College of Micronesia-FSM Program Assessment and Program Review Manual

College of Micronesia-FSM
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Contents

Overview

This manual provides an update to earlier work done in 2013 by Joey Oducado, Jeffrey Arnold, Penselynn Sam, Faustino Yarofaisug, and Lucia Donre Sam. Since that time the college completed its comprehensive Institutional Self-Evaluation Report (ISER), during which there was much discussion of the various aspects of the program review process. Two major issues emerging from those discussions were a) the need for more consistency in how program reviews are produced; b) the desire for more thorough and timely feedback on the program reviews. There also seemed a need to better integrate the use of TracDat into both Academic and Administrative Unit program reviews. This *Manual* also reflects revisions to both the structure and timing of those program reviews.

At COM-FSM, program assessment and program review function as the blueprints for collecting and analyzing data. These data are used to evaluate the quality of programs and inform decision-making about allocation of resources. External mandates likewise play a significant role in the planning and development of the college's programs, not only for resource allocation but also for achieving the goals of the college's strategic plan. The external mandates are mainly linked to accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

The college strives to continuously improve the quality and efficacy of its programs and services. To that end, all departments and units must conduct annual program assessments, and program reviews are conducted biennially for certificate programs, and every four years for all other instructional programs and all administrative units.

Program Assessment and Program Review at COM-FSM

Assessment and review of instructional programs is required by COM-FSM policy.

Instructional program review is completed every four years for two-year degree programs and every two years for one-year certificates. Instructional program review includes student learning outcome assessment data, student achievement data and program viability data for the review period
    —BP 3202 (2017)

Regular and comprehensive program reviews are also required by ACCJC Standard I.B.5:

> *5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*
> —Accrediting Commission for Community and Junior Colleges—*Accreditation Standards* (June 2014).

A Glossary of Key Terms

Term/Acronym	Explanation
Academic Program	Any combination of courses and/or requirements leading to a degree or certificate.
Instructional Program Review (IPR)	An Instructional Program Review (IPR) is part of the college's planning and assessment process where each division and the state campuses are to *evaluate* a program according to its goals and learning outcomes as they relate to the college's mission. Instructional Program Review (IPR) is completed every four years for two-year degree programs and every two years for one-year certificates.
ACJCC, WASC	Accrediting Commission for Junior and Community Colleges, Western Association of Schools and Colleges. Generally, just ACCJC is used.
AP	Academic Program.
AU	Administrative Unit. A non-academic department or unit, which has a mission and operational plan that supports the goals, objectives, and mission of the college.
AUO	Administrative Unit's Outcome.
Administrative Unit Program Review (AUPR)	Administrative Unit Program Review (AUPR) is part of the college's planning and assessment process wherein each administrative unit (*or nonacademic program*) is to *evaluate* a program or service according to its goals and objectives (outcomes) as they relate to the college's mission. Administrative Unit Program Review (AUPR) is completed every four years.
Benchmark	A standard, a reference point, or a criterion against which the quality of something can be measured, judged, and evaluated, and against which outcomes of a specified activity can be measured. The term means a measure of best practice performance (Vlãsceanu, et al., 2007).
CC	Curriculum Committee.
Capstone Assessment	Assessment of outcomes structured into learning experiences occurring at the end of the program. The experiences involved demonstration of a comprehensive range of program outcomes through some type of product performance. (Paloma & Banta, 1999).
Closing the Loop	Using assessment results for improvement and/or evolution (UH Manoa, 2011).
Criteria (Targets)	Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific. Scoring rubrics are based on criteria and define what the criteria mean and how they are used (UCLA CRESST, 2013).
CRE	Cooperative Research and Extension
EC	Executive Committee

Term/Acronym	Explanation
Effectiveness and Efficiency	Effectiveness is the extent to which an activity fulfills its intended purpose or function. On the other hand, efficiency is the extent to which an activity achieves its goal whilst minimizing resource usage (Harvey, 2012).
Evaluation	When used for most educational settings, it means to measure, compare, and judge the quality of student work, schools, or a specific educational program (UCLA, CRESST, 2013).
DAP	dean of academic programs.
DCTE	director of career and technical education.
FAO	Financial Aid Office.
Goal	It is a statement of the program's intent, purpose or expected outcomes stated in broad and general terms (Wilde, *nd.*).
ICT	Information Communication Technology.
IEMP	Integrated Educational Master Plan.
ISLOs	Institutional Student Learning Outcomes.
KPIs	Key Performance Indicators, also known as KPI or Key Success Indicators (KSI), help an organization define and measure progress toward organizational goals (Reh, 2012). However, the college also uses the term *Measures of Success* rather than the term KPI.
NGOs	Non-Governmental Organizations.
OARR	Office of Admissions, Records, and Retention.
PDS	Program Data Sheet.
SMART	Often referred to as *key performance indicators* (KPIs), SMART is an acronym. The letters conform to the words: Specific, Measurable, Attainable or Achievable, Relevant, and Time-Bound. SMART is used to help ensure that effective objectives (*outcomes*) or goals are set. **Specific** The *"specific"* part of an objective tells *what will change for whom* in *concrete terms*. It identifies the population or setting, and specific actions that will result. In some cases, it is appropriate to indicate how the change will be implemented (e.g., *through training*). Coordinate, partner, support, facilitate, and enhance are not good verbs to use in objectives because they are vague and difficult to measure. On the other hand, verbs such as provide, train, publish, increase, decrease, schedule, or purchase indicate clearly what will be done. **Measurable** *Measurable* implies the ability *to count* or otherwise *quantify an activity or its results*. It also means that the source of and mechanism for collecting measurement data are identified, and that collection of these data is feasible for your program or partners. A baseline measurement is required to document change (e.g., *to measure percentage increase or decrease*). If the baseline is unknown or

Term/Acronym	Explanation
	will be measured as a first activity step, that should be indicated in the objective (or *outcome*) as "*baseline to be determined using ….*"
	The *data source used* and the *year the baseline was obtained* should always be specified in the objective (or *outcome*) statement. If a specific measurement instrument is used, then incorporate its use into the objective. Another important consideration is whether change can be measured in a meaningful and interpretable way given the accuracy of the measurement tool and method.
	Attainable or Achievable The objective (or *outcome*) must be feasible with the available resources, appropriately limited in scope, and within the program's control and influence.
	Relevant *Relevant* relates to the relationship between the *objective* and the *overall goals* of the program or service.
	Time-Bound A specified and reasonable *time frame* should be incorporated into the objective (or *outcome*) statement. This should take into consideration the *setting* in which the change must be achieved, the scope of the change expected, and how it fits into the overall work plan. It could be indicated as "*By fall 2013 semester, the program will ….*"
VPIA	vice president for instructional affairs.
VPAS	vice president for administrative services.
VPIEQA	vice president for institutional effectiveness and quality assurance.
VPEMSS	vice president for enrollment management and student services.

Key Questions & Answers

You may wish to review the questions and answers below to build good background knowledge of how program reviews work and why they are important in today's world of higher education.

What is the Purpose of Program Review?

Program review is a key element in the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Colleges and Schools (WASC) accreditation process. According to ACJCC, the purposes of a program review are as follows:

- Program review processes are ongoing, systematic, and used to assess and improve student learning and achievement.
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Source: Retrieved March 6, 2017 from http://www.accjc.org/wp-content/uploads/2012/09/Manual-for-Institutional-Self-Evaluation_2012.pdf

What is the Difference between Program Assessment and Program Review?

A *program assessment* is an iterative and ongoing process of purposeful reflection and planning, where one systemically evaluates a program, course, or an activity in order to identify strengths and areas for improvement and then uses the results from the evaluation of those data to inform decision making (Bresciani & Fackler, 2005). *Program assessment* primarily focuses on what and how an academic or administrative unit (nonacademic programs) contributes to the learning, growth, and development of students as group instead of as individual students.

On the other hand, *program review* is defined as a *cyclical process* for evaluating and continuously enhancing the quality and currency of programs (Jenefsky, *et al.*, 2009, p.3). While also focusing on program-level assessment, program review goes beyond assessment by specifically examining other components of the program (mission, faculty, facilities, demand, etc.).

What is the Link between Program Assessment and Program Review?

The college uses the *concept and process* of evaluation questions for development of its assessment plans and reports (**Figure 1**). Well-constructed evaluation questions can easily lead to combination of assessment and program review indicators. Some examples follow.

    a. Evaluation question: *Do students possess workforce readiness skills?* Evidence and data could include evidence of student learning in the classrooms, but also of employer surveys and surveys of work study student supervisors.

    b. Evaluation question: *Is the … program meeting its mission?* Evidence and data could include evidence of student learning in the classroom, graduation rates, retention

rates, employer surveys, student surveys etc., transfer data, evidence from transfer institutions, etc.

| Program Assessment—Every Year | Evaluation Questions | Results & Findings | Action Plan | *Results from Annual Program Assessments accumulate and are then used to inform Program Reviews.* |

| Program Review—Every 2-4 Years. | Evaluation Questions | Results & Findings | Action Plan | |
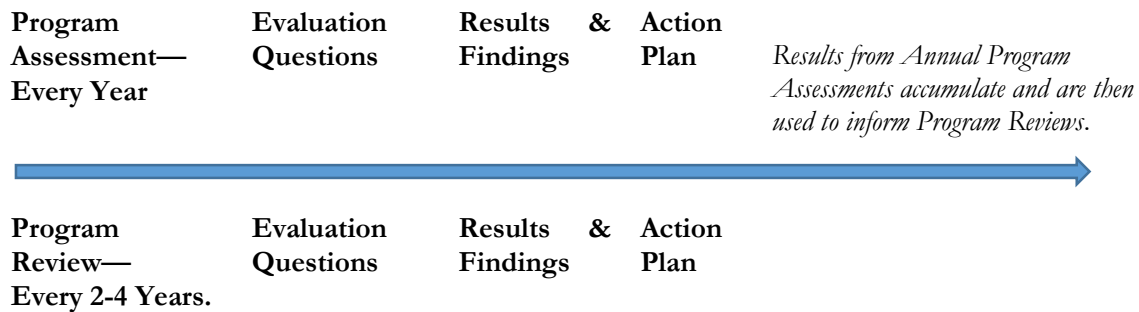
Figure 1. Basic Schematic of the Program Assessment and Program Review Cycles at COM-FSM. The Annual Program Assessments and variable cycle of Program Review are mutually supporting.

The *annual improvement plans* are expanded through the development of *assessment plans* that set forth *evaluation questions*, identify data sources and collection, analysis, timelines and persons responsible. The assessment reports directly address each evaluation question and major data or evidence collected, and use of results for improvement.

What is the College's Integrated Planning Cycle?
Figure 2 illustrates the cycle of the college's Integrated Educational Master Plan (IEMP)
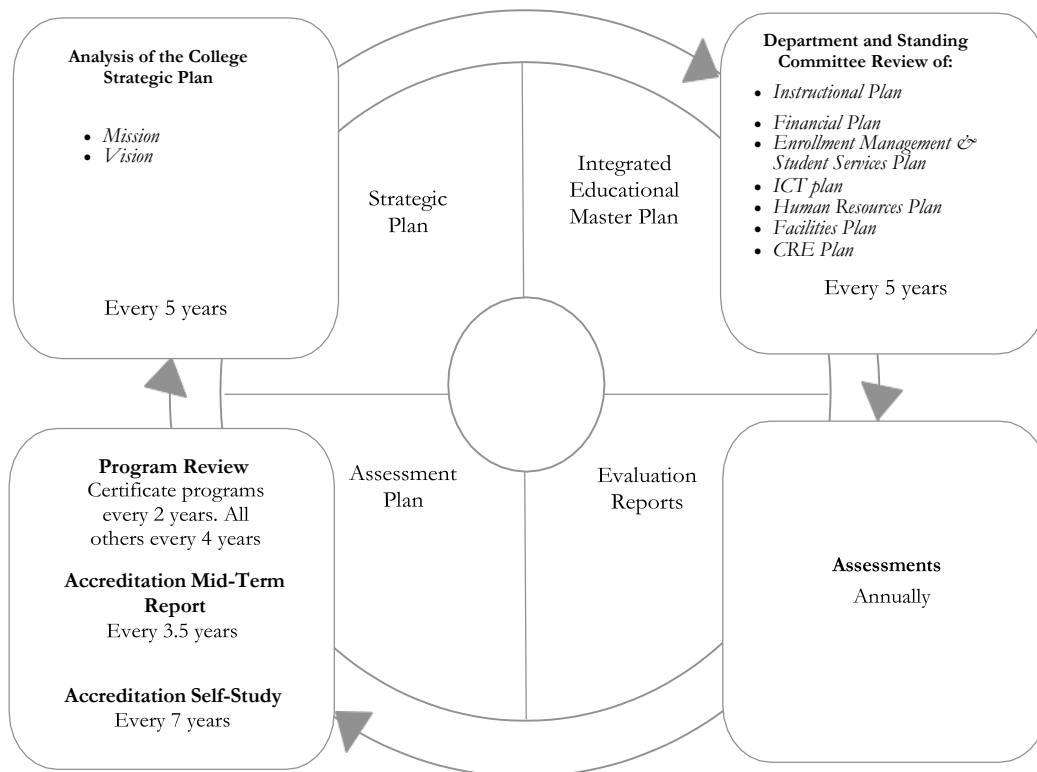
Figure 2. Schematic diagram of the College's IEMP Cycle

The IEMP cycle progresses as follows:

1. The planning cycle begins at the start of the fiscal year when annual assessment plans are prepared and reported for service units and for courses.
2. Every two years there is a review of certificate programs, and every four years there is a review for all other instructional, as well as administrative unit, programs to identify areas of priority and improvement.
3. Every five years, the college reviews its mission, vision, and strategic goals in order to guide its *Integrated Educational Master Plan* (IEMP), which consists of plans from all areas of the college.
4. These various plans are carried out and aspects of the plans are assessed by the annual assessment plans and program reviews.
5. After seven years, the college will have completed one-three cycles of program reviews and one cycle of mission, vision, strategic plan, and IEMP assessment. These various cycles are reported to the college's accrediting commission (e.g., *mid-term* report after 3.5 years, and institutional self-evaluation, every seven years).

How Does the College Set Goals and Objectives?

The departments within the college set their *goals* and *objectives* to help fulfill the college's mission, strategic directions, and goals (Table 1).

Table 1. College Mission Statement and Strategic Plan 2018-2023

College Mission Statement
College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.
COM-FSM Strategic Plan 2018-2023

I. **Innovate Academic Quality to Ensure Student Success**
Ensure student success by decreasing time to completion and increasing student satisfaction, persistence, retention, and graduation rates by innovating academic quality and enhancing student support services.
 	
