

# Report to the Board of Regents

December 2025

IA

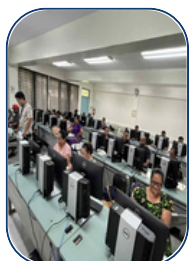
## MISSION STATEMENT

"The department for instructional affairs is the center for academic activities of the college that is committed to student success and achievement by providing leadership and guidance in all instructional affairs across all site through continually sustaining the quality of academic and career & technical educational programs and improving learning support services, strengthening faculty and staff, and collaborating with internal and external stakeholders."

## Official Conclusion: The COM-FSM & NDOE IQBE Project Comes to a Close



The partnership between COM-FSM and the NDOE through the **Improving the Quality of Basic Education (IQBE) project officially concluded on October 31, 2025**, closing an initiative that began in December 2017. The project aimed to **strengthen basic education in the FSM** by enhancing teacher preparation, improving the use of student assessment data, expanding access to instructional resources, and strengthening school leadership and community engagement. COM-FSM was responsible for supporting two key components: **improving primary teacher preparation** and **strengthening assessment practices**.



Although the project made steady progress, the **COVID-19 pandemic disrupted implementation** and prevented the project from meeting all targets within the original timeframe. In recognition of these challenges, the project was granted an **additional two-year extension**, allowing COM-FSM IQBE to continue its work and maintain momentum toward its intended outcomes. This extension enabled more structured training cycles and better preparation of materials to support teachers across the nation.

Throughout the extended period, COM-FSM IQBE **not only met but exceeded its objectives**. The project team developed several major training resources—including the **Lead Teachers' Handbook, Academy Training Handbooks, and Blended Learning Training Guides**—to support teacher capacity-building in instructional design, classroom strategies, assessment literacy, and technology integration. These materials strengthened both pre-service and in-service teacher development.



Trainings were conducted in **all four FSM states: Pohnpei, Chuuk, Kosrae, and Yap**, with participants selected by each State Department of Education and school principals. Over the eight years of the project, COM-FSM IQBE trained 863 educators, **surpassing the original goal of training 800 by 63 participants**. The training categories included **Academy 1, Academy 2, Academy 3, Blended Learning, Lead Teacher Training, the Quality Pedagogical Framework (QPF), and Teachers Learning Collectives (TLC)**—all contributing to improved instructional practices and assessment use.



Overall, the IQBE project significantly strengthened teacher preparation and assessment capacity across the FSM. COM-FSM's leadership and training contributions provided teachers with updated strategies, stronger professional skills, and improved readiness to support student learning. The successful completion of the project leaves a lasting impact through well-developed training resources, increased teacher competency, and enhanced collaboration between COM-FSM and the State Departments of Education.

### A Glance At IA Inside Reports

- IQBE Project Comes to a Close
- The 21st Century Curriculum Project
- [DAP Highlights](#)
- Learning Resource Center Highlights
- Seminar on Education Policy & Procedures in Developing Countries
- AI in Education Workshop
- Principal's Academy
- Student Exchange Program
- PSLO Comparison per Mode of Delivery
- Commonly Shared Challenges and Improvement Plans

| State        | Academy 1  | Academy 2 | Academy 3 | Blended Learning |
|--------------|------------|-----------|-----------|------------------|
| Pohnpei      | 21         | 19        | 1         | 4                |
| Chuuk        | 27         | 11        | 31        | 2                |
| Yap          | 21         | 29        | 19        | 7                |
| Kosrae       | 54         | 1         | 32        | 12               |
| <b>TOTAL</b> | <b>123</b> | <b>60</b> | <b>83</b> | <b>25</b>        |

| State        | Lead Teacher Training | Quality Pedagogical Framework (QPF) | Teachers Learning Collectives (TLC) |
|--------------|-----------------------|-------------------------------------|-------------------------------------|
| Pohnpei      | 48                    | 335                                 | —                                   |
| Chuuk        | —                     | 6                                   | 77                                  |
| Yap          | —                     | 33                                  | 37                                  |
| Kosrae       | —                     | 18                                  | 18                                  |
| <b>TOTAL</b> | <b>48</b>             | <b>392</b>                          | <b>132</b>                          |

TOTAL INDIVIDUAL PARTICIPANTS TRAINED: 863



IA\_GOAL\_4. Assure stakeholders collaboration.

## IA\_AUO\_1. Provide guidance to development, delivery, and enhance quality of all instructional programs to meet high standards of quality and relevance.



### Adjusted FY2026 –27 Budget Submissions

All campuses have submitted their adjusted FY2026 and FY2027 budgets for Administration, Instructional, and Student Services. This collaborative effort helps ensure that resource planning for the coming years remains aligned with institutional priorities and supports the needs of each department across the college.



### IA Work Plan Development

All IA managers have completed their 2025–2026 work plans, making sure the objective is clearly identified and supported through planned activities. All six work plans were reviewed with the VPJA, and agreement was reached to adopt them as the working tools for AY2025–2026. This provides a clear and unified direction for instructional initiatives moving forward.



### Campus-Level Work Plan Alignment

Campus Deans are also working closely with their managers to align and further develop campus-level work plans. This process ensures that programs across all campuses are adequately supported and that planning efforts remain consistent and well-coordinated.



