

College of Micronesia – FSM

Organizational Chart Evaluation
Department of Administration



Office of Institutional Research & Planning

August 2008

Background & Summary

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Background & Summary of Findings & Recommendations

Background

In its review of the college's 2004 self study, the WASC accreditation team made a series of recommendations regarding improvement needed at the college. One of the recommendations dealt with the need for clear administered responsibility across instructional, student services and learning resource centers at all six campuses.

Recommendation 2: Improve Communication (June 25, 2004)

The college must develop, document, and implement an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority such as,

- *For all instructional programs cross all sites to the Vice President for Instructional Affairs*
- *For all student service programs across the sites to the Vice President for Support and Student Affairs*
- *For all learning resources programs across the sites to the Director of Learning Resources Center.*

Since 2004 the college has developed and implemented a revised administrative structure for instruction, student services, learning resource center and administrative services.

WASC has also called for an evaluation of the impact of the revised administrative structure.

Recommendation 3: Improve Communication

Once the collaborative processes (Recommendation 1) and the organization of administrative responsibilities (Recommendation 2) are developed, documented, and implemented, they must be periodically and systematically evaluated to facilitate a cycle of continued improvement.

This evaluation report deals with the college's Department of Administration. A companion evaluation was completed in May 2007 for the Department of Instructional Affairs and Students Services.

Evaluation Design

The college developed an evaluation plan in June 2008 (Attachment A) based on the National Science Foundation model that formulates evaluation questions, determines data sources, sampling techniques and analysis, and provides a timeline for conducting the evaluation. The questions used to guide the college evaluation of the organizational chart for the department of Administration follows.

Background & Summary of Findings & Recommendations

Evaluation Question 1

Has the college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in administration and gives a clear, consistent line of administrative authority.

Evaluation Question 2

Has the new organizational structure resulted in improved a) coordination of activities and b) clarity and consistency of decision making across all six campuses?

Evaluation Question 3

Has the VPA position helped reduce redundancy in the system and achieved some economies of scale by coordinating activities.

Summary of Findings

Evaluation Question 1:

The college developed, documented and implanted an organizational structure for administrative responsibilities across the six sites that addressed issues of continuity in administrative services. As the VPA position was filled for only 1 ½ years the full impact of the structure has still to be seen. Structurally the same findings found in the evaluation report for instructional affairs and students services are present in the administration evaluation.

Evaluation Question 2:

Some improvement was seen in coordination of activities, but less improvement in clarity and consistency of decision making across all six campus. This was reflected in concerns over roles and responsibilities, communications and decision making (including rationale for decision making). There was concern over the level of training provided to implement the new administration structure. A fundamental issue was that given the major changes in administration department there was a lack of attention given to development of structures (policies, processes, procedures, etc.) that would support implementation o the new administrative structure.

Evaluation Question 3:

The consensus was that redundancy has not been seen to date or economies of scale.

Summary of Recommendations

Based on the findings and analysis in the administration evaluation report the following major recommendations are made:

Recommendations Evaluation Question 1

The following recommendations are from the “Organizational Chart Evaluation” for instructional affairs and students services. They also apply to the Department of Administration.

General recommendation to accommodate the complex structure adopted by the college to meet WASC Recommendation #2:

1. *The college should consider the organizational structure outlined in Appendix C that is based on matrix organizations that should have vertical coordination across all campuses for consistency, quality of operations, and lateral coordination to address the need for high quality teamwork for individual campus operations.*
 - a. *Matrix organization tools such as decision making and communications grids (Appendix D) should be used to give structure for operations.*
 - b. *Improvement and operational plans should be developed yearly with Vice Presidents and implemented, at the campus level.*
 - c. *Clear charters for lateral and vertical units should be developed.*
 - d. *Matrix organization techniques should be used to provide training on how to function in a complex organization.*
 - i. *Conflict resolution*
 - ii. *Different roles*
 - iii. *Common work and business procedures*
 - iv. *integrated strategic leadership from top management team*
 - v. *Multiple input performance management systems*

Specific recommendations:

2. *The findings and analysis for the organizational chart evaluation should be addressed in the development and implementation of the following::*
 - a. *Communications plan to implement the college’s communications policy*
 - i. *Identify key indicators for reporting on a monthly, quarterly and yearly basis.*
 - ii. *Clarify who needs what information, and when and who is accountable for the ensuring the information flow*
 - iii. *Clarify responsibilities for decision making*
 - iv. *Clarify processes and procedures for routing of documents from state campuses.*
 - b. *Implementation plan for the shared governance policy*
 - i. *Address the role of standing committees in decision making*
 - ii. *Improve mechanisms from equitable representation from state campuses*
 - c. *Development of the institutional assessment plan for the college*
 - i. *Assessment/evaluation plans should be built into plans and implementation strategies.*
 - ii. *Establish benchmarks for major projects and activities.*
3. *The role of Faculty/Staff Senate and Student Body Associations (SBA) need to be clarified in terms of organization and their role in decision making:*

Background & Summary of Findings & Recommendations

- a. *Is there a single Faculty/Staff Senate for the college or does each campus have its own Faculty/Staff Senate?*
 - i. *If there are multiple Faculty/Staff Senates who represents them in cabinet level decision making?*
 - ii. *If there is a single Faculty/Staff Senate how do they obtain needed information from other campuses?*
 - b. *Same questions (i, ii) for Student Body Association*
4. *Processes and procedures for the management team for the National campus should be established – distinct from college wide management team functions.*

Recommendations Evaluation Question 2

- Develop the system wide management infrastructure to support the VPA position including:
 - Roles and responsibilities of (with emphasis on interaction between the various groups) :
 - VPA and campus directors (as campus directors oversee day to day operations of all does this mean that the VPA is involved in all decisions (all departments))
 - VPA and other Vice Presidents
 - VPA and President
 - VPA and Administrative Office Heads
 - Campus Directors and Administrative Office Heads
 - Campus Directors and other Vice Presidents
 - Completion of decision grids for VPA related activities including decision involving campus directors and decision involving other Vice Presidents. Major emphasis should be on clarifying who initiates decisions, who inputs into decisions, who makes decisions, who needs to know about the decision, who disseminations information about decisions
 - Developing standards for processing of financial, personnel and other related documents and a tracking system that allows determination of where documents are at any time and reasons for delays in processing and/or reasons for approval or disapproval. The standards should include what information is needed for decision making on a request.
 - Special attention should be given to improving communication flow – especially in being pro active in developing communication flow regarding:
 - Decisions and input into decisions and decision making
 - Rationale for decisions
 - Status of activities, projects etc.
 - Activities and events at the college
 - Development of quality standards for financial and personnel document processing and communications
 - Development of an Office of the VPA improvement and evaluation plan as described by the Institutional Assessment Plan (IAP) process.

Background & Summary of Findings & Recommendations

- Ensuring implementation of the college's continuous improvement cycle with emphasis on the Institutional Assessment Plan (IAP) program assessment and program review.
- The issue of size of the Department of Administration should be revisited after one year with special attention given to the role of campus directors and their participation in cabinet level discussions.
- Convene monthly Management Council meetings that can focus on management and communications concerns for the college allowing the cabinet to focus on policy level issues. The Management Council composition would be recommended to be similar to the previous cabinet (President, Vice Presidents, Campus Directors, and Administrative Directors, Faculty/Staff Senate and SBA representatives and possibly Student Service Office Heads).

Recommendations Evaluation Question 3

The recommendations regarding tracking and developing of quality standards in 2.2.c addresses this issue.

Department of Administration Assessment Report

Evaluation Question 1

Department of Administration
(organizational chart evaluation)

August 2004 – December 2007

Unit/Office/Program

() Formative Assessment

(xx) Summative Assessment

Assessment Period Covered

July 31, 2008

Date Submitted

Administrative Evaluation Question (Use a different form for each evaluation question):

1. Has the college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in administration and gives a clear, consistent line of administrative authority.

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

1.1.a. Means of Unit Assessment & Criteria for Success:

An evaluation report “Organizational Chart Evaluation” June 2007 produced by IRPO and HR regarding evaluation of the new organizational structure for instructional affairs and student services. Administrative services questions were included in the various surveys and data collection instruments, but due to the fact that the VPA position has been filled for less than a year at the time of the evaluation – the evaluation of the department of administration would be delayed until 2008.

The findings, analysis and results of the Instructional & Student Services evaluation are important as many if not all of the same findings and recommendations are valid for the Administration evaluation.

The revised organizational chart can be found in Attachment B. Based on the finding and recommendations of the “Organizational Chart Evaluation” a revised organizational chart was adopted by the Board of Regents in December 2007 and can be found as Attachment C.

1.1.b. Summary of Assessment Data Collected:

Summary of Findings

Evaluation question 1: The college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority.

Evaluation question 2: While there has been an improvement in consistency across

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the campuses for instructional affairs, student services and learning resource programs, there are still areas of concern with decision making, communications and reporting.

Summary of Analysis:

The college responded quickly to develop a complex organizational structure to the WASC recommendation #2, but many of its implementation strategies were in line with a standard line of authority structure. Key elements of decision making, communications (information flow) and reporting were unclear and open to different interpretations. Training provided did not adequately address the lack of clarity in decision making, information flow and reporting. Implementation focused on vertical (Instructional affairs, Student Services & Administrative Services) but did not adequately determine how the campuses would still function as units. Large parts of the implementation were based directly on the organizational chart and did not adequately address how the structure would function as a whole.

1.1.c: Use of Results to Improve Unit Services: (ITEMS IN BOLD/ITALICS ARE CRITICAL FOR VPA AS WELL AS INSTRUCTIONAL AFFAIRS AND STUDENT SERVICES)

Summary of Recommendations

The following recommendations are from the “Organizational Chart Evaluation” for instructional affairs and students services. They also apply to the Department of Administration.

