

Appendix G Administrative Unit Program Review *(Source Fullerton College)*

AU Full Official Name		Instructional Affairs	
Campus	National	AU Review Submission Date	
Completed by	Interim VPIA	AU Review Cycle	2012-2014
Supervisor	President/CEO	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 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.	How the unit support this VPIA office provides oversight of all instructional programs, achievement of student learning outcomes, continuous improvement of instructional programs and teaching methodologies, and promotes best practices in program design and instruction. Program learning outcomes are aligned with institutional learning outcomes. Institutional learning outcomes are aligned with the mission statement. (reference meeting notes).		
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 the diverse Micronesian communities we serve.	How the unit support this VPIA office oversees academic program review and program prioritization. Instructional Affairs uses results for planning and resource allocation to offer quality programs.		
Institutional Core Values <ul style="list-style-type: none"> • Participatory Governance • Communication • Empowerment • Students • Innovation 	How the unit support this Instructional Affairs has membership on all standing committees and works to open communication channels between administration and faculty and among the different departments. All decisions in the department are based on student need and college data regarding student success. Faculty are empowered to be the drivers of change through assessment of student learning and continuous improvement.		
Institutional Strategic Goals <ul style="list-style-type: none"> • Focus on student success • Emphasize academic offerings in service to national needs • Be financially sound, fiscally responsible, and build resources in anticipation of future needs • Invest in and build a strong capacity in human capital • Become a learning organization through development of a learning culture guided by learning leaders • Evoke an image of quality 	How the unit support this Instructional Affairs supports each strategic direction through assessment of student learning, program reviews, and program prioritization. The Instructional Affairs mission statement, goals and objects in the next section describe how the strategic goals are addressed.		

AU Mission, Goals, and Objectives)		
<p>Mission Statement</p> <p>The office of Instructional Affairs is committed to student success through continually improving the quality of instructional programs and services, strengthening faculty, and collaborating with internal and external stakeholders.</p>	<p>Goals</p> <p>See attached TracDat assessment reports for 2012-2013 and 2013-2014.</p>	<p>Objectives</p> <p>See attached TracDat assessment reports for 2012-2013 and 2013-2014.</p>

AU Description, Data and Trends Analysis

Describe the purpose, components, and staffing of the AU	Instructional Affairs is responsible for administration of instructional programs, student learning, learning resources, and coordination of each state campus. There are four campus deans/directors, one learning resource director, one dean of academic programs and one administrative assistant.
--	--

Current Staffing. Complete the table below

List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE
Dean of Yap/FMI Campus	100%	12 months	Annual Budget	1
Dean of Chuuk Campus	100%	12 months	Annual Budget	1
Dean of Kosrae Campus	100%	12 months	Annual Budget	1
Dean of Academic Programs	100%	12 months	Annual Budget	1
Director of CTE	100%	12 months	Annual Budget	1
Director of Learning Resources	100%	12 months	Annual Budget	1
VPIA	100%	12 months	Annual Budget	1
Executive Secretary	100%	12 months	Annual Budget	1

Other Resources. Complete the table below

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

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

The current staffing level is appropriate for the duties of the department. Yap and FMI campuses have one dean and the other campuses each have one dean. The learning resources center has one director for the entire college and there is one dean of academic programs for the entire college. The director of CTE has oversight of the CTE center and coordinates all CTE programs at each campus. The VPIA has one executive secretary to provide support. Each area needs only one administrator.

How does this AU serve the population of the College?

COM-FSM Program Assessment and Program Review Procedures Manual

The AU is responsible for student success in collaboration with the other departments at the college. Processes to ensure student success include program review, improvement, and implementation; assessment of student learning; and allocation of resources to support student success. The department participates in recruitment of qualified faculty and coordinates professional development. Finally, the AU provides oversight of the state campuses.

