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# Assessment of ACCJC Rubrics at COM-FSM Spring 2013

**Introduction**

This paper addressed a survey at COM-FSM of three different Accrediting Commission of Community and Junior Colleges (ACCJC) rubrics: Planning, Program Review and Student Learning Outcomes. Data for the survey was collected between February 18, 2013 and March 1, 2013.

On this survey, respondents were asked to state their level of agreement with each of the rubric statements. A Likert Scale was used for the survey with four possible responses: yes, sometimes, no and I do not know.

In addition to calculating percentages, point values were assigned to the valid responses (no = 0 points; sometimes = 0.5 point; and yes = 1 point) and tallied among all of the valid responses provided for each statement. In this type of analysis, averages for different items would be in the range of 0 to 1, with results closer to 1 indicating higher levels of agreement and results closer to 0.5 or less indicating areas possibly in need of attention.

The results have been disaggregated via two methods: (a) by type of employee and (b) by campus location. Appendices 1, 2, and 3 contain the disaggregated results for each of the rubrics.

Disaggregating the rubric results should assist the college in identifying any major differences in the perceptions of the employee groups and/or campus locations. Addressing these differences is an important aspect of the college’s commitment to purposeful, robust, and pervasive dialogue (as required by the ACCJC) around planning, program review, and student learning outcomes.

The survey also provided an area in which respondents could provide comments. All comments from the survey are in Appendix 4.

This survey of the ACCJC rubrics is not a test the institution can pass by achieving high scores via a survey. Rather, the rubrics in survey format are only meant as means to indicate the rubric stage that the college believes it currently has achieved. The rubric results cannot and should not replace true evidence of planning, program review, and student learning outcomes assessment at COM-FSM. Rather, the rubric results should be used to help the college decide in which areas more purposeful, robust, and pervasive dialogue should occur.

**Composition of Responders**

A total of 290 employees of the college responded to the ACCJC Rubrics Survey. The following graphs show the composition of responders by employee type and by campus.

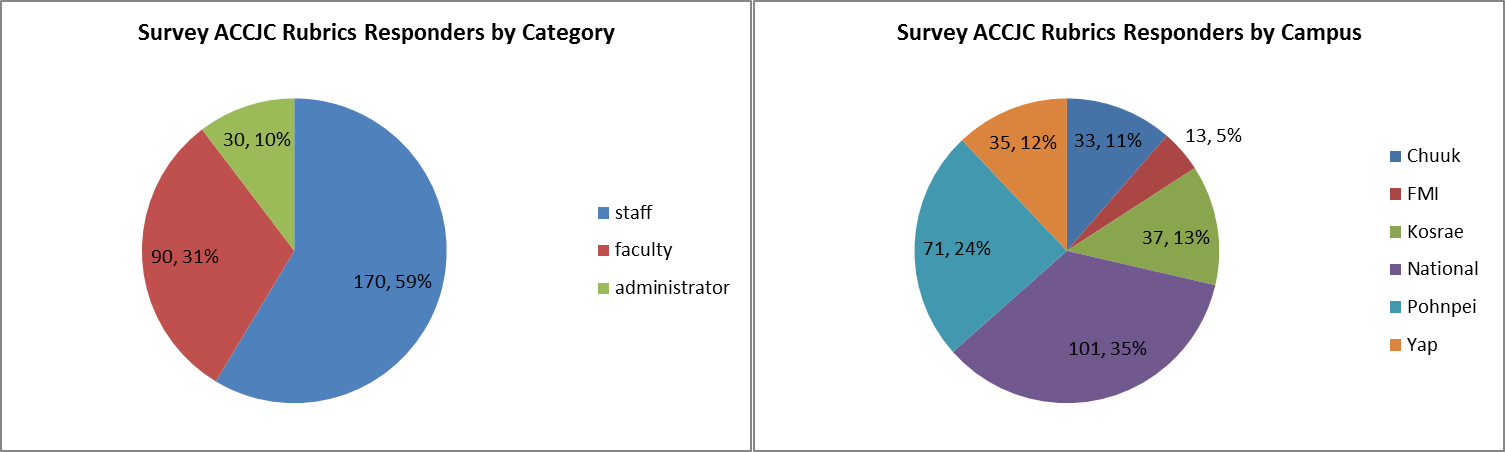


Figure 1 - The graph on the left provides data on the percent of employees who completed the survey by employee type and the graph on the right provides data on the percent of surveys completed by campus

Approximately 55 or 19% (by employee type: staff 21%, faculty 17% and administrators 17%: by campus – Chuuk 15%, FMI 0%, Kosrae 16%, National 23%, Pohnpei 27%, and Yap 6%) of responders to the survey did not provide any significant input (responses to individual items were largely blank). When blanks are combined with “I do not know”, from 22% to 50% of responders either did not respond to individual questions or indicated they lack sufficient information to answer the question.

A partial explanation of the lack of response may be due to problems faced with understanding the survey process and survey fatigue as the number of blanks generally increased as the survey progressed. However, the large percentages of responders who either left the answer blank or indicated “I do not know” does indicate the college needs to continue its emphasis on purposeful and robust dialogue across all segments of the college community and its campuses.

**Highlighted Results from Rubric 1: Planning**

* Overall the college scored quite high in all aspects of the rubric as the majority of the statements either had a high percentages of “yes” responses and /or point values close to 1.0.
* The point value analysis and percent of blank and “I do not know” responses revealed areas the college may wish to explore further. These are the following:
  + Creating linkages between planning and a resource allocation process
  + Identifying and using quantitative and qualitative data
  + Assessing progress toward achieving its education goals over time, particularly via longitudinal data and analyses
  + Increased purposeful and robust dialogue about program review and program review results across all segments of the college community as part of a discussion on institutional effective ness

Detailed results for Rubric 1: Planning are included in Appendix 1

**Highlighted Results from Rubric 2: Program Review**

* Overall the college scored high in all aspects of the rubric as the majority of the statements either had high percentages of “yes” responses and/or point values close to 1.0.
* The point value analysis and percent of blank and “I do not know” responses revealed areas the college may wish to explore further. These are the following:
  + Developing a framework for linking results of program review to planning for improvement
  + Ensuring that program review processes are in place and being implemented regularly
  + Clearly and consistently linking the results of program reviews to institutional planning processes and resource allocation processes = and providing specific examples of linkages
  + Ensuring that program review processes are ongoing, systematic and used to assess and improve student learning and achievement
  + Reviewing and refining the college’s program review process to improve institutional effectiveness
  + Increased purposeful and robust dialogue about program review and program review results across all segments of the college community as part of a discussion on institutional effective ness

Detailed results for Rubric 2: Program Review are included in Appendix 2

**Highlighted Results from Rubric 3: Student Learning Outcomes**

* Overall the college scored quite high in all aspects of the rubric as the majority of the statements either had high percentages of “yes” responses and/or point values close to 1.0.
* The point value analysis and percent of blank and “I do not know” responses revealed areas which the college may wish to explore further. These are the following
  + Ensuring that student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement
  + Increase purposeful and robust dialogue on the pilot projects and steps being put in place to enhance student learning outcomes
  + Evaluating and fine-tuning organizational structure to support student learning on an ongoing basis
  + Linking learning outcomes specifically to program reviews

Detailed results for Rubric 3: Student Learning Outcomes are included in Appendix 3.

## Appendix 1

## Survey Results for Rubric 1: Planning

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **All Responses** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | **81.2% (173)** | **11.3% (24)** | **0.0% (0)** |  | **7.5% (16)** |  | 290 | **213** |  | 0.94 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | **76.4% (162)** | 13.2% (28) | 0.5% (1) |  | 9.9% (21) |  | 290 | 212 |  | 0.92 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | **66.3% (138)** | 17.3% (36) | 3.8% (8) |  | 12.5% (26) |  | 290 | 208 |  | 0.86 |
| Planning: A4: Planning found in only some areas of college operations. | **50.0% (105)** | 20.0% (42) | 19.5% (41) |  | 10.5% (22) |  | 290 | 210 |  | 0.67 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | **69.7% (147)** | 18.5% (39) | 0.0%(0) |  | 11.8% (25) |  | 290 | 211 |  | 0.90 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | **40.9% (85)** | 19.2% (40) | 9.6% (20) |  | 30.3% (63) |  | 290 | 208 |  | 0.72 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | **71.2% (148)** | 7.7% (16) | 4.8% (10) |  | 16.3% (34) |  | 290 | 208 |  | 0.90 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | **84.0% (179)** | 7.0% (15) | 1.9% (4) |  | 7.0% (15) |  | 290 | 213 |  | 0.94 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | **71.9% (151)** | 19.0% (40) | 0.5% (1) |  | 8.6% (18) |  | 290 | 210 |  | 0.89 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | **87.1% (183)** | 10.0% (21) | 0.5% (1) |  | 2.4% (5) |  | 290 | 210 |  | 0.94 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | **77.9% (162)** | 13.0% (27) | 1.0% (2) |  | 8.2% (17) |  | 290 | 208 |  | 0.92 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | **82.9% (175)** | 10.0% (21) | 1.4% (3) |  | 5.7% (12) |  | 290 | 211 |  | 0.93 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | **70.5% (146)** | 17.4% (36) | 1.9% (4) |  | 10.1% (21) |  | 290 | 207 |  | 0.88 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | **75.5% (157)** | 17.8% (37) | 1.9% (4) |  | 4.8% (10) |  | 290 | 208 |  | 0.89 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | **81.4% (166)** | 9.3% (19) | 1.5% (3) |  | 7.8% (16) |  | 290 | 204 |  | 0.93 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | **78.3% (162)** | 15.5% (32) | 2.9% (6) |  | 3.4% (7) |  | 290 | 207 |  | 0.89 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | **78.6% (162)** | 15.5% (32) | 1.0% (2) |  | 4.9% (10) |  | 290 | 206 |  | 0.91 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | **69.6% (142)** | 18.6% (38) | 0.0% (0) |  | 11.8% (24) |  | 290 | 204 |  | 0.89 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | **75.1% (154)** | 17.6% (36) | 2.4% (5) |  | 4.9% (10) |  | 290 | 205 |  | 0.88 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | **82.9% (174)** | 14.8% (31) | 0.5% (1) |  | 1.9% (4) |  | 290 | 210 |  | 0.92 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | **69.7% (145)** | 19.2% (40) | 1.9% (4) |  | 9.1% (19) |  | 290 | 208 |  | 0.87 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | **83.2% (173)** | 10.1% (21) | 0.0% (0) |  | 6.7% (14) |  | 290 | 208 |  | 0.95 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | **83.3% (174)** | 11.5% (24) | 0.5% (1) |  | 4.8% (10) |  | 290 | 209 |  | 0.93 |

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|  | **Administrators** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | **76.2% (16))** | 19.0% (4) | 0.0% (0) |  | 4.8% (1) |  | 30 | 21 |  | 0.90 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | **77.3% (17)** | 4.5% (1) | 0.0% (0) |  | 18.2% (4) |  | 30 | 22 |  | 0.97 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | **70.0% (14)** | 15.0% (3) | 0.0% (0) |  | 15.0% (3) |  | 30 | 20 |  | 0.91 |
| Planning: A4: Planning found in only some areas of college operations. | 35.0% (7) | 25.0% (5) | **40.0% (8)** |  | 0.0% (0) |  | 30 | 20 |  | 0.48 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | **82.6% (19)** | 8.7% (2) | 0.0% (0) |  | 8.7% (2) |  | 30 | 23 |  | 0.95 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | **55.0% (11)** | 20.0% (4) | 20.0% (4) |  | 5.0% (1) |  | 30 | 20 |  | 0.68 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | **60.0% (12)** | 10.0% (2) | 5.0% (1) |  | 25.0% (5) |  | 30 | 20 |  | 0.87 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | **90.9% (20)** | 0.0% (0) | 0.0% (0) |  | 9.1% (2) |  | 30 | 22 |  | 1.00 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | **85.0% (17)** | 15.0% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 20 |  | 0.93 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | **90.9% (20)** | 9.1% (2) | 0.0% (0) |  | 0.0% (0) |  | 30 | 22 |  | 0.95 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | **85.0% (17)** | 10.0% (2) | 5.0% (1) |  | 0.0% (0) |  | 30 | 20 |  | 0.90 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | **95.2% (20)** | 4.8% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 21 |  | 0.98 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | **85.0% (17)** | 15.0% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 20 |  | 0.93 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | **80.0% (16)** | 15.0% (3) | 0.0% (0) |  | 5.0% (1) |  | 30 | 20 |  | 0.92 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | **90.0% (18)** | 5.0% (1) | 0.0% (0) |  | 5.0% (1) |  | 30 | 20 |  | 0.97 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | **86.4% (19)** | 13.6% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 22 |  | 0.93 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | **86.4% (19)** | 9.1% (2) | 4.5% (1) |  | 0.0% (0) |  | 30 | 22 |  | 0.91 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | **71.4% (15)** | 14.3% (3) | 0.0% (0) |  | 14.3% (3) |  | 30 | 21 |  | 0.92 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | **95.2% (20)** | 0.0% (0) | 0.0% (0) |  | 4.8% (1) |  | 30 | 21 |  | 1.00 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | **95.2% (20)** | 4.8% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 21 |  | 0.98 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | **85.7% (18)** | 14.3% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 21 |  | 0.93 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | **95.2% (20)** | 4.8% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 21 |  | 0.98 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | **100.0% (22)** | 0.0% (0) | 0.0% (0) |  | 0.0% (0) |  | 30 | 22 |  | 1.00 |

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|  | **Faculty** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | 75.7% (53) | 18.6% (13) | 0.0% (0) |  | 5.7% (4) |  | 90 | 70 |  | 0.90 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | 71.0% (49) | 17.4% (12) | 0.0% (0) |  | 11.6% (8) |  | 90 | 69 |  | 0.76 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | 63.2% (43) | 20.6% (14) | 2.9% (2) |  | 13.2% (9) |  | 90 | 68 |  | 0.85 |
| Planning: A4: Planning found in only some areas of college operations. | 50.0% (35) | 20.0% (14) | 20.0% (14) |  | 10.0% (7) |  | 90 | 70 |  | 0.67 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | 61.4% (43) | 22.9% (16) | 0.0% (0) |  | 15.7% (11) |  | 90 | 70 |  | 0.86 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | 29.0% (20) | 20.3% (14) | 7.2% (5) |  | 43.5% (30) |  | 90 | 69 |  | 0.69 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | 71.0% (49) | 4.3% (3) | 5.8% (4) |  | 18.8% (13) |  | 90 | 69 |  | 0.90 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | 78.9% (56) | 11.3% (8) | 4.2% (3) |  | 5.6% (4) |  | 90 | 71 |  | 0.90 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | 66.2% (47) | 19.7% (14) | 0.0% (0) |  | 14.1% (10) |  | 90 | 71 |  | 0.89 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | 83.8% (57) | 11.8% (8) | 1.5% (1) |  | 2.9% (2) |  | 90 | 68 |  | 0.92 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | 71.4% (50) | 15.7% (11) | 1.4% (1) |  | 11.4% (8) |  | 90 | 70 |  | 0.90 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | 72.9% (51) | 14.3% (10) | 1.4% (1) |  | 11.4% (8) |  | 90 | 70 |  | 0.90 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | 60.9% (42) | 24.6% (17) | 4.3% (3) |  | 10.1% (7) |  | 90 | 69 |  | 0.81 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | 65.7% (44) | 22.4% (15) | 4.5% (3) |  | 7.5% (5) |  | 90 | 67 |  | 0.83 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | 73.5% (50) | 13.2% (9) | 4.4% (3) |  | 8.8% (6) |  | 90 | 68 |  | 0.88 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | 64.7% (44) | 23.5% (16) | 7.4% (5) |  | 4.4% (3) |  | 90 | 68 |  | 0.80 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | 65.7% (44) | 23.9% (16) | 1.5% (1) |  | 9.0% (6) |  | 90 | 67 |  | 0.85 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | 64.2% (43) | 25.4% (17) | 0.0% (0) |  | 10.4% (7) |  | 90 | 67 |  | 0.86 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | 58.2% (39) | 28.4% (19) | 6.0% (4) |  | 7.5% (5) |  | 90 | 67 |  | 0.78 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | 75.4% (52) | 23.2% (16) | 1.4% (1) |  | 0.0% (0) |  | 90 | 69 |  | 0.87 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | 58.0% (40) | 29.0% (20) | 5.8% (4) |  | 7.2% (5) |  | 90 | 69 |  | 0.78 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | 77.1% (54) | 15.7% (11) | 0.0% (0) |  | 7.1% (5) |  | 90 | 70 |  | 0.92 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | 72.5% (50) | 18.8% (13) | 1.4% (1) |  | 7.2% (5) |  | 90 | 69 |  | 0.88 |

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|  | **Staff** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | 85.2% (104) | 5.7% (7) | 0.0% (0) |  | 9.0% (11) |  | 170 | 122 |  | 0.97 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | 79.3% (96) | 12.4% (15) | 0.8% (1) |  | 7.4% (9) |  | 170 | 121 |  | 0.92 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | 67.5% (81) | 15.8% (19) | 5.0% (6) |  | 11.7% (14) |  | 170 | 120 |  | 0.85 |
| Planning: A4: Planning found in only some areas of college operations. | 52.5% (63) | 19.2% (23) | 15.8% (19) |  | 12.5% (15) |  | 170 | 120 |  | 0.73 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | 72.0% (85) | 17.8% (21) | 0.0% (0) |  | 10.2% (12) |  | 170 | 118 |  | 0.90 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | 45.4% (54) | 18.5% (22) | 9.2% (11) |  | 26.9% (32) |  | 170 | 119 |  | 0.75 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | 73.1% (87) | 9.2% (11) | 4.2% (5) |  | 13.4% (16) |  | 170 | 119 |  | 0.90 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | 85.8% (103) | 5.8% (7) | 0.8% (1) |  | 7.5% (9) |  | 170 | 120 |  | 0.96 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | 73.1% (87) | 19.3% (23) | 0.8% (1) |  | 6.7% (8) |  | 170 | 119 |  | 0.89 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | 88.3% (106) | 9.2% (11) | 0.0% (0) |  | 2.5% (3) |  | 170 | 120 |  | 0.95 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | 80.5% (95) | 11.9% (14) | 0.0% (0) |  | 7.6% (9) |  | 170 | 118 |  | 0.94 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | 86.7% (104) | 8.3% (10) | 1.7% (2) |  | 3.3% (4) |  | 170 | 120 |  | 0.85 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | 73.7% (87) | 13.6% (16) | 0.8% (1) |  | 11.9% (14) |  | 170 | 118 |  | 0.91 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | 80.2% (97) | 15.7% (19) | 0.8% (1) |  | 3.3% (4) |  | 170 | 121 |  | 0.91 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | 84.5% (98) | 7.8% (9) | 0.0% (0) |  | 7.8% (9) |  | 170 | 116 |  | 0.96 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | 84.6% (99) | 11.1% (13) | 0.9% (1) |  | 3.4% (4) |  | 170 | 117 |  | 0.93 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | 84.6% (99) | 12.0% (14) | 0.0% (0) |  | 3.4% (4) |  | 170 | 117 |  | 0.94 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | 72.4% (84) | 15.5% (18) | 0.0% (0) |  | 12.1% (14) |  | 170 | 116 |  | 0.90 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | 81.2% (95) | 14.5% (17) | 0.9% (1) |  | 3.4% (4) |  | 170 | 117 |  | 0.92 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | 85.0% (102) | 11.7% (14) | 0.0% (0) |  | 3.3% (4) |  | 170 | 120 |  | 0.94 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | 73.7% (87) | 14.4% (17) | 0.0% (0) |  | 11.9% (14) |  | 170 | 118 |  | 0.92 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | 84.6% (99) | 7.7% (9) | 0.0% (0) |  | 7.7% (9) |  | 170 | 117 |  | 0.96 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | 86.4% (102) | 9.3% (11) | 0.0% (0) |  | 4.2% (5) |  | 170 | 118 |  | 0.95 |

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|  | **Chuuk** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | **58.3% (14)** | 29.2% (7) | 0.0% (0) |  | 12.5% (3) |  | 33 | 24 |  | 0.83 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | **56.5% (13)** | 26.1% (6) | 4.3% (1) |  | 13.0% (3) |  | 33 | 23 |  | 0.80 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | **41.7% (10)** | 33.3% (8) | 12.5% (3) |  | 12.5% (3) |  | 33 | 24 |  | 0.67 |
| Planning: A4: Planning found in only some areas of college operations. | **34.8% (8)** | 30.4% (7) | 17.4% (4) |  | 17.4% (4) |  | 33 | 23 |  | 0.61 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | **47.8% (11)** | 39.1% (9) | 0.0% (0) |  | 13.0% (3) |  | 33 | 23 |  | 0.78 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | 13.0% (3) | 30.4% (7) | 13.0% (3) |  | **43.5% (10)** |  | 33 | 23 |  | 0.50 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | **69.6% (16)** | 4.3% (1) | 8.7% (2) |  | 17.4% (4) |  | 33 | 23 |  | 0.87 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | **62.5% (15)** | 12.5% (3) | 8.3% (2) |  | 16.7% (4) |  | 33 | 24 |  | 0.83 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | **43.5% (10)** | 30.4% (7) | 4.3% (1) |  | 21.7% (5) |  | 33 | 23 |  | 0.75 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | **68.2% (15)** | 22.7% (5) | 4.5% (1) |  | 4.5% (1) |  | 33 | 22 |  | 0.83 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | **60.9% (14)** | 26.1% (6) | 4.3% (1) |  | 8.7% (2) |  | 33 | 23 |  | 0.81 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | **56.5% (13)** | 21.7% (5) | 4.3% (1) |  | 17.4% (4) |  | 33 | 23 |  | 0.82 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | 40.9% (9) | **45.5% (10)** | 4.5% (1) |  | 9.1% (2) |  | 33 | 22 |  | 0.70 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | **45.8% (11)** | 37.5% (9) | 0.0% (0) |  | 16.7% (4) |  | 33 | 24 |  | 0.78 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | **59.1% (13)** | 9.1% (2) | 9.1% (2) |  | 22.7% (5) |  | 33 | 22 |  | 0.82 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | **54.5% (12)** | 27.3% (6) | 9.1% (2) |  | 9.1% (2) |  | 33 | 22 |  | 0.75 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | **40.9% (9)** | 36.4% (8) | 4.5% (1) |  | 18.2% (4) |  | 33 | 22 |  | 0.72 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | 36.4% (8) | **40.9% (9)** | 0.0% (0) |  | 22.7% (5) |  | 33 | 22 |  | 0.74 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | **40.9% (9)** | **40.9% (9)** | 4.5% (1) |  | 13.6% (3) |  | 33 | 22 |  | 0.71 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | **60.9% (14)** | 30.4% (7) | 0.0% (0) |  | 8.7% (2) |  | 33 | 23 |  | 0.83 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | 31.8% (7) | **45.5% (10)** | 9.1% (2) |  | 13.6% (3) |  | 33 | 22 |  | 0.63 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | **50.0% (11)** | 31.8% (7) | 0.0% (0) |  | 18.2% (4) |  | 33 | 22 |  | 0.81 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | **60.9% (14)** | 30.4% (7) | 4.3% (1) |  | 4.3% (1) |  | 33 | 23 |  | 0.80 |

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|  | **Fisheries and Maritime Institute** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | 69.2% (9) | 23.1% (3) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.88 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | 53.8% (7) | 38.5% (5) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.79 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | 61.5% (8) | 30.8% (4) | 7.7% (1) |  | 0.0% (0) |  | 13 | 13 |  | 0.77 |
| Planning: A4: Planning found in only some areas of college operations. | 76.9% (10) | 15.4% (2) | 7.7% (1) |  | 23.1% (3) |  | 13 | 13 |  | 0.85 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | 61.5% (8) | 15.4% (2) | 0.0% (0) |  | 23.1% (3) |  | 13 | 13 |  | 0.90 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | 33.3% (4) | 33.3% (4) | 0.0% (0) |  | 33.3% (4) |  | 13 | 12 |  | 0.75 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | 66.7% (8) | 16.7% (2) | 0.0% (0) |  | 16.7% (2) |  | 13 | 12 |  | 0.90 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | 76.9% (10) | 23.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.88 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | 61.5% (8) | 23.1% (3) | 0.0% (0) |  | 15.4% (2) |  | 13 | 13 |  | 0.86 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | 76.9% (10) | 23.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.88 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | 69.2% (9) | 30.8% (4) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.85 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | 84.6% (11) | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | 69.2% (9) | 23.1% (3) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.88 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | 61.5% (8) | 30.8% (4) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.83 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | 84.6% (11) | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | 100.0 (13) | 0.0% (0) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 1.00 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | 76.9% (10) | 23.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.88 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | 53.8% (7) | 30.8% (4) | 0.0% (0) |  | 15.4% (2) |  | 13 | 13 |  | 0.82 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | 76.9% (10) | 23.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.88 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | 84.6% (11) | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | 61.5%(8) | 30.8% (4) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.83 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | 84.6% (11) | 0.0% (0) | 0.0% (0) |  | 15.4% (2) |  | 13 | 13 |  | 1.00 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | 83.3% (10) | 8.3% (1) | 0.0% (0) |  | 8.3% (1) |  | 13 | 12 |  | 0.95 |

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|  | **Kosrae** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | 79.3% (23) | 6.9% (2) | 0.0% (0) |  | 13.8% (4) |  | 37 | 29 |  | 0.96 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | 66.7% (20) | 16.7% (5) | 0.0% (0) |  | 16.7% (5) |  | 37 | 30 |  | 0.90 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | 60.7% (17) | 21.4% (6) | 7.1% (2) |  | 10.7% (3) |  | 37 | 28 |  | 0.80 |
| Planning: A4: Planning found in only some areas of college operations. | 35.7% (10) | 25.0% (7) | 35.7% (10) |  | 3.6% (1) |  | 37 | 28 |  | 0.50 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | 61.3% (19) | 19.4% (6) | 0.0% (0) |  | 19.4% (6) |  | 37 | 31 |  | 0.88 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | 35.7% (10) | 25.0% (7) | 14.3% (4) |  | 25.0% (7) |  | 37 | 28 |  | 0.64 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | 64.3% (18) | 14.3% (4) | 0.0% (0) |  | 21.4% (6) |  | 37 | 28 |  | 0.91 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | 83.3% (25) | 10.0% (3) | 0.0% (0) |  | 6.7% (2) |  | 37 | 30 |  | 0.95 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | 85.7% (24) | 14.3% (4) | 0.0% (0) |  | 0.0% (0) |  | 37 | 28 |  | 0.93 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | 86.7% (36) | 13.3% (4) | 0.0% (0) |  | 0.0% (0) |  | 37 | 30 |  | 0.95 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | 78.6% (22) | 14.3% (4) | 0.0% (0) |  | 7.1% (2) |  | 37 | 28 |  | 0.92 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | 86.7% (26) | 10.0% (3) | 3.3% (1) |  | 0.0% (0) |  | 37 | 30 |  | 0.92 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | 71.4% (20) | 14.3% (4) | 0.0% (0) |  | 14.3% (4) |  | 37 | 28 |  | 0.92 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | 86.2% (25) | 13.8% (4) | 0.0% (0) |  | 0.0% (0) |  | 37 | 29 |  | 0.93 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | 85.7% (24) | 7.1% (2) | 0.0% (0) |  | 7.1% (2) |  | 37 | 28 |  | 0.96 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | 83.3% (25) | 13.3% (4) | 0.0% (0) |  | 3.3% (1) |  | 37 | 30 |  | 0.93 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | 80.0% (24) | 20.0% (6) | 0.0% (0) |  | 0.0% (0) |  | 37 | 30 |  | 0.90 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | 65.5% (19) | 24.1% (7) | 0.0% (0) |  | 10.3% (3) |  | 37 | 29 |  | 0.87 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | 79.3% (23) | 17.2% (5) | 0.0% (0) |  | 3.4% (1) |  | 37 | 29 |  | 0.91 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | 83.9% (26) | 16.1% (5) | 0.0% (0) |  | 0.0% (0) |  | 37 | 31 |  | 0.92 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | 65.5% (19) | 20.7% (6) | 0.0% (0) |  | 13.8% (4) |  | 37 | 29 |  | 0.88 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | 85.7% (24) | 10.7% (3) | 0.0% (0) |  | 3.6% (1) |  | 37 | 28 |  | 0.94 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | 85.7% (24) | 7.1% (2) | 0.0% (0) |  | 7.1% (2) |  | 37 | 28 |  | 0.96 |