### General Education Program Updates

Within the General Education Program, course selections from advisors have been received, and the Spring 2026 class schedules have been completed based on student needs. The Textbook Adoption Requisition Form (TARF) was submitted on time, along with the corresponding class list of course offerings. These steps help maintain timely academic planning and ensure required materials and schedules are ready for students.



### The 21<sup>st</sup> Century Curriculum Project

COM–FSM, as the sole public post-secondary institution in the Federated States of Micronesia (FSM), has a duty to support the country's economic and cultural sovereignty by preparing the FSM's students to meet current and expected workforce demands, foster sustainable and climate-resilient economic practices, and sustain FSM's Indigenous linguistic and cultural practices.



### The 21<sup>st</sup> Century Curriculum Project (continued)

To fulfill these duties, COM–FSM has expressed a need to develop a 21st-century curriculum that:

- 1. Trains students for 21st-century jobs aligned with current and expected workforce demands.**
- 2. Incorporates contemporary technology.**
- 3. Promotes sustainable and climate-resilient economic development.**
- 4. Mainstreams FSM Indigenous knowledge, skills, languages, and cultural practices to promote the FSM's economic and cultural sovereignty.**

#### Project Phases

##### Phase 1

Developing a logical model and theory of change.

##### Phase 2

Reviewing current curriculum, classroom practices, instructor professional learning, and student and alumni experiences

##### Phase 3

Planning for implementing a new curriculum

##### Phase 4 (Next Academic Year)

Piloting the new curriculum

These phases move the project from understanding the need for change to testing a new curriculum: first by creating a clear model of what the project aims to achieve, then reviewing the current curriculum and teaching practices to identify gaps, followed by planning the new curriculum based on those findings, and finally piloting it next academic year to see how well it works before full implementation.



## IA\_AUO\_1. Provide guidance to development, delivery, and enhance quality of all instructional programs to meet high standards of quality and relevance.

### Reports from the Desk of the Dean of Academic Programs



#### Spring 2026 Course Scheduling Summary

The Spring 2026 course scheduling process was completed across all campuses, including Chuuk, CTEC, Kosrae, National, and Yap, with full documentation of proposed, scheduled, and reflected courses, along with delivery-mode breakdowns for distance learning and face-to-face classes.

This also included textbook modality reporting, identifying the number of classes using e-books or printed materials, and providing insight into instructional resource needs.

A notable issue emerged regarding the shortage of certified faculty at state campuses to offer upper-level and BS courses, prompting a recommendation to share faculty across campuses to support online course delivery for students needing remaining credits to progress or graduate.



**DAP\_AUO\_1. Provide schedule of face-to-face and distance learning at all campuses.**



**DAP\_AUO\_2. Gather and analyze data for periodic review to ensure quality of programs.**



#### Curriculum Committee Progress

Significant curriculum and course outline progress also occurred during this period. Seven course outlines received VPIA approval in October, followed by the endorsement of thirteen Public Health course outlines in mid-November, all linked to the BOR-approved program modification.

An additional seven course outlines across various programs were endorsed earlier in October, and the CIS program modification received BOR approval as well.

To address delays in the course outline workflow, steps were taken to improve the process, including removing bottlenecks in the approval checklist and directing program coordinators to update course outline tracking sheets to prioritize pending revisions



**DAP\_AUO\_3. Provide a schedule of course outline modification to improve learning, teaching strategies, and mode of delivery.**



**DAP\_AUO\_4. Update the existing policies and procedures related to academic programs.**

#### Spring 2026 Scheduled Courses

The following figures provide a concise snapshot of **Spring 2026 course offerings**, showing sections, seats, and enrollment across all campuses and online delivery modes.

| All Campuses                 |       |
|------------------------------|-------|
| Measure                      | Count |
| Sections                     | 393   |
| Courses                      | 187   |
| Total Available Seats        | 8,576 |
| Enrolled                     | 2,087 |
| Seats Still Available        | 6,489 |
| Sections With No Enrollments | 97    |

All campuses collectively scheduled **393** sections offering **8,576 seats** for Spring 2026, with a system-wide **enrollment of 2,087 students (24%)**.

| CHUUK                        |       |
|------------------------------|-------|
| Measure                      | Count |
| Sections                     | 45    |
| Courses                      | 37    |
| Total Available Seats        | 771   |
| Enrolled                     | 84    |
| Seats Still Available        | 687   |
| Sections With No Enrollments | 17    |

Chuuk offered **11% of all sections, 9% of total seats, and 4% of enrollment** for Spring 2026.

| CTEC                         |       |
|------------------------------|-------|
| Measure                      | Count |
| Sections                     | 77    |
| Courses                      | 63    |
| Total Available Seats        | 1,643 |
| Enrolled                     | 170   |
| Seats Still Available        | 1,473 |
| Sections With No Enrollments | 30    |

CTEC delivered **20% of all sections, 19% of total seats, and 8% of enrollment**.

| KOSRAE                       |       |
|------------------------------|-------|
| Measure                      | Count |
| Sections                     | 39    |
| Courses                      | 36    |
| Total Available Seats        | 880   |
| Enrolled                     | 63    |
| Seats Still Available        | 817   |
| Sections With No Enrollments | 15    |

Kosrae contributed **10% of all sections, 10% of total seats, and 3% of enrollment**.

