

**College of Micronesia – FSM
Committee (Working Group) Minutes Reporting Form**

Committee or Working Group:	Assessment Committee Meeting MINUTES WORKING
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Date:	Time:	Location:
03/26/2010 (Friday)	1:00 pm to 2:00 pm	President Conference Room

Members Present/Absent:

Titles/Reps	Name	Present	Absent	Comments
Director, IRPO	Jimmy Hicks	x		
Director, Academic Program.	Karen Simion	x		
Director, VCCE	Grilly Jack	x		
Chuuk Campus IC	Alton Higashi		x	
Kosrae Campus IC	Nena Mike		x	
Pohnpei Campus IC	Maria Dison	x		
Yap Campus IC	Jon Berger		x	
FSM FMI IC	Kasiano Paul		x	
Faculty Staff/ Senate Rep	Joseph Saimon		x	
Faculty Staff/ Senate Rep	Faustino Yarofaisug		x	
Faculty Staff/ Senate Rep	Frankie Harris		x	
Faculty Staff/ Senate Rep	Gardner Edgar		x	
Faculty Staff/ Senate Rep	Marlo Gorospe		x	
Faculty Staff/ Senate Rep	Skipper Ittu		x	
Registrar	Joey Oducado	x		
Student Services Rep	Reedson Abraham	x		
Administrative Services Rep	Gordon Segal	x		
CRE Rep	Jackson Phillip		x	

Additional Attendees:	Raleigh Welly (recorder)
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Agenda/Major Topics of Discussion:

- Discussion and review of the College Performance Base Budget for FY 2011

Discussion of Agenda/Information Sharing:

- Continued discussion and review of the College's Performance Base Budget 2011, focusing on how to better improve the key outputs, objectives and strategies for **Instructional Affairs** to be more SMART/er.
 - *As with Administrative Services performance budget review- since the budget has been submitted; recommended are changes in the evaluation questions to reflect improved SMARTer outcomes.*
- The committee review indicated that many/most of the outcomes for instructional programs were program review related as opposed to Program Student Learning Outcomes (PSLOs). The IAP worksheets and checklists recommend focus on PSLOs with perhaps 1 program review type outcome. One issue was raised that programs often had difficulty associating their budget to the outcomes. Program review outcomes focus on only a small aspect of the program, while associating line items to PSLOs is straightforward (personnel, training, materials, equipment are all necessary for achieving/improving PSLOs).
 - The basic/fundamental focus of instructional programs improvement should be related to Unit/Program Student Learning Outcomes. Basically, programs should transfer the Program Student Learning Outcomes to be assessed into the appropriate section of the improvement plan. The evaluation questions should determine if the

<p>appropriate level of learning is being achieved.</p> <ul style="list-style-type: none"> ▪ If programs have not established baseline data related to Program SLOs – The focus of 2011 plans should be on determining baseline data for Program SLOs. ▪ For small (number of faculty/staff) divisions or campuses with multiple degrees/certificate programs, broader Unit or general education outcomes might be the focus of improvement. (see IAP worksheets #1 directions and also Worksheet #1 checklist and the IAP Handbook Section on Program SLOs for greater detail). ▪ Programs should consider including what instructional or program changes would most impact students meeting or exceeding PSLOs. <ul style="list-style-type: none"> ○ Consideration might be given by instructional programs to prioritize modification of course outlines (using the new format that includes assessment strategies) for courses where mastery of PSLOs is expected. <ul style="list-style-type: none"> ▪ Attached are committee reviews of VPIA, Micronesian Studies, Education Division and Business CIS. ▪ A suggestion for FY 2012 is to base the budget development on IAP Worksheets #1 & 2 and simply transfer information into the budget forms. What goes into worksheets #1 & 2 should be directed by the Assessment Report (Worksheet #3) for FY 2011. ▪ The Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes is attached and recommended to be used as the guide for budget development at the <i>proficiency</i> level for ensuring that PSLOs are the basis of budget development.
<ul style="list-style-type: none"> ▪ <ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
<ul style="list-style-type: none"> ▪ Committee reviews of Instructional Programs are attached (not all programs were review to due time constraints).