Measures of Success
   1) All five CCSSE benchmarks are exceeded.
   2) Institution-set Standards are met.
   3) 80% of total students are enrolled full time
   4) Average student semester credits earned is 12.
First time, Full time
   5) Persistence rate (fall to spring) is 95%.
   6) Persistence rate (fall to fall) is 80%.
   7) Graduation rate 100% is 12%.
   8) Graduation rate 150% is 29%.
   9) Graduation rate 200% is 35%

II. Strengthen Resources to Meet Current and Future Needs

Strengthen resources to meet current and future needs through revenue diversification, efficient use, innovation, effective allocation, conservation, infrastructure upgrades, and investment in human capital.

Measures of Success
1) Operating costs reduced by 5% by innovating and streamlining services and processes.
2) Balanced budget maintained.
3) Enrollment increased by 5%.
4) Reserve maintained at 40%.
5) Current levels of government financial support are annually maintained or exceeded.
6) Aggressive energy conservation measures in place reducing total annual cost by 20%.
7) Infrastructure upgraded in accordance with Phase I of the Facilities Master Plan.
8) Invest in employee development and capacity building to improve practices.
9) Average college employee attrition rate is less than 5% annually.
10) Employee job satisfaction survey yields overall 85% Satisfaction Rate.
11) Employee recruitment process is revamped to significantly reduce time from recruitment to hiring.

What are the Measures of Success or Key Performance Indicators (KPIs) and How are They Used in Instructional Programs and Administrative Units?

Table 2 lists the *core indicators* that are collected and used in the review of both instructional programs and administrative units of the college. However, individual programs and administrative units may be required, or elect to, *track additional indicators*

Table 2. COM-FSM Key Performance Indicators (KPIs)

Instructional Program Review	*Administrative Unit Review*
• Program enrollment • Graduation rate • Average class size • Student seat cost • Course completion rate for the program • Student's satisfaction rate • Employment data • Transfer data • Achievement of Program Student Learning Outcomes • Achievement of Course Student Learning Outcomes	• Evaluation of program goals by objective measures • Evaluation of students learning outcome achievement (for programs that play a direct role in student learning). • Evaluation of efficiency of program • Evaluation of services provided to colleagues/students • Cost effectiveness evaluation • Surveys of students' satisfaction rate • Review of staff employment data/turnover • Other measures to be determined

What is the Role of the COM-FSM Student Information System (SIS) in Program Assessment and Program Review?

To improve its ability to report on *critical indicators* in an accurate and timely manner, the college had implemented in May 2009 the use of a web-based Student Information System (SIS). The college's department for Institutional Effectiveness and Quality Assurance (IEQA) is responsible for *extracting data* from the SIS required to support program assessment and review.

Current and historical instructional Program Data Sheets (PDSs) are published directly to the college website, minimizing the need for *ad hoc* data requests. www.comfsm.fm → Assessment of Student Learning → click on relevant program → click on *Data Sheet* tab, (program data are displayed). Buttons provide historical data for previous academic years (AYs).

For additional data requests, members of the college can submit data requests via an online *Data Request Form* (http://www.comfsm.fm/?q=irpo-date-request).

What is the Role of TracDat in Program Assessment and Program Review?

TracDat is the system that the college has chosen to enter, compile, and track assessment results linked to defined outcomes at the course, program, and institutional levels. TracDat provides data for program assessments, instructional program reviews, and administrative unit program reviews.

What is the Role of the College's Participatory Governance System in Program Assessment and Program Review?

As illustrated in the Figure 2, the college's *Planning Cycle* is grounded in the philosophy of *participatory governance*. The college promotes a participatory governance structure. This structure involves the commitment and participation of all campus constituencies and is guided by the college's mission, goals, values, and institutional student learning outcomes in the development of policies and procedures. Specifically, the college defines *participatory governance* as:

"…the process through which all members of the college community can engage in purposeful dialogue and share in the development of policies, procedures, goals, plans, and recommendations to improve academic quality, curriculum, integrity, student learning programs and services, institutional effectiveness, financial stability, and mission delivery" (BP 2200).

The purpose of the College's *Participatory Governance* is to guarantee *broad-based decision-making* through active and responsible involvement of all college employees and students. It is a system of committees that addresses institutional needs and provides a conduit for communication. Through this system, details of issues and policy matters are to be brought to a forum in which broad-based participation in the decision-making process can be assured.

Instructional Program Review

Instructional Program reviews are part of the institution's overall planning and assessment process. Instructional programs are to evaluate a program according to its goals and learning outcomes as they relate to the college mission. The Instructional Program Review is completed every two years for certificate programs and every four years for associate degree programs. The Instructional Program Review serves several purposes:

- to continually refine and improve program practices resulting in appropriate improvements in student learning and achievement; and
- to determine program relevance, sustainability, and quality.

The Instructional Program Review process applies to each academic program that utilizes college resources for its operation.

Key Questions & Answers:

What Are the Instructional Programs at COM-FSM?

An instructional program is defined as any combination of courses and/or requirements leading to a degree or certificate, or to a major, co-major, minor or academic track and/or concentration. Table 3 lists the college's *instructional programs*. Some examples are all degree and certificate programs, general education courses, and Achieving College Excellence (ACE) courses.

Table 3. COM-FSM Instructional Programs

Degree	Campus	Certificate	Campus
1. Liberal Arts	NC	1. 3rd-yr Accounting	NC
		2. 3rd-yr General Business	NC
2. Liberal Arts/Health Career Opportunities Program	NC	3. 3rd-yr Specialist in Public Health	NC
3. Micronesian Studies	NC	4. 3rd-yr Teacher Prep.-Elem.	CC, KC, NC, YC
4. Pre-Teacher Preparation	CTEC, KC, NC, YC	5. Agriculture and Food Tech.	CTEC, CC, KC
5. Agriculture and 6. Natural Resources	NC	6. Bookkeeping	CTEC, CC, YC
7. Business Administration	NC	7. Community Health Assistant Training	YC
8. Computer Information Systems	NC	8. Basic Public Health	CC, KC, NC, YC
9. Hospitality and Tourism Management	CTEC	9. Secretarial Science	CTEC, CC, YC
10. Marine Science	NC	10. Building Maintenance and Repair	CTEC
11. Public Health	NC	11. Trial Counselor	NC
12. Nursing	NC	12. Cabinet Making/ Furniture Making	CTEC
13. Building Technology	CTEC	13. Motor Vehicle Maintenance	CTEC
14. Electronic Technology	CTEC, KC, YC	14. Carpentry	CTEC
15. Telecommunications Tech.	CTEC	15. Construction Electricity	CTEC
Campus Abbreviation Key: CTEC = Career and Technical Education Center; CC=Chuuk Campus; FMI=Fisheries Marine Institute; KC=Kosrae Campus; NC=National Campus; YC=Yap Campus. *The FSM -Fisheries and Maritime Institute (FMI) in Yap offers *non-credit* programs in Navigation, Fishing Technology, and Maritime Engineering. Students are awarded a certificate of completion.		16. Electronic Engineering Tech.	CTEC, KC, YC
		17. Refrigeration and Air Conditioning	CTEC
		18. Nursing Assistant	CC, KC, NC, YC
		*Navigation	FMI
		*Fishing Technology	FMI
		*Marine Engineering	FMI

Instructional Program Review Process

An Instructional Program Review is completed *every four years for associate degree programs* and *every two years for one-year certificate programs*. Instructional Program Review includes two years of student learning outcome assessment data, student achievement data and program viability data. The process is outlined in Figure 4 below:

1. Program(s) provides required information and data for review by the end of the spring semester: every four years for associate degrees and every two years for one-year certificates

2. Draft program reviews are written by program faculty and shared with other faculty within the program for dialogue and feedback

3. Immediate Supervisor provides feedback on program review

Not Recommended
Program review is sent back to immediate supervisor with feedback for improvement

4. Assessment Team evaluates program review for quality

Recommended
Program review is sent to Assessment Team

Not Recommended
Steps 2 & 3 are repeated until program review is recommended

Recommended
Assessment Team's report and copies of program reviews are sent to VPIA

5. VPIA provides input and validates Assessment Team's Report

6. VPIA communicates results & recommendations to EC for planning and resource allocation

7. Recommendations and action improvement plans are sent to CC for recording

8. CC and immediate supervisor are informed on how recommendations are used for planning and resource allocation

9. Immediate supervisor informs college community program reviews are completed and posts the program reviews on the college website
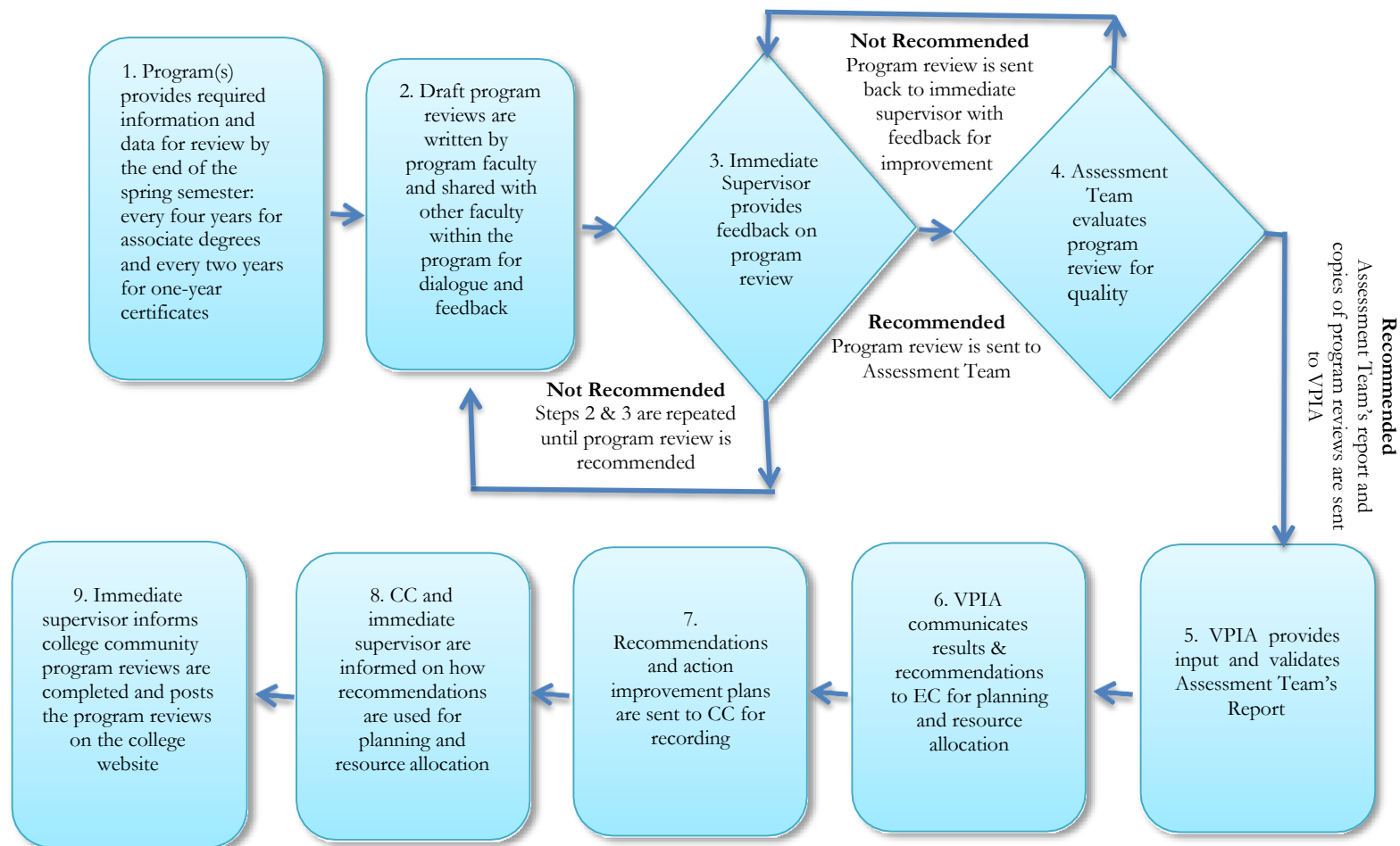
Figure 3. The Nine Steps for Completing Instructional Program Review.

An Instructional Program Review is completed *every two years* for certificate programs and *every four years* for associate degree programs (Table 4). Table 5 details the timelines for submission.

Table 4. Four Year Instructional Program Review Cycle

4-Year Cycle for Associate Degrees			
Spring 2018[1]	**Spring 2019[2]**	**Spring 2020**	**Spring 2021[3]**
Liberal Arts/Health Career Opportunities Program	Liberal Arts	Business Administration	Building Technology
Marine Science	Micronesian Studies	Computer Information Systems	Electronic Technology
Public Health	Agriculture and Natural Resources	Hospitality and Tourism Management	Telecommunications Technology
Nursing	General Education	FMI Fishing Technology	Pre-Teacher Preparation
	FMI Navigation		FMI Marine Engineering
2-Year Cycle for Certificates			
Spring 2018	**Spring 2019[4]**	**Spring 2020**	**Spring 2021**
Nursing Assistant Certificate	3rd-year Techer Prep-Elementary	Nursing Assistant Certificate	3rd-year Techer Prep-Elementary
Basic Public Health	Agriculture and Food Technology	Basic Public Health	Agriculture and Food Technology
3rd-year Specialist in Public Health	Bookkeeping	3rd-year Specialist in Public Health	Bookkeeping
Community Health Assistant Training	3rd-year Accounting	Community Health Assistant Training	3rd-year Accounting
Trial Counselor	3rd-year General Business	Trial Counselor	3rd-year General Business
Building Maintenance and Repair	Secretarial Science	Building Maintenance and Repair	Secretarial Science
Cabinet Making/Furniture Making	Carpentry	Cabinet Making/Furniture Making	Carpentry
Construction Electricity	Motor Vehicle Maintenance	Construction Electricity	Motor Vehicle Maintenance
Electronic Engineering Technology	Refrigeration and Air Conditioning	Electronic Engineering Technology	Refrigeration and Air Conditioning
ACE		ACE	

Table 5. Timeline for Instructional Program Review

STEPS	DUE DATE
Draft of program Review shared with all program faculty	End of Fall semester
Immediate supervisor reviews draft Program Review	Mid-January

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[1] Spring 2018 degree programs follow one more year under the previous program review schedule (2 years) and would have their next program review spring 2022 (4 years).
[2] Spring 2019 degree programs will conduct this program review on year 3 and will be on the 4-year cycle with their next program review due in spring 2023.
[3] Spring 2021 degree programs will have four years of program assessments (2017, 2018, 2019, & 2020) and on this one occasion, complete their program review during year five. Thereafter, they will be on the regular 4-year cycle with the subsequent program review due spring 2025.
[4] Spring 2018 certificate programs will have two years of program assessments (2017 & 2018) and on this one occasion, complete their program review during year three. Thereafter, they will be on the regular 2-year cycle with the subsequent program review due in spring 2021.

