

COLLEGE OF MICRONESIA-FSM  
**Program Assessment and Program  
Review Procedures Manual**



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## II. Introduction

Welcome to the *COM-FSM Program Assessment and Program Review Manual*. The *Manual* specifies a roadmap to guide all levels of decision makers in reaching consensus based on criteria and outcomes established by the College's own mission, laws of the Federated States of Micronesia and mandatory policies. This *COM-FSM Program Assessment and Program Review Manual* resulted from a comprehensive consultation and resourceful collaboration with many groups and individuals within the college community.

At COM-FSM, program assessment and program review function as the blueprints for collecting and analyzing data. These data are used to evaluate the quality of programs and inform decision-making about allocation of resources. External mandates likewise play a significant role in the planning and development of the college's programs, not only for resource allocation but also for achieving the goals of the college's strategic plan. The external mandates are mainly linked to accreditation by the Accrediting Commission for Junior and Community Colleges (ACJCC) of the Western Association of Schools and Colleges (WASC).

The college has set a direction that requires it to continuously improve programs and services. As a result, all departments and units must conduct *annual* program assessments or *biennial* program reviews. The college will use the results of the *program assessment* for the yearly budget allocation and reallocation. In longer term, each department or unit must conduct a more comprehensive program review every two years. The college will use the results of *program review* as critical points of its program prioritization in the development of its five-year strategic plan.

### Glossary of Key Terms and Acronyms

<b>Academic Program</b>	Any combination of courses and/or requirements leading to a degree or certificate.
<b>Academic Program Review (APR)</b>	An academic program review (APR) is part of the college's planning and assessment process where each divisions and the state campuses are to <i>evaluate</i> a program according to its goals and learning outcomes as they relate to the college's mission. Administrative unit review (APR) is completed every two years.
<b>ACJCC Assessment</b>	Accrediting Commission for Junior and Community Colleges. It is a systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development (Paloma & Banta, 1999, p.4).
<b>AP</b>	Academic Program.
<b>AU</b>	Administrative Unit. A non-academic department or unit, which has a mission and operational plan that supports the goals, objectives, and mission of the college.
<b>AUO</b>	Administrative Unit's Outcome
<b>Administrative Unit Program Review (AUPR)</b>	An administrative unit program review (AUPR) is part of the college's planning and assessment process where each administrative unit ( <i>or nonacademic program</i> ) is to <i>evaluate</i> a program or service according to its goals and objectives (outcomes) as they relate to the college's mission. Administrative unit review (APR) is completed every two years.
<b>Benchmark</b>	A standard, a reference point, or a criterion against which the quality of

	something can be measured, judged, and evaluated, and against which outcomes of a specified activity can be measured. The term means a measure of best practice performance (Vlăsceanu, et al., 2007).
<b>CAC</b>	Curriculum Assessment Committee.
<b>Capstone Assessment</b>	Assessment of outcomes structured into learning experiences occurring at the end of the program. The experiences involved demonstration of a comprehensive range of program outcomes through some type of product performance. (Paloma & Banta, 1999).
<b>Closing the Loop</b>	Using assessment results for improvement and/or evolution (UH Manoa, 2011).
<b>Criteria (or Targets)</b>	Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific. Scoring rubrics are based on criteria and define what the criteria mean and how they are used (UCLA CRESST, 2013).
<b>CRE</b>	Cooperative Research and Extension
<b>EC</b>	Executive Committee
<b>Effectiveness and Efficiency</b>	Effectiveness is the extent to which an activity fulfills its intended purpose or function. On the other hand, efficiency is the extent to which an activity achieves its goal whilst minimizing resource usage (Harvey, 2012).
<b>Evaluation</b>	When used for most educational settings, it means to measure, compare, and judge the quality of student work, schools, or a specific educational program (UCLA, CRESST, 2013).
<b>DAP</b>	dean of academic programs
<b>DCTE</b>	dean of career and technical education
<b>FAO</b>	Financial Aid Office
<b>Goals</b>	It is a statement of the program’s intent, purpose or expected outcomes stated in broad and general terms (Wilde, <i>nd.</i> ).
<b>ICT</b>	Information Communication Technology
<b>IEMP</b>	Integrated Educational Master Plan
<b>ISLOs</b>	Institutional Student Learning Outcomes
<b>KPIs</b>	Key Performance Indicators. Key Performance Indicators, also known as KPI or Key Success Indicators (KSI), help an organization define and measure progress toward organizational goals (Reh, 2012).
<b>NGOs</b>	Non Governmental Organizations
<b>OARR</b>	Office of Admissions, Records, and Retention
<b>PRC</b>	Planning and Resources Committee
<b>SMART</b>	Also often referred as <i>key performance indicators</i> (KPIs), SMART is an acronym. The letters broadly conform to the words: Specific, Measurable, Attainable or Achievable, Relevant, and Time-Bound. SMART is used to help ensure that effective objectives ( <i>outcomes</i> ) or goals are set.

**Specific**

The “*specific*” part of an objective tells *what will change for whom in concrete terms*. It identifies the population or setting, and specific actions that will result. In some cases it is appropriate to indicate how the change will be implemented (e.g., *through training*). Coordinate, partner, support, facilitate, and enhance are not good verbs to use in objectives because they are vague and difficult to measure. On the other hand, verbs such as provide, train, publish, increase, decrease, schedule, or purchase indicate clearly what will be done.

**Measurable**

*Measurable* implies the ability to *count* or otherwise *quantify an activity or its results*. It also means that the source of and mechanism for collecting measurement data are identified, and that collection of these data is feasible for your program or partners.

A baseline measurement is required to document change (e.g., *to measure percentage increase or decrease*). If the baseline is unknown or will be measured as a first activity step, that should be indicated in the objective (or *outcome*) as “*baseline to be determined using ...*”

The *data source used* and the *year the baseline was obtained* should always be specified in the objective (or *outcome*) statement. If a specific measurement instrument is used, then incorporate its use into the objective. Another important consideration is whether change can be measured in a meaningful and interpretable way given the accuracy of the measurement tool and method.

**Attainable or Achievable**

The objective (or *outcome*) must be feasible with the available resources, appropriately limited in scope, and within the program’s control and influence.

**Relevant**

*Relevant* relates to the relationship between the *objective* and the *overall goals* of the program or service.

**Time-Bound**

A specified and reasonable *time frame* should be incorporated into the objective (or *outcome*) statement. This should take into consideration the *setting* in which the change must be achieved, the scope of the change expected, and how it fits into the overall work plan. It could be indicated as “*By Fall 2013 semester, the program will ...*”

<b>VPIA</b>	vice president for instructional affairs
<b>VPAS</b>	vice president for administrative services
<b>VPCRE</b>	vice president for cooperative research and extension
<b>VPIEQA</b>	vice president for institutional effectiveness and quality assurance
<b>WASC</b>	Western Association of Schools and Colleges.

**Institutional Mission**

The College of Micronesia-FSM is a continuously improving best practices learner-centered institution of higher education committed to the success of the Federated States of Micronesia by providing academic, career, and technical educational opportunities (*Approved by the COM-FSM Board of Regents, May 6-7, 2013*).

**Vision Statement**

College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of the diverse Micronesian communities we serve (*Approved by the COM-FSM Board of Regents, May 6-7, 2013*).

## College's Values

### **Learner-centeredness**

Learners are our primary focus and we provide quality instruction and services in a nurturing and safe environment.

### **Professional behavior**

We are competent, service-oriented professionals with a commitment to life-long learning and a commitment to provide excellent and exemplary service to students, colleagues and the community.

### **Innovation**

We provide a dynamic, creative, up-to-date, and innovative environment to allow the college community to function effectively in a global economy.

### **Honesty and Ethical Behavior**

We are honest and abide by the COM-FSM *Code of Ethics* in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community.

### **Commitment and Hard Work**

We commit and invest our time, energy and resources to create a rigorous, high quality-learning environment.

### **Teamwork**

We live in a community where collaboration, open-mindedness, respect and support for each other help us achieve our mission.

### **Accountability**

We are responsible for and accountable in our daily activities to our partners and the community we serve. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust and confidence.

## Strategic Directions and Strategic Plan Goals 2013-2017

The College of Micronesia-FSM has focused on six strategic directions for the COM-FSM vision of where we want to go as an organization over the next five years (*Approved by the COM-FSM Board of Regents, May 6-7, 2013*).

**Table 1. Board Endorsed Strategic Directions and 2013-2017 Strategic Plan Goals**

<i>Strategic Directions</i>	<i>Strategic Plan Goals 2013-2017</i>
<p><b>1. Focus on student success.</b> The College of Micronesia-FSM will pursue excellence in student success and will develop a balance between “<i>access and success</i>” with appropriate career pathways for FSM students.</p>	<p>1.1. Providing collaborative institutional support to advance <i>student success</i> by promoting <i>student engagement</i> and <i>Institutional Student Learning Outcomes</i>.</p>

<p><b>2. Emphasize academic offerings in service to national needs.</b> The College of Micronesia-FSM will increase the number of <i>four-year program opportunities</i> while also strengthening the career and technical educational opportunities for non-college-bound students.</p>	<p>2.1. Increase the number of <i>four-year program opportunities</i> by:</p> <ul style="list-style-type: none"> <li>a. Increasing the number of articulation agreements,</li> <li>b. Increasing the number of partnership programs; and</li> <li>c. Exploring distance-learning opportunities.</li> </ul> <p>2.2. Strengthen <i>career and technical educational opportunities</i> for non-college-bound students by:</p> <ul style="list-style-type: none"> <li>a. Exploring opportunities with agencies and NGOs;</li> <li>b. Increasing training opportunities with existing partners;</li> <li>c. Exploring provisions for certification examination; and</li> <li>d. Focusing on programs and courses to support career and technical education development benefitting both students and future employers.</li> </ul>
<p><b>3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs.</b> The College of Micronesia-FSM will generate diversified <i>revenue resources</i>, create an <i>allied foundation</i>, and accumulate <i>reserves</i> and <i>endowment assets</i>.</p>	<p>3.1. Maintain a financially sound, fiscally responsible institution by:</p> <ul style="list-style-type: none"> <li>a. Generating diversified <i>revenue resources</i>;</li> <li>b. Creating <i>allied foundations</i>;</li> <li>c. Accumulating <i>reserves</i>; and</li> <li>d. Accumulating <i>endowment assets</i>.</li> </ul>
<p><b>4. Invest in and build a strong capacity in human capital.</b> The College of Micronesia-FSM will support and strengthen faculty, staff, and administrators through establishment of aspirational goals for credentialing and funding professional development and building upon organizational and leadership capacity.</p>	<p>4.1. Supporting and strengthening faculty, staff, and administrators by establishing aspirational goals for credentialing.</p> <p>4.2. Support professional development that builds upon organizational and leadership capacity by:</p> <ul style="list-style-type: none"> <li>a. Assessing organization and leadership capacity needs;</li> <li>b. Prioritizing identified organizational and leadership capacity needs;</li> <li>c. Addressing identified capacity needs; and</li> <li>d. Allocating resources to support capacity building with implementation.</li> </ul>
<p><b>5. Become a learning institution through development of a learning culture guided by</b></p>	<p>5.1. Become a learning institution by:</p>



