

Appendix G
Administrative Unit Program Review
(Source Fullerton College)

AU Full Official Name		Office of Institutional Research and Planning	
Campus	System	AU Review Submission Date	
Completed by	DIRPO & Staff	AU Review Cycle	2 Year 2012/13 & 2013/14
Supervisor	VPIEQA	Date submitted to Supervisor	
Mission and Goals			
The Institutional Mission, Vision, Core Values, and Goals drive all college's activities. Describe how your unit support each of these			
Institutional Mission The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.		How the unit support this IRPO supports and assists with creating a culture of evidence driven decision making at the college through support for quality planning, research and data and data analysis.	
Institutional Vision 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.		How the unit support this IRPO provides and updates environment scans that provide insight into trends in the FSM for population, employment; future issues such as impact of compact on the college (see IEMP).	
Institutional Core Values <ul style="list-style-type: none"> ● Participatory Governance ● Communication ● Empowerment ● Students ● Innovation 		How the unit support this IRPO works to exhibit and apply the core values through collaborative work within the office and with other department, providing critical information on student learning, success and student needs. IRPO works to be innovative in its data analysis and recommendations to assist with data driven decision-making.	
Institutional Strategic Goals <ol style="list-style-type: none"> 1. Focus on student success 2. Emphasize academic offerings in service to national needs 3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs 4. Invest in and build a strong capacity in human capital 5. Become a learning organization through development of a learning culture guided by learning leaders 6. Evoke an image of quality 		How the unit support this IRPO supports each of the areas in the strategic direction as describes in its mission statement in the next section with emphasis on creating a culture of evidence driven decision making at the college.	
AU Mission, Goals, and Objectives)			
Mission Statement The IRPO supports and assists with creating a culture of evidence driven decision making at the college by: <ul style="list-style-type: none"> ● Developing, organizing and directing the institutional strategic planning and monitoring process, ● Coordinating development of annual performance based budget 		Goals See attached TracDat assessment reports for 2012-13, 2013-14 and the 2014-15 report at time of submission of this review.	Objectives See attached TracDat assessment reports for 2012-13, 2013-14 and the 2014-15 report at time of submission of this review.

<p>and institutional priorities (reassigned for FY 17) with emphasis on coordinating linkage of planning, evaluation and resource allocation for the college,</p> <ul style="list-style-type: none"> ● Overseeing annual assessment of the strategic plan and IEMP, ● Providing data, information and analysis to internal and external agencies, ● Providing support to the Accreditation Liaison Officer including the collection and reporting of institutional set standards, improvement targets, and data trends, ● Creating reports that support the college's mission and goals including IPEDS, quarterly reports, annual reports, etc. ● Working with the VPIEQA and other personnel to review achievement and discuss required changes in goals and objectives, ● Support the grant process and procedures, technical assistance of grant development and submission of new grants to geants.gov, ● Organizing the research capacity of the college, ● Assisting as a resource, technical assistance and training agency to departments and divisions for research and planning activities, and ● Modeling values of the college by being student and learning centered in office decisions and operations; exhibiting professional behavior; being innovative, honest, and ethical; being committed and hardworking; exhibiting teamwork; being accountable for the work as individuals and as an office; and working for continuous improvement of IRPO's services. 		
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AU Description, Data and Trends Analysis

Describe the purpose, components, and staffing of the AU	IRPO is to support data driven decision making at the college through its major activities of research and planning. Three staff provide data reports and analysis, surveys, quarterly reports, IPEDS, CCSSE/CCFSSE, grant assistance, assessment of strategic plan and IEMP, planning for improvement and performance budget development.
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Current Staffing. Complete the table below

List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE
Director	100%	12	Regular	1.0
Data Specialist II	100%	12	Regular	1.0
Administrative Specialist I	100%	12	Regular	1.0

Other Resources. Complete the table below

List each position by classification	Services Provided	Number of Hours	Overall Cost	Source of Funding
TracDat annual subscription	Institutional level assessment software		~ \$15,000 per year	College operations funding

CCSSE (Community College Survey of Student Engagement) and CCFSSSE (Faculty survey)	US nationally normed survey of student engagement		~ 10,000 biannually	College operations funds
NCCBP	US nationally normed benchmark project		~ 2,000 annually	College operations funds
Survey Monkey	Online survey program		~ 1,000 annually	College operations funds
Memberships Society of Colleges and University Planners (SCUP) and AIR (Association of Institution Researchers)	Professional organizations		~ 1,000 annually	College operations funds
Work Study	Data entry and other assistance	2 students x 80 hours per semester (on average)	N/A	SEG funds through Financial Aid
Sandy Pond Consultants – IRPO Administrative Review	Administrative review of IRPO office with recommendations for improvement	Estimate of time involved: IRPO contribution: 5 weeks x 3 staff == 600 hours staff time	N/A	College funding (Not IRPO)

Utilize the data provided in the above table in a discussion of the appropriateness of the staffing levels of the AU

IRPO with it wide duties for reporting, data, planning research the work is spread out with all staff participating in multiple work activities. Each staff may take a lead in certain areas, but collaboratively works with other staff on surveys and survey reports, generating and distributing student and staff data from SIS, planning, assessment of strategic plan and IEMP, IPEDS, general reporting, research activities, grant assistance and other work areas under its mission.

How does this AU serve the population of the College?

Same as above.

Since the previous AU program review, what significant changes have occurred that impact the services of the AU?

IRPO mission has undergone changes with new organizational structure related to budget and assessment responsibilities. However, recent discussion have indicated that IRPO will be reassigned to assist with performance budgeting and assessment of non-academic programs.

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?
IRPO administrative review (Sandy Pond)	While generally effective, the IRPO administrative review provides specific recommendations on improvement.	IRPO has and is improving its website, pushing more data and information out to stakeholders, experimenting with different formats and presentation schemes to improvement impact and has updated its training program to emphasis research and reporting techniques.
TracDat annual reports (attached to this report) Reports for 2012/13, 2013/14 & 2014/15 (up to time of submission of this report)	The annual review in TracDat provides direct evidence of the effectiveness of IRPO against annual outcomes, assessment strategies, and targets.	IRPO includes direct improvement against outcomes and results in TracDat

Provide any other relevant data that are relevant to this AU program review

[Sandy Pond Administrative Review](#)

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on analysis in the preceding sections, what are the AU's strengths?	<ul style="list-style-type: none"> Provides timely reports on student information and data including multi-year trends in enrollment, student achievement, retention, progression, graduation rates, and other critical data for the college. Produces requested data for individuals and programs Survey design and management reporting Works collaborate as a team Professional development activities on a continual basis Recent administrative review conducted by external consultants
Based on analysis in the preceding sections, what are the AU's weaknesses?	<ul style="list-style-type: none"> Dissemination of data may not reach intended audiences Data analysis at time may not be clear or readily understood

	<ul style="list-style-type: none"> • Transfer and graduate tracking data • Response rate for email surveys sometimes low • Reporting time for paper surveys can be extended due to need to input data into electronic formats • Data at times may not be in actionable formats • Uncertainty at times of role for planning and budgeting • Data from other offices at COM-FSM for reporting not readily available
Based on analysis in the preceding sections, what opportunities existing for the AU?	<ul style="list-style-type: none"> • Increase access to data by: <ul style="list-style-type: none"> ○ Use of different more accessible formats ○ Push data out to audiences ○ Email out notice of new data and analysis ○ Provide access to certain raw data for analysis by college faculty and staff • Increase staff and office capacity by use of online training programs • Provide data to support discussions on Pell grant impact • Clarify roles and responsibility • Revise office mission
Based on analysis in the preceding sections, what challenges exist for the AU?	<ul style="list-style-type: none"> • Compact termination of economic provisions in 2023 <ul style="list-style-type: none"> ○ Potential loss of Pell grant eligibility ○ Potential loss of SEG funds ○ Potential reduction in FSM financial support • Out migration and military recruitment • Competition from other IHEs located in FSM and from distance learning • Lack or resources (software, computer equipment, office equipment and scanners, etc.) to have necessary tools for quality work • Difficulty in meeting changing U.S. standards for Pell grant eligibility due to economic and social conditions in the FSM (lack of employment opportunities, tracking of transfers and graduates) • Difficulty in maintaining college presence in all states due to items listed above
Evaluation of Processes used by AU	
Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.	

1) Sandy Pond was contracted by the college to conduct an administrative review of the IRPO office. The report is extensive and provides not only review and recommendations but also extensive analysis of surveys conducted as part of the administrative review. The full report is located at (link). Formal recommendations include:

Recommendations

1. Due to the differences in perceptions of IRPO's role in college planning efforts, it is recommended that the office's role in planning be clarified, particularly since IRPO members have expressed a desire to be more involved in the college's planning efforts.
2. In order to create more robust professional development opportunities for IRPO member, it is recommended that at least one office member become a member of AIR and that AIR resources and materials from AIR's website (www.airweb.org) be utilized and shared with the other members of the office.
3. In order to improve the data literacy of COM-FSM employees, it is recommended that IRPO lead the establishment of a data users group at COM-FSM so that data governance and its related issues are regularly and widely discussed at the college. This recommendation can help address known data quality and integrity issues in the SIS and MIP systems and can help IRPO establish guidelines around timely producing more meaningful and interactive information displays that are made available and explained to other college employees (via in-person demonstrations and/or via IRPO's website). This group could also be charged with helping prioritize the sequence of SIS enhancements.
4. In order to help reduce any confusion, it is recommended that the two existing IRPO websites be merged into one. This recommendation may simply be a matter of taking the archived site offline and storing it locally.
5. In order to fully address ACCJC Standard I.A.2 and I.A.3, it is recommended that the college establish a definition for mission fulfillment, complete with measurable indicators that are tied to resource allocations processes. In order to achieve this recommendation, IRPO has suggested the following:
 - Convene two planning sessions during the year with Vice Presidents and Management Team (and faculty representation, if possible).
 - The major planning sessions would occur in the summer for 2 to 3 days. The sessions would review, in detail, college data, assessments, and evaluations in order to identify possible issues to address during the upcoming year and to develop institutional priorities (with targets) to guide resource allocations.
 - This activity would close with each department and office developing operational plans with specific strategies and targets to allow the institutional priorities and targets to be met. This information could be used in the college's TracDat system for assessment purposes.
 - It is believed that this approach clearly links planning, assessment, and resources allocation into a cycle that is documented.
 - A smaller working session could be held with instructional programs prior to the beginning of fall semester. The outcome of such a session would be the same as the summer session (mentioned above) – namely to create operational improvement plans that include specific strategies and targets that are linked with resource allocations and that can be used for program assessment (that is recorded in TracDat) and for performance-based budget development.
 - The second planning session could occur in late November to focus on progress, address any obstacles, and to share success stories.
 - Include additional fields in MIP to allow tracking of expenditures against critical items such as the strategic plan, IEMP, institutional outcomes, and accreditation standards.
 - Provide IRPO with the ability to access and generate financial reports (no data entry) for inclusion in various reports (semester data reports, strategic plan evaluation, etc.).
 - Utilize, as appropriate and as available, MIP modules to improve the storage and reporting of Human Resources related information.
 - Establish a regular review process for the college's strategic plan and the IEMP, as it appears that very few changes have been made in the IEMP in the past two years. IRPO can provide assistance to Instructional Affairs in this regard.

2) Ongoing surveys for satisfaction (CCSSE and CCFSSSE were administered in spring 2013 and 2014 in lieu of college satisfaction surveys – next survey set for fall 2015), registration, graduation, and other institutional and local (program, office) surveys.

Provide example (s) of how this AU program review has led to continuous quality improvement

- Reformatting of website for accessibility
- Providing data in multiple formats
- Providing data in disaggregated categories as per ACCJC
- Review and preparing tests for different “pushing out” of data to different audiences
- Improvement of process for addressing data requests including timelines for response
- Changes in deployment of surveys, due to changing nature of students and college operations

Service Area Outcomes Assessment

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	
See TracDat reports attached to this program review.					
AU Assessment. Complete the expandable table below					
Outcome Numbers	Intended Outcomes	Means of Assessment	Criteria for Success	Summary of Data Collected	Use of Results
	See TracDat reports attached to this program review				
How has AU's assessment of Service Area Outcomes led to improvements in services provided to patrons					
See TracDat reports attached to this program review					
What challenges remain to make the AU more effective?					
<p>IRPO faces challenges:</p> <ol style="list-style-type: none"> 1) Tracking of transfer and graduates of the college. 2) Reduced financial resources. 3) Participation rates in surveys. 					
Describe how the AU's Service Area Outcomes are linked to the Institutional Strategic Goals					
Institutional Strategic Goals	AU Service Area Outcomes	Linkages			
Focus on student success	IRPO promotes data collection (Student Information System (SIS), surveys, census, and other data sources), analysis and reporting to on multi-year trends in enrollment, student learning and achievement, satisfaction of students and staff to assist with improved decision-making at the college. Data is desegregation by campus, program, gender, age, state of origin, and program type to provide different views of how students are performing at the college.				
Emphasize academic offerings in service to national needs	IRPO promotes environmental scans of the FSM to provide an overview of changing demographics in the nation, patterns of employment, priorities of state and national government, and other factors that need to be considered in determining appropriate academic offerings.				
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Provide detail enrollment and environment scans to assist in decision making regarding potential levels of future tuition and fees				
Invest in and build a strong capacity in human capital	Actively participates in college face to face course, online opportunities (webinars) and training through MOOCs, in office training sessions, cross training				
Become a learning organization through development of a learning culture guided by learning leaders	Provided model for learning organization for the college.				
Evaluation of Progress toward previous Goals					

List the goals from AU's previous program review		
<ul style="list-style-type: none"> Assessment Report FY12 		
Describe the level of success achieved in goals listed above		
Goals from previous AU Program Review	Level of Success Achieved	
Quarterly reports were revised to better reflect linkages to IEMP and new organizational structure.	Programs were able to report directly against the strategic plan and link to an IEMP reference.	
Data generation to be more extensive and varied in terms of presentation.	Semester data reports, trends tables on the IRPO website, updating of the IRPO website were all accomplished during the time-period.	
Use of R programming language to improve analysis.	IPRO has used R for increased analysis of SLO data, age distributions, and other disaggregated data.	
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
Funding for IPRO is primarily in the area of human resources (salary and benefits)	IRPO reallocated time expectations for staff to reflect new priorities such as increased time on data and varied presentations of such data.	Able to generate more and varied data in different formats while reducing time spent on formatting quarterly reports and other reporting.
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	Decrease time spent on generation of reports and analysis to put data and information in the hands of decision makers in a timely manner.	
Describe the plan to achieve the goal (i.e., action plan)	Use of R and other programs to standardize and automate basic reporting and analyses for quicker turn around.	
What measurable outcome is anticipated for this goal?	1) Reduce preparation of initial and final semester data reports to two weeks after end of add/drop or graduation. 2) Reduce to two weeks preparation of trends reports at the end of each semester.	
What specific aspects of this goal can be accomplished without additional financial resources?	Requires reallocation of time and effort (not additional cost).	
Short-Term Goals 2 (Two-Year Cycle)		
Identify Goal	Increased emphasis on research and analysis of critical areas affecting student learning and achievement at the college.	
Describe the plan to achieve the goal (i.e., action plan)	Allocate 20% of time to research and analysis.	
What measurable outcome is anticipated for this goal?	Provide a minimum of two research papers a year and conduct a minimum to two series of focus groups on critical areas affecting the college.	
What specific aspects of this goal can be accomplished without additional financial resources?	Allocation of time and effort to devote to research. Some funding is needed for refreshments for focus groups and travel expense to state campuses.	
Long-Term Goals 1 (Five-Year Cycle)		
Identify Goal	Recommend and assist with developing college planning structures (procedures and processes) to improve data driven (and assessment) decision-making.	
Describe the plan to achieve the goal (i.e., action plan)	Develop, recommend, implement and provide training in use of data and information for enhanced decision-making.	
What measurable outcome is anticipated for this goal?	1) Formal decision-making process and procedures developed and implemented through training. 2) Survey of pre and post implement on the satisfaction and understanding of quality in decisions.	
What specific aspects of this goal can be accomplished without additional financial resources?	Allocation of staff time and effort.	
Short-Term Goals 2 (Five-Year Cycle)		
Identify Goal	Develop and implement a college wide research effort by all departments.	
Describe the plan to achieve the goal (i.e., action plan)	Train department staff on data collection, analysis and reporting through a variety of methods including face to face, interactive guides on the college website, and training videos.	
What measurable outcome is anticipated for this goal?	A minimum of one research report from each department annually.	

What specific aspects of this goal can be accomplished without additional financial resources?	Basic system is based on time and effort of IRPO staff, face to face training requires additional travel funds.	
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	Short-term Goal 1	
Type of Resources	Requested Dollar Amount	Potential Funding Source
Use of other, Access and other software.	Access (database) is built into IT budget and R is open source.	

o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description	Short-term Goal 2	
Type of Resources	Requested Dollar Amount	Potential Funding Source
Travel funds to conduct research studies including focus groups at all campuses in the college	~ \$15,000 per year for travel and related costs (meeting expenses)	College operations budget
Software to development web training materials including interactive training sessions and video lecture capture.	Go to meeting or other software from IT. Video capture and interactive training software ~ 3,000 for new software and \$5,000 for reoccurring fees for online programs.	College operations budget
o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description	Long-term Goal 1	
Type of Resources	Requested Dollar Amount	Potential Funding Source
Planning software (collaboration and information management systems)	~ 4,000 annually for online software	College operations budget
Biannually upgrades to computer systems to accommodate increases in software and online access systems.	~ 9,000 biannual	College operations budget
Attendance at SCUP and AIR training and annual conferences	~ 8,000 annually	College operations budget
o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description	Long-term Goal 2	
Type of Resources	Requested Dollar Amount	Potential Funding Source
All costs are included under Long-term goal #1		
AU Program Review Summary		
<p>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.</p> <p>The IRPO AU Program Review is dedicated to improving quality and quantity of information and data for improved decision making with emphasis on planning and research. This involves:</p> <ul style="list-style-type: none"> • Increased automation of basic tasks • Increase variety and types of basic analysis and dissemination of information to support decision-making. • Develop structures for routine linking (and documentation) of planning, assessment and resource allocation. • Developing a college wide (all departments) system for research. 		
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):		

College of Micronesia - FSM

C - IEQA - Institutional Research and Planning

Mission Statement: 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.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - IEQA - Institutional Research and Planning - AUO - 1 Planning - a) Performance Budgeting i) Coordinate development of FY 2014 performance budget for review and approval by college governance structure and presentation to FSM Executive and Congress and JEMCO	Assessment Strategy: a) College budgeting 2013 & 2014 - Provide training, technical assistance and inputting of budget into FSM BPS.	01/15/2013 - 100% - prepared and submitted Budget to Congress. 100% - Approved by Congress. Target Met: Yes Reporting Period: 2012 - 2013	06/20/2013 - Formal report on prioritization process
ii) Coordinate initial development of FY 2015 performance budget with focus on 1) development of budget guidelines for FY 2015, 2) training for performance budgeting and development, and 3) review and revision of revenue projections. b) Strategic Plan (2013 – 2017) - coordinate overall development of mission statement, goals and objectives and for review and approval by college governance structure. Assist with training and distribution of plan. c) Integrated Educational Master Plan, develop process for alignment of IEMP with new strategic plan. Assist with development and implementation for an assessment plan for year 1 activities under the IEMP with focus on reporting accomplishments and tracking of KPIs.	Assessment Type: Descriptive Statistics Target: Complete FY2013 Budget for review and approval		
d) Assist with planning, implementation and follow to Visioning Summit 2013. e) Nonacademic program prioritization – Assist with necessary data and planning and decision making processes	Assessment Strategy: Strategic Plan (2013 – 2017) - Coordinate development of measures of success for strategic directions Assessment Type: Descriptive Statistics Target: Coordinate and implement the Strategic Plan (2013 - 2017)	08/26/2013 - 100% - Coordinated and completed the measures of success for the Strategic Plan(2013 - 2017). Target Met: Yes Reporting Period: 2012 - 2013 Related Documents: Strategic Plan (2013 - 2017)	09/12/2013 - Review and update measure of success each semester and publish on website.
	Assessment Strategy: Integrated Educational Master Plan - Assist with development and implementation for an assessment plan. Assessment Type: Descriptive Statistics Target:	08/26/2013 - 100% - Assisted in the implementation of the IEMP, and is now available on the College website: http://www.comfsm.fm/vpia/misc/IEMP.pdf Target Met: Yes Reporting Period:	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
AUO Assessment Cycle: 2012 - 2013 Start Date: 09/01/2013 Inactive Date: 08/31/2014 AUO Status: Inactive	Assisting Facult/Staff and coordinating the implementation of the IEMP.	2012 - 2013 Related Documents: Link to Report	
	Assessment Strategy: Visioning Summit 2013 - Planning, organizing, and facilitating for the summit. Assessment Type: Descriptive Statistics Target: Assisting to meet required preparations, implementations, and prepare reports for the summit.	08/26/2013 - 100% - Assisted in the overall preparations, collected data, and prepared reports for the summit Target Met: Yes Reporting Period: 2012 - 2013 Related Documents: Visioning Summit	
	Assessment Strategy: Nonacademic program prioritization - conduct training, coordinate, and prepare reports for the nonacademic program prioritization. Assessment Type: Descriptive Statistics Target: To train all non - academic programs regarding prioritization	08/26/2013 - 100% - Training held system wide by IRPO Staff. " Viewing of the Webinar: Non-Academic Program Prioritization". Additional input was provided from Robert C. Dickeson book Prioritization Academic Programs and Services Target Met: Yes Reporting Period: 2012 - 2013 Related Documents: IRPO trip report campus visits 2012.docx	10/18/2013 - Follow up as prioritization is developed if additional training or clarification is needed on the prioritization process.
C - IEQA - Institutional Research and Planning - AUO - 2 Research - Research a) Increase design and delivery of research projects with 1) two additional reports on COMET (internal focus and external focus), 2) addition topics to be selected. b) Conduct a series of student focus groups on critical issues facing the college. c) Coordinate preparation, delivery and reporting for surveys 1) CCSSE, 2) Registration, 3) student satisfaction , 4) employer views and other surveys as needed d) Assist with ILO planning, assessment	Assessment Strategy: Generate report on the COMET data 2012 (internal and external focus). Assessment Type: Research Target: To provide descriptive analysis and interpretation of results to internal and external stakeholders.	08/26/2013 - 100% - Generated reports on all data collected from both internal and external focus Target Met: Yes Reporting Period: 2012 - 2013 Related Documents: Reports	
	Assessment Strategy: Conduct focus groups at campuses (National, Yap, Chuuk, and Kosrae) focusing	10/06/2012 - 100% - Feedback collected, and reports to be available soon in early September. Target Met:	10/18/2013 - Review and improve process and procedures on

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>and reporting</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>Start Date: 10/01/2012</p> <p>Inactive Date: 09/30/2013</p> <p>AUO Status: Inactive</p>	<p>on student registration and advising.</p> <p>Assessment Type: Research</p> <p>Target: To collect feedback from each of the State Campuses</p> <hr/> <p>Assessment Strategy: Coordinate preparation, delivery and collection of CCSSE(Community College Survey of Student Engagement) and CCFSSSE (Community College Faculty Survey of Student Engagement) forms.</p> <p>Assessment Type: Survey</p> <p>Target: To prepare, deliver, and collect data.</p>	<p>Yes</p> <p>Reporting Period: 2012 - 2013</p> <p>Related Documents: IRPO trip report campus visits 2012.docx</p> <hr/> <p>05/15/2012 - 100% - Coordinated and administered the Community College Survey for Student Engagement (CCSSE) and Community College Faculty Survey for Student Engagement (CCFSSE).</p> <p>100% - Collected and sent data to the University of Texas at Austin, Center for Community College Student Engagement</p> <p>100% - Received report (executive summary) from the University of Texas at Austin, CCCSE</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p> <p>Related Documents: Executive Summary</p>	<p>conducting, analyzing, and reporting the results of focus groups.</p> <hr/> <p>07/19/2013 - Improve dissemination of data report to college community by publishing on website and reporting within committees for distribution through governance structure .</p> <hr/>
<p>C - IEQA - Institutional Research and Planning - AUO - 3 Data & Reporting - Data and reporting</p> <p>a) Prepare and distribute 1) semester reports and 2) annual report for internal and external consumption.</p> <p>b) Prepare IPEDS fall, winter and spring reports and distribute key data internally and externally</p> <p>c) Improve linkages of quarterly report to strategic plan and IEMP</p>	<p>Assessment Strategy: a)Prepare and disseminated enrollment, retention, and graduation reports on the website. Also disseminated data reports to various college committees.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: To generate and distribute data to the College community.</p> <hr/> <p>Assessment Strategy: Prepare IPEDS Fall, winter and spring reports and distribute internally and</p>	<p>08/26/2013 - 100% - Generated and provided data to College community and published on the IRPO website.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p> <p>Related Documents: Data files</p> <hr/> <p>08/26/2013 - 100% - Prepared and generated data reports and submitted on the IPEDS Data Center</p> <p>Target Met:</p>	<p>08/16/2013 - Disseminate annual feedback report to internal and external stakeholders within two</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
AUO Assessment Cycle: 2012 - 2013 Start Date: 10/01/2012 Inactive Date: 09/30/2013 AUO Status: Inactive	externally on IPEDS website. Assessment Type: Survey Target: To prepare and generate data reports prior to deadlines.	Yes Reporting Period: 2012 - 2013 Related Documents: IPEDS Data Center	months of publication by IPEDS. <hr/>
	Assessment Strategy: Improve linkages of quarterly report to strategic plan and IEMP(Integrated Education Master Plan) by designing a completely new reporting format. It included the planning agendas and the use of coding from the IEMP. Assessment Type: Descriptive Statistics Target: Creating a new quarterly report template to better demonstrate the College's measure of success.	08/26/2013 - 100% - The new quarterly report template is now available and has been shared within the IEQA Department on the Google Docs. Target Met: Yes Reporting Period: 2012 - 2013 Related Documents: Strategic Planning	09/20/2013 - Implement of revised quarterly reporting in FY2014. <hr/>
C - IEQA - Institutional Research and Planning - AUO - 4 Sponsored Programs - Sponsored programs Prioritize grant writer (s) hiring with 1) revised approach to grant development with specific priorities and 2) new processes and procedures for grant writing and development.	Assessment Strategy: The Grant Writer position was converted to an Assessment Coordinator position. Assessment Type: Descriptive Statistics Target: Upgrade title to an Assessment Coordinator to be in charge of Assessment/TracDat and assisting the ALO.	08/26/2013 - 100% - The Assessment Coordinator position was filled in August 2013, but was move under the VPIEQA Office. Target Met: Yes Reporting Period: 2012 - 2013	
AUO Assessment Cycle: 2012 - 2013 Start Date: 10/01/2012 Inactive Date: 09/30/2013 AUO Status: Inactive			

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - IEQA - Institutional Research and Planning

Mission Statement: 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.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - IEQA - Institutional Research and Planning - AUO - 1 Planning_ 2013-14 - a) Performance Budgeting</p> <p>i) Assist VPAS with the FY 2015 performance budget data inputting into the FSM government Budget Preparation System (BPS) as per budget guidelines and handbook.</p> <p>ii) Assist VPAS with coordinate of initial development of FY 2016 performance budget with focus on development of budget guidelines, training for performance budgeting and development, and 3) review and revision of revenue projections.</p> <p>b) Strategic Plan (2013 – 2017) – provide tracking and progress reporting for strategic plan progress and measures of success.</p> <p>c) Integrated Educational Master Plan, Monitor, track and report progress against IEMP goals and objectives</p> <p>d) Preparation and follow up for the Visioning Summit 2014</p> <p>e) Academic program prioritization - conduct training, coordinate, and prepare reports for the nonacademic program prioritization.</p> <p>f) Assist in grant management and oversee sponsored program's requisitions.</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>Start Date: 10/01/2013</p>	<p>Assessment Strategy:</p> <p>a) Performance Budgeting - [as per revised role in December 2013]</p> <p>i) Assisting working group in providing background information for the development of the fiscal year 2015 budget guidelines and handbook.</p> <p>ii) Assist in development of projections, editing, and inputting into the FSM Budget Preparation System(BPS).</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target:</p> <p>a) Performance Budgeting</p> <p>i) 100% - Assist in providing background information by working sessions and through emails.</p> <p>ii) 100% - Assist in data entry and submit fiscal year 2015 budget prior to deadline</p>	<p>01/31/2014 - a) 100% - Provided background information by working sessions and through emails.</p> <p>b) 100% - Data entry completed and submitted FY15 budget to Congress.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: Budget</p>	
	<p>Assessment Strategy:</p> <p>b) Tracking and progress reporting on the strategic plan and measures of success.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 1 copy of measures of success and progress reporting to be finalized and published.</p>	<p>09/30/2014 - Institutional Set Standards & Strategic Plan Measures of Success</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: Institutional Set Standards &</p>	<p>02/10/2015 - Update Institutional Set Standards and targets each semester as appropriate and push out data to College community.</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Inactive Date: 09/30/2014 AUO Status: Active	Related Documents: Institutional Set Standards and Measures of Success 2014.xlsx	Strategic Plan Measures of Success	
	Assessment Strategy: c) Integrated Educational Master Plan - Assist with development and implementation for an assessment plan. Assessment Type: Descriptive Statistics Target: 1 stat report on the use of linkages between the COM-FSM quarterly report and IEMP.	10/16/2014 - The review indicated that IEMP reference was included generally by instructional affairs and student services. Note: The reporting format was structured around the College's strategic directions. Target Met: Yes Reporting Period: 2013 - 2014	01/16/2015 - New reporting format is being developed for reporting on progress of the strategic plan for FY2015.
	Assessment Strategy: d) Preparation and follow up for the Visioning Summit 2014 Assessment Type: Descriptive Statistics Target: 2 reports: 1 summit report, and 1 follow-up report	06/13/2014 - 2014 Visioning Summit report prepared and available on the IRPO Website Target Met: Yes Reporting Period: 2013 - 2014 Related Documents: Summit Reports	
	Assessment Strategy: e) Academic program prioritization - conduct training, coordinate, and prepare reports for the academic program prioritization. Assessment Type: Descriptive Statistics Target: At least 6 trainings/presentations system wide and publish report	09/04/2014 - Academic Program Prioritization 2014 REPORT Target Met: Yes Reporting Period: 2013 - 2014 Related Documents: Academic Program Prioritization Report	02/10/2015 - In FY2015, review with VPIA and DAP institutional comparison data needed academic prioritization and post on website. Continue updating program review sheets.
	Assessment Strategy: f) Assist in grant management and oversee sponsored program's documents and requisitions. Assessment Type: Descriptive Statistics Target: 1 summery report: Analysis report on grant	06/02/2014 - IRPO assisted in grant development and processing of TRIO documents. Received TRIO documents FY14 PO - 56 TAs - 2 Special Contracts - 89	12/19/2014 - Report on received and response time back to sponsored programs on a monthly basis. Conduct all IRPO staff for logging and tracking procedures.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	development and receiving of documents	Target Met: Yes Reporting Period: 2013 - 2014	
C - IEQA - Institutional Research and Planning - AUO - 2 Research_2013-14 - a) Based on program assessment and program review reports from FY 2013, design, implement and report on 2 general research projects and 2 CCSSE/CCFSSE reports. b) Conduct a series of student focus groups on follow up for 1.) Follow up - student registration and advising 2.)CCSSE and CCFSSSE spring 2014 surveys.	Assessment Strategy: To implement and report on projects Assessment Type: Research Target: 4 reports: 2 research projects and 2 CCSSE/CCFSSE	09/30/2014 - Conducted and administered 2014 CCSSE/CCFSSE survey. Survey reports will be published when available from the Center for Community College of Student Engagement. Target Met: Yes Reporting Period: 2013 - 2014 Related Documents: 2014 CCSSE Report	
c) Coordinate preparation, delivery and reporting for surveys 1) CCSSE & CCFSSSE, 2) Registration, 3) student satisfaction, 4) employer views and other surveys as needed AUO Assessment Cycle: 2013 - 2014	Assessment Strategy: Follow-up - Focus group follow-up on student registration and advising. Assessment Type: Research Target: 3 reports: 1 trip report, 1 focus group analysis report, 1 follow-up report		
Start Date: 10/01/2013 Inactive Date: 09/30/2014 AUO Status: Active	Assessment Strategy: Coordinate preparation, delivery and collection of CCSSE(Community College Survey of Student Engagement) and CCFSSSE (Community College Faculty Survey of Student Engagement) forms; Prepare and report on College surveys such as 1.) Registration survey, 2.) Student orientation survey, 3.) Satisfaction surveys, 4.) Graduate survey, 5.) Employer survey Assessment Type: Survey Target: Report: 1 CCSSE and CCFSSSE report;	04/26/2014 - 1.)CCSSE/CCFSSE reports to be published when available from the Center for Community College of Student Engagement 2.) Prepared and published surveys on IRPO Website at http://www.comfsm.fm/?q=irpo-survey-reports: 1) Student Registration Survey; 2) Student Orientation Survey; 3) Graduate Exit Survey; 4)Student Satisfaction Survey; 5) Employer Survey [Ongoing] Target Met: Yes Reporting Period: 2013 - 2014 Related Documents:	07/31/2014 - [Improvement on the Employer survey] - Implement a procedure of having COM-FSM graduates to update or provide their professions/address/employer, etc.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	100% reporting and updating survey results on IRPO website.	IRPO survey reports	
<p>C - IEQA - Institutional Research and Planning - AUO - 3 Assessment_2013-14 - a) Manage TracDat software for the college</p> <p>i) Training to users on data entry, interpretation and reporting</p> <p>ii) Monitoring and tracking of progress for data entry into TracDat and externally</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>Start Date: 10/01/2013</p> <p>Inactive Date: 09/30/2014</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Upkeep of TracDat data entering by providing training and monitoring and tracking progress of entering data into TracDat.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 1 report: System wide report completed prior to deadline</p>	<p>07/02/2014 - TracDat overview reassign the Assessment Coordinator.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>C - IEQA - Institutional Research and Planning - AUO - 4 Data & Reporting_2013-14 - a) Prepare and distribute semester, annual data reports and update and analyze trend data for the college.</p> <p>b) Prepare IPEDS fall, winter and spring reports and distribute key data internally and externally</p> <p>c) Coordinate quarterly reporting and compilation.</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>Start Date: 10/01/2013</p> <p>Inactive Date: 09/30/2014</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: a) Prepare and disseminated enrollment, retention, and graduation reports on the website. Also disseminated data reports to various college committees.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 100% - update and upkeep posting of data on the IRPO website</p>	<p>09/30/2014 - Updating IRPO website every other week for accuracy and modernization. All IRPO data and reports are available at http://www.comfsm.fm/?q=irpo</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: IRPO website</p>	
<p>AUO Assessment Cycle: 2013 - 2014</p> <p>Start Date: 10/01/2013</p> <p>Inactive Date: 09/30/2014</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Prepare IPEDS Fall, winter and spring reports and distribute internally and externally on IPEDS website.</p> <p>Assessment Type: Descriptive Statistics</p>	<p>04/30/2014 - Prepared and locked IPEDS reports for AY2012-13 period; 1) Fall 2012 Data - The collection includes the Institutional Characteristics, Completions, and 12-month Enrollment components. The Fall collection opens September 4 and closes October 16, 2013; 2) Winter 2012-13</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active	<p>Target: 100% - IPEDS locked up prior to deadline.</p>	<p>Data - The collection includes the Student Financial Aid, Graduation Rates, and 200% Graduation Rates components. The Winter collection opens December 11, 2013 and closes February 12, 2014; 3) Spring 2013 Data - The collection includes the Fall Enrollment, Finance, and Human Resources components. The collection opens December 11, 2013 and closes April 9, 2014.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: COM-FSM IPEDS - AY2012-13.pdf</p>	
	<p>Assessment Strategy: Prepare and publish quarter reports quarterly.</p> <p>Assessment Type: Internal Audit/Report</p> <p>Target: 4 reports: quarterly reports</p>	<p>07/18/2014 - Prepared and published COM-FSM FY14 quarterly report; 1)FY14-1stQtr_COMFSM; 2) FY14-2ndQtr_COMFSM; 3)FY14-3rdQtr_COMFSM;4)FY14 4thQtr-Ongoing</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: COM-FSM FY14 Quarterly Reports</p>	