Assessment Team evaluates Program Reviews and provides feedback	First two weeks of February
VPIA reviews Program Reviews and summarizes any trends to inform actions, decisions, budgets, and planning	End of February
Cabinet and EC informed of trends and recommendations for action, planning, and resource allocation	March
Recommendations sent to CC for implementation of course and program modifications	March
Final Program reviews posted on the college website	End of April

Instructional Program Review includes two years (certificates) or four years (associate degrees) of student learning outcome assessment data, student achievement data, and program viability data, respectively. The process is outlined here:

Step One. Provide required information and data.

1. The instructional coordinator (IC) overseeing the program, in collaboration with program faculty, provides the following information and data for review and incorporation into the program review draft (due mid-fall semester):

    a. *Program goals.* The program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.

    b. *Program history.* This section describes the history of the program. This history includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.

    c. *Program description.* The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state's economy, or specialized program accreditation.

    d. *Program admission requirements.* This section describes the requirements for admission into the program and other requisites.

    e. *Program certificate/degree requirements.* This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.

    f. *Program courses and enrollment.* This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.

    g. *Program faculty.* This section reports the faculty of the program, including full-time and part- time faculty. The degrees held and rank are provided for the full-time and part-time faculty.

    h. *Program indicators.* This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. Documenting performance against Program Indicators is the **most important** part of the program review. Data that will be collected and evaluated include, but are not limited to:

- Assessment of course student learning outcomes of program courses (TracDat reports)
- Assessment of program student learning outcomes (TracDat reports)
- Program enrollment – historical enrollment patterns, student credits by major
- Average class size
- Course completion rate
- Student retention rate – (fall-to-fall for 2-year programs; fall-to-spring for 1-year programs)
- Graduation rates
- Students seat cost
- Cost of duplicate or redundant courses/programs/services

- Revenue generated by program – tuition, program-allocated (credits for 2 years x tuition), grant income.
- Students' satisfaction rate
- Alumni data
- Employment data and employer feedback (employer survey)
- Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, and NMC).
- Transfer rate
- Examination of additional program data (Program Data Sheets) for trends, including program performance towards Institution-set Standards, Strategic Plan *Measures of Success*, and the mission fulfillment indicator for guided pathways.

i. *Analysis.*
- Findings – This section provides discussion of information discovered as a result of the evaluation. Such discussion includes problems or concerns with the program and what part of the program is working well and meeting expectation.
- Recommendations – This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.

Step Two. Create draft program reviews.
1. Program faculty compile draft of program review.
2. Draft program reviews are shared with other faculty for dialogue and input.

Step 3. Program faculty submit program review to instructional coordinator/immediate supervisor for review and feedback.
1. If the instructional coordinator (IC)/immediate supervisor *does not* recommend sending the program review forward to the Assessment Team, it is returned to the program faculty for improvement in specified areas and then Steps 2 & 3 are repeated.
2. If the instructional coordinator (IC)/immediate supervisor *does r*ecommend sending the program review forward to the Assessment Team, it is forwarded to them for Step 4.

Step 4. Assessment Team provides evaluation/recommendation.
1. Members of the Assessment Team evaluate a given program review for quality.
2. Program reviews that would benefit from improvements are returned to the instructional coordinator for revision, along with the Assessment Team's feedback.
3. The program review is revised by the respective IC and program faculty, and returned to the Assessment Team.
4. Program reviews of sufficient quality are forwarded to the vice president for instructional affairs (VPIA) for evaluation, recommendations, and consideration in the planning and budgeting process.

Step 5. VPIA completes evaluation/recommendation.
1. The VPIA provides evaluation and recommendations from the program reviews.
2. VPIA may also require that the program make additional improvements to the draft program review before it is finalized and published to the website.

Communication and Distribution of Results

Step 6. VPIA ensures key recommendations are summarized and shared with the Cabinet and the Executive Committee (EC) to inform decisions as well as the planning and budgeting processes

Step 7. VPIA sends recommendations and action improvement plans to the Curriculum Committee (CC)

Step 8. CC and immediate supervisor are informed on how recommendations are used for planning and resource allocation.

Step 9. Immediate supervisor informs college community that programs reviews are completed and posts the reviews on the college web site.

Where are the Data for Instructional Program Reviews?

Figure 5 shows where you can find the data you need for your program reviews. SIS data are automated for each program and you can find them by program from www.comfsm.fm → Assessment of Student Learning link → Click on relevant program → Program Data Sheet (PDS) tab. Surveys will need to be conducted by program faculty, and assistance can be provided by Institutional Effectiveness and Quality Assurance (IEQA) for survey design and electronic delivery. Transfer rates require collaborative efforts between enrollment management and student services (EMSS), IEQA, and program faculty. For professionalism and teamwork, data requests, *ad hoc* data requests, and support assistance, be sure these requests are made well in advance of deadlines.
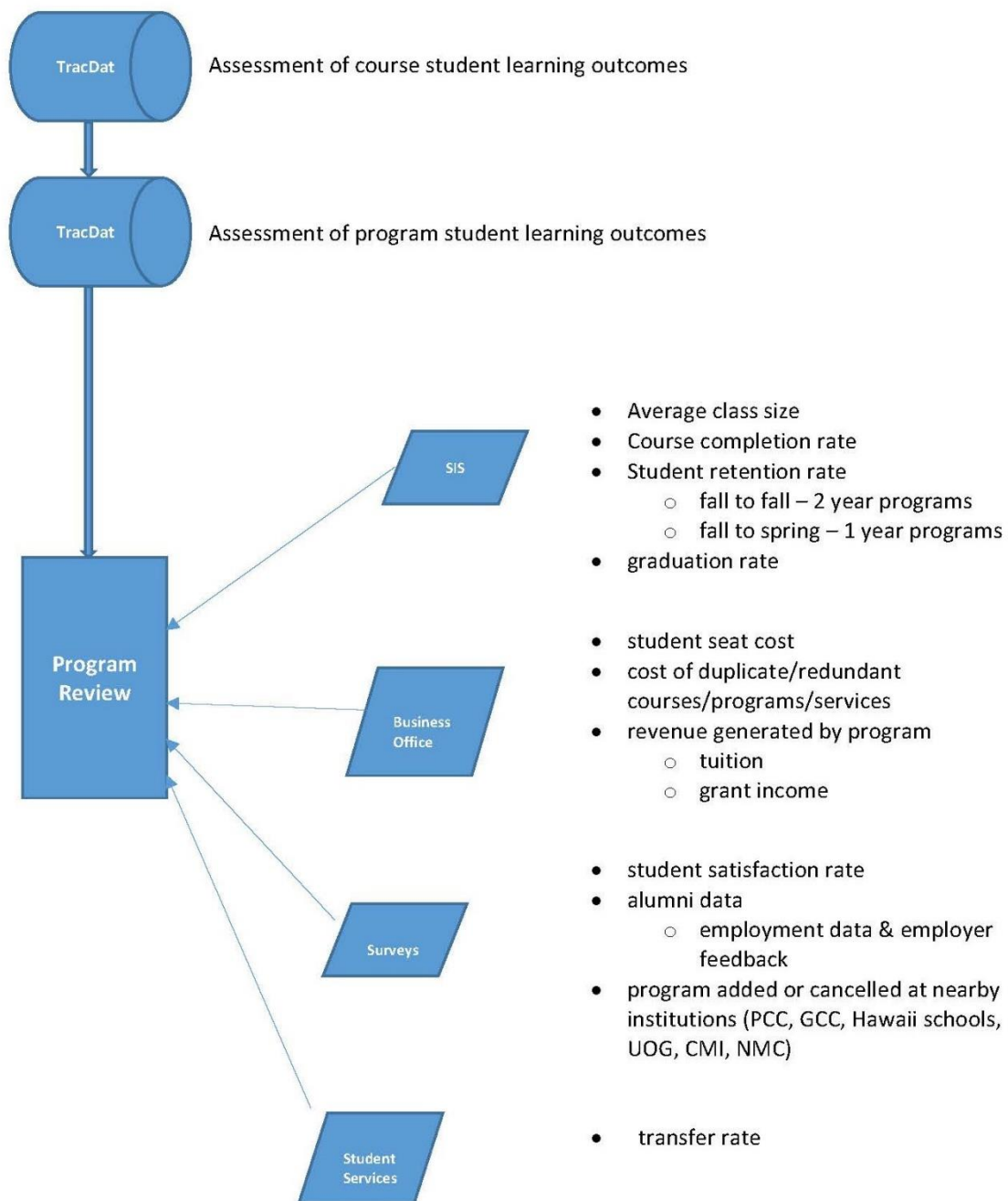
Figure 5. The Types of Date Required for an Instructional Program Review and Where to Find those Data.

Administrative Unit Program Review

Administrative Units have their own procedures for conducting program reviews.

What Is the Basic Purpose for Administrative Unit Program Review?

The *assessment* and *review* process for administrative units follows a similar pattern to instructional programs. The administrative units develop assessment plans, collects assessment data, and *close the loop* with recommendations and strategies for improvement. However, there are a few *differenc*es in steps and methods used. The biggest difference is the concentration on:

- how *well* administrative units provide their services (to students, colleagues, and/or other stakeholders); and
- how these services are *linked* to the college's mission and strategic goals.

The focus of *assessment* and r*eview* is on how to improve those **services** and ensure that they are linked to the overall mission and goals of the college.

What Are the Administrative Units of COM-FSM?

Known as *administrative units*, these *units* at the college support students, colleagues, or the institution, but are *not* part of the credit-granting *academic experience*. Table 6 lists the college's *administrative units*:

Table 6. COM-FSM Administrative Units or Administrative Unit Programs

Administrative Units
President and Chief Executive Officer
Vice President for Instructional Affairs   a. Dean of Academic Programs (DAP)   b. Director of CTEC (CTEC)   c. Director of Cooperative Research and Extension (CRE)   d. Learning Resources Center (LRC)   e. Campus Deans (Chuuk Campus, FSM-FMI, Kosrae Campus, Yap Campus)

Vice President for Enrollment Management and Student Services
 a. Financial Aid
 b. Counseling Services
 c. Student Life (Residence Halls, Sports and Recreations, and Health Services)
 d. Admissions, Records and Retention
 e. Institutional Advancement and External Affairs
 f. Campus Security and Safety
     • Campus Security
     • Campus Survey Administration (Cleary Act Reporting)
     • Campus Title IX Administration

Vice President for Administrative Services   a. Human Resources   b. Comptroller and Financial Services   c. Facilities and Maintenance

Administrative Units
Vice President for Institutional Effectiveness and Quality Assurance
a.   Office of Institutional Effectiveness
b.   Information Communication Technology

What is the Process for Administrative Unit Program Assessment and Program Review?

There are ten basic steps in completing an Administrative Unit Program Review (AUPR) (Figure 6). Each of these stages have several steps within them. *Note that AUPRs are college-wide with respect to department personnel, locations, and services.* For example, there is only one AUPR submitted for Financial Aid and only one submitted for Information Technology. The services provided by each site should be considered and evaluated within that single program review from across all six campus sites.

Stage One. Establish an Administrative Unit Mission Statement with Linkage to COM-FSM Mission and Goals. → **Step Two.** List Administrative Unit Objectives/Outcomes. → **Step Three.** Identify Criteria for Success.

Stage Four. Identify Methods of Assessment. → **Step Five.** Status Review and Endorsement by Relevant Vice President. → **Step Six.** Complete Assessment Activities.

Step Seven. List Assessment-Driven Conclusions and Recommendations for Improvement → **Step Eight.** Submit AU Program Review to the Vice President* of the Respective Unit for Evaluation/Recommendation → **Step Nine.** Submit AU Program Review to the Assessment Team for Evaluation/Recommendation.

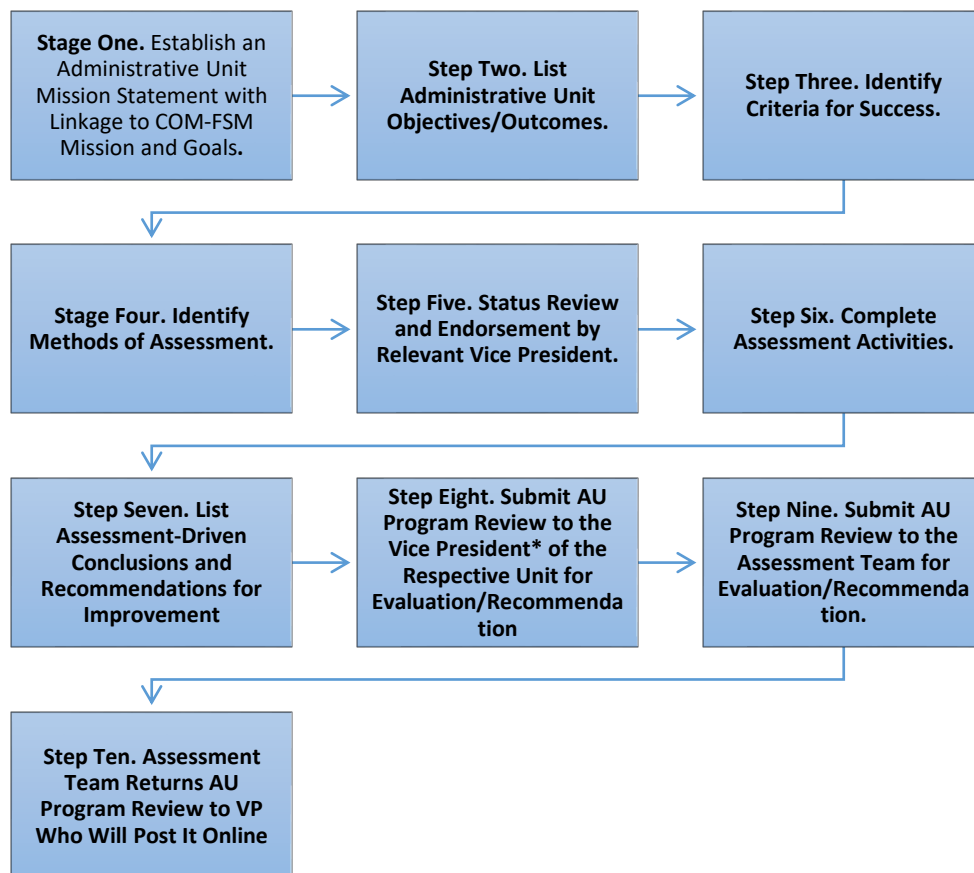**Step Ten.** Assessment Team Returns AU Program Review to VP Who Will Post It Online

Figure 6. Ten Basic Stages for Completing an Administrative Unit Program Review (AUPR).

Tables 7 and 8 provide the four year cycle for AUPRs and the timeline for submission, respectively.