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|  | **National** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | 83.1% (59) | 11.3% (8) | 0.0% (0) |  | 5.6% (4) |  | 101 | 71 |  | 0.94 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | 90.1% (64) | 7.0% (5) | 0.0% (0) |  | 2.8% (2) |  | 101 | 71 |  | 0.86 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | 68.1% (47) | 15.9% (11) | 1.4% (1) |  | 14.5% (10) |  | 101 | 69 |  | 0.89 |
| Planning: A4: Planning found in only some areas of college operations. | 45.7% (32) | 20.0% (14) | 22.9% (16) |  | 11.4% (8) |  | 101 | 70 |  | 0.63 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | 72.9% (51) | 21.4% (15) | 0.0% (0) |  | 5.7% (4) |  | 101 | 70 |  | 0.89 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | 44.9% (31) | 17.4% (12) | 7.2% (5) |  | 30.4% (21) |  | 101 | 69 |  | 0.77 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | 72.9% (51) | 8.6% (6) | 4.3% (3) |  | 14.3% (10) |  | 101 | 70 |  | 0.90 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | 91.5% (65) | 4.2% (3) | 1.4% (1) |  | 2.8% (2) |  | 101 | 71 |  | 0.96 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | 74.6% (53) | 19.7% (14) | 0.0% (0) |  | 5.6% (4) |  | 101 | 71 |  | 0.90 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | 91.7% (66) | 5.6% (4) | 0.0% (0) |  | 2.8% (2) |  | 101 | 72 |  | 0.97 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | 77.5% (55) | 11.3% (8) | 0.0% (0) |  | 11.3% (8) |  | 101 | 71 |  | 0.94 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | 85.9% (61) | 11.3% (8) | 0.0% (0) |  | 2.8% (2) |  | 101 | 71 |  | 0.94 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | 74.6% (53) | 19.7% (14) | 2.8% (2) |  | 2.8% (2) |  | 101 | 71 |  | 0.87 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | 79.4% (54) | 13.2% (9) | 4.4% (3) |  | 2.9% (2) |  | 101 | 68 |  | 0.89 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | 85.5% (59) | 7.2% (5) | 0.0% (0) |  | 7.2% (5) |  | 101 | 69 |  | 0.96 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | 76.8% (53) | 17.4% (12) | 1.4% (1) |  | 4.3% (3) |  | 101 | 69 |  | 0.89 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | 88.4% (61) | 8.7% (6) | 0.0% (0) |  | 2.9% (2) |  | 101 | 69 |  | 0.96 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | 75.4% (52) | 14.5% (10) | 0.0% (0) |  | 10.1% (7) |  | 101 | 69 |  | 0.92 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | 73.9% (51) | 23.2% (16) | 1.4% (1) |  | 1.4% (1) |  | 101 | 69 |  | 0.87 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | 88.7% (63) | 9.9% (7) | 0.0% (0) |  | 1.4% (1) |  | 101 | 71 |  | 0.95 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | 77.5% (55) | 12.7% (9) | 1.4% (1) |  | 8.5% (6) |  | 101 | 71 |  | 0.92 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | 87.3% (62) | 8.5% (6) | 0.0% (0) |  | 4.2% (3) |  | 101 | 71 |  | 0.96 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | 84.7% (61) | 9.7% (7) | 0.0% (0) |  | 5.6% (4) |  | 101 | 72 |  | 0.95 |

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|  | **Pohnpei** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | 91.5% (43) | 4.3% (2) | 0.0% (0) |  | 4.3% (2) |  | 71 | 47 |  | 0.98 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | 78.7% (37) | 8.5% (4) | 0.0% (0) |  | 12.8% (6) |  | 71 | 47 |  | 0.95 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | 83.0% (39) | 4.3% (2) | 2.1% (1) |  | 10.6% (5) |  | 71 | 47 |  | 0.95 |
| Planning: A4: Planning found in only some areas of college operations. | 59.6% (28) | 14.9% (7) | 12.8% (6) |  | 12.8% (6) |  | 71 | 47 |  | 0.77 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | 83.0% (39) | 8.5% (4) | 0.0% (0) |  | 8.5% (4) |  | 71 | 47 |  | 0.95 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | 53.2% (25) | 17.0% (8) | 8.5% (4) |  | 21.3% (10) |  | 71 | 47 |  | 0.78 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | 76.1% (35) | 4.3% (2) | 10.9% (5) |  | 8.7% (4) |  | 71 | 46 |  | 0.86 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | 89.1% (41) | 4.3% (2) | 2.2% (1) |  | 4.3% (2) |  | 71 | 46 |  | 0.95 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | 78.3% (36) | 15.2% (7) | 0.0% (0) |  | 6.5% (3) |  | 71 | 46 |  | 0.92 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | 95.6% (43) | 4.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 71 | 45 |  | 0.98 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | 88.9% (40) | 2.2% (1) | 2.2% (1) |  | 6.7% (3) |  | 71 | 45 |  | 0.96 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | 91.1% (41) | 2.2% (1) | 0.0% (0) |  | 6.7% (3) |  | 71 | 45 |  | 0.99 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | 79.5% (35) | 4.5% (2) | 2.3% (1) |  | 13.6% (6) |  | 71 | 44 |  | 0.95 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | 84.8% (39) | 10.9% (5) | 2.2% (1) |  | 2.2% (1) |  | 71 | 46 |  | 0.92 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | 82.2% (37) | 11.1% (5) | 2.2% (1) |  | 4.4% (2) |  | 71 | 45 |  | 0.92 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | 78.3% (36) | 15.2% (7) | 6.5% (3) |  | 0.0% (0) |  | 71 | 46 |  | 0.86 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | 77.8% (35) | 17.8% (8) | 2.2% (1) |  | 2.2% (1) |  | 71 | 45 |  | 0.89 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | 79.5% (35) | 13.6% (6) | 0.0% (0) |  | 6.8% (3) |  | 71 | 44 |  | 0.93 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | 86.7% (39) | 2.2% (1) | 6.7% (3) |  | 4.4% (2) |  | 71 | 45 |  | 0.92 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | 79.5% (35) | 15.9% (7) | 2.3% (1) |  | 2.3% (1) |  | 71 | 44 |  | 0.90 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | 77.8% (35) | 13.3% (6) | 2.2% (1) |  | 6.7% (3) |  | 71 | 45 |  | 0.90 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | 88.9% (40) | 11.1% (5) | 0.0% (0) |  | 0.0% (0) |  | 71 | 45 |  | 0.94 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | 88.5% (40) | 11.1% (5) | 0.0% (0) |  | 0.0% (0) |  | 71 | 45 |  | 0.94 |

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|  | **Yap** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Planning | Planning: A1: The college has preliminary investigative dialogue about planning processes. | 86.2% (25) | 6.9% (2) | 0.0% (0) |  | 6.9% (2) |  | 35 | 29 |  | 0.96 |
| Planning: A2: There is recognition of case need for quantitative and qualitative data and analysis in planning. | 75.0% (21) | 10.7% (3) | 0.0% (0) |  | 14.3% (4) |  | 35 | 28 |  | 0.94 |
| Planning: A3: The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). | 63.0% (17) | 18.5% (5) | 0.0% (0) |  | 18.5% (5) |  | 35 | 27 |  | 0.89 |
| Planning: A4: Planning found in only some areas of college operations. | 58.6% (17) | 17.2% (5) | 13.8% (4) |  | 10.3% (3) |  | 35 | 29 |  | 0.75 |
| Planning: A5: There is exploration of models and definitions and issues related to planning. | 70.4% (19) | 11.1% (3) | 0.0% (0) |  | 18.5% (5) |  | 35 | 27 |  | 0.93 |
| Planning: A6: There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money”. | 41.4% (12) | 6.9% (2) | 13.8% (4) |  | 37.9% (11) |  | 35 | 29 |  | 0.72 |
| Planning: A7: The college may have a consultant-supported plan for facilities, or a strategic plan. | 69.0% (20) | 3.4% (1) | 0.0% (0) |  | 27.6% (8) |  | 35 | 29 |  | 0.98 |
| Planning: D1: The Institution has defined a planning process and assigned responsibility for implementing it. | 79.3% (23) | 3.4% (1) | 0.0% (0) |  | 17.2% (5) |  | 35 | 29 |  | 0.98 |
| Planning: D2: The Institution has identified quantitative and qualitative data and is using it. | 69.0% (20) | 17.2% (3) | 0.0% (0) |  | 13.8% (4) |  | 35 | 29 |  | 0.93 |
| Planning: D3: Planning efforts are specifically linked to institutional mission and goals. | 82.1% (23) | 10.7% (3) | 0.0.% (0) |  | 7.1% (2) |  | 35 | 28 |  | 0.94 |
| Planning: D4: The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. | 78.6% (22) | 14.3% (4) | 0.0% (0) |  | 7.1% (2) |  | 35 | 28 |  | 0.92 |
| Planning: D5: Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. | 79.3% (23) | 6.9% (2) | 3.4% (1) |  | 10.3% (3) |  | 35 | 29 |  | 0.92 |
| Planning: D6: Planning processes reflect the participation of a broad constituent base. | 69.0% (20) | 10.3% (3) | 0.0% (0) |  | 20.7% (6) |  | 35 | 29 |  | 0.93 |
| Planning: P1: The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | 71.4% (20) | 21.4% (6) | 0.0% (0) |  | 7.1% (2) |  | 35 | 28 |  | 0.88 |
| Planning: P2: The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | 81.5% (22) | 11.1% (3) | 0.0% (0) |  | 7.4% (2) |  | 35 | 27 |  | 0.94 |
| Planning: P3: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | 85.2% (23) | 11.1% (3) | 0.0% (0) |  | 3.7% (1) |  | 35 | 27 |  | 0.94 |
| Planning: P4: The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | 85.2% (23) | 7.4% (2) | 0.0% (0) |  | 11.1% (3) |  | 35 | 27 |  | 0.96 |
| Planning: P5: The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | 77.8% (21) | 7.4% (2) | 0.0% (0) |  | 14.8% (4) |  | 35 | 27 |  | 0.96 |
| Planning: P6: The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | 81.5% (22) | 7.4% (2) | 0.0% (0) |  | 11.1% (3) |  | 35 | 27 |  | 0.96 |
| Planning: C1: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | 89.3% (25) | 10.7% (3) | 0.0% (0) |  | 0.0% (0) |  | 35 | 28 |  | 0.95 |
| Planning: C2: There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | 75.0% (21) | 17.9% (5) | 0.0% (0) |  | 7.1% (2) |  | 35 | 28 |  | 0.90 |
| Planning: C3: There is ongoing review and adaptation of evaluation and planning processes. | 86.2% (35) | 0.0% (0) | 0.0% (0) |  | 13.8% (4) |  | 35 | 29 |  | 1.00 |
| Planning: C4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. | 86.2% (25) | 6.9% (2) | 0.0% (0) |  | 6.9% (2) |  | 35 | 29 |  | 0.96 |

## Appendix 2

## Survey Results for Rubric 2: Program Review

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|  | **All Responses** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **82.1% (188)** | 10.5% (24) | 0.4% (1) |  | 7.0% (16) |  | 235 | 229 |  | 0.94 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **74.4% (169)** | 16.3% (37) | 0.4% (1) |  | 8.8% (20) |  | 235 | 227 |  | 0.91 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **74.4% (169)** | 16.7% (38) | 0.9% (2) |  | 7.9% (18) |  | 235 | 227 |  | 0.90 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **64.9% (146)** | 12.4% (28) | 1.8% (4) |  | 20.9% (47) |  | 235 | 225 |  | 0.90 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **83.9% (193)** | 14.3% (33) | 0.4% (1) |  | 1.3% (3) |  | 235 | 230 |  | 0.92 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **76.4% (172)** | 18.7% (42) | 1.3% (3) |  | 3.6% (8) |  | 235 | 225 |  | 0.89 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **73.6% (167)** | 19.8% (45) | 0.4% (1) |  | 6.2% (14) |  | 235 | 227 |  | 0.89 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **58.7% (132)** | 24.4% (55) | 1.8% (4) |  | 15.1% (34) |  | 235 | 225 |  | 0.84 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **78.3% (177)** | 14.2% (32) | 0.4% (1) |  | 7.1% (16) |  | 235 | 226 |  | 0.92 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **68.8% (154)** | 17.9% (40) | 0.9% (2) |  | 12.5% (28) |  | 235 | 224 |  | 0.89 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **72.7% (165)** | 23.8% (54) | 0.9% (2) |  | 2.6% (6) |  | 235 | 227 |  | 0.87 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **77.9% (176)** | 15.0% (34) | 1.3% (3) |  | 5.8% (13) |  | 235 | 226 |  | 0.91 |
| Program Review: P3: The program review framework is established and implemented. | **76.2% (173)** | 15.0% (34) | 0.9% (2) |  | 7.9% (18) |  | 235 | 227 |  | 0.91 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **69.5% (157)** | 22.1% (50) | 2.2% (5) |  | 6.2% (14) |  | 235 | 226 |  | 0.86 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **69.3% (156)** | 17.8% (40) | 3.1% (7) |  | 9.8% (22) |  | 235 | 225 |  | 0.87 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **85.0% (192)**) | 11.5% (26) | 0.9% (2 |  | 2.7% (6) |  | 235 | 226 |  | 0.93 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **86.5% (198)** | 10.5% (24) | 0.4% (1) |  | 2.6% (6) |  | 235 | 229 |  | 0.94 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **82.4% (187)** | 12.3% (28) | 0.4% (1) |  | 4.8% (11) |  | 235 | 227 |  | 0.93 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **83.1% (187)** | 12.9% (29) | 0.4% (1) |  | 3.6% (8) |  | 235 | 225 |  | 0.93 |

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|  | **Administrators** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **83.3% (20)** | 16.7% (4) | 0.0% (0) |  | 0.0% (0) |  | 30 | 24 |  | 0.92 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **87.5% (21)** | 8.3% (2) | 4.2% (1) |  | 0.0% (0) |  | 30 | 24 |  | 0.92 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **82.6% (19)** | 13.0% (3) | 0.0% (0) |  | 4.3% (1) |  | 30 | 23 |  | 0.93 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **78.3% (18)** | 8.7% (2) | 4.3% (1) |  | 8.7% (2) |  | 30 | 23 |  | 0.90 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **87.5% (21)** | 12.5% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 24 |  | 0.94 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **81.8% (18)** | 18.2% (4) | 0.0% (0) |  | 0.0% (0) |  | 30 | 22 |  | 0.91 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **65.2% (15)** | 26.1% (6) | 0.0% (0) |  | 8.7% (2) |  | 30 | 23 |  | 0.86 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **43.5% (10)** | **43.5% (10)** | 0.0% (0) |  | 13.0% (3) |  | 30 | 23 |  | 0.75 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **87.5% (21)** | 12.5% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 24 |  | 0.94 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **72.7% (16)** | 18.2% (4) | 0.0% (0) |  | 9.1% (2) |  | 30 | 22 |  | 0.90 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **77.3% (17)** | 22.7% (5) | 0.0% (0) |  | 0.0% (0) |  | 30 | 22 |  | 0.89 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **79.2% (19)** | 20.8% (5) | 0.0% (0) |  | 0.0% (0) |  | 30 | 24 |  | 0.90 |
| Program Review: P3: The program review framework is established and implemented. | **73.9% (17)** | 21.7% (5) | 0.0% (0) |  | 4.3% (1) |  | 30 | 23 |  | 0.89 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **73.9% (17)** | 17.4% (4) | 4.3% (1) |  | 4.3% (1) |  | 30 | 23 |  | 0.86 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **59.1% (13)** | 27.3% (6) | 0.0% (0) |  | 13.6% (3) |  | 30 | 22 |  | 0.84 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **87.5% (21)** | 12.5% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 24 |  | 0.94 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **75.0% (18)** | 25.0% (6) | 0.0% (0) |  | 0.0% (0) |  | 30 | 24 |  | 0.88 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **83.3% (20)** | 16.7% (4) | 0.0% (0) |  | 0.0% (0) |  | 30 | 24 |  | 0.92 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **83.3% (20)** | 16.7% (4) | 0.0% (0) |  | 0.0% (0) |  | 30 | 24 |  | 0.92 |

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|  | **Faculty** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **79.7% (59)** | 13.5% (10) | 1.4% (1) |  | 5.4% (4) |  | 90 | 74 |  | 0.91 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **67.1% (49)** | 20.5% (15) | 0.0% (0) |  | 12.3% (9) |  | 90 | 73 |  | 0.88 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **73.0% (54)** | 17.6% (13) | 1.4% (1) |  | 8.1% (6) |  | 90 | 74 |  | 0.89 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **58.9% (43)** | 16.4% (12) | 2.7% (2) |  | 21.9% (16) |  | 90 | 73 |  | 0.86 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **76.7% (56)** | 23.3% (17) | 0.0% (0) |  | 0.0% (0) |  | 90 | 73 |  | 0.88 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **65.8% (48)** | 28.8% (21) | 1.4% (1) |  | 4.1% (3) |  | 90 | 73 |  | 0.84 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **66.2% (49)** | 27.0% (20) | 1.4% (1) |  | 5.4% (4) |  | 90 | 74 |  | 0.84 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **41.7% (30)** | 26.4% (19) | 5.6% (4) |  | 26.4% (19) |  | 90 | 72 |  | 0.75 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **65.3% (47)** | 16.7% (12) | 1.4% (1) |  | 16.7% (12) |  | 90 | 72 |  | 0.88 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **62.5% (45)** | 15.3% (11) | 2.8% (2) |  | 19.4% (14) |  | 90 | 72 |  | 0.87 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **72.6% (53)** | 24.7% (18) | 2.7% (2) |  | 0.0% (0) |  | 90 | 73 |  | 0.85 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **69.4% (50)** | 18.1% (13) | 2.8% (2) |  | 9.7% (7) |  | 90 | 72 |  | 0.87 |
| Program Review: P3: The program review framework is established and implemented. | **74.3% (55)** | 14.9% (11 | 2.7% (2) |  | 8.1% (6) |  | 90 | 74 |  | 0.89 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **54.1% (40)** | 32.4% (24) | 4.1% (3) |  | 9.5% (7) |  | 90 | 74 |  | 0.78 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **61.6% (45)** | 19.2% (14) | 6.8% (5) |  | 12.3% (9) |  | 90 | 73 |  | 0.81 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **70.8% (51)** | 22.2% (16) | 2.8% (2) |  | 4.2% (3) |  | 90 | 72 |  | 0.86 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **84.9% (62)** | 11.0% (8) | 1.4% (1) |  | 2.7% (2) |  | 90 | 73 |  | 0.93 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **71.2% (52)** | 19.2% (14) | 1.4% (1) |  | 8.2% (6) |  | 90 | 73 |  | 0.88 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **70.8% (51)** | 23.6% (17) | 1.4% (1) |  | 4.2% (3) |  | 90 | 72 |  | 0.86 |

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|  | **Staff** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **83.2% (109)** | 7.6% (10) | 0.0% (0) |  | 9.2% (12) |  | 170 | 131 |  | 0.96 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **76.2% (99)** | 15.4% (20) | 0.0% (0) |  | 8.5% (11) |  | 170 | 130 |  | 0.92 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **73.8% (96)** | 16.9% (22) | 0.8% (1) |  | 8.5% (11) |  | 170 | 130 |  | 0.90 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **65.9% (85)**) | 10.9% (14) | 0.8% (1) |  | 22.5% (29 |  | 170 | 129 |  | 0.92 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **87.2% (116)** | 9.8% (13) | 0.8% (1) |  | 2.3% (3) |  | 170 | 133 |  | 0.94 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **81.5% (106)** | 13.1% (17) | 1.5% (2) |  | 3.8% (5) |  | 170 | 130 |  | 0.92 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **79.2% (103)**) | 14.6% (19) | 0.0% (0) |  | 6.2% (8 |  | 170 | 130 |  | 0.92 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **70.8% (92)** | 20.0% (26) | 0.0% (0) |  | 9.2% (12) |  | 170 | 130 |  | 0.89 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **83.8% (109)** | 13.1% (17) | 0.0% (0) |  | 3.1% (4) |  | 170 | 130 |  | 0.93 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **71.5% (93)**) | 19.2% (25) | 0.0% (0) |  | 9.2% (12 |  | 170 | 130 |  | 0.89 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **72.0% (95)** | 23.5% (31) | 0.0% (0) |  | 4.5% (6) |  | 170 | 132 |  | 0.75 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **82.3% (107)**) | 12.3% (16 | 0.8% (1) |  | 4.6% (6) |  | 170 | 130 |  | 0.93 |
| Program Review: P3: The program review framework is established and implemented. | **77.7% (101)** | 13.8% (18) | 0.0% (0) |  | 8.5% (11) |  | 170 | 130 |  | 0.92 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **77.5% (100)** | 17.1% (22) | 0.8% (1) |  | 4.7% (6) |  | 170 | 129 |  | 0.90 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **75.4% (98)** | 15.4% (20) | 1.5% (2) |  | 7.7% (10) |  | 170 | 130 |  | 0.90 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **92.3% (120)** | 5.4% (7) | 0.0% (0) |  | 2.3% (3) |  | 170 | 130 |  | 0.97 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **89.4% (118)** | 7.6% (10) | 0.0% (0) |  | 3.0% (4) |  | 170 | 132 |  | 0.96 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **88.5% (115)**) | 7.7% (10 | 0.0% (0) |  | 3.8% (5) |  | 170 | 130 |  | 0.96 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **89.9% (116)** | 6.2% (8) | 0.0% (0) |  | 3.9% (5) |  | 170 | 129 |  | 0.97 |

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|  | **Chuuk** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **63.0% (17)** | 22.2% (6) | 3.7% (1) |  | 11.1% (3) |  | 33 | 27 |  | 0.83 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **40.0% (10)** | 28.0% (7) | 4.0% (1) |  | 28.0% (7) |  | 33 | 25 |  | 0.75 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **64.0% (16)**) | 24.0% (6) | 0.0% (0 |  | 12.0% (3) |  | 33 | 25 |  | 0.86 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **40.0% (10)** | **40.0% (10)** | 4.0% (1) |  | 16.0% (4) |  | 33 | 25 |  | 0.71 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **70.4% (19)** | 25.9% (7) | 0.0% (0) |  | 3.7% (1) |  | 33 | 27 |  | 0.87 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **44.0% (11)** | 36.0% (9) | 8.0% (2) |  | 12.0% (3) |  | 33 | 25 |  | 0.70 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **52.0% (13)** | 40.0% (10) | 4.0% (1) |  | 4.0% (1) |  | 33 | 25 |  | 0.75 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | 33.3% (8) | **37.5% (9)** | 8.3% (2) |  | 20.8% (5) |  | 33 | 24 |  | 0.66 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **50.0% (12)** | 25.0% (6) | 0.0% (0) |  | 25.0% (6) |  | 33 | 24 |  | 0.83 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **41.7% (10)** | 33.3% (8) | 0.0% (0) |  | 25.0% (6) |  | 33 | 24 |  | 0.78 |
| Program Review: P1: Program review processes are in place and implemented regularly. | 38.5% (10) | **46.2% (12)** | 7.7% (2) |  | 7.7% (2) |  | 33 | 26 |  | 0.67 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | 37.5% (9) | **45.8% (11)** | 4.2% (1) |  | 12.5% (3) |  | 33 | 24 |  | 0.69 |
| Program Review: P3: The program review framework is established and implemented. | 36.0% (9) | **44.0% (11)** | 4.0% (1) |  | 16.0% (4) |  | 33 | 25 |  | 0.69 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | 32.0% (8) | **60.0% (15)** | 4.0% (1) |  | 4.0% (1) |  | 33 | 25 |  | 0.65 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **40.0% (10)** | 28.0% (7) | 8.0% (2) |  | 24.0% (6) |  | 33 | 25 |  | 0.71 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **61.5% (16)** | 26.9% (7) | 3.8% (1) |  | 7.7% (2) |  | 33 | 26 |  | 0.81 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **55.6% (15)** | 29.6% (8) | 3.7% (1) |  | 11.1% (3) |  | 33 | 27 |  | 0.79 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **60.0% (15)**) | 28.0% (7) | 0.0% (0 |  | 12.0% (3) |  | 33 | 25 |  | 0.84 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **56.0% (14)** | 36.0% (9) | 0.0% (0) |  | 8.0% (2) |  | 33 | 25 |  | 0.80 |

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|  | **Fisheries and Maritime Institute** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **69.2% (9)** | 23.1% (3) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.88 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **76.9% (10)** | 15.4% (2) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.92 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **53.8% (7)** | 38.5% (5) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.79 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **46.2% (6)**) | 30.8% (4) | 0.0% (0) |  | 23.1% (3 |  | 13 | 13 |  | 0.80 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **92.3% (12)** | 7.7% (1) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.96 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **84.6% (11)**) | 15.4% (2) | 0.0% (0) |  | 0.0% (0 |  | 13 | 13 |  | 0.92 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **84.6% (11)** | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **53.8% (7)** | 38.5% (5) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.79 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **61.5% (8)** | 38.5% (5) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.81 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **61.5% (8)** | 38.5% (5) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.81 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **76.9% (10)** | 23.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.88 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **92.3% (12)** | 7.7% (1) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.96 |
| Program Review: P3: The program review framework is established and implemented. | **92.3% (12)** | 7.7% (1) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.96 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **53.8% (7)** | 46.2% (6) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.77 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **76.9% (10)** | 23.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.88 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **92.3% (12)** | 7.7% (1) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.96 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **92.3% (12)** | 7.7% (1) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.96 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **92.3% (12)** | 7.7% (1) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.96 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **92.3% (12)** | 7.7% (1) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.96 |

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|  | **Kosrae** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **83.3% (25)** | 6.7% (2) | 0.0% (0) |  | 10.0% (3) |  | 37 | 30 |  | 0.96 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **83.3% (25)** | 6.7% (2) | 0.0% (0) |  | 10.0% (3) |  | 37 | 30 |  | 0.96 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **75.9% (22)** | 20.7% (6) | 0.0% (0) |  | 3.4% (1) |  | 37 | 29 |  | 0.89 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **72.4% (21)** | 13.8% (4) | 3.4% (1) |  | 10.3% (3) |  | 37 | 29 |  | 0.88 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **83.3% (25)** | 13.3% (4) | 3.3% (1) |  | 0.0% (0) |  | 37 | 30 |  | 0.90 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **74.1% (20)** | 22.2% (6) | 3.7% (1) |  | 0.0% (0) |  | 37 | 27 |  | 0.72 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **67.9% (19)** | 17.9% (5) | 0.0% (0) |  | 14.3% (4) |  | 37 | 28 |  | 0.76 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **53.6% (15)** | 39.3% (11) | 0.0% (0) |  | 7.1% (2) |  | 37 | 28 |  | 0.79 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **89.3% (25)** | 10.7% (3) | 0.0% (0) |  | 0.0% (0) |  | 37 | 28 |  | 0.95 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **81.5% (22)** | 11.1% (3) | 0.0% (0) |  | 7.4% (2) |  | 37 | 27 |  | 0.94 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **57.1% (16)** | 39.3% (11) | 0.0% (0) |  | 3.6% (1) |  | 37 | 28 |  | 0.80 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **80.0% (24)** | 10.0% (3) | 3.3% (1) |  | 6.7% (2) |  | 37 | 30 |  | 0.91 |
| Program Review: P3: The program review framework is established and implemented. | **65.5% (19)** | 24.1% (7) | 0.0% (0) |  | 10.3% (3) |  | 37 | 29 |  | 0.87 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **69.0% (20)** | 27.6% (8) | 0.0% (0) |  | 3.4% (1) |  | 37 | 29 |  | 0.86 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **71.4% (20)** | 25.0% (7) | 0.0% (0) |  | 3.6% (1) |  | 37 | 28 |  | 0.87 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **89.7% (26)** | 10.3% (3) | 0.0% (0) |  | 0.0% (0) |  | 37 | 29 |  | 0.95 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **86.7% (26)** | 13.3% (4) | 0.0% (0) |  | 0.0% (0) |  | 37 | 30 |  | 0.93 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **83.3% (25)** | 13.3% (4) | 0.0% (0) |  | 3.3% (1) |  | 37 | 30 |  | 0.93 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **89.3% (25)** | 7.1% (2) | 0.0% (0) |  | 3.6% (1) |  | 37 | 28 |  | 0.96 |

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|  | **National** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **89.5% (68)** | 6.6% (5) | 0.0% (0) |  | 3.9% (3) |  | 101 | 76 |  | 0.97 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **77.9% (60)** | 19.5% (15) | 0.0% (0) |  | 2.6% (2) |  | 101 | 77 |  | 0.90 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **77.9% (60)** | 18.2% (14) | 1.3% (1) |  | 2.6% (2) |  | 101 | 77 |  | 0.89 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **72.4% (55)** | 6.6% (5) | 1.3% (1) |  | 19.7% (15) |  | 101 | 76 |  | 0.94 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **83.3% (65)** | 15.4% (12) | 0.0% (0) |  | 1.3% (1) |  | 101 | 78 |  | 0.92 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **80.8% (63)** | 15.4% (12) | 0.0% (0) |  | 3.8% (3) |  | 101 | 78 |  | 0.92 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **75.6% (59)** | 16.7% (13) | 0.0% (0) |  | 7.7% (6) |  | 101 | 78 |  | 0.91 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **61.5% (48)** | 19.2% (15) | 0.0% (0) |  | 19.2% (15) |  | 101 | 78 |  | 0.88 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **87.3% (69)** | 8.9% (7) | 0.0% (0) |  | 3.8% (3) |  | 101 | 79 |  | 0.95 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **78.2% (61)** | 12.8% (10) | 0.0% (0) |  | 9.0% (7) |  | 101 | 78 |  | 0.93 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **76.9% (60)** | 20.5% (16) | 0.0% (0) |  | 2.6% (2) |  | 101 | 78 |  | 0.89 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **84.4% (65)** | 9.1% (7) | 1.3% (1) |  | 5.2% (4) |  | 101 | 77 |  | 0.94 |
| Program Review: P3: The program review framework is established and implemented. | **83.1% (64)** | 9.1% (7) | 0.0% (0) |  | 7.8% (6) |  | 101 | 77 |  | 0.95 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **78.9% (60)** | 14.5% (11) | 1.3% (1) |  | 5.3% (4) |  | 101 | 76 |  | 0.91 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **71.4% (55)** | 18.2% (14) | 3.9% (3) |  | 6.5% (5) |  | 101 | 77 |  | 0.98 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **90.8% (69)** | 7.9% (6) | 1.3% (1) |  | 0.0% (0) |  | 101 | 76 |  | 0.95 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **92.2% (71)** | 6.5% (5) | 0.0% (0) |  | 1.3% (1) |  | 101 | 77 |  | 0.97 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **85.7% (66)** | 7.8% (6) | 0.0% (0) |  | 6.5% (5) |  | 101 | 77 |  | 0.96 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **85.9% (67)** | 9.0% (7) | 0.0% (0) |  | 5.1% (4) |  | 101 | 78 |  | 0.95 |

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|  | **Pohnpei** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **90.0% (45)** | 4.0% (2) | 0.0% (0) |  | 6.0% (3) |  | 61 | 50 |  | 0.98 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **84.3% (43)** | 9.8% (5) | 0.0% (0) |  | 5.9% (3) |  | 61 | 51 |  | 0.95 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **82.0% (41)** | 10.0% (5) | 0.0% (0) |  | 8.0% (4) |  | 61 | 50 |  | 0.95 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **73.5% (36)** | 6.1% (3) | 0.0% (0) |  | 20.4% (10) |  | 61 | 49 |  | 0.96 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **84.6% (44)** | 15.4% (8) | 0.0% (0) |  | 0.0% (0) |  | 61 | 52 |  | 0.92 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **80.8% (42)** | 19.2% (10) | 0.0% (0) |  | 0.0% (0) |  | 61 | 52 |  | 0.90 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **76.9% (40)** | 21.2% (11) | 0.0% (0) |  | 1.9% (1) |  | 61 | 52 |  | 0.89 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **69.2% (36)** | 13.5% (7) | 3.8% (2) |  | 13.5% (7) |  | 61 | 52 |  | 0.88 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **76.9% (40)** | 15.4% (8) | 1.9% (1) |  | 5.8% (3) |  | 61 | 52 |  | 0.90 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **71.2% (37)** | 13.5% (7) | 3.8% (2) |  | 11.5% (6) |  | 61 | 52 |  | 0.88 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **86.5% (45)** | 13.5% (7) | 0.0% (0) |  | 0.0% (0) |  | 61 | 52 |  | 0.93 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **78.8% (41)** | 17.3% (9) | 0.0% (0) |  | 3.8% (2) |  | 61 | 52 |  | 0.91 |
| Program Review: P3: The program review framework is established and implemented. | **82.7% (43)** | 9.6% (5) | 1.9% (1) |  | 5.8% (3) |  | 61 | 52 |  | 0.93 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **76.9% (40)** | 15.4% (8) | 3.8% (2) |  | 3.8% (2) |  | 61 | 52 |  | 0.88 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **76.9% (40)** | 13.5% (7) | 3.8% (2) |  | 5.8% (3) |  | 61 | 52 |  | 0.89 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **82.7% (43)** | 13.5% (7) | 0.0% (0) |  | 3.8% (2) |  | 61 | 52 |  | 0.93 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **90.4% (47)** | 7.7% (4) | 0.0% (0) |  | 1.9% (1) |  | 61 | 52 |  | 0.96 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **80.8% (42)** | 15.4% (8) | 1.9% (1) |  | 1.9% (1) |  | 61 | 52 |  | 0.90 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **82.4% (42)** | 15.7% (8) | 2.0% (1) |  | 0.0% (0) |  | 61 | 51 |  | 0.90 |

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|  | **Yap** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| 8Program Review | Program Review: A1: There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. | **72.7% (24)** | 18.2% (6) | 0.0% (0) |  | 9.1% (3) |  | 35 | 33 |  | 0.90 |
| Program Review: A2: There is recognition of existing practices and models in program review that make use of institutional research. | **71.9% (23)** | 9.4% (3) | 0.0% (0) |  | 18.8% (6) |  | 35 | 32 |  | 0.94 |
| Program Review: A3: There is exploration of program review models by various departments or individuals. | **69.7% (23)** | 6.1% (2) | 3.0% (1) |  | 21.2% (7) |  | 35 | 33 |  | 0.92 |
| Program Review: A4: The college is implementing pilot program review models in a few programs/operational units. | **54.5% (18)** | 6.1% (2) | 3.0% (1) |  | 36.4% (12) |  | 35 | 33 |  | 0.90 |
| Program Review: D1: Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. | **93.3% (28)** | 3.3% (1) | 0.0% (0) |  | 3.3% (1) |  | 35 | 30 |  | 0.98 |
| Program Review: D2: Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. | **83.3% (25)** | 10.0% (3) | 0.0% (0) |  | 6.7% (2) |  | 35 | 30 |  | 0.95 |
| Program Review: D3: Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Committees, Etc.) | **80.6% (25)**) | 12.9% (4) | 0.0% (0) |  | 6.5% (2 |  | 35 | 31 |  | 0.93 |
| Program Review: D4: Appropriate resources are allocated to conducting program review of meaningful quality. | **60.0% (18)** | 26.7% (8) | 0.0% (0) |  | 13.3% (4) |  | 35 | 30 |  | 0.85 |
| Program Review: D5: Development of a framework for linking results of program review to planning for improvement. | **76.7% (23)** | 10.0% (3) | 0.0% (0) |  | 13.3%(4) |  | 35 | 30 |  | 0.94 |
| Program Review: D6: Development of a framework to align results of program review to resource allocation. | **53.3% (16)** | 23.3% (7) | 0.0% (0) |  | 23.3% (7) |  | 35 | 30 |  | 0.85 |
| Program Review: P1: Program review processes are in place and implemented regularly. | **80.0% (24)** | 16.7% (5) | 0.0% (0) |  | 3.3% (1) |  | 35 | 30 |  | 0.91 |
| Program Review: P2: Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. | **83.3% (25)** | 10.0% (3) | 0.0% (0) |  | 6.7% (2) |  | 35 | 30 |  | 0.95 |
| Program Review: P3: The program review framework is established and implemented. | **83.9% (26)** | 9.7% (3) | 0.0% (0) |  | 6.5% (2) |  | 35 | 31 |  | 0.95 |
| Program Review: P4: Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | **71.0% (22)** | 6.5% (2) | 3.2% (1) |  | 19.4% (6) |  | 35 | 31 |  | 0.92 |
| Program Review: P5: Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | **70.0% (21)** | 6.7% (2) | 0.0% (0) |  | 23.3% (7) |  | 35 | 30 |  | 0.96 |
| Program Review: P6: The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | **86.7% (26)** | 6.7% (2) | 0.0% (0) |  | 6.7% (2) |  | 35 | 30 |  | 0.96 |
| Program Review: C1: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | **90.0% (27)** | 6.7% (2) | 0.0% (0) |  | 3.3% (1) |  | 35 | 30 |  | 0.97 |
| Program Review: C2: The institution reviews and refines its program review processes to improve institutional effectiveness. | **90.0% (27)** | 6.7% (2) | 0.0% (0) |  | 3.3% (1) |  | 35 | 30 |  | 0.97 |
| Program Review: C3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | **90.0% (27)** | 6.7% (2) | 0.0% (0) |  | 3.3% (1) |  | 35 | 30 |  | 0.97 |

## Appendix 3

## Survey Results for Rubric 3: Student Learning Outcomes

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|  | All Responses | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **89.5% (179)** | 6.5% (13) | 0.0% (0) |  | 4.0% (8) |  | 290 | 200 |  | 0.97 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **91.5% (183)** | 5.0% (10) | 0.0% (0) |  | 3.5% (7) |  | 290 | 200 |  | 0.97 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **71.3% (139)** | 13.8% (27) | 1.5% (3) |  | 13.3% (26) |  | 290 | 195 |  | 0.90 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **65.1% (127)** | 11.3% (22) | 1.5% (3 |  | ) 22.1% (43) |  | 290 | 195 |  | 0.91 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **84.6% (165)** | 4.6% (9) | 1.5% (3) |  | 9.2% (18) |  | 290 | 195 |  | 0.96 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **84.4% (173)** | 8.3%(17) | 0.5% (1) |  | 6.8% (14) |  | 290 | 205 |  | 0.95 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **89.7% (182)** | 6.9% (14) | 0.5% (1) |  | 3.0% (6) |  | 290 | 203 |  | 0.96 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **81.1% (163)** | 10.0% (20) | 0.0% (0) |  | 9.0% (18) |  | 290 | 201 |  | 0.95 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **81.5% (163)** | 6.0% (12 | ) 0.5% (1) |  | 12.0% (24) |  | 290 | 200 |  | 0.96 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **69.0% (138)** | 18.5% (37) | 2.5% (5) |  | 10.0% (20) |  | 290 | 200 |  | 0.87 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **75.5% (148)** | 20.9% (41) | 1.0% (2) |  | 2.6% (5) |  | 290 | 196 |  | 0.88 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **85.8% (175)** | 9.3% (19) | 2.0% (4) |  | 2.9% (6) |  | 290 | 204 |  | 0.93 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **72.9% (148)** | 17.7% (36) | 1.0% (2) |  | 8.4% (17) |  | 290 | 203 |  | 0.89 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **82.6% (166)** | 11.4% (23) | 0.0% (0) |  | 6.0% (12) |  | 290 | 201 |  | 0.94 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **62.1% (126)** | 23.6% (48) | 2.5% (5) |  | 11.8% (24) |  | 290 | 203 |  | 0.84 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **64.5% (129)** | 22.5% (45) | 1.5% (3) |  | 11.5% (23) |  | 290 | 200 |  | 0.86 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **84.3% (167)** | 9.6% (19) | 0.5% (1) |  | 5.6% (11) |  | 290 | 198 |  | 0.94 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **61.5% (123)** | 32.0% (64) | 3.0% (6) |  | 3.5% (7) |  | 290 | 200 |  | 0.80 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **91.1% (185)** | 7.9% (16) | 0.0% (0) |  | 1.0% (2) |  | 290 | 203 |  | 0.96 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **79.6% (160)** | 16.4% (33) | 1.5% (3) |  | 2.5% (5) |  | 290 | 201 |  | 0.90 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **86.4% (171)**) | 9.6% (19 | 0.0% (0) |  | 4.0% (8) |  | 290 | 198 |  | 0.95 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **79.2% (160)** | 12.9% (26) | 1.0% (2) |  | 6.9% (14) |  | 290 | 202 |  | 0.92 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **79.1% (159)** | 15.9% (32) | 1.0% (2) |  | 4.0% (8) |  | 290 | 201 |  | 0.91 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **84.3% (166)** | 10.2% (20) | 0.5% (1) |  | 5.1% (10) |  | 290 | 197 |  | 0.94 |

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|  | Administrators | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **95.0% (19)** | 5.0% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 20 |  | 0.98 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **95.7% (22)** | 4.3% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 23 |  | 0.98 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **84.2% (16)** | 5.3% (1) | 0.0% (0) |  | 10.5% (2) |  | 30 | 19 |  | 0.97 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **57.9% (11)** | 5.3% (1) | 0.0% (0) |  | 36.8% (7) |  | 30 | 19 |  | 0.96 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **94.7% (18)** | 5.3% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 19 |  | 0.97 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **90.9% (20)** | 4.5% (1) | 4.5% (1) |  | 0.0% (0) |  | 30 | 22 |  | 0.93 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **95.2% (20)** 4.8% (1) |  | 0.0% (0) |  | 0.0% (0) |  | 30 | 21 |  | 0.98 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **89.5% (17)** | 5.3% (1) | 0.0% (0) |  | 5.3% (1) |  | 30 | 19 |  | 0.97 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **94.7% (18)** | 5.3% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 19 |  | 0.97 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **68.4% (13)** | 26.3% (5) | 5.3% (1) |  | 0.0% (0) |  | 30 | 19 |  | 0.82 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **84.2% (16)** | 15.8% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 19 |  | 0.92 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **95.2% (20)** | 4.8% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 21 |  | 0.98 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **85.0% (17)** | 15.0% (3) | 0.0% (0) |  | 0.0% (0) |  | 30 | 20 |  | 0.93 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **95.0% (19)** | 5.0% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 20 |  | 0.98 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **70.0% (14)** | 30.0% (6) | 0.0% (0) |  | 0.0% (0) |  | 30 | 20 |  | 0.85 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **63.2% (12)** | 31.6% (6) | 0.0% (0) |  | 5.3% (1) |  | 30 | 19 |  | 0.83 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **94.7% (18)** | 0.0% (0) | 0.0% (0) |  | 5.3% (1) |  | 30 | 19 |  | 1.00 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **73.7% (14)** | 26.3% (5) | 0.0% (0) |  | 0.0% (0) |  | 30 | 19 |  | 0.87 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **100.0% (22)** | 0.0% (0) | 0.0% (0) |  | 0.0% (0) |  | 30 | 22 |  | 1.00 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **100.0% (19)** | 0.0% (0) | 0.0% (0) |  | 0.0% (0) |  | 30 | 19 |  | 1.00 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **94.7% (18)** | 5.3% (1) | 0.0% (0) |  | 0.0% (0) |  | 30 | 19 |  | 0.97 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **90.0% (18)** | 10.0% (2) | 0.0% (0) |  | 0.0% (0) |  | 30 | 20 |  | 0.95 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **84.2% (16)** | 10.5% (2) | 0.0% (0) |  | 5.3% (1) |  | 30 | 19 |  | 0.94 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **90.0% (18)** | 10.0% (2) | 0.0% (0) |  | 0.0% (0) |  | 30 | 20 |  | 0.95 |

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|  | Faculty | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **90.9% (60)** | 9.1% (6) | 0.0% (0) |  | 0.0% (0) |  | 90 | 66 |  | 0.95 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **96.9% (63)** | 1.5% (1) | 0.0% (0) |  | 1.5% (1) |  | 90 | 65 |  | 0.99 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **75.0% (48)** | 10.9% (7) | 1.6% (1) |  | 12.5% (8) |  | 90 | 64 |  | 0.92 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **67.7% (44)** | 12.3% (8) | 0.0% (0) |  | 20.0% (13) |  | 90 | 65 |  | 0.92 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **87.5% (56)** | 4.7% (3) | 3.1% (2) |  | 4.7% (3) |  | 90 | 64 |  | 0.94 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **83.6% (56)** | 10.4% (7) | 0.0% (0) |  | 6.0% (4) |  | 90 | 67 |  | 0.94 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **89.4% (59)** | 9.1% (6) | 0.0% (0) |  | 1.5% (1) |  | 90 | 66 |  | 0.95 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **80.6% (54)** | 13.4% (9) | 0.0% (0) |  | 6.0% (4) |  | 90 | 67 |  | 0.93 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **79.1% (53)** | 7.5% (5) | 1.5% (1) |  | 11.9% (8) |  | 90 | 67 |  | 0.94 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **55.2% (37)** | 28.4% (19) | 3.0% (2) |  | 13.4% (9) |  | 90 | 67 |  | 0.80 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **74.2% (49)** | 19.7% (13) | 3.0% (2) |  | 3.0% (2) |  | 90 | 66 |  | 0.87 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **82.4% (56)** | 13.2% (9) | 1.5% (1) |  | 2.9% (2) |  | 90 | 68 |  | 0.92 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **70.6% (48)** | 19.1% (13) | 1.5% (1) |  | 8.8% (6) |  | 90 | 68 |  | 0.88 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **74.6% (50)** | 19.4% (13) | 0.0% (0) |  | 6.0% (4) |  | 90 | 67 |  | 0.90 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **51.5% (35)** | 26.5% (18) | 2.9% (2) |  | 19.1% (13) |  | 90 | 68 |  | 0.80 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **62.1% (41)** | 24.2% (16) | 3.0% (2) |  | 10.6% (7) |  | 90 | 66 |  | 0.83 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **77.6% (52)** | 17.9% (12) | 0.0% (0) |  | 4.5% (3) |  | 90 | 67 |  | 0.91 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **55.2% (37)** | 35.8% (24) | 6.0% (4) |  | 3.0% (2) |  | 90 | 67 |  | 0.75 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **92.5% (62)** | 7.5% (5) | 0.0% (0) |  | 0.0% (0) |  | 90 | 67 |  | 0.96 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **72.1% (49)** | 23.5% (16) | 2.9% (2) |  | 1.5% (1) |  | 90 | 68 |  | 0.85 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **78.8% (52)** | 16.7% (11) | 0.0% (0) |  | 4.5% (3) |  | 90 | 66 |  | 0.91 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **69.1% (47)** | 19.1% (13) | 2.9% (2) |  | 8.8% (6) |  | 90 | 68 |  | 0.86 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **71.6% (48)** | 20.9% (14) | 3.0% (2) |  | 4.5% (3) |  | 90 | 67 |  | 0.86 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **84.1% (53)** | 12.7% (8) | 1.6% (1) |  | 1.6% (1) |  | 90 | 63 |  | 0.92 |

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|  | Staff | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **87.7% (100)** | 5.3% (6) | 0.0% (0) |  | 7.0% (8) |  | 170 | 114 |  | 0.97 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **87.5% (98)** | 7.1% (8) | 0.0% (0) |  | 5.4% (6) |  | 170 | 112 |  | 0.96 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **67.0% (75)** | 17.0% (19) | 1.8% (2) |  | 14.3% (16) |  | 170 | 112 |  | 0.88 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **64.9% (72)** | 11.7% (13) | 2.7% (3) |  | 20.7% (23) |  | 170 | 111 |  | 0.89 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **81.3% (91)** | 4.5% (5) | 0.9% (1) |  | 13.4% (15) |  | 170 | 112 |  | 0.96 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **83.6% (97)** | 7.8% (9) | 0.0% (0) |  | 8.6% (10) |  | 170 | 116 |  | 0.96 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **88.8% (103)** | 6.0% (7) | 0.9% (1) |  | 4.3% (5) |  | 170 | 116 |  | 0.96 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **80.0% (92)** | 8.7% (10) | 0.0% (0) |  | 11.3% (13) |  | 170 | 115 |  | 0.95 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **80.7% (92)** | 5.3% (6) | 0.0% (0) |  | 14.0% (16) |  | 170 | 114 |  | 0.97 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **77.2% (88)** | 11.4% (13) | 1.8% (2) |  | 9.6% (11) |  | 170 | 114 |  | 0.92 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **74.8% (83)** | 22.5% (25) | 0.0% (0) |  | 2.7% (3) |  | 170 | 111 |  | 0.88 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **86.1% (99)** | 7.8% (9) | 2.6% (3) |  | 3.5% (4) |  | 170 | 115 |  | 0.93 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **72.2% (83)** | 17.4% (20) | 0.9% (1) |  | 9.6% (11) |  | 170 | 115 |  | 0.89 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **85.1% (97)** | 7.9% (9) | 0.0% (0) |  | 7.0% (8) |  | 170 | 114 |  | 0.96 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **67.0% (77)** | 20.9% (24) | 2.6% (3) |  | 9.6% (11) |  | 170 | 115 |  | 0.86 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **66.1% (76)** | 20.0% (23) | 0.9% (1) |  | 13.0% (15) |  | 170 | 115 |  | 0.88 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **86.6% (97)** | 6.3% (7) | 0.9% (1) |  | 6.3% (7) |  | 170 | 112 |  | 0.96 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **63.2% (72)** | 30.7% (35) | 1.8% (2) |  | 4.4% (5) |  | 170 | 114 |  | 0.82 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **88.6% (101)** | 9.6% (11) | 0.0% (0) |  | 1.8% (2) |  | 170 | 114 |  | 0.95 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **80.7% (92)** | 14.9% (17) | 0.9% (1) |  | 3.5% (4) |  | 170 | 114 |  | 0.91 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **89.4% (101)** | 6.2% (7) | 0.0% (0) |  | 4.4% (5) |  | 170 | 113 |  | 0.97 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **83.3% (95)** | 9.6% (11) | 0.0% (0) |  | 7.0% (8) |  | 170 | 114 |  | 0.95 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **82.6% (95)** | 13.9% (16) | 0.0% (0) |  | 3.5% (4) |  | 170 | 115 |  | 0.93 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **83.3% (95)** | 8.8% (10) | 0.0% (0) |  | 7.9% (9) |  | 170 | 114 |  | 0.95 |

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|  | Chuuk | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **84.0% (21)** | 12.0% (3) | 0.0% (0) |  | 4.0% (1) |  | 33 | 25 |  | 0.94 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **83.3% (20)** | 12.5% (3) | 0.0% (0) |  | 4.2% (1) |  | 33 | 24 |  | 0.93 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **62.5% (15)** | 25.0% (6) | 0.0% (0) |  | 12.5% (3) |  | 33 | 24 |  | 0.86 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **52.2% (12)** | 21.7% (5) | 0.0% (0) |  | 26.1% (6) |  | 33 | 23 |  | 0.85 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **79.2% (19)** | 8.3% (2) | 4.2% (1) |  | 8.3% (2) |  | 33 | 24 |  | 0.91 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **60.0% (15)** | 24.0% (6 | ) 0.0% (0) |  | 16.0% (4) |  | 33 | 25 |  | 0.86 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **87.5% (21)** | 4.2% (1) | 0.0% (0) |  | 8.3% (2) |  | 33 | 24 |  | 0.98 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **62.5% (15)** | 20.8% (5) | 0.0% (0) |  | 16.7% (4) |  | 33 | 24 |  | 0.88 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **58.3% (14)** | 16.7% (4) | 4.2% (1) |  | 20.8% (5) |  | 33 | 24 |  | 0.84 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **45.8% (11)** | 29.2% (7) | 4.2% (1) |  | 20.8% (5) |  | 33 | 24 |  | 0.76 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **54.5% (12)** | 31.8% (7) | 4.5% (1) |  | 9.1% (2) |  | 33 | 22 |  | 0.78 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **62.5% (15)** | 16.7% (4) | 4.2% (1) |  | 16.7% (4) |  | 33 | 24 |  | 0.85 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **41.7% (10)** | **41.7% (10)** | 0.0% (0) |  | 16.7% (4) |  | 33 | 24 |  | 0.75 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **62.5% (15)** | 25.0% (6) | 0.0% (0) |  | 12.5% (3) |  | 33 | 24 |  | 0.86 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | 29.2% (7) | **37.5% (9)** | 4.2% (1) |  | 29.2% (7) |  | 33 | 24 |  | 0.68 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **37.5% (9)** | 29.2% (7) | 8.3% (2) |  | 25.0% (6) |  | 33 | 24 |  | 0.69 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **63.6% (14)** | 22.7% (5) | 0.0% (0) |  | 13.6% (3) |  | 33 | 22 |  | 0.87 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **41.7% (10)** | **41.7% (10)** | 8.3% (2) |  | 8.3% (2) |  | 33 | 24 |  | 0.68 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **75.0% (18)** | 25.0% (6) | 0.0% (0) |  | 0.0% (0) |  | 33 | 24 |  | 0.88 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **70.8% (17)** | 25.0% (6) | 4.2% (1) |  | 0.0% (0) |  | 33 | 24 |  | 0.83 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **65.2% (15)** | 30.4% (7) | 0.0% (0) |  | 4.3% (1) |  | 33 | 23 |  | 0.84 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **58.3% (14)** | 33.3% (8) | 4.2% (1) |  | 4.2% (1) |  | 33 | 24 |  | 0.78 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **56.0% (14)** | 24.0% (6) | 4.0% (1) |  | 16.0% (4) |  | 33 | 25 |  | 0.81 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **73.9% (17)** | 17.4% (4) | 0.0% (0) |  | 8.7% (2) |  | 33 | 23 |  | 0.90 |

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|  | Fisheries and Maritime Institute | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **84.6% (11)** | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **100.0% (12)** | 0.0% (0) | 0.0% (0) |  | 0.0% (0) |  | 13 | 12 |  | 1.00 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **50.0% (6)** | 33.3% (4) | 16.7% (2) |  | 0.0% (0) |  | 13 | 12 |  | 0.67 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **41.7% (5)** | 33.3% (4) | 0.0% (0) |  | 25.0% (3) |  | 13 | 12 |  | 0.78 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **83.3% (10)** | 8.3% (1) | 8.3% (1) |  | 0.0% (0) |  | 13 | 12 |  | 0.88 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **84.6% (11)** | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **84.6% (11)** | 7.7% (1) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.96 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **84.6% (11)** | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **76.9% (10)** | 0.0% (0) | 0.0% (0) |  | 23.1% (3) |  | 13 | 13 |  | 1.00 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **61.5% (8)** | 30.8% (4) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.83 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **84.6% (11)** | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **76.9% (10)** | 23.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.88 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **84.6% (11)** | 15.4% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.92 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **92.3% (12)** | 0.0% (0) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 1.00 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **69.2% (9)** | 23.1% (3) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.88 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **61.5% (8)** | 38.5% (5) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.81 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **69.2% (9)** | 30.8% (4) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.85 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **69.2% (9)** | 15.4% (2) | 7.7% (1) |  | 7.7% (1) |  | 13 | 13 |  | 0.83 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **100.0% (13)** | 0.0% (0) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 1.00 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **76.9% (10)** | 23.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 13 | 13 |  | 0.88 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **69.2% (9)** | 15.4% (2) | 0.0% (0) |  | 15.4% (2) |  | 13 | 13 |  | 0.91 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **76.9% (10)** | 15.4% (2) | 0.0% (0) |  | 7.7% (1) |  | 13 | 13 |  | 0.92 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **83.3% (10)** | 16.7% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 12 |  | 0.92 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **83.3% (10)** | 16.7% (2) | 0.0% (0) |  | 0.0% (0) |  | 13 | 12 |  | 0.92 |

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|  | **Kosrae** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **71.4% (20)** | 17.9% (5) | 0.0% (0) |  | 10.7% (3) |  | 37 | 28 |  | 0.90 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **83.3% (25)** | 10.0% (3) | 0.0% (0) |  | 6.7% (2) |  | 37 | 30 |  | 0.95 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **74.1% (20)** | 14.8% (4) | 0.0% (0) |  | 11.1% (3) |  | 37 | 27 |  | 0.92 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **53.8% (14)** | 11.5% (3) | 7.7% (2) |  | 26.9% (7) |  | 37 | 26 |  | 0.82 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **77.8% (21)** | 3.7% (1) | 0.0% (0) |  | 18.5% (5) |  | 37 | 27 |  | 0.98 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **75.9% (22)** | 10.3% (3) | 3.4% (1) |  | 10.3% (3) |  | 37 | 29 |  | 0.90 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **83.3% (25)** | 13.3% (4) | 0.0% (0) |  | 3.3% (1) |  | 37 | 30 |  | 0.93 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **81.5% (22)** | 7.4% (2) | 0.0% (0) |  | 11.1% (3) |  | 37 | 27 |  | 0.96 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **88.5% (23)** | 7.7% (2) | 0.0% (0) |  | 3.8% (1) |  | 37 | 26 |  | 0.96 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **66.7% (18)** | 22.2% (6) | 7.4% (2) |  | 3.7% (1) |  | 37 | 27 |  | 0.81 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **85.2% (23)** | 14.8% (4) | 0.0% (0) |  | 0.0% (0) |  | 37 | 27 |  | 0.93 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **85.7% (24)** | 10.7% (3) | 0.0% (0) |  | 3.6% (1) |  | 37 | 28 |  | 0.94 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **64.3% (18)** | 28.6% (8) | 0.0% (0) |  | 7.1% (2) |  | 37 | 28 |  | 0.85 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **82.1% (23)** | 14.3% (4) | 0.0% (0) |  | 3.6% (1) |  | 37 | 28 |  | 0.93 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **57.1% (16)** | 32.1% (9) | 3.6% (1) |  | 7.1% (2) |  | 37 | 28 |  | 0.79 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **51.9% (14)** | 37.0% (10) | 3.7% (1) |  | 7.4% (2) |  | 37 | 27 |  | 0.76 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **85.2% (23)** | 7.4% (2) | 0.0% (0) |  | 7.4% (2) |  | 37 | 27 |  | 0.96 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **66.7% (18)** | 33.3% (9) | 0.0% (0) |  | 0.0% (0) |  | 37 | 27 |  | 0.83 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **89.7% (26)** | 3.4% (1) | 0.0% (0) |  | 6.9% (2) |  | 37 | 29 |  | 0.98 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **63.0% (17)** | 22.2% (6) | 3.7% (1) |  | 11.1% (3) |  | 37 | 27 |  | 0.83 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **88.9% (24)** | 11.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 37 | 27 |  | 0.94 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **78.6% (22)** | 14.3% (4) | 0.0% (0) |  | 7.1% (2) |  | 37 | 28 |  | 0.92 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **81.5% (22)** | 18.5% (5) | 0.0% (0) |  | 0.0% (0) |  | 37 | 27 |  | 0.91 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **85.2% (23)** | 14.8% (4) | 0.0% (0) |  | 0.0% (0) |  | 37 | 27 |  | 0.93 |

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|  | **National** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **93.8% (60)** | 3.1% (2) | 0.0% (0) |  | 3.1% (2) |  | 101 | 64 |  | 0.98 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **92.3% (60)** | 3.1% (2) | 0.0% (0) |  | 4.6% (3) |  | 101 | 65 |  | 0.98 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **81.0% (51)** | 11.1% (7) | 1.6% (1) |  | 6.3% (4) |  | 101 | 63 |  | 0.92 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **73.4% (47)** | 9.4% (6) | 1.6% (1) |  | 15.6% (10) |  | 101 | 64 |  | 0.93 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **89.1% (57)** | 3.1% (2) | 1.6% (1) |  | 6.3% (4) |  | 101 | 64 |  | 0.97 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **89.6% (60)** | 6.0% (4) | 0.0% (0) |  | 4.5% (3) |  | 101 | 67 |  | 0.97 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **89.2% (58)** | 9.2% (6) | 0.0% (0) |  | 1.5% (1) |  | 101 | 65 |  | 0.95 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **87.9% (58)** | 9.1% (6) | 0.0% (0) |  | 3.0% (2) |  | 101 | 66 |  | 0.95 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **87.9% (58)** | 4.5% (3) | 0.0% (0) |  | 7.6% (5) |  | 101 | 66 |  | 0.98 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **80.3% (53)** | 13.6% (9) | 0.0% (0) |  | 6.1% (4) |  | 101 | 66 |  | 0.93 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **77.3% (51)** | 22.7% (15) | 0.0% (0) |  | 0.0% (0) |  | 101 | 66 |  | 0.89 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **91.2% (62)** | 1.5% (1) | 0.0% (0) |  | 7.4% (5) |  | 101 | 68 |  | 0.99 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **76.1% (51)** | 14.9% (10) | 3.0% (2) |  | 6.0% (4) |  | 101 | 67 |  | 0.89 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **83.6% (56)** | 11.9% (8) | 0.0% (0) |  | 4.5% (3) |  | 101 | 67 |  | 0.94 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **68.7% (46)** | 20.9% (14) | 1.5% (1) |  | 9.0% (6) |  | 101 | 67 |  | 0.87 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | 71.2% (47) | 16.7% (11) | 0.0% (0) |  | 12.1% (8) |  | 101 | 66 |  | 0.91 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **89.4% (59)** | 9.1% (6) | 1.5% (1) |  | 0.0% (0) |  | 101 | 66 |  | 0.94 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **63.1% (41)** | 30.8% (20) | 4.6% (3) |  | 1.5% (1) |  | 101 | 65 |  | 0.80 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **94.1% (64)** | 5.9% (4) | 0.0% (0) |  | 0.0% (0) |  | 101 | 68 |  | 0.97 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **85.1% (57)** | 13.4% (9) | 0.0% (0) |  | 1.5% (1) |  | 101 | 67 |  | 0.93 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **90.9% (60)** | 6.1% (4) | 0.0% (0) |  | 3.0% (2) |  | 101 | 66 |  | 0.97 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **85.1% (57)** | 10.4% (7) | 1.5% (1) |  | 3.0% (2) |  | 101 | 67 |  | 0.93 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **80.6% (54)** | 17.9% (12) | 0.0% (0) |  | 1.5% (1) |  | 101 | 67 |  | 0.91 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **87.7% (57)** | 6.2% (4) | 0.0% (0) |  | 6.2% (4) |  | 101 | 65 |  | 0.97 |

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|  | **Pohnpei** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **97.6% (41)** | 0.0% (0) | 0.0% (0) |  | 2.4% (1) |  | 71 | 42 |  | 1.00 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **95.2% (40)** | 2.4% (1) | 0.0% (0) |  | 2.4% (1) |  | 71 | 42 |  | 0.99 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **66.7% (28)** | 9.5% (4) | 0.0% (0) |  | 23.8% (10) |  | 71 | 42 |  | 0.94 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **71.4% (30)** | 4.8% (2) | 0.0% (0) |  | 23.8% (10) |  | 71 | 42 |  | 0.97 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **90.2% (37)** | 2.4% (1) | 0.0% (0) |  | 7.3% (3) |  | 71 | 41 |  | 0.99 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **90.7% (39)** | 4.7% (2) | 0.0% (0) |  | 4.7% (2) |  | 71 | 43 |  | 0.98 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **95.3% (41)** | 2.3% (1) | 0.0% (0) |  | 2.3% (1) |  | 71 | 43 |  | 0.99 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **76.7% (33)** | 9.3% (4) | 0.0% (0) |  | 14.0% (6) |  | 71 | 43 |  | 0.95 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **79.1% (34)** | 7.0% (3) | 0.0% (0) |  | 14.0% (6) |  | 71 | 43 |  | 0.96 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **64.3% (27)** | 21.4% (9) | 4.8% (2) |  | 9.5% (4) |  | 71 | 42 |  | 0.83 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **82.5% (33)** | 15.0% (6) | 0.0% (0) |  | 2.5% (1) |  | 71 | 40 |  | 0.92 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **95.3% (41)** | 2.3% (1) | 2.3% (1) |  | 0.0% (0) |  | 71 | 43 |  | 0.97 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **81.4% (35)** | 11.6% (5) | 0.0% (0) |  | 7.0% (3) |  | 71 | 43 |  | 0.94 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **82.9% (34)** | 12.2% (5) | 0.0% (0) |  | 4.9% (2) |  | 71 | 41 |  | 0.94 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **67.4% (29)** | 20.9% (9) | 4.7% (2) |  | 7.0% (3) |  | 71 | 43 |  | 0.84 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **79.1% (34)** | 11.6% (5) | 0.0% (0) |  | 9.3% (4) |  | 71 | 43 |  | 0.94 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **90.5% (38)** | 2.4% (1) | 0.0% (0) |  | 7.1% (3) |  | 71 | 42 |  | 0.99 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **67.4% (29)** | 27.9% (12) | 0.0% (0) |  | 4.7% (2) |  | 71 | 43 |  | 0.85 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **95.2% (40)** | 4.8% (2) | 0.0% (0) |  | 0.0% (0) |  | 71 | 42 |  | 0.98 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **83.3% (35)** | 11.9% (5) | 2.4% (1) |  | 2.4% (1) |  | 71 | 42 |  | 0.91 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **90.5% (38)** | 4.8% (2) | 0.0% (0) |  | 4.8% (2) |  | 71 | 42 |  | 0.98 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **83.3% (35)** | 7.1% (3) | 0.0% (0) |  | 9.5% (4) |  | 71 | 42 |  | 0.96 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **90.5% (38)** | 4.8% (2) | 2.4% (1) |  | 2.4% (1) |  | 71 | 42 |  | 0.95 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **88.1% (37)** | 7.1% (3) | 2.4% (1) |  | 2.4% (1) |  | 71 | 42 |  | 0.94 |

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|  | **Yap** | **Valid Percentage** | | |  | **Percentage of Total** |  | **# of Responses** | |  |  |
|  | **Rubric Area** | **Yes** | **Some- times** | **No** |  | **I do not know or Blank** |  | **Total Count** | **Valid Count** |  | **score** |
| SLOs | SLOs: A1: There is preliminary, investigative dialogue about student learning outcomes. | **92.9% (26)** | 3.6% (1) | 0.0% (0) |  | 3.6% (1) |  | 35 | 28 |  | 0.98 |
| SLOs: A2: There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | **96.3% (26)** | 3.7% (1) | 0.0% (0) |  | 0.0% (0) |  | 35 | 27 |  | 0.98 |
| SLOs: A3: There is exploration of models, definitions, and issues taking place by a few people. | **70.4% (19)** | 7.4% (2) | 0.0% (0) |  | 22.2% (6) |  | 35 | 27 |  | 0.95 |
| SLOs: A4: Pilot projects and efforts may be in progress. | **67.9% (19)** | 7.1% (2) | 0.0% (0) |  | 25.0% (7) |  | 35 | 28 |  | 0.95 |
| SLOs: A5: The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | **77.8% (21)** | 7.4% (2) | 0.0% (0) |  | 14.8% (4) |  | 35 | 27 |  | 0.96 |
| SLOs: D1: College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. | **92.9% (26)** | 0.0% (0) | 0.0% (0) |  | 7.1% (2) |  | 35 | 28 |  | 1.00 |
| SLOs: D2: College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. | **92.9% (26)** | 3.6% (1) | 3.6% (1) |  | 0.0% (0) |  | 35 | 28 |  | 0.95 |
| SLOs: D3: Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. | **85.7% (24)** | 3.6% (1) | 0.0% (0) |  | 10.7% (3) |  | 35 | 28 |  | 0.98 |
| SLOs: D4: Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. | **85.7% (24)** | 0.0% (0) | 0.0% (0) |  | 14.3% (4) |  | 35 | 28 |  | 1.00 |
| SLOs: D5: Appropriate resources are being allocated to support student learning outcomes and assessment. | **75.0% (21)** | 7.1% (2) | 0.0% (0) |  | 17.9% (5) |  | 35 | 28 |  | 0.96 |
| SLOs: D6: Faculty and staff are fully engaged in student learning outcomes development. | **64.3% (18)** | 25.0% (7) | 3.6% (1) |  | 7.1% (2) |  | 35 | 28 |  | 0.83 |
| SLOs: P1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. | **82.1% (23)** | 10.7% (3) | 7.1% (2) |  | 0.0% (0) |  | 35 | 28 |  | 0.88 |
| SLOs: P2: There is widespread institutional dialogue about the results of assessment and identification of gaps. | **82.1% (23)** | 3.6% (1) | 0.0% (0) |  | 14.3% (4) |  | 35 | 28 |  | 0.98 |
| SLOs: P3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. | **92.9% (26)** | 0.0% (0) | 0.0% (0) |  | 7.1% (2) |  | 35 | 28 |  | 1.00 |
| SLOs: P4: Appropriate resources continue to be allocated and fine-tuned. | **67.9% (19)** | 14.3% (4) | 0.0% (0) |  | 17.9% (5) |  | 35 | 28 |  | 0.91 |
| SLOs: P5: Comprehensive assessment reports exist and are completed and updated on a regular basis. | **63.0% (17)** | 25.9% (7) | 0.0% (0) |  | 11.1% (3) |  | 35 | 27 |  | 0.85 |
| SLOs: P6: Course student learning outcomes are aligned with degree student learning outcomes. | **85.7% (24)** | 3.6% (1) | 0.0% (0) |  | 10.7% (3) |  | 35 | 28 |  | 0.98 |
| SLOs: P7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | **57.1% (16)** | 39.3% (11) | 0.0% (0) |  | 3.6% (1) |  | 35 | 28 |  | 0.80 |
| SLOs: C1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | **88.9% (24)** | 11.1% (3) | 0.0% (0) |  | 0.0% (0) |  | 35 | 27 |  | 0.94 |
| SLOs: C2: Dialogue about student learning is ongoing, pervasive and robust. | **85.7% (24)** | 14.3% (4) | 0.0% (0) |  | 0.0% (0) |  | 35 | 28 |  | 0.93 |
| SLOs: C3: Evaluation of student learning outcomes processes. | **92.6% (25)** | 3.7% (1) | 0.0% (0) |  | 3.7% (1) |  | 35 | 27 |  | 0.98 |
| SLOs: C4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | **78.6% (22)** | 7.1% (2) | 0.0% (0) |  | 14.3% (4) |  | 35 | 28 |  | 0.96 |
| SLOs: C5: Student learning improvement is a visible priority in all practices and structures across the college. | **75.0% (21)** | 17.9% (5) | 0.0% (0) |  | 7.1% (2) |  | 35 | 28 |  | 0.90 |
| SLOs: C6: Learning outcomes are specifically linked to program reviews. | **78.6% (22)** | 10.7% (3) | 0.0% (0) |  | 10.7% (3) |  | 35 | 28 |  | 0.94 |