Comments/Upcoming Meeting Date & Time/Etc.:
<ul style="list-style-type: none"> ▪ April 09, 2010 meeting will focus will be on review of State Campus budgets. ▪ Elluminate and VOIP were available, but not accessed by members.

Handouts/Documents Referenced:
<ul style="list-style-type: none"> ▪ IAP Handbook ▪ COM-FSM Performance Base Budget FY 2011

Prepared by:	Raleigh Welly &	Date Distributed:	4/5/2010
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	Jimmy Hicks		
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Approval of Minutes Process & Responses:

Submitted by:		Date Submitted:	
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Summary Decisions/Recommendations/Action Steps/Motions with Timeline & Responsibilities:			
1. FY 2012 budget development should be based on an approved IAP worksheets #1 & #2 (improvement & assessment plan) with information transferred to budget forms.			
Action by President:	Item numbers:	Date:	Comments/Conditions:
Approved:			
Approved with conditions:			
Disapproved:			

Assessment Committee of the College of Micronesia – FSM
Assessment Plan Review & Checklist – Instructional

Program/Service Area: _____

**Assessment Committee
Member (s):** _____

Date: _____

Please mark your response to the following statements (numbers before the statements represent the appropriate sections from the Assessment Plan Worksheet (worksheet #2) :

Statement	Yes	NI (needs improvement or more information)	No
2-1 Unit/Office/Program: The unit/office/program is identified.			
2-2 Assessment Period: The assessment period is identified. Generally, this is a one year period and is aligned with the timeline in Appendix E of the IAP handbook regarding Program Review and Assessment Timeline.			
2-3 & 2-4 Formative or Summative Assessment: Either the formative or summative assessment category is checked depending on where the unit/office/program is in regarding its two year improvement assessment cycle. Generally the first year of the assessment cycle is devoted to formative assessment or ensuring that the improvement plan is being implemented as designed. The second year of the assessment cycle is devoted to summative assessment or determining what was the actual impact of the improvement activities. You can also see the glossary section of the IAP handbook for the definitions and differences between formative and summative assessment. Formative assessment is conducted prior to summative assessment.			
2-5 Submitted by & Date: The person directly responsible for completing the assessment plan submits the assessment plan to the committee. Generally, this is the office or program head. The assessment plan should be submitted in line with Appendix E of the IAP handbook regarding Program review and assessment timelines.			
2-5a Endorsed by: Has the plan been endorsed by the appropriate supervisors. Examples might be IC/DAP or SSC, Campus Director, Vice Presidents.			
2-6 College Mission: The approved college mission is included in the plan.			
2-7 College Strategic Goals: The appropriate college's strategic goals that the service area addresses are referenced. Generally, a office or program will concentrate on one or two strategic goals. Assessment plans for vice presidents, campus directors, program coordinators, etc. may address multiple strategic goals.			
2-8 Unit/Office/Program Mission: The program mission submitted should follow the guidelines for mission development instructional section of the IAP handbook. Each program should have its own mission statement. An effective program mission statement should be linked to the College mission statement and be written in a language so that it can be understood by students and parents. A mission statement might provide: <ul style="list-style-type: none"> • A brief history of the program and describe the philosophy of the program • The types of students it serves • The type of professional training it provides • The relative emphasis on teaching , scholarship , and service • Important characteristics of program graduates. The mission should have previously been endorsed by the appropriate college committee and approved by the college President.			
2-9 Unit/program goals: Improvement goals are included that represent the long term aspirations of the program and follow the SMART (Specific, Measureable, Achievable, Realistic and Time bound) approach to goals development. The program			