Table 7. Four Year Cycle for Administrative Unit Program Reviews

4-Year Cycle for Administrative Units			
Fall 2017[5]	**Fall 2018[6]**	**Fall 2019**	**Fall 2020[7]**
Office of Institutional Effectiveness	Information Technology	Institutional Effectiveness and Quality Assurance	Learning Resources Center
Comptroller and Financial Services	Facilities and Maintenance	Human Resources	Instructional Affairs
Campus Security and Safety	Guidance and Counseling	Financial Aid	Admission and Records
Student Life	Administrative Services	Enrollment Management and Student Services	Career and Technical Education (Pohnpei Campus)
Chuuk Campus	Kosrae Campus	Yap Campus	FMI
	Centre for Entrepreneurship	President's Office	Office of Institutional Advancement and External Affairs

Table 8. Timeline for Administrative Unit Program Review

STEPS	DUE DATE
Draft of Program Review developed in collaboration with all administrative unit personnel and vice president	Mid October
Vice president reviews and endorses draft Program Review	End of October
Assessment Team evaluates Program Review and provides feedback	First two weeks of November
Respective vice presidents and VPIEQA reviews Program Reviews and summarizes any trends to inform actions, decisions, budgets, and planning	End of November
Cabinet and EC informed of trends and recommendations for action, planning, and resource allocation	December thru January
Final Program reviews posted on the college website	December

Step One. Establish an Administrative Unit Mission Statement with Linkage to COM-FSM Mission and Goals.

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[5] Fall 2017 non-academic programs follow one more year under the previous program review schedule (2 years) and would have their next program review fall 2021 (4 years).

[6] Fall 2018 non-academic programs will conduct this program review on year 3 and will be on the 4-year cycle with their next program review due in fall 2022.

[7] Fall 2020 non-academic programs will have four years of program assessments (2016, 2017, 2018, & 2019) and on this one occasion, complete their program review during year five. Thereafter, they will be on the regular 4-year cycle with the subsequent program review due fall 2024.

Administrative units can link their services to strategic goals *relevant* to each of their departments. Normally these are the goals under which they report on their *monthly* and *quarterly* activities. These *goals* should reflect the units' linkage to the overall mission and goals of the college.

1. Each administrative unit should establish a *mission statement* that includes the services that the unit provides.
2. Since *services will change* over time, an Administrative Unit should update its Mission to reflect changes in the services being provided.
3. It may also be useful to find ways to categorize services in your mission statement instead of a long *laundry list* of services.

Table 9 lists four examples of administrative unit mission statements.

Table 9. Four Examples of Administrative Unit Mission Statements at COM-FSM.

- The Department of Student Services' mission is to promote student development and leadership by providing quality programs and services that fulfill the diverse educational, recreational, social, and multi-cultural needs of the student population and the college community (*Office of the Vice President for Student Services*).

- The Office of Institutional Effectiveness and Quality Assurance assesses and supports the capacity and extent to which the college fulfills and maintains its mission; while fostering and embedding a college culture of sustainable continuous quality improvement at all institutional levels. At the core of effectiveness and ongoing quality improvement is a focus on student learning and student success. Leadership and guidance are provided to the college community to ensure accountability as accreditation and regulatory standards are understood and met, and/or exceeded at all times. (*Office of the Vice President for Institutional Effectiveness and Quality Assurance*).

- The COM-FSM Office of Information Technology provides technology expertise for the College of Micronesia-FSM system. To ensure that services are provided in an effective, efficient and timely manner, the Office of IT supports and promotes the productive use of technology throughout the organization by ensuring that all technology in place is secure, reliable and performing as needed as well as implementing new technology (*Office of Information Technology*).

- It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated, and skillful employees that guarantee the integrity, confidentiality, and security of all academic records (*Office of Admissions, Records and Retention*).

Step Two. List Administrative Unit Objectives/Outcomes.

1. Once a mission statement is developed, administrative units develop objectives (or outcomes) that help determine if they are accomplishing their purpose *especially* in providing the services described in the mission statement.
2. The objectives should address the services currently being provided.
3. The objectives will form the basis for *what are* to be assessed during any *assessment cycle*.

Below are *some* guidelines for developing objectives (*or outcomes*) for administrative units (*2009 COM- FSM Institutional Assessment Plan Handbook*).

- The objective (or *outcome*) is related to *something* that is under the control of an administrative unit.
- The objective (*or outcome*) should be worded in terms of what the administrative units will *accomplish* or what their clients *should think, know, or do* following the provision of the services.
- The objective (*or outcome*) should lead to *improved* services.
- The objective *(or outcome)* is linked to a service specifically described in the administrative unit's mission statement.

Administrative unit objectives (*or outcomes*) should be constructed based on *currently* existing services. The following are some examples of administrative unit objectives/outcomes:

- Accurate, real-time class enrollment data are continuously available to faculty and administrators (*Office of Admissions, Records and Retention*).
- Students who attend a *Career Orientation Workshop* can prepare a resume, interview well, and use our on-line bulletin board to monitor potential employment opportunities (*Counseling Services*).
- All students who participated in the *ICT orientation on COM-FSM e-mail system* will receive e- mail accounts and will know how to use the e-mail system to communicate with students, faculty, and staff (*Information and Communication Technology Office*).
- Interlibrary loan materials will be delivered within eight working days (*Learning Resources Center*).
- Students report satisfaction with Health Center Services; ratings will average at least 3.80 on a 5-point rating scale (*Health Services*).
- Student government meetings follow procedures defined in the *Student Handbook* (*Office of the Vice President for Student Services*).
- Students using the *Writing Center* improve writing skills (*Writing Center*).

Step Three. Identify Criteria for Success.
1. Criteria for success would consist of measurable targets or performance levels that, if attained, would indicate to what degree a unit is achieving its objectives/outcomes.
2. Choose criteria that relate directly to your unit's objectives.

3. Avoid choosing criteria that are too easy to reach and do not correlate with advancing student learning and achievement—student success.

Table 10 provides examples of possible outcome language.

Table 10. Samples of Unit Outcome/Criterion Language

Unit	*Note that in both samples the criterion language is measurable and flows directly from the language of the goal.*
OARR	**Goal Language** Institute a structure that will verify the completeness and accuracy of academic records and documents relative to the qualification of students in the completion of their programs in the light of the college's prescribed requirements.
	Criterion Language Guarantee 100% security and confidentiality of all student files in compliance with the appropriate State, National, and Federal regulations.
FAO	**Goal Language** To promote or foster student success as measured by new incoming students demonstrating knowledge of available financial aid services.
	Criterion Language One presentation on financial aid services, policies, and procedures to be conducted for incoming freshmen in August 2017. Eighty per cent of new students will demonstrate knowledge of aid services, policies and procedures.

Step Four. Identify Methods of Assessment.
1. Once an administrative unit has determined its criteria for success in meeting its objectives, it next needs to identify appropriate methods for assessing performance against criteria.
2. Administrative and support units should choose an assessment method that will provide answers to the following two questions:
    a. Are we accomplishing our objectives?
    b. At what level of achievement are we accomplishing our objectives?
3. From the methods described below, choose the method, or combination of methods, that will best provide the information to answer questions a. and b.

COM-FSM employs *four* main types of assessment for administrative units.
- *Attitudinal assessment* – measuring the levels of student satisfaction;
- *Direct measures* – counting the degree/volume of service;
- *External validation* – offered by agencies or peers not associated with the institution;
- *Observation* or *performance* of clients.

Table 11 elaborates upon these four methods of assessment.

Table 11. COM-FSM: Four Main Assessment Methods for Administrative Units.

Assessment Method	Explanation
Attitudinal Assessment	Provides information on how clients view the services provided. The attitudinal assessment may be collected through locally developed surveys or by college participation in standardized surveys. Local surveys are those that are developed, administered and analyzed by the college. Examples are the orientation and registration survey and the communications survey conducted in 2005 and 2006. Local surveys may be hand scored or web based. The college currently uses a web based tool (Survey Monkey) for recording and analysis of survey results. If you are interested and feel your assessment would be helped by a local survey, contact IEQA for assistance. Often it is best to combine several offices or program surveys into one. There is always a danger of having too many surveys. There are alternatives to surveys. Action Reviews, Focus Groups, and other mechanisms may also provide needed information to help complete your assessment. Some surveys are institutional in nature. Institutional surveys would include surveys of graduates and/or employers. If you need information from institutional level surveys, contact OIE. Some institutional surveys are still under development and input on what to survey is needed. The college also participates in standardized surveys. Surveys such as the Community College Survey of Student Engagement (CCSSE) are useful for obtaining data on the college and having a comparison to peer institutions. The college also participates in the Integrated Postsecondary Education System (IPEDS). Information from this survey can be obtained from IEQA and also from the IPEDS web site. If there is a standardized survey that you feel would be useful in conducting your assessment, contact your supervisor and/or IEQA. Normally, there is a cost for participating in standardized assessments.
Direct Responses	May provide useful information. For example, this method could measure a count of: • Volume of activity, such as number of persons served (for example, the number of students seen by the college nurse within a specific period); • Levels of efficiency, such as the average time for response (for example, the number of students who can complete online registration in a day); • Measures of quality, such as average errors per audit (for example, the number of errors in a set of data collected on enrolled students).
External Evaluation	The financial audit conducted each year is an example of external evaluation., as are reports from the college's accreditor (ACCJC) and reports from advisory boards.
Observations of User Performance	Can provide useful information in an assessment. An after-action review might be conducted for orientation or graduation or other major events to determine strengths and weaknesses and identification of areas for improvement. Often informal observations can be turned into formal assessments by using a checklist or a rubric. You can contact IEQA for help in constructing these instruments. When writing the means of assessment to be used keep in mind the following: • Be specific when naming the instrument/report to be used. • Describe "to whom" and "when" the assessment will be administered. • State "by whom" and "based upon what" the results will be judged. • Indicate what level of success is desired.

Step Five. Status Review and Endorsement by Relevant Vice President.
1. Heads of units/offices submit their draft document through the relevant vice president for review and endorsement.
2. If the vice president endorses the document at this point, preparers proceed to Step Six and they also submit the document to the Assessment Team (Table 11).
3. The vice president will return the document for improvement when necessary.

Step Six. Complete Assessment Activities.
Administrative units should collect and tabulate data and information collected in real-time throughout the academic, calendar, and budget years. Much of these data are collected as part of the administrative unit's assessment plan (may be captured in monthly/quarterly reports) and should be reported and stored within TracDat. As an administrative unit tracks services, it should always look for ways to improve those services immediately and not wait until the end of an assessment cycle.

1. Administrative units collect data from assessment activities during the year. These data are recorded in TracDat in the "Results" section.
2. Administrative Units Annual assessment reports are created via TracDat utilizing the "Administrative Unit Four Column" reports under the "Standard Reports" option on TracDat. These Four Column Reports should be stored in the documents repository as they will be appended to the Program Review in the year that the Program review is due.
3. Administrative Unit Program Reviews are due every four years.
4. Program Reviews are written using the template "Appendix G - Administrative Unit Program Review" of this manual.

An example of a completed Administrative Unit Program Review (AUPR) appears in Appendix D.

Figure 7 following displays relevant data sources for an Administrative Unit Program Review.

TracDat
- Evaluation of program goals by objective measure
- Assessment of unit outcomes

Program Review

SIS
- Program completion rate

Business Office
- Cost effectiveness evaluation

Surveys
- Student satisfaction rate

Student Services
- Awards – Financial Aid
- Transfer rates in/out
- EdExpress - Title IV Student Financial Aid Records
- NSLDS – National Student Loan Data System: This system has many components including a Data Base

Human Resources
- Review of staff employment data/turnover

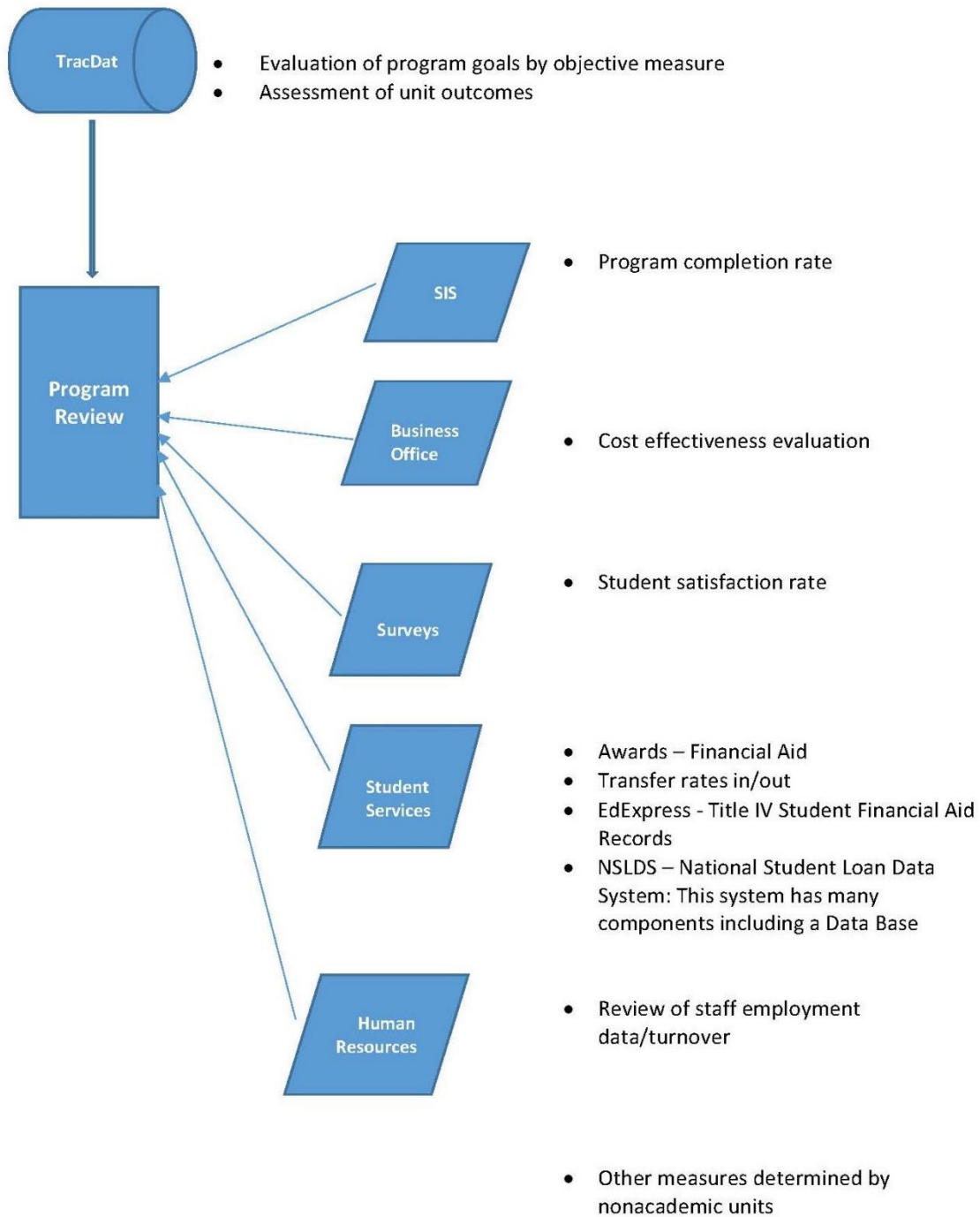- Other measures determined by nonacademic units

Figure 7. Relevant Data Sources for an Administrative Unit Program Review.