General recommendation to accommodate the complex structure adopted by the college to meet WASC Recommendation #2:

5. *The college should consider the organizational structure outlined in Appendix C that is based on matrix organizations that should have vertical coordination across all campuses for consistency, quality of operations, and lateral coordination to address the need for high quality teamwork for individual campus operations.*
 - a. *Matrix organization tools such as decision making and communications grids (Appendix D) should be used to give structure for operations.*
 - b. *Improvement and operational plans should be developed yearly with Vice Presidents and implemented, at the campus level.*
 - c. *Clear charters for lateral and vertical units should be developed.*
 - d. *Matrix organization techniques should be used to provide training on how to function in a complex organization.*
 - i. *Conflict resolution*
 - ii. *Different roles*
 - iii. *Common work and business procedures*
 - iv. *integrated strategic leadership from top management team*
 - v. *Multiple input performance management systems*

Specific recommendations:

6. *The findings and analysis for the organizational chart evaluation should be addressed in the development and implementation of the following::*

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- a. *Communications plan to implement the college's communications policy*
 - i. *Identify key indicators for reporting on a monthly, quarterly and yearly basis.*
 - ii. *Clarify who needs what information, and when and who is accountably for the ensuring the information flow*
 - iii. *Clarify responsibilities for decision making*
 - iv. *Clarify processes and procedures for routing of documents from state campuses.*
 - b. *Implementation plan for the shared governance policy*
 - i. *Address the role of standing committees in decision making*
 - ii. *Improve mechanisms from equitable representation from state campuses*
 - c. *Development of the institutional assessment plan for the college*
 - i. *Assessment/evaluation plans should be built into plans and implementation strategies.*
 - ii. *Establish benchmarks for major projects and activities.*
7. *The role of Faculty/Staff Senate and Student Body Associations (SBA) need to be clarified in terms of organization and their role in decision making:*
- a. *Is there a single Faculty/Staff Senate for the college or does each campuses have its own Faculty/Staff Senate?*
 - i. *If there are multiple Faculty/Staff Senates who represents them in cabinet level decision making?*
 - ii. *If there is a single Faculty/Staff Senate how do they obtain needed information from other campuses?*
 - b. *Same questions (i, ii) for Student Body Association*
8. *Processes and procedures for the management team for the National campus should be established – distinct from college wide management team functions.*

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

1.2.a. Means of Unit Assessment & Criteria for Success:
 Document Review regarding hiring, training and implementation of the department of administration position.

1.2.b. Summary of Assessment Data Collected:
 Following is a timeline regarding the Department of Administration and Position of Vice President for Administration.

Date	Activity
August 2004	Organization Chart Developed with Department of Administration and Position of Vice President for

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September 2004	Organization Chart approved by Board of Regents
September 2004	Notification of organizational chart changes to college community through Presidential Update #240
October 2004	Progress report to WASC
December 2004	All campus training on organizational structure at national campus (VPA position not filed at this time)
FY 2006	VPA position Included in Budget
March 2005	Progress report to WASC
May 2005	Presidential memorandum on implementation at campuses
June 2005	Advertisement of VPA Position
October 2005	Re advertisement of VPA Position
March 2006	Progress report to WASC
May 2006	VPA (Charles Musana) assumed position
March 2007	1 st President's Retreat breakout sessions on evaluation of organization chart
March 2007	Mid term report to WASC
June 2007	Organizational Chart evaluation for Instructional Affairs and Student Services
December 2007	VPA Resigned
January 2008 – February 2008	VPA position re-announced
May 2008	Screening and interview process for VPA
June - July 2008	Evaluation of Department of Administration

Some findings of the document review:

- There is limited indication of training provided for the Department of Administration implementation.
- Many position descriptions were changed during the initial implementation phase of the organizational chart, but the critical position description for campus directors was not modified until the first quarter 2008.
- There was a significant delay (11 months) between the initial advertisement of the VPA position and the position being filled due to the need for re-advertisement of the position and completing the hiring process.
- The initial VPA (Mr. Musana) was in office for approximately 1 ½ years – a somewhat limited time for full implementation of the new organizational structure for administration.
- While there is evidence that certain forms and processes were developed – there is limited indication that corresponding procedures were developed and training provided.
- As with the recommendations for Instructional Affairs and Student Services – there is limited indication of formal procedures and agreements (through decision grids) to clarify overlap of responsibilities in areas such as: oversight functions for campuses and

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campus directors (campus director oversee day to day activities of student services coordinators and instructor coordinators who also report to the Vice Presidents for Student Services and Instructional Affairs)- what is the role of the VPA in oversight of these areas; who (Vice President) approves documents does the VPA approve (?) a document that has already been reviewed and approved by another Vice President?

- There was limited indication of concentrated effort to develop the structural support needed for implementing the new organizational structure for the Department of Administration.

1.2.c: Use of Results to Improve Unit Services:

Greater attention needs to be given by the VPA position (once it is filled) to development of the structural support for the department of administration. These areas should include:

- Training on the structure of the department of administration
- Development of formal procedures and processes for interaction and responsibilities between Vice Presidents (use of decision grids) and decision making
- Formal procedures for routing, tracking and approval of documents (financial, personnel, etc.)
- Formal procedures for collection and dissemination of critical information among and between campuses, administration offices, and other departments
- Coordinate development of standards for processing documents (financial, personnel, etc.) including timeframes for each office and criteria under which documents are reviewed and approved

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Evaluation Question 2

Administrative Evaluation Question (Use a different form for each evaluation question):

2. Has the new organizational structure resulted in improved a) coordination of activities and b) clarity and consistency of decision making across all six campuses?

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

2.1.a. Means of Unit Assessment & Criteria for Success:

Organization structure for Administration (Survey – Administered June 2008)

2.1.b. Summary of Assessment Data Collected:

The survey was administered to vice president’s, campus directors, office heads and other relevant staff.

Vice President	11.5 (3)
Campus Director	23.1 (6)
Administration Office Head	15.4 (4)
Administration Support Staff	15.4 (4)
Faculty/Staff Senate	11.5 (3)
DAP, IC, SSC	15.4 (4)
Other	7.7 (2)

Total: 26 responses collected

(SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree & N/O = No Opinion.)

The survey provided the greatest impact of the administration organization on:

The new organizational structure for administration:	SA/A	N	D/SD	N/O
Has improved communication between offices, departments, divisions and campuses	73.1%	11.5	15.4	0
Has helped clarify who I report to	73.0	11.5	7.6	7.7
Has improved communication flow from supervisor to employee	69.2	11.5	15.4	3.8
Has improved communication flow from employee	65.4	19.2	11.5	3.8

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to supervisor				
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Mid range agreement was provided for:

Has improved my awareness of college happenings	57.7	19.2	19.2	3.8
Has improved decision making at the college	53.8	15.4	30.7	0
Has led to improvement in continuity of programs and services across all six sites	46.2	34.6	19.2	0

Areas of greatest need for Improvement were:

Has reduced the time spent processing documents	24.0	8.0	66.0	4.0
Has clarified the document flow within offices	36.0	36.0	24.0	4.0

There was general agreement that more training could have been provided to support the implementation of the organizational structure for administration.

Sufficient training to support the new organizational structure has been provided across all six campuses.	SA/A	N	D/SD	N/O
Administration Department	23.1	30.8	46.2	0

Overall effectiveness of the organizational implementation was midrange and in line with the previous survey regarding effectiveness of the instructional affairs and student services organizational changes.

Overall, how would you rate the effectiveness of the organizational structure for administration?	VE/E	N	I/VI	N/O
Administration Department	53.8	30.8	15.3	0

Attachment E provides the comments section for the survey. Some examples:

- Clarify and define roles, duties, and specific responsibilities of campus directors & VPs to prevent/eliminate micro-management of resources and dual reporting. 2. Communication flow between offices, divisions, departments, and campuses is still terrible. A Manual of Administration must be developed to clarify the process and flow of communication from initiation to closing the loop.

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- Processing of documents / flow of communication needs to improve. Decisions made at the top (cabinet level) must be shared with all campuses. Input, etc. from all campuses must be given consideration when making decisions that will affect all campuses.
- As far as my program is concerned, there appears to be lack of coordination between my supervisor's office (VP's office) and Business Office, resulting in considerable delay for processing documents and payments.
- Go over decision and reporting trees need to be reviewed Manuals updated and revisited/training conducted. Clarify documents paths for VPA and VPIA offices coming from state campuses. Cabinet seems too small at times particularly when key members are off islands. Communication/timely update of information I feel has been reduced with the reduction in the size/membership of cabinet. Prefer in addition to bi weekly cabinet, a monthly "management team" meeting that would include state campus directors along with directors of HRO, IRPO, IT and Comptroller.
- The organizational structure is probably fine if staff adheres to it both upwards and downwards and if all units understand the Decision Making Grid that compliments the Organizational structure. Training on the Decision Making Grid would be of more use than the training on Organizational structure
- Lines of authority and decision making are still not clear within departments and I doubt if anyone not in administration is very well informed about college events. Communication pathways need to be more clearly defined and perhaps training in this area.

Attachment F provides a breakout of results by different groups (Vice Presidents, campus directors, etc.) but do not show major difference from the combined results.

2.1.c: Use of Results to Improve Unit Services:

Survey results/recommendations are combined with the discussion of the written interview questions and follow up.

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

2.2.a. Means of Unit Assessment & Criteria for Success:

Written Interview Questions (designed to extend and expand upon the survey results)

Attachment F Questions asked:

1. What are the strengths and weaknesses of the organizational structure for administration?

1a: Strengths:

1b: Weaknesses:

2a. In your opinion how effective is the implementation process for the organizational structure for administration?

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2b. How could the implementation of the organizational structure for administration be improved?

3a. What has given you the most satisfaction in working within the organization structure for administration?

3b. What has given you the most frustration in working within the organization structure for Administration?

4. If you were the Vice President for Administration, what steps would you take to make the position successful?

5. What has been the impact of the organization for administration on reducing redundancy and economies of scales by coordinating activities?

6. Other comments:

2.2.b. Summary of Assessment Data Collected:

Written interview questions were responded to by:

Vice Presidents 3/3

Administration Department Heads (5/6)

Campus Directors 3/5

IC/DAP 4/6

SSC 1/5

The written interview responses generally support and expanded the survey results and comments. the majority of response mentioned (and provided detail):

- communications
- decision making
- document flow
- size of the department in one form or the other
- redundancy of operations
- lack of clarity of operations
- lack of clarity of roles and responsibilities

some examples:

1a: Strengths – “the “one college” perspective”; “The strength is that we have a person to get immediate feedback from”; “The organizational structure provides a clear line of authority and responsibility.”

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1b: Weaknesses – “The communications and decision making “chain” is often confusing, redundant and overlapping...”: “Directors have been excluded from the inner circle of decision making and must be re-connected at the Cabinet level.”; “The Department is too big.”; “No direct lines of communication to the President. If the President is not careful, he will eventually become detached from the state campuses.”; The major weakness is that it does not adequately define how much decision making power rest with the VPA. What decisions are final?”; “People who are unwilling to embrace change.”

2b: “Clear function and authority of VPA”; Provide clearer and specific decision making grids first”; “by reconnecting campus directors to cabinet and by CDs doing their jobs in monitoring the ad championing the system to their staff.”; “Key players should be made aware and understand their roles. Implementation plans and training.”;

3b: “Some people actually don’t know where to go due to lack of retraining to reflect the change”; “Delay or no response to status of document submitted.”;

4. “Make clear lines of authority; delegate authority and responsibilities to promote efficiency. Set standards of operations and expected outcomes and standards of reporting.”; “Empower front line people to make decisions give back most of the functional responsibilities to campus and administrative service directors).;

5. “Redundancy is not much of an issue as opposed to frustration by campuses due to loss of paper works (personnel) and delays in documentation.”