College of Micronesia - FSM

C - IEQA - Institutional Research and Planning

Mission Statement: 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.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - IEQA - Institutional Research and Planning - AUO 1 - 2014-2015 - Planning - Support continuous improvement for plan(s) development and implementation.</p> <p>AUO Assessment Cycle: 2014 - 2015</p> <p>Start Date: 10/02/2014</p> <p>Inactive Date: 09/30/2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Support evidence based decision making at the college by providing both current year and trend data such as student achievement, enrollment & credits, etc. and other vital data reported against targets</p> <p>Target: Atleast monthly update IPRO website with latest data.</p>	<p>03/12/2015 - Monthly updating IRPO website</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p> <p>Related Documents: IRPO Data Center</p>	
	<p>Assessment Strategy: Strategic Plan (2013 – 2017) – Monitor implementation of the strategic plan; report measures of success quarterly and annually; Monitor, track and report progress against Integrated Educational Master Plan (IEMP) goals, objectives and key performance measures (KPIs)</p> <p>Target: 4 quarterly updates and 1 annual summary</p>	<p>03/17/2015 - Note: (1)Upload actual report and follow with VPIEQA on status or report.</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p> <p>Related Documents: Institutional Set Standards & Strategic Plan Measures of Success</p>	
		<p>01/27/2015 - SP (JH to follow up with VPIEQA) and measure of success available on the IRPO website.</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p> <p>Related Documents: Institutional Set Standard and Strategic Plan Measures of Success</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>Assessment Strategy: Assist with planning, implementation, reporting and follow up to Visioning Summit 2015</p> <p>Target: 1 summit report and 2 semester reports</p>	<p>03/17/2015 - Assisting in planning and implementation of the 2015 Visioning Summit and will report and follow up on 2016 Visioning Summit.</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p>	
	<p>Assessment Strategy: Coordinate grant development in priority areas for the college</p> <p>Target: Assist with atleast 4 grant proposals</p>	<p>01/23/2015 - IRPO assisted College's Chief of Staff in developing the SSSP grant. Grant submitted in January 2015.</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p>	
	<p>Assessment Strategy: Provide planning and training assistance for entry of goals, outcomes, strategies for annually entry</p> <p>Target: 1 series on training assistance</p>		
<p>C - IEQA - Institutional Research and Planning - AUO 2 - 2014-2015 - Research - Provide for research that supports evidence based decision making at the college.</p> <p>AUO Assessment Cycle: 2014 - 2015</p> <p>Start Date: 10/02/2014</p> <p>Inactive Date: 09/30/2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Based on program assessment and program review reports from FY 2014, design, implement and report on 2 research projects</p> <p>Target: 2 research project reports</p> <p>Assessment Strategy: Conduct a series of student focus groups on follow up for CCSSE and CCFSSSE spring 2014 surveys.</p> <p>Target:</p>		

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	1 report		
	<p>Assessment Strategy: Coordinate preparation, delivery and reporting for surveys 1) CCSSE & CCFSSSE, 2) Registration, 3) student satisfaction, 4) graduates exit; 5) Orientation; 6) faculty/staff satisfaction</p> <p>Target: Deliver and report 8 surveys annually</p>	<p>01/23/2015 - Surveys on available on the IRPO website</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p> <p>Related Documents: IRPO survey data reports CCSSE reports</p>	
	<p>Assessment Strategy: Provide training and assistance for individual and program based research</p> <p>Target: 1 series on training assistance</p>	<p>12/12/2014 - Surveys conducted and available on IRPO website.</p> <p>1) CCSSE & CCFSSSE 2) Registration - Survey administered in Spring 2015 3) Student Satisfaction - To be available(TBA) in AY 2014-15 4) Graduates Exit - Survey administered in Fall 2014 and Spring 2015 TBA at the end of term. 5) Orientation - TBA in August 2015 6) Faculty/Staff satisfaction - TBA AY 2014-15</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p> <p>Related Documents: IRPO survey results CCSSE reports</p>	
C - IEQA - Institutional Research and Planning - AUO 3 - 2014-2015 - Evaluation	<p>Assessment Strategy: Conduct annual evaluations of strategic plan</p>	01/23/2015 - 1)Strategic Plan (SP) Evaluation	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>- Provide evaluation of critical plans and services</p> <p>AUO Assessment Cycle: 2014 - 2015</p> <p>Start Date: 10/02/2014</p> <p>Inactive Date: 09/30/2015</p> <p>AUO Status: Active</p>	<p>and the Integrated Education Master Plan (IEMP)</p> <p>Target: 100% - 2 annual evaluations</p> <hr/> <p>Assessment Strategy: "Assist with planning and evaluation of 2 college policies"</p> <p>Target: 100% - 2 College policies</p>	<p>submitted to VPIEQA for review. 2) Note: Input IEMP approach.</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p>	
<p>C - IEQA - Institutional Research and Planning - AUO 4 - 2014-2015 - Data & Reporting - Provide and distribute widely critical data needed for evidence based decision making</p> <p>AUO Assessment Cycle: 2014 - 2015</p> <p>Start Date: 10/02/2014</p> <p>Inactive Date: 09/30/2015</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: a) Prepare and distribute 1) semester reports, 2) quarterly reports, 3) annual report for internal and external consumption, 4) IPEDS fall, winter and spring reports and distribute key data internally and externally; enhance reporting of data for the college and comparison data with similar colleges; and 5) Provide periodic "Did You Know" data of high interest to the college</p> <p>Target: 90% of reports will be distributed with in time frame: 3 semester data reports, 4 quarterly report, 1 annual report, and 3 sets of IPEDS reports</p> <hr/> <p>Assessment Strategy: Respond to data request and needs of the</p>	<p>01/30/2015 - Data prepared and available on IRPO website:</p> <p>1) 3 semester data reports - updating and publishing 3 semester data reports every academic year.</p> <p>2) 4 quarter reports - Reports TBA in AY 2014-15</p> <p>3) 1 annual report - [note: Need to follow up]</p> <p>4) Postsecondary Education Data System (IPEDS) - IRPO locked the Fall 2014 Surveys in October 2014.</p> <ul style="list-style-type: none"> - Institutional characteristics - Completions - 12 month enrollment <p>Target Met: Yes</p> <p>Reporting Period: 2014-2015</p> <p>Related Documents: College Data</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>college and programs</p> <p>Target: 90% of data request response within 3 days</p> <hr/> <p>Assessment Strategy: Continually update the IRPO website to provide the latest data, plans and reports for the college</p> <p>Target: 95% of 12 monthly updates IPRO website with latest data.</p>	<p>02/28/2015 - IRPO has been updating its website on a monthly basis</p> <p>Target Met: Yes</p> <p>Reporting Period: FY2014</p> <p>Related Documents: College data</p>	

Opening sections no attachments full document available at
http://www.comfsm.fm/irp/Program_Review/IRPO_Administrative_Review-final_report.pdf



Institutional Research and Planning Office (IRPO)

Administrative Review

April 2015

Conducted by
James Mulik, Associate - Planning, Assessment, and Institutional Effectiveness



Table of Contents

Acknowledgements	1
Executive Summary	1
Overview of the Administrative Review Approach	2
Discussion of Results and Findings	4
Office Functions: Research and/or Planning Focus.....	4
Office Structure	5
Office Professional Development.....	5
Office Succession Planning	9
IRPO Website and Layout.....	10
Data Summaries	12
Data Storage	19
Reporting Ethics.....	20
Data Keepers vs Information Suppliers	20
Accreditation.....	21
Alignments among Planning, Operations, and Budgeting	21
Commendations and Recommendations.....	22
Commendations	22
Recommendations	23
Appendices	Appendices Error! Bookmark not defined.
Appendix A: COM-FSM IRPO Administrative Review (2014-15) Survey Instrument... Appendix A- Error! Bookmark not defined.	
Appendix B: COM-FSM IRPO Administrative Review (2014-15) Overall Results..... Appendix B- Error! Bookmark not defined.	
Appendix C: COM-FSM IRPO Administrative Review (2014-15) Disaggregated Results Appendix C- Error! Bookmark not defined.	
Appendix D: COM-FSM IRPO Employee Skills Inventory (2014-15) Survey Instrument..... Appendix D- Error! Bookmark not defined.	
Appendix E: COM-FSM IRPO Employee Skills Inventory (2014-15) Results Appendix E- Error! Bookmark not defined.	
Appendix F: IRPO’s Websites Screenshots and Suggestions..... Appendix F- Error! Bookmark not defined.	
Appendix G: Resumes of IRPO Staff Members.....Appendix G- Error! Bookmark not defined.	
Appendix H: AIR Effective Reporting Book’s Table of Contents.....Appendix H- Error! Bookmark not defined.	
Appendix I: AIR Code of Ethics..... Appendix I- Error! Bookmark not defined.	

Appendix J: Accreditation Logic Model from the Northwest Commission on Colleges and Universities (NWCCU)Appendix J-**Error! Bookmark not defined.**

Acknowledgements

The author would like to extend gratitude to the members of COM-FSM's Institutional Research and Planning Office (IRPO) for their collegial participation in the administrative review of their office. Jimmy, William, and Francis, thank you for your open, honest, and thoughtful dialogue and feedback. It is hoped that the contents of this report are useful in strengthening your office and setting it for long-term success as it works to serve the needs of the COM-FSM community.

Executive Summary

In March 2015, the president of the Northwest Commission on Colleges and Universities mentioned that she and her colleagues at the other regional accreditation commissions believe that too many colleges are data rich and information poor. The results of the COM-FSM Institutional Research and Planning Office (IRPO) administrative are consistent with this observation: COM-FSM's institutional planning, assessment, and overall institutional effectiveness would benefit from focusing attention on and strengthening three fundamental components of the college's institutional research capacity:

1. the distinction between research and planning,
2. college use of current IRPO resources and services, and
3. effective communication of analyses in more "user friendly" terms.

This report provides an overview of the approach taken to review IRPO and provides commendations and recommendations regarding the office. In particular, while the college's IRPO is well staffed, this administrative review presents the following six findings for further improvement:

- There is a disparity in what the college sees as the main functions of IRPO: research vs. planning.
- Members of the college community are not appropriately utilizing the resources that the office provides.
- IRPO analyses could provide a more story-telling approach so that lay members of the college can better understand and utilize the information to influence their daily work.
- IRPO's website's layout could be adjusted so that information can be more easily found and used by both college employees and external evaluators.
- Data input into the SIS is not well monitored or regulated, thus making it difficult for IRPO to accurately report semester trends – particularly when past data is updated long past the end of the semester.
- A greater focus could be placed upon professional development opportunities that are more aligned with the core functions of an institutional research office.

These findings are discussed in greater detail in the report sections below.

Overview of the Administrative Review Approach

During summer 2014, the President of the College of Micronesia-FSM (COM-FSM) college expressed a desire to place greater emphasis on the importance of making data-informed decisions and the importance of having a strong research and planning office to serve the college in these efforts. As a result, in November 2014, the college contracted with Sandy Pond Associates to complete an administrative review of the college's Institutional Research and Planning Office (IRPO).

The IRPO administrative review was undertaken to determine how members of the college utilize IRPO and to gather input and feedback on how IRPO can improve the services that it provides to the college. In this regard, the administrative review was not designed to be a personnel evaluation of any of the employees working in the office. Rather, the review was to be a collaborative dialogue among college employees, members of IRPO, and Sandy Pond.

Sandy Pond took a three-prong approach for the administrative review:

- I. A 360-degree questionnaire that COM-FSM employees responded to in order to provide their thoughts about IRPO
- II. An inventory of IRPO employee skills, which the three members of the office completed independently of one another
- III. A review of the functions of IRPO via Skype conversations, GoogleDocs, email threads, and a review of the college's IRPO-related websites

Part I. COM-FSM IRPO Administrative Review (2014-15)

Between early December 2014 and early January 2015, all members of the college community were invited to respond to an online questionnaire which was designed to understand how they utilize IRPO; to delineate what they believe the main functions of IRPO should be; and to articulate what they see as the strengths and challenges of IRPO. The questionnaire was designed to provide a 360-degree look of the office from the perspective of IRPO employees' colleagues.

Although 161 individuals began the online 360-degree questionnaire, 15 of the responses were blank (aside from a bit of supplied demographic information), thus leaving 146 valid responses.

Counts at Each Campus

Employee Type	Campus Location						Total
	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	
Admin	4	0	0	9	5	4	22
Faculty	3	5	5	23	8	4	48
Non-Faculty / Non-Admin	10	7	7	23	10	19	76
Total	17	12	12	55	23	27	146

A copy of the IRPO administrative review questionnaire is included in Appendix A, and the results of the inventory (both summarized and disaggregated by employee type and by campus location) are included in Appendices B and C.

Part II. COM-FSM IRPO Employee Skills Inventory (2014-15)

In February 2015, the three members of IRPO independently completed an “Employee Skills Inventory” to help document their skills regarding specific topics and to identify their perceptions of the office. The inventory included questions around the following six sections:

- A. IRPO Skill Review
- B. IRPO Foundations
- C. IRPO Main Functions
- D. Time Spent by IRPO
- E. Perceptions of IRPO
- F. IRPO Sustainability and Succession Planning

A copy of the skills inventory questionnaire is included in Appendix D, and the results of the inventory are included in Appendix E.

Part III. IRPO Conversations and Website Review

From December 2014 through April 2015, Sandy Pond Associates and members of COM-FSM conducted several Skype sessions and documented thoughts and exchanged ideas through online discussions via GoogleDocs and email threads.

In addition to these electronic exchanges, in March and April 2015 Sandy Pond conducted an in depth review of IRPO’s website in order to compare its contents with the results of the two, previously conducted questionnaires. During the administrative review, it was discovered that there are two different IRPO websites. One page can be obtained from a link on the college’s homepage: <http://www.comfsm.fm/?q=irpo>. Another page is available by directly typing in an URL: <http://www.comfsm.fm/irpo/>

[It is understood that one of these sites is an archived site that IT maintains an active URL for in case any old information on the site is needed by a member of the college community.](#)

Screenshots and some remarks about the IRPO websites are included in Appendix F.

Discussion of Results and Findings

Through comparing the results of the three aspects of the administrative review, Sandy Pond has been able to triangulate data regarding COM-FSM's IRPO. A summary of the results and findings of these data triangulations are below:

Office Functions: Research and/or Planning Focus

As stated in the office's name, there are two main functions that the office performs on behalf of the college: institutional research and planning. The two questionnaires asked about functions under these two areas, and the results show that the college, in general, believes that IRPO should be more focused on institutional research than planning. This is shown by both the percentage breakdowns and average scores in the following table:

What do you see as the functions of IRPO at COM-FSM?		All	Admin	Faculty	Non-Faculty / Non-Admin	IRPO Members
		Score out of 2				
Research Focus	Enrollment projections and forecasting	1.64	1.76	1.80	1.50	2.00
	Student-related research (i.e., grade analyses, retention, persistence)	1.72	1.82	1.80	1.63	2.00
	Assessments of student learning	1.35	1.19	1.17	1.51	2.00
	Accreditation reporting and analyses	1.64	1.24	1.76	1.69	1.67
	Compliance reporting and analyses (for the FSM and USA governments)	1.66	1.55	1.75	1.63	2.00
	Communicating data trends and analyses to relevant college areas/constituents	1.77	1.90	1.91	1.63	2.00
	Fulfilling data requests	1.71	1.81	1.83	1.59	2.00
	Summarizing and sharing survey results	1.76	2.00	1.85	1.62	2.00
	Publishing data on the college's website	1.66	1.81	1.82	1.51	2.00
	Strategic Plan evaluation	1.62	1.57	1.60	1.65	2.00
	Integrated Education Master Plan (IEMP) evaluation	1.59	1.50	1.58	1.62	2.00
Research Focus Average		1.65	1.65	1.72	1.60	1.97
Planning Focus	Academic program planning and analyses	1.53	1.30	1.46	1.65	1.33
	Budget/financial planning and analyses	1.34	1.18	1.40	1.34	2.00
	Facilities planning and analyses	1.23	0.90	1.32	1.27	1.50
	Personnel planning and analyses	1.14	0.80	1.17	1.22	1.50
	Short-term college planning	1.42	1.15	1.52	1.42	2.00
	Long-term strategic planning	1.78	1.85	1.86	1.71	2.00
	Preparation for changes for the college after 2023 (when the Compact funding is set to end)	1.57	1.38	1.59	1.63	2.00
	Leading sustainable development efforts at the college	1.53	1.40	1.49	1.61	1.67
	Leading climate change adaptations at the college	1.15	0.89	1.16	1.23	1.67
Planning Focus Average		1.41	1.21	1.44	1.45	1.74

IRPO's website (<http://www.comfsm.fm/?q=irpo>) also lists its main functions. These IRPO responsibilities were developed in 2013, and there have been changes to the responsibilities since then (particularly in the areas of budgeting and assessment). In addition, some of the functions in the list are duplicated, and the functions are not organized around the two main functions of the office: research and planning. Therefore, the main functions and responsibilities of IRPO should be re-clarified. (See Appendix F for a screen shot of the IRPO website where the list of functions is duplicated.)

Aside from the data captured from COM-FSM regarding IRPO's functions, the Nash Project report produced in March 2014 by the Association of Institutional Research (AIR) provides some additional guidance on the functions of research and planning offices. The Nash Project report is online at:
<http://www.nashonline.org/sites/default/files/attachments/nash-ir-report.pdf>.

Office Structure

COM-FSM's IRPO is staffed by three, full-time employees with an average of 6 years of service to the college: a Director, a Data Research Specialist II, and an Administrative Specialist I. All staff are involved in office operations, such as survey development and implementation; the generation of data summaries; assisting with operational and strategic plans and evaluating those plans; assisting with grant applications, and maintaining the office's website.

The college's office is well staffed compared to other research offices in the United States-affiliated Pacific Islands (USAPI) and compared to colleges of similarly sized enrollments in the United States – where these offices often only have 1-2 full-time research employees.

Resumes of IRPO's three employees are included in Appendix G.

It is noted that IRPO's website (<http://www.comfsm.fm/?q=irpo-data-center>) provides the link to the following email address: rschplanning@comfsm.fm. However, this email address does not work for external users (i.e., people who are not part of the college's domain).

Office Professional Development

Professional Associations

The office has noted that due to budget constraints it has elected to maintain membership with the Society for College and University Planning (SCUP,

<http://www.scup.org/page/index>), as opposed to the Association for Institutional Research (AIR, <http://www.airweb.org/pages/default.aspx>). As previously mentioned, there is a disparity between what the main functions of IRPO should be. Once the college decides whether the main functions of the office should be research or planning (or both), membership in the appropriate professional organization(s) should be prioritized.

Two other organizations that the college might consider membership in are:

1. the RP Group out of California (<http://www.rpgroup.org/>) since this is the research group for the majority of ACCJC-accredited institutions. The RP Group also has a free listserv.
2. the National Community College Council for Research and Planning (NCCCRP), which has been around for more than a dozen years and which in March 2015 became part of the San Diego State University - Community College Leadership Program.

Technical Skills Development – of IRPO Members

In addition to professional organizations, IRPO members have reportedly utilized a variety of free, online resources to help strengthen their technical skills. These resources include workshops regarding census data for the FSM; a data scientist toolkit; R™ statistical programming modules; the John Hopkins University Pathways to Climate Change Adaption for Small Island Developing States (SIDS) MOOC; the University of Geneva Unethical Decision Making in Organizations MOOC; and the University of Lausanne Reason and Persuasion 3 Dialogues by Plato MOOC (to improve reading and logic). These MOOCs and other opportunities are taken in lieu of other, off-island professional development opportunities.

While cost effective and content rich, MOOCs and other passive attendance online opportunities often lack the rich discussions with classmates and colleagues that in-person development opportunities provide. In addition, while IRPO members have undertaken a wide range of online professional development opportunities, the opportunities are as not directly related to the core functions of a community college research office. Since the Board of Regents has identified capacity building as an institutional priority, the preparation of a carefully thought out professional development plan is likely to receive support at the highest levels of the institution.