Since the previous AU program review, what significant changes have occurred that impact the services of the AU?		
<p>This is the first AU program review.</p>		
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?
<p>Academic Program Review Academic Assessment Reports</p>	<p>Individual program reviews and assessment summaries are available at http://www.comfsm.fm/?q=program-assessment. All programs submitted program reviews in 2014. Program assessment reports are submitted each year. Program assessment reports are sometimes late and need to be on time. Each program needs to make improvements so students are better able to meet the institutional student learning outcomes.</p>	<ul style="list-style-type: none"> • The CTE programs re-organized so students are moving through the programs in cohorts. • The RAC program was revised to meet new industry standards. • CTE began a service center providing students an opportunity for increased hands-on training. • Courses are being revised to align learning opportunities with learning outcomes. • The program review process was modified to align with program prioritization. • Scheduling of courses is more flexible • A new dean of academic assessment will be hired to support the assessment processes. • Implementation of the common embedded assessment assignments
<p>Academic Program Prioritization</p>	<p>The most recent program prioritization indicates that all programs need to be reviewed for relevancy.</p>	<ul style="list-style-type: none"> • The secretarial science and bookkeeping certificates are being combined. • The Agriculture and Food Technology is being redesigned to feed into the ANRM degree program. • There is a proposal to make the certificates more competencies based and change the admission requirement to allow certificate students to move to degrees without re-taking a placement test. • Degree program faculty conducted surveys to find transfer and employment data on graduates. • Program faculty identified courses that transfer. The next step is to modify programs to make them transfer friendly.

COM-FSM Program Assessment and Program Review Procedures Manual

College Data on enrollment, course completion, retention, and graduation.	The AU is meeting institution set standards (ISS) in most areas with the exception in a trend for enrollment decline. Course completion rate is 72.4%/ISS 61.5% Retention is 59.10%/ISS 49.6% Graduation rate at 150% is 13.2%/ISS 11.90% Average class size is 17.9/ISS 16.5 Average credits earned is 9.4/ISS 7.9	The AU is meeting all institution set standards, but needs to make improvements to reach the target measures. <ul style="list-style-type: none">Implementation of mini work plan on student success which focuses on strategies to improve degree audit, retention, and course completion rates during the 2015-2016 academic year.
---	--	--

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

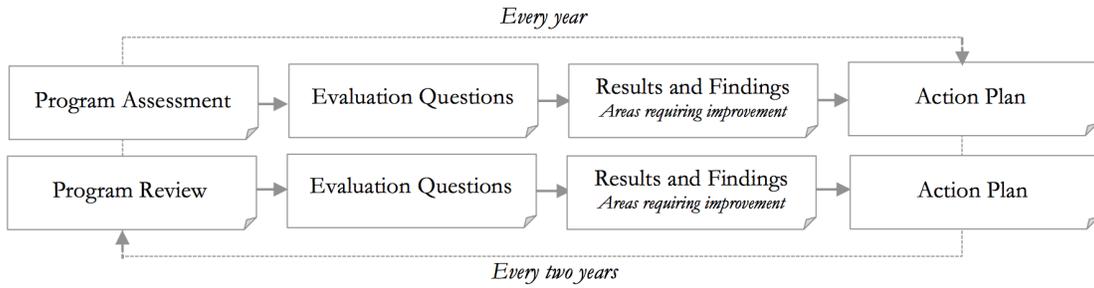
Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on analysis in the preceding sections, what are the AU's strengths?	<ul style="list-style-type: none"> Program assessment and program review processes are continuously improving. Program relevancy is being reviewed. Programs will be modified as needed. Staffing levels are appropriate. Faculty members are qualified and have professional development opportunities. CTE Servicing project implemented.
Based on analysis in the preceding sections, what are the AU's weaknesses?	<ul style="list-style-type: none"> Many changes in mid and upper level administration personnel.
Based on analysis in the preceding sections, what opportunities exist for the AU?	<ul style="list-style-type: none"> Re-structure programs as a result of program prioritization recommendations Update curriculum Update policies and procedures Continue shift in cognitive economy from teaching to learning
Based on analysis in the preceding sections, what challenges exist for the AU?	<ul style="list-style-type: none"> Many projects to prioritize Ensuring student success with students who are not prepared for college Limited resources Limited access to technology

Evaluation of Processes used by AU

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

The schematic diagram below illustrates the concept and process of using evaluation questions in the development of assessment plans and reports. Program assessment is an annual process while program review is done every two years (COM-FSM Program Assessment and Program Review Procedures Manual, 2013, p. 12).