Step Seven. List Assessment-Driven Conclusions and Recommendations for Improvement.

1. Record Conclusions in the "Results" fields of TracDat, and recommendations are recorded in the "Improvements" (i.e. suggested improvements") of TracDat.
2. Record actions related to the "Improvements" in the "Follow-Up" option of TracDat.
3. Staff may be assigned tasks related to the improvement under "Assignment" in TracDat.
4. These Conclusions, Recommendations, Follow-Ups, and Assignments are transferred to the Program Review Template. See examples in:

   http://wiki.comfsm.fm/index.php?title=Non-Academic_Programs/Student_Services/Student_Services_Program_Review_%26_Related_Documents&highlight=admission+program+review

5. Finally, the annual documents, worksheets, and templates created are used to create the final Program Review.

Step Eight. Submit AU Program Review to Appropriate Vice President for Evaluation/Recommendation.

1. The Unit head submits that review to the appropriate vice president.
   a. The vice president completes the evaluation and recommendation of the program review. If the program review is deemed satisfactory, the vice president then sends the program review to the Assessment Team for its evaluation and recommendation.
   b. If the vice president deems the program review in need of revision, it is returned to the preparer for revision and resubmission.

Step Nine. Submit AU Program Review to Assessment Team for Evaluation/Recommendation.

1. The Assessment Team receives the AU Program Review from the vice president and completes its own evaluation and recommendation of the program review.
   a. If the program review is deemed satisfactory, the Assessment Team then returns the program review to the vice president, who then posts it on the COM-FSM website, and also returns a copy to the preparers.
   b. If the Assessment Team deems the program review in need of revision, it is returned to the vice president for action on revision and resubmission.

Step Ten. Assessment Team Returns AU Program Review to VP for Online Posting.

1. The appropriate vice president will then post the completed Administrative Unit Program Review. The following link displays and example of this posting for the Department of Enrollment Management and Student Services.

   http://wiki.comfsm.fm/index.php?title=Non-Academic_Programs/Student_Services/Student_Services_Program_Review_%26_Related_Documents&highlight=admission+program+review

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Appendices

Appendix A: COM-FSM Important College Documents

COM-FSM Mission Statement

The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.
—Approved by COM-FSM Board of Regents, March 08, 2017

COM-FSM Vision Statement

We provide quality education today for a successful tomorrow (*Approved by the COM-FSM Board of Regents, May 3, 2017*).

COM-FSM Core Values
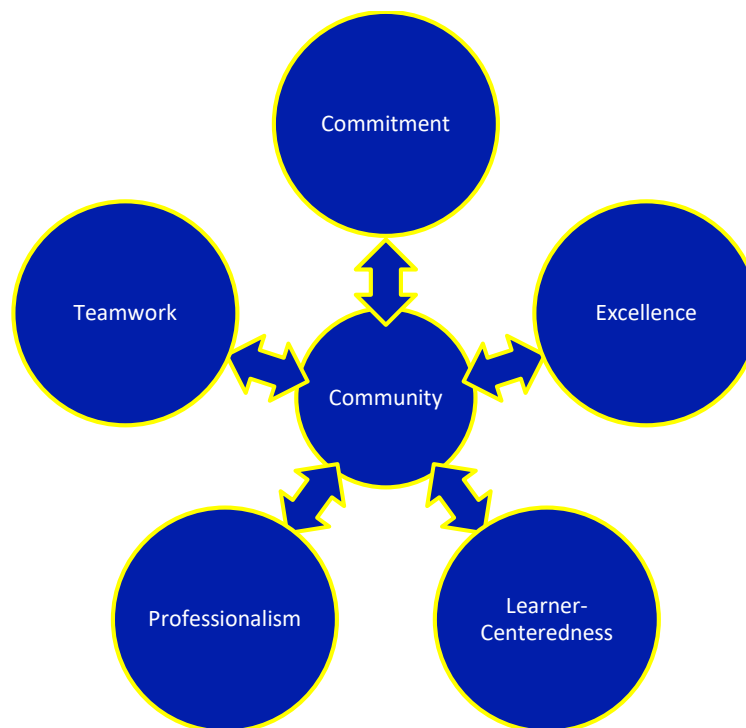
College of Micronesia-FSM Core Values and Principles of Best Practices

We value the higher education community in which we work and those diverse island communities we serve. As members of these communities, we strive to embody these core values and to demonstrate them through the following best practices

Commitment

- Anticipate what is needed and do that work without being asked.
- Be dependable by being present and on time.
- Connect, participate, and be involved.
- Contribute your best and inspire others to do the same.
- Dedicate your time, energy, and enthusiasm.
- Give back when you can.
- Work to make a difference.

Excellence

- Aim to meet or exceed standards of best practices.
- Hold yourself accountable to high performance standards.
- Set goals and endeavor to exceed them.

Learner-Centeredness

- Be transformative; be creative and innovative.
- Collaboratively share information and skills.
- Continuously assess your knowledge, skills, and abilities.
- Dedicate time for learning.
- Explore your curiosity.
- Learn from failures to continuously improve.
- Use every assignment as a learning opportunity.

Professionalism

- Accept responsibility for your actions.
- Act in the best interest of the college and the communities you serve.
- Be ethical.
- Be honest and transparent.
- Complete all duties and assigments.
- Develop logical plans and foresee consequences.
- Maintain confidentiality.

Teamwork

- Actively build working and learning relationships.
- Actively listen.
- Appreciate your colleagues.
- Be postive and encouraging.
- Engage and contribute wholly to all team activities.
- Offer your assistance and guidance when necessary.
- Pursue an understanding of diverse points of view and ideas.
- Recognize the needs of others.
- Respect yourself and others.
- Respond respectfully when others disagree with your views.
- Share and use resources responsibly.

*Adapted from Dartmouth's Core Values Model http://www.dartmouth.edu/~rpd/corevalues/list.html
Core Values May 3, 2016; Revised, Board of Regents March 8, 2017, meeting

Strategic Directions and Strategic Plan Goals: 2018-2023

I. Innovate academic quality to ensure student success

Ensure student success by decreasing time to completion and increasing student satisfaction, persistence, retention, and graduation rates by innovating academic quality and enhancing student support services.

Measures of Success

1) All five CCSSE benchmarks are exceeded.
2) Institution-set Standards are met.
3) 80% of total students are enrolled full time
4) Average student semester credits earned is 12.

First time, Full time
5) Persistence rate (fall to spring) is 95%.
6) Persistence rate (fall to fall) is 80%.
7) Graduation rate 100% is 12%.
8) Graduation rate 150% is 29%.
9) Graduation rate 200% is 35%

II. Strengthen resources to meet current and future needs

Strengthen resources to meet current and future needs through revenue diversification, efficient use, innovation, effective allocation, conservation, infrastructure upgrades, and investment in human capital.

Measures of Success

1) Operating costs reduced by 5% by innovating and streamlining services and processes.
2) Balanced budget maintained.
3) Enrollment increased by 5%.
4) Reserve maintained at 40%.
5) Current levels of government financial support are annually maintained or exceeded.
6) Aggressive energy conservation measures in place reducing total annual cost by 20%.
7) Infrastructure upgraded in accordance with Phase I of the Facilities Master Plan.
8) Invest in employee development and capacity building to improve practices.
9) Average college employee attrition rate is less than 5% annually.
10) Employee job satisfaction survey yields overall 85% Satisfaction Rate.
11) Employee recruitment process is revamped to significantly reduce time from recruitment to hiring.

—Approved by COM-FSM Board of Regents. September 14, 2017.

Institutional Student Learning Outcomes (ISLOs)

COM-FSM gradates will demonstrate (*Approved by the COM-FSM Board of Regents, May 6-7, 2013*):

1. Effective oral communication
Capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

2. Effective written communication
Development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.

3. Critical thinking
A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

4. Problem solving
Capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

5. Intercultural knowledge and competence
A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

6. Information literacy
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

7. Foundations and skills for life-long learning
Purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.

8. Quantitative reasoning
Ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

Appendix B. Instructional Program Review Template

AP Full Official			
Campus		AP Review Submission Date	
Completed by		AR Review Cycle	

Program Goals

Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.

Upon successful completion of this degree program, students will be able to:

Program History

This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.

.

Program Description

The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state's economy, or specialized program accreditation.

1. **Organization**:

2. **Relationship to other programs in the system**:

Program Admission Requirements

This section describes the requirements for admission into the program and other requisites.

The college's admissions criteria is listed on the college website at http://www.comfsm.fm/publications/catalog-2015-2016 requirements.pdf. These criteria are followed when admitting students into the XXX program.

Program Certificate/Degree Requirements

This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses,, sequencing of courses, total credits, internships, practical, etc.

The XXX program as it currently stands consists of:

In addition to General Education core requirements, there are the **Major Requirements** which include the following courses:

Currently students are encouraged to follow a specified sequence of courses so that they are able to complete the program within two years.

Here is the **suggested sequence** of XXX courses as it currently stands in the college catalog:

First Semester

total credits

Second Semester

total credits

Third Semester

total credits

Fourth Semester

total credits

Program Courses and Enrollment

This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.

Program Faculty

This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty. Finally, provide the faculty student ratio for the program.

Program Indicators

This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following:

Analysis

Findings
This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation.

Recommendations
This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.

Appendix C. Sample of Program Review for Instructional Programs

AP Full Official	*Liberal Arts*		
Campus	**National campus**	AP Review Submission Date	*September 23, 2016*
Completed by	**Resida S. Keller**, Languages & Literature Division Chairperson	AR Review Cycle	*2014-2016*

Program Goals

Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.

Upon successful completion of this degree program, students will be able to:

1. Enrich and deepen self-knowledge by exploring different academic experiences.
2. Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression.
3. Demonstrate fundamental knowledge and basic skills appropriate to their personal and professional goals in their chosen area of specialization.

Program History

This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.

The Associate of Arts degree program in Liberal Arts was established in 1975 to enable students to transfer to a four-year college, university, or other institution. Other than the addition and establishment of more focused and area-specific liberal arts degrees such as the Liberal Arts/Media studies and the Liberal Arts/Education programs (adopted in 1997) or the Liberal Arts/HCOP [Health Careers Opportunities Program], there have been no major changes to the structure of the Liberal Arts program in the past 10 years. The program learning outcomes (above) for the L.A. Degree program were adopted in Spring 2005.

Program Description

The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state's economy, or specialized program accreditation.

1. **Organization**: The Liberal Arts program is currently organized with the Chairperson of the Languages and Literature division being the person responsible for collection of SLO information from faculty and responsible for implementation of assessment activities and any improvement plans. All academic divisions at the National campus contribute to the Liberal Arts program. Students completing this program receive an Associate of Arts degree which often leads to the transferring to other institutions of higher education within the region and the United States for more specialized study.

2. **Relationship to other programs in the system**: The liberal Arts program is one of the two-year academic majors offered at the National campus of COM-FSM. Many of the courses in the Liberal Arts program are either major course requirements for other programs or it shares courses with other majors. For example, as part of the program requirements, students are required to take courses in the natural sciences, social sciences, health sciences, humanities and language arts.

Program Admission Requirements

This section describes the requirements for admission into the program and other requisites.

All students accepted for admission into the college are eligible to enter/major in the Liberal Arts program. Currently, students undecided on a major are also listed as Liberal Arts majors until they decide otherwise. The

college's admissions criteria is listed on the college website at http://www.comfsm.fm/publications/catalog-2015-2016 requirements.pdf. These criteria are followed when admitting students into the Liberal Arts program.

Program Certificate/Degree Requirements

This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses,, sequencing of courses, total credits, internships, practical, etc.

The Liberal Arts program as it currently stands consists of **General Education Core Requirements** in English [9 credits], Natural Sciences [7 credits], Mathematics, Social Sciences, Computer Applications and Humanities [3 credits each], and Exercise Sports Science [1 credit].

In addition to General Education core requirements, there are the **Major Requirements** which include the following courses: three credits for each of these courses---Speech Communication (EN/CO 205), Health Science (SC 101), Introduction to Sociology (SS 130), General Psychology (SS/PY 101); three credits each of a 200-levelEnglish course and Humanities elective, six credits of any classes from either the Natural Science or Social Science group of courses and nine credits of open electives, totaling up to sixty-two credits (62) required for an Associate of Arts degree.

Currently students are encouraged to follow a specified sequence of courses so that they are able to complete the program within two years.

Here is the **suggested sequence** of Liberal Arts courses as it currently stands in the college catalog:

First Semester
EN 110 Advance Reading...............................3
EN 120a Expository Writing I...........................3
CA 100 Computer Literacy...............................3
MS 100 College Algebra...................................3
SS 150 History of Micronesia...........................3
                                    15 total credits

Second Semester
EN 120b Expository Writing II..........................3
EN/CO 205 Speech Communication...............3
SS/PY 101 General Psychology.......................3
Humanities Elective...3
Science with Lab 4
                                    16 total credits

Third Semester
SC 101 Health Science...................................3
SS 130 Intro to Sociology...............................3
Non-Lab Science or Agriculture.....................3
English Elective..3
Specialty 3
Exercise Sports Science course......................1
                                    16 total credits

Fourth Semester
Specialty...3
Humanities Elective...3
Open Elective..3
Open Elective..3
Open Elective..3
                                    15 total credits

Source: General Catalog 2015 – 2016 pg. 49

http://www.comfsm.fm/catalog/2015-2016/Catalog-2015-2016.pdf

As is apparent in the list of courses required for the program, students in the program are not required to complete any internships, field experiences, practicums or licensing as this is a program that encourages exploration into a general course of study to help students transfer to other institutions or to further learn about different fields of study.

This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.

program	term	sections	enrollMax	enroll	AVGclassSize	sectionRatio
Liberal Arts (AA)	Fall 2014	21	548	411	19.6	75.0%
Liberal Arts (AA)	Fall 2015	16	393	302	18.9	76.8%
Liberal Arts (AA)	Spring 2014	23	546	410	17.8	75.1%
Liberal Arts (AA)	Spring 2015	20	520	392	19.6	75.4%
Liberal Arts (AA)	Spring 2016					

The data shows that there are more sections offered during the Spring semester than the Fall semester, and also more classes offered during 2014 than in 2015 respectively; the actual total enrollment in courses within the program ranged from a low 302 up to a high of 411 during this assessment cycle and class sizes dropped with Fall and Spring 2014 having the highest class enrollment and Fall and Spring 2015 seeing a drop in class enrollment. Enrollment numbers have dropped since the beginning of the assessment cycle in 2014 and have steadily followed a downward trend in 2015-16.

Below are listed the course requirements for the program along with enrollment data for each course and the sections of each course offered each semester during this assessment cycle.

