Among the 31 participants at the June 16th Assessment Convention, 26 (83.9%) completed the self-assessment form. Their cumulative percentages, by core value, were, as follows:

Core Value SA A N D SD

Excellence 43.6% 51.3% 3.8 1.3% -0- = 100%

Learner-Centeredness 46.2% 39.7% 12.8% 1.3% -0- = 100%

Commitment 46.2% 48.7% 5.1% -0- -0- = 100%

Professionalism 61.5% 37.2% 1.3% -0- -0- = 100%

Teamwork 55.1% 43.6% 1.3% -0- -0- = 100%

Since there was no significant difference among the departments, all individual self-assessment data were aggregated over the Chuuk Campus. The aggregated data are shown below:

It is quite apparent that Chuuk Campus personnel have assessed themselves quite highly in both “professionalism” (61.5% “strongly agree” and 37.2% “agree”) and “teamwork” (55.1% “strongly agree” and 43.6% “agree”). On the other hand, the self-assessment ratings in “excellence”, “learner-centeredness”, and “commitment” – albeit high – were lower (43.6% “strongly agree” and 51.3% “agree”, 46.2% “strongly agree” and 39.7% “agree”, and 46.2% “strongly agree” and 48.7% “agree”, respectively) than “professionalism” and “teamwork”.

**Recommendation #5**: ***That the self-assessment data for June 2017 be accepted as baseline; and that professional development/training in the next two school years 2017-2018 and 2018-2019 aim for a minimum of at least 70% “strongly agree” in all five core values, with the elimination of any “neutral” and “disagree”.***

**Recommendation #6**: ***That such training contents focus on the following:***

* ***Excellence***

***(1) To set goals and to endeavor to exceed them;***

***(2) To hold oneself accountable to high performance standards; and***

***(3) To complete duties and responsibilities on a timely basis.***

***• Learner-centeredness***

***(1) To dedicate time for improving learner-centeredness;***

***(2) To conduct continuous assessment of one’s own knowledge, skills, and abilities to improve learner-centeredness; and***

***(3) To collaborate with colleagues by sharing learner-centeredness information and skills.***

***• Commitment***

***(1) To contribute one’s best and inspire others to do the same;***

***(2) To dedicate time, energy, and enthusiasm; and***

***(3) To connect, participate, and get involved in service to Chuuk Campus Community (CCC).***

The training contents above (in Recommendation #6) are not only “to talk about” topics for Chuuk Campus personnel to know and understand but also “to do” activities by our administrators, staff, and faculty. After all, it is easy to “talk the talk”; it is equally necessary to “walk the talk”.

**Recommendation #7**: ***That, inasmuch as these training contents must benefit all Chuuk Campus personnel – not only faculty but also administrators and staff as well – the Dean, IC, SSC, and Chuuk Campus Faculty/Staff Senate coordinators be designated by our Management Council to design a “professional development” roadmap on how to provide such training as soon as possible, to be implemented for the school years 2017-2018 and 2018-2019.***

**(6) Assessment of 9 Strategic Goals**

COM-FSM’s strategic goals and directions have changed in the past few years. Major changes were made in 2012. They may be changed again in the next few years. All the same, Chuuk Campus personnel should be made aware of these goals and directions, as shown on page 26.

**Recommendation #8**: ***That the Chuuk Campus Faculty/Staff Senate be directed to review these strategic goals and directions and to advise the Dean, IC, and SSC to develop ways and means for ensuring achievement of goals and directions on our campus.***

**(7) Program-Level Assessment and Program Review**

These two assessment activities are the responsibility of our administrators, including program coordinators.

• First, they need to review pages 2-7 of this Assessment Plan in order to understand an overview of PLA and PR procedures.

• Second, they need to know which programs (and how many) exist at Chuuk Campus in each department (Administration, Instruction, and Student Services) and to inform appropriate program coordinators to participate in COM-FSM’s PLA and PR assessment activities.

• Third, they – with their program coordinators – need to consult with our COM-FSM website: under “Academics” → “Programs”, and under “Public Reports” → “Manuals and Handbooks” → “Manuals” as well as “Strengthening Purposeful Dialogue”.

• Fourth, perform all duties and responsibilities related to PLA and PR.

**(8) Course-Level Assessment, CSLOs, and SSLOs**

Each and every instructor, FT and PT, is required to do at least one course-level assessment (CLA) every semester. Some of these CLA results can be entered into the TracDat system, while other CLA results cannot yet be entered. All the same, there are CLA templates available to all instructors, and they need to have refresher professional development/training workshops every semester.