## Appendix 4

## Survey Comments

|  |  |
| --- | --- |
| Employee Type | In the space below, please add any additional information, comments, or feedback you would like to share regarding program reviews, planning, and/or student learning outcomes. |
| Administrator | Continue to advise on what institutional effectiveness for program review. All  criteria must be attempted through qualitative and or quantitative assessment |
| Administrator | It will be helpful; for COMFSM employees to contiuously receive dialogues and  training with accreditation prpcess. |
| Administrator | none at this time. |
| Administrator | Keep up the well done job! |
| Administrator | none at this time |
| Administrator | The ongoing activities in these areas enhanced the awareness and  understanding of the purpose of program reviews as it relate to planning and  forward development of the institution to serve its students.. |
| Administrator | Program reviews is of course an effective tool to continuously use for promoting  institutional effectiveness for student learning outcome. |
| Administrator | Assessment & Reports should be shared regularly among campus folks. |
| Administrator | negatively to them because they are not aware of the activities taking place, or  systes in place. This is not the system's or college's fault but the employees'. It  is their fault for neglecting to participate on the Committees, which are mandated  for faculty members, where they should participate in the planning and  discussions on such issues. Or, for choosing to miss all campus meetings  where informations are shared. |
| Administrator | Since I am recently boarded as an administrator to the institution, my responses  based on what I have practiced so far, however, I do not know if this has been  continued in the past. |
| Faculty | n/a |
| Faculty | Purposeful dialogue among faculty, staff and students will greatly deepen level of  awareness of SLOs and achievement of SLOs. |
| Faculty | IRPO is key in providing quantitative data that would be otherwise difficult to get  by a regular faculty. Hence, they should be providing timely, comprehensive,  appropriate and if possible interactive information that faculties/staff could drill  down in order to get his/her needed information. Unfortunately even until now  they are failing BIG TIME in that area and yet the college chose to brush this  huge failure under the rug without a blush. The college demanded accountability  among faculties and staff yet here is one administrative institution that fails to live  its call yet is not held accountable for such and to me that is something  hypocritical and very disturbing. |
| Faculty | That every faculty make it a habit to emphasize on student learning outcome. I  have done this to my classes and found that it works wonders when students  know what the expectations are for them. |
| Faculty | The college has come a long way in terms of measuring SLOs and assuring  college wide academic and administrative efficiency. Unfortunately there are still  a number of individuals who are not doing their work. It appears to me that some  simply want to maintain the "status quo". This impacts potential and "rapid"  Faculty change at various levels including the program level. To end on a positive Faculty note,  I wish to congratulate our leaders who have done more than their mandate in  driving the college from where it was to where it presently is. |
| Faculty | Two points. First, much of the so-called "participatory governance" is intra-  Palikir, and rarely includes state-campus input on a timely basis. Second, to  e\\meet the March 2013 deadline, Palikir has rushed decision-making to the  point of hypocrisy on the part of Palikir administration. |
| Faculty | The more I interact about accreditation the more I am aware of it and learn about  it. |
| Faculty | SLO's somewhat has given a sense of direction to the students as to where he  or she intends to go after graduating. |
| Faculty | Program Review- Whoever does it, may not be the best persons, considering  their fields of expertise. Also, IRPO should be able to give accurate data  whenever needed. It would be so hard for CAC to base their decisions on  unofficial data (which prog. coord. resort to) because of delayed data release  and faulty data disseminated. Another thing: whoever decides to shelf/scrap out  programs need to look at issues 360 degrees. Why students cannot meet some  SLO's? Because they are like 2MB disks who need to take in 1GB of information  and know how to apply these information. If they are going to scrap out the  program, do they also need to pay the instructors even with less than regular  load? Do they have to fire the instructors, who are doing their job well--- but the  students don't? How much revenues will the college lose? How much costs it  cannot get rid of, even by scrapping programs? The college should decide a  shutdown point for each program (see page 2 of  <http://220.227.161.86/21522sm_finalnew_vol2_cp3.pdf>). |
| Faculty | No comments |
| Faculty | members of a committee who are doing assessment of the program review must be knowledgeable/ of the program they are assessing else they cannot come up with a realistic review because it is not their discipline or field of expertise. They will probably be checking the format, margin, font style, etc but not the content. like what happened in the course outline modification. most of the corrections were margin, font style. but never to bother the SLOs. |
| Faculty | 12 The college is undertaking all three (Program Review, Planning, and SLO.  However, in terms of closing the loop, I would say that there are still gaps left to  complete in order to say that we have reached the "continuous quality  improvement." I would said that on SLO, the college is actually advanced in this  area and I would rate the college as proficient in this area. Program review, yes  the CAC are currently reviewing previous years report due to the fact that there  was not clear guidelines and procedures in place to know who is responsible and  when to send feedbacks. On planning, the new administration is trying to turn  the old practice of allocating resources into the right procedure where result of  Program Review drive the resources allocation. However, because the program  review manual was not clear, resources were budgeted based on politics in the  organization. However, the college administration, faculty and staff are doing  their best in a short period of time to correct the deficiencies and set the right  course forward. We have learned from our mistakes and are avoiding the old  practice of not doing the job because SOMEBODY thought that ANYBODY was  doing it, which ended up, NOBODY was doing it. |
| Faculty | More work have been done regarding program reviews, planning, and or student  learning outcomes compared to 1-2 years ago. |
| Faculty | No further comments |
| Faculty | Proposal: There should be sanctions/disciplinary measures to those who are not  complying to the requirements knowing the College is already in danger. They  should be thinking not of themselves only but also all stakeholders. |
| Faculty | With so much happening, accreditation wise, especially involving improving and  awareness of student learning outcomes, which are all linked to planning and  program reviews, I have gained so much now than I have ever before. The  process is ongoing and it's a great deal of help for a faculty and the students  alike. |
| Faculty | I would be very helpful for the College to have trainings and work-shop at every  campus may be monthly about some of the things the staffs and faculty are not  really familiar with, which deals with the eg. SLOs and such. |
| Faculty | Governance and communication are two more important issues in the college  system. All new issues MUST not be kept or discuss ONLY among the higher  up. Should be discuss among stakeholders or thru the community for their  information. communication should be 2 ways street not 1 way street. Hope we  will all share whatever issues brought up for the college and share input and  ideas for the betterment of the college and for the whole FSM. |
| Faculty | I think we need to make these information available to some of our college  community staff that do not have access to computers. |
| Faculty | Personally, I think this activity, overall, should involve all faculty members, as  well as the staff members as well, including the students. However, majority of  the students are not even aware of what is going on because they are not  showing up in class. Their attendance is abnormally ridiculous. In order to  ensure that students are gaining the skills, knowledge, and abilities needed to be  successful, the instructors should get serious about their students attendance  and routinely engage in evaluation and assessment of course-level, programlevel,  and institution-level learning outcomes. Students should be asked to  directly participate in assessment activities such as focus groups, surveys,  questionnaires, and interviews. In addition, student coursework, including but not  limited to, exams, papers, written assignments, and presentations, are retained  for the purpose of assessment and improvement in all classes. |
| Faculty | oftentimes, our comfsm.com email addresses are not working. Being so, we  have difficulties communicating with other campuses. SLOs for non-academic  programs are to be well defined as academic courses are. |
| Faculty | I know everybody is doing his share to improve our students and our institution's  performance. We deserve to be accredited! Thank you! |
| Faculty | No comments for the time being! |
| Faculty | There is still a need to clarify and/or identify means to determine certain program  indicators and to properly track graduates (e.g. transfer rates, employment  satisfaction) to improve quality in and authenticity of program reviews. |
| Faculty | No comment regarding the above. Just a word of compliment to ALO, Harris and  ALL college personnel for their dedication and hard work toward accreditation of  COM-FSM. |
| Faculty | I am not sure about what's going on at the other campuses. I find that in my  area, there is little or no sharing of ideas/doing cooperative work efforts. The  authentic peer assessment was a step in the right direction, but I sadly find that  the joy of innovative, creative teaching in our area is very lacking. |
| Faculty | Isn't the Chairperson suppose to do the program reviews? Some of us are doing  more than one program reviews. The other campuses never help in the process,  I suggest that in the future everybody that teaches courses in a program must  help in this process. |
| Faculty | I wish all the faculty will join on this survey its good for our college. |
| Staff | Its a good practicing standard to improve the sudents learning in the  accreditation. |
| Staff | Is it oky to involved staffs, facultys, stakeholders, students and the parents? |
| Staff | No comments |
| Staff | Consideration may be given to Farmers, Homemakers and individual that are  involve in the process of program review and learning outcomes. |
| Staff | No comment.... |
| Staff | Every year we should study the accreditation so we can learn everything. |
| Staff | There is no additional comments |
| Staff | The ACCJC Rubric is becoming clearer by attending the Accreditation trainings  conducted by Frankie Harris so I have no comment but to continue improve what  we have learned on program review, planning, and slo on communication... |
| Staff | No Comments |
| Staff | Lately, I have seen more improvements in most of the areas. |
| Staff | No comment, thank you. |
| Staff | I just feel that the more we engage in such awareness activities like this, the  better chance of learning more about the institution and what directions we are  going in terms of ACCJC and I sure hope that the results of this work will be  publicized to college wide so we can improve on the weak areas. KALAHNGAN |
| Staff | None |
| Staff | none at this time. |
| Staff | Would be best to have a visible chart mapping of the program reviews, planning  and SLO on the website. Color coding on which areas of achievements i.e which  color represents achievements, progressing towards achievement and needing  improvement for achievement. |
| Staff | So far, everything going great. I think we should all enhance or support every  activities that could help developed every corner or learning activities in our  campus. Overall, I should say that the program reviews, planning and/or SLO  (student learning outcomes) are going well. |
| Staff | The accreditation process now is very good because it is involving everybody at  the college. Most college employees are now aware and understand that  student learning is the top priority and is the end result of everything we do each  day at the college. |
| Staff | FSM-FMI is very unique amongst all the other campuses but with the Dean's  dedication and the support from everyone, FMI has finally moved into the right  direction! |
| Staff | I am aware that all of these are taking place at the National Campus and slowly  reaching through to the state campuses. It is critically important that whatever  takes place at the NC is spread on to the state campuses for their information as  well as stating their inputs. |
| Staff | Students must be informed about courses needed in order to complete a degree  or certificate rather than taking elective courses. Some students don't really  understand the difference between electives and required courses. New  students don't have the catalog to review before registration. |
| Staff | Needs for a continous supports with these programs.Always equipped the  students with new technology tools to improved a better and more skilled  students learning outcomes. The multi-skills of the students reflects as a good  products by a College where they graduated. |
| Staff | No comment......all are very clear and understandable. |
| Staff | Since last year I have seen many improvements in our college. Especially in  assessment and communications. We are all committed to improve our college. |
| Staff | The procedure now, I think is very good. How long will we continue to practice is  my concern. Also, will the valves in the routing channel warn out easily or what?  When I do my garden, I always try to make sure the flowing of water through soil  is just right. Too much water can be just as bad as too little. Have a nice day. |
| Staff | Student need good advice on how to achieve their goal. They need good advice  on what major is best fit to their interest. Not just because of the availability of  classes in one major is going to get them in that particular major. |
| Staff | Frankie is awesome. |
| Staff | none,and thanks.... |
| Staff | None |
| Staff | If all of us participate in trainings and workshops for the accreditation, we should  have been proficient all areas pointed out in the survey. Thank you very much for  your work. |
| Staff | no comment. just got on board not yet familiar with the rubric survey. Sorry! |
| Staff | no comments |
| Staff | I think sharing and communication are being improve... |
| Staff | Its good to see that the college system is putting more emphasis on program  review, planning and SLO to improve our services to our students and the  people we serve. |
| Staff | would also be good to include a comprehensive and organizational review and  probably update the administration policies for HR,Finance etc.to better serve  and have a more better check and balance in the administration. |