Program Course Requirements	SP 14	Fall 14	SP 15	FALL 15
EN/CO 205 Speech Comm.				
SC 101 Health Science				
SS 130 Intro. To Sociology				
SS/PY General Psychology				
EN 201 Intro to Literature				
EN 208 Intro to Philosophy				
EN 209 Intro to Religion				
Humanities Elective				
AR 101 Intro to Art				
MU 101 Intro to Music				
SS 170 History I				
SS 171 History II				
EN 201 Intro to Literature				
EN 208 Intro to Philosophy				
FL 101 Japanese I				

FL 102 Japanese II				
FL 103 Chinese I				
FL 104 Chinese II				

The program faculty consists of faculty members from the different academic divisions of the college. The Liberal Arts program is taught by a unique mix of the college's existing faculty members as the program requirements consist of courses that come from many of the different divisions of the college. The Languages and Literature Division faculty, for the most part, act as advisors and teachers to the students who choose Liberal Arts as their major.   Here is a list of the current faculty members of the Liberal Arts program:

Biza, Leilani : (Languages and Literature)
        B.A. University of Guam
        M.A. University of Guam

Devanesam Senarathgoda (Languages/Literature)
        B.A., Spicer Memorial College, India
        M.A., Andrews University, Michigan

Gonzales, Jazmin: (Math/Scienc; HCOP coordinator)
        B.S. Central Philippines University;
        M.A. University of the Philippines

Haglelgam, John: (Social Science)
        B.A. University of Hawaii
        M.A. University of Hawaii
        M.P.A. Harvard University

Kamikubo, Akiko: (Languages and Literature)
        B.A. Tokyo University of Foreign Studies
        M.A. Tokyo University of Foreign Studies

Keller, Resida: (Languages and Literature)
        B.A. Brigham Young University-Hawaii
        M.Ed. San Diego State University

John, Rathnamony Jothy (Languages/Literature)
        B.A., Spicer Memorial College, India
        M.A., Andrew University, Michigan

Paul, Kasiano: (Languages and Literature)
        M.A. Saint Patrick Seminar and University

Rivera, Monica: (Languages and Literature)
        B.A. University of California
        M.A. University of Wyoming

Manuel-Ehmes, Delihna: (Social Science)
     A.A. College of Micronesia-FSM
     Certificate in Clinical Psychology University of Hawaii-Manoa
     B.S. Missouri Southern State College
     M.S. Capella University

Sam, Lucy Donre: (Social Science)
     B.A. University of Hawaii at Hilo
     M.A. San Diego State University

Yumei Helen Gao
Chinese Language Volunteer sent thru the Chinese Embassy

Program Indicators

This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following:

Assessment of course student learning outcomes of program courses	All assessments of courses offered under the Liberal Arts program for the Spring/Fall 2014 and Spring/Fall 2015 semesters can be found on the college's TracDat page with special access/permission required.
Assessment of program student learning outcomes	1. For the 2014-2015 assessment of the Liberal Arts program learning outcomes, the PSLO #1 which states "Enrich and deepen self-knowledge by exploring different academic experiences." was the outcome that the division focused on during this assessment cycle. Listed below is the summary of what we looked at and what we found. **What we looked at:** ASSESSMENT ACTIVITY: For the 2014-2015 SY, the students in the Foreign Language (FL) courses were assessed on their performance and speaking ability in the foreign language that they studied. Students had to demonstrate the ability to carry out a simple conversation with a native speaker of the language that they studied. These assessment activities covered PSLO 1 and 2 of the Liberal Arts program with a specific focus on students' speaking abilities. TARGET: 100% of all students who took the FL 101: Japanese I, FL102: Japanese II, and FL103: Chinese I courses were assessed. Since these classes are electives for the Liberal Arts students. • The rubric for assessing their speech was developed by the FL faculty from the Japanese and Chinese courses. The rubric was designed to assess how well the students could demonstrate 1. proper pronunciation, 2. proper use of words and 3. fluency during an oral performance of a specific situation. Each individual student's ability was ranked on a scale of 1-3 with 0-1.4 points for a poor

performance, 1.5-2.4 for an average performance and 2.5-3 for an excellent performance.

Listed below are the results of the assessment of 107 Japanese students and 48 Chinese students.

What we found:

Japanese Courses

- 106 out of 107 (99%) students were able to pronounce the Japanese words well enough for a native speaker to understand.
- 92 out of 107 (86%) were able to recall, recite and use appropriate words in the proper way to carry out conversations. This area was where the most students showed a weakness.
- 93 out of 107 (87%) students were able to demonstrate fluency through their smooth delivery during their performance.

Chinese Course:

- 34 out of 48 (71%) were able to pronounce the Chinese words well enough for a native speaker to understand.
- 34 out of 48 (71%) were able to recall, recite and use appropriate words in the proper way to carry out conversations.
- 34 out of 48 (71%) students were able to demonstrate fluency through their smooth delivery during their performance.
-

Based on the assessment, it seems that our students are doing fairly well when it comes to learning another foreign language in comparison to English.

****
For the 2015-2016 assessment of the Liberal Arts program learning outcomes, the PSLO #2 which states "Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression" was the outcome that the division focused on during this assessment cycle, with specific emphasis on their reading abilities.

 Listed below is the summary or what we looked at and what we found.

What we looked at:

ASSESSMENT ACTIVITY: For the 2015-2016 SY, the students in all of the Advanced Reading courses were assessed on their ability to comprehend and summarize the reading information from a pre-selected article. Students had to demonstrate the ability to identify and extract specific information from the reading such as facts, definitions, antonyms and synonyms as well as main ideas and contradictory information based on their readings. These assessment activities covered PSLO 2 of the Liberal Arts program with a specific focus on students' reading abilities. During the Fall 2015 semester, the assessment was done as a summative assessment at the end of the semester. During the Spring 2016 semester, the assessment was given as both a pre and post- test and then the results were also compared to the summative results of students from the previous semester.

TARGET: 100% of all students who took the EN 110 Advanced Reading classes during the year (Fall 2015 and Spring 2016) were assessed. Since this class is a general education class, it allowed us to look at all the students in general as well as how students from different majors were doing in comparison to Liberal Arts students.

Listed below are the results of the assessment of 211 students who were assessed in our Advanced Reading courses during the 2015-2016 School Year.

What we found:

For the Fall summative assessment, 128 students were assessed in seven sections of EN 110. The assessment tool consisted of six specific questions that assessed students' abilities of distinguishing, identifying and showing understanding of the following information:

1. Main Idea; 2. Purpose; 3. Important details: Cause/Effect; 4. important details: Contradictory Information; 5. important details: FACTs; and 6. Theme.

Of the 128 students, here is what we found:

☐ No class scored above 70% on questions 3, 4 and 6 indicating that the EN 110 classes need to focus more on helping students identify important details such as Causes/Effects (#3), contradictory information (#4) and theme (#6). ☐ For question 3, in the section that performed the lowest, 22% of the students got this question correct while in the section that performed the highest, 55% of the students got this question correct. Overall, only 36% or 46 students out of 128 got this question correct. ☐ For question 4, in the section that performed the lowest, 0% of the students got this question correct while in the section that performed the highest, 40% of the students got this question correct. Overall, only 23% or 30 students out of 128 got this question correct. ☐ For question 6, in the section that performed the lowest, 14% of the students got this question correct while in the section that performed the highest, 33% of the students got this question correct. Overall, only 27% or 35 students out of 128 got this question correct. ☐ All of the sections performed at 70% or higher for questions 1,2 and 5 which indicates that students may have a greater understanding of Main idea (#1),

Purpose (#2) and Important details: Facts (#5) when reading. ☐ For question 1, overall, 77% or 99 students out of 128 got this question correct. ☐ For question 2, overall, 71% or 91 students out of the 128 got this question correct. ☐ For question 5 overall, 83% or 106 students out of the 128 got this question correct.

For the Spring 2016 assessment, 83 students were assessed for both the Pre and Post assessments. Although more students were enrolled in the EN110 sections, many students did not take the post-test or had incomplete post-tests therefore the number of students whose assessment performance was assessed were only those who took both.

Of the 83 students, here is what we found:

☐ For questions 1 and 2 in the pre-test, only one section each was able to score above 70% overall while in the post-test, two of the sections assessed were able to score above 70% overall for both questions.

☐ For question 6, three sections were able to perform at a 70% or higher on this question.

☐ No class scored above 70% for questions #3, 4 and 6 in the pre-test (similar to Fall 2015 assessment) while for the post-test, no class scored above 70% for questions #3, 4 and 5

. ☐ PRE-TEST: For question 3, in the section that performed the lowest, 32% of the students got this question correct while in the section that performed the highest, 45% of the students got this question correct. Overall, only48 % or 40 students out of 83 got this question correct.

☐ POST-TEST: For question 3, in the section that performed the lowest, 35% of the students got this question correct while in the section that performed the highest, 55% of the students got this question correct.

☐ PRE-TEST: For question 4 in the section that performed the lowest, 4% of the students got this question correct while in the section that performed the highest, 25% of the students got this question correct. Overall, only 17% or 14students out of 83 got this question correct

☐ POST-TEST: For question 4, in the section that performed the lowest, 38% of the students got this question correct while in the section that performed the highest, 55% of the students got this question correct.

☐ PRE-TEST: For question 6, in the section that performed the lowest, 4% of the students got this question correct while in the section that performed the highest, 27% of the students got this question correct. Overall, only 17% or 14students out of 83got this question correct.

☐ POST-TEST: For question 5, in the section that performed the lowest, 35% of the students got this question correct while in the section that performed the highest, 60% of the students got this question correct.

☐ The performance of the students in the post test improved overall although all of the classes do need to work on improving instruction on concepts such as important details such as Causes/Effects (#3), contradictory information (#4), important details: facts (#5) and theme (#6).

Program enrollment (historical enrollment patterns, student credits by major)	

LIBERAL ARTS PROGRAM ENROLLMENT DATA
(SPRING 2014-FALL 2015)

Spring 2014 Enrollment by Major and Campus

Major Description	degree	Chuuk	Kosrae	National	Pohnpei	Yap	Students

Major Description	degree	Chuuk	Kosrae	National	Pohnpei	Yap	College	
Liberal Arts	AA	1	23	161	30	25	240	

Fall 2014 Enrollment by Major and Campus

Major Description	degree	Chuuk	Kosrae	National	Pohnpei	Yap	College	
Liberal Arts	AA	5	22	152	44	17	240	

Spring 2015 Enrollment by Major and Campus

Major Description	degree	Chuuk	Kosrae	National	Pohnpei	Yap	Students	
Liberal Arts	AA	2	42	152	28	25	249	

Fall 2015 Enrollment by Major and Campus

Major Description	degree	Chuuk	Kosrae	National	Pohnpei	Yap	College	
Liberal Arts	AA	7	14	161	15	12	209	

Spring 2016 Enrollment by Major and Campus

degree	Chuuk	Kosrae	National	Pohnpei	Yap	College	
AA	7	14	161	15	12	209	

Enrollment by Major and Campus

Major:	Degree	Term	Chuuk	Kosrae	National	Pohnpei	Yap	Students
L. Arts	AA	Fall 2014	5	22	152	44	17	240
L. Arts	AA	Fall 2015	7	14	161	15	12	209
L. Arts	AA	Spring 2014	1	23	161	30	25	240
L. Arts	AA	Spring 2015						
L. Arts	AA	Spring 2016	7	5	143	7	13	249

This set of data further confirms the downward decline in enrollment in the major. The enrollment figures show a drastic drop in enrollment at the state campuses overall. This drop in enrollment could be due to the fact that many students can now already declare a major even if they are still taking General Education or Pre-requisite courses like ESL or ACE courses even before transferring to the National campus; because Liberal Arts is not a major that is available to students at state campuses, they often opt to major in a program that is available in their location. At the National campus, most new students who are 'undecided' about a major are, by default, counted as Liberal Arts majors for financial aid and other tracking purposes until they declare a major otherwise.

	Total Program Sections by Major, term, sections and Average Class Size						
Average class size	**Prog.**	**term**	**sections**	**Enroll Max**	**enroll**	**AVG classSize**	**section Ratio**
	Lib. Arts (AA)	Fall 2014	21	548	411	19.6	75.0%
	Lib. Arts (AA)	Fall 2015	16	393	302	18.9	76.8%
	Lib. Arts (AA)	Spring 2014	23	546	410	17.8	75.1%
	Lib. Arts (AA)	Spring 2015	20	520	392	19.6	75.4%

The average class size is capped for all Liberal Arts courses between 20-25 students. According to the data above, the average class size of most of the Liberal Arts classes during this assessment period fell between 18-20 students, which is a reasonably sized number for optimum instruction with consideration of our teaching facilities, equipment and other resources.

Course completion rate

Subject Description	Course Num	term	students	ABC orP %	Course completion rate	W%
English	201	Spring 2014	61	45	73.8%	4.95
English	201	Fall 2014	80	55	68.8%	10%
English	201	Spring 2015	80	70	87.5%	1.3%
English	201	Fall 2015	24			
English	208	Spring 2014	105	79	75.2%	4.8%
English	208	Fall 2014	80	62	73.8%	3.6%
English	208	Spring 2015	110	79	72%	5.5%
English	208	Fall 2015	45			
English	209	Spring 2014	21	16	76.2%	0%
English	209	Fall 2014	24	15	62.5%	4.2%

English	209	Spring 2015	24	18	75%	4.2%
English	209	Fall 2015	Not offered			
Art	101	Spring 2014	36	24	66.7	11.1%
Art	101	Fall 2014	75	47	62.7%	10.75
Art	101	Spring 2015	158	87	55.1%	8.9%
Art	101	Fall 2015	99			
Foreign Languages	101	Spring 2014	70	47	67.1%	15.7%
Foreign Languages	101	Fall 2014	97	67	69.1%	8.2%
Foreign Languages	101	Spring 2015	41	28	68.3%	14.6
Foreign Languages	101	Fall 2015	50			
Foreign Languages	102	Spring 2014	15	10	66.7%	20%
Foreign Languages	102	Fall 2014	Not offered			
Foreign Languages	102	Spring 2015	12	8	66.7%	25%
Foreign Languages	102	Fall 2015	11			
Foreign Languages	103	Spring 2014	39	30	76.1%	2.6%
Foreign Languages	103	Fall 2014	43	37	86%	0%
Foreign Languages	103	Spring 2015	49	39	79.6%	2%
Foreign Languages	103	Fall 2015	46			
General Psychology	101	Spring 2014	98	75	76.5	4.1%
Psychology	101	Fall 2014	86	66	76.7%	3.5%
Psychology	101	Spring 2015	81	64	79%	4.9%
Psychology	101	Fall 2015	53			
Social Science	130	Spring 2014	52	31	59.6%	21.2%

Social Science	130	Fall 2014	50	28	56%	8 %
Social Science	130	Spring 2015	50	28	56%	22%
Social Science	130	Fall 2015	44			
Social Science	170	Spring 2014	41	28	68.3%	7.3 %
Social Science	170	Fall 2014	62	46	74.2%	8.1 %
Social Science	170	Spring 2015	36	24	66.7%	2.8 %
Social Science	170	Fall 2015	26			
Social Science	171	Spring 2014	28	22	78.6%	7.1 %
Social Science	171	Fall 2014	Not offered			
Social Science	171	Spring 2015	24	20	83.3%	4.2 %
		Fall 2015	Not offered			
Science	101	Spring 2014	148	72	48.6	18.2 %
Science	101	Fall 2014	138	55	39.1%	14.5 %
Science	101	Spring 2015	183	100	54.6%	15.3 %
Science	101	Fall 2015	81			
Music	101	Spring 2014	81	73	90.1%	4.9 %
Music	101	Fall 2014	105	99	94.3%	5.7 %
Music	101	Spring 2015	76	71	93.4%	3.9 %
Music	101	Fall 2015	73			
Speech Communication	205	Spring 2014	106	70	66%	9.45
Speech Communication	205	Fall 2014	102	80	78.4%	2.0 %
Speech Communication	205	Spring 2015	72	54	75%	5.6 %
Speech Communication	205	Fall 2015	43			

Total course completion by program

Program	term	enrolled	W	ABCorP	W_%	CC_%
Liberal Arts (AA)	Fall 2013	490	44	337	9.0%	68.8%
Liberal Arts (AA)	Fall 2014	426	21	306	4.9%	71.8%
Liberal Arts (AA)	Spring 2014	443	33	316	7.4%	71.3%
Liberal Arts (AA)	Spring 2015	417	27	313	6.5%	75.2%

Course completion rates show that overall rates were higher during the spring semesters. The lowest passing rate was in the Health Science course with a rate of 39.1% while the Humanities courses boasted the highest passing rates with student passing rates for the foreign languages, history, music and arts classes ranging from the high 70s to 100% passing rates consistently across the board. Social science courses had the next highest passing rates, followed by English classes and the natural science courses.