<p><b>learning leaders.</b> The College of Micronesia-FSM will operate under the assumptions that learning is a skill and is worthy of investment and mastery, and that the communication of information and participatory governance are pivotal to organizational success. There will be support of the time, energy, and resources necessary to foster critical reflection and experimentation towards institutional improvement through double-loop learning and systematic thinking.</p>	<ul style="list-style-type: none"> <li>a. Fostering mastery of <i>life-long learning skills</i>;</li> <li>b. Allocating time, energy, and resources to foster critical reflection and experimentation;</li> <li>c. Supporting learning leadership; and</li> <li>d. Demonstrating <i>double-loop</i> learning and systematic thinking.</li> </ul> <p>5.2. Achieve and strengthen <i>purposefully dialogue</i> by:</p> <ul style="list-style-type: none"> <li>a. Embedding appropriate communication practices and guiding principles in the objectives of each college program, governance body, and administrative office;</li> <li>b. Adopting <i>continuous improvement</i> model to measure progress in these communication practices and guiding principles within the college’s ongoing assessments;</li> <li>c. Ensuring that college communications are accessible, accurate, timely, clear, and understood by their intended internal and external stakeholders;</li> <li>d. Developing technology to improve communication among all campuses of the college; and</li> <li>e. Developing and maintaining a <i>centralized database</i> of college policies and procedures.</li> </ul>
<p><b>6. Evoke an image of quality.</b> The College of Micronesia-FSM will be viewed as a model institution for best practices exhibited through quality, excellence, and integrity of both employees and graduates. The college will maintain regional accreditation without sanction for the maximum six-year cycle allowed by the Accrediting Commission for Community and Junior Colleges: Western Association of Schools and Colleges.</p>	<p>6.1. Achieve <i>recognition</i> as a <i>best practices</i> institution by:</p> <ul style="list-style-type: none"> <li>a. Exhibiting quality, excellence, and integrity through employees, students, and graduates;</li> <li>b. Meeting and/or exceeding accreditation standards at all times; and</li> <li>c. Exploring additional models of quality assurance.</li> </ul>

## **Institutional Student Learning Outcomes (ISLOs)**

COM-FSM graduates will demonstrate (*Approved by the COM-FSM Board of Regents, May 6-7, 2013*):

- 1. Effective oral communication**  
Capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- 2. Effective written communication**  
Development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
- 3. Critical thinking**  
A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- 4. Problem solving**  
Capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
- 5. Intercultural knowledge and competence**  
A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- 6. Information literacy**  
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- 7. Foundations and skills for life-long learning**  
Purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
- 8. Quantitative reasoning**  
Ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

### III. Introduction to Program Assessment and Program Review Processes

#### Overview

Program evaluation is part of the college's *overall* planning and assessment process. Program and administrative unit *assessment* is an *annual process* while program and administrative unit *review* is done *every two years*. The fundamental goals of *program assessment* and *program review* are to (a) evaluate the effectiveness of academic and administrative units (or nonacademic programs) especially in terms of *meeting* their intended goals and objectives, and (b) identify *areas needing improvement*. Further, *program assessment* and *program review* inform the college's planning and resource allocation processes.

#### Purpose of Program Review

Program review is a key element in the Western Association of Colleges and Schools (WASC) accreditation process. According to Accrediting Commission for Community and Junior Colleges (ACJCC), the purposes of a program review are as follows:

1. Construct an effective, integrated system of program review and planning, and resource allocation.
2. Enable the institution to continually assess its effectiveness.
3. Use results of this assessment to advance effectiveness and educational quality.

#### The Difference between Program Assessment and Program Review

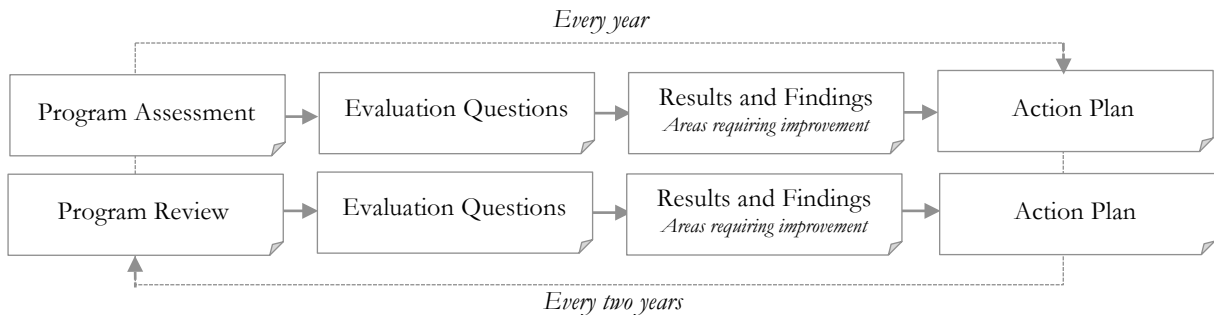
A *program assessment* is an iterative and ongoing process of purposeful reflection and planning, where one systemically evaluates a program, course, or an activity in order to identify strengths and areas for improvement and then uses the results from the evaluation of the data to inform decision making (Bresciani & Fackler, 2005). *Program assessment* primarily focuses on what and how an academic or administrative unit (nonacademic programs) contributes to the learning, growth and development of students as group instead of as individual students.

On the other hand, *program review* is defined as a *cyclical process* for evaluating and continuously enhancing the quality and currency of programs (Jenefsky, *et al.*, 2009, p.3). While also focusing on program-level assessment, it goes beyond it by specifically examining other components of the program (mission, faculty, facilities, demand, etc.).

#### Linking Program Assessment and Program Review

The college uses the *concept and process* of evaluation questions for development of its assessment plans and reports (**Figure 1.0**). Well-constructed evaluation questions can easily lead to combination of assessment and program review indicators. Some examples follow.

- Evaluation question: *Do students possess workforce readiness skills?* Evidence and data could include evidence of student learning in the classrooms, but also of employer surveys and surveys of work study student supervisors.
- Evaluation question: *Is the ... program meeting its mission?* Evidence and data could include evidence of student learning in the classroom, graduation rates, retention rates, employer surveys, student surveys etc., transfer data, evidence from transfer institutions, etc.



**Figure 1.0.** The schematics illustrate the *concept* and *process* of using evaluation questions in the development of assessment plans and reports. Program *assessment* is an *annual process* while program *review* is done *every two years*.

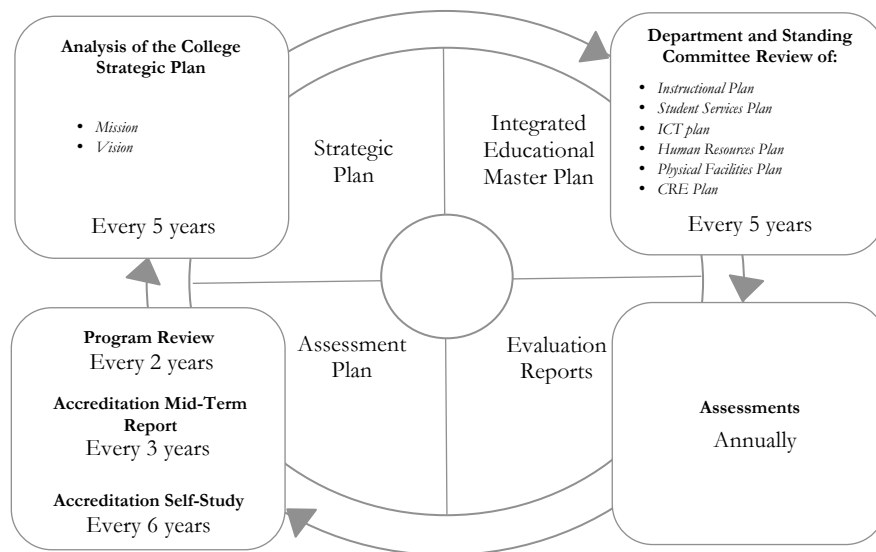
The *annual improvement plans* are expanded through the development of *assessment plans* that set forth *evaluation questions*, identify data sources and collection, analysis, timelines and persons responsible. The assessment reports directly address each evaluation question and major data or evidence collected, and use of results for improvement.

## Integrated Planning, Evaluation, and Resource Allocation

### The College's Integrated Planning Cycle

The diagram (Figure 2.0) below illustrates the College's planning cycle, as follows:

1. The planning cycle begins at the start of the fiscal year when annual assessment plans are prepared and reported for service units and for courses.
2. Every two years a review of academic and non-academic units and services are prepared to identify areas of priority and improvement.
3. Every five years, the college reviews its mission, vision, and strategic goals in order to guide its *Integrated Educational Master Plan (IEMP)*, which consists of plans from all areas of the college.
4. These various plans are carried out and aspects of the plans are assessed by the annual assessment plans.
5. After six years, the college will have completed three cycles of program reviews and one cycle of mission, vision, strategic plan, and IEMP assessment. These various cycles are reported to the college's accreditation commission (e.g., *mid-term* report after three years, and self-study, every six years).



**Figure 2.0.** The *schematic diagram* of the College’s *Planning Cycle* (2013 COM-FSM IEMP Narrative, p.5).

### The College’s Process for Goal and Objective Setting

The departments within the college set their *goals* and *objectives* that must relate to the college’s mission, strategic directions and goals. Additionally, divisions or units under the purview of these departments must strive to attain these *goals* and *objectives*.

**Table 2.0.** Strategic plan goals relevant to each department of the college.

Strategic Plan Goals 2013-2017	Departments				
	IA	IEQA	AS	SS	CRE
1.1. Providing collaborative institutional support to advance student success by promoting student engagement and Institutional Student Learning Outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1. Increase the number of four-year program opportunities.	<input type="checkbox"/>				<input type="checkbox"/>
2.2. Strengthen career and technical educational opportunities for non-college-bound students					
3.1. Maintain a financially sound, fiscally responsible institution.			<input type="checkbox"/>		
4.1. Supporting and strengthening faculty, staff, and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Support professional development that builds upon organizational and leadership capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1. Become a learning organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2. Achieve and strengthen purposeful dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1. Achieve recognition as a best practices institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Academic Programs and Administrative Units Key Performance Indicators (KPIs)

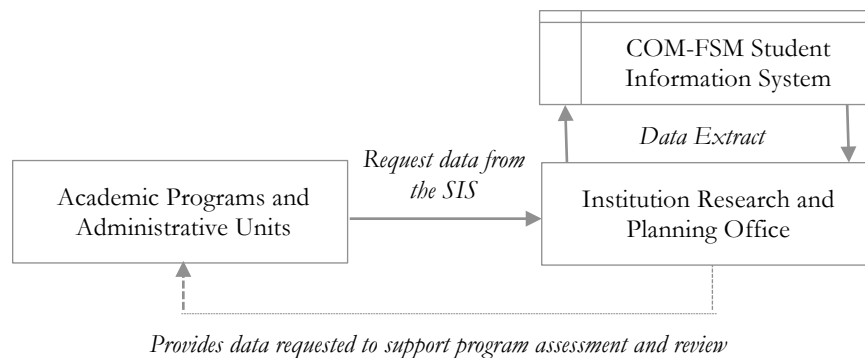
Table 2 lists the recommended *core* indicators that are collected and used in the *review of* both academic programs and administrative units of the college. However, individual programs and administrative units may elect to *track additional indicators*.

**Table 3.** COM-FSM Key Performance Indicators (KPIs)

<i>Academic Program Review</i>	<i>Administrative Unit Review</i>
<ul style="list-style-type: none"> <li>• Program enrollment</li> <li>• Graduation rate</li> <li>• Average class size</li> <li>• Student seat cost</li> <li>• Course completion rate for the program</li> <li>• Student's satisfaction rate</li> <li>• Employment data</li> <li>• Transfer data</li> <li>• Program's student learning outcomes</li> <li>• Student's learning outcomes for program courses</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of program goals by objective measure</li> <li>• Evaluation of students' learning outcomes for programs</li> <li>• Evaluation of efficiency of program</li> <li>• Cost effectiveness evaluation</li> <li>• Program completion rate</li> <li>• Surveys of students' satisfaction rate</li> <li>• Review of staff employment data/turnover</li> <li>• Other measures to be determined</li> </ul>

## Role of the COM-FSM Student Information System (SIS) in Program Assessment and Review

To improve its ability to report on *critical indicators* in an accurate and timely manner, the college had implemented in May 2009 the use of a web-based Student Information System (SIS). The college's IRPO office is responsible for *extracting data* from the SIS required to support program assessment and review.