goals have been endorsed by the appropriate committee and approved by the President. A copy of the approved worksheet # 1 should be attached to the assessment plan.			
2-10 Unit/program outcomes/objectives: <i>The student learning outcomes that are being assessed under this improvement plan are stated. This section may also include an improvement outcome/objective related to program review such as need to increase program enrollment, etc.</i>			
2-11 Evaluation questions: <i>The evaluation questions adequately address the outcomes in section 2-10 and are stated in such a manner that the answers to the questions will address whether or not the outcome/objective has been met. See the IAP handbook for guidelines in developing evaluation questions.</i>			
2-12 Data sources: <i>The data sources for the evaluation questions will provide the critical information and evidence necessary to determine if the outcome/objective has been met. Can the data sources provide an adequate answer to the evaluation question? Is the data collection realistic and achievable? For programs that are offered over more than one site, is the data source providing information from all sites? Are the data sources (including method of collection) are of sufficient quality to assist in answering the evaluation question?</i>			
2-13 Sampling: <i>Does the sampling process follow generally accepted guidelines for sampling. Is the sampling realistic and achievable?</i>			
2-14 Analysis: <i>Is the type of analysis that will be used to interpret the data collected identified. See the IAP handbook for a description of different types of analysis that can be applied? Are the analysis requirements realistic and achievable? Are the analysis techniques a good fit for the data source? Are the analysis techniques reflecting generally accepted quality standards?</i>			
2-15 Timeline: <i>Does the timeline identify major activities such as surveys, major data collection points, etc.</i>			
2-16 Activity: <i>Do the activities identified reflect the major and critical points for surveys, data collection, etc.</i>			
2-17 Who is Responsible: <i>Are the person (s) responsible for the activity in 2-16 identified?</i>			
2-18 Date: <i>The date or span of dates is reasonable and can be monitored.</i>			
2-19: Comments: <i>Comments on the plan provide greater detail that cannot be included in the assessment plan itself.</i>			

Notes & Comments from Reviewers (refer to appropriate section of the assessment plan)

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

INSTRUCTIONAL PROGRAMS Budget FY 2011 Assessment Committee review and recommendations.

Office of Vice President for Instructional Services

Strategic Focus (strategic goal)	Key Result / Output (Measure)	SMART Objective/outcome + strategies/activities (from IAP worksheet #1)	Comments
Goal 1 Promote quality teaching and learner centered behaviors and environments for the six campuses	1. All campuses prepare and publish schedules of courses appropriate to student needs for timely completion for 2 regular and one summer session.	Use SIS to assist chairs and IC's determine course needs. Review and approve campus schedules Verify instructors as certified. Review and approve faculty workload and adjust as needed. Publish schedules by established timelines	A regrouping might be in order. Goal 1 #1, 2, 3, Goal 2 #1, 2 might all be related to a single outcome " <i>Improve timely student completion of programs</i> " items under column 2 become your objectives and column 3 strategies. Data measures could be graduate rates (lagging indicator) or progression rates (# of students accumulating credits toward timely completion of programs) and retention rates. Baseline data is already available in each of these areas and specific criteria can be established.
	2. Two new courses are prepared and implemented for delivery through distance learning	Identify courses to create or modify based on program and campus needs. Design courses for DL delivery Pilot courses.	
	3. At least 1 faculty per campus trained to conduct or facilitate distance learning course	Identify faculty Conduct training course for faculty through online/distance ed. training module Conduct face to face training on campuses	
	4. Secure two grant or special project funding to meet needs to implement an identified instructional program improvement	Identify area of need to target Seek grant or funding opportunity Prepare and submit proposal or request.	

Goal 2 Promote timely college tenure and graduation of students with master of an array of core learning objectives including civic mindedness	1. Conduct a program review for academic advising program with recommendation for improving retention identified	Design program review criteria Conduct review/gather data from all campus sites. Analyse data/input from all campus sites and prepare report with findings and recommendations. Share recommendation for improvement with appropriate stakeholders.	
	2. Offer courses during summer at national campus for timely program completion for students.	Use SIS database to identify needed courses and prepare schedule. Identify available faculty. Contract faculty for summer session.	
Goal 7 Develop new and enhance existing programs to meeting changing educational and workforce needs	1. 30% increase in the number of short term continuing education and workforce trainings	Identify state needs Collaborate with IC's at state campuses to select appropriate training Collaborate with IC's to identify trainers, secure materials, etc. Monitor training and reporting at state campuses sites.	
Goal 9 Improve institutional assessment and evaluation	1. A handbook is developed with training to users to guide policy and procedures for data collection and assessment of non credit continuing education programs	Develop framework for handbook following needs assessment and research Develop policies and procedures Present handbook to appropriate committees , etc for approval Conduct training of appropriate offices/personnel	A separate handbook might not be needed as the IAP handbook worksheets are designed to accommodate different types of programs and services. Using IAP worksheets #2 & # 3 to develop an assessment plan and reports for all non credit & continuing education programs would accomplish the same purpose. An outcome might be " <i>Ensure quality of non credit and continuing education programs through continuous assessment and reporting on programs and services.</i> "
	2. 100% of all active accredited	DAP develops work plan Inform program	