Professional development opportunities offered by professional organizations directly related to research and planning for community colleges (such as those offered by SCUP, AIR, the RP Group, and/or NCCCRP) could help strengthen the IR focus of the office. In addition, the following opportunities could be utilized by IRPO members:

- AIR's Data and Decisions Academy (<https://www.airweb.org/EducationAndEvents/OnlineLearning/Academy/Pages/default.aspx>)
- Courses from Penn State's graduate certificates in institutional research (<http://www.worldcampus.psu.edu/degrees-and-certificates/institutional-research->

- [certificate/overview](#))
- Courses from Florida State’s graduate certificates in institutional research (<https://distance.fsu.edu/students/institutional-research-graduate-certificate>)
- Reviewing research briefs from the Community College Research Center (<http://ccrc.tc.columbia.edu/>)
- AIR professional files and IR applications (<http://www.airweb.org/EducationAndEvents/Publications/ProfessionalFiles/Pages/default.aspx>)
- eAIR electronic newsletters (<https://www.airweb.org/eAIR/Pages/default.aspx>)
- Journal of Applied Research in the Community College (<https://jarcc.redshelf.com/>)
- AIR publications – which are free to AIR members (<http://www.airweb.org/EducationAndEvents/Publications/eLibrary/Pages/default.aspx>)
- Reviewing resources available from the National Institute for Learning Outcomes Assessment (NILOA) (<http://learningoutcomesassessment.org/>)

Technical Skills Development – for the College Community by IRPO

As previously mentioned, accreditation commissions have recently noted that too many colleges are data rich and information poor. The results of the COM-FSM IRPO administrative review support this notion. In particular, too high of percentage of respondents report not knowing about utilizing IRPO. These are shown by the average percentage of respondents to the following questions:

Question	Average Percentage of Respondents
#4/5: What do you see as the functions of IRPO at COM-FSM?	9% I do not know
#7. On a regular basis IRPO completes and shares several different types of data analyses. For each type of analysis listed below, please state (a) how often you use it.	20% Never
#7. On a regular basis IRPO completes and shares several different types of data analyses. For each type of analysis listed below, please state (a) how often you use it.	17% N/A, not relevant to my work
#7. On a regular basis IRPO completes and shares several different types of data analyses. For each type of analysis listed below, please state (b) your satisfaction with it.	28% Not Applicable (N/A)
#7. On a regular basis IRPO completes and shares several different types of data analyses. For each type of analysis listed below, please state (c) the importance of the analysis for your work.	22% Not Applicable (N/A)
#9. In recent years, to what degree have studies completed by the IRPO positively impacted the following areas/results of the college?	30% I do not know
#10./11. For the college's Institutional Research and Planning Office (IRPO), state whether you believe each of the following is a strength or an area that needs improvement.	15% Not Applicable (N/A)

#12. How much confidence do you have in data analyses completed by IRPO?	13% N/A, I have not used any data analyses from the IRPO office
#13. How much time does it take for IRPO to provide required data/information?	31% N/A, I have not requested any information from the IRPO office
#17. Overall, rate your satisfaction with IRPO.	19% N/A, I have not have enough interaction with IRPO to rate it

The information in the table above highlights a possible need for data literacy training for college employees. One way that IRPO can assist college employees in this regard is for IRPO to utilize more of a storytelling approach to the data tables and charts that it makes available to others. For example, on IRPO's website (<http://www.comfsm.fm/?q=irpo-ccsse-reports>), there is a page dedicated to the CCSSE results.

The screenshot shows the website for the College of Micronesia - FSM. At the top left is the college's logo, and to its right is the text "College of Micronesia - FSM". A search bar is located in the top right corner. Below the header is a navigation menu with links for "OUR COLLEGE", "ACADEMICS", "STUDENT SERVICES", "PUBLIC REPORTS", "FORUM", "LIBRARY", and "QUICK ACCESS". A "Home" link is also visible. The main content area is titled "CCSSE Reports" and "Community College Survey of Student Engagement". Under "CCSSE Results", there is a link for "CCSSE 2014 Comparison with CCSSE cohorts". Under "CCSSE Attachments", there is a list of links including "CCSSE 2014 Breakout by Gender Frequencies", "CCSSE 2014 Breakout by Gender (Internal Means)", "CCSSE 2014 Comparisons to HI Schools", "CCSSE 2014 Table 11: All Students", "CCSSE 2014 Frequency Dist-Promising Practices(1-5)", "CCSSE 2014 Benchmark Scores Report", "CCSSE 2014 Breakout by Enrollment Status", "CCSSE 2014 Frequency Dist-Compared to Small Colleges", "CCSSE 2014 Benchmark Scores Main Report", and "CCSSE Summary Report 2013". At the bottom of the page, there is a dark blue footer with links for "Emergency Contacts", "Emergency Response Plan", "About Us - Contact Us", and "FeedBack". A "Login" link is also present in the bottom right corner.

Upon first glance of this site, a person unfamiliar with CCSSE (most users) may not know the value of the information that IRPO has taken precious time to provide. To help mitigate this, on this landing page, IRPO could provide a brief description of CCSSE and a list of possible uses of the information. Adding this basic information to each webpage could allow visitors to more quickly have an idea of the information that is available on IRPO's site and how it can be used. To provide additional assistance, information about how the data was analyzed, including the data source(s) and extraction date(s) from the SIS, should be documented and provided in case any questions about the information are raised.

IRPO would benefit from developing a communications plan in concert with a focus group or advisor committee of users.

Office Succession Planning

IRPO members have identified the following skills that are necessary for the office to function at full capacity:

- data analysis and reporting;
- survey design;
- computer skills with spreadsheets, databases, and statistical software;
- writing ability;
- interpersonal skills in order to convey complex ideas to others who may have little or no knowledge of the concepts being explained;
- developing and maintaining cooperative and collaborative relationships; and
- continuous development of skills and competencies through formal (face-to-face and online) professional development opportunities and through self-directed trainings (such as reading, MOOCs, webinars, etc.)

In addition to these required skills for office employees, the office must also address disaster recovery options for the information that is stores for and presents to the college. Data extraction procedures need to be well documented, and back-ups of data files and databases should occur on a regular basis. These data backups should be stored in a secure location on both a college server and also at an offsite location.

The development of employee skill sets and data recovery precautions are a must in order to ensure that future members of IRPO are able to continue the work that the current members of the office have established.

To also assist with succession planning, IRPO has developed a master planning calendar that helps outline some of the office's work through 2017-18. This calendar is available at:

http://www.comfsm.fm/irp/Planning/Master_Planning_Calendar_%28trifold%29.docx

Regarding improvements to the operations of the office that IRPO can begin to

immediately affect, members of the office have identified the following:

- Be more proactive in dissemination and presenting data and information (presentations to committees, campuses, etc.).
- Develop mechanisms for pushing key college data to employees and students.
- Be more responsive to data requests, especially in respect to how long it will take to provide the data.
- Provide more details regarding analyses and findings in reports and in data files that are shared with others.
- Accept criticism as a means for improvement.
- Develop avenues for soliciting responses regarding data and reports (perhaps an interactive portion of the IRPO webpage or an expanded section on the college's wiki).
- Improve understanding of the roles and responsibilities IRPO so that everyone at the college has a common understanding of the main functions of the office.
- Increase research about and the dissemination of information regarding the future of the college in relation to looming changes in the reauthorization of the Higher Education Act and potential changes affecting the college and the FSM after the year 2023 when certain provisions of the Compact of Free Association change.

IRPO Website and Layout

During the administrative review, it was discovered that there are two different IRPO websites. One page can be obtained from a link on the college's homepage: <http://www.comfsm.fm/?q=irpo>. Another page is available by directly typing in an URL: <http://www.comfsm.fm/irpo/>.

Since both of the sites are available externally and since both sites contain some of the same information, this can be confusing to people searching for IRPO related materials. It has been noted that one of the sites is an old, archived site that the college's IT office maintains in case prior information from it is needed. It seems the two sites should be collapsed into one and/or the archived site should be configured so that it is not discoverable to others.

The navigation menus of the two sites are shown below:

1st Site (Accessible from the Home Page)



2nd Site (Accessible by URL)



While both navigation menus contain some aspects of the major functions of IRPO (research and planning), neither menu appears to have an organizational structure that is intuitive for users. A suggestion is to organize the website content around areas that traditionally fall under the auspices of an institutional research office. These traditional areas include:

- Institutional Reporting - including required and voluntary external reporting (like IPEDS); internal reporting such as fact books and institutional effectiveness reports; and data extraction and data warehousing
- Enrollment Management - including conducting studies such as enrollment

- trends and projections, productivity, efficiency, and fill rates
- Environmental Scanning - including workforce development needs assessment, population and demography trends
 - Institutional and/or Strategic Planning - including goal and objective setting processes; master planning; resource planning (staffing, technology, facilities) as related to goals/objectives; mission assessment; and integrative strategies across divisions/units. NOTE: This does not include unit-level planning such as program review.
 - Accreditation - including all elements of the external accreditation process, such as self study, midterm report, and another reports for the ACCJC. NOTE: This does not include program review and SLO processes.
 - State/Federal Mandates - including FSM Compact Reporting and other locally mandated reporting requirements
 - Program Review - including preparing the strategy for the program review process for the college, as well as helping individual departments with their planning processes, and providing data to the programs
 - Student Learning Outcomes - including preparing the strategy for the learning outcomes assessment process for the college, as well as helping individuals/departments execute their own assessment efforts
 - Student Success Studies - including studies such as student retention, persistence, success, graduation, transfer, and programmatic evaluations
 - Surveys and Focus Groups - including the design and/or administration of surveys and/or focus groups at all levels (e.g., classroom, department, program, institutional)
 - Grants - including the administration of the grants function for the college and/or providing data for grant proposals or reporting

Data Summaries

Data summaries are a communications device that should provide actionable information which can inform decision making. Data summaries that are not actionable (i.e., ones that generate responses such as “oh, that’s interesting” or “that is nice to know”) are not as useful for decision makers.

Both IRPO websites contains a plethora of data summaries. This is evidenced by the two screen shots below:

IRPO Navigation	
Reports	Information and Data
Statistics	Information and data on the college are available at our office, and only our office is designated to be the point of data/information dissemination. Data on student enrollment, student achievement (graduate, retention and course completion), employee (<i>partial</i>), and power consumption (<i>national</i>) are all available below for download. However, if you have a specific need that you don't find it below you are encouraged to send us your request. Any data request should be sent to our Research Specialist whagle@comfsm.fm . For any other information or documents not found on this page, please go to our home page. If still not found, send an email to our office at rschplanning@comfsm.fm .
Strategic Planning and Resources	
Assessment	
College Budget	
Integrated Postsecondary Education Data System [IPEDS]	Enrollment Data
Sponsored Programs and Grants	<ul style="list-style-type: none">• Enrollment Trends 2005-2010• Enrollment Trends Fall 2004-2009• Enrollment by Program (pdf)• Enrollment by Program (Excel)• Enrollment by Gender (pdf)• Enrollment by Gender (Excel)• Enrollment by Program [fallonly] (pdf)• Enrollment by Program [fallonly] (Excel)• Enrollment by Campus (pdf)• Enrollment by Campus (Excel)
Event Statistics	
Planning & Resources Committee	
Data Request	
	Student Achievement Data
	Profiles - Faculty & Staff, Infrastructure, etc.
	Enrollment Management Indicators
	Other
	Return to Campus Home



<http://www.comfsm.fm/?q=irpo-data-center>

The screenshot shows the website for the College of Micronesia - FSM. At the top left is the college's logo, a circular emblem with a sailboat. To its right is the text "College of Micronesia - FSM". In the top right corner, there is a "Login" link and a search bar with the word "Search" inside. Below the header is a dark blue navigation menu with white text for "OUR COLLEGE", "ACADEMICS", "STUDENT SERVICES", "PUBLIC REPORTS", "FORUM", "LIBRARY", and "QUICK ACCESS". Underneath the menu is a search box containing the word "Home". The main content area is titled "Data Center" and contains a welcome message: "Welcome to the Data Center. Information and data on the college are available at our office, and only our office is designated to be the point of contact for data/information dissemination. Data on student enrollment, student achievement (graduate, retention and course completion), employee (partial), and power consumption (national) are all available below for download. However, if you have a specific need that you don't find it below you are encouraged to send us your request. If you don't find the data that you need on here, please email yhagle@comfsm.fm describing in full the type of data you need. For any other information or documents not found on this page, please go to our home page. If still not found, please send an email to our office at rschplanning@comfsm.fm." Below this text is a list of links: "Semester Summary Data Reports", "Trend Data", "Factbook and Factsheets", "Semester Data Files", "Human Resource Data", and "Budget Summary Reports". At the bottom of the page, there is a dark blue box with white text containing links for "Emergency Contacts", "Emergency Response Plan", "About Us", "Contact Us", and "FeedBack". In the bottom right corner of this box is a "Login" link. Below the box, there is a small text line: "This website and all COMFSM internet based services are best viewed with Firefox 3.0 or better." followed by copyright information: "© Copyright 2014 College of Micronesia-FSM | Site Disclaimer" and "P. O. Box 126, Kolonia, Pohnpei, 96941 - (681) 320-2480". At the very bottom, there is a line of text: "The College of Micronesia-FSM is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial, Ste. 204, Novato, CA 94948. (415) 302-0224 an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education."

However, most of the data summaries online appear to be at least a few semesters out of date and appear to be updated manually, which is a cumbersome process.

The rich data tables that IRPO has presented online can be slightly modified to supply more easy-to-use information (i.e., moving away from being data rich and information poor, to being more information rich, too.).

Here is an example from the following data, which is provide as both a .pdf file and an .xls file:

<http://www.comfsm.fm/national/administration/VPA/researchdocs/EnrollmentTrendsByProgram&Campus.pdf>

<http://www.comfsm.fm/national/administration/VPA/researchdocs/EnrollmentTrendsByProgram&Campus.xls>

EnrollmentTrendsByProgram&Campus [Compatibility Mode] - Microsoft

File Home Insert Page Layout Formulas Data Review View Developer JMP PowerPoint Acrobat

Clipboard Font Alignment Number Styles

N30

Campus / Major	School Year 2001-2002									School Year 2002-2003								
	Fall 2001			Spring 2002			Summer 2002			Fall 2002			Spring 2003			Summer 2003		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	24	18	42	0	24	24	12	23	35	21	23	46	21	22	43	12	10	22
3rd Year Education	31	74	105	29	74	103	17	32	49	34	69	103	27	60	87	18	35	56
Accounting	2	9	11	3	5	8	1	4	5	1	8	10	1	10	11	0	0	0
Accounting 3rd Year	2	0	2	3	0	3	1	0	1	2	1	4	2	0	2	1	0	1
Agriculture	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Business Administration	47	51	98	32	46	78	15	20	35	38	50	88	32	37	69	22	24	48
Business Administration 3rd Year	4	4	8	2	4	6	3	1	4	5	4	9	3	3	6	0	0	0
Computer Information Systems(CIS)	86	67	153	75	54	129	27	24	51	90	66	156	75	44	119	34	14	48
Early Childhood Education	2	11	13	0	10	10	0	3	3	0	6	6	0	7	7	0	3	3
Education	20	22	42	21	6	27	30	13	43	4	8	12	29	23	52	10	4	14
Fourth Year Coop. BA-Education	28	20	48	15	14	29	5	2	7	24	13	37	19	13	32	2	4	6
Hotel & Restaurant Management(HRM)*	1	1	2	0	1	1	0	0	0	1	2	3	1	0	1	0	0	0
LA Education	28	42	70	31	48	79	17	16	33	31	54	105	45	48	93	17	16	33
LA Health Career	7	17	24	9	15	24	4	8	12	15	38	53	12	34	46	8	14	22
LA Media Studies	1	1	2	1	1	2	1	2	3	2	2	4	3	1	4	3	0	3
LA Nursing	3	6	9	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Liberal Arts	100	143	243	102	109	211	40	43	83	124	112	236	102	96	198	37	36	73
Marine Science	23	8	29	15	5	20	7	0	7	32	5	37	26	6	32	6	2	8
Micronesian Studies	19	12	31	25	14	37	11	9	20	25	11	36	22	8	30	6	7	13
Others	1	6	7	1	4	5	9	4	13	0	0	0	3	2	5	2	2	4
Pre-Nursing	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Prep	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Prep 3rd Yr	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	430	511	941	361	434	795	200	204	404	469	477	946	423	414	837	178	178	356

Campus / Major	School Year 2001-2002									School Year 2002-2003								
	Fall 2001			Spring 2002			Summer 2002			Fall 2002			Spring 2003			Summer 2003		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yap	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5
Accounting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bookkeeping	0	1	1	2	1	3	1	0	1	0	1	1	0	0	0	0	0	0
Building Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Business Administration	0	1	1	1	0	1	0	0	0	0	0	0	0	0	2	0	2	
Carpentry	0	0	0	0	0	0	0	0	0	0	0	0	9	7	0	7	0	7
Computer Information Systems(CIS)	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	3	4	
Construction Electricity	0	0	0	0	0	0	0	0	0	13	0	13	13	0	13	1	0	1
Early Childhood Education	0	0	0	0	5	5	1	1	2	0	2	2	0	2	2	0	0	0
Electronics Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary Education	13	12	25	10	11	21	3	8	13	11	22	33	8	11	19	75	59	134
Elementary Education 3rd Yr	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
General Studies	19	20	39	25	21	46	11	7	18	21	23	44	19	28	47	15	12	27
Health Assistant Training Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HRM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Innovative English	0	7	16	8	14	0	0	0	0	11	3	14	11	3	14	0	0	0
Liberal Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4	
Liberal Arts HICOP	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	0	2	
Marine Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Micronesian Studies	0	0	0	2	0	2	0	0	0	0	0	0	1	0	1	0	0	0
Other Undecided	1	0	1	0	0	0	0	0	0	8	1	9	1	0	1	2	1	3
Total	23	41	64	49	44	93	6	16	22	30	52	82	63	43	106	109	82	191

Ready

This data summary is a series of static tables, with different years of data provided on different tabs in one Excel workbook. The format of the workbook might be influenced by the semester extracts from the SIS, which may not be easily combined in order to produce longitudinal data that can be easily presented in a line graph or time series plot.

Rather than producing static tables of data on different tabs in a workbook, it is suggested that the data be provided in a more “raw” format on one of the tabs and a pivot table be included in the file so that users can produce summaries that suit their needs. Student ID numbers could be encrypted in order to remove any FERPA concerns.

By providing the data in a more “raw” format, semester extracts can simply be appended to the data tab so that the pivot table summaries can be more easily updated – thus eliminating the need to manually update static tables each semester. An

example of how the raw data could look like is shown in the screenshot below:

EnrollmentTrendsE

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

Clipboard Font Alignment Number

A1 : X ✓ fx Major

	A	B	C	D	E	F	G	H
1	Major	Campus	Year	Sex/Gender	SID			
2	3rd Year Education	National	Fall 2001	Male	Student 1			
3	3rd Year Education	National	Fall 2001	Male	Student 2			
4	3rd Year Education	National	Fall 2001	Male	Student 3			
5	3rd Year Education	National	Fall 2001	Male	Student 4			
6	3rd Year Education	National	Fall 2001	Male	Student 5			
7	3rd Year Education	National	Fall 2001	Male	Student 6			
8	3rd Year Education	National	Fall 2001	Male	Student 7			
9	3rd Year Education	National	Fall 2001	Male	Student 8			
10	3rd Year Education	National	Fall 2001	Male	Student 9			
11	3rd Year Education	National	Fall 2001	Male	Student 10			
12	3rd Year Education	National	Fall 2001	Male	Student 11			
13	3rd Year Education	National	Fall 2001	Male	Student 12			
14	3rd Year Education	National	Fall 2001	Male	Student 13			
15	3rd Year Education	National	Fall 2001	Male	Student 14			
16	3rd Year Education	National	Fall 2001	Male	Student 15			
17	3rd Year Education	National	Fall 2001	Male	Student 16			
18	3rd Year Education	National	Fall 2001	Male	Student 17			
19	3rd Year Education	National	Fall 2001	Male	Student 18			
20	3rd Year Education	National	Fall 2001	Male	Student 19			
21	3rd Year Education	National	Fall 2001	Male	Student 20			
22	3rd Year Education	National	Fall 2001	Male	Student 21			
23	3rd Year Education	National	Fall 2001	Male	Student 22			
24	3rd Year Education	National	Fall 2001	Male	Student 23			
25	3rd Year Education	National	Fall 2001	Male	Student 24			
26	Accounting	National	Fall 2001	Male	Student 25			
27	Accounting	National	Fall 2001	Male	Student 26			
28	Accounting	National	Fall 2001	Male	Student 27			
29	Accounting	National	Fall 2001	Male	Student 28			
30	Accounting	National	Fall 2001	Male	Student 29			
31	Accounting	National	Fall 2001	Male	Student 30			
32	Accounting	National	Fall 2001	Male	Student 31			
33	Accounting	National	Fall 2001	Male	Student 32			

Raw Data Pivot Table 2001-2003 2003-2005 2005-2007 2007-2009 (+)

This notion of supplying the raw data to users is a way to move away from static data tables and charts and toward posting interactive data views for others to use. This can lead to richer data analyses, as others are able to slice and dice the data in new and/or

unique ways to reveal previously hidden patterns and new information. Excel pivot tables provide for this functionality (for free for everyone who has access to Excel), as does a program like Tableau, which has a cost to generate the views, but which has a free reader by which users can use the views (<http://www.tableau.com/>).

Solano Community College has a simple, easy to use interactive data website where anyone can extract information about the college (http://www.solano.edu/research_planning/interactive_data.php).

SOLANO COMMUNITY COLLEGE

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Research & Planning

SCC Home » Administration » Research & Planning » Interactive Data

Interactive Data

The chart below is a comprehensive student success analyzer. You can select subject areas, courses, campuses and even specific semesters.

The data displays demographic data such as gender and age group as well as a grade distribution and combined success and headcount data by ethnicity and course delivery method.

Selection Criteria

Subject: (All) ▼
 Campus: (All) ▼
 Semester: (All) ▼
 Course ID: (All) ▼

Gender

Null	0%
Female	57%
Male	41%
Not Reported	1%

Grade

A	14%
B	48%
C	42%
D	25%
F	18%
I	0%
ML	0%
NP	10%
P	18%
RD	3%
W	42%

Age Group

Null	0%
46+	5%
41-45	2%
36-40	3%
31-35	5%
26-30	9%
18-25	71%
0-17	5%

Success Rate & Headcount by Ethnicity

Ethnicity	Headcount	Success Rate
Null	~1K	~60%
Am. Indian or Alaska.	~1K	~65%
Asian or Pacific Isla.	~3K	~55%
Black Non-Hispanic	~3K	~54%
Hispanic	~3K	~64%
Other	~3K	~62%
White Non-Hispanic	~4K	~68%

Success & Headcount by Delivery Method

Delivery Method	Headcount	Success Rate
Directed Study/Independent Study	~10K	~77%
Hybrid	~10K	~96%
Laboratory - CAT3	~10K	~74%
Laboratory/Studio/Activity	~10K	~74%
Lecture and/or discussion	~10K	~65%
Lecture/lab	~10K	~68%
Online	~10K	~60%
Other method or unspecified	~10K	~9%
Tutor Noncredit session	~10K	~89%
Work experience credits	~10K	~66%

700 views | more by this author

This type of interactive data display eliminates the need to update countless static tables and charts, which would allow IRPO members to spend their time on other, more important matters.

However, in order for interactive data views to be useful, a comprehensive data warehouse is needed on the backend. The establishment of a data warehouse can be easily accomplished by feeding semester extracts from the SIS into either an Access or SQL database. Then, Excel pivot tables, Tableau, and other interactive front-end tools can be linked directly to the relational databases in order to generate the interactive data views.

If interactive data views are implemented by COM-FSM, then there is a need for members of the college to upgrade their data literacy skills. As previously noted, the results of the 360-like questionnaire suggest that the data literacy skills of the college's employees could be strengthened. To this end, college employees might benefit from more discussion about how data can inform decision making, particularly since this is an expectation of external evaluators.

Another consideration about interactive data views is the bandwidth required to utilize them. If bandwidth issues at the state campuses do not allow for online, interactive data views, then local copies of pivot tables might be a better option for the college until bandwidth issues can be resolved.

Finally, another idea to streamline the dissemination of information is to have a programmer take the SIS data extracts and automatically create (and possibly post on a password protected website) summarized views of the data. This would save IRPO hours of simply summarizing data into static tables and would free IRPO up to meet with people to identify trends in the generated views and brainstorm possible solutions to noted "issues" that the summarized views reveal.

If IRPO begins to move away from static reports and begins to move toward dynamic reporting views (which is the current trend for IR offices), then careful consideration of the "right" tools to allow for this work is needed.

If advice about how to effectively visually present data so that viewers can more easily understand the information it contains is needed, there are several sources available that provide sound guidance. Three of these sources are:

- Edward Tufte's work (<http://www.edwardtufte.com/tufte/>)
- Stephen Few's work (<http://www.perceptualedge.com/>)
- The Effective Reporting book published by AIR. The Table of Contents from this book are included in Appendix H.

Data Storage

As previously mentioned, a data warehouse in which to store data extracts is common practice for institutional research offices. These data warehouses usually have a relational database structure since higher education data has known and expected relationships among data elements, and utilizing and preserving these relationships is necessary in order to turn data into information.

A data warehouse should be easy to maintain and access, and a data warehouse is usually a joint venture between the information technology and the institutional research offices of a college. Joint ventures between the two offices at COM-FSM are not common practice.

In regard to data storage at COM-FSM, IRPO has mentioned that it is considering moving away from Excel and Access data files and into storing SIS extracts in the open sourced R™ platform. R™ is a programming language and software environment for statistical computing and graphics, and there is general consensus that R™ compares well with other popular statistical packages, such as SAS™, SPSS™ and Stata™. Since R™ is open sourced, it is free – unlike the previously named other statistical software packages. R™ also has the ability for documentation to be embedded into the scripts written for each analysis. As COM-FSM considers its decision to move toward R™, there are a few items that should be noted:

- R™ is not designed to store information in a relational format. Rather, R™ is usually utilized to store unrelated data sets, and the power of R™ is used to identify possible relationships among these various, disparate data sources. This is because R™ looks for patterns in the data without preconceived notions of what the patterns are or will be. The terms “data lakes” and “data streams” are sometimes used to refer to this work, as streams of data come in from various places in the data as R™ attempts to create links among the various and disparate data sources. As previously mentioned, though, the bulk of data in higher education is relational, in that there are known relationships about variables – such as students, courses, instructors, rooms, times of the day, etc.
- R™ requires computer programming skills, and there are few people in the Pacific that are highly skilled with R™. There are online tutorials and modules to train employees, and these are valuable resources. If COM-FSM is able to train a cadre of employees in R™, it is hoped that the college will be able to retain these employees – particularly since it has been noted that retaining skilled programmers has been a past challenge of the college.
- R™, like SAS™, SPSS™, and Stata™, are most useful for running statistical tests on data sets. However, the vast majority of institutional research and planning work in community colleges do not require high level statistical skills or software. The statistical features in Excel are often more than adequate.

While some higher education research offices are moving toward utilizing R™ instead of paying annual software license fees for SAS™, SPSS™, or Stata™, Microsoft Excel

and Access, while perhaps not as robust as R™, are still the underlying tools of most community college research offices. This is due to the fact that most everyone has access to these tools and the fact that most employees are either already familiar with them or can easily learn about them. This is also due to the fact that most institutional research work and reporting does not require advanced statistical modeling.

Reporting Ethics

All institutional research offices must follow FERPA guidelines around reporting identifiable information. FERPA regulations change over time and are often misunderstood and misapplied by lay personnel. IPRO should be central to the college's efforts to both accurately enforce FERPA and guide employees away from misapplications of the law which unduly hinder informed decision-making and student success. A good resource for FERPA and contract information related to data privacy and security is <http://ptac.ed.gov/>.

In addition to FERPA, AIR has developed a Code of Ethics that researchers are to also abide by. A copy of AIR's Code of Ethics is in Appendix I.

One important aspect of ethical reporting is the minimum sample size that should be reported – particularly in online data displays. As a guideline, groups smaller than 10 are usually not reported. This is because individuals within the groups may be able to be identified. This guideline can be troublesome, however, for colleges with smaller student enrollments, such as is the case for some of COM-FSM's campuses.

Another ethical decision that research offices often grapple with is whether members of the office should respond to surveys and questionnaires which are developed and administered by the office. While there is no hard and fast rule about this, the issue should be discussed with college administrators in order to obtain their viewpoint on the subject, as the people conducting the research on behalf of the college do not want to possibly skew the results of the data for which they have been tasked with collecting.

Data Keepers vs Information Suppliers

While this subject has already been briefly discussed before, it is worth highlighting the following statement on IRPO's website (<http://www.comfsm.fm/?q=irpo-data-center>):

“Information and data on the college are available at our office, and only our office is designated to be the point of contact for data/information dissemination.”

As COM-FSM, however, this statement is not entirely true because IRPO does not currently report all of the college's data/information – particularly regarding financial data, student life data, academic data, and human resources data.

Institutional research offices are generally thought to be the official suppliers of information to other college offices and to external users. This is the case because the research office is usually tasked with ensuring the integrity of data and information that is supplied to others.

At COM-FSM, though, IRPO faces several challenges regarding supplying accurate and timely information to the college community. These challenges are mainly due to two factors:

1. Some data that is requested of IRPO is not input into the SIS and only resides in individual files on particular computers at the college. An example of this information is student placement test scores and the demographics of the students who took the tests.
2. Some data in the SIS is updated long after a semester ends and after IRPO has extracted and summarized its semester data files.

To help address these situations, a data users group could be formed at COM-FSM. This group could meet on a regular basis to discuss and help resolve data governance issues at the college. The group could be comprised of individuals from various offices of the college so that a cross-representation of data users is involved in the conversations. Ongoing discussions about data integrity and governance could greatly assist IRPO as it works to provide access to quality information.

Accreditation

The subject of storytelling was previously mentioned, but this report would be incomplete without addressing the expectations of regional accreditation commissions regarding how colleges should inform their accreditation report with accurate, actionable information. Since the data literacy skills of many COM-FSM employees (as highlighted in a section above) could be strengthened, IRPO could greatly assist other college employees in understanding how to incorporate data to support narratives that are included in the college's accreditation reports. IRPO could frequently meet with other offices at the college to suggest data that might help bolster points made to address specific accreditation criteria. In addition, IRPO could assist the college by developing a logic model that helps explain the connection among the various accreditation standards and their subcomponents. An example of a logic model for the standards of the Northwest Commission on Colleges and Universities has been supplied in Appendix J.

Alignments among Planning, Operations, and Budgeting

Over the past few years it is understood that the college moved away from performance based budgeting and moved toward a line item budget process, where decisions around

resource allocations have not been primarily linked to performance outcomes. In fact, a review of area budgets by IRPO has indicated that while a few programs and offices have prepared quality performance outcomes, most have not. In addition, linkages of expenses to performance outcomes have not been established in the college's MIP database – although the technology exists for these linkages to be created.

If the college desires to move toward more performance based budgeting, then clearly documented steps are needed regarding the review and funding of the college's strategic plan and integrated educational master plan (IEMP). These steps could help tighten the existing, loose connections among the achievement of performance indicators, resource allocations, and the development of local area/office budgets.

If these linkages can be strengthened, then the college is more likely to determine if it has achieved its mission; has met its measurable outcomes (goals); and has established a budget that is informed by these indicators. This appears to be the expectation of the college's accreditation commission, particularly as stated in the ACCJC's standard I.A.2 and I.A.3 (http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf).

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Commendations and Recommendations

As a result of the IRPO Administrative Review, Sandy Pond has the following commendations and recommendations regarding the structure and functions of the college's institutional research and planning office (IRPO):

Commendations

1. COM-FSM's IRPO has a strong core of three, full-time employees. Most college's the size of COM-FSM have only one full-time research employee.
2. IRPO members report efforts to continuously improve and broaden their skills sets via college courses, free, online MOOCs, and/or participation in research and planning related organizations and events. Due to the vast nature of the field of institutional research, IRPO members should be commended for continually seeking professional development opportunities.

3. COM-FSM has a lot of data and a fairly straightforward process for obtaining semester extracts from the college's Student Information System (SIS).
4. IRPO has made available to the public via its website a lot of summarized data regarding the college's students.

Recommendations

1. Due to the differences in perceptions of IRPO's role in college planning efforts, it is recommended that the office's role in planning be clarified, particularly since IRPO members have expressed a desire to be more involved in the college's planning efforts.
2. In order to create more robust professional development opportunities for IRPO member, it is recommended that at least one office member become a member of AIR and that AIR resources and materials from AIR's website (www.airweb.org) be utilized and shared with the other members of the office.
3. In order to improve the data literacy of COM-FSM employees, it is recommended that IRPO lead the establishment of a data users group at COM-FSM so that data governance and its related issues are regularly and widely discussed at the college. This recommendation can help address known data quality and integrity issues in the SIS and MIP systems and can help IRPO establish guidelines around timely producing more meaningful and interactive information displays that are made available and explained to other college employees (via in-person demonstrations and/or via IRPO's website). This group could also be charged with helping prioritize the sequence of SIS enhancements.
4. In order to help reduce any confusion, it is recommended that the two existing IRPO websites be merged into one. This recommendation may simply be a matter of taking the archived site offline and storing it locally.
5. In order to fully address ACCJC Standard I.A.2 and I.A.3, it is recommended that the college establish a definition for mission fulfillment, complete with measurable indicators that are tied to resource allocations processes. In order to achieve this recommendation, IRPO has suggested the following:
 - Convene two planning sessions during the year with Vice Presidents and Management Team (and faculty representation, if possible).
 - The major planning sessions would occur in the summer for 2 to 3 days. The sessions would review, in detail, college data, assessments, and evaluations in order to identify possible issues to address during the upcoming year and to develop institutional priorities (with targets) to guide resource allocations.
 - This activity would close with each department and office developing operational plans with specific strategies and targets to allow the

institutional priorities and targets to be met. This information could be used in the college's TracDat system for assessment purposes.

- It is believed that this approach clearly links planning, assessment, and resources allocation into a cycle that is documented.
- A smaller working session could be held with instructional programs prior to the beginning of fall semester. The outcome of such a session would be the same as the summer session (mentioned above) – namely to create operational improvement plans that include specific strategies and targets that are linked with resource allocations and that can be used for program assessment (that is recorded in TracDat) and for performance-based budget development.
- The second planning session could occur in late November to focus on progress, address any obstacles, and to share success stories.
- Include additional fields in MIP to allow tracking of expenditures against critical items such as the strategic plan, IEMP, institutional outcomes, and accreditation standards.
- Provide IRPO with the ability to access and generate financial reports (no data entry) for inclusion in various reports (semester data reports, strategic plan evaluation, etc.).
- Utilize, as appropriate and as available, MIP modules to improve the storage and reporting of Human Resources related information.
- Establish a regular review process for the college's strategic plan and the IEMP, as it appears that very few changes have been made in the IEMP in the past two years. IRPO can provide assistance to Instructional Affairs in this regard.