national campus LRC to improve student access and increase quiet areas for student work. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 1 increased access and noise control for LRC	11/05/2013 - 1 renovation of LRC national campus <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	
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. <b>PSLO Assessment Cycle:</b> 2012 - 2013	<b>Assessment Strategy:</b> Schedule and conduct assessment plan writing workshop during faculty workshop week Aug. 2012. <b>Assessment Type:</b> Internal Audit/Report <b>Target:</b> 100% of instructional program assessment	09/02/2013 - Faculty workshop on assessment plan writing held Aug. 7, 2012. 26 of 28 (93%) programs posted assessment plans for school year 2012-2013 on wiki. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	09/02/2013 - Workshops held again in Aug. 2013, train faculty on use of TracDat, hire assessment coordinator to assist with training. Assessment plans for 100% of the programs will be entered in TracDat for school year 2013-2014.



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 08/05/2014 <b>PSLO Status:</b> Active	plans for school year 2012-2013 posted on wiki.	<b>Related Documents:</b> <a href="#">Faculty workshop week schedule</a>	
C - administrative - VPIA Office - IADAP 2 - DAP will coordinate improvement of the developmental education program at all campuses. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Request ACE coordinator position for 2014 budget based on student learning outcome assessment results and program review. <b>Assessment Type:</b> Internal Audit/Report <b>Target:</b> ACE coordinator position approved.	09/03/2013 - ACE coordinator not approved. Request was made for this position, but during the budget process, the position was not approved. <b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013	05/03/2014 - Prepare program review for ACE and submit as documentation for the program prioritization process in May 2014. Use these processes along with assessment of student learning to justify coordinator position.
<b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Present training on strategies to help students transfer skills and provide NADE conference information. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 100% ACE instructors trained. <b>Related Documents:</b> <a href="#">Notification of NADE</a>	09/02/2013 - Shared journal article, "Critical Thinking: Competency Standards Essential to the Cultivation of Intellectual Skills", by Richard Paul and Linda Elder from the Journal of Developmental Education (5 parts) Summer 2011 - Fall 2012 and shared NADE conference information on Nov. 23, 2012. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">NADE Conference announcement</a> <a href="#">Monday Morning Mentor series</a>	12/07/2013 - Continue to share information on NADE conference and send articles or one training opportunity each semester during school year 2013-2014.
	<b>Assessment Strategy:</b> Renew NADE membership which includes access to professional journals on developmental education <b>Assessment Type:</b> Internal Audit/Report <b>Target:</b> Membership renewed for 2013-2014 year.	09/02/2013 - Membership renewed for 2013-2014 year on Sept. 2, 2013. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013	08/05/2014 - Maintain membership for 2014-2015 school year.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Draft College 101 course and submit to Curriculum Committee for approval</p> <p><b>Assessment Type:</b> Internal Audit/Report</p> <p><b>Target:</b> Course approved by Feb. 2013</p>	<p>09/02/2013 - Course not submitted to CAC.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>02/11/2014 - Appoint a team to draft College 101 and submit to CAC for recommended approval by Feb. 2014.</p> <p><b>Follow-Up:</b> 06/23/2014 - CAC reviewed College 101 for first reading on June 20, 2014. 03/13/2014 - Team has drafted College 101 and it is out to college community for comment before being sent to CAC.</p>
	<p><b>Assessment Strategy:</b> Implement college 101 course fall 2013</p> <p><b>Assessment Type:</b> Internal Audit/Report</p> <p><b>Target:</b> college 101 offered at all sites fall 2013</p>	<p>09/02/2013 - College 101 not offered at any site.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>07/12/2014 - Train ICs and division chairs on implementation of College 101 and put course on the fall 2014 schedule for all sites.</p>
<p>C - administrative - VPIEQA Office - 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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 08/06/2012</p> <p><b>Inactive Date:</b> 08/03/2013</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> ALO designs and provides training sessions with outcomes.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> Training is conducted at all six campuses for both faculty and staff.</p>	<p>07/21/2013 -</p> <p>This target was successfully met.</p> <p>An "accreditation boot camp" training was designed with outcomes. Trainings were designed to foster purposeful dialogue and reflective dialogue on accreditation, the accreditation process, and where we are as an organization. Specific outcomes were: demonstrate basic knowledge on the accreditation process; discuss the SLO rubric and your perceptions of where we are towards proficiency; be able to define, discuss, and offer specific examples of authentic assessment; and, demonstrate understanding of faculty/staff roles and responsibilities towards the</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>SLO report and midterm report.</p> <p>Training at all six sites were on the following dates:  Pohnpei &amp; National Faculty: 11 May 2012  Chuuk: 20 October 2012  Kosrae: 12 November 2012  Pohnpei and National Staff/Admin: 5 February 2013  Yap &amp; FMI Combined: 22 February 2013</p> <p><b>Target Met:</b>  Yes</p> <p><b>Reporting Period:</b>  2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">Accreditation Training</a>  <a href="#">Authentic Assessment Presentation</a>  <a href="#">SLO Rubric Presentation</a>  <a href="#">VPIEQA Trip Report Yap</a></p>	
<p>C - administrative - VPIEQA Office - Training on ACCJC Rubrics for IE - The ALO provides college-wide training on the ACCJC/WASC Rubrics for Evaluating Institutional Effectiveness with a focus on moving to "sustainable continuous quality improvement" for the rubric part III-Student Learning Outcomes.</p> <p><b>PSLO Assessment Cycle:</b>  2012 - 2013</p> <p><b>Start Date:</b>  08/07/2012</p> <p><b>Inactive Date:</b>  08/03/2013</p> <p><b>PSLO Status:</b>  Active</p>	<p><b>Assessment Strategy:</b>  ALO designs and provides training sessions with outcomes.</p> <p><b>Assessment Type:</b>  Presentation/Performance</p> <p><b>Target:</b>  The training is conducted on all six campuses for both faculty and staff.</p>	<p>07/18/2013 - Training was conducted at Chuuk Campus in October 2012, Kosrae Campus in November 2012, and for Yap Campus, FMI, Pohnpei Campus, and National Campuses in February 2013.</p> <p><b>Target Met:</b>  Yes</p> <p><b>Reporting Period:</b>  2012 - 2013</p>	
<p>C - administrative - VPSS Office - 2012-2013 VPSS Outcome 1 - Students will</p>	<p><b>Assessment Strategy:</b>  1. Provide workshops or sessions on</p>	<p>09/03/2013 - The Office of the Vice President for</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>conduct business of their clubs or associations demonstrating proper and ethical practices</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p>leadership and best practices to officers of recognized student clubs, organizations or associations.</p> <p>2. Conduct workshop or session on leadership and personnel skills, time management, effective written and oral communication, conflict resolution, teamwork, peer education and others for students.</p> <p>3. Offer and facilitate on-campus activities aimed at building community and culture including promoting social change.</p> <p>4. Provide leadership development, training especially geared at cultivating the student's leadership ability and providing an array of opportunities to fully discover their leadership potentials.</p> <p><b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> At least two workshops or sessions on leadership and best practices to officers of recognized student clubs or associations.</p>	<p>Student Services coordinated through its counselors from the Counseling Office and the Peer Counseling Center (PCC) the holding of training sessions for Peer Advisors during Fall 2012 and 2013 semesters. Specifically, trainings for Peer Advisors during Fall 2012 and 2013 semesters were held on July 23-25, 2012 and July 22-25, 2013, respectively. The trainings basically covered the following areas: leadership, communication skills, time-management, and guidelines, processes and procedures specific to various academic and administrative units, such as admissions and records, business and financial aid offices, instructional affairs, physical maintenance and security, and others.</p> <p>In the Fall 2013 training for Peer Advisors, the 24 participants were submitted to pre- and posttests to determine to measure the knowledge gained about the subject areas presented in the training specifically as results of participating in the training facilitated.</p> <p>Results of the assessment showed that:</p> <p>(a) Minimum and maximum scores were 0 and 7, respectively. A mean score of 3. Nevertheless, 8% of the participants scored <math>\geq</math> the median, and (b) 92% &lt; the median in the administered pre-test.</p> <p>(b) Minimum and maximum scores were 8 and 15, respectively. A mean score of 14. Nevertheless, 100% of the participants score <math>\geq</math> the median in the administered posttest.</p> <p>(c) The percent difference is statistically significant.</p> <p>An orientation survey was administered to a nonprobability sample of 222 students during Fall 2012 semester. 98% of the nonprobability sample (N=222) were new students, and</p>	<p>09/16/2013 - Based on the results of the assessment, the Office of the Vice President for Student Services shall undertake the following:</p> <ol style="list-style-type: none"> <li>1. Coordinate the design and development of syllabi for all co- and extra-curricular activities. This is critically important especially to ascertain the consistency in terms of the content, and the delivery of these activities including assessments of these activities.</li> <li>2. Increase the frequency of co- and extra-curricular activities available for students. More so, update the Office of the Vice for Student Services' webpage to include a calendar of these activities principally providing information, such as a succinct description of the activity, date and venue, intended outcomes, and others.</li> <li>3. Provide trainings to officers of the Student Body Association (SBA) and other clubs or associations on leadership, administration and governance including budget and assessment.</li> <li>4. Coordinate with the unit directors and office coordinators/supervisors primarily in revisiting and assessing the current organizational structure of the Student Body Association (SBA), and other student clubs or associations to identify and prioritize needs, concerns, and interests crucial to further strengthening the</li> </ol>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Summarized below are the results of the survey that are specific to the Office of the Vice President for Student Services:</p> <p>(a) 73% of the sample (N=222) strongly agreed and agreed that they understood and are aware of the student services policies, student conduct and disciplinary matters as presented in the orientation. 5% signified disagreement, and 22%, neutrality.</p> <p>(b) 75% of the sample (N=222) expressed agreement that they are aware of the college's policy on the use of alcohol and drugs, while 17% signified disagreement, and 8%, neutrality.</p> <p>(c) 64% of the sample (N=222) indicated that they understood and are aware of the policies dealing with student grievance, the student government, and due process with only 10% in disagreement, and 26%, neutrality.</p> <p>The VPSS Office's log showed 20% increase in the number of registered student clubs, associations, and organizations in 2012 as compared to the prior academic year.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>college's student leadership and development program, and to effectively foster student engagements and involvements.</p> <p>5. Coordinate the revisiting the existing policies and procedures appertaining to student conduct and discipline to ensure their currencies and relevancies, clarify ambiguities, and resolve inconsistencies.</p> <p>6. Provide trainings to staff on policies related to student conduct and discipline including routine procedures.</p> <p>7. Coordinate with the department's directors and unit supervisors to develop common core leadership training for all registered student organizations, clubs and associations including annual awards or recognition to recognize student leadership</p> <p>8. Conduct routine surveys and similar forms of measuring approaches to identify the types of programs and activities that students want to engage in and/or learn.</p>