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

- This is the first AU program review so recommendations for improvement will be made and assessed from this point forward.

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		
This is the first AU 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	Improve quality of program review as rated by a rubric (CAC Handbook , p 56)	
Describe the plan to achieve the goal (i.e., action plan)	Rewrite the policy on program review to increase the review period from 2 years to 3 years. Present proposed policy to CAC and the BOR. Provide training on program review and assessment plan writing using the "country doctor" approach	
What measurable outcome is anticipated for this goal?	All program reviews will receive a "yes" rating on all items using the established rubric prior to the deadline for submission in May 2017. Program Policy is revised and approved by the Board of Regents by 2016.	
What specific aspects of this goal can be accomplished without additional financial resources?	All aspects of this goal are achievable without additional financial resources.	
Short-Term Goals 2 (Two-Year Cycle)		
Identify Goal	Improve student success indicators to next institutional set standard target. <ul style="list-style-type: none"> • Credits earned (Degree Audit) • Students in good academic standing • Retention rate • Course completion 	
Describe the plan to achieve the goal (i.e., action plan)	Provide faculty incentives to support Foundation of Excellence initiatives <ul style="list-style-type: none"> • Implement first year experience course (fall 2016) VPIA and DAP will identify training opportunities and share with faculty. VPIA will work with HR to fund an "expert" in developmental education to provide training. Schedule best practices sharing sessions at faculty and division meetings. Coordinate "just-in-time" counseling with Student Services	
What measurable outcome is anticipated for this goal?	At least three faculty from National Campus and one faculty from each state campus will serve on a Foundation of Excellence working group. Provide faculty professional training twice a year on working with students who are under prepared for college.	
What specific aspects of this goal can be accomplished without additional financial resources?	Only the professional development strategy requesting the "expert" will require additional financial resources.	
Long-Term Goals 1 (Five-Year Cycle)		
Identify Goal	Assure quality and consistency of credit and non-credit courses and programs across sites.	
Describe the plan to achieve the goal (i.e., action plan)	<ul style="list-style-type: none"> • Collaborate with K-12 system to develop strategies to increase the number of college ready students. • Improve developmental education through faculty training and hiring a program coordinator for developmental education. • Develop courses using distance learning methods 	
What measurable outcome is anticipated for this goal?	Increased enrollment Increased retention Increased access to courses to complete degree.	

COM-FSM Program Assessment and Program Review Procedures Manual

What specific aspects of this goal can be accomplished without additional financial resources?	Collaboration with the K-12 system will not require additional financial 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	Short –term Goal #2: Improve student success through faculty training	
Type of Resources	Requested Dollar Amount	Potential Funding Source
Professional Dev. Consultant	\$15,000	operational budget
Goal Number and Goal Description	Long –term Goal #1: Assure quality and consistency of all programs	
Type of Resources	Requested Dollar Amount	Potential Funding Source
Salary for Dev. Ed. program coordinator	\$25,000 per annum	2017 operational budget
Platform for distance education		Operational budget/distance learning grant

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.

The administrative unit supports the mission of the College by providing instructional programs to promote the development of the FSM. All instructional programs go through a regular review process for continuous improvement and reflect the use of best practices. Areas for improvement at this time are quality of program review and student success through improving retention rates, course completion rates and time to graduation. Strategies include training faculty on program assessment and program review content using the country doctor approach, training faculty on working with under prepared students, collaboration with Student Services on counseling and advising, and participation in FOE activities. Future plans are to improve collaboration with K-12 system and explore distance education options.

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 <i>directly relevant to the</i> 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 <i>on-going</i> 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 <i>challenges</i> 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.			