	programs will complete program reviews on time and share with appropriate committees and stakeholders.	coordinators/divisions of task and timelines. DAP, DVCCE, and Assessment coordinator provide assistance. Reports compiled, printed, and disseminated as appropriate.	
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National Campus/Instructional/Social Science/Micronesian Studies AA Program and Trial

The outcomes are program review. As per the IAP suggestions, it would be better to focus on the program student learning outcomes for the Micronesian Studies program & trail counselors with perhaps one of program review outcome.

Goal 1	Outcome	SMART Objective/outcome + strategies/activities (from IAP worksheet #1)	
	<i>Micronesian studies program learning outcome #1</i>	<i>If baseline if available it should be stated. If no baseline data is available, it should be indicated that baseline data will be established this year. Strategies (instructional) to improve students meeting PSLOs.</i>	
	<i>Improve program completion rate for Micronesian studies students. Or similar to the VPIA program review "Improve timely student completion of Micronesian Studies program"</i>	<i>Strategies (prioritized) as listed below.</i>	

Strategic Focus (strategic goal)	Key Result / Output (Measure)	SMART Objective/outcome + strategies/activities (from IAP worksheet #1)	Comments
Goal 1 Promote quality teaching and learner centered behaviours and environments for the six campuses	1. All campuses prepare and publish schedules of courses appropriate to student needs for timely completion for 2	Use SIS to assist chairs and IC's determine course needs. Review and approve campus schedules Verify instructors as certified. Review and approve	Program review outcome – most of the outcomes are related to improving program completion rates for the Micronesian studies and programs.

	regular and one summer session.	faculty workload and adjust as needed. Publish schedules by established timelines	
	2. Two new courses are prepared and implemented for delivery through distance learning	Identify courses to create or modify based on program and campus needs. Design courses for DL delivery Pilot courses.	Program review outcome
1, 2, 9			
	Increase Micronesian Studies Program completion rate by 70%	<ol style="list-style-type: none"> 1. Establish a maximum class size for all Micronesian Studies courses to maintain quality of instruction by fall 2010 2. Provide quality by ensuring that Micronesian introductory courses are taken before the developmental and mastery level, appropriate to graduate. 3. Faculty will maintain a regular load of instruction per semester; no more than 15 credits with 4 preps. 4. Establish learning communities between other programs and Micronesian 	Program review outcome

		studies courses to establish linkages between learning in the content area and writing by fall 2010.	
	Increase average term GPA of Micronesian Studies students by 10%	<ol style="list-style-type: none"> 1. Establish learning communities between students in the Micronesian Studies program, such as pairing off students that are doing well in class with those that need improvement by fall 2010. 2. Provide quality by ensuring that Micronesian introductory courses are taken before the developmental and mastery level appropriate to graduate. 3. Faculty will maintain a regular load of instruction per semester; no more than 15 credits with 4 preps. 4. Establish learning communities between other programs and Micronesian studies courses to establish 	Program review outcome

		linkages between learning in the content area and writing by fall 2010.	
	Increase SS online courses by 50%	<ol style="list-style-type: none"> 1. Create at least 1 new SS online course by fall 2010. 2. Deliver at least 1 new SS online courses by fall 2010 	Program review outcome

National Campus Educational Division

Summary: The education division has multiple programs with a limited number of faculty. However, there is an overlying theme of the programs to provide teachers for the FSM education system.

