

College of Micronesia – FSM

# Communication Plan Evaluation



February 2011

## Overview and Summary

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The following is an evaluation of the College of Micronesia's Communication Plan (February 2012). The evaluation process is described in the college's Institutional Assessment Plan Handbook.

The goals of the Communication Plan are:

1. Improve effectiveness and efficiency of programs and services by improved access to information.
2. Improve image and branding of the college by effective development, collection and dissemination of information
3. Improve decision making and information dissemination by use of governance structure

In preparing this evaluation a number of key documents were referenced:

- COM-FSM Communication Plan (attached)
- COM-FSM Communication Plan Assessment Plan (attached)
- COM-FSM Student Satisfaction Survey 2011 & 2009
- COM-FSM Faculty Staff Satisfaction Survey 2011 & 2009
- COM-FSM Quarterly Reports
- COM-FSM BOR Reports
- COM-FSM Governance Policy Evaluation
- COM-FSM Wiki
- ACCJC Follow-Up Evaluation Report April 2011

## Major findings and recommendations:

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### Evaluation question #1: Improve effectiveness and efficiency of programs and services by improved access to information.

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#### **Findings:**

Objectives were substantially met.

- LRC has developed an Archives Policy and is implementing as specified. Electronic archives are backed up nightly.
- IT has upgraded servers, switches and routers. It has improved its remote access administration to allow upgrade, repair and maintenance of state campus equipment.
- Communication matrix developed.

#### **Recommendations:**

- LRC will continue to maintain soft and hard copies of critical documents for the college as described in the Archive Policy and make materials available for internal and external research projects.
- IT will continue to upgrade physical infrastructure to support communication. In the future, the communication plan should reference appropriate items from the ICT Plan for the college
- New objectives/goals are recommended to be developed for this section of the communication plan.

Evaluation question #2: Improve image and branding of the college by effective development, collection and dissemination of information

**Findings:**

Student satisfaction survey showed:

Item	Summary of Data Collected
I feel a sense of belonging /here	There is an increase of 8% on strongly agree from 2009 to 2011 and overall more than 60% of students in 2009 and 2011 show general agreement (strongly agree and agree) on the item
I know what’s going on at the college (2011) I have sufficient information on what’s going on at the college (2009)	The level of general agreement (strongly agree and agree) on the items is currently at 60+% which is an increase of ~ 6% over 2009
USE - Online Forum/COM Facebook & SATISFACTION – Online Forum/COM Facebook	In 2011 the level of general use (strongly agree and agree) is that 58.9% of respondents (966 respondents out of 1003) use the services. The satisfaction level is at 58.6%. This is a new item to be tracked.

Faculty Staff satisfaction survey showed:

Item	Summary of Data Collected
I am treated with respect within the college community	In 2011 the level of general satisfaction (strongly agree and agree) is at 73.7% and in 2009 was at 76.1%.
I have sufficient information on what is going on at the /college	In 2011 the level of general satisfaction (strongly agree and agree) is at 55.3% and in 2009 was 51.2%.
Use – Online Forum/COM Facebook	In 2011 the use of the online forum/COM Facebook was 27% compared to student use at 58.9%. This is a new item for tracking.

**Issue of Intentionality**

Reviewing quarterly and BOR reports one sees actions against goals and objectives in the communication plan, however, there are limited or no references to the plan or that the actions occurred intentionally to implement the plan.

**Recommendations:**

- The college is in the process (February 2012) of finalizing the college’s Brand that includes strategies in the areas of information/communication with enhanced college web site for information sharing and exchange (social media approach) and tracking of users to better response to user needs. The next communications survey will allow initial assessment of the impact of Branding for the college.
- Implement Branding for the college with the following components: development of marketing and communications of the college’s brand. These implementation objectives will replace goal 2 objectives.
- Intentionality of implementation – Implement work planning and performance evaluation with appropriate objectives included in individual and department work plans and performance evaluations and/or move to a project based approach to implementation of major activities.

**Evaluation question #3: Improve decision making and information dissemination by use of governance structure**

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**Findings:**

Student satisfaction survey:

<b>Item</b>	<b>Summary of Data Collected</b>
I know what’s going on at the college (2011) I have sufficient information on what’s going on at the college (2009)	The level of general agreement (strongly agree and agree) on the items is currently at 60.3% compared with 2009 at 54.1%
The college publicizes is decision making and how it makes those decisions	In 2011 the level of general satisfaction (strongly agree and agree) is at 61.0%. New question for 2011.

Faculty Staff satisfaction survey

<b>Item</b>	<b>Summary of Data Collected</b>
I am satisfied with the college’s responsiveness to needs of diverse groups	In 2011 the level of general satisfaction (strongly agree and agree) is at 44.9% in 2009 35.9%. <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 43.1%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 39.7%</li> </ul>
I have sufficient information on what is going on at the college	In 2011 the level of general satisfaction (strongly agree and agree) is at 55.3% and in 2009 was 51.2%. <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 46.8%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 56.1%</li> </ul>
The college publicizes its	In 2011 the level of general satisfaction (strongly agree and

decision making	agree) is at 39.7% and in 2009 was 38.5% <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 37.2%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 34.2%</li> </ul>
I feel that my views and concerns are addressed in decision making	In 2011 the level of general satisfaction (strongly agree and agree) is at 31.3%. New question for 2011. <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 20.3%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 34.3%</li> </ul>
The college is addressing important trends in programs in higher education and decision making	In 2011 the level of general satisfaction (strongly agree and agree) is at 44.9%. New question for 2011. <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 36.7%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 39.7%</li> </ul>

While there is general agreement that information is available and can be accessed, survey items related to decision making are low in the 30s% range.

#### New Committee structure and membership

Committee	# of Meetings	Average Attendance	Number of meetings with Attendance 50%+
1. Planning and Resources	9	47%	3/9
2. Curriculum & Assessment	9	73.5%	8/9
3. Finance	2	41.2%	0/2
4. Personnel and Staff Development	1	31.8%	0/1
5. Information and Communications Technology	4	45.7%	1/4
6. Recruitment, Admission and Retention	8	61.7%	8/8
7. Facilities and Campus Environment	No data		

2 committees (Curriculum and RAR) have attendance above 50% with Curriculum having attendance rates as high as 88 & 89% and RAR with 75 and 82%. RAR has had all meetings with 50% or higher attendance. Other committees are averaging less than 50% attendance.

## **Recommendations:**

The Governance Policy Evaluation (attached) completed in January 2011 provides a series of recommendations regarding the governance structure of the college and issues that need to be addressed to ensure a fully functioning governance system. The current changes in the committee structure partially address only a small section of the recommendations. The recommendations of the governance policy evaluation follow:

### **Major recommendations of the evaluation report:**

#### **OBJECTIVE 1: The revised committee structure enhances participatory decision making to meet institutional needs.**

1. Improve standing committee structure and participation at all campuses by:
  - a. Establishing a common time for class schedules across all campuses to allow increased faculty input
  - b. Monitoring and report quality of state campus access to VOIP and Eliminate sessions for committee meeting
  - c. Provide funding for FSM Telecommunications based teleconferences for all standing committee members at state campuses
  - d. Establish standing committee meeting sites at all campuses:
    - i. Provides quiet, comfortable meeting space
    - ii. Is equipped with both phone line & VOIP connection
    - iii. Provides access to computer, Internet access and smart board/LCD projector
  - e. Provide for committee forums or other means of asynchronous communication and structured discussions on topics of interest to the committee
  - f. Establish a critical documents depository on the college web site for easy access
2. Incorporate into performance management work plans and evaluation key performance indicators for:
  - a. Committee Leadership
    - i. Communications
    - ii. Agenda development and dissemination
    - iii. Posting of minutes on web site
    - iv. Quality of meetings
  - b. Members
    - i. Participation in committee meetings
    - ii. Information dissemination
    - iii. Preparation for meetings
3. To improve transparency of decision making, adopt a formal decision making approach for the college such as PDCA (plan, do, check, act- see <http://www.answers.com/topic/pdca> for additional information) or other structured approach to decision making
4. Conduct formal periodic evaluation of the college's governance structure at the institution and committee level
5. Revise the committee structure and membership taking into account:
  - a. Requirements of the AACJC accreditation standards calling for wide participation (note: the different views of the national and state campuses on

- participator decision making has to be resolved – ACCJC evaluation report places an emphasis on the voice of state campus faculty being heard - Regardless of structure ensure full participation of state campuses in committees ) in decision making
- b. Role of the college’s master plan approval and implementation for committees
  - c. Clearly defined roles in decision-making of:
    - i. Faculty
    - ii. Staff
    - iii. Students
    - iv. administrators
    - v. taking into account what is a committee function versus an administrative function
  - d. impact of the structure and membership on improving:
    - i. communications,
    - ii. participatory decision-making and
    - iii. understanding of roles and responsibilities
6. Provide ongoing training for chairs and committee members in roles and responsibilities and conducting good meetings and establishing dialogue among committee members
  7. Enhance dissemination of reports on enrollment, student achievement and other critical information and data for the college and improve design, analysis and timeliness of surveys (including an increased emphasis on focus groups), program assessment and program review information the college needs for evidence based decision making

**OBJECTIVE 2: The revised committee structure creates an effective conduit for improving system communications.**

1. Identify specific roles of faculty, staff, students and administrators in decision making at the college with emphasis on understanding the roles of committees for:
  - a. Planning and tracking of results and improvement through assessment and resource allocation
  - b. Identify key performance indicators for communications and information dissemination and incorporate into work planning and performance evaluation
2. Post committee minutes on the college’s web site or a secure site that is password assessable to faculty, staff, students, and administrators
3. Provide monthly summaries of committee actions for the college community and quarterly summaries for stakeholders
4. Provide forum(s) or social media sites to encourage exchange of information and dialogue across the college
5. To improve transparency of decision making, adopt a formal decision making approach for the college such as PDCA (plan, do, check, act- see <http://www.answers.com/topic/pdca> for additional information) or other structured approach to decision making
6. Enhance dissemination of reports on enrollment, student achievement and other critical information and data for the college and improve design, analysis and timeliness of surveys (including an increased emphasis on focus groups), program assessment and program review information the college needs for evidence based decision making
7. Provide training:
  - a. Micronesian culture and communication patterns and develop mechanisms that document all faculty, staff, students and administrator views.

- b. Ongoing training for chairs and committee member in effective dialogue as opposed to discussion
- c. Evidence based decision making

**OBJECTIVE 3: Participants in the revised committee structure demonstrate an understanding of roles and responsibilities of faculty, students, staff in governance of the college.**

- 1. Incorporate the roles and responsibilities of committee chair, members and support staff into the college's new work planning and performance evaluation system including:
  - a. Roles for information dissemination
  - b. Meeting attendance and preparation
- 2. Provide ongoing training for committee chairs and members in
  - a. Communications and information dissemination
  - b. Conducting effective meetings (as per Mary Allen's materials and with understanding of Micronesian culture, learning styles and compunctions patterns) with emphasis on creating dialogue among all faculty, staff, students, administrators and stakeholders
  - c. Micronesian culture, learning styles and patterns of communication



**Unit/Office/Program (3-1)**  
 **Formative Assessment (3-3)**  
 **Summative Assessment (3-4)**

**Assessment Period Covered (3-2)**  
 2/2010 – 2/2012

**Submitted by & Date Submitted (3-5)**

**IRPO February 17, 2012**

**Endorsed by: (3-5a)**

## Evaluation Questions

**Evaluation Question (Use a different form for each evaluation question)(3-6):**

Improve effectiveness and efficiency of programs and services by improved access to information:

Have programs increased effectiveness and efficiency by implementing key elements of the communication plan?

Have programs increased access to information by implementing key elements of the communication plan?

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7):**

*1a. Means of Unit Assessment & Criteria for Success:*

Actions against KPIs

*1b. Summary of Assessment Data Collected:*

CP1.1 Set up and implement a critical documents storage system

LRC has completed its Archives Policy and implementation is ongoing. Electronic archives are updated nightly.

CP1.2 Enhance physical infrastructure to support communication

IT has upgraded servers, switches and routers. It has improved its remote access administration to allow upgrade, repair and maintenance of state campus equipment.

CP1.3 Develop a matrix for critical information collection and dissemination

Completed.

*1c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:*

- LRC will continue to maintain soft and hard copies of critical documents for the college as described in the Archive Policy and make materials available for internal and external research projects.
- IT will continue to upgrade physical infrastructure to support communication. In the future, the communication plan should reference appropriate items from the ICT Plan for the college
- New objectives/goals are recommended to be developed for this section of the communication plan.

**Evaluation Question (Use a different form for each evaluation question)(3-6):**

Does the college have an improved image and branding?

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7)):**

*1a. Means of Unit Assessment & Criteria for Success (3-8):*

Comparison of student satisfaction survey 2011 & student satisfaction survey 2009

*1b. Summary of Assessment Data Collected (3-9):*

Selected items from the overall survey (2011) that relate to image and branding for the college follow:

<b>Item</b>	<b>Summary of Data Collected</b>
I feel a sense of belonging here	There is an increase of 8% on strongly agree from 2009 to 2011 and overall more than 60% of students in 2009 and 2011 show general agreement (strongly agree and agree) on the item
I know what's going on at the college (2011) I have sufficient information on what's going on at the college (2009)	The level of general agreement (strongly agree and agree) on the items is currently at 60+% which is an increase of ~ 6% over 2009
I can easily find out correct information about the college (2011) I am aware of the areas where I can find information about the college (2009)	In 2011 the level of general agreement (strongly agree and agree) is 61.4% compared with 2009 59.6%.
Sources of information such as memos, newsletters and announcements have given me an understanding of what's going on at the college (2011) The Presidential updates and other sources of information such as memos, newsletters and announcements have given me an understanding of the activities that the college undertakes (2009)	In 2011 the level of general agreement (strongly agree and agree) is at 68% compared to 57.6% in 2009 ~ a 10% increase.
USE - Online Forum/COM Facebook & SATISFACTION – Online Forum/COM Facebook	In 2011 the level of general use (strongly agree and agree) is that 58.9% of respondents (966 respondents out of 1003) use the services. The satisfaction level is at 58.6%. This is a new item to be tracked.

*1c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop] (3-10):*

The college is in the process (February 2012) of finalizing the college's Brand that includes strategies in the areas of information/communication with enhanced college web site for information sharing and exchange (social media approach) and tracking of users to better response to user needs. The next communications survey will allow initial assessment of the impact of Branding for the college.

**Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-11):**

<i>2a. Means of Unit Assessment &amp; Criteria for Success:</i> Faculty Staff satisfaction survey 2011	
<i>2b. Summary of Assessment Data Collected:</i>	
<b>Item</b>	<b>Summary of Data Collected</b>
I am treated with respect within the college community	In 2011 the level of general satisfaction (strongly agree and agree) is at 73.7% and in 2009 was at 76.1%.
I have sufficient information on what is going on at the college	In 2011 the level of general satisfaction (strongly agree and agree) is at 55.3% and in 2009 was 51.2%.
Sources of information such as memos, announcements, directives have given me an understanding of what is going on at the college	In 2011 the level of general satisfaction (strongly agree and agree) is at 68.7% and in 2009 was 75%.
I am aware of where I can find information about the college	In 2011 the level of general satisfaction (strongly agree and agree) is at 72.4% and 2009 75.9%
Use – Online Forum/COM Facebook	In 2011 the use of the online forum/COM Facebook was 27% compared to student use at 58.9%. This is a new item for tracking.
<i>2c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:</i> Same recommendations as 1c above.	

**Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-12):**

<i>3a. Means of Unit Assessment &amp; Criteria for Success:</i> <b>Goal 2: Improve image and branding of the college by effective development, collection and dissemination of information – Quarterly Reports &amp; BOR Reports</b>
<b>3.b: Actions against goal</b> <b>Accomplishments against objectives</b> <ul style="list-style-type: none"> <li>• Quarterly reports are against the college strategies goals and objectives and are inputted directly by office, program and department heads into Google docs.</li> <li>• Training and technical assistance has been provided on Google docs for office heads and key staff.</li> <li>• Training in best practices was provided to instructional staff.</li> <li>• College web software has been audited with redesign of web site improved navigation and content. Additionally testing is being conducted on Drupal by IT staff in consultation with DCR to find a more effective and easy to use replacement for web sites wikis, forums, etc. and expands capacity in other areas. Google Analytics installed to monitor user data for better decision making but will be replaced by Drupal that includes enhanced tools.</li> <li>• Plan for developing a COM-FSM brand is completed and implementation ongoing.</li> </ul>

- **Brand Statement:** Our business is quality education for a better Micronesia where we understand our people.
- **Brand Values:** As a college, we value our Micronesian *identity* and our role in the socioeconomic development of the Federated States of Micronesia. We live out our *Micronesianness* through the celebration of our unique languages, cultures and hospitality. We exist to support the nation through the training of the workforce and to prepare academics for further education.
- Initial discussion on communications tools (ladder of inference, Changing Minds, etc.) Were conducted Planning and Resources Committee prior to the change in committee structure?
- Student and Faculty Staff Satisfaction surveys provided in Fall 2011 (annual surveys) with Employer survey strategies for reaching more employers of college graduates in 2009/10 and 2010/11 being redesigned by IRPO and DCR. Survey will delivered in spring 2012.
- Enrollment Management Plan (marketing plan component) is being implemented by DCR through dissemination of COMET announcement dates and venues, newspaper articles, radio announcement and online publications and recruitment site visits by Student Services Staff to high schools.
- Training for MyShark for students and faculty advisors provided by IT.

**Objectives in progress or pending**

- Adopt formal decision making strategies and approaches for the college.
- Provide training on basics of accessibility built into various operating systems for individuals with disabilities.
- Explore Horizon reports for appropriate technologies by DCR to enhance communications.

**Issue of Intentionality**

- Reviewing quarterly and BOR reports one sees actions against goals and objectives in the communication plan, however, there are limited or no references to the plan or that the actions occurred intentionally to implement the plan.

*3c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:*

- Implement Branding for the college with the following components: development of marketing and communications of the college’s brand. These implementation objectives will replace goal 2 objectives.
- Intentionality of implementation – Implement work planning and performance evaluation with appropriate objectives included in individual and department work plans and performance evaluations and/or move to a project based approach to implementation of major activities.

**Evaluation Question (Use a different form for each evaluation question)(3-6):**

Has improved decision making and information dissemination through implementation of the governance structure resulted as part to the implementation of the communication plan.

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7):**

*1a. Means of Unit Assessment & Criteria for Success (3-8):*

Student satisfaction survey 2011 and 2009

*1b. Summary of Assessment Data Collected (3-9):*

Item	Summary of Data Collected
I know what's going on at the college (2011) I have sufficient information on what's going on at the college (2009)	The level of general agreement (strongly agree and agree) on the items is currently at 60.3% compared with 2009 at 54.1%
I can easily find out correct information about the college (2011) I am aware of the areas where I can find information about the college (2009)	In 2011 the level of general agreement (strongly agree and agree) is 61.4% compared with 2009 at 59.6%.
Sources of information such as memos, newsletters and announcements have given me an understanding of what's going on at the college (2011) The Presidential updates and other sources of information such as memos, newsletters and announcements have given me an understanding of the activities that the college undertakes (2009)	In 2011 the level of general agreement (strongly agree and agree) is at 68% compared to 57.6% in 2009 ~ a 10% increase.
The college publicizes its decision making and how it makes those decisions	In 2011 the level of general satisfaction (strongly agree and agree) is at 61.0%. New question for 2011.

*1c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop] (3-10):*

Students show a general level of satisfaction with information provided and decision making. However, it is recommended that training be provided in conducting focus groups at each state campus to gain additional detail into student views and concerns.

**Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-11):**

*2a. Means of Unit Assessment & Criteria for Success:*  
Faculty/staff satisfaction survey

*2b. Summary of Assessment Data Collected:*

<b>Item</b>	<b>Summary of Data Collected</b>
I am satisfied with the college's responsiveness to needs of diverse groups	<p>In 2011 the level of general satisfaction (strongly agree and agree) is at 44.9% in 2009 35.9%.</p> <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 43.1%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 39.7%</li> </ul>
I have sufficient information on what is going on at the college	<p>In 2011 the level of general satisfaction (strongly agree and agree) is at 55.3% and in 2009 was 51.2%.</p> <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 46.8%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 56.1%</li> </ul>
Sources of information such as memos, announcements, directives have given me an understanding of what is going on at the college	<p>In 2011 the level of general satisfaction (strongly agree and agree) is at 68.7% and in 2009 was 75%.</p> <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 64.3%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 64.9%</li> </ul>
I am aware of where I can find information about the college	<p>In 2011 the level of general satisfaction (strongly agree and agree) is at 72.4% and 2009 75.9%</p> <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 73.5%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 73.0%</li> </ul>
The college publicizes its decision making	<p>In 2011 the level of general satisfaction (strongly agree and agree) is at 39.7% and in 2009 was 38.5%</p> <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 37.2%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 34.2%</li> </ul>
I feel that my views and concerns are addressed in decision making	<p>In 2011 the level of general satisfaction (strongly agree and agree) is at 31.3%. New question for 2011.</p> <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 20.3%</li> <li>• 2011 Professional staff only level of general satisfaction (strongly agree and agree) 34.3%</li> </ul>
The college is addressing important trends in programs in higher education and decision making	<p>In 2011 the level of general satisfaction (strongly agree and agree) is at 44.9%. New question for 2011.</p> <ul style="list-style-type: none"> <li>• 2011 Faculty only level of general satisfaction (strongly agree and agree) 36.7%</li> </ul>

	<ul style="list-style-type: none"> <li>2011 Professional staff only level of general satisfaction (strongly agree and agree) 39.7%</li> </ul>
<p><i>2b. Summary of Assessment Data Collected:</i></p> <p>While there is general agreement that information is available and can be accessed, survey items related to decision making are low in the 30s% range.</p>	
<p><i>2c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:</i></p> <p>The Governance Policy Evaluation (attached) completed in January 2011 provides a series of recommendations regarding decision making including formal decision making processes, pushing out information on decision, clarifying roles in decision making of administration, committees, students, etc. These recommendations should be reviewed and action taken to improve involvement in and understanding of decision making at the college.</p>	

**Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-12):**

<p><i>3a. Means of Unit Assessment &amp; Criteria for Success:</i></p>	
<p>Goal 3 Improve decision making and information dissemination by use of governance structure – Quarterly and BOR reports</p>	
<p><i>3b. Summary of Assessment Data Collected:</i></p>	
CP3.1 Establish formal processes and procedures for communication and decision making	Recommendations made.
CP3.2 Develop the structural framework for the college’s policy on continuous improvement cycle	Recommendations made.
CP3.3 Enhance reporting	Recommendations made for reporting accomplishments against priorities.
CP3.4 Standardize processes for surveys of students, faculty, staff and stakeholders of the college	Basic processes recommended. New processes for focus groups under development.
<p><i>3c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:</i></p> <p>See recommendations under item 4.</p>	

**Fourth Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (4-12):**

<p><i>4a. Means of Unit Assessment &amp; Criteria for Success:</i></p>
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Committee minutes

*4b. Summary of Assessment Data Collected:*

Attendance at committee meetings – Source College Wiki as of 2/16/2012

Committee	# of Meetings	Average Attendance	Number of meetings with Attendance 50%+
8. Planning and Resources	9	47%	3/9
9. Curriculum & Assessment	9	73.5%	8/9
10. Finance	2	41.2%	0/2
11. Personnel and Staff Development	1	31.8%	0/1
12. Information and Communications Technology	4	45.7%	1/4
13. Recruitment, Admission and Retention	8	61.7%	8/8
14. Facilities and Campus Environment	No data		

2 committees (Curriculum and RAR) have attendance above 50% with Curriculum having attendance rates as high as 88 & 89% and RAR with 75 and 82%. RAR has had all meetings with 50% or higher attendance. Other committees are averaging less than 50% attendance.

*4c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop]:*

The Governance Policy Evaluation (attached) completed in January 2011 provides a series of recommendations regarding the governance structure of the college and issues that need to be addressed to ensure a fully functioning governance system. The current changes in the committee structure partially address only a small section of the recommendations. The recommendations of the governance policy evaluation follow:

**Major recommendations of the evaluation report:**

**OBJECTIVE 1: The revised committee structure enhances participatory decision making to meet institutional needs.**

8. Improve standing committee structure and participation at all campuses by:
  - a. Establishing a common time for class schedules across all campuses to allow increased faculty input
  - b. Monitoring and report quality of state campus access to VOIP and Elluminate sessions for committee meeting
  - c. Provide funding for FSM Telecommunications based teleconferences for all standing committee members at state campuses