Student persistence rate (semester to semester)

Fall 2014 FTFT cohort persisted Spring 2015

major	degree	cohort	Spring 2015	Persistence
Liberal Arts	AA	51	39	76.5%

Fall 2015 FTFT cohort persisted Spring 2016

major	degree	cohort	Spring 2016	Persistence
Liberal Arts	AA	18	20	111.1%

The data shows that persistence rates during the Fall 2014-Spring 2015 semesters were at a low rate of 76.% however, during the next year, students who started in Fall 2015 continued and persisted in their enrollment during the Spring of 2016 causing a dramatic increase as all of the students continued, along with two additional students.

Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs)	The retention rate for Fall 2013 to Fall 2014 was 62.5% with 35 out of 56 students returning the next fall; and Fall 2014-to Fall 2015 retention rate was 68.6% with 35 returning out of 51 students. The retention rate increased slightly with an increase of 6.1% but remained steady in the 60+ percentage range.		
Success rates on licensing or certification exams (CTE, TP, Nursing, etc)	Not Applicable—Liberal Arts students are not required to take any exams for licensing or certification.		

Students	AY 13/14	AY 14/15	AY 15/16	G 100%	G 150%	G 200%	GR 100	GR 150	GR 200
66	2	10	2	0	2	12	0	0.030303	0.181818

Graduation rate based on yearly number

Based on the above data, during this assessment cycle, none of the Liberal Arts graduates were able to complete the program within two years. Within three years, the rate improved with graduation rates resulting in a 30% increase. An additional 18% were able to graduate after four years or 200% time period. This shows that very few students are able to complete the program in the allotted two year period. When given a little bit more time to complete over the two year period, nine times more students were able to complete the program. The low graduation rates has propelled the Languages and Literature division into trying to work with our students closely in making good decisions during course selection so that they can graduate within the allotted two years. Because there is no room for failure or make-up and typically for some courses, students need more time as they do repeat courses, course pre-requisites and the program courses' connection to other programs is discussed with students so they can make wise choices on their courses and can decrease their chances of having to repeat a course.

Students seat cost	Not Available
Cost of duplicate or redundant courses, programs or services	Not Applicable
Students' satisfaction rate	Not Available
Alumni data	Not Available
Employment data and employer feedback (employer survey)	Not Available: Because the Liberal Arts program does not feed directly into a specific field in which our graduates can follow or pursue, the challenge of tracking students once they leave the college has be daunting. Students are prepared to take on and choose a variety of options when they leave and because these options are many and varied, it is very difficult to accurately account for students once they leave. Through anecdotal data and social media, some of our graduates can be accounted for as being currently employed but no official means of tracking has been employed by the program.
Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC)	Not Available
Transfer rate	Not Available: The Languages and Literature division is currently working on coming up with a template of a form that our graduates will be filling in to help keep track of the movement of our graduates. Collaboration with the office of Admissions and Records is also needed to help identify students

	who transfer (via transcript requests) and also to identify Liberal Arts students who further their studies here at the college by pursuing second degrees and enrolling in third-year programs.

Findings This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation.	The data that was most disappointing was the low graduation rates of the Liberal Arts students and this review showed that more needs to be done in assisting our students so that they can graduate at the 100% time range and not longer. The low completion rates in some specific classes is also an area of concern since students need to pass the courses before they can take other courses and if they are not successfully completing their core requirements, then everything else will be delayed leading to the low graduation rate of our program participants. There are some specific classes that students seem to be consistently performing poorly in as well so maybe teacher development is also an area that the program needs to work on as well as tutoring and additional support for those specific classes.
Recommendations This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.	One of the most common recommendations from program faculty on their course level assessments is the need for the program to review our course pre-requisites as most of the faculty feel that the pre-requisites are necessary as they help build skill and knowledge that the students will need in order to be successful in all of their core requirement courses as well as their electives. Because of this, the program faculty will continue to review and recommend pre-requisites for all of our core classes as we review course outlines. Another recommendation is to help provide information on the kinds of options that students have upon graduating with a degree in Liberal Arts. Because most students don't know what they can do after earning a Liberal Arts degree, they tend not to do much planning or preparation for paths that they can take upon graduating from COM-FSM. The Liberal Arts program faculty will be working with cohort groups in the upcoming assessment cycle to ensure that they have a solid idea and have plans on what they will be pursuing upon graduation. Workshops with IOM and other college staff is in the works so that they can help to prepare our graduates as most students felt that they would be transferring or pursuing higher degrees as the next step after graduation.. Lastly, the program faculty will be working with our current potential graduates as well as our new students so that even while here they can work on making good academic choices that will help them graduate faster and when they leave, they can have a plan in mind that they just have to put into action.

Appendix D. Administrative Unit Program Review Template

AU Full Official Name			
Campus		AU Review Submission Date	
Completed by		AU Review Cycle	
Supervisor		Date submitted to Supervisor	

Mission and Goals	
The Institutional Mission, Vision, Core Values, and Goals drive all college's activities. Describe how your unit support each of these	
Institutional Mission	How the unit support this
Institutional Vision	How the unit support this
Institutional Core Values	How the unit support this
Institutional Strategic Goals	How the unit support this

AU Mission, Goals, and Objectives)		
Mission Statement	Goals	Objectives

AU Description, Data and Trends Analysis

Describe the purpose, components, and staffing of the AU	

Current Staffing. Complete the table below

List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE

Other Resources. Complete the table below

List each position by classification	Services Provided	Number of Hours	Overall Cost	Source of Funding

Utilize the data provided in the above table in a discussion of the appropriateness of the staffing levels of the AU

How does this AU serve the population of the College?

What methods are used to evaluate AU's effectiveness to the population that interacts with it?	What do the results of the above methods of evaluation indicate about the effectiveness of the AU?	How have the results of this analysis been used to make improvements to services provided by the AU?

Provide any other relevant data that are relevant to this AU program review

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on analysis in the preceding sections, what are the AU's strengths?	
Based on analysis in the preceding sections, what are the AU's weaknesses?	
Based on analysis in the preceding sections, what opportunities existing for the AU?	
Based on analysis in the preceding sections, what challenges exist for the AU?	

Evaluation of Processes used by AU

Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.

Provide example (s) of how this AU program review has led to continuous quality improvement

Service Area Outcomes Assessment

List AU's Service Area Outcomes by completing the expandable table below

Service Area Outcomes	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used for Improvement	Number of Cycle Completed

AU Assessment. Complete the expandable table below

Outcome Numbers	Intended Outcomes	Means of Assessment	Criteria for Success	Summary of Data Collected	Use of Results

How has AU's assessment of Service Area Outcomes led to improvements in services provided to patrons

What challenges remain to make the AU more effective?

Describe how the AU's Service Area Outcomes are linked to the Institutional Strategic Goals

Institutional Strategic Goals	AU Service Area Outcomes	Linkages

Evaluation of Progress toward previous Goals

List the goals from AU's previous program review

Describe the level of success achieved in goals listed above	
Goals from previous AU Program Review	Level of Success Achieved

In cases where resources were allocated toward goals, evaluate the efficacy of that spending		
Goals from previous AU Program Review	Resources Allocated	Efficacy of Spending

Short-Term and Long-Term Goals

Using the table below, list the short and long term goals (a minimum of two for each) for the AU. These goals should follow logically from the information provided in the program review. Use a separate table for each additional goal

Short-Term Goals 1 (Two-Year Cycle)	
Identify Goal	
Describe the plan to achieve the goal (i.e., action plan)	
What measurable outcome is anticipated for this goal?	
What specific aspects of this goal can be accomplished without additional financial resources?	

Short-Term Goals 2 (Two-Year Cycle)	
Identify Goal	
Describe the plan to achieve the goal (i.e., action plan)	
What measurable outcome is anticipated for this goal?	
What specific aspects of this goal can be accomplished without additional financial resources?	

Long-Term Goals 1 (Five-Year Cycle)	
Identify Goal	
Describe the plan to achieve the goal (i.e., action plan)	
What measurable outcome is anticipated for this goal?	
What specific aspects of this goal can be accomplished without additional financial resources?	

Short-Term Goals 2 (Five-Year Cycle)	
Identify Goal	
Describe the plan to achieve the goal (i.e., action plan)	
What measurable outcome is anticipated for this goal?	
What specific aspects of this goal can be accomplished without additional financial resources?	

Requests for Resources

Complete a new table for each short-term and long-term goals listed in the immediately preceding section that would require additional financial resources. These requests for resources must follow logically from the information provided in this AU program review.

o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal	o Long-Term Goal	

Goal Number and Goal Description

Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal	o Long-Term Goal	

Goal Number and Goal Description

Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal	o Long-Term Goal	

Goal Number and Goal Description

Type of Resources	Requested Dollar Amount	Potential Funding Source

AU Program Review Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the AU program review. It should include new information that is not mentioned in the preceding sections of this document.

Response Page

AU Vice President or appropriate immediate Management Supervisor

☐ *I* concur with the findings contained in this AU program review.

☐ I concur with the findings contained in this AU program review with following exceptions (include a narrative explaining the basis for each exception):

☐ I do not concur with the findings contained in this AU program review (include a narrative exception):

Administrative Unit Program Review Check List

Administrative unit		Date of Review	
Assessment/Review Cycle		Reviewers	

Please mark your responses to the following statements			
Statement	**Yes**	**Needs Improvement**	**No**
Administrative Unit. The administrative unit is identified.			
Assessment Cycle. The assessment cycle is identified.			
Submitted by and Date: The person directly responsible for completing the assessment plan submits the assessment plan to the committee. Generally, this is the office or program head.			
Supervisor and Date submitted. Date submitted to supervisor.			
College's Mission Statement. The approved college mission is included, and a description in terms of how the AU supports this.			
College's Mission Vision. The approved college vision is included, and a description in terms of how the AU supports this.			
College's Mission Core Values. The approved college core values are included, and a description in terms of how the AU supports them			
College's Strategic Goals. The approved college strategic goals *directly relevant to the* department and the AU are included, and a description in terms of how the AU supports them.			
AU Mission Statement, Goals, and Objectives. AU's mission, goals, and objectives are included.			
AU Description, Data and Trends Analysis. Data on current staffing and other resources; descriptions of their appropriateness are included, and how do they serve the population of the college; some significant changes that occurred and may have impacted the AU's services; methods used for evaluation and the results; and how results were used to make improvements to services; and other relevant data to AU's program review.			
SWOC Analysis. An analysis of Strengths, Weaknesses, Opportunities, and Challenges is included.			
Evaluation of Process. A description of the *on-going* systematic method used to assess AU's effectiveness, and some examples in terms of how program review lead to continuous quality improvement.			
Service Area Outcome Assessments. This section includes list of AU's service area outcomes, dates of assessment, the assessment methodologies used including established criteria for success, summary of data and how results are used to inform improvements, the section also provides a description of the identified *challenges* that are yet to be addressed by AU, and how these outcomes are linked to the college's strategic goals.			
Evaluation of Progress toward previous Goals. This section provides descriptions of (a) goals from previous review, (b) levels of success achieved, and (c) resources allocated including efficacy of spending.			
Short-term and Long-Term Goals. This section provides descriptions of the AU's short-term and long-term goals including action plans, measurable outcomes anticipated for these goals, and others.			
Requests for Resources. This section provides the AU's (a) short- and long-term goals, (b) the type of resources need as presented in dollar amount, and (c) potential source of funding.			
AU Program Review Summary. This section provides the reader with an overview of the highlights, themes, and key segments of the AU's program review. This section should include only new information that is not mentioned in the preceding sections of the AU program review report.			

Appendix E. Sample Administrative Unit Program Review

AU Full Official Name	**Counseling Services**		
Campus	National	AU Review Submission Date	April 25, 2014
Completed by	Penselynn Etse Sam Lead Counselor	AU Review Cycle	2010-2014
Supervisor	Joey Oducado Acting VP for Student Services	Date submitted to Supervisor	April 28, 2014

Mission and Goals
The Institutional Mission, Vision, Core Values, and Goals drive all college's activities. Describe how your unit support each of these

Institutional Mission The College of Micronesia-FSM is a continuously improving best practices learner-centered institution of higher education committed to the success of the Federated States of Micronesia by providing academic, career, and technical educational opportunities (Approved by the COM-FSM Board of Regents, May 7, 2013).	How the unit support the college's mission: The office provides a wide variety of services to students with different cultural backgrounds. Services include, but by any means not limited to, guidance and personal counseling, transfer advising, tutoring, and career awareness programs.
Institutional Vision College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of diverse Micronesian communities we serve (Approved by the COM- FSM Board of Regents, May 7, 2013).	How the unit support the college's vision The office provides a wide variety of services to students with different cultural backgrounds. Services include, but by any means not limited to, guidance and personal counseling, transfer advising, tutoring, and career awareness programs.
Institutional Core Values 1. Learner-centeredness 2. Professional behavior 3. Innovation 4. Honesty and ethical behavior 5. Commitment to hard work 6. Team work 7. Accountability	How the unit support this Through teamwork and collaboration with other departments and units, the office is able to provide services to support student learning and success. Through assessment and planning, the office is accountable in daily activities and community it serves.