| NATIONAL                     |       |
|------------------------------|-------|
| Measure                      | Count |
| Sections                     | 113   |
| Courses                      | 66    |
| Total Available Seats        | 2,369 |
| Enrolled                     | 919   |
| Seats Still Available        | 1,450 |
| Sections With No Enrollments | 11    |

National Campus accounted for **29% of all sections, 28% of total seats, and 44% of enrollment**.

| YAP                          |       |
|------------------------------|-------|
| Measure                      | Count |
| Sections                     | 20    |
| Courses                      | 19    |
| Total Available Seats        | 410   |
| Enrolled                     | 121   |
| Seats Still Available        | 289   |
| Sections With No Enrollments | 5     |

Yap provided **5% of all sections, 5% of total seats, and 6% of enrollment**.

| ONLINE ONLY                  |       |
|------------------------------|-------|
| Measure                      | Count |
| Sections                     | 99    |
| Courses                      | 83    |
| Total Available Seats        | 2,503 |
| Enrolled                     | 730   |
| Seats Still Available        | 1,773 |
| Sections With No Enrollments | 19    |

Online offerings represented **25% of all sections, 29% of total seats, and 35% of enrollment**.

CTEC, Chuuk, and Kosrae show the **highest proportions of sections with no enrollment at 39%, 38%, and 38%** respectively, indicating the greatest unused instructional capacity. Yap follows with **25%**, while **Online courses have 19%**, and **National Campus** shows the lowest rate at **10%**, making it the most enrolled campus relative to its offerings.



**DAP\_AUO\_1. Provide schedule of face-to-face and distance learning at all campuses.**

## IA\_AUO\_2. Provide support for the efficient management and development of all library resources and collections across state campus libraries to meet diverse user needs.

### Library Furniture Replacement and Facility Upgrades

The LRC purchased 20 new chairs to replace old and stained seating within the library. This upgrade improves the learning environment by providing students with clean, comfortable, and durable furniture. A more inviting study space supports student engagement, promotes longer study periods, and enhances overall user satisfaction with library services.



### Acquisition of Equipment and Essential Supplies

In addition to furniture upgrades, the LRC replaced and purchased various equipment and necessary items to better support staff operations and daily workflow. These improvements help ensure that staff have the tools they need to work efficiently, provide quality service, and maintain smooth library operations. The investments also align with maintaining a functional and student-centered resource environment.

### Use of Nuventive Improve for Reporting

The Nuventive Improve platform continues to serve as the primary reporting tool for the LRC. It enables the LRC Director to stay updated on reports submitted by her units and maintain communication with the VPIA. Regular use of the platform strengthens accountability, supports data-informed decision-making, and ensures that reporting remains timely and well-organized across all LRC functions.

### Library Training Modules and Resource Updates

The LRC remains active in developing and updating training modules to better support students' academic needs. Current modules include Library Guides for students, a Google Scholar module, a Google Search module, and a Bibliography & Citation Generator module. Additionally, the EBSCO library module has been revised in response to updates made to the EBSCO database. These learning tools ensure that students are equipped with essential research skills and remain familiar with current digital resources.

### Representation on Standing Committees

To maintain strong alignment between LRC services and overall college operations, LRC staff have been designated by the Director to serve on institutional Standing Committees. This representation ensures that the LRC's perspective is included in campus-wide planning and decision-making. It also allows the library to stay informed about broader institutional initiatives and respond proactively to academic and operational needs.



LRC\_GOAL\_1. Ensure adequate resources, facilities and services to support learning and teaching



IA\_GOAL\_2. Ensure adequate learning support resources.

### LRC Programs and Services (AUG - OCT)

- Patron usage peaked in September (16,238), up from August (9,124), then decreased to October (13,109).
- Computer use rose from 1,457 in August to 3,136 in September, then fell to 2,670 in October.
- Printing services spiked in October (3,376 transactions), compared to September (365) and August (271).
- Circulation activity was highest in September (529 materials), significantly more than August (139) and October (187).
- Reference services increased from 19 in August to 44 in September, then surged to 111 in October.
- Material processing also rose, with 165 items re-labeled, 189 shelved, and 83 striped in October.

### Collection Development (AUG - OCT)

- Total volumes: increased from 112,377 in August to 112,533 in September, then adjusted to 111,939 in October.
- Titles: rose from 78,302 in August to 78,437 in September, adjusting to 78,198 in October.
- Cataloging peaked in September with 232 new items, compared to 103 in August and 166 in October.
- New acquisitions surged in October with 35 additions, up from 14 in September and 1 in August.
- Donations were highest in September at 22, versus 11 in August.
- Serial receipts peaked in September with 14 received, compared to 7 in August.

### MITC Services (AUG - OCT)

MITC activity levels indicate ongoing demand for ID services and digital support. In August, 209 ID cards were issued, decreasing to 112 in September, while ID sticker validations dropped from 393 to 312. However, digital photo services rose significantly from 3 to 65, reflecting increased processing needs. Equipment checkouts remained stable at 10 in August and 6 in September. Total fees collected increased from \$105 in August to \$170 in September, and work-study contributions reached 53 hours in September, enhancing daily operations. October data is unavailable, but previous months show strong service delivery.

### Visitors (National Campus LRC)

LRC continues to receive visitors, while assisting with information regarding former leaders during TT times.