- d. Establish standing committee meeting sites at all campuses:
    - i. Provides quiet, comfortable meeting space
    - ii. Is equipped with both phone line & VOIP connection
    - iii. Provides access to computer, Internet access and smart board/LCD projector
  - e. Provide for committee forums or other means of asynchronous communication and structured discussions on topics of interest to the committee
  - f. Establish a critical documents depository on the college web site for easy access
9. Incorporate into performance management work plans and evaluation key performance indicators for:
- a. Committee Leadership
    - i. Communications
    - ii. Agenda development and dissemination
    - iii. Posting of minutes on web site
    - iv. Quality of meetings
  - b. Members
    - i. Participation in committee meetings
    - ii. Information dissemination
    - iii. Preparation for meetings
10. To improve transparency of decision making, adopt a formal decision making approach for the college such as PDCA (plan, do, check, act- see <http://www.answers.com/topic/pdca> for additional information) or other structured approach to decision making
11. Conduct formal periodic evaluation of the college's governance structure at the institution and committee level
12. Revise the committee structure and membership taking into account:
- a. Requirements of the AACJC accreditation standards calling for wide participation (note: the different views of the national and state campuses on participator decision making has to be resolved – ACCJC evaluation report places an emphasis on the voice of state campus faculty being heard - Regardless of structure ensure full participation of state campuses in committees ) in decision making
  - b. Role of the college's master plan approval and implementation for committees
  - c. Clearly defined roles in decision-making of:
    - i. Faculty
    - ii. Staff
    - iii. Students
    - iv. administrators
    - v. taking into account what is a committee function versus an administrative function
  - d. impact of the structure and membership on improving:
    - i. communications,
    - ii. participatory decision-making and
    - iii. understanding of roles and responsibilities
13. Provide ongoing training for chairs and committee members in roles and responsibilities and conducting good meetings and establishing dialogue among committee members
14. Enhance dissemination of reports on enrollment, student achievement and other critical

information and data for the college and improve design, analysis and timeliness of surveys (including an increased emphasis on focus groups), program assessment and program review information the college needs for evidence based decision making

**OBJECTIVE 2: The revised committee structure creates an effective conduit for improving system communications.**

8. Identify specific roles of faculty, staff, students and administrators in decision making at the college with emphasis on understanding the roles of committees for:
  - a. Planning and tracking of results and improvement through assessment and resource allocation
  - b. Identify key performance indicators for communications and information dissemination and incorporate into work planning and performance evaluation
9. Post committee minutes on the college's web site or a secure site that is password assessable to faculty, staff, students, and administrators
10. Provide monthly summaries of committee actions for the college community and quarterly summaries for stakeholders
11. Provide forum(s) or social media sites to encourage exchange of information and dialogue across the college
12. To improve transparency of decision making, adopt a formal decision making approach for the college such as PDCA (plan, do, check, act- see <http://www.answers.com/topic/pdca> for additional information) or other structured approach to decision making
13. Enhance dissemination of reports on enrollment, student achievement and other critical information and data for the college and improve design, analysis and timeliness of surveys (including an increased emphasis on focus groups), program assessment and program review information the college needs for evidence based decision making
14. Provide training:
  - a. Micronesian culture and communication patterns and develop mechanisms that document all faculty, staff, students and administrator views.
  - b. Ongoing training for chairs and committee member in effective dialogue as opposed to discussion
  - c. Evidence based decision making

**OBJECTIVE 3: Participants in the revised committee structure demonstrate an understanding of roles and responsibilities of faculty, students, staff in governance of the college.**

3. Incorporate the roles and responsibilities of committee chair, members and support staff into the college's new work planning and performance evaluation system including:
  - a. Roles for information dissemination
  - b. Meeting attendance and preparation
4. Provide ongoing training for committee chairs and members in
  - a. Communications and information dissemination
  - b. Conducting effective meetings (as per Mary Allen's materials and with understanding of Micronesian culture, learning styles and communication patterns) with emphasis on creating dialogue among all faculty, staff, students, administrators and stakeholders
  - c. Micronesian culture, learning styles and patterns of communication