Institutional Strategic Goals	How the unit support this
1. Focus on student success. The College of Micronesia-FSM will pursue excellence in student success and will develop a balance between *"access and success"* with appropriate career pathways for learners.	Through collaboration with other departments and units, the office provides services and activities that are focused on student success.
2. Emphasize academic offerings in service to national needs. The College of Micronesia-FSM will increase the number of four-year program opportunities while also strengthening the career and technical educational opportunities for non-college-bound students.	
3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs. The College of Micronesia-FSM will generate diversified revenue sources, create an allied foundation, and accumulate reserves and endowment assets.	
4. Invest in and build a strong capacity in human capital. The College of Micronesia-FSM will support and strengthen faculty, staff, and administrators through establishment of aspirational goals for credentialing and funding professional development and building upon organizational and leadership capacity.	
5. Become a learning organization through development of a learning culture guided by learning leaders. The College of Micronesia-FSM will operate under the assumptions that learning is a skill and is worthy of investment and mastery, and that the communication of information and participatory governance are pivotal to organizational success. There will be support of the time, energy, and resources necessary to foster critical reflection and experimentation towards institutional improvement through double-loop learning and systematic thinking.	
6. Evoke an image of quality. The College of Micronesia-FSM will be viewed as a model institution for best practices exhibited through quality, excellence, and integrity of both employees and graduates. The college will maintain regional accreditation without sanction for the maximum six-year cycle allowed by the Accrediting Commission for Community and Junior Colleges: Western Association of Schools and Colleges.	

AU Mission, Goals, and Objectives)

Mission Statement	Goals	Objectives
The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues. The counseling division's services include: Personal counseling, career counseling, alcohol counseling, providing transfer, scholarship, and work-preparedness information, and coordinating workshops and awareness activities.	**2011-2012** Provide Institutional Support to Foster Student Success and Satisfaction. **2012-2013** Increase Student Access and Success.	**2010-2012 Assessment Cycle** **1.** 10% of the students who participate in career awareness/ education workshops and activities provided by the counseling office will exhibit increased awareness about their career choices **2.** 10% of students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the effects of alcohol. **3.** At least 5% of students who utilize the tutoring services will pass the course tutored by the end of each semester **2012-2013 Assessment Cycle** 1. Students who utilize tutoring services will pass the course tutored by the end of the semester. 2. Students who receive transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development. **2013-2014 Assessment Cycle** 1. Students who utilized the tutoring service will pass the course tutored by the end of the semester. 2. Students who received transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development.

AU Description, Data and Trends Analysis

Describe the purpose, components, and staffing of the AU	The office provides supplemental assistance to the success of the students. The office also provides tutoring services, guidance counseling, transfer advising, academic workshops, and other services that contribute to the success of the student. There are currently two counselors at the National Campus.

Current Staffing. Complete the table below

List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE
Student Services Specialist V	100%	12	Annual Budget	1
Student Services Specialist IV	100%	12	Annual Budget	2

Other Resources. Complete the table below				
List each position by classification	Services Provided	Number of Hours	Overall Cost	Source of Funding
Tutors (14)	Tutorial services	Per contact hours	$15,000.00	Annual Budget

Utilize the data provided in the above table in a discussion of the appropriateness of the staffing levels of the AU

In this program review, there are three counselors — two filled positions, and as of report, in the process of filling up a third position. Based on the college's enrollment management/campus key indicators as adopted in February 14, 2006, the ratio for counselors per student is 1:250. Given the three FTE counselors, and if we take the college's fall 2014 semester enrollment of 968 head-counts, then a ratio of 1:322; or full-time equivalent (FTE) students enrollment of 1,008, then a ratio of 1:336.

While office's current staffing level is inadequate referenced to the college's enrollment management/campus key indicators as adopted in February 14, 2006, this is more than adequate if compared to student to counselor ratios[1] range from 800 to 1 to more than 1,800 to 1 in the community colleges in the US.

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[1]http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_FinalReport_Web_010312.pdf

How does this AU serve the population of the College?

The office currently has two counselors to serve the population of the college through academic and personal counseling. However, as of report, the office is in the process of hiring a third counselor.

Students' academic and personal development is the emphasis of counseling office's workshops and/or activities.

Since the previous AU program review, what significant changes have occurred that impact the services of the AU?

This is the first program review conducted about the AU. Prior to 2013, the Office evaluates quality of programs and/ or services through annual assessments.

What methods are used to evaluate AU's effectiveness to the population that interacts with it?	What do the results of the above methods of evaluation indicate about the effectiveness of the AU?	How have the results of this analysis been used to make improvements to services provided by the AU?
Annual outcome assessments using surveys, pre- and post tests, frequency counts, and others.	It has shown that the counseling office programs/activities and tutoring have a positive impact on student success.	The results have encouraged the counseling office to increase the number of students targeted. Training and other resources are prioritized in order to improve the services of the counseling office and tutoring center.

Provide any other relevant data that are relevant to this AU program review

Annual assessments, quarterly performance reports, enrollment data, and other reports.

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on analysis in the preceding sections, what are the AU's strengths?	1. Tutoring and counseling educational activities have a positive impact on student success as shown in the office's assessment reports for 2011-2013. 2. Collaborative efforts among staff within the division.
Based on analysis in the preceding sections, what are the AU's weaknesses?	1. The Counseling office needs to better understand how to assess data collected and a better tool for measuring student success needs to be implemented. Student participation in activities is minimal.

Based on analysis in the preceding sections, what opportunities existing for the AU?	1. To generally improve in all areas with cross training. 2. Network with student and faculty to increase student participation in activities conducted by the office.
Based on analysis in the preceding sections, what challenges exist for the AU?	1. Declining two counselors are currently working at the National Campus and it is not sufficient to serve all of the student population. 2. Decrease of funding.

Evaluation of Processes used by AU

Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.

All activities are based on assessment plans. Allocation of funding is based on assessment plans.

Provide example (s) of how this AU program review has led to continuous quality improvement

The office no longer focus on measuring process output measures and service area (operational) outcomes, but rather student learning outcomes. Objectives and goals have become focused on student learning outcomes.

Program review has also helped to identify gaps and weaknesses, and areas to improve.

Service Area Outcomes Assessment

List AU's Service Area Outcomes by completing the expandable table below

Service Area Outcomes	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used for Improvement	Number of Cycle Completed
2010-2012 Assessment Cycle 1. 10% of the students who participate in career awareness/education workshops and activities provided by the counseling office will exhibit increased awareness about their career choices 2. 10% of students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the effects of alcohol. 3. At least 5% of students who utilize the tutoring services will pass the course tutored by the end of each semester	September 2012	September 2012	FY 2012-2013	1
2012-2013 Assessment Cycle 1. Students who utilize tutoring services will pass the course tutored by the end of the semester. 2. Students who receive transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development.	August 2013	August 2013	FY 2013-2014	1

2013-2014 Assessment Cycle 1. Students who utilized the tutoring service will pass the course tutored by the end of the semester. 2. Students who received transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development.	July 2014	July 2014	FY 2014-2015	1

AU Assessment. Complete the expandable table below					
Outcome Numbers	**Intended Outcomes**	**Means of Assessment**	**Criteria for Success**	**Summary of Data Collected**	**Use of Results**
2010-2012 CS Outcome 1	10% of the students who participate in career awareness/ education workshops and activities provided by the counseling office will exhibit increased awareness about their career choices	Appendix A, 2010-2012 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/1586/=FY2010_12_SSNCCS_WS123.pdf			
2010-2012 CS Outcome 2	10% of students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the eff ects of alcohol.	Appendix A, 2010-2012 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/1586/=FY2010_12_SSNCCS_WS123.pdf			
2010-2012 CS Outcome 1ome 3	At least 5% of students who utilize the tutoring services will pass the course tutored by the end of each semester	Appendix A, 2010-2012 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/1586/=FY2010_12_SSNCCS_WS123.pdf			
2012-2013 CS Outcome 1	Students who utilize tutoring services will pass the course tutored by the end of the semester.	Appendix B, 2012-2013 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/4112/ =2012-2013_CS_Annual_Assessment_Report-TracDat.pdf			
2012-2013 CS Outcome 2	Students who receive transfer advising will exhibit increased knowledge about schools abroad.	Appendix B, 2012-2013 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/4112/ =2012-2013_CS_Annual_Assessment_Report-TracDat.pdf			
2012-2013 CS Outcome 3	Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development.	Appendix B, 2012-2013 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/4112/ =2012-2013_CS_Annual_Assessment_Report-TracDat.pdf			
2013-2014 CS Outcome 1	Students who utilized the tutoring service will pass the course tutored by the end of the semester.	Appendix C, 2012-2014 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/4111/ =2013-2014_CS_Annual_Assessment_Report-TracDat.pdf			
2013-2014 CS Outcome 2	Students who received transfer advising will exhibit increased knowledge about schools abroad.	Appendix C, 2012-2014 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/4111/ =2013-2014_CS_Annual_Assessment_Report-TracDat.pdf			
2013-2014 CS Outcome 3	Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development.	Appendix C, 2012-2014 CS Annual Assessment Report, or http:// wiki.comfsm.fm/@api/deki/files/4111/ =2013-2014_CS_Annual_Assessment_Report-TracDat.pdf			

How has AU's assessment of Service Area Outcomes led to improvements in services provided to patrons

Results of the annual assessments inform actionable improvement plans aimed at addressing "gaps" (or areas requiring improvement), areas of strengths that should be maintained. Results of annual assessments also inform resource allocation.

What challenges remain to make the AU more effective?
See preceding section on "weaknesses and challenges."

Describe how the AU's Service Area Outcomes are linked to the Institutional Strategic Goals		
Institutional Strategic Goals	**AU Service Area Outcomes**	**Linkages**
2008-2012 Strategic Goals 2. Provide institutional support to foster student success and satisfaction. 9. Provide for continuous improvement of programs, services and college environment.	**2010-2012 Assessment Cycle** **1.** 10% of the students who participate in career awareness/ education workshops and activities provided by the counseling office will exhibit increased awareness about their career choices **2.** 10% of students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the effects of alcohol. **3.** At least 5% of students who utilize the tutoring services will pass the course tutored by the end of each semester	ACCJC IIB, now ACCJC IIC, and strategic goals 2 and 9
2013-2017 Strategic Directions 1. Focus on student success. 2. Emphasize academic offerings in service to national needs. 3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs. 4. Invest in and build a strong capacity in human capital. 5. Become a learning organization through development of a learning culture guided by learning leaders. 6. Evoke an image of quality.	**2012-2013 Assessment Cycle** 1. Students who utilize tutoring services will pass the course tutored by the end of the semester. 2. Students who receive transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development.	ACCJC IIC, IEMP SS2, 2.2 SS3, 2.8, SD1
	2013-2014 Assessment Cycle 1. Students who utilized the tutoring service will pass the course tutored by the end of the semester. 2. Students who received transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development.	ACCJC IIC, IEMP SS2, 2.2 SS3, 2.8, SD1

Evaluation of Progress toward previous Goals
List the goals from AU's previous program review
There were no program reviews done before.

Describe the level of success achieved in goals listed above	
Goals from previous AU Program Review	**Level of Success Achieved**
Not applicable	Not applicable

In cases where resources were allocated toward goals, evaluate the efficacy of that spending		
Goals from previous AU Program Review	**Resources Allocated**	**Efficacy of Spending**
Not applicable	Not applicable	Not applicable

Short-Term and Long-Term Goals

Using the table below, list the short and long term goals (a minimum of two for each) for the AU. These goals should follow logically from the information provided in the program review. Use a separate table for each additional goal

Short-Term Goals 1 (Two-Year Cycle)	
Identify Goal	**Increase student retention**
Describe the plan to achieve the goal (i.e., action plan)	1. Support Enhance and promote tutoring services. 2. Provide one training per semester on effective tutoring services to all tutors to ensure efficient and quality services. 3. Coordinate and collaborate with faculty and other support services staff by conducting at least one meeting per year in order to develop, improve and implement effective tutoring services including timely referrals of academically at-risk students for appropriate interventions. 4. Provide routine advertisements and other similar forms of announcements about the tutoring services by posting either electronic or print forms of media for increased awareness of the stakeholders. 5. Hiring of tutors will be based on a tutor 's ability to tutor in multi subject areas to minimize number of tutors hired but increase the number in subject areas tutored.
What measurable outcome is anticipated for this goal?	50% of students who utilize the tutoring services will pass the course tutored by the end of each semester.
What specific aspects of this goal can be accomplished without additional financial resources?	

Short-Term Goals 2 (Two-Year Cycle)	
Identify Goal	Promote professional growth and development.
Describe the plan to achieve the goal (i.e., action plan)	1. Provide one resume/interview workshop per semester. 2. Distribute students with informational brochures and other similar forms of printed campaign materials and online sources and websites on prospective careers and jobs. 3. Provide one online job search workshop.
What measurable outcome is anticipated for this goal?	1. 80% of the students that attend the workshop will demonstrate an increase knowledge regarding career and professional growth. 2. 80% of students that attend workshops will be able to identify at least two vacancies using online websites.
What specific aspects of this goal can be accomplished without additional financial resources?	This goal will be accomplished without additional funding. We might invite outside agencies assist with online job search workshop. (For this, lunch will be provided for agency (ies) representatives).

Long-Term Goals 1 (Five-Year Cycle)	
Identify Goal	Promote and enhance accessibility of counseling services.
Describe the plan to achieve the goal (i.e., action plan)	Utilize the social media to deliver counseling services to the students.
What measurable outcome is anticipated for this goal?	90% of student population will be able to access counseling services through the counseling social media pages (Facebook, twitter, and etc....)
What specific aspects of this goal can be accomplished without additional financial resources?	Through social media services, additional financial resources may not be needed.
Long-Term Goals 2 (Five-Year Cycle)	
Identify Goal	Promote and enhance accessibility of tutoring services.
Describe the plan to achieve the goal (i.e., action plan)	Utilize media services to deliver tutorial services to students.
What measurable outcome is anticipated for this goal?	90% of student population will be able to access tutoring services through on-line tutorial services.
What specific aspects of this goal can be accomplished without additional financial resources?	By putting to practice the use of the Copley Retention system, it may not require financial resources.

Requests for Resources

Complete a new table for each short-term and long-term goals listed in the immediately preceding section that would require additional financial resources. These requests for resources must follow logically from the information provided in this AU program review.

o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	**Requested Dollar Amount**	**Potential Funding Source**

o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	**Requested Dollar Amount**	**Potential Funding Source**

AU Program Review Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the AU program review. It should include new information that is not mentioned in the preceding sections of this document.

Response Page

AU Vice President or appropriate immediate Management Supervisor

☐ I concur with the findings contained in this AU program review.

☐ I concur with the findings contained in this AU program review with following exceptions (include a narrative explaining the basis for each exception):

☐ I do not concur with the findings contained in this AU program review (include a narrative exception):