LRC engaged with Pohnpei Catholic high school by hosting a tour of the facility and then doing a presentation on the services and resources. A total of 24 Seniors and 2 teachers were received during this visit



LRC\_GOAL\_4. Assure professional and efficient services to library users

## IA\_AUO\_3. Provide support for ongoing professional development to enhance instructional effectiveness and learning support services.



### Education Policy and Practice for Developing Countries

One Micronesia Studies Instructor, Professor Robertson Albert and one staff, Mr. Santryco Oswalt from the Agriculture and Natural Resource Management (ANRM) program attended a 4-week seminar in China on the topic of **"Education Policy and Practice for Developing Countries"** from October 27 - November 16, 2025. Their sessions covered everything from Confucian philosophy and math education to ICT tools and inclusive teaching, giving them a look at how different systems design and deliver instruction.

They also studied how teacher development and school leadership directly shape instructional quality. Discussions on professional standards, evaluations, and principal responsibilities showed how strong leadership supports strong teaching.

Finally, policy-focused sessions demonstrated how national goals—like innovation and educational fairness—translate into daily classroom realities. District case studies highlighted what successful reforms look like in practice, offering ideas the participants can adapt to their own local contexts.



### UOG Language Arts Conference

Professor Skipper Ittu from the Kosrae Campus attended the **University of Guam (UOG) Regional Language Arts Conference** held on November 7–9, 2025. His participation offered meaningful institutional benefits by strengthening the college's academic visibility and presence in both regional and international educational communities. This engagement further supports the institution's standing as an entity accredited by the Western Association of Schools and Colleges (WASC).

The event was part of the 38th Annual Regional Language Arts Conference (LAC) organized by the University of Guam. Each year, the committee invites educators, administrators, and community members to attend and share insights on topics related to literacy, learning, and language arts.

The 38th LAC carried the theme: **"Literacy for ALL: Persevering and Engaging through Literacy."** This theme emphasized the importance of sustaining and improving literacy practices despite emerging challenges. It encouraged participants to reflect on how existing literacy spaces have adapted and how they can continue to evolve to support all learners.

The theme aimed to inspire discussions centered on:

- Understanding what has already been accomplished in literacy education
- Revisiting past approaches to identify areas for improvement
- Reimagining new strategies to enhance literacy engagement for diverse groups

Overall, the conference sought to create a platform for reflecting on the history of literacy work—what was envisioned, what has been achieved, and how educators can move forward with renewed focus and innovation.



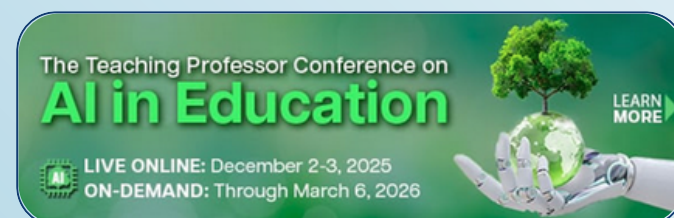
### Training to be Mentally Fit and Aware

Eleven full-time instructors have enrolled in a 3-month online course to attend a series of sessions on Mental Health Awareness and well-being. Sessions run from November 6, 2025 - February 06, 2026. These sessions are designed to equip educators with the tools and strategies necessary to maintain a positive mental state, both personally and professionally. Topics covered include stress management techniques, mindfulness practices, and the importance of work-life balance. The program also emphasizes the role of mental health in enhancing instructional effectiveness, recognizing that a mentally fit educator is better positioned to foster an engaging and supportive learning environment.

Participants will have the opportunity to engage in interactive workshops, share experiences, and develop personalized action plans to promote mental well-being among their peers and students. By the end of the course, instructors are expected to have a deeper understanding of the psychological factors that affect teaching and learning, enabling them to implement effective strategies to support both their own mental health and that of their students.



### AI in Education



Four of our instructors will attend **The Teaching Professor Conference on AI in Education** on December 2–3, 2025, an online event with access to recordings through March 6, 2026. The conference focuses on practical, ethical, and effective use of AI in teaching and includes expert-led plenary sessions, themed tracks on course design and emerging technologies, interactive discussions, and demonstrations of new AI tools. Participants will also earn a digital badge and certificate, supporting their ongoing professional development and helping us expand our capacity to integrate AI across our programs.



### The Spirit of Development

Campus deans engage in ongoing professional development through board meetings and training from COM-FSM partners. These activities enhance connections with the College of Micronesia-FSM and provide a platform for sharing strategies. Their involvement helps instructors adapt to new teaching methods and meet campus needs, ensuring effective leadership in education for the success of both instructors and students.



## IA\_AUO\_4. Establish a new or strengthen existing internal and external stakeholder collaboration to enhance educational opportunities and outcomes.



### COM-FSM Representation and Key Actions at the FACSSO Meeting

COM-FSM continues to contribute significantly to education across the FSM through its participation in the **FSM Association of School Chief State Officers (FACSSO)**. At the recent FACSSO meeting in Chuuk, VP Ehmes represented President and CEO Dr. Theresa Koroivulaono and provided key updates from the college. Her report covered progress on the 21st Century Curriculum Project, the implementation of the open admission policy approved by the Board of Regents in April 2025, and the program modifications endorsed by the Board during its August 2025 meeting.