Strategic Focus (strategic goal)	Key Result / Output (Measure)	SMART Objective/outcome + strategies/activities (from IAP worksheet #1)	Comments
1.Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyse information and to communicate effectively;	Teacher Competency Exam & NSTT	<p>1.The improvement of the AA and Third-Year programs will be evidenced through an increase of 5% of student performance level on the Teacher Competency Test and the National Standardized Test for Teachers as a result of:</p> <ol style="list-style-type: none"> 1. One, maintaining a diverse teaching methodologies and assessment tools, 2. Two, upgrading faculty members on new and innovative strategies to 	<p>Rewrite column to be an outcomes such as "Student demonstrate their ability to teach in the FSM education system".</p> <p>The teacher competency exam and NSTT are the primary data measures (I personally would recommend including classroom observations) and improvement can be measured using baseline data.</p> <p>How to improve the ability would be to include changes in instructional strategies to assist with improving student meeting of PSLOs.</p>

		apply in both instructional activities and course syllabi used across both programs' courses.	
		3. Through giving proper student advising and placement	
		4. Through participation in committee meetings	
		5. Through participation in division meetings	
		6. Through active and independent research initiatives	

BUSINESS DIVISION- National Campus
- Computer Information System (CIS) Program

Strategic Focus (strategic goal)	Key Result / Output (Measure)	SMART Objective/outcome + strategies/activities (from IAP worksheet #1)	comments
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<p>1</p> <p>Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively;</p> <p>2</p> <p>Provide institutional support to foster student success and satisfaction;</p>	<p>Priorities of CIS program</p> <p>Improve quality of instruction <i>(increase 10% success rate of IS220, IS280, IS240, IS240 based from Spring 2009 data)</i></p>	<p>Original Outcome 4: Demonstrate a solid foundation skills in database design and management, web engineering, programming, and networking</p> <p>SMART/er OBJECTIVES: By the end of FY 2011 students in CIS major taking up database design, web engineering, programming & networking will demonstrate a solid foundation skills in database design and management, web engineering, programming, and networking thru:</p> <ol style="list-style-type: none"> 1) revising of at least 50% program course outline and content that will meet the industry need/demand and standard 2) offering of the proposed new elective (e.g. Advanced Web Programming) 3) offering of the proposed 2 CIS major courses with certification enabled course contents (e.g. At Certified, CISCO Level1 Certified. Dreamweaver Designer Certified). 4) providing funds for faculty skills 	<p>Use the SMARTer Outcomes in column three as the basis of improvement. Might want to reduce the number of strategies (it may be difficult to address this many strategies in a single year)</p>
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		<p>upgrading/training and certification</p> <p>5) instituting MOA to industry for CIS Internship Program(on-the-job training)</p> <p>6) establishing linkages to IT Industry thru companies and schools for IT trends awareness</p> <p>STRATEGIES/ACTIVITIES</p> <ul style="list-style-type: none"> - Acquisition of new hardware (high end computer that will meet the minimum requirements of the latest software operating systems and applications) - procurement of new version/editions of software operating systems and applications - purchase instructional training video for students (e-learning, learning at their own pace that will cater for fast and slow learner) - schedule open lab after 	
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		afternoon classes and weekends	
<p>7</p> <p>Build a partnering and services network for community, workforce and economic development</p>	<p>Raise relevant and related IT job opportunities of CIS graduates <i>(increase 10% to 40% job landing rate)</i></p>	<ul style="list-style-type: none"> - initiate convergence with IT industry and schools outside FSM and exposure, and awareness of the standard and needs of industry thru educational tour outside FSM for top 10 students w/ 1 faculty in-charge) 	<p>Good program review item.</p>
<p>9</p> <p>Provide for continuous improvement of programs, services and college environment</p>	<p>Enhance curriculum <i>(at least 50% revision and modification)</i></p>	<ul style="list-style-type: none"> - purchase training video for faculty skills upgrading (new trends in ICT) - attend conference, seminars, workshops, training and short-term courses in ICT 	<p>This section would be a strategy under the PSLO above.</p>