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - administrative - VPIA Office

Mission Statement: The office of Instructional Affairs is committed to student success through continually improving the quality of instructional programs and services, strengthening faculty, and collaborating with internal and external stakeholders.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - administrative - VPIA Office - IA 2 - Hands-on training opportunities will be available to students through a work experience program negotiated with stakeholders in the public and private sectors.(IEMP AP2)</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Was the work experience program developed through working with stakeholders in the public and private sectors?</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: at least one work experience is integrated into the program/course.</p>	<p>11/05/2013 - Not completed</p> <p>Target Met: No</p> <p>Reporting Period: 2012 - 2013</p>	<p>11/05/2013 - Activity is still important and will added into the 13/14 plan.</p>
<p>C - administrative - VPIA Office - IA 3 - Qualified, learner-centered faculty retention rate will be maintained at a minimum of 80%.</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Coordinate between Instruction, Student Services and Human Resources to provide training and support to assist with increased retention of staff.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 80 % retention</p>	<p>11/05/2013 - 80% target was met</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p>	
<p>C - administrative - VPIA Office - IALRC 4 - VPIA with collaboration of VPSS will provide adequate library and student services to support the students and college needs.(IEMP AP4)</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014</p> <p>Inactive Date:</p>	<p>Assessment Strategy: LRC will renovation and rearrangement of national campus LRC to improve student access and increase quiet areas for student work.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 1 increased access and noise control for</p>	<p>11/05/2013 - 1 renovation of LRC national campus</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
09/05/2014 AUO Status: Inactive	LRC		
C - administrative - VPIA Office - IADAP 1 - DAP will facilitate improvement in monitoring and collection of program assessment and review for all instructional programs across all campuses. AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 Start Date: 08/05/2013 Inactive Date: 08/05/2014 AUO Status: Active	Assessment Strategy: Schedule and conduct assessment plan writing workshop during faculty workshop week Aug. 2012. Assessment Type: Internal Audit/Report Target: 100% of instructional program assessment plans for school year 2012-2013 posted on wiki.	09/02/2013 - Faculty workshop on assessment plan writing held Aug. 7, 2012. 26 of 28 (93%) programs posted assessment plans for school year 2012-2013 on wiki. Target Met: No Reporting Period: 2012 - 2013 Related Documents: Faculty workshop week schedule	09/02/2013 - Workshops held again in Aug. 2013, train faculty on use of TracDat, hire assessment coordinator to assist with training. Assessment plans for 100% of the programs will be entered in TracDat for school year 2013-2014.
C - administrative - VPIA Office - IADAP 2 - DAP will coordinate improvement of the developmental education program at all campuses. AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 Start Date: 08/05/2013	Assessment Strategy: Request ACE coordinator position for 2014 budget based on student learning outcome assessment results and program review. Assessment Type: Internal Audit/Report Target: ACE coordinator position approved.	09/03/2013 - ACE coordinator not approved. Request was made for this position, but during the budget process, the position was not approved. Target Met: No Reporting Period: 2012 - 2013	05/03/2014 - Prepare program review for ACE and submit as documentation for the program prioritization process in May 2014. Use these processes along with assessment of student learning to justify coordinator position.
AUO Status: Active	Assessment Strategy: Present training on strategies to help students transfer skills and provide NADE conference information. Assessment Type: Descriptive Statistics Target: 100% ACE instructors trained. Related Documents: Notification of NADE	09/02/2013 - Shared journal article, "Critical Thinking: Competency Standards Essential to the Cultivation of Intellectual Skills", by Richard Paul and Linda Elder from the Journal of Developmental Education (5 parts) Summer 2011 - Fall 2012 and shared NADE conference information on Nov. 23, 2012. Target Met: Yes Reporting Period: 2012 - 2013	12/07/2013 - Continue to share information on NADE conference and send articles or one training opportunity each semester during school year 2013-2014.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>Assessment Strategy: Renew NADE membership which includes access to professional journals on developmental education</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: Membership renewed for 2013-2014 year.</p>	<p>Related Documents: NADE Conference announcement Monday Morning Mentor series</p> <hr/> <p>09/02/2013 - Membership renewed for 2013-2014 year on Sept. 2, 2013.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p>	<p>08/05/2014 - Maintain membership for 2014-2015 school year.</p> <hr/>
<p>C - administrative - VPIA Office - IADAP 3 - DAP will coordinate the design of the first year experience course in collaboration with student services staff Foundations of Excellence personnel.</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Draft College 101 course and submit to Curriculum Committee for approval</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: Course approved by Feb. 2013</p> <hr/> <p>Assessment Strategy: Implement college 101 course fall 2013</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: college 101 offered at all sites fall 2013</p>	<p>09/02/2013 - Course not submitted to CAC.</p> <p>Target Met: No</p> <p>Reporting Period: 2012 - 2013</p> <hr/> <p>09/02/2013 - College 101 not offered at any site.</p> <p>Target Met: No</p> <p>Reporting Period: 2012 - 2013</p>	<p>02/11/2014 - Appoint a team to draft College 101 and submit to CAC for recommended approval by Feb. 2014.</p> <p>Follow-Up: 06/23/2014 - CAC reviewed College 101 for first reading on June 20, 2014. 03/13/2014 - Team has drafted College 101 and it is out to college community for comment before being sent to CAC.</p> <hr/> <p>07/12/2014 - Train ICs and division chairs on implementation of College 101 and put course on the fall 2014 schedule for all sites.</p> <hr/>