**Figure 3.0.** Procedure for requesting *data* in the COM-FSM Student Information System to support academic and administrative program *assessment* and review

### The Role of the College’s Participatory Governance in Program Assessment and Program Review

As illustrated in the **Figure 2.0**, the college’s *Planning Cycle* is grounded in the philosophy of *participatory governance*. The college promotes a participatory governance structure. This structure involves the commitment and participation of all campus constituencies and is guided by the college’s mission, goals, values and institutional learning outcomes in the development of policies and procedures. Specifically, the college’s defines *participatory governance* as:

“... The process for shared development of policies, procedures and recommendations. Participatory governance provides the means through which all membership of the college community—students, faculty, administration and external stakeholder — can participate effectively in the systematic growth and development of COM-FSM. Participatory governance will be reflected in the functioning of the cabinet, Faculty/Staff senate, college-wide committees, and the college community at large” (COM-FSM Policy on Participatory Governance, 2012).

The purpose of the College’s *Participatory Governance* is to guarantee *broad-based decision-making*. Its fundamental premise rests upon active and responsible involvement of all college employees and students. It is a system of committees and subcommittees that addresses institutional needs and provides a conduit for communication. Through this system, details of issues and policy matters are to be brought to a forum in which broad-based participation in the decision-making process can be assured.

## IV. Academic Program Review

### Academic Programs

An academic program is defined as any combination of courses and/or requirements leading to a degree or certificate, or to a major, co-major, minor or academic track and/or concentration. The following are the college's *academic programs*. Some examples are all degree and certificate programs, general education courses, and Achieving College Excellence (ACE) courses.

**Table 4.** COM-FSM Academic Programs

Academic Programs
Third-Year Programs in <ul style="list-style-type: none"> <li>a. Teacher Preparation-Elementary</li> <li>b. General Business</li> <li>c. Accounting</li> </ul>
Associate of Science Programs in <ul style="list-style-type: none"> <li>a. Agriculture and Natural Resource Management</li> <li>b. Business Administration</li> <li>c. Computer Information System</li> <li>d. Hospitality and Tourism Management</li> <li>e. Marine Science</li> <li>f. Nursing</li> <li>g. Public Health</li> </ul>
Associate of Arts Programs in <ul style="list-style-type: none"> <li>a. Liberal Arts</li> <li>b. Health Career Opportunity Program</li> <li>c. Micronesian Studies</li> <li>d. Teacher Preparation</li> </ul>
Associate of Applied Science Programs in <ul style="list-style-type: none"> <li>a. Telecommunication Technology</li> <li>b. Electronics Technology</li> <li>c. Building Technology</li> </ul>
Certificate of Achievement Programs in <ul style="list-style-type: none"> <li>a. Agriculture and Food Technology</li> <li>b. Bookkeeping</li> <li>c. Building Maintenance and Repair</li> <li>d. Carpentry</li> <li>e. Cabinet Making/Furniture Making</li> <li>f. Electronic Engineering Technology</li> <li>g. Electrical Technology</li> <li>h. Health Assistant Training Program</li> <li>i. Masonry</li> <li>j. Motor Vehicle Mechanics</li> <li>k. Nursing Assistant</li> <li>l. Plumbing</li> <li>m. Public Health</li> <li>n. Refrigeration and Air-conditioning</li> <li>o. Secretarial Science</li> <li>p. Trial Counselors</li> </ul>
Others <ul style="list-style-type: none"> <li>a. General Education Courses</li> <li>b. Achieving College Excellence</li> </ul>



## Academic Program Review Process

Academic program review is to be part of the institution’s overall planning and assessment process. Divisions and the state campuses are to evaluate a program according to its goals and learning outcomes as they relate to the college mission. The academic program review is completed every two years. The academic program review serves several purposes:

- to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning;
- to determine program sustainability and quality.

The academic program review process applies to each academic program that utilizes college resources for its operation.

## How to Complete an Academic Program Review

An academic program review is completed *every two years*. Academic program review includes two years of student learning outcome assessment data, student achievement data and program viability data. The process is outlined below:

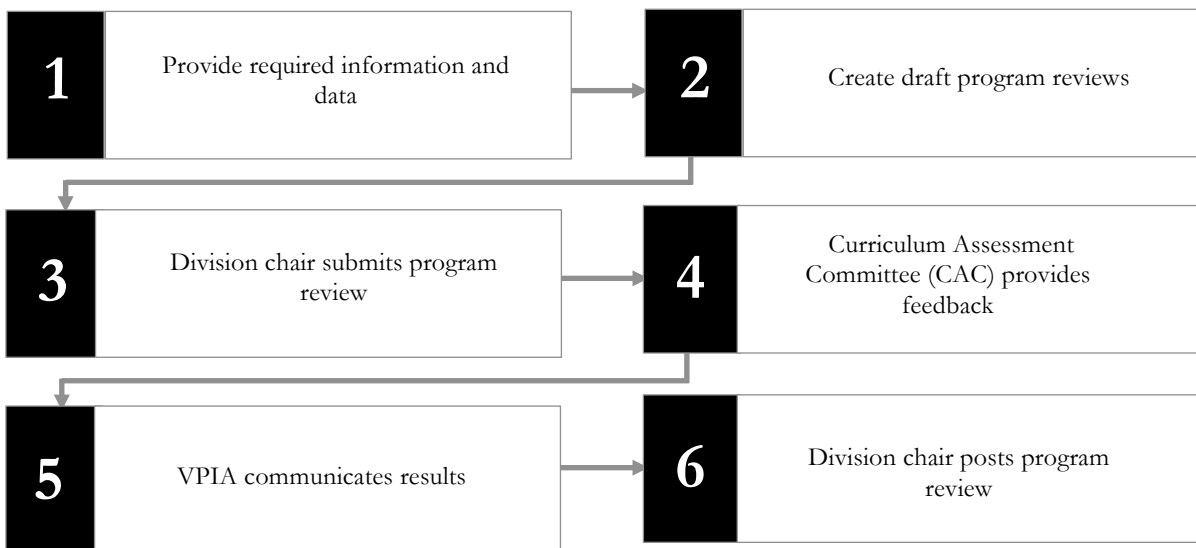


Figure 4.0. Pathway for academic program review

### Stage 1. Provide required information and data.

1.1 The division chair/campuses program(s) provides the following information and data for review by the end of every other spring semester (2014, 2016, 2018...):

- Program goals.* The program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.
- Program history.* This section describes the history of the program. This history includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.
- Program description.* The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for

- forward-looking new program contributions to the state's economy, or specialized program accreditation.
- d. *Program admission requirements.* This section describes the requirements for admission into the program and other requisites.
  - e. *Program certificate/degree requirements.* This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.
  - f. *Program courses and enrollment.* This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.
  - g. *Program faculty.* This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty.
  - h. *Program indicators.* This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. Documenting performance against Program Indicators is the **most important** part of the program review. The data that will be collected and evaluated are the following:
    - *Assessment of course student learning outcomes of program courses (TracDat reports for 2 years)*
    - *Assessment of program student learning outcomes (TracDat reports for 2 years)*
    - *Program enrollment – historical enrollment patterns, student credits by major*
    - *Average class size*
    - *Course completion rate*
    - *Student retention rate – (fall to fall for 2-year programs; fall to spring for 1-year programs)*
    - *Graduation rate – based on yearly numbers.*
    - *Students seat cost*
    - *Cost of duplicate or redundant courses/programs/ services*
    - *Revenue generated by program – tuition, program-allocated (credits for 2 years × tuition), grant income.*
    - *Students' satisfaction rate*
    - *Alumni data*
    - *Employment data and employer feedback (employer survey)*
    - *Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, and NMC).*
    - *Transfer rate*
  - i. *Analysis.*
    - *Findings –* This section provides discussion of information discovered as a result of the evaluation. Such discussion includes problems or concerns with the program and what part of the program is working well and meeting expectation.
    - *Recommendations –* This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.

## Stage 2. Create draft program reviews.

- 2.1 Draft program reviews are shared with program faculty for dialogue and input.

**Stage 3. Division chair submits program review.**

- 4.1 The division chair finalizes program reviews and submits them to the Curriculum and Assessment Committee (CAC) for dialogue and review.

**Stage 4. CAC provides feedback.**

- 4.1 Comments are to be noted in CAC minutes and recommendations for improvement sent to the dean of academic programs, the director of career and technical education and the VPIA. These recommendations are to be used for improvement, planning and resource allocation.

**Stage 5. VPIA communicates results.**

- I.1 The VPIA informs the division chair of the results of the planning and resource allocation.

**Stage 6. Division chair posts program review.**

- 8.1 The division chair posts the program review document on the college web site for distribution to the college community. [http://wiki.comfsm.fm/Academic\\_Programs](http://wiki.comfsm.fm/Academic_Programs).

## V. Administrative Unit Program Review

### Administrative Units

Also known as *nonacademic programs*, by definition they include *units* at the college that support the student or institutions but are *not* part of the credit-granting *academic experience*. The following are the college's *administrative units* (or nonacademic programs):

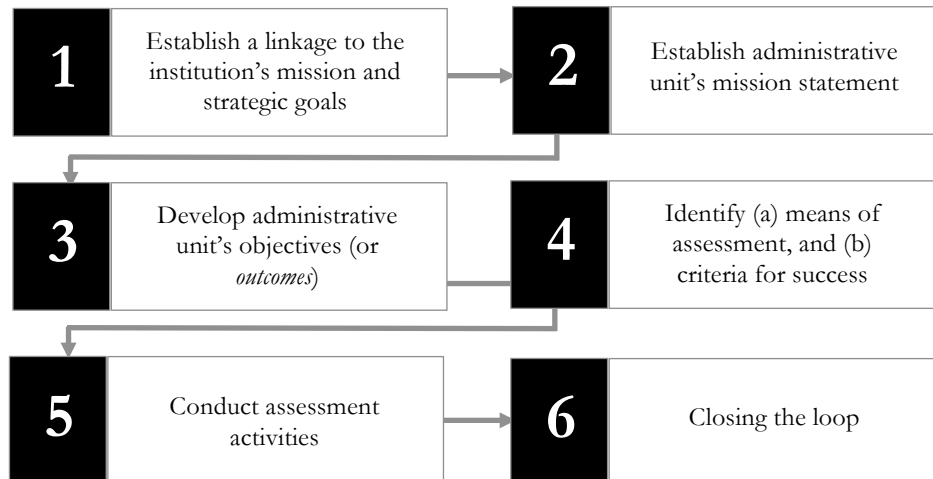
**Table 5.** COM-FSM Administrative Units (or *Nonacademic Programs*)

Administrative Units or <i>Nonacademic Programs</i>
Office of the President and Chief Executive Officer
Office of the Vice President for Instructional Affairs <ul style="list-style-type: none"> <li>a. Dean of Administrative unit</li> <li>b. Dean of CTE</li> <li>c. Learning Resources Center</li> <li>d. Campus Deans</li> </ul> *Instructional Coordinators *Student Services Coordinators *Campus' administrative offices
Office of the Vice President for Student Support Services <ul style="list-style-type: none"> <li>a. Financial Aid</li> <li>b. Counseling Services</li> <li>c. Student Life (Residence Halls, Sports and Recreations, and Health Services)</li> <li>d. Admissions, Records and Retention</li> <li>e. Special programs, e.g., Peer Counseling</li> </ul>
Office of the Vice President for Administrative Services <ul style="list-style-type: none"> <li>a. Human Resources</li> <li>b. Business Office</li> <li>c. Physical Facilities and Security</li> </ul>
Office of the Vice President for Institutional Effectiveness and Quality Assurance <ul style="list-style-type: none"> <li>a. Institutional Research and Planning</li> <li>b. Information Communication Technology</li> <li>c. Community Relations</li> </ul>
Office of the Cooperative Research and Extension

### AU Program Assessment and Review Process

The *assessment* and *review* process for administrative units follows a similar pattern to academic programs. The administrative units develops assessment plan, collects assessment data and *close the loop* for improvement. However, there are a few *differences* in steps and methods used. The biggest difference is the concentration on (a) how well administrative units provide their services, and (b) how these services are linked to the college's mission and strategic goals.