6. “...Certainly the HR office needs more support to move actions through while the Business Office has too many steps and document loss is too common”

There were responses regarding the issue of Campus Directors as members of the President’s Cabinet. However, there was no evidence of a consensus on this issue. An alternate mechanism to address the involvement of campus directors and communications is monthly Management Council meetings. The Management Council composition would be similar to the previous cabinet (President, Vice Presidents, Campus Directors, and Administrative Directors, Faculty/Staff Senate and SBA representatives and possibly Student Service Office Heads).

2.2.c: Use of Results to Improve Unit Services:

Survey results/recommendations are combined with the discussion of the written interview questions and follow up.

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

2.3.a. Means of Unit Assessment & Criteria for Success:

Follow up to survey and written interview questions – Based on the survey a follow-up was made of document flow (travel authorization, special contracts and purchase orders) plus

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comments received as part of the Governance Policy presentations. Attachment H

2.3.b. Summary of Assessment Data Collected:

Attachment H provides an overview of the time involved in processing a sampling of travel authorizations, special contract for personnel services and purchase orders. Processing times varied for the different documents:

- travel authorization varied from 1day up to over two weeks
- special contracts varied from a week to over a month
- purchase orders varied from 3 days to over a month

It is difficult to evaluate the reasons for the delays as no offices tracked the reason for the delays. Perceptions are that the delays are caused by loss of documents, lack of sufficient information to make decisions or incorrect information and some believe that documents simple set on different desks awaiting action. However, there is no data that confirms any of the perceptions.

A document review revealed a lack of processes and procedures for document flow and criteria for documentation to support financial and personnel actions. Additionally, there appears to be a lack of quality standards in terms of processing documents.

Certain forms have been changed, but no instruction sheets have been provided for completing the forms.

2.2.c. Use of Results to Improve Unit Services:

THIS SECTION COMBINES RECOMMENDATIONS FROM THE SURVEY, WRITTEN INTERVIEW QUESTIONS AND FOLLOW UP ACTIVITIES)

Reference should be made to the recommendations from the Instructional Affairs and Student Services evaluate included in 1.1.c. Additional specific recommendations include:

- Develop the system wide management infrastructure to support the VPA position including:
 - Roles and responsibilities of (with emphasis on interaction between the various groups) :
 - VPA and campus directors (as campus directors oversee day to day operations of all does this mean that the VPA is involved in all decisions (all departments))
 - VPA and other Vice Presidents
 - V PA and President
 - VPA and Administrative Office Heads
 - Campus Directors and Administrative Office Heads
 - Campus Directors and other Vice Presidents
 - Completion of decision grids for VPA related activities including decision involving campus directors and decision involving other Vice Presidents. Major emphasis should be on clarifying who initiates decisions, who inputs

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into decisions, who makes decisions, who needs to know about the decision, who disseminations information about decisions

- Developing standards for processing of financial, personnel and other related documents and a tracking system that allows determination of where documents are at any time and reasons for delays in processing and/or reasons for approval or disapproval. The standards should include what information is needed for decision making on a request.
- Special attention should be given to improving communication flow – especially in being pro active in developing communication flow regarding:
 - Decisions and input into decisions and decision making
 - Rationale for decisions
 - Status of activities, projects etc.
 - Activities and events at the college
- Development of quality standards for financial and personnel document processing and communications
- Development of an Office of the VPA improvement and evaluation plan as described by the Institutional Assessment Plan (IAP) process.
- Ensuring implementation of the college's continuous improvement cycle with emphasis on the Institutional Assessment Plan (IAP) program assessment and program review.
- The issue of size of the Department of Administration should be revisited after one year with special attention given to the role of campus directors and their participation in cabinet level discussions.
- Convene monthly Management Council meetings that can focus on management and communications concerns for the college allowing the cabinet to focus on policy level issues. The Management Council composition would be recommended to be similar to the previous cabinet (President, Vice Presidents, Campus Directors, and Administrative Directors, Faculty/Staff Senate and SBA representatives and possibly Student Service Office Heads).

Evaluation Question 3

Administrative Evaluation Question (Use a different form for each evaluation question):

3. Has the VPA position helped reduce redundancy in the system and achieved some economies of scale by coordinating activities.

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

3.1.a. Means of Unit Assessment & Criteria for Success:

Written interview question #5 “**What has been the impact of the organization for administration on reducing redundancy and economies of scales by coordinating activities?**” specifically addressed the redundancy and economies of scale.

3.1.b. Summary of Assessment Data Collected:

Reviewing the responses to question #5 on the written interview revealed that regarding redundancy respondents felt that:

Yes redundancy has decreased - 1

No redundancy has not decreased or in some cases increased – 7

Some areas have seen a decrease in redundancy – 2

Don’t know - 4

The perception is that the redundancy has not been decreased. However, the evaluators could not find evidence of tracking issues of redundancy and economies of scale prior to the implementation of the VPA position.

3.1.c. Use of Results to Improve Unit Services:

The recommendations regarding tracking and developing of quality standards in 2.2.c address this issue.

Attachment A

Attachment A – Assessment Plan Department of Administration

Administrative and Support Units Assessment Plan

Organizational Structure for Administration

September 2004 – May 2008

Unit/Office/Program
 Formative Assessment
 Summative Assessment

Assessment Period Covered
 June 5, 2008/IRPO
Date Submitted/Submitted by:

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.
Strategic Goal (which strategic goal(s) most support the services being provided): Strategic goals 2 – 9

Administrative Unit/Program Mission Statement : None developed at this time.
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Administrative Unit/Program Objectives: None developed at this time.
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Evaluation questions	Data sources	Sampling	Analysis
Has the college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in administration and gives a clear, consistent line of administrative authority.	Organization charts (pre and post) Progress reports (summary) President's update BOR minutes Personnel files & position descriptions Decision grids Personnel evaluation documents	All accreditation files and progress reports for WASC recommendation #2 All President's updates and BOR minutes for information related to WASC recommendation #2 Personnel files for Campus directors and direct reports to VPA	Descriptive analysis Content analysis
Has the new organizational structure resulted in improved	Monthly &	President, Vice	Descriptive

Attachment A

Evaluation questions	Data sources	Sampling	Analysis
a) coordination of activities and b) clarity and consistency of decision making across all six campuses?	Quarterly reports Surveys Written Interviews	Presidents Director Reports to VPA Support staff	analysis Cohort analysis
Has the VPA position helped reduce redundancy in the system and achieved some economies of scale by coordinating activities.	Monthly & Quarterly reports Surveys Written Interviews Budgets	President, Vice Presidents Director Reports to VPA Support staff	Descriptive analysis Cohort analysis

Timeline

Activity	Who is Responsible?	Date
Prepare assessment/evaluation plan	Director, IRPO	June 5, 2008
Review/revise/develop survey instruments	IRPO staff	June 5 & 6, 2008
Develop written interview questions	IRPO staff	June 5 & 6, 2008
Conduct surveys and written interviews	IRPO staff	June 9 – 20, 2008
Analyze surveys and written interviews	IRPO staff	June 23 – July 4 2008
Draft Report	IRPO staff	July 8, 2008
Final Report	IPRO staff	July 15, 2008

Comments:

This is an evaluation of the organizational structure for the position of the Vice President Administration. It is not intended to be an evaluation of the previous VPA.

Attachment B – Organizational Chart Evaluation June 2007

College of Micronesia – FSM

**Organizational Chart Evaluation
Instructional Affairs & Student Services**



**Office of Institutional Research & Planning
Office of Human Resources**

June 2007

Attachment B

<p>College of Micronesia – FSM Organizational Chart Evaluation May 2007</p>

Background

In its review of the college's 2004 self study, the WASC accreditation team made a series of recommendations regarding improvement needed at the college. One of the recommendations dealt with the need for clear administered responsibility across instructional, student services and learning resource centers at all six campuses.

Recommendation 2: Improve Communication (June 25, 2004)

The college must develop, document, and implement an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority such as,

- *For all instructional programs cross all sites to the Vice President for Instructional Affairs*
- *For all student service programs across the sites to the Vice President for Support and Student Affairs*
- *For all learning resources programs across the sites to the Director of Learning Resources Center.*

Since 2004 the college has developed and implemented a revised administrative structure for instruction, student services, learning resource center and administrative services.

WASC has also called for an evaluation of the impact of the revised administrative structure.

Recommendation 3: Improve Communication

Once the collaborative processes (Recommendation 1) and the organization of administrative responsibilities (Recommendation 2) are developed, documented, and implemented, they must be periodically and systematically evaluated to facilitate a cycle of continued improvement.

The following evaluation deals with instruction, student services and learning resource centers. As the changes for administrative services have only been in place for seven months, the evaluation of those changes will be conducted in the fall of 2007.

Evaluation design

The college developed an evaluation plan (Appendix E) in December 2006 based on the National Science Foundation model that formulates evaluation questions, determines data sources, sampling techniques, and analysis, and provides a timeline for conducting the evaluation. The questions used to guide the college evaluation of its organizational chart follows:

Evaluation Questions 1:

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Has the college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority such as,

- *For all instructional programs cross all sites to the Vice President for Instructional Affairs*
- *For all student service programs across the sites to the Vice President for Support and Student Affairs*
- *For all learning resources programs across the sites to the Director of Learning Resources Center.*

Evaluation Question 2:

Has the new organizational structure resulted in improved (a) coordination of activities and (b) clarity and consistency of decision making across all six campuses?

Summary of Findings

Evaluation question 1: The college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority.

Evaluation question 2: While there has been an improvement in consistency across the campuses for instructional affairs, student services and learning resource programs, there are still areas of concern with decision making, communications and reporting.

Summary of Analysis:

The college responded quickly to develop a complex organizational structure to the WASC recommendation #2, but many of its implementation strategies were in line with a standard line of authority structure. Key elements of decision making, communications (information flow) and reporting were unclear and open to different interpretations. Training provided did not adequately address the lack of clarity in decision making, information flow and reporting. Implementation focused on vertical (Instructional affairs, Student Services & Administrative Services) but did not adequately determine how the campuses would still function as units. Large parts of the implementation were based directly on the organizational chart and did not adequately address how the structure would function as a whole.

Summary of Recommendations

General recommendation to accommodate the complex structure adopted by the college to meet WASC Recommendation #2:

9. The college should consider the organizational structure outlined in Appendix C that is based on matrix organizations that should have vertical coordination across all campuses for consistency, quality of operations, and lateral coordination to address the need for high quality teamwork for individual campus operations.
 - a. Matrix organization tools such as decision making and communications grids (Appendix D) should be used to give structure for operations.

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- b. Improvement and operational plans should be developed yearly with Vice Presidents and implemented, at the campus level.
- c. Clear charters for lateral and vertical units should be developed.
- d. Matrix organization techniques should be used to provide training on how to function in a complex organization.
 - i. Conflict resolution
 - ii. Different roles
 - iii. Common work and business procedures
 - iv. integrated strategic leadership from top management team
 - v. Multiple input performance management systems

Specific recommendations:

- 10. The findings and analysis for the organizational chart evaluation should be addressed in the development and implementation of the following:
 - a. Communications plan to implement the college's communications policy
 - i. Identify key indicators for reporting on a monthly, quarterly and yearly basis.
 - ii. Clarify who needs what information, and when and who is accountable for the ensuring the information flow
 - iii. Clarify responsibilities for decision making
 - iv. Clarify processes and procedures for routing of documents from state campuses.
 - b. Implementation plan for the shared governance policy
 - i. Address the role of standing committees in decision making
 - ii. Improve mechanisms from equitable representation from state campuses
 - c. Development of the institutional assessment plan for the college
 - i. Assessment/evaluation plans should be built into plans and implementation strategies.
 - ii. Establish benchmarks for major projects and activities.
- 11. The role of Faculty/Staff Senate and Student Body Associations (SBA) need to be clarified in terms of organization and their role in decision making:
 - a. Is there a single Faculty/Staff Senate for the college or does each campuses have its own Faculty/Staff Senate?
 - i. If there are multiple Faculty/Staff Senates who represents them in cabinet level decision making?
 - ii. If there is a single Faculty/Staff Senate how do they obtain needed information from other campuses?
 - b. Same questions (i, ii) for Student Body Association
- 12. Processes and procedures for the management team for the National campus should be established – distinct from college wide management team functions.

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Detail for Organizational Chart Evaluation – College of Micronesia - FSM

Evaluation Questions 1:

Has the college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority such as,

- *For all instructional programs cross all sites to the Vice President for Instructional Affairs*
- *For all student service programs across the sites to the Vice President for Support and Student Affairs*
- *For all learning resources programs across the sites to the Director of Learning Resources Center.*

To answer evaluation questions one, the review of the following documents were undertaken:

- Accreditation files and progress reports for WASC recommendation #2;
- President’s updates and BOR minutes for information related to WASC recommendation #2; and
- Personnel files for instructional (division chairs and ICs), LRC director and campus librarians, student services staff (SSC) (not support staff) and campus directors

Note: Appendix A shows the revised organizational chart in response to WASC recommendation 2. Appendix B shows the organizational chart prior to the revision.

Major events:

<i>Date</i>	<i>Event</i>
6/26/04	Warning issued by WASC requiring – requires an October 15, 2004 progress report on recommendation #2
8/30 – 9/3/04	All Campus meeting held at national campus to develop organizational chart in response to recommendation #2
9/7-9/04	Board of Regents adopts modified chart based on responsibilities
9/22/04	Notification of organizational chart changes to college community through Presidential Update #240
10/15/2004	Progress report to WASC
12/13/04	All campus training on organizational structure at national campus
1-4/05	Implementation plans developed by state campuses and approved by President, revised job descriptions and positions
3/15/2005	Progress report to WASC
3/15/2005 – present	Full implementation of reorganization Site visits by VPIA, VPSS and LRC director to all campuses Clarification of communication Focus on consistency of services across all campuses
5/24/2005	Presidential memorandum on implementation at campuses
12/06	Organizational chart evaluation plan adopted
2/1-16/07	Organization chart survey
2/28/07	Staff Development Day 2007 (national campus) follow up to specific issues from the organizational chart survey
3/19-23/07	President’s Retreat Breakout sessions on evaluation
4/07	Draft Evaluation Plan

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Findings for evaluation question 1

After the receipt of the warning letter from WASC the college immediately convened an all campus meeting. The result of the all campus meeting was a revised organizational chart developed in time for board review and approval. (June – September 2004)

The college community both participated in the development of the organizational changes and were formally notified through Presidential Update #240 (9/22/04) of the BOR approval.

All campus training was conducted on December 13, 2004 on the organizational changes at the national campus.

Implementation plans were developed by the state campuses and submitted to the President during the period of January to April 05. Changes in job descriptions and new job description (IC, SSC), committee assignment and other structural changes were implemented to support the new organizational chart in the period of July to October 2005.

Numerous site visits to all state campuses and FMI were conducted by the Vice President for Instructional Affairs (VPIA) and Vice President for Student Services (VPSS) to oversee the transition to the new structure in 2005 which continues through the present time. The new Director of the Learning Resource Center (LRC) also began site visits in 2006 to all campuses to implement the revised organization chart/structure. The Vice President for Administration (VPA) was hired in May 2006 and has also instituted a series of campus visits.

Overview of the development, documentation and implementation of the revised organizational chart can be found in the WASC Progress Reports of October 15, 2004, March 15, 2005, March 15, 2006, and in the Midterm Report of March 15, 2007. Details to support the progress reports and Midterm report can be found in the accreditation evidence located in the President's Conference Room

Summary of findings for evaluation question 1

The college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority.

Evaluation Question 2:

Has the new organizational structure resulted in improved (a) coordination of activities and (b) clarity and consistency of decision making across all six campuses?

To answer evaluation questions two, the following were undertaken:

- Organization chart survey;
- Staff Development Day (National campus) 2007 (discussion sessions);
- Organizational chart & the President's Retreat 2007 (discussion sessions); and
- Document review.

Note: Appendix A shows the revised organizational chart in response to WASC recommendation 2. Appendix B shows the organizational chart prior to the revision.

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Organizational chart survey and discussion groups

Major components of the organizational chart evaluation included an online and hard copy survey (February 1 - 16, 2007) with follow up discussions and clarification of the survey results at the Staff Development Day 2007 (National campus sessions) and the President's Retreat (March 2007) at the National campus that included survey and discussion by representatives from all six campuses.

Organizational chart survey

To assist with the evaluation of the organizational chart a survey was opened February 1 to February 16, 2007 for input from faculty and staff for all six campuses of the college. Following is demographic information related to the survey.

As an important note, administrative services were included in the survey, but are not a focus of this evaluation. The Vice President for Administration came on board in spring 2006 and has not had sufficient time for determining impact. The administrative data will be used to assist with a follow up evaluation on the organizational chart to occur in fall semester 2007.

Survey demographics - 124 total respondents

Gender		Campus	
Male	50.4%	National campus.....	43.1%
Female.....	49.5%	Chuuk campus	4.1%
Position		Pohnpei campus	20.3%
Faculty.....	29.8%	Yap campus.....	21.1%
Instructional support staff	6.6%	FSM FMI.....	4.1%
Instructional supervisor	5%		
Administrative staff.....	19%		
Administrative supervisor	10.7%		
Student services staff.....	14.9%		
Student services supervisor	4.1%		
Other	9.9%		

A series of statements were made where respondents were asked to indicate levels of agreement or disagreement. The following table provides percentages of those who agreed or strongly agreed to the statements. Relative high percentages of respondents also indicated either neutral or no opinion.

	Agree or Strongly Agree (%)	Neutral or No Opinion (%)
1. Has improved communication flow from employee to supervisor	71	17
2. Has improved communication flow from supervisor to employee	71	16
3. Has improved my awareness of college happenings	55	31
4. Has reduced the time spent processing	39	29

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documents		
5. Has clarified the document flow within offices	50	26
6. Has helped clarify who I report to	74	19
7. Has provided me opportunity to participate in decision making	51	32
8. Has improved decision making at the college	44	42
9. Has led to improvement in continuity of programs and services across all six sites	45	39

Of note in the survey results are relatively high levels of satisfaction with communications related directly to job responsibilities (questions 1 & 2 both at 71%, but a lower level of understanding for general communications (question 3 at 55%).

The lowest satisfactions rates were listed for processing of documents (questions 4 at 39%) and decision making (questions 8 & 9 at 44% and 45%).

A question was asked regarding training to support implementation of the new organizational chart/structure. The level of agreement indicates training in the organization chart could improve implementation.

Question – Sufficient training to support the new organization structure/chart in each of the following areas has been provided across all six campuses.	Agree or Strongly Agree (%)	Neutral or No Opinion (%)
Instructional Affairs	39	42
Student Support Services	51	39
Administration	33	41

In terms of overall effectiveness by department, rates ranged from 49% to 54%.

Question – How would you rate the overall effectiveness of the organizational structure in each of the 3 areas?	Effective or Very effective (%)	Neutral or No Opinion (%)
Instructional Affairs	51	37
Student Support Services	54	42
Administration	49	41

Comments to the survey

Sixty-one participants in the survey provided comments. The comments generally provided comments on communications related issues. A number of individuals indicated they either had limited or no information on the organizational structure. Some said it likely affected other people more directly involved. A specific concern was also raised over textbooks purchasing and availability of textbooks for instruction.

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To assist in clarification of certain aspects of the survey, discussion sessions were held at the Staff Development Day (National campus) 2007. Issues specifically addressed included (1) What is the current state and how do we improve the effectiveness of decision making; (2) What is the current state and how do we improve information flow; (3) What is the current state and how do we improve document processing.

The discussion supported the findings of the survey and the detail collected during the Staff Development Day will assist with design of processes and procedures related to decision making, information flow and document processing.

Organizational chart & the President's Retreat 2007

A President's Retreat was held from March 19 - 23, 2007 at the National campus FSM - China Friendship Sports Center. Two breakout sessions were held during the Retreat to address "How is the new organizational structure affecting the college?" The breakout sessions were designed to follow up and clarify key issues identified by the organizational chart survey. All state campus directors, instructional coordinators, and student service coordinators were present at the discussion sessions. A series of questions were raised.

What is the new organization structure? Participants indicated that roles and responsibilities were better understood and allow more focus on jobs. However, concerns were raised over clarity of the organizational chart and the role of "dotted" lines (dual reporting and responsibility).

Did you receive training on the new organizational chart? Generally the answer was no - although there was agreement that discussions had occurred.

How does the new organizational structure affect decision making at the college? Generally the organizational structure was considered unclear with the "dotted" lines. Improved support was seen for the Learning Resource centers across state campuses. There was also concern that decision making was top down. Concern was raised as to the role of Student Body Association (SBA) and Faculty/Staff Senate in decision making. Additionally, who represents the various campuses SBA and Faculty/Staff senates was of major concern (Is the National campus SBA and Faculty/Staff senate to represent all campuses or should each campus have their own direct input and voice?).

Has the organizational structure helped clarify who you report to and when you report? Generally the answer was yes in clarification of reporting, but duplication was seen in reporting and a lack of procedures and guidelines are hampering implementation of the new structure.

Has the new organizational structure assisted with information flow? Generally the answer was yes for student services and in some cases for instructional services. However, bottom up information flow was seen to be improving, but some problems can be noted with top down information flow. Concern was raised as to the role of the SBA and Faculty/Staff senate in decision making.

Has the new organizational structure resulted in improved document flow and processing? Problems were seen in this area due to additional routing through vice presidents, some loss of documents and problems in transmittal of documents from state campuses to the college administrative office in Palikir were noted.

Additional issues from the Retreat relevant to the organizational structure

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The issue of who represents the National campus was raised and who talks for the campus in meetings and decision making.

Document review

The following materials were consulted in the document review.

- Job descriptions
- State campus implementation plans
- Minutes of curriculum and student services committee
 - Participation of state campuses in discussions
 - Participation in decision making
- Class schedules
- Quarterly reports
- Organizational chart
- Governance policy
- Communications policy

Job Descriptions

A review of the job descriptions provided a number of key points:

- A new job description was created for the Vice President for Administration, but there were no changes in the job descriptions for the Vice President for Instructional Affairs or the Vice President for Student Services.
- Job descriptions were not changed for the campus directors even though the revised organizational chart presented major changes in their position.
- Job descriptions for both instructional coordinators and student service coordinators indicate supervision by the respective vice president and co-supervision by the campus director:
 - The students services coordinator job description did provide a description of it role under campus administration
 - The instructional coordinator position clarified instructional coordination and program development issues, but did not indicate campus specific
- Job description for the Director of LRC indicates direct report to VP/IA and responsibility for MITC at the National campus and for support and supervision of all state campus libraries. There is limited indication of how the LRC interacts with the National and state campus programs, faculty and staff. LRC staff at state campuses report through the IC.

Campus Implementation Plans

A review of campus implementation plans indicated the focus was on personnel issues and direct reports. For example, the Yap campus implementation plan provided clarification of direct reports to the instructional coordinator, department chairs etc. The implementation plan did not deal with decision making changes or communications issues.

Curriculum & Student Services committees

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Governance structures for instructional services and students services are implemented through the Curriculum and Student Services Committees. As a result of the organizational changes the curriculum committee now includes state campus and FMI instructional coordinators and the student services committee includes state campus and FMI student service coordinators.

The curriculum and student services committees operate in different fashions regarding state campuses (except for Pohnpei campus whose representatives directly participate in meetings). Both committees physically meet at the national campus administrative offices. Participation of state campuses for the curriculum committee is via email comments on materials that are transmitted to the instructional coordinators by the director of academic programs usually a week in advance of the meeting. The DAP reads out any comments from campuses as part of the discussion and decision making process in the curriculum committee. The student services committee state campus participation is via teleconference. The VPSS sets up a teleconference call and pin number and emails that information to the student services coordinators prior to meeting time. Student services coordinators directly participate in voting via teleconference.

A review of both the curriculum and student services committees indicate limited involvement of state campuses in the committee functions. As indicated through twelve student services committee meeting in 2006 and early 2007, the participation per state campus is low. Pohnpei participated in 7/12 meetings, Kosrae 0/12, Chuuk 4/12, Yap 3/12, and FMI 2/12. For 15 curriculum committee meetings in 2006 and 2007 Pohnpei attended 13/15, while Kosrae campus indicated participation through ending two email comments to the committee.

Quarterly Reports

In the discussion at the President's Retreat of 2007, it was noted that the organizational chart has clarified direct reporting requirements, but has dual reporting requirements. A review of the quarterly reports themselves has also indicated a lack of consistency in what is reported across all departments and campuses.

Class Schedules

All course schedules must be approved by the VPIA. The DAP and ICs are responsible for the development of the schedules. The main impact is that there is now a definite contact person at each campus when changes need to be made in the schedules. The VPIA has always had final approval. The timeline for tentative summer and fall schedules is March and the spring tentative schedule is end of September or early October. No schedule is final until after late registration. Timeline is generally being met with 1 or 2 campus schedules coming in 2-4 weeks late.

Organizational Chart

The organization chart has been seen as the primary guide for implementation of the new organizational structure. Based on interviews and discussions with vice presidents and campus staff, it is clear a great deal of discussion over lines of authority has taken place, but primarily those discussions have taken place in the context of the organizational chart itself. Supporting documents to help clarify issues of decision making and communications (information flow) appear to be lacking.

Summary of Findings

General

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There was no evaluation plan developed as part of the organizational chart revision, nor were benchmarks established to gauge progress and impact during implementation.

The organizational chart changes appeared to have improved coordination of activities within the instructional and student services while less agreement is on improvement in decision making.

Improvement in communications and clarification of roles and responsibilities were seen through the survey and in the retreat discussions. Seventy one per cent (71%) of survey participants did see improvement in communications both to and from supervisors. However, the figure dropped to 55% for awareness of college happenings. The retreat discussions did see more clarity in understanding of roles and responsibilities

There was less agreement about improvement in decision making. Only 44% of survey participants saw improvement in decision making and 51% saw increased opportunity for participation in decision making.

The issue of how to interpret “dotted line” authority raised concern in a number of individuals.

Training provided to support implementation of the organizational chart was generally deemed insufficient in the survey (39% for instructional affairs and 51% for student services) and in retreat discussions. However, in answering evaluation question 1, it was found that training was provided and site visits conducted on a regular basis. This issue will be addressed in the analysis.

Overall effectiveness for both instructional and students services was around 50% (51% instructional & 54% student services).

There was concern over processing of documents with only 39% of survey participants feeling document process had improved. Special concern was raised over processing of documents for textbooks and contracts. The Staff Development Day 2007 (National campus) indicated concern with processing of documents (especially contracts and textbooks) but also indicated a lack of clarify about how documents are transmitted from state campuses to the college’s administrative offices.

Of note was the high percent of survey participants who indicated neutral or no opinion as to overall effectiveness of organizational structure (37% to 42%). This also was noted in the retreat and in comments to the survey. Seemingly a large number of respondents did not feel they have sufficient information or knowledge about the organizational changes to make comments and assessments.

There are no clear processes and procedures for dealing with National campus issues distinct from college wide issues.

Job Descriptions and Implementation Plan

- Job descriptions were prepared or revised for Instructional and Student Services coordinators, but not for Campus Director, VPIA or VPSS.
- Limited detail provided to guide co-supervision roles of the Campus Directors for Instructional and Student Services Coordinators.
- Communications and information flow defined primarily in silos.
- Implementation plans primarily dealt with personnel issues
- Communication flow for bottom up clear, but sharing of information and top down communications less clear

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- LRC Director's position is responsibility for support and supervise LRCs at State campuses and FMI is hampered by lack of funding.

Curriculum and Student Services Committees

Limited participation of State campuses personnel is seen in curriculum and student services committees. It should be noted that this level of participation is similar for other standing committees of the college.

Quarterly reports

There is a lack of consistency in what is reported across departments and campuses. This lack of consistency affects the ability to compare and contrast activities at the various campuses to ensure consistency of services. This lack of consistency is also seen in LRC services.

Class schedules

Class schedule development has improved with the identification of ICs at the state campus, but some delays are seen in finalization of schedules.

Organizational chart

The organizational chart itself appears to be the prime driver for implementation of the revised organizational chart/structure. Decision making and communications have been extensively discussed but those discussions have not resulted in clear understanding of decision making responsibilities and communications (information flow).

As noted earlier, the organizational chart has helped address to continuity of programs and services and quality issues across campuses, but the function of campuses as units has been hampered. .

Governance Policy

A shared governance process has been adopted by the college BOR in December 2006. The implementation of the policy will address a number of the decision making related issues seen in implementation of the revised organizational chart.

Communications Policy

A communications policy has been adopted by the college BOR in September 2006. The implementation plan for the communications plan is under development and will address a number of the issues seen in implementation of the revised organization chart.

Analysis

A number of key issues stand out in the review of the organizational chart development and implementation at the college:

- The college responded quickly to the WASC recommendation #2;
- There is evidence of wide participation in the decision making process on the revised organizational chart;
- The lack of benchmarks to gauge implement and a clear process for evaluating the implementation process hampered the assessment/evaluation of the organizational chart implementation;

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- In a number of areas, the depth of planning and decision making lead to different assumptions regarding how the organizational chart would be implemented. For example, in what areas would campus directors co-supervise ICs and SSCs was unclear. Information flow and information dissemination was not clarified except for direct reports;
- The organizational chart changes in response to the WASC recommendation to provide *continuity in student support and instruction and gives a clear, consistent line of administrative authority* addressed the continuity and consistent lines of authority across the campuses, but gave less emphasis to the fact that the campuses will also continue to function as units and that coordination across instructional, students and administrative services is still a vital function at all campuses;
- The organizational chart itself in many cases was seen as the main guide for implementation. There was more emphasis on the organizational chart itself than to changes in the college's operating structure;
- Implementation plans primarily dealt with personnel changes and direct reports;
- Job descriptions were prepared for new positions and clarified for others, but there was no revision of the VPIA, VPSS or campus director's job descriptions;
- Even though the new organizational structure is more complex with multiple layers for decision making and reporting, many college personnel still looked for a single line of authority and decision making. The single line of authority is neither consistent with the more complex organization chart adopted nor the recently adopted governance policy. The revised organizational chart is similar in many cases to a matrix organization. There is a rich body of literature (including training methods and implementation tools) on the Internet that can assist the college with implementation of the organization chart;
- Reporting, including what to report and ensuring consistency of reporting across campuses and programs could have a major impact on implementing the revised organizational structure;
- Training was provided on the organization chart implementation, but generally did not address how the new system would actually function. Issues such as conflict resolution were not addressed; and
- The issue of Faculty/Staff Senate and Student Body Association (SBA) role in the college organization was not addressed.

Summary of Recommendations

General recommendation to accommodate the complex structure adopted by the college to meet WASC

Recommendation #2:

1. The college should consider the organizational structure outlined in Appendix C that is based on matrix organizations that should have vertical coordination across all campuses for consistency, quality of operations, and lateral coordination to address the need for high quality teamwork for individual campus operations.
 - a. Matrix organization tools such as decision making and communications grids (Appendix D) should be used to give structure for operations.
 - b. Improvement and operational plans should be developed yearly with Vice Presidents and implemented, at the campus level.
 - c. Clear charters for lateral and vertical units should be developed.
 - d. Matrix organization techniques should be used to provide training on how to function in a complex organization.
 - i. Conflict resolution
 - ii. Different roles
 - iii. Common work and business procedures
 - iv. integrated strategic leadership from top management team
 - v. Multiple input performance management systems

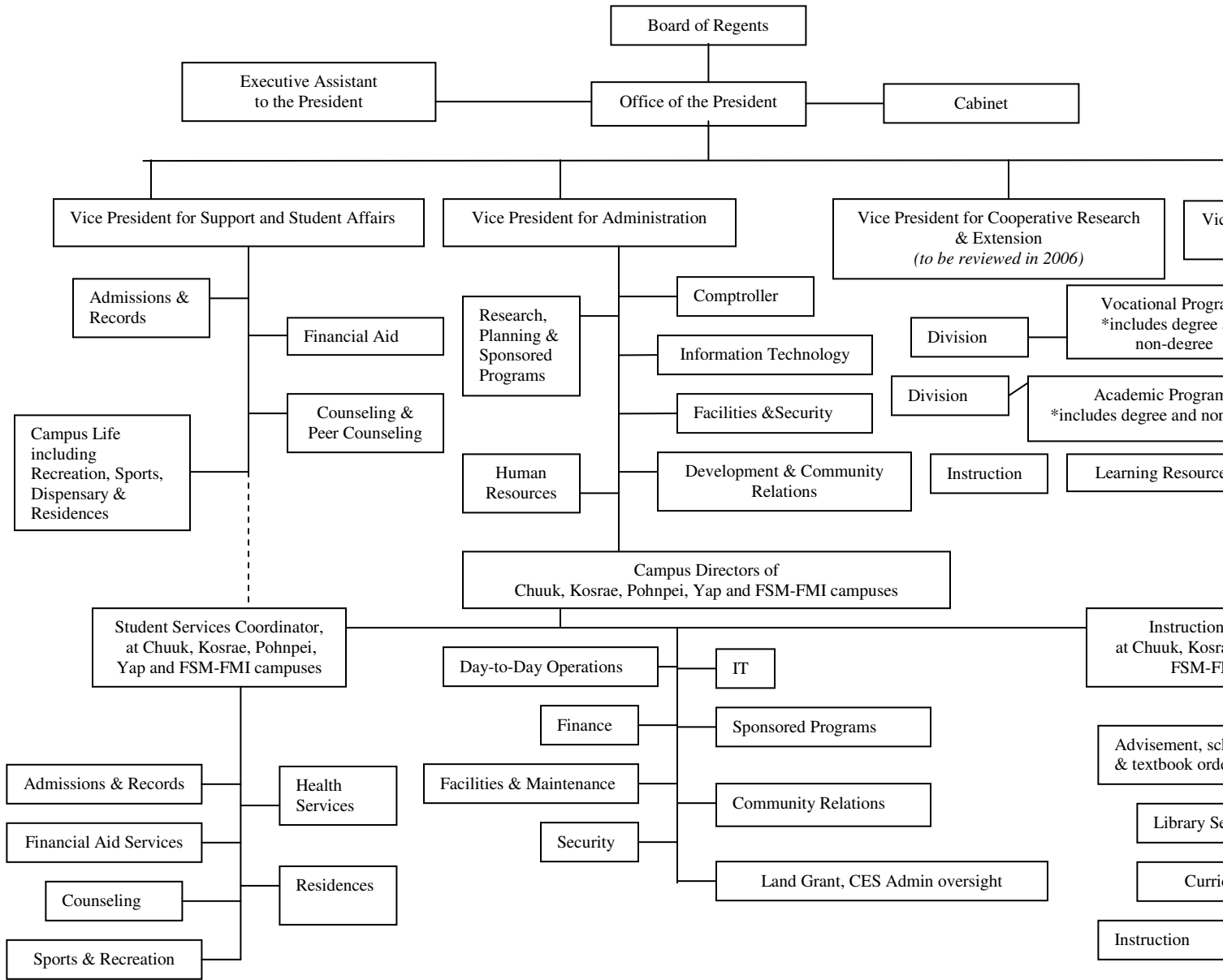
Specific recommendations:

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2. The findings and analysis for the organizational chart evaluation should be addressed in the development and implementation of the following:
 - a. Communications plan to implement the college's communications policy
 - i. Identify key indicators for reporting on a monthly, quarterly and yearly basis.
 - ii. Clarify who needs what information, and when and who is accountable for the ensuring the information flow
 - iii. Clarify responsibilities for decision making
 - iv. Clarify processes and procedures for routing of documents from state campuses.
 - b. Implementation plan for the shared governance policy
 - i. Address the role of standing committees in decision making
 - ii. Improve mechanisms form equitable representation from state campuses
 - c. Development of the institutional assessment plan for the college
 - i. Assessment/evaluation plans should be built into plans and implementation strategies.
 - ii. Establish benchmarks for major projects and activities.
3. The role of Faculty/Staff Senate and Student Body Associations (SBA) need to be clarified in terms of organization and their role in decision making:
 - a. Is there a single Faculty/Staff Senate for the college or does each campuses have its own Faculty/Staff Senate?
 - i. If there are multiple Faculty/Staff Senates who represents them in cabinet level decision making?
 - ii. If there is a single Faculty/Staff Senate how do they obtain needed information from other campuses?
 - b. Same questions (i, ii) for Student Body Association
4. Processes and procedures for the management team for the National campus should be established - distinct from college wide management team functions.

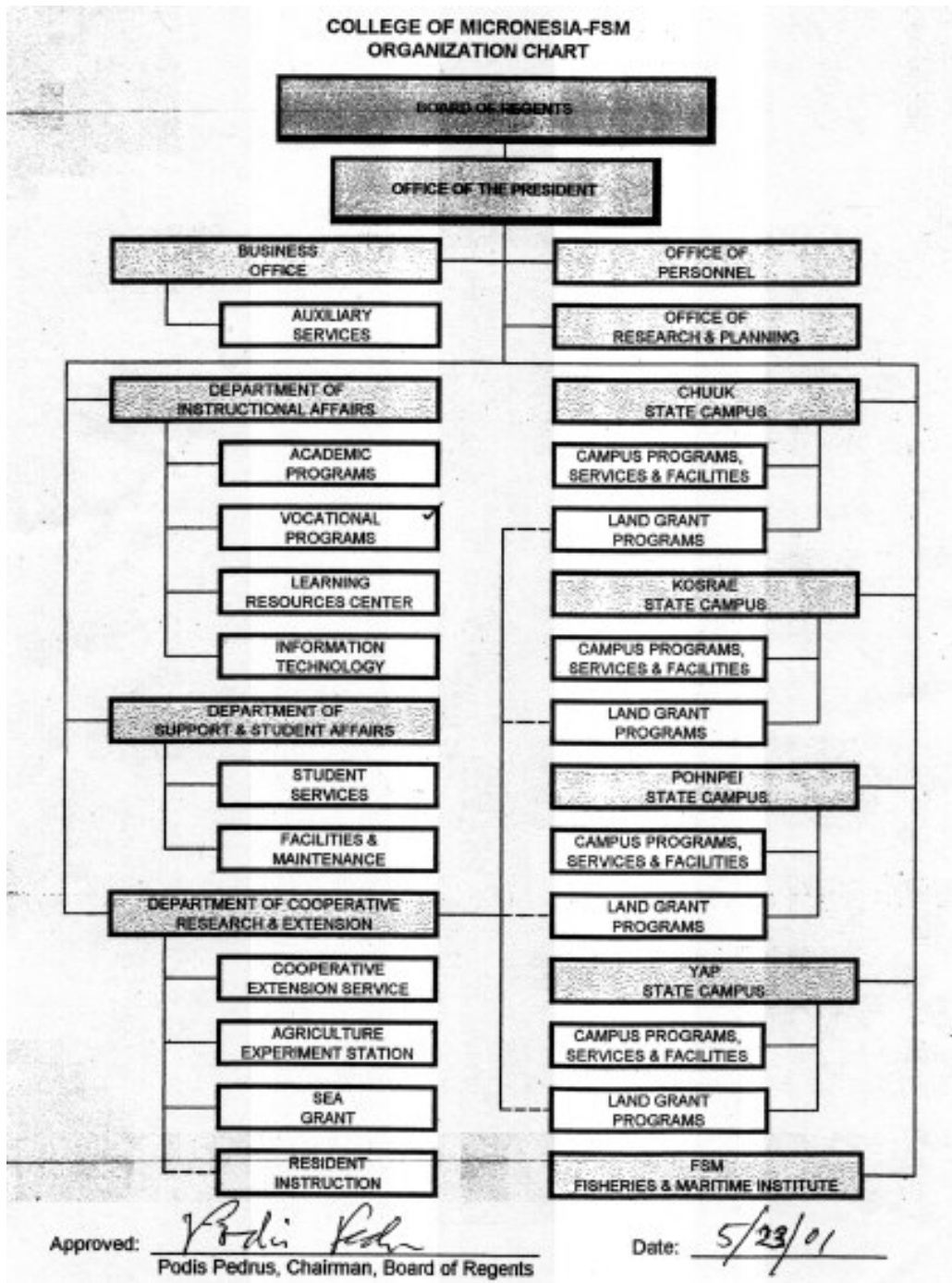
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Appendix A - Organizational Chart Revision - BOR Approved



Attachment B

Appendix B Previous Organizational Chart (approved BOR 5/23/01)



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Appendix C

COM- FSM Organization – Functional to VPs (actual day to day operations –both vertical and horizontal) Not including Cooperative Research & Extension for the purpose of this evaluation

VPA Direct Reports (State campuses) – Campus Directors; VPIA Direct Reports (State campuses) – Instructional Coordinators; VPSS Direct Reports (State campuses) – Student Services Coordinators

State & National Campuses (+National Administration) are also to operate as a unit (team) (State Campus Director (day to day supervision) – Instructional Coordinator – Student Services Coordinator)

PRESIDENT					
	↑↓		↑↓		↑↓
College Administration	Vice President Administration <i>Division & Office Heads (no direct control campuses) Admin Staff</i>	↔	Vice President Instructional Affairs DAP DVE	↔	Vice President Student Support <i>Division & Office Heads (no direct control campuses) SS Staff</i>
	↑↓		↑↓		↑↓
National (Palikir) campus	Vice President Administration Admin Staff	↔	VPIA DAP & DVE Division Chairs Faculty & LRC	↔	Vice President Student Support SS Staff
	↑↓		↑↓		↑↓
Chuuk Campus	State Campus Director Admin Staff	↔	Instructional Coordinator Faculty & LRC	↔	Student Services Coordinator SS Staff
	↑↓		↑↓		↑↓
Kosrae Campus	State Campus Director Admin Staff	↔	Instructional Coordinator Faculty & LRC	↔	Student Services Coordinator SS Staff
	↑↓		↑↓		↑↓
Pohnpei Campus	State Campus Director Admin Staff	↔	Instructional Coordinator Faculty & LRC	↔	Student Services Coordinator SS Staff
	↑↓		↑↓		↑↓
Yap Campus	State Campus Director Admin Staff	↔	Instructional Coordinator Faculty & LRC	↔	Student Services Coordinator SS Staff
	↑↓		↑↓		↑↓
FSM FMI	State Campus Director Admin Staff	↔	Instructional Coordinator Faculty & LRC	↔	Student Services Coordinator SS Staff

Attachment B

Appendix D

Design Communications Processes & System

	Content of information	Communications media	Accountabilities Who, For What?	When?
Ongoing Tactical Coordination				
Performance Related Goals, Feedback				
Learning and Improvement				
Strategic Environmental Scanning and Planning				

Decision-Making Responsibility Chart

Parties to Decision	Decisions			

Key: D = Decision Authority; R - Recommend; I = Input; N = Need to Know; U = Uninvolved

Attachment B

Appendix E

College of Micronesia - FSM Organizational Chart Evaluation Plan

Background

In its review of the college's 2004 self study, the WASC accreditation team made a series of recommendations regarding improvement needed at the college. One of the recommendations dealt with the need for clear administered responsibility across instructional, student services and learning resource centers at all six campuses.

Since 2004 the college has developed and implemented a revised administrative structure for instruction, student services, learning resource center and administrative services.

WASC has also called for an evaluation of the impact of the revised administrative structure. The following evaluation plan deals with instruction, student services and learning resource center. As the changes for administrative services have only been in place for seven months, the evaluation of those changes will be conducted in the fall semester for 2007.

Evaluation design

Evaluation questions	Data sources	Sampling	Analysis
Has the college developed, documented, and implemented an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative	Organization charts (pre and post) Progress reports (summary) President's update BOR minutes Accreditation files Personnel files Personnel evaluation documents	All accreditation files and progress reports for WASC recommendation #2 All President's updates and BOR minutes for information related to WASC recommendation #2 Personnel files for instructional (division chairs and ICs), LRC director and campus	Descriptive analysis Content analysis

Attachment B

Evaluation questions	Data sources	Sampling	Analysis
<p>authority such as,</p> <ul style="list-style-type: none"> • For all instructional programs cross all sites to the Vice President for Instructional Affairs • For all student service programs across the sites to the Vice President for Support and Student Affairs • For all learning resources programs across the sites to the Director of Learning Resources Center. 		<p>librarians and student services staff (SSC) (not support staff) Campus directors</p>	
<p>Has the new organizational structure resulted in improved a) coordination of</p>	<p>Minutes of curriculum and students services committees at all campuses Course outlines</p>	<p>Select two semesters for sampling of documents from committees All personnel files</p>	<p>Descriptive analysis Content analysis Cohort analysis</p>

Attachment B

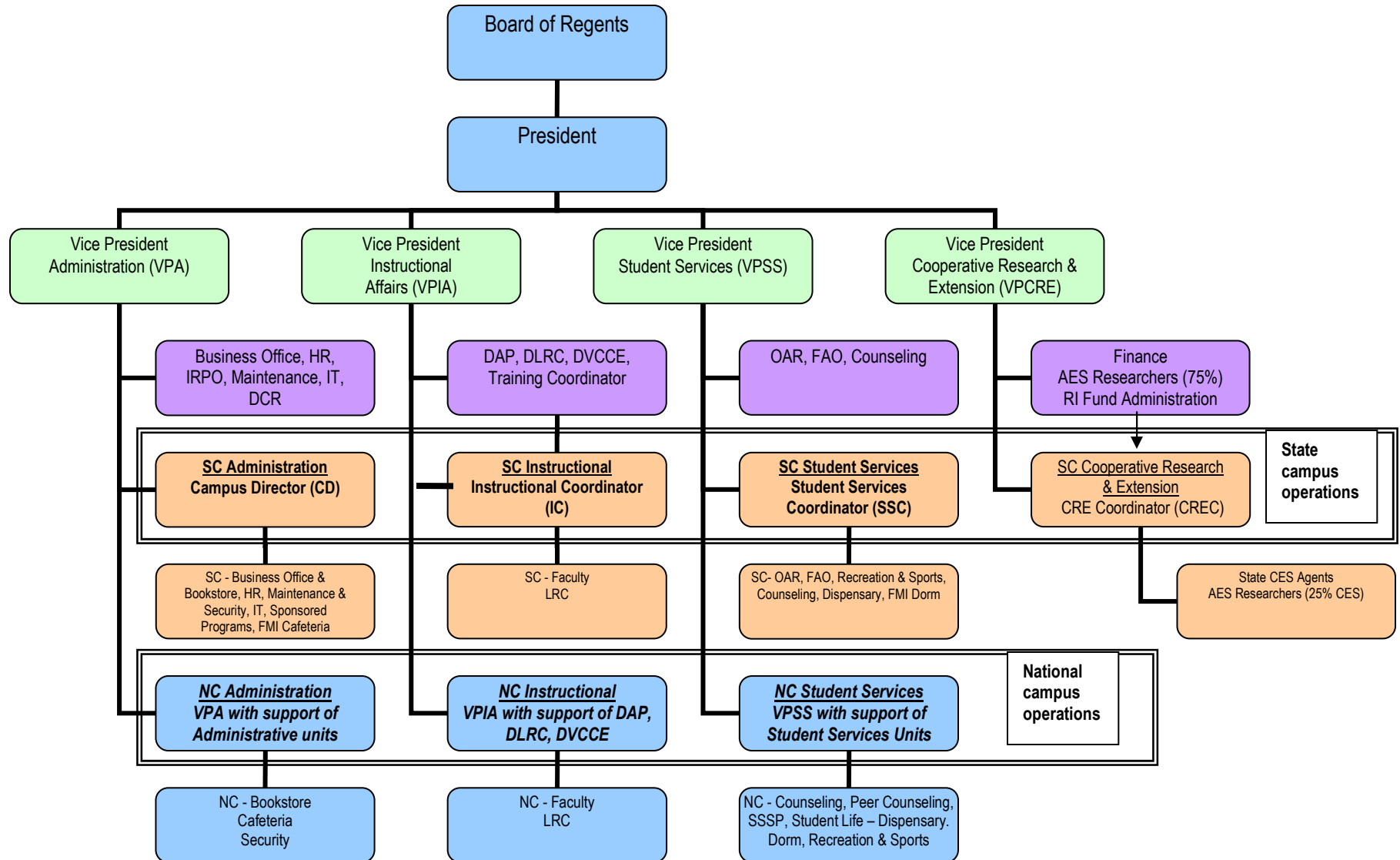
Evaluation questions	Data sources	Sampling	Analysis
activities and b) clarity and consistency of decision making across all six campuses?	Course schedules Selection of faculty and staff (timing & qualifications) Monthly reports Quarterly reports Survey (college wide) Interviews Focus groups	related to new organizational structure Monthly & quarterly reports of IC & SSC, Division Chairs LRC, VPA, VPSSS and division chairs Surveys - college community Interviews & focus groups - Written questions to response in writing followed by teleconferences	

Timeline

Activity	Date/responsible
Document review	January to February 2007
Survey development	January 15, 2007 by IRPO and HR staff
Survey administration	January 16 - February 15, 2007
Survey analysis	By March 1, 2007
Interviews & focus groups	March 2007
Draft report	April 30, 2007
Dissemination of draft report	May 1, 2007
Finalization of report	May 31, 2007
Dissemination of report	June 2007

Attachment C

Attachment C - COM-FSM Org Chart



Key: State Campus (SC), National Campus (NC), Information Technology (IT), Development & Community Relations (DCR), Office Admissions & Records (OAR), Financial Aid Office (FAO), Student Support Services Program (SSSP), Human Resources (HR), Institutional Research & Planning Office (IRPO), Director Academic Programs (DAP), Learning Resources Center (LRC), Director Vocational, Community & Continuing Education (DVCCE), Agricultural Experimental Station (AES), Cooperative Extension Services (CES), Resident Instruction (RI)

Attachment D

Attachment D – Administration Survey Combined

COLLEGE OF MICRONESIA – FSM
 Organization Structure for Administration
 Survey June 2008

1. Position

Vice President	11.5 (3)
Campus Director	23.1 (6)
Administration Office Head	15.4 (4)
Administration Support Staff	15.4 (4)
Faculty/Staff Senate	11.5 (3)
DAP, IC, SSC	15.4 (4)
Other	7.7 (2)

Total: 26 responses collected

2. Please indicate your level of agreement with the following statements by placing a check mark in the corresponding box: (SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree & N/O=No Opinion.)

The new organizational structure for administration:	SA/A	N	D/SD	N/O
Has improved communication between offices, departments, divisions and campuses	73.1%	11.5	15.4	0
Has improved communication flow from employee to supervisor	65.4	19.2	11.5	3.8
Has improved communication flow from supervisor to employee	69.2	11.5	15.4	3.8
Has improved my awareness of college happenings	57.7	19.2	19.2	3.8
Has reduced the time spent processing documents	24.0	8.0	66.0	4.0
Has clarified the document flow within offices	36.0	36.0	24.0	4.0
Has helped clarify who I report to	73.0	11.5	7.6	7.7
Has provided me opportunity to participate in decision making	48.0	24.0	20.0	8.0
Has improved decision making at the college	53.8	15.4	30.7	0
Has led to improvement in continuity of programs and services across all six sites	46.2	34.6	19.2	0

3. Please indicate your level of agreement with the following statement by placing a check mark in the corresponding box: (SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree & N/O=No Opinion.)

Sufficient training to support the new organizational structure has been provided across all six campuses.	SA/A	N	D/SD	N/O
Administration Department	23.1	30.8	46.2	0

4. Overall, how would you rate the effectiveness of the organizational structure for administration? (VE=Very Effective, E=Effective, N=Neutral, I=Ineffective, VI=Very Ineffective & N/O=No Opinion.)

	VE/E	N	I/VI	N/O
Administration Department	53.8	30.8	15.3	0

5. What can be done to improve the current organizational structure and/or its implementation?

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Attachment E – Organization Chart Survey (Comments)

COLLEGE OF MICRONESIA – FSM
Organization Structure for Administration
Survey
June 2008

Comment Text

1. Review current policies and audit current structures and identify problems areas and design actionable plans for improvements and train all involved in the processes. Complete decision grids. This should be done in conjunction with the communication plans and structures. Challenge is in convincing people to adapt to these changes and embrace improvements plans that are effective and taking people out of their comfort zones, become team players.
2. The decision grids should be developed and followed. Campus directors have difficulty communicating with the VPIA and VPSS without the decision grids in place; micro-management seems to be the usual thing in these 2 departments.
3. 1. Clarify and define roles, duties, and specific responsibilities of campus directors & VPs to prevent/eliminate micro-management of resources and dual reporting. 2. Communication flow between offices, divisions, departments, and campuses is still terrible. A Manual of Administration must be developed to clarify the process and flow of communication from initiation to closing the loop.
4. Processing of documents / flow of communication needs to improve. Decisions made at the top (cabinet level) must be shared with all campuses. Input, etc. from all campuses must be given consideration when making decisions that will affect all campuses.
5. As far as my program is concerned, there appears to be lack of coordination between my supervisor's office (VP's office) and Business Office, resulting in considerable delay for processing documents and payments.
6. The structure of the organizational chart has provided improvement in certain areas definitely. But the problem with implementing it is the geographical dispersion of our islands which segregate our campuses over long distances of water. The improvement that we can see across all sites really stems from the fact that we have the WASC requirements hanging over our heads and if we do not do anything the college will lose its accreditation and we could possibly lose our jobs. There is a need to improve communication infrastructures at all sites and the need to schedule regular meetings with activity heads through the improved communication network to enable them to hear and understand one's problems and perhaps suggest solutions. Encourage inter-campus visitations and develop relevant talents in identified individuals so that the college could use them to further advance the credibility and the image of the college.
7. Go over decision and reporting trees need to be reviewed Manuals updated and revisited/training conducted. Clarify documents paths for VPA and VPIA offices coming from state campuses. Cabinet seems too small at times particularly when key members are off islands. Communication/timely update of information I feel has been reduced with the reduction in the size/membership of cabinet. Prefer in addition to bi

Attachment E

weekly cabinet, a monthly "management team" meeting that would include state campus directors along with directors of HRO, IRPO, IT and Comptroller. Find ways to get state campus voices in meetings more regularly.

8. Have a clear understanding of how the organizational structure works and why.
9. The organizational chart is wonderful, however it has not been fully implemented therefore most of are still uncertain about their responsibilities in the new structure.
10. Eliminate some system wide functions and decentralized decision making to the level of where the actual student-face-to-face contacts are made.
11. After designing it and putting it into place, we need to test it to see how effective it will be. If it is high tech equipments that we need to make it work by all means get them to make it work. If it is human recourses that we need to hire to fill those vacant position then get those qualify personal to man to post and give it a heck of a test to see it effectiveness.
12. The organizational structure is probably fine if staff adheres to it both upwards and downwards and if all units understand the Decision Making Grid that compliments the Organizational structure. Training on the Decision Making Grid would be of more use than the training on Organizational structure. Communications will continue to be a problem as long as staff is able to claim lack of electricity and/or access to telephones and internet as excuses of convenience.
13. Improve the communication network across all six campuses and set up regular schedules for meetings for CDs, Faculty members, SS staff members, and others; involve all employees in decision-making.
14. Clarify reporting paths, especially from State Campuses to the Central Campus. Divisions like IT/Student Resource Center (library) are being requested to submit reports to their Campus Supervisors and at the same time, received complain that no reports have been submitted to their Department Heads at the Central/National Campus. This has been creating duplications because the reports will both arrive at the Vice Presidents desk eventually.
15. Decentralization of some possible positions from the NC to the SCs.
16. Remove it as it is just another red tape in the administration of the college.
17. Too early to assess. College community is still trying to adapt to the new structure
18. Lines of authority and decision making are still not clear within departments and I doubt if anyone not in administration is very well informed about college events. Communication pathways need to be more clearly defined and perhaps training in this area.
19. Move most functional responsibilities of campus and service directors and give oversight responsibility to VPA

Attachment F

Attachment F – Administration Survey Breakdown

COLLEGE OF MICRONESIA – FSM
 Organization Structure for Administration
 Survey
 June 2008

1. Position:

- **Vice President:** 3 responses

Most satisfied:

Has improved communication between offices, departments, divisions and campuses	100.0	0.0	0.0	0.0
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Most not satisfied:

Has reduced the time spent processing documents	0.0	0.0	66.7	33.3
Has clarified the document flow within offices	0.0	0.0	66.7	33.3

- **Campus Director:** 6 responses

Most satisfied:

Has improved communication between offices, departments, divisions and campuses	83.3	0.0	16.7	0.0
Has improved communication flow from employee to supervisor	83.3	0.0	16.7	0.0
Has improved communication flow from supervisor to employee	83.3	0.0	16.7	0.0

Most not satisfied:

Has reduced the time spent processing documents	0.0	0.0	100.0	0.0
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- **Administrative Office Head:** 4 responses

Most satisfied:

Has improved communication between offices, departments, divisions and campuses	75.0	25.0	0.0	0.0
Has provided me opportunity to participate in decision making	75.0	0.0	25.0	0.0

Most not satisfied:

Has reduced the time spent processing documents	0.0	33.3	66.6	0.0
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- **Administrative Support Staff:** 4 responses

Most satisfied:

Has improved communication flow from employee to supervisor	100.0	0.0	0.0	0.0
Has improved communication flow from supervisor to employee	100.0	0.0	0.0	0.0

Most not satisfied:

	50.0	0.0	50.0	0.0
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Attachment F

Has reduced the time spent processing documents				
Has led to improvement in continuity of programs and services across all six sites	50.0	0.0	50.0	0.0

- **DAP, IC, SSC: 4 responses**

Most satisfied:

Has helped clarify who I report to	75.0	0.0	25.0	0.0
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Most not satisfied:

Has improved communication between offices, departments, divisions and campuses	50.0	0.0	50.0	0.0
Has improved communication flow from supervisor to employee	50.0	0.0	50.0	0.0
Has improved my awareness of college happenings	50.0	0.0	50.0	0.0
Has reduced the time spent processing documents	50	0.0	50.0	0.0
Has clarified the document flow within offices	25.0	25.0	50.0	0.0
Has improved decision making at the college	50.0	0.0	50.0	0.0
Has led to improvement in continuity of programs and services across all six sites	0.0	25.0	50.0	0.0

Attachment G

Attachment G – Written Interview Questions Form

College of Micronesia – FSM
Assessment of the Organization Structure for Administration
Written Interview Questions

Name & Title:	Date Submitted:

Directions: The College is conducting an assessment on the organization structure for administration. Please take a few minutes and respond to the questions below.

As the college is working to develop a culture of evidence, please make clear the rationale for your responses. You may want to consider responding in the following matter “Here’s what I think, and here’s how I got there.” Or “I believe this because ...”. Give as much evidence for your responses as possible.

1. What are the strengths and weaknesses of the organizational structure for administration?
1a: Strengths:
1b: Weaknesses:

2a. In your opinion how effective is the implementation process for the organizational structure for administration?
2b. How could the implementation of the organizational structure for administration be improved?

3a. What has given you the most satisfaction in working within the organization structure for administration?
3b. What has given you the most frustration in working within the organization structure for Administration?

4. If you were the Vice President for Administration, what steps would you take to make the position successful?

5. What has been the impact of the organization for administration on reducing redundancy and economies of scales by coordinating activities?

6. Other comments:

Attachment H

Attachment H – Financial & personnel document review

TRAVEL AUTHORIZATIONS

Campus	Requested by	Traveler's Supervisor	Traveler's VP	Certified	Approved		#VALUE !	#####		
N	3/11/2008	3/11/2008	N/A	3/13/2008	3/11/2008	0	!	#####	-2	
C	2/15/2008	2/15/2008	2/25/2008	2/25/2008	2/26/2008	0	10	0	1	
N	1/29/2008	1/30/2008	1/30/2008	1/30/2008	1/30/2008	1	0	0	0	
Y	12/14/2007	12/14/2007	N/A	12/20/2008	12/18/2008	0	!	#####	-2	
N	11/29/2007	11/29/2007	N/A	11/30/2007	11/30/2007	0	!	#####	0	
N	11/7/2007	11/7/2007	N/A	11/15/2007	11/19/2007	0	!	#####	4	
C	11/21/2007	11/22/2008	11/22/2008	11/22/2008	11/23/2008	367	0	0	1	
N	6/6/2008	6/6/2008	6/6/2008	6/9/2008	6/10/2008	0	0	3	1	
N	N/A	5/26/2008		5/27/2008	5/27/2008	#####	#	-39594	39595	0
K	5/23/2008	5/23/2008	5/23/2008	5/27/2008	5/23/2008	0	0	4	-4	
C	4/29/2008	4/30/2008	5/13/2008	5/16/2008	5/13/2008	1	13	3	-3	
Y	N/A	5/7/2008	N/A	5/8/2008	5/12/2008	#####	#	!	#####	4
N	5/5/2008	5/5/2008	5/6/2008	5/7/2008	5/6/2008	0	1	1	-1	
F	5/22/2008	5/23/2008	5/23/2008	5/29/2008	5/30/2008	1	0	6	1	
C	4/21/2008	4/22/2008	4/22/2008	4/23/2008	4/24/2008	1	0	1	1	
K	3/24/2008	N/A	4/7/2008	N/A	4/9/2008	#####	#	!	#####	###
C	3/24/2008	N/A	3/26/2008	3/27/2008	3/27/2008	#####	#	!	#####	#
N	3/25/2008	3/25/2008	3/25/2008	3/25/2008	3/25/2008	0	0	0	0	

SPECIAL CONTRACT FOR PERSONAL SERVICES

Campus	Certifying Officer	HRO	Contractor	Certified	Approved					
K	1/10/2008	1/10/2008	1/10/2008	1/25/2008	1/28/2008	0	0	15	3	
N	N/A	2/6/2008	1/31/2008	2/11/2008	2/11/2008	#####	#	-6	11	0
P	1/29/2008	1/30/2008	1/29/2008	2/1/2008	2/4/2008	1	-1	3	3	
N	2/7/2008	2/11/2008	2/25/2008	2/22/2008	2/25/2008	4	14	-3	3	
P	2/18/2008	2/25/2008	2/18/2008	2/26/2008	2/25/2008	7	-7	8	-1	
C	2/28/2008	2/28/2008	2/5/2008	3/4/2008	3/5/2008	0	-23	28	1	
N	1/30/2008	2/25/2008	2/25/2008	2/27/2008	2/28/2008	26	0	2	1	
C	3/14/2008	3/11/2008	3/4/2008	3/15/2008	3/18/2008	-3	-7	11	3	
N	3/3/2008	3/10/2008	3/24/2008	3/19/2008	3/19/2008	7	14	-5	0	
Y	1/22/2008	1/23/2008	1/22/2008	1/25/2008	1/28/2008	1	-1	3	3	
C	3/14/2008	3/11/2008	2/26/2008	3/15/2008	3/18/2008	-3	-14	18	3	

PURCHASE ORDERS

Campus	Prepared by	Approved by	Certified by		
N	2/20/2008	2/20/2008	2/28/2008	0	8

Attachment H

Y	12/11/2007	12/11/2007	12/27/2007	0	16
P	12/7/2007	12/20/2007	12/28/2007	13	8
N	12/17/2007	12/17/2007	12/28/2007	0	11
N	12/21/2007	12/21/2007	12/24/2007	0	3
N	12/14/2007	12/17/2007	12/20/2007	3	3
P	12/19/2007	12/19/2007	12/28/2007	0	9
P	10/9/2007	10/11/2007	10/15/2007	2	4
Y	10/12/2007	10/12/2007	10/17/2007	0	5
N	10/12/2007	10/12/2007	10/15/2007	0	3
N	11/15/2007	11/16/2007	11/19/2007	1	3
P	10/5/2007	10/9/2007	10/10/2007	4	1
P	8/29/2007	10/8/2007	10/9/2007	40	1
K	9/28/2007	9/28/2007	10/8/2007	0	10
N	10/4/2007	10/4/2007	10/8/2007	0	4
N	10/2/2007	10/4/2007	10/5/2007	2	1
N	4/8/2008	4/11/2008	4/17/2008	3	6
Y	3/25/2008	3/25/2008	4/14/2008	0	20
P	4/4/2008	4/7/2008	4/8/2008	3	1