

# Mission and Outcomes/Objectives Development Worksheet #1

Department for Institutional Effectiveness  
and Quality Assurance

FY 2013

**Unit/Office/Program (1-1)**  
Frankie L. Harriss, VPIEQA

**Assessment Period Covered (1-2)**  
29NOV12

**Submitted by (1-3)**

**Date Submitted (1-4)**

## **Institutional Mission (1-5):**

**Institutional 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.

## **Institutional Strategic Goal Supported (1-6):**

Because IEQA is concerned with college mission fulfillment, strategic plan success, quality assurance across all campuses and activities, and with maintaining regional accreditation, IEQA supports success of all strategic plan goals (SPGs) through necessary intra and inter departmental collaborations. That said, IEQA has a larger role in supporting SPGs 4 and 9.

SPG 1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively.

SPG2. Provide institutional support to foster student success and satisfaction.

SPG3. Create an adequate, healthy, and functional learning and working environment.

### **SPG4. Foster effective communication.**

SPG5. Invest in sufficient, qualified, and effective human resources.

SPG6. Ensure sufficient and well-managed fiscal resources that maintain financial stability.

SPG7. Build a partnering and service network for community, workforce and economic development.

SPG8. Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity.

**SPG9. Provide for continuous improvement of programs, services and college environment.**

## **Unit/Program Mission Statement (1-7):**

*Institutional Effectiveness & Quality Assurance* assesses and supports the capacity and extent to which the college fulfills and maintains its mission; while fostering and embedding a college culture of sustainable continuous quality improvement at all institutional levels. At the core of effectiveness and ongoing quality improvement is a focus on student learning and student success. Leadership and guidance are provided to the college community to ensure accountability as accreditation and regulatory standards are understood and met, and/or exceeded at all times.

## **Unit/Program Goals (1-8):**

The Vice President for Institutional Effectiveness & Quality Assurance Major Functional Responsibilities can be found at: <http://www.comfsm.fm/accreditation/files/5-31/VPIEQA-Job-description.pdf>

- Lead monitor, evaluate, and implements all college planning processes with broad-based participation and robust, self-reflective constituent dialogue.
- Lead, coordinate, and document systematic, ongoing assessment of all programs and student learning outcomes (SLOs) to inform changes necessary towards improving student learning.
- Generate comprehensive reports and communicates results of ongoing institutional assessments to inspire self-reflective constituent dialogue and ongoing quality improvement across the college.

- Communicates documented assessment results with quality assurance issues to relevant constituents to assure quality is maintained.
- Support institutional decision-making by providing timely quantitative and qualitative data to inform planning processes.
- Promote development of an evidence-based decision making culture for the college.
- Ensure, through planning processes, institutional resources are allocated to support student learning.
- Lead and guide the college community to ensure accreditation eligibility requirements and standards are met and/or exceeded.
- Support student learning by providing quality IT services to students and the college community.
- Support institutional data through development and maintenance of a secure Student Information System (SIS) and integration of assessment software.
- Establish and maintain effective communication and partnerships with community organizations, government agencies, state departments of education, and other entities involved with COM-FSM programs and services, as it relates to accreditation and quality assurance.
- Promote fund-raising activities toward the COM-FSM Endowment fund.

### **Administrative Unit Outcomes (AUO) (1-9):**

#### **AUO 1:**

- The Accreditation Liaison Officer (ALO) provides comprehensive, useful information, in a user-friendly manner, to the college community through training activities on the accreditation process and COM-FSM accreditation status.
- ALO designs and provides training sessions with outcomes.
  - Training sessions and successful delivery of outcomes will be evaluated by participants through a participant survey. Target: 90% of participants will indicate the outcomes were met. 90% of the participants will indicated the accreditation information was presented in a user-friendly manner. 90% of the participants will indicate the information provided in the training was useful.
  - ALO encourages all college employees with English proficiency to take the ACCJC *Online Accreditation Basics Course* and successfully complete the course by presenting the ALO with a certificate of completion as issued by ACCJC. Target: 70% of English proficient college-wide employees are issued a course completion certificate.

#### **AUO 2:**

- IEQA through IRPO provides effective, timely responses and support to calls/emails for assistance with quantitative and qualitative data necessary to inform assessments, program reviews, and planning decisions.
- A sample containing all college supervisors and campus-wide committees will be asked to complete an evaluation to assess timeliness, effectiveness, and support of IRPO based upon the following criteria: a. timeliness of the response; b. helpfulness of assistance received c. professionalism of responding IRPO personnel d. request fulfilled. A Likert scale will be used with respondents indicating “strongly agree,” “agree,” “disagree,” or “strongly disagree.”
  - Target: 70% of the scores for each item will be “strongly agree” or “agree”.

#### **AUO 3:**

- The ALO provides college-wide training on the ACCJC/WASC *Rubrics for Evaluating Institutional Effectiveness* with a focus on moving to “sustainable continuous quality improvement” for the rubric part III – Student Learning Outcomes.
- ALO designs and provides training sessions with outcomes.
  - Training sessions and successful delivery of outcomes will be evaluated by participants through a participant survey. Target 90% of participants will indicate the outcomes were met. 90% of the participants will indicated the information was presented in a user-friendly manner. 90% of the participants will indicate the information provided in the training was useful.
  - ALO encourages all college employees to continue engagement in dialogue around assessment, planning processes, and resource alignment exercises within their divisions, programs, offices, and/or departments as relevant. This is reflected through increased employee knowledge on their division’s/program’s assessment plans and results and is

evidenced in minutes and assessment products, such as reports, data, plans, and budget alignment. This will also be assessed, in part, via college employee perceptions on the ACCJC/WASC Rubric Survey conducted in March 2013. Rubric statements referring to dialogue and participation should score a higher percentage of “yes” responses than the October 2012 report results. In particular items PA1, PD5, PD6, PC2, PRA1, PRD2, PRP4, SLOA1, SLOA5, SLOD6, SLOP2, SLOP3, and SLOC2; where P = planning rubric, PR = program review rubric, SLO = student learning outcomes rubric, A = awareness, D = development, P = proficiency, and C = sustainable continuous quality improvement.

**AUO 4:**

IEQA assesses institutional capacity and processes to identify gaps towards moving to, and remaining on, the “sustainable continuous quality improvement” stage on all three of the ACCJC/WASC *Rubrics for Evaluating Institutional Effectiveness*.

- IEQA will administer Rubric Surveys to college employees. Each item will represent a rubric statement and a Likert scale will be used with respondents indicating “yes,” “sometimes,” “no,” or “I don’t know.” Item analysis will be conducted and results will be circulated in a report.
- ALO will facilitate campus-wide discussion on survey results for the identification of gaps.
- Targets: 95% of the scores for each item under “awareness” and “development” on all three rubrics will be “yes.” 90% of the scores for each item under “proficiency” on all three rubrics will be “yes.” 90% of the scores for each item under “sustainable continuous quality improvement” on rubrics I and II for program review and planning, respectively, will be “yes.” 80% of the scores for each item under “sustainable continuous quality improvement” rubric III for student learning outcomes will be “yes.”

**AUO 5:**

The ALO provides training to increase college employees’ awareness of the college mission, values, and strategic plan goals; and employees can offer specific examples of application within their respective areas of responsibility.

- The ALO will design and provide training sessions with learning outcomes for employees to demonstrate by the end of the training session.
- Participants will be given a formative assessment at the outset of the training session to assess employee’s current awareness of the college mission, values, and strategic plan goals and whether or not the participant can describe their role towards fulfilling the college mission, applying college core values, and/or supporting strategic plan goals. A second formative assessment will be given to each participant at the end of each session to demonstrate employee learning.