The focus of *assessment* and *review* is on how to improve those **services** and ensure that they are linked to the overall mission and goals of the college and affect students. The diagram below shows the six stages of the process:



**Figure 5.0.** Stages in assessment of administrative units

### Stage 1. Establish a linkage to the institution's mission and goals

Administrative units can link their services to strategic goals *relevant* to each their departments (*see Figure 3.0*). Normally these are the goals under which they report on their *monthly* and *quarterly* activities. These *goals* would be the units' linkage to the overall mission and goals of the college.

### Stage 2. Establish administrative unit's mission statement

Each administrative unit should establish a *mission statement* that includes the services that the unit provides. Considering the fact that *services will change* overtime, the mission should be updated to reflect changes in the services being provided. It may also be useful to find ways to categorize services in your mission statement instead of a *long laundry* list of services. Below are some examples of AU mission statements:

- The Department of Student Services' mission is to promote student development and leadership by providing quality programs and services that fulfill the diverse educational, recreational, social, and multi-cultural needs of the student population and the college community (*Office of the Vice President for Student Services*).
- Institutional Effectiveness and 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 (*Office of the Vice President for Institutional Effectiveness and Quality Assurance*).
- The COM-FSM Office of Information Technology provides technology expertise for the College of Micronesia-FSM system. To ensure that services are provided in an effective, efficient and timely manner, the Office of IT supports and promotes the productive use of technology throughout the organization by ensuring that all technology in place is secure, reliable and performing as needed as well as implementing new technology (*Office of Information Technology*).
- It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible

to all its patrons through improved, dedicated, motivated, and skillful employees that guarantee the integrity, confidentiality, and security of all academic records (*Office of Admissions, Records and Retention*).

### Stage 3. Develop administrative unit’s objectives (outcomes)

Once a mission statement is developed, administrative units develop objectives (or outcomes) that help determine if they are accomplishing their purpose *especially* in providing the services described in the mission statement. The objectives should address the services currently being provided. The objectives will form the basis for *what are* to be assessed during any *assessment cycle*.

Below are *some* guidelines for developing objectives (*or outcomes*) for administrative units (*2009 COM-FSM Institutional Assessment Plan Handbook*):

- The objective (*or outcome*) is related to *something* that is under the control of an administrative unit.
- The objective (*or outcome*) should be worded in terms of what the administrative units will *accomplish* or what their clients *should think, know, or do* following the provision of the services.
- The objective (*or outcome*) should lead to *improved* services.
- The objective (*or outcome*) is linked to a service specifically described in the administrative unit’s mission statement.

Administrative unit objectives (*or outcomes*) should be constructed based on *currently* existing services. The following are some examples of administrative unit’s objectives (*or outcomes*):

- Accurate, real-time class enrollment data are continuously available to faculty and administrators (*Office of Admissions, Records and Retention*).
- Students who attend a *Career Orientation Workshop* can prepare a resume, interview well, and use our on-line bulletin board to monitor potential employment opportunities (*Counseling Services*).
- All students who participated in the *ICT orientation on COM-FSM e-mail system* will receive e-mail accounts and will know how to use the e-mail system to communicate with students, faculty, and staff (*Information and Communication Technology Office*).
- Interlibrary loan materials will be delivered within eight working days (*Learning Resources Center*).
- Students report satisfaction with Health Center Services; ratings will average at least 3.80 on a 5-point rating scale (*Health Services*).
- Student government meetings follow procedures defined in the *Student Handbook* (*Office of the Vice President for Student Services*).
- Students using the *Writing Center* improve writing skills (*Writing Center*).

Below is an example of a *completed* AU Mission and Outcome Development Worksheet 1:

**Table 6.** Mission and Outcomes Development Worksheet 1

AP/AU Name	Office of Admissions, Records and Retention		Campus	National Campus
AP/AU Head	John Doe		Assessment Period	2008-2009
Assessment Start Date	January 2008	Assessment End Date	January 2009	
<b>Institutional Mission Statement</b>				
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.				
<b>Institutional Strategic Goals Supported</b>				

<p><b>Strategic Goal 2. Provide institutional support to foster student success and satisfaction</b></p> <ol style="list-style-type: none"> <li>Promote strategic enrollment management for the College</li> <li>Become more student-centered in the development of specific college system policies and procedures</li> <li>Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value</li> <li>Develop a student-friendly campus environment that encourages and enables students to be health conscious</li> </ol> <p><b>Strategic goal 9. Provide for continuous improvement of programs, service and college environment</b></p> <ol style="list-style-type: none"> <li>Improve institutional assessment and evaluation</li> <li>Integrate planning, evaluation and resource allocation for continuous improvement</li> <li>Increase research and data driven decision making</li> <li>Develop an integrated data system</li> </ol>		
<b>Department's Mission Statement</b>		
<p>The Department of Student Services' mission is to promote student development and leadership by providing quality programs and services that fulfill the diverse educational, recreational, social, and multi-cultural needs of the student population and the college community.</p>		
<b>Department's Goals</b>		
<p>To foster student access, success and satisfaction.</p>		
<b>AP/AU's Mission Statement</b>		
<p>It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated, and skillful employees that guarantee the integrity, confidentiality, and security of all academic records.</p> <p>Currently, the OARR provides programs and services to its patrons, as follows:</p> <ul style="list-style-type: none"> <li>Academic transcripts</li> <li>Admission, registration and matriculation</li> <li>Record and report academic standing (e.g., academic honors, probation, and suspension)</li> <li>Enrollment and program completion verification</li> <li>U.S. Veteran Affairs e-certification</li> <li>Degree audit, and graduation check</li> <li>Grade change, name change, change of major and individual degree plan (IDP), and others</li> <li>Transfer credit evaluation and equivalencies</li> <li>Issuance of degrees and certificates, duplicate degrees or certificates, transfer credentials, and others</li> <li>Evaluation, consolidation, systematization, maintenance, and preservation of student academic records</li> <li>Reports to other divisions, such as, but by any means not limited to, enrollment lists, mid-term deficiency reports, academic standing, program completion reports, persistence and attrition reports, and others</li> </ul>		
<b>AP/AU's Outcomes</b>		
<b>Outcome Name</b>	<b>Description of Outcome</b>	<b>Assessment Type</b>
Outcome One	To serve the students and alumni, in their pursuit of personal and professional development inside and outside the college through the issuance of complete and authentic documents to support their attainments and experiences.	
Assessment Strategies	Target	Notes
<p>To determine the perceptions of the patrons about the efficiency and effectiveness of OARR's delivered services in meeting their needs) regarding the current conditions, a normative survey will be administered to a non-probability sample of students at the National Campus beginning June 2, 2008 and ending, February 13, 2009.</p> <p>The survey instrument, OARR Satisfaction Survey, consists of several sections: (a) demographics and types of services availed from OARR by the subjects; and (b) series of questions employing five-point Likert Scale (very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied) that are aimed at soliciting the subjects' perceptions of the services provided them by OARR.</p>	<p><b>Criteria for Success</b></p> <p>75% positive rating on the OARR Annual Satisfaction Survey</p>	
<b>Endorsed by</b>		
<b>Supervisor's Name</b>	<b>Title</b>	<b>Date</b>
<b>Committee Name</b>	<b>Committee Chair</b>	<b>Date</b>

Approved by	
President and CEO	Date

**Stage 4. Identify (a) means of assessment, and (b) criteria for success**

In many ways, *assessment* and *review* of administrative units is easier than academic programs. Much of the data needed for assessment may come from existing records. Additionally, they do not need to wait until students complete a program of student to conduct your assessment nor do they have to search for a current test or examination to provide them data needed in their assessments.

Generally the analyses of data are more straightforward than for academic programs. Administrative units will use the same assessment planning and reporting formats as academic programs. Below is an example of a *completed* AU Assessment Plan Worksheet 2:

**Table 7.** Assessment Plan Worksheet 2

AP/AU Name	Office of Admissions, Records and Retention		
Campus	National Campus	Assessment Period	2008-2009
Submitted by	John Doe	Date Submitted	August 2008
Type of Assessment	<input checked="" type="checkbox"/> <i>Formative Assessment</i> <input type="checkbox"/> <i>Summative Assessment</i>	Endorsed by	<input checked="" type="checkbox"/> <i>AP/AU Supervisor</i> <input type="checkbox"/> <i>Committee</i> _____
AP/AU's Outcomes			
Outcome Name	Description of Outcome	Assessment Methodology	
Outcome One	To serve the students and alumni, in their pursuit of personal and professional development inside and outside the college through the issuance of complete and authentic documents to support their attainments and experiences.	Survey	
Assessment Strategies		Target	Notes
<p>To determine the perceptions of the patrons about the efficiency and effectiveness of OARR's delivered services in meeting their needs) regarding the current conditions, a normative survey will be administered to a non-probability sample of students at the National Campus beginning June 2, 2008 and ending, February 13, 2009.</p> <p>The survey instrument, OARR Satisfaction Survey, consists of several sections: (a) demographics and types of services availed from OARR by the subjects; and (b) series of questions employing five-point Likert Scale (very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied) that are aimed at soliciting the subjects' perceptions of the services provided them by OARR.</p>		<p><b>Criteria for Success</b></p> <p>75% positive rating on the OARR Annual Satisfaction Survey</p>	
Evaluation Question	Data Sources	Sampling	Analysis
What is the patron's level of satisfaction about the efficiency and effectiveness of OARR's delivered services in meeting their needs?	OARR Satisfaction Survey that will be administered to a non-probability sample of students at the National Campus during academic year 2009-2010.	Random Sampling	Descriptive Statistics
Timeline			
Activity	Who is responsible?		Timeline
Draft assessment worksheet 1, i.e., mission and outcome development	Director of OARR and staff		July-August 2008
Draft assessment worksheet 2, i.e., assessment plan	Director of OARR and staff		
Design and develop survey instrument	Director of OARR and staff		September 2008
Administer survey to a non-probability sample of students at college's National Campus during Spring 2013 semester.	OARR staff		June 2008 to February 2009
Tabulation and analysis of the responses to the survey	Director of OARR and Student Services Specialist I		March-April 2009
Draft assessment report to include findings and results, and how they	Director of OARR		May 2009



inform unit's improvement		
Submit assessment report to the VP for Student Services, Management Team for feedback.	Director of OARR	June 2009
Prepare for the next assessment cycle	Director of OARR	July 2009
<b>Comments</b>		

An administrative unit's objectives become *the basis* for developing evaluation questions used in the assessment plan, guide the data collection, analysis, and determine if the unit meeting its purpose. As the administrative units develop their assessment plans and evaluation questions, they will have to identify the objectives and services that they will assess in any one-assessment cycle. Below are the steps in developing *evaluation questions*:

- 4.1. Clarify the goals and objectives of the project;
- 4.2. Identify key stakeholders and audiences;
- 4.3. List and prioritize evaluation questions to interest to various stakeholders; and
- 4.4. Determine which questions can be addressed given the resources and constraints for the evaluation (money, deadlines, access to informants and sites).

The basic issue in assessing administrative units is to (a) determine if they are accomplishing their objectives (*or* outcomes) and at what level of accomplishment, and (b) identify areas of improvement. There are *four* main types of assessment for administrative units.

- **Attitudinal assessment**  
This type of assessment provides information on the *perception* of clients to the services provided. It may be collected through locally developed surveys or by college's participation in *standardized* survey (e.g., CCSSE, IPEDS)
- **Direct Measures**  
This type of assessment provides useful information, such as but by any means not limited to *volume of activity, levels of efficiency, and measures of quality.*
- **External Evaluation**  
This type of assessment can be also very useful. The *financial audit* conducted annually is an example of external evaluation.
- **Observation or performance of clients.**

### Step 5. Conduct Assessment Activities

Data and information should be conducted and tabulated in real-time throughout the academic, calendar and budget years. Much of the data and information that are collected as part of the administrative unit's assessment plan should be reported in their monthly and quarterly reports. As the administrative units track services, they should always look for ways to improve those services immediately and not wait until the end of an assessment cycle.

### Step 6. Closing the Loop

The *most important aspect* of assessment for administrative units is the *description* of what changes have been made to improve the quality or type of services being offered. Generally closing the loop may address among other changes:

- *Changes in the assessment plan*
  - Changes the units mission statement and/or objectives (*or outcomes*)
  - Revision of data and measurement approaches
  - Collection of data and analysis of additional data and information
  - Changes in data collection methods
- *Changes to services*
  - Modification of services provided
  - Addition to or removal of services being provided
- *Changes in the way services are provided*
  - Changes in frequency of service being provided
  - Improvements in technology
  - Changes in personnel and/or time allocation
  - Provision for additional training
  - Revision of services standards
  - Other implemented or planned changes

Table 8 displays an example of a *completed* AU Assessment Report Worksheet 3:

**Table 8.** Assessment Report Worksheet 3

AP/AU Name		Office of Admissions, Records and Retention	
Campus		National Campus	Assessment Period 2008-2009
Submitted by		John Doe	Date Submitted May 2009
Type of Assessment	<input checked="" type="checkbox"/> <i>Formative Assessment</i> <input type="checkbox"/> <i>Summative Assessment</i>	Endorsed by	<input checked="" type="checkbox"/> <i>AP/AU Supervisor</i> <input type="checkbox"/> <i>Committee</i> _____
<b>Evaluation Question</b> (Use a different form for each evaluation question)			
What is the patron's level of satisfaction about the efficiency and effectiveness of OARR's delivered services in meeting their needs?			
<b>First Means of Assessment for the Evaluation Question Identified Above</b> (Refer to your approved assessment plan)			
<b>Means of Assessment</b>		<b>Criterion for Success</b>	
To determine the perceptions of the patrons about the efficiency and effectiveness of OARR's delivered services in meeting their needs) regarding the current conditions, a normative survey was administered to a non-probability sample of 76 students at the National Campus beginning June 2, 2008 and ending, February 13, 2009.  The survey instrument, OARR Satisfaction Survey, consisted of several sections: (a) demographics and types of services availed from OARR by the subjects; and (b) series of questions employing five-point Likert Scale (very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied) aimed at soliciting the subjects' perceptions of the services provided them by OARR.		75% positive rating on the OARR Annual Satisfaction Survey	
<b>Summary of Assessment Data Collected</b>			
OARR Annual Satisfaction Survey was administered from June 2, 2008 to February 13, 2009 to non- randomly selected sample of 76 subjects. Tabulated results of the survey showed that the subjects (n=76) gave OARR 79% positive ratings on Q3 (I was served in a reasonably period of time) and Q13 (Staff gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request), and 75% positive rating on Q9 (Staff answered my questions in an easy to understand way). However, the OARR had received only 68% positive rating to Q5 (Staff seemed willing to go "the extra mile" to help me meet my needs).			
Nevertheless, Overall, 75% of the 76 subjects surveyed signified levels of agreement (positive rating) while 24% expressed neutrality, and only 1% expressed disagreement. As such, the criterion for success was met.			
<b>Closing the Loop</b>			

Use of Results to Improve AP/AU Services/Impact		
<p>OARR recognized the fact that the outcomes and objectives it had articulated in this assessment plan and report were not specifically written in SMART format. However, it shall ensure that in the next assessment cycle, outcomes and objects will be written in SMART format. Additionally, it also recognized the limitations of the sampling method it opted to use in this assessment, i.e., it used non-probability sampling with perhaps the least validity. In its next assessment cycle, OARR will consider employing sampling method that may yield a higher validity in terms of its representativeness of the population targeted for investigation, such as stratified sampling.</p>		
Needs or Areas Requiring Improvement	Action Steps	Timeline
<p>A level II Student Information Systems (SIS) training should be provided for all OAR staff. The last and only SIS training facilitated to all OAR staff and other SIS users was during the months of April and May 2008 prior to the implementation of Phase I of the SIS. This level II SIS training will further increase the proficiency and know-how of OAR staff especially in the use of the SIS.</p>	<p>Level II training will be scheduled during the month of October 2010 – prior to the early registration for Spring 2010. Level II SIS training will be facilitated to SIS production database users at various sites during scheduled visits.</p>	<p>By end of October 2010</p>
<p>OARR to revisit the SIS-driven registration process, and if necessary, through consultations and collaborations with other units directly and indirectly involved in facilitating registration, redesign the process making it more accessible and convenient.</p>	<p>OARR Director and Registrar to conduct consultation and solicit feedbacks from all stakeholders to simplify and further improve the registration process making it more accessible and convenient.</p>	<p>By end of November 2010</p>
<p>OARR to continue facilitating early registration for Fall and Spring Semesters, including Summer session.</p>	<p>OARR Director and Registrar shall coordinate with all units who are directly and indirectly involved in facilitating registration to come up with definite and final schedules of these early registrations so they can be publicized in the college's catalog, website, and other types of publications.</p>	<p>By and of October 2010</p>
<p>OARR should continue its initiative of redesigning all its forms not only in both static and dynamic portable document formats. These forms should be accessible via the college's website.</p>	<p>OARR Director and Registrar requests ICT assistance to fund acquisition of Adobe application software necessary to design and develop forms in both static and dynamic portable document formats.</p>	<p>Request communicated to the ICT Committee via IT Director, by mid- October 2010</p>
<p>OARR shall consistently offers the following scheduled hours of services: Office will open and serve all patrons and clients, 8:00 AM to 5:00 PM., meaning, 9 hours per day. Inasmuch as staff are only required to render 8 regular work hours per day; scheduling will be arranged and flextime shall be extended subject approval of the President to accommodate the foregoing office hours.</p>	<p>OARR Director and Registrar to secure endorsement from the VP for Student Services request to the President allowing OARR staff to be covered by flextime.</p>	<p>Request to the President via the VPSS to officially- grant OARR staff flextime, end-of-October 2010.</p>

## VI. Bibliography

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## Appendix A

### Principles of Good Practice for Assessing Student Learning Outcomes

*(According to the American Association of Higher Education, 1992)*

1. **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Their effective practices, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations—these derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. **Assessment works best when it is ongoing, not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the progress of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start

small, the aim over time is to involve people from across the educational community. Faculty plays an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus, understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "*results*"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.
8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision-making, and avidly sought.
9. **Through assessment, educators meet responsibilities to students and to the public.** There is compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation-to ourselves, our students, and society-is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.



## **Appendix B**

### **COM-FSM Continuous Improvement Policy**

*(Approved by COM-FSM Cabinet, February 2009)*

#### **Policy**

It is the policy of the College of Micronesia–FSM to continuously improve its programs and services through a systematic process that links planning, evaluation, feedback, and resource allocation to meet its mission and increase its effectiveness.

The *continuous improvement cycle* itself is to be periodically reviewed.

#### **Purpose**

The College of Micronesia–FSM is committed to continuously improving its programs and services through a systematic process that links planning, evaluation, feedback and resource allocation and to continuously improving its processes and procedures for planning, evaluation, reporting, and resource allocation.

A policy is needed to express that commitment to ensure the college is effectively meeting its mission, and clearly written processes and procedures established to improve the understanding of the framework in which the continuous improvement cycle occurs.

#### **Application**

This policy applies to all programs and services of the college and to college policies, processes, and procedures regarding continuous improvement.

#### **Procedure**

The college is to establish processes and procedures that link planning, evaluation and resource allocation at the college through its strategic planning and reporting; program assessment and program review; and allocation of resources through its budget development and resource management. The governance structure of the college allows for collective review and decision-making on planning; assessment and evaluation; and resource allocation.

The college's continuous improvement cycle is implemented through (a) the overall guidance of the college's strategic plan, (b) Institutional Assessment Plan, (c) line item and performance budgeting including annual improvement plans, (d) annual President's Retreat, and (e) the governance structure of the college's standing committees.

- The college's Strategic Plan 2006–2011 and tactical plans set out the college's strategic goals and objectives and the overall approach to linking planning, evaluation and resource allocation and provides the framework for reporting accomplishments against strategic goals.
- The college's Institutional Assessment Plan (IAP) process requires systematic program assessment and program review of degree and certificate programs; student services; administrative services; and other sponsored programs, policies and activities of the college. The IAP coupled with data generated from the Student Information System (SIS) provides the college the necessary information, data and evidence to provide a sound basis for planning, setting institutional priorities and resource allocation across the college. The IAP Handbook that provides the processes and procedures for assessment and best practices in instruction and assessment supports the IAP. The Assessment Committee oversees the IAP.
- The annual President's Retreat provides a mechanism for the college community together with

key stakeholders to reflect on accomplishments of the past year; review of critical data and environmental trends affecting the college including program assessment and program review reports, determination of institutional effectiveness, and recommendations for institutional priorities.

- The college's budgeting process requires resource allocation based on institutional priorities at program, office/unit, department, and campus levels.
- The college's governance policy and standing committee structure provides pathways for participatory decision making regarding the effectiveness of the college in meeting its mission and a formal oversight and decision making processes for the planning, assessment and evaluation, and resource allocation processes at the college.

The President will report periodically to the Board of Regents and stakeholders on continuous improvement at the college.

## Appendix C

### Policy on Academic Program Review

*(Policy approved by the BOR on: March 12, 2013)*

#### **Policy**

Program review at the College of Micronesia-FSM is to be part of the institution's overall planning and assessment process. Divisions and the state campuses are to evaluate a program according to its goals and learning outcomes as they relate to the College mission. The program review is completed every two years.

#### **Purpose**

The purpose of the academic program review is to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. Secondly, academic program review is conducted to determine program sustainability and quality.

#### **Application**

The academic program review process applies to each academic program that utilizes college resources for its operation. Some examples are all degree and certificate programs, general education courses, and Achieving College Excellence (ACE) courses.

#### **Responsibility**

The president and vice president of instructional affairs are responsible for the overall enforcement of this policy.

The dean of academic programs and director of career and technical Education are responsible for the implementation of this policy through the campus instructional coordinators and division chair faculty.

#### **Procedure**

- I. The division/campuses program(s) provide the following information and data for review by the end of every other spring semester:
  - A. **Program goals**  
Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.
  - B. **Program history**  
This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.
  - C. **Program description**  
The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state's economy, or specialized program accreditation.
  - D. **Program admission requirements**  
This section describes the requirements for admission into the program and other requisites.

- E. **Program certificate/degree requirements**  
This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.
- F. **Program courses and enrollment**  
This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.
- G. **Program faculty**  
This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty.
- H. **Program indicators**  
This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following:
  - 1. Assessment of course student learning outcomes of program courses (TracDat reports for two years)
  - 2. Assessment of program student learning outcomes (TracDat reports for two years)
  - 3. Program enrollment (historical enrollment patterns, student credits by major)
  - 4. Average class size
  - 5. Course completion rate
  - 6. Student retention rate (fall to fall for 2 year programs; fall to spring for 1 year programs)
  - 7. Graduation rate based on yearly numbers
  - 8. Students seat cost
  - 9. Cost of duplicate or redundant courses/programs/services
  - 10. Revenue generated by program, e.g., tuition, program-allocated (credits for two years x tuition), grant income.
  - 11. Students' satisfaction rate
  - 12. Alumni data
  - 13. Employment data and employer feedback (employer survey)
  - 14. Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC).
  - 15. Transfer rate
- I. **Analysis**
  - 1. Findings  
This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation.
  - 2. Recommendations  
This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better

program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.

- II. Draft program reviews are shared with program faculty for dialogue and input.
- III. The division chair finalizes program reviews to the Curriculum and Assessment Committee (CAC) for dialogue and review. Comments are to be noted in CAC minutes and recommendations for improvement sent to the Dean of Administrative units, the Director of Career and Technical Education and the VPIA. These recommendations are to be used for improvement, planning and resource allocation.
- IV. The VPIA informs the division chair of the results of the planning and resource allocation.
- V. The division chair posts the program review document on the College website for distribution to the College community.

## Appendix D

### Academic Program Assessment Planning and Reporting Worksheets and Checklists

#### Academic Program Mission and Outcomes Development Worksheet 1

AP/AU Name		Campus	
AP/AU Head		Assessment Period	
Assessment Start Date		Assessment End Date	
<b>Institutional Mission Statement</b>			
<b>Institutional Strategic Goals Supported</b>			
<b>Department's Mission Statement</b>			
<b>Department's Goals</b>			
<b>AP/AU's Mission Statement</b>			
<b>AP/AU's Outcomes</b>			
<b>Outcome Name</b>	<b>Description of Outcome</b>	<b>Assessment Methodology</b>	
Assessment Strategies	Target	Notes	
<b>Outcome Name</b>	<b>Description of Outcome</b>	<b>Assessment Methodology</b>	
Assessment Strategies	Target	Notes	
<b>Outcome Name</b>	<b>Description of Outcome</b>	<b>Assessment Methodology</b>	

Assessment Strategies	Target	Notes
<b>Endorsed by</b>		
Supervisor's Name	Title	Date
Committee Name	Committee Chair	Date
<b>Approved by</b>		
President and CEO		Date

**Academic Program Mission and Outcomes Development Worksheet 1 Check List**

Administrative unit		Date of Review	
Assessment Cycle		Reviewers	
<b>Please mark your responses to the following statements</b>			
<b>Statement</b>	<b>Yes</b>	<b>Needs Improvement</b>	<b>No</b>
<b>Program.</b> The program is identified			
<b>Assessment Cycle.</b> The assessment cycle is identified.			
<b>Submitted by and Date.</b> The person directly responsible for completing the assessment plan submits the <i>plan</i> to the CAC. Generally, this is the office or program's head.			
<b>College (Institutional) Mission.</b> The approved college mission is included in the plan.			
<b>College Strategic Goals.</b> The appropriate college's strategic goals that the service area addresses are referenced. Generally, an office or program will concentrate on one or two strategic goals. Assessment plans for vice presidents, campus directors, program coordinators, etc. may address multiple strategic goals.			
<b>AP Mission.</b> Each program should have its own mission statement. An effective program mission statement should be linked to the College mission statement and be written in a language so that students and parents can understand it. A mission statement might provide: <ul style="list-style-type: none"> <li>o <i>A brief history of the program and describe the philosophy of the program</i></li> <li>o <i>The types of students it serves</i></li> <li>o <i>The type of professional training it provides</i></li> <li>o <i>The relative emphasis on teaching, scholarship, and service</i></li> <li>o <i>Important characteristics of program graduates.</i></li> </ul> <p>The mission should have previously been endorsed by the appropriate college committee and approved by the college President.</p>			
<b>AP Goals.</b> Improvement goals are included that represent the long-term aspirations of the program and follow the SMARTer (Specific, Measureable, Achievable, Realistic and Time bound) approach to goals development. The program goals have been endorsed by the appropriate committee and approved by the President. A copy of the approved worksheet 1 should be attached to the assessment plan.			

<b>AP Objectives or Outcomes.</b> The student learning outcomes that are being assessed under this improvement plan are stated. This section may also include an improvement outcome/objective related to program review such as need to increase program enrollment, etc.			
<b>Endorsed by.</b> The plan has been endorsed by the appropriate supervisors, e.g., Instructional Coordinators, the Dean of Administrative units, Campus Deans, Vice President for Instructional Affairs			
<b>Notes and Comments from Reviewers</b> (refer to appropriate section of the program review)			

### Academic Program Assessment Plan Worksheet 2

AP/AU Name			
Campus		Assessment Period	
Submitted by		Date Submitted	
Type of Assessment	<input type="checkbox"/> <i>Formative Assessment</i> <input type="checkbox"/> <i>Summative Assessment</i>	Endorsed by	<input type="checkbox"/> <i>AP/AU Supervisor</i> <input type="checkbox"/> <i>Committee</i> _____
<b>AP/AU's Outcomes</b>			
Outcome Name	Description of Outcome	Assessment Methodology	
<b>Assessment Strategies</b>		<b>Target</b>	<b>Notes</b>
<b>Evaluation Question</b>	<b>Data Sources</b>	<b>Sampling</b>	<b>Analysis</b>
Outcome Name	Description of Outcome	Assessment Methodology	
<b>Assessment Strategies</b>		<b>Target</b>	<b>Notes</b>
<b>Evaluation Question</b>	<b>Data Sources</b>	<b>Sampling</b>	<b>Analysis</b>
Outcome Name	Description of Outcome	Assessment Methodology	



Assessment Strategies		Target	Notes
Evaluation Question	Data Sources	Sampling	Analysis
Timeline			
Activity	Who is responsible?		Date
Comments			

**Academic Program Assessment Plan Worksheet 2 Check List**

Academic Program	Date of Review		
Assessment Cycle	Reviewers		
<b>Please mark your responses to the following statements</b>			
Statement	Yes	Needs Improvement	No
<b>Program.</b> The program is identified			
<b>Assessment Cycle.</b> The assessment cycle is identified.			
<b>Formative or Summative Assessment.</b> Either formative or summative assessment category is checked.			
<b>Submitted by and Date.</b> The person directly responsible for completing the assessment plan submits the <i>plan</i> to the CAC. Generally, this is the office or program's head.			
<b>Endorsed by.</b> The plan has been endorsed by the appropriate supervisors, e.g., Instructional Coordinators, the Dean of Administrative units, Campus Deans, Vice President for Instructional Affairs			

<b>AP Objectives or Outcomes.</b> The student learning outcomes that are being assessed under this improvement plan are stated. This section may also include an improvement outcome/objective related to program review such as need to increase program enrollment, etc.			
<b>Assessment Strategies, Targets, and Notes.</b> Description of the assessment strategies (for each outcome or objective) is included as well as criteria for success or targets, and notes.			
<b>Evaluation questions.</b> The evaluation questions adequately address the outcomes in section 2-10 and are stated in such a manner that the answers to the questions will address whether or not the outcome/objective has been met.			
<b>Data sources.</b> The data sources for the evaluation questions will provide the critical information and evidence necessary to determine if the outcome/objective has been met. The data sources provide an adequate answer to the evaluation question. The data collection is realistic and achievable. For programs that are offered over more than one site, the data sources provide information from all sites. The data sources ( <i>including method of collection</i> ) are of sufficient quality to assist in answering the evaluation question.			
<b>Sampling.</b> The sampling process follows generally accepted guidelines for sampling. The sampling is realistic and achievable.			
<b>Analysis.</b> The type of analysis that will be used to interpret the data collected identified. The analysis requirements are realistic and achievable. The analysis techniques are a good fit for the data source. The analysis techniques are reflecting generally accepted quality standards.			
<b>Timeline.</b> The timeline identifies major activities such as surveys, major data collection points, etc.			
<b>Activity.</b> The identified activities reflect the major and critical points for surveys, data collection, etc.			
<b>Who is Responsible?</b> The person (s) responsible for the activity is identified.			
<b>Date.</b> The date or span of dates is reasonable and can be monitored.			
<b>Comments.</b> Comments on the plan provide greater detail that cannot be included in the assessment plan itself.			
<b>Notes and Comments from Reviewers</b> ( <i>refer to appropriate section of the program review</i> )			

### Academic Program Assessment Report Worksheet 3

AP/AU Name			
Campus		Assessment Period	
Submitted by		Date Submitted	
Type of Assessment	<input type="checkbox"/> <i>Formative Assessment</i> <input type="checkbox"/> <i>Summative Assessment</i>	Endorsed by	<input type="checkbox"/> <i>AP/AU Supervisor</i> <input type="checkbox"/> <i>Committee</i> _____
<b>Evaluation Question</b> (Use a different form for each evaluation question)			
<b>First Means of Assessment for the Evaluation Question Identified Above</b> (Refer to your approved assessment plan)			
<b>Means of Assessment</b>		<b>Criterion for Success</b>	
<b>Summary of Assessment Data Collected</b>			

<p><b>Closing the Loop</b> Use of Results to Improve AP/AU Services/Impact</p>	
<p><b>Second Means of Assessment for the Evaluation Question Identified Above</b> (Refer to your approved assessment plan)</p>	
<p><b>Means of Assessment</b></p>	<p><b>Criterion for Success</b></p>
<p><b>Summary of Assessment Data Collected</b></p>	
<p><b>Closing the Loop</b> Use of Results to Improve AP/AU Services/Impact</p>	
<p><b>Third Means of Assessment for the Evaluation Question Identified Above</b> (Refer to your approved assessment plan)</p>	
<p><b>Means of Assessment</b></p>	<p><b>Criterion for Success</b></p>
<p><b>Summary of Assessment Data Collected</b></p>	

<b>Closing the Loop</b> Use of Results to Improve AP/AU Services/Impact

**Academic Program Assessment Report Worksheet 3 Check List**

<b>Academic Program</b>		<b>Date of Review</b>	
<b>Assessment Cycle</b>		<b>Reviewers</b>	
Please mark your responses to the following statements			
<b>Statement</b>	<b>Yes</b>	<b>Needs Improvement</b>	<b>No</b>
<b>Approved Assessment Plan.</b> The approved assessment plan is attached to the assessment report.			
<b>Academic Program.</b> The Administrative unit is identified.			
<b>Assessment Cycle.</b> The assessment cycle is identified.			
<b>Formative or Summative Assessment.</b> Either formative or summative assessment category is checked.			
<b>Submitted by and Date.</b> The person directly responsible for completing the assessment plan submits the <i>plan</i> to the Management Team. Generally, this is the office or program's head.			
<b>Endorsed by.</b> The plan has been endorsed by the appropriate supervisors.			
<b>NOTE</b>			
The following section instructions are repeated for each evaluation questions and each data source			
<b>Evaluation Question.</b> The report should have a separate sheet for each evaluation question. The evaluation question should be the same as found on the assessment plan.			
<b>First Means of Assessment.</b> This process is repeated as many as needed to address all data sources or groupings of data sources. Note that this section does not need to be detailed. It should present a summary of data, analysis and recommendations. Appendix may be included to support the analysis.			
<b>Means of AP Assessment and Criteria for Success (or Targets).</b> The report adequately presents data that were collected and any criteria for success as specified in the <i>assessment plan</i> . Note that this section does not need to be detailed. It should present a summary of the data sources and the criteria for			

<p>success. Appendix may be included to provide additional details.</p>			
<p><b>Summary of Assessment Data Collected.</b> The report provides and adequately summarizes the analysis of data and a statement regarding meeting the criteria set forth in the <i>assessment plan</i>. This section does not have to be detailed; however, it should adequately reflect what type of analysis was conducted and provide a description of the results including if the results met the criteria for success. Appendix may be included to provide additional details.</p>			
<p><b>Use of Results to Improve Administrative unit.</b> This is the <i>closing the loop</i> section of the report. Based on the summary of assessment data collected, was the expected improvement reached? Is the recommendation (s) for improvement consistent and responds directly to the data and analysis presented?</p>			
<p><b>Notes and Comments from Reviewers</b> (<i>refer to appropriate section of the program review</i>)</p>			

## Appendix E

### AU Assessment Planning and Reporting Worksheets and Checklists

#### AU Mission and Outcomes Development Worksheet 1

AP/AU Name		Campus	
AP/AU Head		Assessment Period	
Assessment Start Date		Assessment End Date	
<b>Institutional Mission Statement</b>			
<b>Institutional Strategic Goals Supported</b>			
<b>Department's Mission Statement</b>			
<b>Department's Goals</b>			
<b>AP/AU's Mission Statement</b>			
<b>AP/AU's Outcomes</b>			
Outcome Name	Description of Outcome	Assessment Methodology	
Assessment Strategies		Target	Notes
Outcome Name	Description of Outcome	Assessment Methodology	
Assessment Strategies		Target	Notes
Outcome Name	Description of Outcome	Assessment Methodology	

Assessment Strategies	Target	Notes
<b>Endorsed by</b>		
Supervisor's Name	Title	Date
Committee Name	Committee Chair	Date
<b>Approved by</b>		
President and CEO		Date