FACSSO members also took action on two major national resolutions aimed at strengthening education systems throughout the FSM. These included **Resolution FR 25-01**, adopting the FSM National Minimum Competency Test (NMCT) Guidebook and Communication Plan, and **Resolution FR 25-02**, approving the FSM Early Childhood Education (ECE) curriculum framework. Together, these resolutions support continued improvements in educational standards, assessment practices, and early learning across the nation.



### COM-FSM Participation in the 2025 Principal's Academy

COM-FSM participated in the November 4–7, 2025 **Principal's Academy** hosted by NDOE, where a three-member team—VPIA Delihna Ehmes, Professor Mayleen Wichap, and Education Technologist Fiji—delivered a presentation on "Innovative Leadership." The session introduced school leaders to the core principles of innovative leadership, emphasizing the need to adapt leadership styles to context and organizational demands, especially in complex sectors like education.

The team highlighted the risks of lacking innovative leadership, such as stagnation, unclear direction, and limited growth, and connected the concept to COM-FSM's institutional values of respect, learner-centeredness, excellence, commitment, professionalism, and teamwork. Practical strategies were shared on applying innovative leadership in schools, including building supportive cultures, motivating staff, promoting respectful dialogue, embracing diverse perspectives, and aligning vision and resources. Case scenarios helped principals consider real-world application and envision how innovative leadership could strengthen their own schools.



### Strengthening State Partnerships and Expanding Academic Offerings

The Office of the VPIA continues to maintain strong communication with State and National leadership through campus visits and coordination with campus Deans, helping ensure COM-FSM's programs respond to workforce needs. These efforts have led to expanded offerings, including nursing courses for **20 Chuuk State Hospital nurses beginning in Spring 2026** and the **extension of the CNA program to Kosrae**. Kosrae Campus is also addressing additional training requests by preparing basic computer courses for hospital staff and submitting certification for a part-time CNA instructor, while COM-FSM's module and proposal for these trainings remain pending action from the Kosrae State Hospital.



### Yap Campus and FMI Highlights

The YC-FMI News Team continues to contribute to every college newsletter, while student involvement stays strong through the YC/FMI Choir and recent basketball activities. YC and CTEC are also coordinating with the Workforce Development Division to identify short-term training needs for Yap State, and the Yap DOE has submitted an RFP for teacher training, which has been forwarded to the VPIA and DAP for review.



### COM-FSM - TMU Student Exchange Program Summary

The COM-FSM delegation conducted an official educational visit to Tokyo from **November 16–22, 2025**, with the purpose of strengthening institutional partnerships, enhancing students' international exposure, and observing advancements in robotics, electronics, and sustainable urban management. The delegation visited the **Tokyo Metropolitan Government**, where they were received by officials from the Bureau of General Affairs, and later met with staff at the **FSM Embassy in Tokyo**, who briefed them on diplomatic roles and FSM–Japan relations. The group also toured the **Sumida Incineration Plant**, learning about advanced garbage collection systems, waste-to-energy conversion, and the use of ash for land reclamation and construction.

Academic activities included a full day at the **Tokyo Metropolitan College of Industrial Technology (TMCIT)**, where students participated in hands-on sessions such as heart pulse sensor circuit soldering and robotics using brick programming, supported by microprocessor-based systems capable of Python programming. A student exchange event followed, strengthening cultural and academic interaction between COM-FSM and TMCIT students. The team also visited **Tokyo Metropolitan University (TMU)**, observing a tourism class on park management, touring the campus, and participating in a traditional Japanese tea ceremony, which offered cultural insight comparable to Pohnpei's sakau ceremony.

Cultural and safety learning continued with a visit to the **Tokyo Fire Department's Life Safety Learning Center**, where the delegation practiced fire-safety procedures and experienced a simulated magnitude 9.0 earthquake, demonstrating Japan's emphasis on disaster preparedness. Afternoon activities included visits to **Shibuya Shrine**, traditional gardens, and **TeamLab Borderless**, offering both historical and modern cultural exposure. The trip concluded with visits to **Hachiko and Shibuya Crossing**, and the delegation returned safely to Pohnpei on November 22. The report notes that the visit successfully strengthened partnerships with TMG, TMU, and TMCIT and recommends developing a robotics course, expanding exchange programs, and incorporating Japanese waste-management concepts into COM-FSM instruction.



## IA\_AUO\_5. Implement systematic assessment protocols in support of equitable student achievement.

### Comparison of Combined, Distance Learning, and Face-to-Face PSLO Results (Fall 2024–Summer 2025)

The VPJA office continues to offer training to faculty and staff, using the Nuventive platform as the assessment tool while continuously using data trends and improvement plans through mapped PLOs and CLOs to successfully achieve student learning outcomes.

All VPJA direct reports have developed 2025-2026 workplans to inform planning of assessment and resource allocation. Campus deans have either completed their mapping with their managers or in the process of working on them.

#### F2F + DL Fall 2024, Spring 2025, and Summer 2025 Results

| Unit                                                     | PSLOs      | Assessment | PSLOs w/ | % of PSLOs w/ | Strategies | % of Strategies w/ | Students | PSLO Students | % Students |
|----------------------------------------------------------|------------|------------|----------|---------------|------------|--------------------|----------|---------------|------------|
|                                                          | Strategies | Results    | Results  | Results       | w/ Results | Results            | Assessed | Successful    | Successful |
| A. Instruction - Building Technology (AAS)               | 4          | 13         | 4        | 67%           | 6          | 60%                | 34       | 34            | 100%       |
| A. Instruction - Business Administration (AS) New        | 2          | 11         | 2        | 50%           | 6          | 55%                | 332      | 259           | 78%        |
| A. Instruction - Business Administration (BS)            | 2          | 30         | 2        | 50%           | 10         | 33%                | 262      | 230           | 88%        |
| A. Instruction - Computer Information Systems (AS)       | 2          | 5          | 2        | 40%           | 2          | 40%                | 76       | 71            | 93%        |
| A. Instruction - Electronics Technology (AAS)            | 2          | 2          | 2        | 100%          | 2          | 100%               | 18       | 18            | 100%       |
| A. Instruction - General Education                       | 12         | 19         | 12       | 75%           | 14         | 74%                | 906      | 759           | 84%        |
| A. Instruction - Hospitality and Tourism Management (AS) | 2          | 25         | 2        | 33%           | 3          | 12%                | 73       | 71            | 97%        |
| A. Instruction - LA/HCOP (AA)                            | 1          | 4          | 1        | 25%           | 1          | 25%                | 27       | 27            | 100%       |
| A. Instruction - Marine Science (AS)                     | 2          | 12         | 2        | 50%           | 6          | 50%                | 53       | 44            | 83%        |
| A. Instruction - Monrovia Studies (AA)                   | 1          | 8          | 1        | 20%           | 1          | 13%                | 31       | 24            | 77%        |
| A. Instruction - Pre-Teacher Preparation (AA)            | 1          | 9          | 1        | 33%           | 1          | 11%                | 3        | 3             | 100%       |
| A. Instruction - Telecommunication (AAS)                 | 1          | 5          | 1        | 50%           | 1          | 20%                | 35       | 35            | 100%       |
| B. Instruction - Achieving College Excellence (ACE)      | 4          | 6          | 4        | 100%          | 5          | 83%                | 369      | 292           | 79%        |
| B. Instruction - Agriculture and Food Technology (CA)    | 3          | 4          | 3        | 100%          | 3          | 75%                | 255      | 230           | 90%        |
| B. Instruction - Bookkeeping (CA)                        | 2          | 6          | 2        | 33%           | 2          | 33%                | 18       | 12            | 67%        |
| B. Instruction - Construction Electricity (CA)           | 2          | 6          | 2        | 67%           | 2          | 33%                | 26       | 23            | 88%        |
| B. Instruction - Electronic Engineering Technology (CA)  | 4          | 7          | 4        | 100%          | 4          | 57%                | 61       | 59            | 97%        |
| B. Instruction - Nursing Assistant (CA)                  | 6          | 13         | 6        | 86%           | 8          | 62%                | 36       | 36            | 100%       |
| B. Instruction - Pre-requisite courses                   | 2          | 2          | 2        | 100%          | 2          | 100%               | 645      | 524           | 81%        |
| B. Instruction - Refrigeration and Air Conditioning (CA) | 3          | 4          | 3        | 75%           | 3          | 75%                | 29       | 26            | 89%        |
| B. Instruction - Secretarial Science (CA)                | 1          | 9          | 1        | 10%           | 1          | 11%                | 10       | 6             | 60%        |
| Total                                                    | 59         | 197        | 59       | 99%           | 81         | 42%                | 3381     | 2781          | 82%        |

The **combined Distance Learning and Face-to-Face PSLO results** show strong overall performance across programs, with **59 PSLOs assessed through 197 assessment strategies**, and 59% of PSLOs and 42% of strategies reporting results. Out of **3,301 students assessed, an impressive 2,783 students (84%) achieved successful PSLO outcomes**. Several programs demonstrated perfect performance, including Building Technology (AAS), Electronics Technology (AAS), LA/HCOP (AA), Pre-Teacher Preparation (AA), and Nursing Assistant (CA), each reporting 100% student success. High-performing programs such as General Education (97%), Hospitality & Tourism (97%), Construction Electricity (96%), Refrigeration & Air Conditioning (96%), and Agriculture & Food Technology (90%) also contributed significantly to the results. Larger programs, including Business Administration (BS) and Computer Information Systems (AS), reflected strong outcomes at 78% and 89% respectively. These results indicate that both modalities—distance learning and face-to-face—maintained high levels of student achievement across a diverse set of academic and career programs.

