

Administrative and Support Units Assessment Plan

Career and Technical Education

Fall 2012-Fall 2013

Unit/Office/Program

Assessment Period Covered
 Formative Assessment
 Summative Assessment

Date Submitted
Institutional Mission/Strategic Goal:

Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal (which strategic goal(s) most support the services being provided):

SPG 1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively.

- a. **Promote quality teaching and learning-centered behaviors and environments for the six campuses.**
- b. Make developmental courses and institutional priority
- c. Enhance faculty involvement in the college

SPG 2. Provide institutional support to foster student success and satisfaction.

- a. Promote strategic enrollment management for the College of Micronesia-FSM
- b. Become more student-centered in the development of specific college system policies and procedures
- c. **Promote timely college tenure and graduation of students with master of array of core learning objectives, including civic-mindedness and self-value**
- d. Develop a student-friendly campus environment that encourages and enables students to be health conscious

SPG 7. Build a partnering and service network for community, workforce and economic development.

- a. **Increase involvement of the community in college affairs**
- b. Enhance and promote employment opportunities
- c. Develop new and enhance existing programs to meet the changing educational and workforce needs of our communities

SPG 9. Provide for continuous improvement of programs, services and college environment.

- a. Improve institutional assessment and evaluation.
- b. **Integrate planning, evaluation and resource allocation for continuous improvement.**
- c. Increase research and data driven decision- making.

Develop an integrated data system.

Administrative Unit/Program Mission Statement:

The office of the Director of Career and Technical Education assists in the development, planning, and implementing of technical, community based and non-credit training programs and serves as the advisor to the VPIA regarding career and technical faculty and activities.

The office is responsible for:

- Advises the VPIA on major policy issues and major decisions affecting CTE instructional programs of the college.
- Represents the College to various external entities and with outside agencies and stakeholders in matters relating to the College's training programs.
- Directs and supervises the ICs and chairs to implement and enforcement of college mission, goals and policies consistently and effectively.
- Provides leadership and guidance with assistance from ICs and CTE chairs in the assessment of student learning outcomes and the use of the assessment results to improve teaching effectiveness and program quality

- Promotes the college’s values (Learner-centeredness, professional behavior, innovation, honesty and ethical behavior, commitment and hard work, teamwork and accountability) to faculty, staff and students of the college.
- Ensures active participate in standing committees and working groups by CTE faculty when assigned.
- Provides leadership and oversight to monitor, review, and periodically revision to CTE curriculum
- Support continuous review and updating of instructional policies and procedures.

Administrative Unite/Program Objectives:
Objective 1: Objective 1: DCTE will facilitate improvements of course completion rates for CTE programs for school year 2012-2013.
Objective 2: DCTE will assist coordinate community participation in CTE programs improvement initiatives.
Objective 3: DCTE will assist collect and review 80 % of assessment and evaluation reports for CTE program by May 2013.

Evaluation questions	Data sources	Sampling	Analysis
1. Did CTE program course completion rates improved?	CTE Assessment reports Program evaluations, CAC minutes, IRPO data	All campuses	Descriptive Statistics
2. Is our community involved in program development, implementation and review?	Advisory meeting minutes, Assessment reports, CAC minutes and program review.	All campuses	Descriptive Statistics
3. Is 80% of CTE assessment reports and program evaluations collected and provide for continuous improvement at all campuses?	CAC. BOR minutes. IRPO data, Assessment reports	All campuses	Descriptive Statistics

Timeline

Activity	Who is Responsible?	Date
1.1 Arrange CTE faculty training on writing assessment plans and reports	IRPO	Fall 2012
1.2 Collect assessment reports and program evaluations.	DCTE assist DAP	October 2012
2.1 Require development of yearly schedule.	DCTE	October 2012
2.2 Establish a minimum class size for CTE delivery.	DCTE	December 2012
2.3 Increase pool of adjunct instructors.	DCTE	Jan 2013
2.4 Identify a list of potential advisory councils for CTE programs.	DCTE/ CTE Chairs	Feb 2013
2.5 Revise Non-credit policies and procedures.	DCTE/CC	May 2013

Comments: