

**STANDARD IB: IMPROVING INSTITUTIONAL EFFECTIVENESS**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The college has established a policy on continuous improvement and developed a systematic institutional effectiveness program. The college's Institutional Integrated Planning, Evaluation, and Resources Allocation System define the college's systematic approach for institutional evaluation, planning, and resource allocation. This system links program mission and program outcomes to the college mission and strategic goals. The Institutional Assessment Plan Handbook (IAP) describes the processes that the college uses to develop student learning outcomes, to link those outcomes to the college mission and goals, to assess and review programs, and to develop plans and improvement priorities according to resource allocation. To demonstrate the college's commitment to and emphasis upon achievement of student learning, all course level student learning outcomes reflect and are linked to program learning outcomes which are linked to the college's mission and nine strategic goals.

To provide for increased communication and participatory decision making, the college refined its institutional governance policy. This included realigning standing committees and updating all committee terms of references to clarify the shared governance roles and responsibilities across the various sectors of the college. To further support informed decision making, the college implemented a student information data system that provides institutional data to use in assessment and planning efforts. Enrollment management indicators were developed to set baselines that assist the college in identifying and addressing issues related to continuity and consistency of programs across the campus sites. An institutional scorecard was recently developed to establish a set of points related to the college's nine goals and to help measure institutional effectiveness. The college is gathering qualitative and quantitative data, sharing common data and evidence from program evaluations, and reporting on institutional effectiveness. From the resulting dialog, yearly priorities for improvements are identified, developed into plans with measurable objectives, and followed by resources allocation through performance based budgeting. All campuses are involved in the institutional planning and assessment process and are represented on standing committees, represented at college wide retreats, and in budget development and resource allocation discussions.

**STANDARD IB1**

The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.

**STANDARD IB1: DESCRIPTIVE SUMMARY**

At its March 2009 meeting, the Board of Regents adopted a continuous improvement cycle policy that expresses the college's commitment to persistently improving its programs and services. Accordingly, planning, evaluation, feedback, and resource allocation are continuously reviewed and improved. This public commitment pledges the college to effectively meet its

mission by establishing clearly written processes and procedures that ensure understanding of the framework in which the continuous improvement cycle occurs.

The continuous improvement cycle is implemented through (1) the overall guidance of the college's strategic plan; (2) the institutional assessment plan; (3) performance based budgeting and annual improvement plans; (4) the annual president's retreat; and (5) the governance policy which includes the standing committee structure.

The Strategic Plan 2006-2011 and the annual tactical plans set out the college's strategic goals and objectives. The overall approach links planning, evaluation, and resource allocation and provides the framework for reporting accomplishments against strategic goals. The IAP process requires systematic program assessment and program review of degree and certificate programs, student services, administrative services, and other sponsored programs, policies, and activities of the college. The IAP coupled with data generated from the student information system (SIS) provides the college with the necessary information, data, and evidence to provide a sound basis for planning, setting institutional priorities, and allocating resources across the college. The IAP handbook provides the processes and procedures for assessment and best practices in instruction and assessment. Linked with the IAP is the performance based budgeting process that requires resource allocation based on institutional priorities at program, office/unit, department, and campus levels as identified in the annual improvement plans.

The annual president's retreat provides a mechanism for the college community, together with key stakeholders, to reflect on accomplishments of the past year, to review critical data and environmental trends affecting the college, to assess programs and review program reports, to determine institutional effectiveness, and to recommend institutional priorities.

The governance policy, with its standing committee structure, provides pathways for communication and for participatory decision making and formal oversight of the planning, assessment, and resource allocation processes at the college.

The continuous improvement cycle policy mandates that the cycle be implemented through systematic processes as identified above. The processes require broad participation from all campuses and stakeholders.

#### **STANDARD IB1: SELF ANALYSIS**

This dialog began soon after the exit meeting with the last accreditation evaluation visiting team. Following that visit the college held retreats, consultative visits, and meetings. These resulted in the development and implementation of the following: revised mission statement; new vision and values statements; goals; the Strategic Plan 2006-2011; a revised organizational structure; a technology plan; a communications plan; an assessment plan; student learning outcomes for all courses and programs; student and administrative services mission and outcomes; enrollment management indicators; and an institutional balanced scorecard. The SIS was developed and implemented to improve access to data for institutional assessment activities and evidence-based decision making. The communications plan identifies pathways to improve communication flow and enhance participation. The standing committee structure provides the venue for participatory

decision making. The committee structure was modified to align with the current mission and goals. Terms of reference and reporting procedures were updated. The annual president's retreat brings the college community and stakeholders together to reflect on the past year and determine priorities for the upcoming year.

Since 2005, the college has continuously engaged in dialogs about its mission, its structure, and its effectiveness. The commission's recommendations in 2005 provided the college an opportunity to realign itself as one college with six sites. The college community now regularly comes together through inclusive processes to dialog on the operational structure, mission, goals, priorities, plans, policies, and procedures. Improved dialog is evidenced by reports of the annual president's retreat and minutes of standing committees.

The college revised its governance system to put in place structures for increased dialog and invested in new communication technologies to aid that dialog. Survey data show that communication has improved, but there is still a need to further improve communication within campuses and across sites. The costs of regular phone calls and face-to-face meetings are prohibitive. Web based Voice over IP phones are in place in key offices across all campus sites. Elluminate Live software program and smart boards were put in place into enable regular exchanges among the campuses for meetings and real time sharing of documents. However, these cannot be fully utilized because of limited bandwidth. Reliable communications among remote sites are needed. An undersea fiber optic cable is currently being laid between Guam and Pohnpei. Once this system is operational, communications should be enhanced.

The governance policy provides for participatory decision making; however, participation in committee meetings and information flow from committees to constituents continue to be of concern. Last year the faculty-at-large member of the Faculty Staff Senate executive committee held regular meetings with faculty representatives on standing committees to provide a link between committees and faculty. The new faculty at-large member pledged to continue that practice. This practice should be institutionalized so committee members serving as representatives of groups share information from meetings. The college community would then be more aware of issues and would thereby be better able to respond to issues. To promote participation in committee meetings, consideration is being given to include committee participation as an item on employee performance evaluations.

Evaluation of the current organization structure revealed that campus directors felt left out of the communication loop; subsequently, they were included on the cabinet as non-voting members.

To address commission recommendations on continuity and consistency across all sites, the college established enrollment management indicators to determine student enrollments that could be supported by current facilities, staffing, and resources. This effort also helped the college identify areas of inequity in instructional programs, learning resources, student services, information technology, and facilities. This then led to efforts to renovate existing classrooms and to construct classroom facilities. The "dialog" on consistency also led to increased funding for library collections, teaching resources, textbook procurements, and establishment of bookstores at campuses sites. A website with program student learning outcomes and course outlines was made available for faculty across campuses. Program reviews are in place. Dialog

has now shifted to assessing student learning outcomes for courses and programs that are delivered at more than one campus. For fall 2009, the curriculum committee focused on the general education core outcomes for programs and courses offered across one or more sites for assuring quality and consistency.

The dialog in the area of student services programs began in 2006 with the development of assessment plans. The program assessment data and recommendations combined with the enrollment management indicators have led to improvements in monitoring for adequate services and for timely processing of student documents. Additional staffing for health services, tutoring support, and counseling were added. New facilities were also added at Pohnpei, Chuuk and National campus to support student services and tutoring programs.

Another example of the impact the dialog is having on student learning is the collaborative effort to revise the developmental education program. Generated data on the low completion rates prompted the formation of an ad hoc working group of members from five campuses. The group researched best practices and model programs and then proposed a developmental program with expected implementation in the fall 2010.

With the implementation of the SIS, data is more readily compiled and more available to the college community. Data is also posted on the college website under the Office of Institutional Research and Planning. Standing committees are being tasked to base recommendations and decisions on evidence and data. As part of the initiatives to provide data, the 2008 COM-FSM Fact Book was recently prepared and distributed. The office of admissions and records and IRPO are providing information to the instructional divisions to assist them to determine the courses that students most need in order to complete their programs in a timely manner and leading to more strategic scheduling of courses. Data generated on course completion rates, retention rates and program completion rates has informed the dialog across all campuses and led the college community to recognize and respond to a need to provide tutoring programs.

In late October 2009, a college meeting for budget planning for fy 2011 was held. As a result of that meeting, student retention became a strategic planning priority for fy 2011. Following this meeting, faculty at Pohnpei and National campuses requested an additional workshop to learn more about how divisions could develop performance based budgets using the institutional priorities and linking them to their program plans and budget needs for improving student learning and increasing retention. This workshop, conducted by the director of research and planning provided technical assistance to over thirty faculty members. The presentation and discussion covered using course and program assessment data and recommendations to link improvement plans with budget development and resource allocation, thus “closing the loop”. A sample of the performance outcomes budget worksheet used by all sectors is presented below.

Image IB.1 Performance Outcomes Worksheet

College of Micronesia – FSM <b>PERFORMANCE-BASED BUDGET</b>		Campus/Department/Office/Program National Campus/Instructional/Social Science/Micronesian Studies AA Program and Trial	Fiscal Year 2011	Sheet 1 of 7
Strategic Focus (strategic goal)	Key Result / Output (Measure)	SMART Objective/outcome + strategies/activities (from IAP worksheet #1)	Human resources (% of Time)	Financial resources (Activities & ~ cost)
1, 2, 9	Increase enrolment of Trial counselling certificate program by 50%	<ol style="list-style-type: none"> <li>1. Provide at least 3 courses so that participants will complete program in 4 semesters.</li> <li>2. Maintain a list of 3 to 4 certified part-time instructors; updated yearly.</li> <li>3. Recruit 7 new students beginning fall 2011.</li> </ol>	50% goal 1, 25% goal 2 and 25% goal 9 for Program coordinator 85% goal 1 and 15% goal 9 for part-time instructors	Contract: Part-time instructors (most are level 4) \$1,458.40 courses have average of 15 which pays own with $15 \times 105 \times 3 = \$4,725.00$

These efforts and workshops have involved administrators, faculty and staff while providing opportunities for all to participate in the understanding the improvement process. Similar activities at state campuses have included campus leadership meetings with faculty and staff for collaborative input into campus priorities and budgets to address improvements for student learning.

The annual president's retreat agenda emphasizes collective understanding of data and evaluation results. Data has grown from course and program assessments, college wide survey results, feedback from community and government agencies, and program reviews. The college also gathers information on transfer students attending member colleges in the Pacific Post Secondary Education Council.

The assessment process is providing the college relevant and necessary data and forcing the college collectively to use data to make decisions. However, understanding of the assessment process is uneven across units and campuses; some areas of the college have been doing it for years while others are just participating in all steps of the improvement process. As the process becomes entrenched and people realize its connection to student learning and resource allocation, appreciation and the use of data and research will grow.

#### STANDARD IB1: PLANNING AGENDA

- Continue efforts to increase data driven decision making within committees, programs, departments, and divisions across all campus sites;
- Continue efforts to provide timely and easy access to institutional data through the college website; and

- Regularly update and publish the college annual fact book, enrollment management indicators, and “institutional scorecard.”

**STANDARD 1B2**

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

**STANDARD 1B2: DESCRIPTIVE SUMMARY**

The college’s strategic plan identifies the college’s goals and objectives. During the President’s annual retreat, the college revisits the goals, objectives and the degree of achievement. Currently the college has established nine strategic goals. Yearly, institutional priorities are established and form a natural progression of accomplishment from year to next year. For all departments and functional units the strategic plans, activities, and expected outcomes are linked to one or more of the nine goals. Additionally, the college reports directly against its strategic goals and mission in its quarterly reports to the board of regents, FSM national government offices, and for US Joint Economic Management and Compact Office. Reports are shared with committees, department heads, and posted on the college website.

The college’s nine strategic goals and related objectives serve as the reference point by which all programs, departments, and units of the college develop their objectives. During 2007 and 2008, the college’s institutional and research office (IRPO), with assistance from an ad hoc assessment working group, developed an institutional assessment plan. In June 2008, the board of regents approved the plan that, in principal, guides offices and programs to assess and measure their effectiveness against the nine stated strategic goals. By the fall 2008 semester, the college formalized a new standing committee, the assessment committee that is tasked to review and to provide feedback to directors of the college programs and units on both a specific unit’s assessment plan and its assessment report. This process was established not only to clearly gauge individual units’ level of effectiveness but most importantly to link planning, evaluation, and resource allocation. At present, the college programs and offices are using templates developed by the assessment committee and IRPO. More commonly known as Worksheets 1, 2, & 3 and located in the IAP Handbook, these templates assist all sectors to make plans and report performance against the plan. Before the plans and reports are presented to the assessment committee for review, these documents are channeled through relevant committees for their final input. The assessment committee conducts its final review, makes comments and submits the documents to the President for final approval and recommendation. Information and recommendations from these assessments are used to for reviewing institutional effectiveness, setting annual priorities, and determining fiscal allocations.

In addition to the established institutional assessment process, the college as a whole is provided another opportunity to scrutinize the effectiveness of its programs and services during the annual presidential retreat. At that gathering, to which representatives of all college stakeholders are invited, the college once again revisits its goals, and objectives and its degree of achievement. Yearly, institutional priorities are established in relation to the nine goals. These priorities define a natural progression of what can be accomplished from year to next year.

**STANDARD 1B2: SELF ANALYSIS**

The College of Micronesia-FSM has established mechanisms to ensure continuous improvement of its programs and services and is using these mechanisms. The college strategic plan, the institutional assessment plan, and performance based budget reporting are the existing tools that the college uses to ensure the effectiveness of its programs and services. The president's annual retreat is the second mechanism by which stakeholders of the college are given an opportunity to examine its performance. During the president's retreats, efforts are made to develop strategies to improve the college programs and services. For example, at the last presidential retreat the college realized that it could not continue to operate and sustain its existing structure and that it may need to undergo a major reform. This realization led to the creation of an ad hoc committee that is tasked to examine streamlining the present institutional structure by undertaking a meticulous scrutiny of the institution-wide operation. That work is ongoing and when complete a report with findings and recommendations will be shared with the college community and planning and resources committee for further actions.

Overall, departments and divisions have developed program assessment and improvement plans with "SMART" objectives that link to the college's goals and priorities to improve institutional effectiveness. The linking among the various committees of the college that are mandated to conduct the planning, evaluation, and allocating of the college resources is relatively new and is in the process of being firmly institutionalized. One challenge in implementing the continuous improvement process is establishing timely and clear communication amongst various committees. The process for sharing feedback from appropriate committees is expected to improve as the college goes through the institutional assessment cycle and refines the timeline for reports of assessment results. Final budget decisions also need to be communicated to departments and divisions in order for them to make needed changes or contingency plans.

**STANDARD 1B2: PLANNING AGENDA**

- Continue to increase awareness of the Institutional Assessment Plan across all sectors of the college;
- Clarify to sectors of the college community the responsibility, authority, and links among the planning and resources committee, the finance committee, and other relevant committees;
- Improve communication and timely sharing of assessment results between and among the various standing committees and stakeholders; and
- Establish clear timelines for transmitting recommendations and decisions regarding changes of funding levels in order to restructure stated goals and objectives.

**STANDARD 1B3**

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**STANDARD 1B4**

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate



constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
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### STANDARD 1B3/4: DESCRIPTIVE SUMMARY

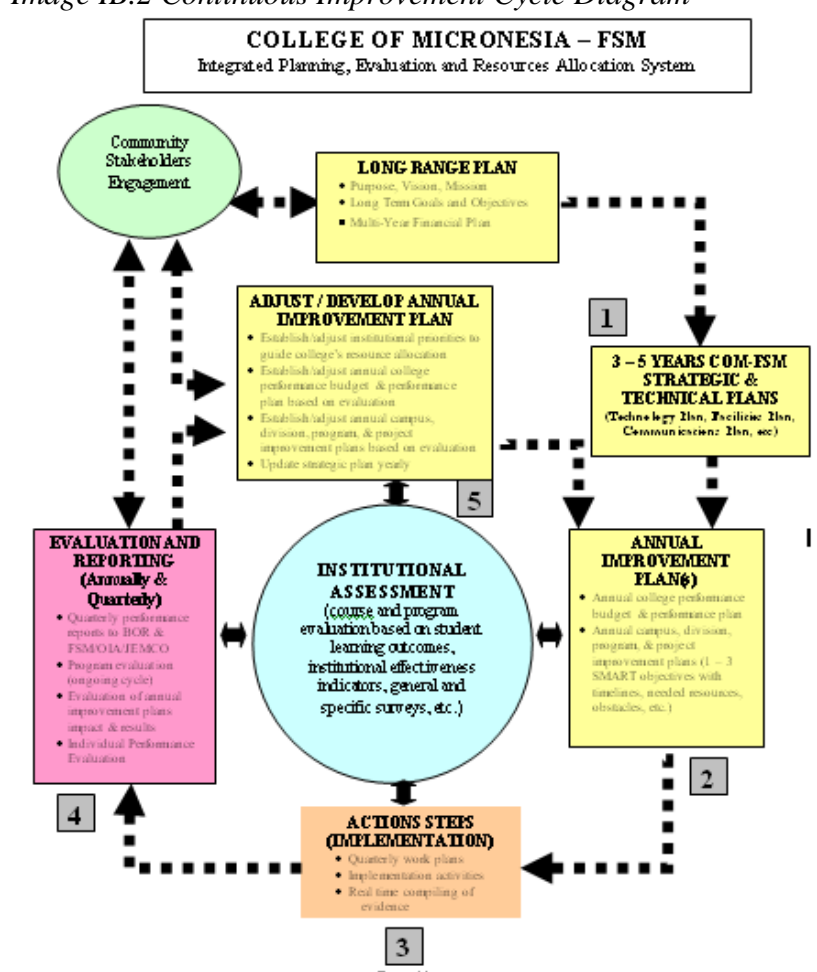
The college has established a continuous improvement cycle that is set forth in the college's Strategic Plan 2006 -2011. This six step cycle is called the "Integrated Planning, Evaluation, and Resource Allocation System." This plan is presented in chart form on the following page and is taken from page 44 of "The Institutional Assessment Plan Handbook" The handbook provides details of the continuous process on program assessment and program review. .

The continuous improvement process includes the following steps:

1. Development of long range plans: Set purpose, vision and mission, of long term goals and objectives, and set multi-year financial plans based on assessment and review for all programs, offices and divisions of the college. Develop 3-5 year strategic and technical plans which include technology plan, facilities plan, and communication plan.
2. Development of annual improvement plan: Include annual performance budget and performance plan with annual campus, division, program, and project improvement plans. In these plans SMART objectives with timelines, needed resources, obstacles or issues are considered.
3. Implementation of plan with action steps: This step is quarterly work plans, implementation of activities, and real time compiling of evidence.
4. Evaluation and Reporting stage: Quarterly performances are reported to the Board of Regents, FSM government offices and the Joint Economic Management and Compact Office (JEMCO). In this stage, program evaluation, evaluation of annual improvement plans impact and results are reported. This stage includes community stakeholder involvement.
5. Adjust/Develop Annual Improvement Plan: Institutional priorities are adjusted based on resource allocation, establishment and adjustment of annual college performance based budget, evaluation, and adjustment of campus, program, division and project annual improvement plans, and update of strategic plans.



Image IB.2 Continuous Improvement Cycle Diagram



The handbook contains templates for the development and reporting of plans and assessment activities. These templates or worksheets are provided with detailed instructions. Integrated planning outcomes are developed using Worksheet#1. Assessment plans are measured using Worksheet #2. Assessment findings, recommendations and reports are made using Worksheet #3. Additionally, the assessment committee is in the process of developing checklists for it to use to guide the review program assessment reports.

Performance based budgeting is the mechanism now being used to allocate resources, whether monetary or human and links performance to activities, to input and outcome measures linking sector plans to the college goals, objectives and priorities. This budgeting method replaces line item budgeting formerly used by all departments and division. The planning and resources committee has a major responsibility for institutional planning and resource allocation. The committee is comprised of members representing all standing committees. They provide input into the adoption of the planning priorities and budget allocations. All performance based budgets are reviewed and approved by the planning and resources committee and forwarded to the Cabinet for endorsement prior to submission to the Board of Regents for final approval.

The continuous improvement process relies on both quantitative and qualitative data. Data is gathered from reports generated from the student information database, course and program student learning outcomes assessment and program reviews. These are combined with surveys of the college community and external stakeholders. The annual surveys include Administrative Satisfaction, Employer Satisfaction and Student Services Satisfaction Survey. College libraries collect monthly statistical data which is compiled into quarterly and annual reports. The libraries also conduct yearly user satisfaction surveys. All campuses survey students at the end of each semester to gain feedback on student satisfaction with courses and program offerings. Current policies for academic and student service programs required the collection of the indicators described in the chart below.

*Table IB.1 Program Review Indicators*

<b>Academic Program Review Indicators</b>	<b>Student Services Program Indicators</b>
Program enrollment Graduation rate Average class size Student seat cost Course complete rate for the program Students' satisfaction rate Employment data Transfer data Programs' student learning outcomes Students' learning outcomes for program courses  Reference: Policy on Instructional Programs Evaluation 5/2006, Curriculum Handbook	Evaluation of program goals by objective measure Evaluation of students' learning outcomes for programs Evaluation of efficiency of program Cost effectiveness evaluation Program completion rate Surveys of students' satisfaction Review of staff employment data/turnover Other measures to be determined  Reference: Policy on Student Services Programs Evaluation 12/2005

The College has instituted a data banking system, the Student Information System (SIS). This has greatly aided the college's ability to gather and compile data and generate reports using information collected periodically from the office of admissions and records, financial aid office, the business office and instructional affairs. The institutional research and planning office uses the information to compile reports for program assessment, student services, and administrative purposes such as the annual data book and reports to IPEDs. Other data can be obtained from different offices upon request. Recently under development is an "institutional scorecard." The scorecard contains data indicators related to one or more of the strategic goals. The score card will provide a snap shot view of the college's institutional efforts and effectiveness and, once in place, can provide a longitudinal perspective of the identified indicators.

### **STANDARD 1B3/4: SELF ANALYSIS**

The College of Micronesia-FSM is well into the development of its overall assessment plan. To date, the college has identified student learning outcomes at the program and course levels and has identified connections among the outcomes to the college goals and mission. The college gathers evidence of student learning as measured against the outcomes at the course and program level from semester to semester and yearly. All campuses are active in assessing student learning outcomes.

With the new SIS database in place, the college is able to mine quantitative data and use to report on measure institutional effectiveness and as a basis for more informed decision making. The college gathers qualitative data through a variety of periodic surveys both internally and externally and informally through participation in advisory groups and councils.

The college has made further progress with its overall assessment plan. It has organized program outcomes showing at what levels objectives are introduced, practiced, and mastered. The college has developed formats for assessing mission, outcomes development, program assessment plans, and program assessment reports. It has developed and distributed an assessment handbook that draws from assessment theory and practice. The college has in place the pieces of a robust assessment plan and is moving forward with gaining institution-wide acceptance and implementation.

The integrated planning, evaluation, and resource allocation system is comprehensive and detail oriented. Worksheets and detailed instructions are provided through the IAP handbook. This handbook has been distributed across campuses and training provided. The plan is relatively new to the college and training is ongoing. The college top management and others who are involved with management functions are aware of the on-going process of planning, implementation, evaluation, and resource allocation, but others may not be as well versed on links between assessment, on-going planning and funding allocations for their department or divisions. More recently all campuses held workshops on performance based budgeting and linking with the institutional plan to “close the loop” for continuous improvement and resource allocation.

Although the governance policy is designed so that everyone, including management, staff, faculty members, and students are to engage in committees and sub committees to participate in the decision-making process, not all engage fully. Although representatives from the college and community are invited to committee meetings, those at the state campuses, with the exception of Pohnpei campus, find it difficult to participate as fully as might be desired. Community and student members, though invited, are often missing from scheduled committee meetings. The college recognizes that it needs to improve upon the systems that it has in place for including broad based input, so that it can better allocate resources and improve institutional effectiveness

The integrated planning, evaluation, and resource allocation system puts emphasis on continuous surveys that are implemented periodically. Not everyone is aware of the purpose or reasons for the surveys and thus, participation may not be as robust as desired. Therefore, when the results are analyzed and interpreted, they may not reflect the true performances of the administrative, instructional and student services.

The performance based budgeting is one mechanism being used to allocate resources, whether monetary or human. This mechanism is linked to outcome measures and to performance activities. This revised way of budgeting has recently been introduced, thus, replacing line item budgeting. Those responsible for compiling budgets are new to this way of budgeting. Training sessions have been conducted. However, more sessions will be needed before the majority of the college fully understands the institutional planning, budgeting, improvements and institutional effectiveness.

The presidential retreat contributes significantly to college planning and college wide understanding of the challenges facing the college. The college may want to consider conducting college wide meetings more frequently during the year so that short-term needs can be addressed and remedied on a timely basis. Long-term needs could be discussed and finalized in the post or follow up conference. Additionally, the post conference follow-up reports, action plans and implementation of the results require time to complete. It is a challenge to prepare and report to the community without undue delay.

#### **STANDARD 1B3/4: PLANNING AGENDA**

- Continue to develop institution wide understanding and acceptance of the assessment program review process and its relationship to resource allocation;
- Continue to assure faculty buy-in for integrated planning, assessment, and resource allocation;
- Ensure leveling of learning outcomes over time;
- Increase bandwidth to allow for easier communication and regular and meaningful input by all campuses; and
- Seek to increase participation in college governance.

#### **STANDARD IB5**

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

#### **STANDARD IB5: DESCRIPTIVE SUMMARY**

The college currently collects, analyzes and shares assessment information within the college community and with the public. Both quantitative and qualitative data are gathered to inform the college community and stakeholders about student success, program effectiveness, faculty and staff, facilities, services, and resources. With the development and implementation of the student information system, the college is now able to readily compile quantitative data for analysis and reporting purposes. The college also administers or participates in a variety of surveys both quantitative and qualitative in nature.

In addition to the data collected as reported above in section I B.4 and I.B.5, the college gathers and compiles the following:

*Table 1B.2 Quantitative/Qualitative Data and Reports*

<b>Quantitative Data and Reports</b>	<b>Qualitative Data and Reports</b>
Enrollment management indicators	Instructional Program Assessments of SLO
Midterm grade deficiency reports	Program Reviews & Assessment worksheets #3
Annual IPEDS data	SCTW program audits for fisheries and maritime programs
Student demographics by FSM state	Course feedback survey
Course completion rates	Retention data survey with Consortium for Student
Retention and persistence rates	Retention Data Exchange
Program completion rates	ACRL college library survey
Graduation rates	COM-FSM Annual library survey
COMET Entrance Test Statistical Summaries Report	Communications survey
Developmental course enrollment and completion rates.	

Monthly & quarterly library statistics Faculty diversity Student /faculty ratios Employee turnover Power consumption Clery Act Campus Crime Reports Annual fiduciary audit reports Quarterly expenditures reports	Student services satisfaction surveys Employee Exit survey COM-FSM Employee satisfaction survey COM-FSM student satisfaction survey
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The college communicates information on institutional effort, effectiveness and quality through several means. All departments prepare written reports quarterly to the board of regents, the FSM government and the JEMCO team on accomplishments, progress and highlights linked to the college's nine goals. These reports indicate relevant outputs, outcomes, and expenditures.

Beginning in 2008, the college, like other members of the Pacific Post Secondary Education Council, compiled and published a Fact Book. The COM-FSM Fact Book provides information on student demographics, enrollment, and additional data comparative with other regional institutions.

By FSM law, the college is required to provide a yearly report to the FSM government providing an overview of accomplishments and highlights. This report along with various institutional data reports are now placed on the college website under the institutional research and planning office for sharing among the college community and stakeholders. The President's Update, a biweekly publication of the college, frequently includes data and mini reports about the college. The update is distributed across all states to both internal and external stakeholders.

#### **STANDARD IB5: SELF ANALYSIS**

During the period of 2004-2007, the college gathered a limited amount of data about students and programs to help determine institutional effectiveness and inform decision making. Data gathering was accomplished using an unsophisticated data program or in many cases tabulated manually. With the implementation of a more robust student information system the availability of data to inform planning and decision making has increased dramatically. The college now has the ability to generate automated data reports. The institutional research office has led the initiative to provide statistical information and fact based reports to aid committee discussions and help the college make decision based on evidence. This is also helping the college to report on institutional quality and effectiveness.

The fact book developed in collaboration with the colleges that comprise the Pacific Post Secondary Educational Council provides the college with comparative data to help inform the college on how it compares with other institutions in the region.

A majority of the college's reports are now available on the college website under the institutional research and planning office. At the writing of this report, the website is neither easily located nor navigated. However, a new webmaster is currently assisting with addressing the need to improve the website link for easy navigation to institutional effectiveness documents and reports. CRE and CES programs, under the land grant component of the college, sponsor many community activities and are significant parts of the college outreach efforts. While the various projects and programs gather data and report to USDA and funding agencies, this information is

not communicated widely. At this time, the extent of services provided, the quality, and impact of the community extension and community outreach programs are not well known within the college or the wider community. The vice president for community research and extension programs has raised this issue and is currently developing an awareness effort. At the recent workshop held in Guam for the regional colleges conducted by ACCJC/WASC on institutional effectiveness, the question was presented on how to best include the various outreach programs in the overall institutional effectiveness system under the four ACCJC standards. For COM-FSM a community college with Land Grant college status and affiliated UDSA sponsored CES and CRE program, the college is challenged to must address the need to compile report and communicate the data and success of these programs under the existing standards. It is also challenged to more publicly report and share information about institutional effectiveness in this area of the college's mission.

The college also is provided feedback related to institutional quality in less formal but equally informative ways at meetings with stakeholder groups. Among these are advisory boards and councils for specific college programs, meetings with state and national leaders, oversight hearings with FSM Congress committees, and the college president's participation as a member of the FSM Association of Chief State School Officers. Through these connections, the college also becomes aware of the perception of stakeholder groups outside of the college.

#### **STANDARD IB5: PLANNING AGENDA**

- Continue to increase data driven decision making;
- Continue to publish and communicate information and reports on institutional quality to internal/external stakeholders;
- Develop a comprehensive plan to gather and report information for CRE and CES program effectiveness;
- Raise the profile of the college through enhanced research and reporting; and
- Develop and implement a plan for assessing if the college is effectively communicating institutional quality within the college and externally.

#### **STANDARD IB6**

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

#### **STANDARD IB7**

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

#### **STANDARD IB6/7: DESCRIPTIVE SUMMARY**

A design feature of the assessment process is often called closing the loop. By this feature, suggestions and comments feed into the improvement plan. The college's policy on continuous improvement cycle provides the overall linkages between planning, assessment and resource allocation and the effectiveness of those linkages. The college's policy includes provisions for periodically reviewing the continuous improvement cycle to make improvements in the system and thereby close the loop.

From 2005-2007, the college focused on student learning outcomes at the course and program level and program reviews. Following this, the college formed an ad hoc assessment committee that along with the office of research and planning developed COM-FSM's Institutional Assessment Plan Handbook which provides guidance for the college's assessment of programs and services. The Institutional Assessment Plan Handbook (IAP) was published in June 2008 and the assessment committee was formally established as a standing committee. Through out the ensuing months continuing to the present, training workshops took place at all campuses. In late October 2009, members of the college community from all sectors met and established planning priorities for the fy 2011 budget. The fy 2011 budget was developed as a performance based budget that links planning outcomes and objectives, assessment measures, and informed human resources and fiscal allocations. This effort brought the college to the point whereby the college formally completed one full cycle of the integrated planning, assessment and resource allocation process.

#### **STANDARD IB6/7: ANALYSIS**

The college has developed an integrated system that can be used to promote a sustainable and continuous quality improvement process. In October 2009, the college held a two-day workshop with representatives from all campuses present to prepare for the development of the fy 2011 performance based budgets marked a significant shift for the college community away from line item budgeting. With the preparation of the performance based budgets by all departments and divisions in November 2009, the college used the IAP worksheets developed by departments and divisions to clearly link the institutional planning, assessment, resource allocation system. Prior to the October meeting, the director of IRPO held workshops at all campuses with respective departments and provided background on "closing the loop" in developing improvement plans linked to college goals and performance based budgeting. With the budget submission and approval only recently at the December 2009 board of regents meeting, the college community as a whole participated in a full cycle of using the institutional integrated planning, assessment and resource allocation system. With this effort comes the first formal implementation of the college's institutional assessment plan and to "close the loop." While many in the administration of the college are familiar with this system, many others are just becoming active participants and familiar with the process up to the recent "closing the loop" phase.

With one formal cycle of the process completed, the college can begin to set a baseline and begin and initial review. The next step is for the college to evaluate the process itself. The evaluation should provide a check to find out if there be wide spread understanding of the nature, value, and process of planning, assessment, and budgeting system. As the college gains more experience in using the system, the assessment committee with feedback as appropriate from other campus constituencies will review the institutional processes, suggest improvements, and make adjustments.

#### **STANDARD IB6/7: PLANNING AGENDA**

- Conduct a formative assessment of the continuous improvement cycle; and
- Make necessary improvements as needed.



## **Evidence**

- Strategic Plan 2006-2011
- IAP Handbook
- Revised Governance Policy
- Terms of Reference for all Standing Committees
- Presidential Retreat Agendas and Reports
- Policy on Continuous Improvement
- Minutes of Assessment Committee
- Assessment Worksheets 1, 2, and 3
- Assessment Committee Checklists
- Minutes of Planning and Resources Committee
- Sample of Performance Based Budget worksheet
- Enrollment Management Indicators
- Institutional Scorecard
- IRPO website [www.comfsm.fm/irpo](http://www.comfsm.fm/irpo)