<p>C - administrative - VPSS Office - 2012-2013 VPSS Outcome 2 - Student will demonstrate strong interpersonal skills and respectful relationships with others</p>	<p><b>Assessment Strategy:</b> Design, develop, and implement a comprehensive student life plan.</p> <p><b>Assessment Type:</b></p>	<p>09/16/2013 - The Office of the Vice President for Student Services coordinated the development of a comprehensive student life program that outline priorities, activities, and a master calendar for all</p>	<p>09/16/2013 - Based on the results of the assessment, the Office of the Vice President for Student Services shall undertake the following:</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p>Descriptive Statistics <b>Target:</b> A comprehensive student life program outlining priorities, activities, and a master calendar for all activities.</p>	<p>student services-facilitated and/or sponsored activities.</p> <p>This plan is published in the 2012-2013 Student Handbook, an copy of which is accessible in downloadable portable document format (pdf) from this URL: <a href="http://www.comfsm.fm/publications/handbook/Student-hand-book-2012-2013.pdf">http://www.comfsm.fm/publications/handbook/Student-hand-book-2012-2013.pdf</a>. Additionally, a student life's calendar for 2012-2013 chronologically outlining the various activities by units or offices is also included in this handbook.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">2012-2013 Student Handbook</a> <a href="#">2013-2014 Student Handbook</a></p>	<p>1. Coordinate with unit directors and office coordinators of the department including students representatives to assess the current comprehensive Student Life's plan primarily to identify some areas that require further improvements especially to effectively meet the needs of the students, and to ensure their direct linkages to pertinent accreditation standards and eligibility requirements, college's strategic institutional directions and goals, the objectives in the college's integrated educational master plan, and others.</p> <p>2. Coordinate with unit directors and office supervisors of the departments to updating the student life's calendar to include succinct description of activities and their intended outcomes, and others. Collaborate with the Webmaster of the college's Information Technology division especially in making this student life's calendar accessible through the Office of the Vice President for Student Service's webpage; also further allowing routine updates to the calendar, such as but by any means not limited to changes in the schedule of certain activities, posting new and additional activities, and others.</p>
	<p><b>Assessment Strategy:</b> Collaborate and coordinate with instructional</p>	<p>09/16/2013 - Specifically addressing a goal in the college's Integrated Educational Master Plan</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>affairs in designing, developing, and implementing the first-year experience seminar program.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> First Year Experience course implement by Fall 2014 (see IEMP, AP1, 1.8)</p>	<p>(IEMP) geared to increasing the success of first-year students, the Office of the Vice President for Student Services collaborated with the college's Department of Instructional Affairs to designing and developing a first-year experience program including a College 101 course required for all new students.</p> <p>As such, working group was formally organized and tasked to draft, design and develop the college 101 and the first-year experience courses. Chaired by the Vice President for Instructional Affairs, the working group's membership included: the Vice President for Student Services, the acting Director of Student Life, the lead Counselor, Student Services Coordinators, Counselors, and selected faculty members from the State Campuses.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/16/2013 - The task of developing a College 101 and/or a first-year experience course is a work in progress. The College's IEMP (see AP1, 1.8) specifically provides Fall 2014 semester as the timeline for the implementation of this course geared to increasing the success of first-year students.</p> <p>Nevertheless, the Office of the Vice President for Student Services shall continue to work collaboratively with the Instructional Affairs department and other units or support services in drafting this course.</p>
<p>C - IEQA - Information Technology - AUO 01 - IT Core Services - Ensure core services support seamless operations for college network, backups, email and core database functions.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 08/01/2012</p> <p><b>Inactive Date:</b> 07/31/2013</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Digital backup daily of all content on college primary servers including the student database, accounting system, website and other core service support.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 100% backup daily</p>	<p>10/04/2013 - 99.5% of daily backups completed</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>10/04/2013 - 100% as a target does not allow for events beyond IT control, such as sustained island wide power outages. Target should be reduced to accommodate events beyond IT's control. An alternative is to purchase automatic power alternatives at strategic locations.</p>
	<p><b>Assessment Strategy:</b> Configure and replace one core server based on current industry standards.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p>	<p>09/20/2013 - 1 core server replaced spring 2013</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p><b>Target:</b> 1 core server replaced</p> <p><b>Assessment Strategy:</b> Maintenance and upkeep of core service functions.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 90% up time for core service on core servers</p>	<p>10/04/2013 - 90%</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>C - IEQA - Information Technology - AUO 02 - IT Support Services - 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.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 08/01/2012</p> <p><b>Inactive Date:</b> 07/31/2013</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Maintain and maintenance of computer laboratories and supporting networking in the field as per maintenance plan.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 90% of maintenance complete per maintenance plan</p> <p><b>Assessment Strategy:</b> Provide technical support and innovation for classroom usage.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 1 baseline data not available in 2012/13</p>	<p>10/04/2013 - 90%</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p>10/04/2013 - 1</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>C - IEQA - Institutional Research and Planning - AUO - 1 Planning - a) Performance Budgeting</p> <p>i) Coordinate development of FY 2014 performance budget for review and approval by college governance structure and presentation to FSM Executive and Congress and JEMCO</p> <p>ii) Coordinate initial development of FY 2015 performance budget with focus on 1) development of budget guidelines for FY 2015, 2) training for performance budgeting</p>	<p><b>Assessment Strategy:</b> a) College budgeting 2013 &amp; 2014 - Provide training, technical assistance and inputting of budget into FSM BPS.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> Complete FY2013 Budget for review and</p>	<p>01/15/2013 - 100% - prepared and submitted Budget to Congress. 100% - Approved by Congress.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>06/20/2013 - Formal report on prioritization process</p>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>and development, and 3) review and revision of revenue projections.</p> <p>b) Strategic Plan (2013 – 2017) - coordinate overall development of mission statement, goals and objectives and for review and approval by college governance structure. Assist with training and distribution of plan.</p> <p>c) Integrated Educational Master Plan, develop process for alignment of IEMP with new strategic plan. Assist with development and implementation for an assessment plan for year 1 activities under the IEMP with focus on reporting accomplishments and tracking of KPIs.</p>	<p>approval</p> <hr/> <p><b>Assessment Strategy:</b> Strategic Plan (2013 – 2017) - Coordinate development of measures of success for strategic directions</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> Coordinate and implement the Strategic Plan (2013 - 2017)</p>	<p>08/26/2013 - 100% - Coordinated and completed the measures of success for the Strategic Plan(2013 - 2017).</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">Strategic Plan (2013 - 2017)</a></p>	<p>09/12/2013 - Review and update measure of success each semester and publish on website.</p> <hr/>
<p>d) Assist with planning, implementation and follow to Visioning Summit 2013.</p> <p>e) Nonacademic program prioritization – Assist with necessary data and planning and decision making processes</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 09/01/2013</p> <p><b>Inactive Date:</b> 08/31/2014</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Integrated Educational Master Plan - Assist with development and implementation for an assessment plan.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> Assisting Facult/Staff and coordinating the implementation of the IEMP.</p>	<p>08/26/2013 - 100% - Assisted in the implementation of the IEMP, and is now available on the College website: <a href="http://www.comfsm.fm/vpia/misc/IEMP.pdf">http://www.comfsm.fm/vpia/misc/IEMP.pdf</a></p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">Link to Report</a></p>	
	<p><b>Assessment Strategy:</b> Visioning Summit 2013 - Planning, organizing, and facilitating for the summit.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> Assisting to meet required preparations, implementations, and prepare reports for the summit.</p>	<p>08/26/2013 - 100% - Assisted in the overall preparations, collected data, and prepared reports for the summit</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">Visioning Summit</a></p>	
	<p><b>Assessment Strategy:</b> Nonacademic program prioritization - conduct training, coordinate, and prepare reports for the nonacademic program prioritization.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p>	<p>08/26/2013 - 100% - Training held system wide by IRPO Staff. " Viewing of the Webinar: Non-Academic Program Prioritization". Additional input was provided from Robert C. Dickeson book Prioritization Academic Programs and Services</p> <p><b>Target Met:</b></p>	<p>10/18/2013 - Follow up as prioritization is developed if additional training or clarification is needed on the prioritization process.</p> <hr/>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p><b>Target:</b> To train all non - academic programs regarding prioritization</p>	<p>Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">IRPO trip report campus visits 2012.docx</a></p>	
<p>C - IEQA - Institutional Research and Planning - AUO - 2 Research - Research a) Increase design and delivery of research projects with 1) two additional reports on COMET (internal focus and external focus), 2) addition topics to be selected. b) Conduct a series of student focus groups on critical issues facing the college. c) Coordinate preparation, delivery and reporting for surveys 1) CCSSE, 2) Registration, 3) student satisfaction , 4) employer views and other surveys as needed d) Assist with ILO planning, assessment and reporting</p>	<p><b>Assessment Strategy:</b> Generate report on the COMET data 2012 (internal and external focus). <b>Assessment Type:</b> Research <b>Target:</b> To provide descriptive analysis and interpretation of results to internal and external stakeholders.</p>	<p>08/26/2013 - 100% - Generated reports on all data collected from both internal and external focus  <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">Reports</a></p>	
<p><b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Conduct focus groups at campuses (National, Yap, Chuuk, and Kosrae) focusing on student registration and advising. <b>Assessment Type:</b> Research <b>Target:</b> To collect feedback from each of the State Campuses</p>	<p>10/06/2012 - 100% - Feedback collected, and reports to be available soon in early September. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">IRPO trip report campus visits 2012.docx</a></p>	<p>10/18/2013 - Review and improve process and procedures on conducting, analyzing, and reporting the results of focus groups.</p>
	<p><b>Assessment Strategy:</b> Coordinate preparation, delivery and collection of CCSSE(Community College Survey of Student Engagement) and CCFSSSE (Community College Faculty Survey of Student Engagement) forms. <b>Assessment Type:</b> Survey <b>Target:</b> To prepare, deliver, and collect data.</p>	<p>05/15/2012 - 100% - Coordinated and administered the Community College Survey for Student Engagement (CCSSE) and Community College Faculty Survey for Student Engagement (CCFSSE).  100% - Collected and sent data to the University of Texas at Austin, Center for Community College Student Engagement  100% - Received report (executive summary) from the University of Texas at Austin, CCCSE</p>	<p>07/19/2013 - Improve dissemination of data report to college community by publishing on website and reporting within committees for distribution through governance structure .</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">Executive Summary</a>	
C - IEQA - Institutional Research and Planning - AUO - 3 Data & Reporting - Data and reporting a) Prepare and distribute 1) semester reports and 2) annual report for internal and external consumption. b) Prepare IPEDS fall, winter and spring reports and distribute key data internally and externally c) Improve linkages of quarterly report to strategic plan and IEMP	<b>Assessment Strategy:</b> a) Prepare and disseminated enrollment, retention, and graduation reports on the website. Also disseminated data reports to various college committees. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> To generate and distribute data to the College community.	08/26/2013 - 100% - Generated and provided data to College community and published on the IRPO website. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">Data files</a>	
<b>PSLO Assessment Cycle:</b> 2012 - 2013 <b>Start Date:</b> 10/01/2012 <b>Inactive Date:</b> 09/30/2013 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Prepare IPEDS Fall, winter and spring reports and distribute internally and externally on IPEDS website. <b>Assessment Type:</b> Survey <b>Target:</b> To prepare and generate data reports prior to deadlines.	08/26/2013 - 100% - Prepared and generated data reports and submitted on the IPEDS Data Center <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">IPEDS Data Center</a>	08/16/2013 - Disseminate annual feedback report to internal and external stakeholders within two months of publication by IPEDS.
	<b>Assessment Strategy:</b> Improve linkages of quarterly report to strategic plan and IEMP(Integrated Education Master Plan) by designing a completely new reporting format. It included the planning agendas and the use of coding from the IEMP. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> Creating a new quarterly report template to better demonstrate the College's measure of success.	08/26/2013 - 100% - The new quarterly report template is now available and has been shared within the IEQA Department on the Google Docs. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">Strategic Planning</a>	09/20/2013 - Implement of revised quarterly reporting in FY2014.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - IEQA - Institutional Research and Planning - AUO - 4 Sponsored Programs - Sponsored programs            Prioritize grant writer (s) hiring with 1) revised approach to grant development with specific priorities and 2) new processes and procedures for grant writing and development.</p>	<p><b>Assessment Strategy:</b>            The Grant Writer position was converted to an Assessment Coordinator position.  <b>Assessment Type:</b>            Descriptive Statistics  <b>Target:</b>            Upgrade title to an Assessment Coordinator to be in charge of Assessment/TracDat and assisting the ALO.</p>	<p>08/26/2013 - 100% - The Assessment Coordinator position was filled in August 2013, but was move under the VPIEQA Office.  <b>Target Met:</b>            Yes  <b>Reporting Period:</b>            2012 - 2013</p>	
<p><b>PSLO Assessment Cycle:</b>            2012 - 2013  <b>Start Date:</b>            10/01/2012  <b>Inactive Date:</b>            09/30/2013  <b>PSLO Status:</b>            Inactive</p>			
<p>C - studentServices - Admissions, Records and Retention - 2012-2013 OARR Outcome 1 - Students will demonstrate above to excellent knowledge base of OARR's policies and procedures, and ability to successfully navigate admissions and registration processes.</p> <p><b>PSLO Assessment Cycle:</b>            2012 - 2013  <b>PSLO Status:</b>            Inactive</p>	<p><b>Assessment Strategy:</b>            Develop, design, and provide workshop modules fundamental to facilitating regular and extended orientation sessions that provide new and returning students with information about OARR's policies and procedures, registration and matriculation processes, student's rights and responsibilities, the use of the myShark portal, and others.  <b>Assessment Type:</b>            Exam/Quiz - Pre-Post  <b>Target:</b>            A significantly (positive) difference between the scores in the administered pre- and posttests.</p>	<p>08/09/2013 - A nonprobability sample of 121 students from a cohort of first-time in college freshman students including transfer students during the Fall 2013 Orientation (OARR-Module) was submitted to an OARR developed and designed pretest prior to the session, and then, a post test immediately after the session. The pre- and posttests were administered to measure the knowledge gained about OARR standards, policies and procedures from participating in the session facilitated.</p> <p>Specifically, expressed in percent distribution, the tabulated scores of the 121 students in the pre- and posttests show that:</p> <p>(A). 38.02% scored <math>\geq</math> the median and 61.98% <math>&lt;</math> the median before participating in the OARR facilitated orientation session.</p> <p>(B) 69.42% <math>\geq</math> the median and 13.22% <math>&lt;</math> the median after participating in the OARR facilitated</p>	<p>09/03/2013 - From the results of the assessment, the Office shall take the following action steps:</p> <p>(1) Facilitate extended orientations for all students (new, continuing and returning) as follow-up to the regular orientations basically scheduled on during beginning of the Fall semester and are geared to only incoming new freshman and transfer students. These extended orientations will cover other subject areas not presented during regular orientations.</p> <p>(2) To ensure consistency in the content of and the delivery of the regular and extended OARR orientations, the Office shall design, develop, and implement orientation modules with articulated outcomes</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>orientation session.</p> <p>(C) A percent difference of 58.4512% between the percent of students who scored &gt;= the median in the pre- and posttests. The percent difference is statistically significant at 95% level of confidence.</p> <p>The criterion for success is “a significant (positive) difference between the scores in the administered pre- and post tests.” Therefore, this criterion for success was successfully met.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>or objectives, and provisions on manner of assessing whether or not these outcomes or objectives are achieved.</p> <p>(3) Continue to publish the OARR Student Guide, and perhaps increasing the frequency for its publication from every Fall semester only to possibly every regular semester.</p> <p>(4) Coordinate and cross train office staff geared to providing them adeptness of the various office operations and not specific and exclusive only of their primary functions and roles.</p>
	<p><b>Assessment Strategy:</b> Streamline steps to admission and registration; and improve data verification.</p> <p><b>Assessment Type:</b> Survey</p> <p><b>Target:</b> 85% positive ratings in the (a) OARR satisfaction survey, (b) registration survey, and (c) orientation survey for incoming freshman and transfer students</p> <p><b>Related Documents:</b> <a href="#">Spring 2013 Registration Survey</a> <a href="#">Fall 2012 Orientation Survey</a> <a href="#">2013 OARR Annual Satisfaction Survey</a></p>	<p>09/04/2013 - OARR Annual Satisfaction Survey To determine the perceived level of satisfaction of the patrons about the various services offered by OARR, a satisfaction survey was administered to a non-probability sample of 115 students who attended the National Campus during 2013 spring semester and summer session. Results of the survey also show:</p> <p>(A) OARR received the highest positive rating (88.70%) in terms of “displayed professionalism in interacting with patrons.” In similar survey administered in 2012 (prior assessment cycle), the office received a positive rating of only 70.00%. A positive increase of 18.70%.</p> <p>(B) OARR had received 85.22% positive ratings in terms of (a) punctual and just in time services, (b) clear and easy to understand instructions provided to patrons, and (c) responses and updates</p>	<p>09/04/2013 - On Location used and Layout for the registration In the past, regular registrations are held in the Practice Gym of the FSM -China Friendship Sports Center. The gym has a space that can accommodate more or less 500 individuals, and it is fitted with air conditioning units, fully carpeted floor, and other facilities suitable for an arena-type registration. In the Spring 2011 registration survey administered to a nonprobability sample of 156 students, OARR received the highest positive rating (87.18%) in terms of the “location used for the registration”. However, in the Spring 2013 registration survey administered to 530 non-randomly selected students, OARR</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>provided on or before the promised date. A remarkable increase in the perceived satisfaction level in these two categories as compared to the ratings received in a similar survey administered during the 2010-2012 assessment cycle, i.e., 50.00%, 41.43%, and 55.71% category A, B and C, respectively.</p> <p>(C) OARR received 82.61% positive ratings in terms of “displayed patience and professionalism” in dealing with patrons. Again, a remarkable increase in the perceived satisfaction level in this category as compared to the prior cycle, i.e., only 44.29% positive rating.</p> <p>(D) OARR received 80.87% positive ratings in terms of (a) listening attentively to the patron’s question, and asking appropriate questions to better understand the concern or need; (b) exhibited knowledge of the office’s policies and procedures; (c) timeliness in providing responses or updates. These ratings are extraordinarily higher if compared to the perceived satisfaction level for these categories in the prior assessment cycle, i.e., 45.71%, 71.43%, and 55.71% in category A, B, and C, respectively.</p> <p>Although OARR received positive ratings in all categories of the 2013 OARR Annual Satisfaction Survey significantly higher than the level of dissatisfaction and neutrality combined, the unit reasonably consider a greater attention to the following areas especially attributing to its commitment to serving patrons in a professional, courteous, and timely manner which will enable them to meet their goals while upholding college policies as straightforwardly articulated in its mission statement: (a) staff to be easily accessible by phone, e-mail or in person; and (b) staff willingness to go “the extra mile” in order to help meet needs.</p>	<p>received a 78% positive rating which is 9% lower than its rating in the 2011 survey. In two academic terms past, MITC served as site for National Campus’ regular registrations – i.e., Viewing Rooms 1 and 2 with combined seating capacity of more or less 80 students. As such, MITC may not be appropriate and fitting a venue for the three-day regular registration.</p> <p>The Office also received 75% positive rating in terms of the “lay-out used for the registration” which is 5% lower than the rating it received in the 2011 survey. This perceived level of satisfaction is almost certainly ascribed to the location designated for the National Campus’ regular registration offering significantly limited physical area.</p> <p>While securing a fitting physical location providing more space to (a) accommodate students and staff/faculty and (b) allow suitable set-up crucial to the efficient process flow of the registration, is fundamental to effectively deliver an arena-type registration -- this need can also be well addressed by taking the following approaches:</p> <p>(1) Collaborate with the other departments, divisions and administrative units involved in facilitating registration especially to articulate guidelines, process and procedure that relate to the online</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>The established criterion for success is 85% positive rating in the OARR Satisfaction Survey. Overall, OARR received a 87.83% positive rating (2.83% above the established target), 2.61% negative rating, and 9.57% neutrality. Therefore, the criterion for success was successfully met.</p> <p>Registration Satisfaction Survey To determine the perceived level of satisfaction of the patrons about the registration process, the Institutional Research and Planning Office (IRPO) administered a survey to nonprobability samples of 530 students during Spring 2013. Specifically, the results of the survey that directly pertain to OARR and the registration are as follows:</p> <p>(A) In terms of "helpfulness of admissions and records staff," 84% positive rating, which is similar to the positive rating, received in the Spring 2011 registration surveys. Among the comments and feedbacks expressed by students include "everybody's helpful," "keep up the good work," "the registration process is very good and the staff worked very well," "motivated staff," and others.</p> <p>(B) In terms of "forms used for registration," 86% positive rating, which is similar to the positive rating, received in the Spring 2011 registration survey.</p> <p>(C) In terms of "hours set for registration," 84% positive rating. This rating is lower by 1%, more or less, if compared to the 2011 registration survey.</p> <p>(D) In terms of "location used for registration," 78% positive rating. This rating is lower by 9%, more or less, if compared to the 2011 registration survey. Among the negative feedbacks received were: "space is limited," "I really don't like this area because if there's lot of students, we can't fit</p>	<p>registration.</p> <p>(2) Collaborate with the College's Information Technology Division to implement the online registration. Ideally, to pilot its implementation to a cohort of academic advisors and students during the early registration for Spring 2014.</p> <p>(3) In collaboration with the Information Technology Division, facilitate trainings on the SIS production database and the myShark to staff and academic advisors primarily focusing on the new added-features of the database and the online registration process and procedure.</p> <p>(4) Facilitate training to students on the myShark and the online registration process and other related procedure.</p> <p>On Orientation OARR-specific results of the Fall 2012 Orientation conducted by the Institutional Research and Planning Office (IRPO) to a nonprobability sample of 222 students showed that (a) 88% of the student indicated that they understood and are aware of the academic policies presented, and (b) 82% expressed that they understood and are aware of all procedures from registration through graduation requirements. While the ratings are definitely evident of the effectiveness of the OARR's facilitated orientations, the units</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>through the door," "it's really small and crowded," and "negative side: the space is too small."</p> <p>(E) Additionally, the office received a rating of 75% in terms of the "lay-out used for the registration" which is 5%, more or less; lower than the rating received in the prior survey.