#### DL Fall 2024, Spring 2025, and Summer 2025 Results

| Unit                                                     | PSLOs      | Assessment | PSLOs w/ | % of PSLOs w/ | Strategies | % of Strategies w/ | Students | PSLO Students | % Students |
|----------------------------------------------------------|------------|------------|----------|---------------|------------|--------------------|----------|---------------|------------|
|                                                          | Strategies | Results    | Results  | Results       | w/ Results | Results            | Assessed | Successful    | Successful |
| A. Instruction - Business Administration (AS) New        | 2          | 11         | 2        | 50%           | 3          | 27%                | 95       | 71            | 75%        |
| A. Instruction - Business Administration (BS)            | 2          | 30         | 2        | 50%           | 8          | 27%                | 204      | 184           | 90%        |
| A. Instruction - Computer Information Systems (AS)       | 2          | 5          | 2        | 40%           | 2          | 40%                | 44       | 40            | 91%        |
| A. Instruction - General Education                       | 10         | 19         | 10       | 67%           | 11         | 58%                | 399      | 311           | 78%        |
| A. Instruction - Hospitality and Tourism Management (AS) | 1          | 25         | 1        | 17%           | 2          | 8%                 | 53       | 53            | 100%       |
| A. Instruction - LA/HCOP (AA)                            | 1          | 4          | 1        | 25%           | 1          | 25%                | 27       | 27            | 100%       |
| A. Instruction - Marine Science (AS)                     | 1          | 12         | 1        | 25%           | 1          | 8%                 | 10       | 9             | 90%        |
| A. Instruction - Monrovia Studies (AA)                   | 1          | 8          | 1        | 20%           | 1          | 13%                | 31       | 24            | 77%        |
| B. Instruction - Achieving College Excellence (ACE)      | 4          | 6          | 4        | 100%          | 5          | 83%                | 117      | 95            | 81%        |
| B. Instruction - Agriculture and Food Technology (CA)    | 2          | 4          | 2        | 100%          | 2          | 50%                | 42       | 40            | 95%        |
| B. Instruction - Bookkeeping (CA)                        | 2          | 6          | 2        | 33%           | 2          | 33%                | 18       | 12            | 67%        |
| B. Instruction - Pre-requisite courses                   | 1          | 2          | 1        | 50%           | 1          | 50%                | 103      | 85            | 83%        |
| B. Instruction - Secretarial Science (CA)                | 1          | 9          | 1        | 10%           | 1          | 11%                | 10       | 6             | 60%        |
| Total                                                    | 38         | 141        | 38       | 63%           | 49         | 28%                | 1556     | 959           | 62%        |

The **Distance Learning-only results** show **30 PSLOs assessed, 141 assessment strategies**, and an 83% student success rate across 1,156 students, which is **slightly lower and narrower in scope than the combined Distance Learning and Face-to-Face results that assessed 59 PSLOs using 197 strategies**, with 84% success from 3,301 students. While Distance Learning programs like Business Administration (BS) and CIS (AS) performed strongly with 90% and 91% success respectively, several hands-on or lab-based programs—such as Electronics Technology, Nursing Assistant, and ACE—showed significantly higher success when face-to-face data was included, reaching 100% in the combined modality. Overall, Distance Learning maintained solid outcomes but remained slightly behind the combined results, reflecting the natural advantage of in-person learning for practical, technical, and skills-based programs.

#### F2F Fall 2024, Spring 2025, and Summer 2025 Results

| Unit                                                     | PSLOs      | Assessment | PSLOs w/ | % of PSLOs w/ | Strategies | % of Strategies w/ | Students | PSLO Students | % Students |
|----------------------------------------------------------|------------|------------|----------|---------------|------------|--------------------|----------|---------------|------------|
|                                                          | Strategies | Results    | Results  | Results       | w/ Results | Results            | Assessed | Successful    | Successful |
| A. Instruction - Building Technology (AAS)               | 4          | 10         | 4        | 67%           | 6          | 60%                | 34       | 34            | 100%       |
| A. Instruction - Business Administration (AS) New        | 2          | 11         | 2        | 50%           | 5          | 45%                | 237      | 188           | 80%        |
| A. Instruction - Business Administration (BS)            | 2          | 30         | 2        | 25%           | 4          | 13%                | 58       | 46            | 79%        |
| A. Instruction - Computer Information Systems (AS)       | 2          | 5          | 2        | 40%           | 2          | 40%                | 32       | 31            | 97%        |
| A. Instruction - Electronics Technology (AAS)            | 2          | 2          | 2        | 100%          | 2          | 100%               | 18       | 18            | 100%       |
| A. Instruction - General Education                       | 9          | 19         | 9        | 56%           | 10         | 53%                | 509      | 448           | 88%        |
| A. Instruction - Hospitality and Tourism Management (AS) | 2          | 25         | 2        | 33%           | 2          | 8%                 | 20       | 18            | 90%        |
| A. Instruction - Marine Science (AS)                     | 2          | 12         | 2        | 50%           | 5          | 42%                | 43       | 35            | 81%        |
| A. Instruction - Pre-Teacher Preparation (AA)            | 1          | 9          | 1        | 33%           | 1          | 11%                | 3        | 3             | 100%       |
| A. Instruction - Telecommunication (AAS)                 | 1          | 5          | 1        | 50%           | 1          | 20%                | 35       | 35            | 100%       |
| B. Instruction - Achieving College Excellence (ACE)      | 4          | 6          | 4        | 100%          | 5          | 83%                | 252      | 197           | 78%        |
| B. Instruction - Agriculture and Food Technology (CA)    | 3          | 4          | 3        | 100%          | 3          | 75%                | 210      | 188           | 89%        |
| B. Instruction - Construction Electricity (CA)           | 2          | 6          | 2        | 67%           | 2          | 33%                | 26       | 23            | 88%        |
| B. Instruction - Electronic Engineering Technology (CA)  | 4          | 7          | 4        | 100%          | 4          | 57%                | 61       | 59            | 97%        |
| B. Instruction - Nursing Assistant (CA)                  | 6          | 13         | 6        | 86%           | 8          | 62%                | 36       | 36            | 100%       |
| B. Instruction - Pre-requisite courses                   | 2          | 2          | 2        | 100%          | 2          | 100%               | 542      | 439           | 81%        |
| B. Instruction - Refrigeration and Air Conditioning (CA) | 3          | 4          | 3        | 75%           | 3          | 75%                | 29       | 26            | 89%        |
| Total                                                    | 50         | 178        | 50       | 62%           | 65         | 38%                | 2145     | 1824          | 85%        |