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - administrative - VPIA Office

Mission Statement: The office of Instructional Affairs is committed to student success through continually improving the quality of instructional programs and services, strengthening faculty, and collaborating with internal and external stakeholders.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - administrative - VPIA Office - IA 1 - 100% of credit and non-credit courses and programs will demonstrate quality and consistency across all sites.(IEMP AP1)</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Establish baseline data through the Prioritization of Academic Programs process.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: Data set</p>	<p>11/05/2013 - 1 data set completed</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>11/05/2013 - The data set has been used to help identify quality across sites. Focus for improvement will be on general education and ACE programs.</p> <p>Follow-Up: 10/15/2014 - Tutors were provided for ACE courses at all state campuses beginning 2013-2014 school year. ACE reported 55.3% completion rate in 100 level courses for ACE students in spring 2014. Target met.</p> <hr/> <p>08/08/2013 - Repeat program prioritization in spring of 2014 for comparison data</p> <p>Follow-Up: 10/15/2014 - Program prioritization was completed again in spring of 2014. The 2014-2015 plan is based on the recommendations of this process.</p>
<p>C - administrative - VPIA Office - IA 3 - Qualified, learner-centered faculty retention rate will be maintained at a minimum of 80%.</p>	<p>Assessment Strategy: Coordinate between Instruction, Student Services and Human Resources to provide training and support to assist with increased</p>	<p>10/15/2014 - only 11 faculty left during the 2013-2014 academic year. This maintains over 90% retention rate.</p> <p>Target Met:</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>AUO Status: Active</p>	<p>retention of staff.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 80 % retention</p>	<p>Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>C - administrative - VPIA Office - IA 2 - Hands-on training opportunities will be available to students through a work experience program negotiated with stakeholders in the public and private sectors.(IEMP AP2)</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Was the work experience program developed through working with stakeholders in the public and private sectors?</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: at least one work experience is integrated into the program/course.</p>	<p>09/03/2014 - Career and Technical Education established a servicing center for automotive repair run by students with faculty advisor. Center opens fall 2014.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>09/03/2014 - At least one other work experience will be integrated into a different program/course.</p>
<p>C - administrative - VPIA Office - IA 5 - Campus deans/directors, LRC director, DAP, and faculty express satisfaction with communication and administrative support for instructional affairs across all sites.(IEMP5)</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Was there timely communication and administrative support for instructional affairs across all sites?</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 100% to set baseline data</p>	<p>11/05/2013 - 100% baseline data set</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>09/03/2014 - Articulation Table is online at http://www.comfsm.fm/?q=articulation-table.</p> <p>11/05/2013 - Communication and other handbooks are being developed and will help improvement and tracking of communications.</p>
<p>C - administrative - VPIA Office - IADAP 1 - DAP will facilitate improvement in monitoring and collection of program assessment and review for all instructional programs across all campuses.</p>	<p>Assessment Strategy: Hold assessment plan writing workshop in August 2013, train faculty on use of TracDat, request assistance of Assessment Coordinator to help with training and</p>	<p>03/13/2014 - 27 out of 34 (79%) of the programs have assessment plans in TracDat for 2013-2014.</p> <p>Target Met: No</p> <p>Reporting Period:</p>	<p>03/13/2014 - Assessment coordinator asked to help train on use of Tracdat. Program assessment assigned to</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>Start Date: 08/05/2013</p> <p>Inactive Date: 08/05/2014</p> <p>AUO Status: Active</p>	<p>General Education assessment.</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: Assessment plans for 100% of the programs will be entered in TracDat for school year 2013-2014 by Sept. 15, 2013.</p>	<p>2013 - 2014</p>	<p>specific faculty for the year.</p>
