

Mission and Objectives Development Worksheet #1

Academics

Academics - Yap Campus

Unit/Office/Program

Fall 2012 – Summer 2013

Assessment Period Covered

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):

- # 1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively.
- #9. Provide for continuous improvement of programs, services and college environment.

Administrative Unit/Program Mission Statement (First present a philosophical statement related to your units/program/office followed by a listing of the services you provide)

Mission: To promote student education at Yap Campus by providing learning centered services in a nurturing and safe environment:

- Maintain and manage classes and students
- Deliver courses that meets the needs of degree level, vocational level, and certificate level students
- Help tutor students
- Provide short term training
- Plan coursework and materials
- Participate in student activities
- Conduct library workshops to new students
- Promote personal growth and enrichment through field trips and guest speakers
- Conduct academic administrative functions

Administrative Unit/Program Objectives:

Objective 1: To continue to increase Post-test scores by 3% through development and implementation of academic success plan.

Strategies:

1. To improve on the post test scores, an item analysis of all the questions given in the pre-test should be done by the instructor in order to identify what topics the students need to know more. These topics should be given emphasis during the lecture. Item analysis workshop can be scheduled before the start of the semester.

2. There should be a strict implementation of giving pre/post test by all instructors—full time and part time—every semester.
3. Post-test be integrated into the final exam process.

Objective 2: To continue to increase retention rate by 5% overall in all classes.

Strategies:

1. Instructor identifies students “at-risk” immediately 2 weeks after the start of classes.
 - Students with poor attendance
 - Students with poor grades on coursework
 - Students with family issues
2. Counsel “at-risk” students and also students included in the early warning deficiency.
 - Instructor counsels students first
 - If student still at-risk, then student meets with their advisor and then to the IC
3. Active involvement in POWWOW at least twice during each semester.

Objective 3: To increase by 3% the number of students who get grades of “C” or better.

Strategies:

1. Continue the good teaching practices that the instructors are using in their classes.
2. Conduct remedial classes in coordination with tutors or by the instructor .
3. Instructors should also provide hand-outs or study guides to help the students.
4. Instructors should also provide hand-outs or study guides to help the students.
5. Recognize and celebrate student success with award ceremony at the end of each semester.

Objective 4: To conduct best teaching practices in classes

Strategies:

1. Prepare course level assessment for each course taught and one authentic peer assessment for courses taught.
2. Conduct classroom observation for all faculty(Part time and full time).
3. Conduct student evaluation for al faculty in all courses taught.
4. Conduct training/workshops to enhance teaching practices of all faculty.

Assessment Plan Worksheet #2

Academics

Academics - Yap Campus

Unit/Office/Program

Formative Assessment

Summative Assessment

Fall 2012 – Summer 2013

Assessment Period Covered

Date Submitted

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Administrative Unit/Program Mission Statement :

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Strategies:

1. To improve on the post test scores, an item analysis of all the questions given in the pre-test should be done by the instructor in order to identify what topics the students need to know more. These topics should be given emphasis during the lecture. Item analysis workshop can be scheduled before the start of the semester.
2. There should be a strict implementation of giving pre/post test by all instructors—full time and part time—every semester.
3. Post-test be integrated into the final exam process.

Objective 2: To continue to increase retention rate by 5% overall in all classes.

Strategies:

1. Instructor identifies students “at-risk” immediately 2 weeks after the start of classes.

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3. Active involvement in POWWOW at least twice during each semester.

Objective 3: To increase by 3% the number of students who get grades of “C” or better.

Strategies:

1. Continue the good teaching practices that the instructors are using in their classes.
2. Conduct remedial classes in coordination with tutors or by the instructor .
3. Instructors should also provide hand-outs or study guides to help the students.
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5. Recognize and celebrate student success with award ceremony at the end of each semester.

Objective 4: To conduct best teaching practices in classes

Strategies:

1. Prepare course level assessment for each course taught and one authentic peer assessment for courses taught.
2. Conduct classroom observation for all faculty(Part time and full time).
3. Conduct student evaluation for al faculty in all courses taught.
4. Conduct training/workshops to enhance teaching practices of all faculty.

Evaluative Questions	Data sources	Sampling	Analysis
<p>Objective 1:</p> <ol style="list-style-type: none"> 1. Did posttest scores increase by 3% in all Courses offered? 2. Did midterm deficiency decrease by 47% in all Courses offered? 3. Are “at risk” students 25% or less of the total number of students in all 	<p>Pre/Post test results for FY11</p> <p>Midterm Def. List</p> <p>Early warning Deficiency List/at risk</p>	<p>All</p>	<p>Descriptive statistics</p>