The **Face-to-Face PSLO results** show strong overall student achievement, **with 50 PSLOs assessed using 170 assessment strategies**, a higher coverage rate than Distance Learning alone and close to the combined modality. Face-to-face learning produced a **high 85% student success rate across 2,145 students, with several programs achieving perfect outcomes**—such as Building Technology, Electronics Technology, Pre-Teacher Preparation, Nursing Assistant, and Refrigeration and Air Conditioning, all reporting 100% PSLO success. High-performing programs like General Education (94%), Business Administration (BS) at 97%, and Construction Electricity (86%) also demonstrated the clear advantage of in-person learning for hands-on, technical, and skills-based courses. Compared with Distance Learning, the face-to-face results show broader assessment coverage, higher consistency, and stronger outcomes in programs requiring practical competencies, reinforcing the value of in-person instruction for many technical and applied fields.

#### ACCJC Standard 2

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.



## IA\_AUO\_5. Implement systematic assessment protocols in support of equitable student achievement.

| COMMONLY SHARED CHALLENGES                                                                                                                                                               | COMMONLY SHARED IMPROVEMENT PLANS                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Difficulty Applying Concepts</b> – Students understand lessons but struggle to apply skills in writing, research, technical tasks, labs, or fieldwork.                                | 1. <b>Strengthen Orientation Programs</b> – Mandatory LMS/digital skills orientation for all new students each semester. – Training to support online platform navigation and course-specific technical tasks (CA 100, EN/CO 205). |
| <b>Assignment Submission Gaps &amp; Weak Time Management</b> – Late submissions, poor planning, procrastination, and missing tasks lowered success rates.                                | 2. <b>Standardize AI-Use Guidelines Across Campus</b> – Clear policies on ethical and responsible AI use for all programs.                                                                                                         |
| <b>Online Learning Barriers &amp; Technology Adaptation</b> – Low motivation, poor attendance, difficulty navigating LMS platforms, uploading tasks, and following digital instructions. | 3. <b>Improve Writing &amp; Communication Skills Across Campus</b> – Campus-wide writing workshops, peer review, and required drafts. – Practice in academic, scientific, medical, and technical writing.                          |
| <b>Reading, Writing &amp; Communication Difficulties</b> – Weak grammar, vocabulary, comprehension, thesis development, essay structure, documentation, and scientific/medical writing.  | 4. <b>Use Staged Assignments with Frequent Feedback</b> – Break large tasks into smaller parts with checkpoints and constructive feedback. – Reinforces learning and reduces plagiarism.                                           |
| <b>Low Confidence in Communication</b> – Challenges expressing ideas clearly in both oral and written work.                                                                              | 5. <b>Strengthen Student Support Services</b> – Tutoring, Writing Center support, library research assistance. – Peer mentoring, study groups, and collaborative learning opportunities.                                           |
| <b>Academic Integrity Concerns (AI Misuse)</b> – Over-reliance on AI tools without understanding the content; misuse in writing assignments.                                             | 6. <b>Support Time Management Skills</b> – Encourage personal study schedules, weekly task lists, and planner use. – Teach routines for assignment tracking and early submission.                                                  |
| <b>Motivation and Engagement Issues</b> – Especially in online courses; students often fail to take initiative or participate actively.                                                  | 7. <b>Enhance Student Engagement</b> – Interactive activities, real-life scenarios, group work, and hands-on learning. – Encourage proactive participation in online and face-to-face courses.                                     |
| <b>Attendance Problems in Face to face classes</b> – Missing regular classes, practical sessions, labs, or finals.                                                                       | 8. <b>Promote Consistent Attendance</b> – Early tracking of absences and early intervention. – Participation and attendance incentives to encourage consistency.                                                                   |
|                                                                                                                                                                                          | 9. <b>Improve Campus-Wide Use of Reminders and Clear Deadlines</b> – Automatic reminders for assignments, exams, and projects. – Standardized deadlines across courses for consistency.                                            |
|                                                                                                                                                                                          | 10. <b>Enhance Program Recruitment (Teacher Preparation)</b> – Outreach to high school seniors. – Career awareness campaigns and program information sessions.                                                                     |
|                                                                                                                                                                                          | 11. <b>Provide Clear Step-by-Step Guides &amp; Tutorials</b> – For complex projects, research tasks, and digital assignments. – Include AI/video tutorials, step-by-step instructions, and multimodal resources.                   |
|                                                                                                                                                                                          | 12. <b>Sustain Peer Review &amp; Feedback Cycles</b> – Encourage iterative drafts, revisions, and collaborative evaluation across programs.                                                                                        |
|                                                                                                                                                                                          | 13. To conduct <b>AI sessions</b> with students for proper use of AI.                                                                                                                                                              |
|                                                                                                                                                                                          |                                                                                                                                                                                                                                    |