**AU Mission and Outcomes Development Worksheet 1 Checklist**

Administrative Unit		Date of Review	
Assessment Cycle		Reviewers	
<b>Please mark your responses to the following statements</b>			
<b>Statement</b>	<b>Yes</b>	<b>Needs Improvement</b>	<b>No</b>
<b>Administrative Unit.</b> The name of the AU is identified			
<b>Assessment Cycle.</b> The assessment cycle is identified.			
<b>Submitted by and Date.</b> The person directly responsible for completing the assessment plan submits the <i>plan</i> to the Management Team. Generally, this is the office or program's head.			
<b>College (Institutional) Mission.</b> The approved college mission is included in the plan.			
<b>College Strategic Goals.</b> The appropriate college's strategic goals that the service area addresses are referenced. Generally, an office or program will concentrate on one or two strategic goals. Assessment plans for vice presidents, campus directors, program coordinators, etc. may address multiple strategic goals.			
<p><b>AU Mission.</b> Each AU should have its own mission statement. An effective program mission statement should be linked to the College mission statement and be written in a language so that students and parents can understand it. A mission statement might provide:</p> <ul style="list-style-type: none"> <li>○ <i>A brief history of the program and describe the philosophy of the program</i></li> <li>○ <i>The types of students it serves</i></li> <li>○ <i>The type of professional training it provides</i></li> <li>○ <i>The relative emphasis on teaching, scholarship, and service</i></li> <li>○ <i>Important characteristics of program graduates.</i></li> </ul> <p>The mission should have previously been endorsed by the appropriate college committee and approved by the college President.</p>			
<b>AU Goals.</b> Improvement goals are included that represent the long-term aspirations of the program and follow the SMARTer (Specific, Measureable, Achievable, Realistic and Time bound) approach to goals development. <i>Some key points:</i> (a) make sure the goals are related to student learning and success, and (b) make sure the goals reflect institutional/department priorities.			

The goals are SMARTer (specific, measurable, achievement, realistic and time bound)/ The goals have been endorsed by the appropriate committee and approved by the President. A copy of the approved worksheet 1 should be attached to the assessment plan.			
<b>AU Objectives or Outcomes.</b> Does at least one objective address college wide improvement needs in the service area? Does at least one objective is recommended relate to immediate improvement needs of the office or service area or address needs of the specific site? <i>Some key points:</i> (a) the objectives are related to student learning and success, (b) the objectives reflect institutional and departmental priorities, (c) the improvement strategies represent best practices, and (d) the improvement strategies represent findings and recommendations from previous assessment and evaluation.			
<b>Endorsed by.</b> The appropriate supervisors have endorsed the plan.			
<b>Notes and Comments from Reviewers</b> (refer to appropriate section of the program review)			

### AU Assessment Plan Worksheet 2

AP/AU Name			
Campus		Assessment Period	
Submitted by		Date Submitted	
Type of Assessment	<input type="checkbox"/> <i>Formative Assessment</i> <input type="checkbox"/> <i>Summative Assessment</i>	Endorsed by	<input type="checkbox"/> <i>AP/AU Supervisor</i> <input type="checkbox"/> <i>Committee</i> _____
<b>AP/AU's Outcomes</b>			
Outcome Name	Description of Outcome		Assessment Methodology
Assessment Strategies		Target	Notes
Evaluation Question	Data Sources	Sampling	Analysis
Outcome Name			
Description of Outcome	Assessment Methodology		
Assessment Strategies		Target	Notes
Evaluation Question	Data Sources	Sampling	Analysis
Outcome Name			
Description of Outcome	Assessment Methodology		



Assessment Strategies		Target	Notes
Evaluation Question	Data Sources	Sampling	Analysis
Timeline			
Activity	Who is responsible?		Date
Comments			

**AU Assessment Plan Worksheet 2 Check List**

Administrative Unit	Date of Review		
Assessment Cycle	Reviewers		
<b>Please mark your responses to the following statements</b>			
Statement	Yes	Needs Improvement	No
<b>Administrative Unit.</b> The program is identified			
<b>Assessment Cycle.</b> The assessment cycle is identified.			
<b>Formative or Summative Assessment.</b> Either formative or summative assessment category is checked.			
<b>Submitted by and Date.</b> The person directly responsible for completing the assessment plan submits the <i>plan</i> to the Management Team. Generally, this is the office or program's head.			
<b>Endorsed by.</b> The plan has been endorsed by the appropriate supervisors.			
<b>AU Objectives or Outcomes.</b> The student learning outcomes that are being assessed under this improvement plan are stated. This section may also include			

an improvement outcome/objective related to program review such as need to increase program enrollment, etc.			
<b>Assessment Strategies, Targets, and Notes.</b> Description of the assessment strategies (for each outcome or objective) is included as well as criteria for success or targets, and notes.			
<b>Evaluation questions.</b> The evaluation questions adequately address the outcomes in section 2-10 and are stated in such a manner that the answers to the questions will address whether or not the outcome/objective has been met.			
<b>Data sources.</b> The data sources for the evaluation questions will provide the critical information and evidence necessary to determine if the outcome/objective has been met. The data sources provide an adequate answer to the evaluation question. The data collection is realistic and achievable. For programs that are offered over more than one site, the data sources provide information from all sites. The data sources ( <i>including method of collection</i> ) are of sufficient quality to assist in answering the evaluation question.			
<b>Sampling.</b> The sampling process follows generally accepted guidelines for sampling. The sampling is realistic and achievable.			
<b>Analysis.</b> The type of analysis that will be used to interpret the data collected identified. The analysis requirements are realistic and achievable. The analysis techniques are a good fit for the data source. The analysis techniques are reflecting generally accepted quality standards.			
<b>Timeline.</b> The timeline identifies major activities such as surveys, major data collection points, etc.			
<b>Activity.</b> The identified activities reflect the major and critical points for surveys, data collection, etc.			
<b>Who is Responsible?</b> The person (s) responsible for the activity is identified.			
<b>Date.</b> The date or span of dates is reasonable and can be monitored.			
<b>Comments.</b> Comments on the plan provide greater detail that cannot be included in the assessment plan itself.			
<b>Notes and Comments from Reviewers</b> ( <i>refer to appropriate section of the program review</i> )			

### Assessment Report Worksheet 3

AP/AU Name			
Campus		Assessment Period	
Submitted by		Date Submitted	
Type of Assessment	<input type="checkbox"/> <i>Formative Assessment</i> <input type="checkbox"/> <i>Summative Assessment</i>	Endorsed by	<input type="checkbox"/> <i>AP/AU Supervisor</i> <input type="checkbox"/> <i>Committee</i> _____
<b>Evaluation Question</b> (Use a different form for each evaluation question)			
<b>First Means of Assessment for the Evaluation Question Identified Above</b> (Refer to your approved assessment plan)			
<b>Means of Assessment</b>		<b>Criterion for Success</b>	
<b>Summary of Assessment Data Collected</b>			

<b>Closing the Loop</b> Use of Results to Improve AP/AU Services/Impact	
<b>Second Means of Assessment for the Evaluation Question Identified Above</b> (Refer to your approved assessment plan)	
<b>Means of Assessment</b>	<b>Criterion for Success</b>
<b>Summary of Assessment Data Collected</b>	
<b>Closing the Loop</b> Use of Results to Improve AP/AU Services/Impact	
<b>Third Means of Assessment for the Evaluation Question Identified Above</b> (Refer to your approved assessment plan)	
<b>Means of Assessment</b>	<b>Criterion for Success</b>
<b>Summary of Assessment Data Collected</b>	

<b>Closing the Loop</b> Use of Results to Improve AP/AU Services/Impact

**AU Assessment Report Worksheet 3 Check List**

<b>Administrative unit</b>		<b>Date of Review</b>	
<b>Assessment Cycle</b>		<b>Reviewers</b>	
Please mark your responses to the following statements			
<b>Statement</b>	<b>Yes</b>	<b>Needs Improvement</b>	<b>No</b>
<b>Approved Assessment Plan.</b> The approved assessment plan is attached to the assessment report.			
<b>Administrative unit.</b> The Administrative unit is identified.			
<b>Assessment Cycle.</b> The assessment cycle is identified.			
<b>Formative or Summative Assessment.</b> Either formative or summative assessment category is checked.			
<b>Submitted by and Date.</b> The person directly responsible for completing the assessment plan submits the <i>plan</i> to the Management Team. Generally, this is the office or program's head.			
<b>Endorsed by.</b> The plan has been endorsed by the appropriate supervisors.			
<b>NOTE</b>			
The following section instructions are repeated for each evaluation questions and each data source			
<b>Evaluation Question.</b> The report should have a separate sheet for each evaluation question. The evaluation question should be the same as found on the assessment plan.			
<b>First Means of Assessment.</b> This process is repeated as many as needed to address all data sources or groupings of data sources. Note that this section does not need to be detailed. It should present a summary of data, analysis and recommendations. Appendix may be included to support the analysis.			
<b>Means of AU Assessment and Criteria for Success (or Targets).</b> The report adequately presents data that were collected and any criteria for success as specified in the <i>assessment plan</i> . Note that this section does not need to be detailed. It should present a summary of the data sources and the criteria for success. Appendix may be included to provide additional details.			
<b>Summary of Assessment Data Collected.</b> The report provides and adequately summarizes the analysis of data and a statement regarding meeting the criteria set forth in the <i>assessment plan</i> . This section does not have to be detailed; however, it should adequately reflect what type of analysis was			

<p>conducted and provide a description of the results including if the results met the criteria for success. Appendix may be included to provide additional details.</p>			
<p><b>Use of Results to Improve Administrative unit.</b> This is the <i>closing the loop</i> section of the report. Based on the summary of assessment data collected, was the expected improvement reached? Is the recommendation (s) for improvement consistent and responds directly to the data and analysis presented?</p>			
<p align="center"><b>Notes and Comments from Reviewers</b> (<i>refer to appropriate section of the program review</i>)</p>			

## Appendix F Academic Program Review

AP Full Official			
Campus		AP Review Submission Date	
Completed by		AR Review Cycle	
Supervisor		Submission Date to Supervisor	
<b>1. Program Goals</b>			
Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.			
<b>2. Program History</b>			
This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.			
<b>3. Program Description</b>			
The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state's economy, or specialized program accreditation.			
<b>4. Program Admission Requirements</b>			
This section describes the requirements for admission into the program and other requisites.			
<b>5. Program Certificate/Degree Requirements</b>			
This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.			
<b>6. Program Courses and Enrollment</b>			
This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.			
<b>7. Program Faculty</b>			
This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty.			
<b>8. Program Indicators</b>			
This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following:			
8A. Assessment of course student learning outcomes of program courses			
8B. Assessment of program student learning outcomes			

8C. Program enrollment (historical enrollment patterns, student credits by major)	
8D. Average class size	
8E. Course completion rate	
8F. Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs)	
8G. Graduation rate based on yearly number	
8H. Students seat cost	
8I. Cost of duplicate or redundant courses, programs or services	
8J. Students' satisfaction rate	
8K. Alumni data	
8L. Employment data and employer feedback (employer survey)	
8M. Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC)	
8N. Transfer rate	
<b>9. Analysis</b>	
<b>9A. Findings</b> This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation.	
<b>9B. Recommendations</b> This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.	