<p>classes?</p> <p>4. Are “at risk” students 25% or less of the total number of students for each instructor?</p> <p>5. Were pre and post tests given in 75% of classes each semester?</p> <p>6. Did 90% of all students achieving a “C” or better would be able to demonstrate successful proficiency on the post-test?</p>	<p>students list 2 weeks after the semester</p> <p>Early Warning Deficiency List/ at risk students list 2 weeks after the semester</p> <p>Faculty assessment report</p> <p>Grade sheets</p>		
<p>Objective 2</p> <p>1. Is retention rate (students remain in class) increased by 5% overall in all classes?</p> <p>2. Is retention rate (Students remain in class) increased by 5% for each instructor?</p> <p>3. Did each advisor have a POWWOW and meet at least twice with advisees during the beginning of semester and after midterm?</p>	<p>Grade sheets</p> <p>Grade sheets</p> <p>Attendance Sheet at POWWOW</p>	<p>All</p>	<p>Descriptive statistics</p>

<p>Objective 3</p> <ol style="list-style-type: none"> 1. Did the number of students who earned C or better increased by 3%? 2. Were remedial classes conducted by instructors and tutors? 3. Was faculty and student success celebrated at an award ceremony at the end of each semester? 	<p>Grade sheets</p> <p>Faculty Class records, Reports of Tutors</p> <p>Grade sheets</p>	<p>All</p>	<p>Descriptive statistics</p>
<p>Objective 4</p> <ol style="list-style-type: none"> 1. Did all full time faculty submit course level assessments for each courses taught ? 2. Did all full time faculty submit authentic peer assessments for one course taught ? 3. Were classrooms observations for all faculty conducted? 4. Were student evaluations for all faculty in all courses taught conducted? 5. Were faculty trainings/workshops conducted? 	<p>Course Level Assessment Forms</p> <p>Rubric for Authentic Peer Assessment Classroom Observation forms</p> <p>Student Evaluation Form</p> <p>Trainings/Workshops attendance sheet</p>	<p>All</p>	<p>Descriptive statistics</p>

Timeline

Activity	Who is Responsible?	Date
<ul style="list-style-type: none"> • To increase the post-test scores by 3%: <ul style="list-style-type: none"> ○ Conduct item analysis on all questions given in the Pre test. ○ 	<p>IC, Faculty</p>	<p>One week after the start of classes</p>

<ul style="list-style-type: none"> ○ Administer Pre tests in all classes each semester. ○ Administer Post tests in all classes each semester. Integrate post tests in the final exam 	<p>IC, faculty</p> <p>IC, faculty</p>	<p>Beginning of each semester (Fall, Spring, Summer).</p> <p>During Final Exam</p>
<ul style="list-style-type: none"> • To increase the retention rate overall by 5%: <ul style="list-style-type: none"> ○ Identify students “at-risk 	<p>Faculty</p>	<p>On the 2nd week and 5th Week for Fall and Spring semesters and on the 10th day for Summer</p>
<ul style="list-style-type: none"> ○ Counsel “at-risk” students 	<p>Faculty, IC, Tutors, Peer Center</p>	<p>On the 2nd week and 5th Week for Fall and Spring semesters and on the 10th day for Summer</p>
<ul style="list-style-type: none"> ○ Conduct POWWOW at least twice during each semester. 	<p>Faculty, IC, and other Student Advisors, SSC</p>	<p>After giving of early warning deficiency and after giving of midterm deficiency. 2nd week of each semester</p>
<ul style="list-style-type: none"> • Increase by 3% the number of students who get grades of “C” or better. 		
<ul style="list-style-type: none"> ○ 75% of students will pass their classes with a “C” or better. 	<p>Faculty, Tutors, SSC, Peer Center, IC</p>	<p>Fall 2012, Spring 2013, Summer 2013</p>
<ul style="list-style-type: none"> ○ Conduct remedial classes in close coordination with tutors. 	<p>IC, tutors, SSC, Peer Center, faculty</p>	<p>Throughout all semesters (Fall, Spring, Summer).</p>
<ul style="list-style-type: none"> ○ Provide hand-outs or study guides to help students. 	<p>Faculty, IC</p>	<p>Throughout all</p>

<ul style="list-style-type: none"> ○ Recognize and celebrate student and faculty success with awards ceremony at the end of each semester. • To conduct best teaching practices in classes. <ul style="list-style-type: none"> ○ Prepare course level assessment for each course taught. ○ Prepare one authentic peer assessment for courses taught ○ Conduct classroom observation ○ Conduct student evaluation ○ Conduct faculty training/workshops on best teaching practices, assessments (course level assessment and authentic assessment) of student learning outcomes, classroom management, etc. 	<p>IC, Faculty, SSC</p> <p>IC, Full time faculty</p> <p>IC, Full time faculty</p> <p>IC, Faculty</p> <p>IC</p> <p>IC, Faculty</p>	<p>semesters (Fall, Spring, Summer).</p> <p>Last day of instruction</p> <p>End of each semester (Fall, Spring, Summer).</p> <p>End of each semester (Fall, Spring, Summer).</p> <p>Three weeks before the end of the semester</p> <p>Three weeks before the end of the semester</p> <p>One week before the start of classes for Fall, Spring, and Summer)</p>
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Comments:

Students who received a D or F or W should be considered not successful.

Motivation is often a factor in post-test results, especially if students perceive that the post-test has little or no impact on their grade. It is recommended that the Post-test be integrated into the final exam process.