</p> <p>(F) In terms of "time involved in completing the registration process," 72% positive rating. The rating is lower by 4%, more or less, if compared to the 2011 registration survey.</p> <p>Fall 2012 Orientation Survey To determine the perceived level of satisfaction of the incoming new freshman and transfer students about the registration orientation, the Institutional Research and Planning Office (IRPO) administered a survey to nonprobability samples of 222 students during the Fall 2012 semester. The following are the results of the survey specific to OARR:</p> <p>(A) In terms of "I understood and am aware of the academic policies that were presented," 88% of the samples expressed positive rating while 3% and 9% indicated disagreement and neutrality, respectively.</p> <p>(B) 82% (or 182 students) gave OARR a positive rating in terms of "I understood and now aware of all procedures from registration through graduation requirements, and all other procedures that were presented." Only 6% and 12% expressed disagreement and neutrality, respectively.</p> <p>Specific to OARR, results of the Fall 2012 orientation survey show an overall 85% positive rating. Therefore, this criterion for success was successfully met.</p>	<p>shall:</p> <p>(1) Facilitate extended orientations to students as follow-up to the regular orientations geared to incoming new freshman students, transfer and returning students during Fall semesters. These regular orientations are slated at 30-minute sessions; as such, they basically cover pre- to post-registration procedures, and academic dates. Extended orientations shall cover other subject areas not presented during these regular registrations.</p> <p>(2) Design and develop OARR orientation modules to ensure consistent delivery of the OARR-facilitated regular and extended orientations. These modules shall also include how the articulated objectives in OARR-facilitated orientation as to be assessed.</p> <p>(3) Collaborate with other divisions and administrative units especially in facilitating sessions to academic advisors and administrative staff on guidelines, policies and procedures that relate to admissions, registration and matriculation, record keeping, and graduation.</p> <p>On Efficient and effective delivery of services to patrons To further improve the staff's efficiency and effectiveness in the delivery of services to all patrons, the unit shall:</p>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>On the other hand, SIS registration activity log for Fall 2013 college-wide registration showed that:</p> <p>(A) Of the 2,446 headcount students who registered for Fall 2013 semester, college-wide, only one headcount did not successfully complete the five-step registration procedure; as such, data retro option was used to post the registration of this student into the database system.</p> <p>(B) Several records on addition and deletion of courses were not inserted into the COM-FSM; nevertheless, these are attributed to staff oversight especially ensuring that approved requests for addition and deletion of courses are posted into the database immediately upon receipt of the approved requests.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>(1) Coordinate with the Instructional Affairs and other administrative units (financial aid, business office, and others) to facilitate trainings for staff on guidelines, processes and procedures specific to these offices.</p> <p>(2) Provide training on effective customer services for staff.</p> <p>(3) Collaborate with the Information Technology division to facilitating training to staff on techno-literacy to increase their technological adeptness.</p> <p>(4) Collaborate with all OARR units, college-wide, to develop and implement inter-OARR communication protocols and system especially geared to fostering purposeful dialogue, and consistent with the College's communication policy.</p>
	<p><b>Assessment Strategy:</b> Review and update web and print instruction regularly; revise, update, and circulate all OARR forms in variety of formats.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 100% completion of the following target products and/or tasks: (a) updated OARR webpage's information; (b) 2012 and 2013 issues of the OARR Student Guide available to students; and (c) all OARR forms web-accessible in downloadable portable</p>	<p>09/04/2013 - OARR Web Info and Forms</p> <p>The Office has worked with the College's Webmaster especially in revising information published in the OARR's webpage to ensure currency and completeness. Although there are still some areas of this task where works are still in progress, generally the information now available and published in the OARR webpage are updated. The URL for the OARR's webpage, <a href="http://www.comfsm.fm/?q=admissions">http://www.comfsm.fm/?q=admissions</a>.</p> <p>All OARR forms are now available in portable</p>	<p>09/04/2013 - On Web Information and Forms</p> <p>OARR Web Info and Forms</p> <p>From the results of the assessment and inventory of the availabilities and statuses of the target products and/or tasks, OARR shall take the following action steps:</p> <p>(1) Continue to collaborate with the College's Information Technology division, specifically the Webmaster</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>document format (pdf).</p>	<p>document formats accessible as downloadable files through a link in the OARR's webpage, <a href="http://www.comfsm.fm/oar/forms.html">http://www.comfsm.fm/oar/forms.html</a>.</p> <p>OARR Student Guide The Office continues to publish and release issues of the every Fall semester the OARR Student Guides. This newsletter provides brief and easy-guide to as well as quick references on processes and procedures including forms used on registration, adding and dropping courses, withdrawing from courses, grade change, course substitution, and change of major. Also included are the academic regulations, FERPA, credit load, transfer credits, and important academic dates.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">OARR Webpage</a> <a href="#">2011-2012 OARR Student Guide</a> <a href="#">2012-2013 OARR Student Guide</a></p>	<p>to further improve and upgrade the OARR's webpage – not only limited guaranteeing the currency and completeness of published information but also to ensuring reader's friendliness, such as ease in navigating through the links (or subpages) of the webpage, and others.</p> <p>(2) Conduct routine assessments to (a) determine the level of reader's friendliness of the webpage as well as the currency and completeness of published information; (b) identify perceived needs of the readers; and (c) solicit feedbacks, comments, and recommendations – all crucial to informing action steps geared to further improving the effectiveness of the unit's webpage.</p> <p>(3) Secure applicable application software to redesigning all OARR forms into fillable portable document formats.</p> <p>On OARR Student Guide (1) Expand the subject areas published in the current OARR Student Guide to include a quick guide to using the myShark, additional details about student rights especially with reference to the FERPA and the Clery Act, program and graduation requirements, and others.</p> <p>(2) Increase the publication frequency of the OARR Student Guide from every Fall semester to</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			every semester.
<p>C - studentServices - Admissions, Records and Retention - 2012-2013 OARR Outcome 2 - Institute a structure crucial to verifying the completeness and accuracy of academic records and documents relative to the qualification of students in the completion of their particular programs in the light of the college's prescribed requirements.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Guarantee the security and confidentiality of all student files in compliance with the appropriate State, National and Federal regulations.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 100% meeting WASC Standard II.B.3f, more specifically, ACJCC recommendation 14, on improving confidentiality and security of student records.</p> <p><b>Related Documents:</b> <a href="#">OARR new file cabinets</a></p>	<p>09/04/2013 - Improved Security and Confidentiality of Student Academic Records</p> <p>To improve the security and confidentiality of student academic records, and in compliance with WASC Standard II.B.3f and ACJCC recommendation 14, OARR had acquired 14 file Stack N Lock cabinets with external locking mechanisms in the amount of \$27,070.00. All student records are shelved in these locking file cabinets that are now located in an office section accessible and restricted only to the Director of OARR, and the assigned staff member (Clerk II).</p> <p>Additionally, window access has a roll down, locking metal enclosure, and the outer door has two separate locks to guarantee utmost security and safeguard from possible physical breach.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/04/2013 - Based on the results of the assessment and the accomplished works to date with reference to addressing outcome two of this assessment cycle, OARR shall undertake the following action steps:</p> <p>(1) Develop a written manual on pertinent policies and procedures as well as guidelines especially those geared to ensuring confidentiality and security of student academic records. This will also include a process for handling retaining and discarding files.</p> <p>(2) Continue to facilitate in-house training session on the Family Educational Rights and Privacy Act (FERPA) to all staff including other related state and federal regulations.</p> <p>Financial Aid Office (FAO) recently donated to OARR a Fujitsu ScanSnap IX500 scanner. Additionall, OARR also acquired a portable computer (HP Elitebook 8570p) -- all of these are in conjunction with the office's plan for the digitization of its archived paper-files, and most significantly, to address WASC Standard IIBf planning agenda 1. Thus, OARR will take the following additional</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			<p>action steps:</p> <p>(1) Coordinate with the Information Technology division on the use of these newly-acquired office tools and their applications to provide training to the Office's Clerk II and in-charge of all archived paper-files and documents.</p> <p>(2) Collaborate with the College's Learning Resources Center/MITC to provide technical assistance through training especially on (a) digitizing materials, and (b) cataloguing of digitized materials.</p>
	<p><b>Assessment Strategy:</b></p> <p>(1) Continuously extended technical support and assistance to staff crucial to providing "just-in-time" resolutions of issues, concerns, and needs especially those related to the office's operations including the COM-FSM Student Information System (SIS).</p> <p>(2) Coordinate and cross train staff to guarantee efficient and effective delivery of services to students, faculty and staff, and other patrons.</p> <p>(3) Continue to maintain and update complete and accurate permanent records for all students.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 85% positive rating in the OARR satisfaction survey</p>	<p>09/04/2013 - Training on COM-FSM Student Information System and the FERPA</p> <p>During the site visits to the State Campuses last September 4-22, 2012, the Director of OARR facilitated training sessions on the COM-FSM SIS and the basics of the Family Educational Rights and Privacy Act (FERPA) to the Student Services staff at the State Campuses. The session on the basics of the FERPA included several subject areas, such as education records, college official and legitimate educational interests, elements of consents, directory information, and others.</p> <p>OARR Satisfaction Survey</p> <p>Additionally, to determine the perceived level of satisfaction of the students about the various services offered by OARR, a satisfaction survey was administered to a nonprobability sample of 115 students who attended the National Campus during 2013 Spring semester and Summer session. Overall, the results of the survey are as shown:</p>	<p>09/04/2013 - From the results of the assessment and inventory of the initiatives made and geared to addressing outcome two, OARR shall take the following action steps:</p> <p>(1) Continue to coordinate and cross train staff geared to providing them adeptness of the various guidelines, policies and procedures as well as operations of the office; as such, staff proficiency may not be specific and exclusive only of their primary functions and roles.</p> <p>(2) Facilitate in-house trainings geared to building an efficient capacity resource for the Office. Trainings include techno-literacy, effective communication, and others.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p><b>Related Documents:</b>  <a href="#">2013 OARR Annual Satisfaction Survey</a></p>	<p>(A) 87.83% of the respondents expressed satisfaction about the services provided by OARR with only 2.61% expressing some level of dissatisfaction.</p> <p>(B) 2.61% of the respondents expressed neutrality.</p> <p>The criterion for success is 85% positive rating in the OARR Satisfaction Survey. OARR received a 87.83% positive rating in the survey which is 2.83% above the established target. Therefore, criterion for success was successfully met.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">OARR Satisfaction Survey</a></p>	<p>(3) Design, develop and implement assessment approach to better measuring and determining staff proficiency and adeptness of pertinent guidelines, policies, and procedures as well as identifying areas that may require further improvements. Additional, develop and implement work plans specific to staff with established benchmarks to determining efficiency and proficiency of works rendered especially with direct references to expected outputs.</p> <p>(4) Develop a written manual for all guidelines, processes and procedures that may serve as valuable references for the office staff and crucial to the consistent and efficient delivery of all services and operations.</p>
<p>C - studentServices - Counseling Services - 2012-2013 Counseling Services Outcome 2 - Students who utilized tutoring services will pass the course tutored by the end of the semester.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Train all tutors to ensure quality and effective tutoring services provided.</li> <li>2. Coordinate with faculty and staff to provide adequate tutoring services provided.</li> <li>3. Ensure wide advertising of tutoring services.</li> </ol> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 10% of students who utilize tutoring services will pass the courses tutored. 80% positive rating on the satisfaction survey administered to a randomly selected sample of participants to the</p>	<p>08/07/2013 - 2. The second criterion for success is 80% of positive rating on the satisfaction survey. No survey was administered at this time, but through follow up with students and an instructor who have received tutoring assistance, and utilized the tutoring services, the tutors received good comments on their work. Will administer satisfaction survey for next cycle.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - A satisfaction survey will need to be created and implemented for next assessment cycle to provide more information of improving the tutoring services.</p>
	<p>80% positive rating on the satisfaction survey administered to a randomly selected sample of participants to the</p>	<p>08/07/2013 - 1. The criterion for success is 10% of students who utilized tutoring services will pass the courses tutored. During the Fall 2012 and</p>	<p>08/07/2013 - More training of tutors to assist students in time</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	tutoring program	<p>Spring 2013 semesters, there were 130 students who availed of the A+ Center's tutoring services which is under the oversight of the Counseling Services. Of the 130 students, 95 (or 73.1%) passed the course tutored with grades of As, Bs, and Cs. 12 (or 9.2%) of the 130 students received a grade of D while 12 (or 9.2%) students failed, and 11 (or 8.5%) withdrew from the course tutored. Thus, the criterion for success was successfully met.</p> <p><b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013</p>	<p>management, study skills, and basic peer advising/counseling skills to further increase student success.</p> <hr/>
<p>C - studentServices - Counseling Services - 2012-2013 Counseling Services Outcome 1 - Students who received transfer advising will exhibit increased knowledge about schools abroad.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1) Provide at least 2 informational sessions to students.</li> <li>2) Provide at least 2 transfers advising to students.</li> <li>3) Distribute informational brochures about transferring.</li> </ol> <p><b>Assessment Type:</b> Exam/Quiz - Pre-Post</p> <p><b>Target:</b> 5% of students who receive transfer advising through the counseling office and Education USA advising center 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 workshop.</p>	<p>08/07/2013 - 2. Criterion for success two is that 80% positive rating on the satisfaction survey administered to a randomly selected sample of participants to transfer advising workshop. No surveys were administered for this cycle. Will administer survey during next cycle.</p> <p><b>Target Met:</b> No <b>Reporting Period:</b> 2012 - 2013</p> <hr/> <p>08/07/2013 - 1. The criterion for success is that 5% of students who receive transfer advising through the counseling office and Education USA advising center will exhibit increased knowledge of schools abroad. Thus, 51 students sought transfer information from counseling office and Education USA advising center. Out of the 51 students 20 (40%) were accepted/transferred to other institutions.</p> <p><b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - A satisfaction survey will need to be created and implemented for next assessment cycle to provide more information to improve transfer advising through counseling office and Education USA advising center.</p> <hr/> <p>08/07/2013 - The counselors and/or advisers will need to increase criterion for success as 5% is low. 40% of students who sought for advise and increased their knowledge about schools abroad were accepted and transferred to other institutions.</p> <hr/>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - studentServices - Counseling Services - 2012-2013 Counseling Services Outcome 3 - Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> 1) Provide at least two workshops or similar activities each semester. 2) Distribute at least 100 informational brochures throughout the year. 3) Provide at least 2 counseling sessions for at least 10% of students place on disciplinary action for alcohol policy violations.</p> <p><b>Assessment Type:</b> Exam/Quiz - Pre-Post</p> <p><b>Target:</b> At least 10% 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.</p>	<p>08/07/2013 - Criterion for success is that at least 10% 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. Two substance abuse prevention activities conducted during fall 2012 to spring 2013. Results of the pre/post tests given were for first activity the results are: pretest= 55% post test = 79% an increase in of 24%. For the second activity a pre/post test was also administered and the results are as follows: pretest 40% and post test 87%. An improvement of 47%. Average learning improvement for the two activities is 36%. Thus, criterion for success was met.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>08/07/2013 - The counselors will need to offer a variety of workshops/lectures/activities that will encourage new and continuing student participation.</p> <hr/>
<p>C - studentServices - Financial Aid - 2012-2013 FAO Outcome 1 - Eligible students in both semesters are able to complete and submit FAFSA and all required documents in a timely manner.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 07/02/2012</p> <p><b>Inactive Date:</b> 07/01/2014</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Establish time line for all financial aid documents required for packaging award, and originate and disburse 100% of complete records as soon as the official enrollment.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 50% of financial aid awards for eligible students by November 30, and May 31</p>	<p>08/08/2013 - 80% of eligible students during Fall 2012 semester received their financial aid awards on or before November 30, 2012. More so, 91% of eligible students during Spring 2013 semester received their financial awards on or before May 31, 2013. The established criterion for success is "50% of financial aid awards for eligible students by November 30, and May 31." Therefore, this criterion for success was successfully met.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/02/2013 - While FAO successfully met or even exceeded its established criterion for success under this item, it acknowledges the need to further enhance the efficiency and effectiveness in the following areas of its routine operations:</p> <p>1. Update the FAO webpage to include links directing students to have access to standard and routine forms used by FAO in particular, and federal forms, in general. This necessitates working in close collaboration with the IT division of the College, specifically the college's Webmaster.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			<p>2. Currently, the FAO handbook is in web format; however, it would be to the best interest of the students especially serving them valuable reference to have this hand made available preferable in a downloadable pdf document. More so, the handbook should be improved to include “quick guide” information about processes and procedures concerning financial aid; perhaps in graphical in lieu of pure text format or presentation.</p> <p>3. Expand the current communication approaches of FAO to enjoin more students to participate in FAO facilitated workshops and training – more so, also targeting academic advisors and counselor as also participants to these workshops.</p> <p>4. Develop and design training modules for these workshops to ascertain consistency in both content and delivery of these workshops.</p> <p>5. Develop work schedules tied to definite days to ensure that the completions in the processing of all financial applications are within the established “turn-around” period.</p>
	<p><b>Assessment Strategy:</b> Five FAO staff to provide two weeks FAFSA on-line workshop at the beginning of each</p>	<p>09/11/2013 - 90% of eligible students in both semesters completed and submitted their FAFSA and all required documents in a timely manner.</p>	



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>semester.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 80% of eligible students in both semesters, Fall 2012 and Spring 2013, are able to complete and submit their FAFSA application and all other required supporting documents in a timely manner.</p>	<p>The established criterion for success is “80% of eligible students in both semesters, Fall 2012 and Spring 2013, are able to complete and submit their FAFSA application and all other required supporting documents in a timely manner.” Therefore, this criterion for success was successfully met.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/11/2013 - While FAO successfully met or even exceeded its established criterion for success under this item, it acknowledges the need to further enhance the efficiency and effectiveness in the following areas of its routine operations:</p> <ol style="list-style-type: none"> <li>1. Update the FAO webpage to include links directing students to have access to standard and routine forms used by FAO in particular, and federal forms, in general. This necessitates working in close collaboration with the IT division of the College, specifically the college’s Webmaster.</li> <li>2. Currently, the FAO handbook is in web format; however, it would be to the best interest of the students especially serving them valuable reference to have this hand made available preferable in a downloadable pdf document. More so, the handbook should be improved to include “quick guide” information about processes and procedures concerning financial aid; perhaps in graphical in lieu of pure text format or presentation.</li> <li>3. Expand the current communication approaches of FAO to enjoin more students to participate in FAO facilitated workshops and training – more so, also targeting academic advisors and counselor as also participants to these workshops.</li> </ol>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			<p>4. Develop and design training modules for these workshops to ascertain consistency in both content and delivery of these workshops.</p> <p>5. Develop work schedules tied to definite days to ensure that the completions in the processing of all financial applications are within the established "turn-around" period.</p>
	<p><b>Assessment Strategy:</b> Update Financial Aid Handbook and all financial aid forms as early as May.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 100% completion of products, e.g., FAO handbook, and all forms</p>	<p>09/11/2013 - The Fall 2013 issue of the FAO Handbook was published on July 22, 2013. Copies of this handbook were issued or distributed to students and offices serving as valuable references on matters related to financial aid. More, the electronic version of this handbook is currently accessible via the FAO's webpage, <a href="http://www.comfsm.fm/?q=financial-aid">http://www.comfsm.fm/?q=financial-aid</a>.</p> <p>While FAO forms are available to students in paper or hardcopy formats, they are currently not accessible in e-format (say, portable document format) from the FAO's webpage.</p> <p>With reference to the established target, FAO is yet to meet the criterion for success under this item.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/11/2013 - Based on the results of the assessment and the inventory of the target products, FAO shall take the following action steps geared to further improving the effectiveness and efficiency of all its routine operations:</p> <ol style="list-style-type: none"> <li>1. Collaborate with the college's IT division especially the web master to ensure that all information in the FAO's webpage are routinely updated especially if there are changes to or amendments to federal policies governing financial aid program.</li> <li>2. Collaborate with the college's IT division especially the web master to redesigning the FAO's webpage to ensure its utmost reader's friendliness by introducing some graphical user's interfaces (GUIs) for increased readability and accessibility.</li> </ol>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			<p>3. Collaborate with college's IT division especially the web master to update the FAO's webpage especially creating a link for all FAO forms including federal FA forms preferably downloadable in portable document format (pdf).</p> <p>4. Acquire application software to convert all forms into non-static but interactive portable document formats thereby giving more accessibility and user's friendliness.</p>