<p>C - administrative - VPIA Office - IADAP 2 - DAP will coordinate improvement of the developmental education program at all campuses.</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>Start Date: 08/05/2013</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Request ACE coordinator position for 2015 budget based on student learning outcome assessment results and program review.</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: ACE coordinator position justified and included in the 2015 budget.</p>	<p>09/04/2014 - Faculty holding the instructional coordinator position is now developmental education coordinator and will coordinate the ACE courses across the college.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>03/13/2014 - Train one of the current ACE faculty to assume the coordinator duties. Assign assessment data collection to a campus each year.</p>
<p>AUO Status: Active</p>	<p>Assessment Strategy: Share information on NADE conference and send articles on developmental education or one training opportunity each semester during school year 2013-2014.</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: 2 ACE faculty attend NADE Conference and one article on developmental education or other training opportunity shared with the site coordinators at each campus.</p>	<p>03/13/2014 - NADE 2014 conference information shared in Jan. 2014. ACE faculty invited to attend webinar on "How Can I Effectively Teach Unprepared Students". No one went to NADE.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>03/13/2014 - Promote NADE conference and encourage administration to list it as a training priority.</p>
	<p>Assessment Strategy: Renew NADE institutional membership which includes access to professional journals on developmental education for year 2014-2015.</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: NADE institutional membership renewed</p>	<p>03/13/2014 - NADE membership renewed for 2014-2015.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - administrative - VPIA Office - IADAP 3 - DAP will coordinate the design of the first year experience course in collaboration with student services staff Foundations of Excellence personnel.</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Appoint a team to draft College 101 and submit to CAC for recommended approval by Feb. 2014.</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: College 101 course approved by CAC</p>	<p>11/05/2013 - College 101 not complete in 12/13</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>09/16/2014 - Working group will collaborate with new working group on student success being trained at the John N. Gardner Institute for Excellence in Undergraduate Education, Retention, Performance, Management.</p> <hr/> <p>09/03/2014 - College 101 course is ready for committee review. Revise course outline per recommendations by committee.</p> <hr/> <p>11/05/2013 - This continues to be an important activity and will be completed in 13/14.</p>
	<p>Assessment Strategy: Train ICs and division chairs on implementation of College 101 and put course on the fall 2014 schedule for all sites</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: ICs trained on delivery of College 101 and College 101 on fall 2014 schedules at all sites.</p>	<p>11/05/2013 - Not completed in 12/13.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>11/05/2013 - This activity is still important and will be completed in 13/14.</p>
<p>C - administrative - VPIA Office - IADAP 4 - Well informed and satisfied new faculty.</p> <p>AUO Assessment Cycle: 2012 - 2013 2013 - 2014</p>	<p>Assessment Strategy: Research faculty orientation programs and draft orientation program appropriate for COM-FSM</p> <p>Assessment Type: Research</p> <p>Target:</p>	<p>09/02/2013 - Draft not completed.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>09/02/2013 - Research and draft orientation program for COM-FSM faculty by Jan. 2014.</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2014 - 2015 Start Date: 10/28/2014 AUO Status: Active	Draft finished by Jan.2013 Assessment Strategy: Implement faculty orientation program Assessment Type: Survey Target: rated 5 on all survey items	09/02/2013 - New orientation program not implemented fall 2014. Target Met: No Reporting Period: 2013 - 2014	04/16/2014 - Prepare toolkit during spring 2014 and implement new orientation program fall 2014. <hr/>