**Academic Program Review Check List**

<b>Academic Program</b>		<b>Date of Review</b>	
<b>Assessment/Review Cycle</b>		<b>Reviewers</b>	
<b>Please mark your responses to the following statements</b>			
<b>Statement</b>	<b>Yes</b>	<b>Needs Improvement</b>	<b>No</b>
<b>Program.</b> The program is identified			
<b>Review Cycle.</b> The review period is identified. Generally, this is a three-year cycle and is submitted in May, before the end of the spring semester			
<b>Submitted by and Date.</b> The person directly responsible for completing the program review submits the review to the committee, through the division chair.			
<b>Supervisor and Date submitted.</b> Date submitted to supervisor.			
<b>Program Mission.</b> The approved program mission is included in the review. An effective program mission statement should be linked to the College mission statement and be written in a language so that students and parents can understand it. A mission statement might provide: <ul style="list-style-type: none"> <li>• <i>A brief history of the program and describe the philosophy of the program</i></li> <li>• <i>The types of students it serves</i></li> <li>• <i>The type of professional training it provides</i></li> <li>• <i>The relative emphasis on teaching, scholarship, and service</i></li> </ul>			

<ul style="list-style-type: none"> <li>• <i>Important characteristics of program graduates</i></li> </ul> <p>The mission should have previously been endorsed by the appropriate college committee and approved by the college President.</p>			
<p><b>Program Goals.</b> The program would include skills the program seeks to provide to the students in the program.</p>			
<p><b>Program History.</b> This section describes the history of the program. This includes the date of implementation, significant milestones in the development of the program, and significant current activities.</p>			
<p><b>Program Description.</b> The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program.</p>			
<p><b>Program Admission Requirements.</b> This section describes the requirements for admission into the program and other requisites.</p>			
<p><b>Program certificate/degree requirements.</b> This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.</p>			
<p><b>Program courses and enrollment.</b> This section lists courses offered in the program, including number of sections, and course enrollment.</p>			
<p><b>Program Faculty.</b> This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty.</p>			
<p><b>Program Outcome Analysis:</b> This section provides a concise analysis of the program health indicators data and assesses the extent to which the established outcomes have been achieved (Assessment worksheets #3, for three years). This is the most important part of the program evaluation. The health indicators data that will be collected and evaluated are the following:</p> <ul style="list-style-type: none"> <li>• Program enrollment</li> <li>• Graduation rate</li> <li>• Average class size</li> <li>• Student's seat cost</li> <li>• Course completion rate for the program</li> <li>• Students' satisfaction rate</li> <li>• Employment data</li> <li>• Transfer rate</li> <li>• Program's student learning outcomes (assessment worksheet #3, for three years)</li> </ul> <p>Student's learning outcomes for program courses (course level assessment reports) <i>*course level assessment not included – used Worksheet No. 3 instead</i></p>			
<p><b>Discussion of Findings.</b> This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectations.</p>			
<p><b>Discussion of Findings.</b> This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectations.</p>			
<p><b>Recommendations.</b> This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives.</p>			
<p><b>Notes and Comments from Reviewers</b> (<i>refer to appropriate section of the program review</i>)</p>			



## Appendix G

### Administrative Unit Program Review

*(Source Fullerton College)*

AU Full Official Name				
Campus		AU Review Submission Date		
Completed by		AU Review Cycle		
Supervisor		Date submitted to Supervisor		
<b>Mission and Goals</b>				
The Institutional Mission, Vision, Core Values, and Goals drive all college's activities. Describe how your unit support each of these				
Institutional Mission	How the unit support this			
Institutional Vision	How the unit support this			
Institutional Core Values	How the unit support this			
Institutional Strategic Goals	How the unit support this			
<b>AU Mission, Goals, and Objectives)</b>				
Mission Statement	Goals	Objectives		
<b>AU Description, Data and Trends Analysis</b>				
Describe the purpose, components, and staffing of the AU				
<b>Current Staffing. Complete the table below</b>				
List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE
<b>Other Resources. Complete the table below</b>				
List each position by classification	Services Provided	Number of Hours	Overall Cost	Source of Funding
<b>Utilize the data provided in the above table in a discussion of the appropriateness of the staffing levels of the AU</b>				
<b>How does this AU serve the population of the College?</b>				

Since the previous AU program review, what significant changes have occurred that impact the services of the AU?					
What methods are used to evaluate AU's effectiveness to the population that interacts with it?	What do the results of the above methods of evaluation indicate about the effectiveness of the AU?	How have the results of this analysis been used to make improvements to services provided by the AU?			
Provide any other relevant data that are relevant to this AU program review					
<b>Strengths, Weaknesses, Opportunities, Challenges (SWOC)</b>					
Based on analysis in the preceding sections, what are the AU's strengths?					
Based on analysis in the preceding sections, what are the AU's weaknesses?					
Based on analysis in the preceding sections, what opportunities existing for the AU?					
Based on analysis in the preceding sections, what challenges exist for the AU?					
<b>Evaluation of Processes used by AU</b>					
Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.					
Provide example (s) of how this AU program review has led to continuous quality improvement					
<b>Service Area Outcomes Assessment</b>					
List AU's Service Area Outcomes by completing the expandable table below					
Service Area Outcomes	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used for Improvement	Number of Cycle Completed	
AU Assessment. Complete the expandable table below					
Outcome Numbers	Intended Outcomes	Means of Assessment	Criteria for Success	Summary of Data Collected	Use of Results
How has AU's assessment of Service Area Outcomes led to improvements in services provided to patrons					
What challenges remain to make the AU more effective?					
<b>Describe how the AU's Service Area Outcomes are linked to the Institutional Strategic Goals</b>					
Institutional Strategic Goals	AU Service Area Outcomes	Linkages			
<b>Evaluation of Progress toward previous Goals</b>					

List the goals from AU's previous program review		
Describe the level of success achieved in goals listed above		
Goals from previous AU Program Review	Level of Success Achieved	
In cases where resources were allocated toward goals, evaluate the efficacy of that spending		
Goals from previous AU Program Review	Resources Allocated	Efficacy of Spending
Short-Term and Long-Term Goals		
Using the table below, list the short and long term goals (a minimum of two for each) for the AU. These goals should follow logically from the information provided in the program review. Use a separate table for each additional goal		
Short-Term Goals 1 (Two-Year Cycle)		
Identify Goal		
Describe the plan to achieve the goal (i.e., action plan)		
What measurable outcome is anticipated for this goal?		
What specific aspects of this goal can be accomplished without additional financial resources?		
Short-Term Goals 2 (Two-Year Cycle)		
Identify Goal		
Describe the plan to achieve the goal (i.e., action plan)		
What measurable outcome is anticipated for this goal?		
What specific aspects of this goal can be accomplished without additional financial resources?		
Long-Term Goals 1 (Five-Year Cycle)		
Identify Goal		
Describe the plan to achieve the goal (i.e., action plan)		
What measurable outcome is anticipated for this goal?		
What specific aspects of this goal can be accomplished without additional financial resources?		
Short-Term Goals 2 (Five-Year Cycle)		
Identify Goal		
Describe the plan to achieve the goal (i.e., action plan)		
What measurable outcome is anticipated for this goal?		
What specific aspects of this goal can be accomplished without additional financial resources?		
Requests for Resources		
Complete a new table for each short-term and long-term goals listed in the immediately preceding section that would require additional financial resources. These requests for resources must follow logically from the information provided in this AU program review.		
o Short-Term Goal   o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal    o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal    o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal    o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

**AU Program Review Summary**

This section provides the reader with an overview of the highlights, themes, and key segments of the AU program review. It should include new information that is not mentioned in the preceding sections of this document.

**Response Page**

AU Vice President or appropriate immediate Management Supervisor

I concur with the findings contained in this AU program review.

I concur with the findings contained in this AU program review with following exceptions (include a narrative explaining the basis for each exception):

I do not concur with the findings contained in this AU program review (include a narrative exception):

**Administrative Unit Program Review Check List**

Administrative unit	Date of Review			
Assessment/Review Cycle	Reviewers			
Please mark your responses to the following statements				
Statement	Yes	Needs Improvement	No	
<b>Administrative Unit.</b> The administrative unit is identified.				
<b>Assessment Cycle.</b> The assessment cycle is identified.				
<b>Submitted by and Date:</b> The person directly responsible for completing the assessment plan submits the assessment plan to the committee. Generally, this is the office or program head.				
<b>Supervisor and Date submitted.</b> Date submitted to supervisor.				
<b>College's Mission Statement.</b> The approved college mission is included, and a description in terms of how the AU supports this.				
<b>College's Mission Vision.</b> The approved college vision is included, and a description in terms of how the AU supports this.				
<b>College's Mission Core Values.</b> The approved college core values are included, and a description in terms of how the AU supports them				
<b>College's Strategic Goals.</b> The approved college strategic goals <i>directly relevant to the</i> department and the AU are included, and a description in terms of how the AU supports them.				
<b>AU Mission Statement, Goals, and Objectives.</b> AU's mission, goals, and objectives are included.				
<b>AU Description, Data and Trends Analysis.</b> Data on current staffing and other resources; descriptions of their appropriateness are included, and how do they serve the population of the college; some significant changes that occurred and may have impacted the AU's services; methods used for evaluation and the results; and how results were used to make improvements to services; and other relevant data to AU's program review.				
<b>SWOC Analysis.</b> An analysis of Strengths, Weaknesses, Opportunities, and Challenges is included.				
<b>Evaluation of Process.</b> A description of the <i>on-going</i> systematic method used to assess AU's effectiveness, and some examples in terms of how program review lead to continuous quality improvement.				
<b>Service Area Outcome Assessments.</b> This section includes list of AU's service area outcomes, dates of assessment, the assessment methodologies used including established criteria for success, summary of data and how results are used to inform improvements, the section also provides a description of the identified <i>challenges</i> that are yet to be addressed by AU, and how these outcomes are linked to the college's strategic goals.				
<b>Evaluation of Progress toward previous Goals.</b> This section provides descriptions of (a) goals from previous review, (b) levels of success achieved, and (c) resources allocated including efficacy of spending.				
<b>Short-term and Long-Term Goals.</b> This section provides descriptions of the AU's short-term and long-term goals including action plans, measurable outcomes anticipated for these goals, and others.				
<b>Requests for Resources.</b> This section provides the AU's (a) short- and long-term goals, (b) the type of resources need as presented in dollar amount, and (c) potential source of funding.				
<b>AU Program Review Summary.</b> This section provides the reader with an overview of the highlights, themes, and key segments of the AU's program review. This section should include only new information that is not mentioned in the preceding sections of the AU program review report.				

## Appendix H

### Enrollment Management-Campus Standards Key Indicators

To ensure equity and quality of services across the six campuses of the college, the following broad guidelines will be used to determine how many students a campus may enroll. Wherever possible, the indicators have been expressed as per *student ratios*. In order to maintain consistent standards across the college, each campus will be expected to meet these *criteria* as soon as possible. All enrollment changes required the approval of the president.

Indicators	Target Ratio per Student Ratio	Comments
Student/Faculty Ratio	1 faculty member for each 17-22 students	This range allows for unexpected vacancies, i.e., number of full time faculty + part time (credit/12)
Learning Resources Center's (LRC) staff	1 LRC staff member for each 150 students	
LRC volumes capacity	30 volumes per student	
LRC seating capacity	1 seat in the LRC for every 10 students	
Counselors (FAO, OARR, and Counseling)	1 counselor of each type for every 250 students	
Student Services Specialist ( <i>student life</i> ) excluding Residence Halls staff	1 Student Service Specialist for each 200 students	
Nurse	1 nurse for every 1,400 students	
Administrative staff	1 administrative staff for each 190 students	Depending on the size of the campus
Overall environment, i.e., power and e-mail access, toilet facilities, ratio to drinking water and building, availability of textbooks and refreshments	Percent of time electrical power and e-mail access available during all school hours; 1 female toilet for every 30 students, and 1 male toilet facility for every 40 students; per cent of building with accessible drinking water; a bookstore and campus store or available food source	
Daytime security	1 campus <i>daytime</i> security for every 300 students	This varies by the size and location of the campus, and therefore must have some case by case considerations
Classroom capacity	1 classroom per 60 students	Individual class enrollment must not exceed recommended course enrollment guidelines
Maintenance	1 maintenance staff member for each 68 students	Ratio exclude janitorial and ground maintenance

Janitors	1 janitor per 140 students	Not including janitors at the Residence Halls
IT technician	1 technician per 300 students with at least 1 IT technician per campus	This currently represents a target for all campuses
Student computers	1 computer available for every 10 students	This includes computer labs, LRC, and others
Faculty computers	1 computer for each full time faculty, and 1 computer for each part-time FTE	