<p>C - studentServices - Financial Aid - 2012-2013 FAO Outcome 2 - Enrolling students shall exhibit awareness of their financial aid status and to take appropriate steps during registration.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 07/02/2012</p> <p><b>Inactive Date:</b> 07/02/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Review and complete Satisfactory Academic Progress of sixty percent (60%) students who are on last warning before beginning regular registration.</li> <li>2. Provide financial aid workshop on Satisfactory Academic Progress Policy during orientation to all incoming freshman students and at the beginning of each semester to all students.</li> <li>3. Update Financial Aid brochure before beginning of every school year.</li> </ol> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b></p> <ol style="list-style-type: none"> <li>1. One hundred percent (100%) of Good Standing students enrolled are able to charge for textbooks (Service Area Outcome)</li> <li>2. Eighty percent (80%) positive rating in a</li> </ol>	<p>08/08/2013 - 1. 100% of Good Standing students enrolled were able to charge for textbooks.</p> <p>2. 100% of enrolling students received Financial Aid counseling and their Financial Aid Status slips during registration.</p> <p>3. 100% of incoming freshmen who attended the Financial Aid Presentation during orientation at the beginning of Fall 2012 semester were provided with an updated Financial Aid brochure.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/02/2013 - Even though the targets were successfully met, Financial Aid Office now needs to establish how to improve ways to convey Financial Aid Status slips before charging textbooks. Several students still do not have their slips before requesting to charge especially those who did early registration. A special time needs to be allocated for issuing of Financial Aid status slip for those who early register. More so, some incoming freshmen did not make it to attend the orientation and thus, did not receive an updated brochure. Extra brochures and other financial aid forms should also be made readily available and accessible over the counter of Financial Aid Office for students.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>survey administered by FAO to a sample of students (Service Area Outcome)</p> <p>3. One hundred percent (100%) of new incoming freshmen received an updated Financial Aid brochure during Fall 2012 orientation (Service Area Outcome).</p>		
<p>C - studentServices - Financial Aid - 2012-2013 FAO Outcome 3 - Students will exhibit increased knowledge and awareness of the Federal Financial Aid programs including the Supplemental Education Grant (SEG) program.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 07/02/2012</p> <p><b>Inactive Date:</b> 07/02/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> All Financial Aid Office staff attained information critical to the integrity of the Federal Programs as well as the Supplemental Education Grant (SEG) Program.</p> <p><b>Assessment Type:</b> Survey</p> <p><b>Target:</b> Eighty percent (80%) of the students will exhibit increased knowledge and awareness of the Federal Financial Aid programs including the SEG program (Learning Outcome).</p>	<p>08/09/2013 - Financial Aid and SEG Work-Study presentations were conducted during January 22nd, 23rd and 25th of 2013. A survey was done using random sampling and using Slovincs formula of 95% level of confidence a sample of 196 students out of 383 students who attended the workshop completed the survey. From the perception of the students who did the survey, 94% showed positive rating as increased knowledge and awareness of the Federal Financial Aid programs including the Supplemental Educational programs.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/02/2013 - Based on the results, the target was met. Financial Aid now needs to maintain its efforts in meeting this target and perhaps look for other means of assessing its outcome. Financial Aid office will now look into using a pre and post test for assessment in order to implement a more intrusive approach. More so, SEG Work-Study Coordinator will look into how students will demonstrate practically their perceived knowledge from participating in the SEG Work-Study program. Quantitative assessment needs to be conducted throughout the course of the semester.</p>
<p>C - studentServices - Student Life - 2012-2013 Health Services Outcome 1 - Students and staff demonstrate knowledge about current health issues and problems that affect their health.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Ensure the currency of information in information, education, and communication materials accessible to students, faculty, and staff.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 90% of clients received Information, Education, and Communication (IEC)</p>	<p>09/17/2013 - Tabulated frequency count of visits by students, faculty, and staff to the Health Service clinic during SY 2012-13 showed a total of 4, 353 visits.</p> <p>Of this number only 80 % were provided IEC materials. However, the established criterion for success was "90 % of clients received IEC." Therefore, this criterion for success was not met.</p>	<p>09/17/2013 - Based on the findings, the Health Services need to provide IEC materials on various health issues and ensure availability and accessibility of these materials by implementing the following:</p> <p>1. Produce more copies of existing pamphlets, leaflet,s etc.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	materials.	<p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>2. Order/re-order of IEC materials.</p> <p>3. Distribute IEC materials in the residence halls and in public areas on campus and during Health Services facilitated activities.</p> <p>4. Utilize better tools to account for number of IEC materials produced and issued.</p>
	<p><b>Assessment Strategy:</b> Provide at least seven health awareness activities/workshops for students, staff and faculty during the school year.</p> <p>Provide at least five presentations about reproductive health/family planning and other subject areas to individuals or groups.</p> <p>Enroll at least 250 new family planning users.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 1. At least 5% increase in the number of participants in activities facilitated by the Health Services. 2. Statistically significant difference between the scores in the pre-and post-tests administered to a cohort of participants.</p>	<p>08/07/2013 - Office log on registrations of participants to workshops and trainings facilitated and hosted by the Health Services during 2012-2013 shows that:</p> <p>(1) In 2011-2012, the office hosted three workshops or trainings participated by 2,041 students, faculty and staff.</p> <p>(2) In 2012-2013, the office hosted the same number and type of workshops and training participated by 1,910 students, faculty and staff.</p> <p>(3) A negative difference of 131 participants in headcount; therefore, a decrease by 6.42% in the number of participants as compared to the prior school year. The established criterion for success was "at least 5% increase in the number of participants in activities facilitated by the Health Services." Comparing the number of participants to workshops hosted by the Health Services during 2011-2012 and 2012-2012, a decrease in the number of participants by 6.24%. Therefore, this criterion for success was not met.</p> <p>On the other hand, to measure the effectiveness of the workshop facilitated by the Health Services in terms of increased knowledge of the students</p>	<p>09/17/2013 - Based on the results, the Health Services need to improve the planning and coordination processes of all facilitated activities. The following are plans to be implemented during the academic year 2013-2014:</p> <p>1. Begin the planning process of events/activities at least one or two months before scheduling date.</p> <p>2. Involve more students in the planning process.</p> <p>3. Coordinate with faculty, and other offices in implementation of activities.</p> <p>4. Utilize better tools to assess number of participants.</p> <p>5. Design and develop modules for all workshops and trainings to ensure consistency in both content and delivery of those workshops and trainings.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>about health care, and the like, pre-and post tests were administered to a non-probability sample of 52 participants to the Herpes Simplex Virus Type 1 presentation. Results showed that: (1) Of the 52 participants, 45 (or 87%) scored &gt;=the median and 7 (13%), scored &lt;the median on the pre-test. (2) Of the 52 participants, 49 (or 94%) scored &gt;=the median, and only 3 (or 6%) scored &lt; the median in the post test. (3) Therefore, a positive difference of only 7% participants scoring &gt;=median.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>C - studentServices - Student Life - 2012-2013 Health Services Outcome 2 - Continue to improve level of satisfaction with essential basic health care and preventative services provided by the health service clinic.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Provide and conduct annual health screenings to include but not limited to sexually transmitted infections, diabetes, hypertension and others.</li> <li>2. Coordinate and conduct special health services to include but not limited to Well Women Clinic etc.</li> <li>3. Provide appropriate and efficient referral services with proper documents and follow-up adherent to established protocol.</li> <li>4. Provide stock supplies of first aid kits to residence halls and other offices to ensure accessibility of treatment of common injuries and emergencies.</li> <li>5. Provide safe and professional health</li> </ol>	<p>08/09/2013 - To determine the effectiveness of the Health Services in terms of providing the essential basic and preventive health care services based on perceptions of students, faculty and staff, a non-random sample (n) of 237 students, faculty and staff was surveyed using the Client Satisfaction Survey designed and developed by the Health Services.</p> <p>The results of the survey showed 86 % (exceeds) positive rating. The established criterion for success was "80% positive rating on clients' satisfaction survey." Criterion for success had been met.</p> <p>In addition, the results also showed that the Health Services received overall positive ratings with the highest rating of 90.27% on Question 1, (i.e., the staff was courteous, friendly and helpful), and lowest positive rating of 82.04% on Question 4, (i.</p>	<p>08/09/2013 - Although the unit had successfully met the established targets (criteria for success) as outlined in the results and findings of the assessment, it will continually strive at ensuring that students, faculty and staff are provided and are satisfied with the services offered.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>services through continued upgrading of nursing skills and knowledge to ensure nursing practice competency.</p> <p>6. Conduct quarterly inventory of medical supplies to ensure timely procurement of medicines and other supplies to replenish depleted stock.</p> <p><b>Assessment Type:</b> Survey</p> <p><b>Target:</b></p> <p>1. 80% positive rating on client's satisfaction survey.</p> <p>2. 90% of visits to the Health Service will receive needed treatment</p>	<p>e., the staff was sensitive to my needs and showed genuine interest). Furthermore, 85.61% of the 237 subjects expressed satisfaction with the services provided by the Health Services and only 2.52% signifying dissatisfaction. 11.87% expressed neutrality.</p> <p>Additionally, tabulated frequency counts of visits (4, 353) to the Health Service clinic during SY 2012-13, showed that 97% of the visits received the needed treatment/services. The established criterion for success was "90% of visits received the needed treatment/services". Therefore, this criterion of success had also been met.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>C - studentServices - Student Life - 2012-2013 Sports and Recreation Outcome 1 - Students will demonstrate basic skills in playing basketball and basic knowledge in officiating.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Conduct basic fundamental skills training in basketball to twenty students on Tuesdays and Thursdays of every week in the spring semester.</p> <p>Establish an individual performance rubric for participants to document progress and improvement.</p> <p>Provide opportunities to all participants to access sports trainings or workshops available on campus.</p> <p>Conduct five referring, umpiring and table officiating clinics to twenty individuals in summer.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p>	<p>09/02/2013 - High performance skills training is an elite skills training for competent athletes and as a result of this training, only ten or 50% of the students enrolled were competing in the higher level of competition organized by the State. The established criterion for success was "at least 70% in the number of elite participants." Therefore, this criterion for success was not met.</p> <p>Officiating clinic was conducted by the recreation staff in July 2013 and participants learned the common rules and were given practical hand mechanics and demonstrations as a result 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.</p> <p><b>Target Met:</b></p>	<p>09/02/2013 - 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:</p> <p>1. Increase on the number of goodwill and friendship games with the local communities around the island.</p> <p>2. Increase student teams in the State sport leagues and tournaments.</p> <p>3. Modify the individual skills trainings to improve on beginners</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p><b>Target:</b> At least 70% of the students participated in the fundamental skills training gained competency and demonstrate the skills learned in a real competition match.</p> <p>At least 70% of the participants build confidence and assist the staff to officiate the games.</p>	<p>No <b>Reporting Period:</b> 2012 - 2013</p>	<p>and elite skills.</p> <p>4. Provide access and opportunities for our students to Zone Development Officers (ZDO) as they visit the FSM States to conduct skills training, officiating clinics and coaching courses.</p> <p>5. Design and develop modules for all workshops and trainings to ensure consistency in both content and delivery of those workshops and trainings.</p>
<p>C - studentServices - Student Life - 2012-2013 Sports and Recreation Outcome 2 - Increase the level of awareness in sports and satisfaction to the college community and the local community through sports and activities.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/01/2012</p> <p><b>Inactive Date:</b> 09/30/2013</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Provide daily monitoring and mentoring to all customers utilizing our facilities and services.</p> <p>Modify the programs and activities to best satisfy our students, staff and faculties and other patrons utilizing the facility.</p> <p>Provide custodial services daily to foster a safe and healthy environment to all facility users.</p> <p>Increase sports and activities that involve the college community and the local community to foster goodwill and friendship.</p> <p>Establish code of ethics for all students participating in our sports programs and activities to foster unity.</p> <p><b>Assessment Type:</b></p>	<p>09/02/2013 - Daily monitoring and mentoring facility users improved the services and contributed to the satisfaction to all patrons utilizing the facility and services.</p> <p>An interview survey was conducted by the staff in the month of July 2013 to eight of the active students from the residence halls and twelve off campus students that spend lots of time utilizing the services by doing recreational sports and activities at the gym.</p> <p>As a result, the off campus students responded to the three satisfaction questions "OK" whereas the residence hall students responded "only when the gym is not available for their use due to conferences".</p> <p>An internal office review of the sports and activities programs was contacted by the office staff and modifications were done to cater all participants. As a result 60% of our participants understand the</p>	<p>09/02/2013 - 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.</p> <p>1. Implement additional outdoor recreational sports.</p> <p>2. Improve on the existing outdoor playing grounds.</p> <p>3. Organize more goodwill games and outreach activities that involve both the students and the local communities.</p> <p>4. Maximize the use of the sports facilities by turning the practice hall</p>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>Descriptive Statistics  <b>Target:</b>            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.</p>	<p>importance of team work and demonstrate good sportsmanship on and off the play ground. The remaining 40% were new student enrollment and were new to our program rules and regulations that pertains the code of ethics in sports.</p> <p><b>Target Met:</b>            No  <b>Reporting Period:</b>            2012 - 2013</p>	<p>into a students center.</p> <p>5. Establish entertainment options to the inactive students to increase students participation in the sports and activities.</p> <p><b>Follow-Up:</b>            09/02/2013 - Big screen movies will be available by October of 2013.</p>
<p>C - studentServices - Student Life - 2012-2013 Residence Hall Outcome 2 - Residents will demonstrate knowledge about the rules and regulations of the Residence Halls.</p> <p><b>PSLO Assessment Cycle:</b>            2012 - 2013</p> <p><b>Start Date:</b>            10/01/2012</p> <p><b>Inactive Date:</b>            09/30/2013</p> <p><b>PSLO Status:</b>            Inactive</p>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Provide orientation and awareness sessions on rules and regulations/policy procedures for the new incoming residents.</li> <li>2. Continuous monitoring and enforcing of rules and regulations in the residence halls.</li> <li>3. Facilitate at least two review sessions on Residence Hall's rules and regulations during the school year 2012-2013.</li> <li>4. Coordinate with Security and Safety to facilitate fire drills at least twice a semester to ensure that residents are proficient in adhering to fire and safety rules and procedures.</li> <li>5. Develop and implement assessment tools to assess the residents' knowledge and compliance of rules regulations and policies.</li> </ol> <p><b>Assessment Type:</b>            Descriptive Statistics  <b>Target:</b></p>	<p>09/08/2013 - There was no assessment made to measure the level of knowledge about rules and policies of the residence halls.</p> <p><b>Target Met:</b>            No  <b>Reporting Period:</b>            2012 - 2013</p>	<p>09/22/2013 - There was no assessment made during this reporting cycle, as such, the Residence Hall staff will develop and implement the improvement plans in the academic year 2013-2014.</p> <ol style="list-style-type: none"> <li>1. Develop and implement an assessment tool to assess residents' knowledge and compliance of rules and policies of Residence Hall.</li> <li>2. Residence Hall staff need to take time to explain clearly and thoroughly the rules and policies to ensure that residents' have a better understanding.</li> <li>3. Residence Hall staff will facilitate at least two review sessions on rules and policies with a "pre-and postests" during Fall semester 2013 and Spring 2014.</li> </ol>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>At least 90% increase in knowledge about the rules and policies of the Residence Halls.</p>		<p>4. The Residence Hall will review and evaluate how effective the rules and policies are being implemented.</p>
<p>C - studentServices - Student Life - 2012-2013 Residence Hall Outcome 1 - Residents will be satisfied with the services provided at the Residence Halls.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 09/04/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Provide and organize at least two annual activities; residents' retreat in May and Fall kick-off in September for all residents.</li> <li>2. Coordinate with Counseling office to provide tutorial services to residents.</li> <li>3. Provide daily custodial services, monthly general cleanup and biweekly room inspections to ensure safety and sanitary condition of the residence halls are maintained.</li> <li>4. Provide supplementary educational and learning tools to foster residents' academic access and success.</li> </ol> <p><b>Assessment Type:</b> Survey</p> <p><b>Target:</b></p> <ol style="list-style-type: none"> <li>1. At least 80% positive rating on the satisfaction survey.</li> </ol> <p><b>Related Documents:</b> <a href="#">Copy of RH Satisfaction Survey 2013-1.xls</a></p>	<p>09/04/2013 - To determine the level of perceived satisfaction of resident students about the facilities and services provided by the Residence Halls, a satisfaction survey was administered to 72 residents of the men and women residence halls during Summer 2013 session. Of the 72 residents surveyed: (a) 18 (or 25%) are from Chuuk, (b) 21 (or 29 %) are from Kosrae, (c) 32 (or 44%) are from Yap, and (d) 1 (or 1%) from Japan.</p> <p>Specifically, the tabulated responses of the survey are summarized, as follows:</p> <p>Tabulated responses to questions with &lt;80% positive rating</p> <ol style="list-style-type: none"> <li>(1) Q9 (On RH visitation policy), received 76% positive rating with 18% and 6% negative and neutral ratings, respectively.</li> <li>(2) Q13 (Student activities in the residence halls), received 71% positive rating as against 28% and 1% of the 72 subjects expressing dissatisfaction and neutrality, respectively.</li> <li>(3) Q17 (Pest control), received 79% positive rating as against 17% signifying dissatisfaction, and 4%, neutrality.</li> <li>(4) Q19 (Promptness of responses to maintenance requests), received 61% positive rating as against 38% and 1% negative and neutral ratings, respectively.</li> </ol>	<p>09/24/2013 - Based on the results, the Residence Hall will continually strive at improving its services offered to residents and will specifically address the weaknesses as identified in Q9, Q13, Q17, and:</p> <ol style="list-style-type: none"> <li>1. Develop and implement assessment tools for the purpose of assessing and improving the quality of services provided to residents.</li> <li>2. Provide trainings to staff on Residence Hall's related policies and procedures as such that staff will be able to understand and explain clearly the rules and policies to residents, as well as how staff can improve services in an effective and efficient manner.</li> <li>3. Develop a calendar of activities (educational, social and recreational) to engage the residents; as such that the outcomes will support their academic and social growth while residing in the residence hall.</li> <li>4. Collaborate and coordinate with the college's division of maintenance and facilities to</li> </ol>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Tabulated responses to questions with &gt;80% positive ratings:</p> <p>(1) Q6 (Adherence to the rules and policies), 86% .</p> <p>(2) Q7 (Environment conducive to academic work), 89%.</p> <p>(3) Q8 (The level of noise), 82%.</p> <p>(4) Q10 (Relationship with my roommate), 94%.</p> <p>(5) Q11 (The cost), 86%.</p> <p>(6) Q12 (Quality of my social life in my residence hall), 94%.</p> <p>(7) Q14 (Overall experience residing in my current residence hall), 90%.</p> <p>(8) Q15 (Satisfaction with the facilities; the physical condition of the building currently residing in), 83%.</p> <p>(9) Q16 (the physical condition of my room), 86%.</p> <p>(10) Q18 (The lighting in my room), 93%. (</p> <p>(11) Q20 (Satisfaction with safety and security issues on campus and in the residence hall), 86%.</p> <p>(12) Q21 (The degree which I feel safe in my residence hall), 97%.</p> <p>(13) Q22 (The degree which I feel secure to keep my belongings in my residence hall), 81%.</p> <p>(14) Q23 (The current safety and security policy in my residence hall), 86%.</p> <p>(15) Q24 (The performance of the campus security,</p>	<p>specifically address Q13 (pest control). Also, Residence Hall will develop in-house routine and standard operating procedures geared toward areas such as, cleanliness and orderliness, reporting protocol, reporting protocol, and others.</p> <p>Furthermore, the Residence Hall will work in collaboration with other respective divisions to especially address issues and/or activities that can't be solely addressed by the residence hall in particular, or the department, in general.</p> <hr/>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>90%).</p> <p>(16) Q25 (The promptness of response by campus security staff), 88%.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>C - studentServices - Student Life - 2012-2013 Office of Student Life Outcome 1 - Students will exhibit awareness of student support programs and activities.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 09/04/2013</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b></p> <ol style="list-style-type: none"> <li>Promote awareness of the availability of support programs and co-curricular activities through campus wide advertisement and other promotional activities.</li> <li>Facilitate and provide support and services for students' clubs and organizations.</li> <li>Encourage participation of students in clubs and organizations.</li> </ol> <p><b>Assessment Type:</b> Survey</p> <p><b>Target:</b> At least 70% positive rating on the 2012 Fall Student Orientation Survey. (Service Area Outcome).</p>	<p>09/08/2013 - The Institutional Research and Planning office (IRPO) conducted and Orientation survey to a non-randomly selected sample of 222 students at the national Campus during Fall 2012 semester. Result of the survey specific to the Office of the Director of Student Life showed that 79% of the respondents expressed that they understood and are aware of the student support programs available to assist students academically and socially with 7% and 14% indicating disagreement and neutrality, respectively.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">2012.3 Orientation Survey_130611 copy.pdf</a></p>	<p>09/16/2013 - The following are plans to be implemented during academic year 2013-2014:</p> <ol style="list-style-type: none"> <li>Increase the number of student clubs and organizations.</li> <li>Continue and promote awareness of support service programs and activities facilitated by Student Life.</li> <li>Design and develop modules for all workshops and trainings to ensure consistency in both content and delivery of those workshops and trainings.</li> <li>Office of the Director of Student Life will be hosting and facilitating activities and events to support students, academically and socially. As such, Office of the Director of Student Life will work in collaboration with other respective divisions to either facilitate or coordinate such extra-curricular activities.</li> </ol>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>D - CRE - Cooperative Extension Service - AUO - 1 Aquaculture - Aquaculture Cooperative Research and Extension of the College of Micronesia-FSM is committed to plan, implement, monitor and evaluate projects that empower individuals to learn new skills and knowledge for improvement of aquaculture through alternative enterprises, marketing strategies, management skills, entrepreneurship and sustainability by promoting stock conservation, enhancement and replacement.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 10/02/2012</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b></p> <p>1 Increase awareness in the communities and prospective and existing industry about sustainable, site-specific, and low energy aquaculture technologies.</p> <p>2 Adoption of sustainable aquaculture technologies by commercial and community groups.</p> <p>3 Number of established aquaculture operations.</p> <p><b>Assessment Type:</b> Survey</p> <p><b>Target:</b> Outcome #1 - 425 persons Outcome #2 - 175 persons Outcome #3 - 8 persons</p>	<p>07/19/2013 - 55</p> <p>Kosrae -</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
<p>D - program - Peer Counseling - 2012-2013 PCC Outcome 1 - Students demonstrate increased awareness of the family planning and contraceptive methods; hence, reduce the pregnancy rate among participants to PCC facilitated workshops.</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014</p> <p><b>Start Date:</b> 07/01/2012</p> <p><b>Inactive Date:</b> 06/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Invite college nurse to display and discuss the different types of contraceptive methods available on campus, their use, and their effectiveness.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 1 per semester, the college nurse will provide 2 seminars on the different types of the contraceptive methods available on campus.</p>	<p>08/13/2013 - No seminar given this year. However, a movie (in Chuukese) on the different types of contraceptive had been shown in our center.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/16/2013 - The college nurse, or the Family Planning nurse(s) from State Public Health can be invited to give the presentation on the different types of contraceptives.</p> <hr/> <p>08/13/2013 - -An English version of this movie can be provided (on its way) so all can understand the different types of contraceptive methods. -If the campus nurse is not available, the Pohnpei Public Health</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			<p>Family Planning nurse will be invited to conduct the presentations.</p>
	<p><b>Assessment Strategy:</b> Train peer educators to do peer to peer work on Family Planning. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> Once per semester, peer educators will be trained to do peer to peer work on Family Planning.</p>	<p>08/13/2013 - In September of 2012, 13 peer educators were trained on doing the peer to peer approach on Family Planning. In March of 2013, five more peer educators were trained. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013</p>	<p>08/13/2013 - The result shows that only 18 people were trained to do educational awareness programs on Family Planning and contraceptive methods. This shows that there is a need for training more Peer educators about the these topics. This is not a settlement ground, students come and go each semester and many of them take the knowledge they've gained with them as they leave the college. There will be a frequent training given to random students about these topics.</p> <ul style="list-style-type: none"> <li>- The second step that needs to be done is to coordinate with the student clubs and their advisers at the college and offer an opportunity of a seminar or training about family planning and contraceptive methods for each club. This will increase the number of students who are exposed to this educational awareness activities.</li> <li>- Random activities and special treats to entice and influence a high participation in these programs needs to be pursued through other programs and fundings as well.</li> </ul>
	<p><b>Assessment Strategy:</b> Do outreach presentations in the residence halls and in the high schools. <b>Assessment Type:</b></p>	<p>08/13/2013 - Several outreach programs on issues of Family Planning were conducted in the School Year 2012-2013 by PCC staff at Private schools in Pohnpei and also on COM-FSM/National Campus.</p>	<p>08/13/2013 - The result showed that PCC did not reach the target. As an improvement plan, the PCC staff will</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>Descriptive Statistics  <b>Target:</b>            2 outreach in the residence halls, and 2 in the high schools during the school year. (One per semester).</p>	<p>Two outreach programs were conducted to the Our Lady of Mercy High school students in School Year 2012-2013.</p> <p>First outreach was conducted on September on the topic of "Teen Pregnancy" to 22 seniors. A pre-post test was administered and the result showed that the average initial knowledge of the students in percentage was 60%. After the session, a post-test was given and average result of the knowledge gained was 95%. Results proved that the knowledge of the 22 students was improved by 35%.</p> <p>In January 2013, another outreach program was conducted to 24 participants on "Sexually Transmitted Infections". Again, a pre-test was administered and the average initial knowledge of the 24 students showed 37%. Immediately after the session, a post-test was administered and results affirmed total knowledge gained in the program was 90%. The SLO was improved by 17%.</p> <p>On December 2012, a presentation was conducted to the residential halls students in the Females Residential Hall (FRH) on Family Planning specifically on "Cycle Beads". On the pre-test that was employed, average initial knowledge of the 15 participants was 69%. On the post-test, the average score summed up to 87%. The SLO was 18% improvement.</p> <p>In all the outreach programs utilized this school year, there was significant increase in the knowledge of the participants of the programs-as identified in our pre and post tests results mentioned earlier. Though we did not make another outreach in the residence hall, but we met at least 3/4 of our target.</p>	<p>collaborate and coordinate with residential halls workers. Attractive flyers should be posted all over campus to spread the announcement of the event. Random and special activities with enticing goods like refreshments and incentives are utilized to increase the number of participants of the program.</p> <hr/>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Though we did not make another outreach in the residence hall, but we met at least 3/4 of our target.</p> <p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	
	<p><b>Assessment Strategy:</b> Provide and avail IEC materials during outreach and around the campus.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> Distribute at least 100 brochures/materials during outreach and when doing peer to peer.</p>	<p>08/13/2013 - About 100 brochures on Family Planning were distributed around the campus, and during all Family Planning outreach and presentations, 100 leaflets and brochures were distributed. And some 25 were used during each peer to peer work.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/16/2013 - Free brochures can be downloaded from the internet, and the peer educators can produce more that are related to the work of the program.</p> <hr/> <p>08/13/2013 - In addition to our list of brochures, new ones must be added. We also need to provide or create our own brochures that are related to the needs of our youth today.</p> <hr/>
<p>D - program - Peer Counseling - 2012-2013</p> <p>PCC Outcome 2 - Students will demonstrate increased knowledge about the effects of alcohol, tobacco and other drugs (ATODs) use or abuse.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p> <p><b>Start Date:</b> 07/01/2012</p> <p><b>Inactive Date:</b> 06/30/2013</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> -Provide workshops on alcohol, tobacco and other drugs (ATODs) use and abuse especially focusing on its bad effects.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 4 workshops on ATODs use and abuse provided per academic term.</p>	<p>08/13/2013 - In December 2012 an outreach was done for the residential hall students in the Women's residence halls. 37 participants were present at the beginning but at the end, only 12 were left. Pre/Post test 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 program compared to those retained at the end of the program.</p> <p>In December 2012 and in January 2013, PCC was invited by a nearby community to conduct a presentation on Alcohol. The program was carried</p>	<p>09/16/2013 - Collaborate with the residence halls staff to make announcements to the students about the presentation. Also share with them plans for the scheduled outreach to them.</p> <hr/> <p>08/13/2013 - Make it a must for the residence hall students to attend any outreach given to them at their place.</p> <hr/>



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>out and was attended by 200 or more participants. Pre/post tests were not administered at this program because of the nature of the presentation to test the knowledge gained. However, the awareness of alcohol was there because the community put their handprints on a white sheet and hung it at the entrance to the venue where the community gather to celebrate the new years at.</p> <p>In February and March 2013, PCC participated in two workshops on Alcohol Prevention and Substance Abuse Prevention Treatment conducted by National and Pohnpei State Substance Abuse and Mental Health Program (SAMH).</p> <p><b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013</p>	
	<p><b>Assessment Strategy:</b> Train peer educators to do education on ATODs abuse prevention. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 1 training session on ATODs to peer educators per semester.</p>	<p>08/13/2013 - In September 2012, thirteen peer educators were trained on the effect of alcohol and tobacco. In February 2013, five more peer educators were trained. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2012 - 2013</p>	<p>09/16/2013 - The result showed that 18 students were trained to do education awareness on the effect of alcohol and tobacco. There is a need to train more students to do educational awareness on alcohol and tobacco because each semester, student turn over occurs as they graduated and leave the college and take with them the knowledge they gained during the trainings. Frequent training on this topic be given to random students. Also coordinate with the student clubs and their advisers about the college and offer them opportunity of a seminar or training on ATOD to each club. This will increase the number of students who are exposed to this information.</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p><b>Assessment Strategy:</b> Provide peer to peer education on ATODs abuse prevention.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> 1 workshop on doing peer to peer per semester.</p>	<p>08/13/2013 - In September of 2012, 13 peer educators were trained on doing the peer to peer approach.</p> <p>In March of 2013, five more peer educators were trained.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/16/2013 - The result showed that 18 students were trained to do peer to peer on ATOD prevention. There is a need to train more students in doing peer to peer approach because each semester, student turn over occurs as they graduated and leave the college and take with them the knowledge they gained during the trainings. Frequent training on this topic be given to random students. Also coordinate with the student clubs and their advisers about the college and offer them opportunity of a seminar or training on ATOD to each club. This will increase the number of students who are exposed to this information.</p> <hr/> <p>08/13/2013 - More peer educators is needed in order to spread the peer to peer work. Peer to peer is said to be the number one way to reaching the youth (students) because we deal with one student at a time. In order to have more peer educators, we need more funding to hire more. Right now we are using the work-study students as our peer educators. We used to hire our own peer educators from the federal grant budget.</p>
	<p><b>Assessment Strategy:</b> Provide and avail information education and</p>	<p>08/13/2013 - 500 brochures were distributed to the freshmen.</p>	

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>communication (IEC) materials during outreach and around the campus.</p> <p><b>Assessment Type:</b> Descriptive Statistics</p> <p><b>Target:</b> Provide at least 100 brochures/materials during outreach and when doing peer to peer.</p>	<p>At each outreach, 100 brochures on ATODs were distributed and at least 25 during peer to peer work.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2012 - 2013</p>	<p>09/15/2013 - As a result of the assessment on outcome one, there is a need to assess students' knowledge by conducting pre/post tests to participants of the workshops or outreach programs on ATOD.</p> <p>Instead of just distributing the brochures, there is a need for short sessions about each brochure passed out- that way PCC staff or PCC work study students may do the assessment- to prove that there is an increase in the knowledge about the ATODs topics.</p> <p>8/13/2013 In addition to the list of brochures, new ones must be added. We also need to provide or create our own brochures that are related to the needs of our youth today.</p> <hr/> <p>08/13/2013 - In addition to our list of brochures, new ones must be added. We also need to provide or create our own brochures that are related to the needs of our youth today.</p> <hr/>