COM-FSM Chuuk Campus

Administrative Unit Program Review

AU Full Official Name **Office of the Campus Dean, Chuuk Campus**

Campus: **Chuuk** AU Review Submission Date: **December 29, 2017**

Completed by: **Kind K. Kanto, Campus Dean**  AU Review Cycle: **FY2014-FY2017**

Supervisor: **Karen Simion, VPIA** Date Submitted to Supervisor: **December 28, 2017**

Mission and Goals

The Institutional Mission, Vision, Core Values, and Goals drive all college’s activities. Describe how your unit supports each of these.

Institutional Mission Statement: How the unit supports the college’s mission:

The College of Micronesia-FSM is a • AU oversees on behalf of Chuuk Campus its program reviews, program-

learner-centered institution of higher learning assessment, course-level assessment, 100% faculty involvement in

education that is committed to the assessment, student-faculty interaction, support for learners, and other activi-

success of the Federated States of ties relevant to ACCJC’s three rubrics for evaluating institutional effectiveness:

Micronesia by providing academic, program review, planning, and student learning outcomes. To ensure that

career and technical educational these activities are learner-centered, AU also implements the theories and

programs characterized by continuous practices endorsed in Mary J. Allen (2004), Assessing Academic Programs in

improvement and best practices. Higher Education, as well as the institution-set standards (ISS) pertaining to

*(current as of March 22, 2014)* learner-centeredness.

• AU commits its activities in alignment with “access and success”. The

primary efforts are directed toward recruitment, retention, and graduation. To

accomplish this, AU works with the Chuuk State Department of Education,

the Office of the Chuuk State Governor, and the Chuuk State Legislature. In

addition, AU participates in PREL/McREL developmental planning and pro-

gramming, especially in identifying the needs of external stakeholders and

their state-based organizations and agencies.

• AU offers one degree and five certificate programs: Associate of Arts in

Teacher Preparation, Third-Year in Teacher Education, Bookkeeping, Secre-

tarial Science, Pre-Nursing Assistant, and Basic Public Health. In support of

academic programs, AU encourages faculty to engage in active and collabora-

tive learning. AU also investigates in potential strategies in design and

development of guided pathways and collects data on graduation rate, trans-

fer rate, persistence rate, and WASC/ACCJC-sponsored completion rates.

• AU promotes the five core values and their 35 best practices. To determine

success in fulfillment of these values, AU has initiated effort to set up an

Assessment Plan (for 2017). Also, AU authors a unique 4C strategy among

all administrators/staff/faculty: cooperation-collaboration-collegiality-

community in order to achieve communications networking among all em-

ployees.

Institutional Vision: How the unit supports the vision:

The College of Micronesia-FSM will • AU schedules a monthly meeting (every last Wednesday) of a Management

provide educational opportunities of Council, composed of members representing Administration, Instruction,

the highest quality and will embrace the Student Services, Cooperative Research and Extension, and Student Body

life-long pursuit of knowledge and the Association. The Council’s tasks are to review all programs, to assess their

enrichment of the diverse Micronesian data-based strengths and weaknesses, and to recommend strategies for con-

communities we serve. tinuous improvement. Written minutes of each Council meeting are posted at

*(approved by COM-FSM Board of* <http://wiki.comfsm.fm/Chuuk_Campus/Management_Council>

*Regents, May 7, 2013)*

• In both separate and joint workshops, Chuuk Campus staff and faculty

receive training, at least once a semester but more often once a month, on

WASC/ACCJC rubrics, mission performance indicators, institution-set stan-

dards, and assessment techniques. Training contents focus on delivery of

quality education and life-long learning practices.

• AU establishes campus-wide communications networking through a monthly

campus-based news publication entitled Meseiset. Articles are written by staff,

faculty, and students, available at <http://www.comfsm.fm/?q=publications>

Institutional Core Values: How the unit supports the core values:

• Excellence • AU’s Management Council discusses at each monthly meeting a number of

• Learner-Centeredness best practices, by core value. The purpose of this discussion is to find ways to

• Commitment make all employees aware of their responsibilities in fulfillment of each and

• Professionalism every best practice. Three on-going strategies have been implemented as

• Teamwork guided pathways for all employees: (1) participation in 8 campus-wide stand-

ing committees (Campus Beautification, Chuuk Assessment, Fund-Raising,

Instructional, Meseiset, Staff Development, Student Services, and Emergency

Management); (2) systematic step-by-step training of staff on ACCJC rubrics

for evaluating institutional effectiveness (initially, focusing on “awareness”

and “developmental” levels); and (3) monthly presentations by security

guards in classroom settings on student responsibility for safety and security

on campus.

• In addition, AU plans to have Meseiset discuss each core value, along with

best practices, in its publication.

• Faculty workshops and seminars are presented once a month in order for

instructors to design and develop instructional activities that focus on excel-

lence and learner-centeredness. Again, the rationale for this activity comes

from Mary Allen’s 2004 Assessing Academic Programs in Higher Education.

Faculty/Staff Senate meetings focus on commitment, professionalism, and

teamwork.

Institutional Strategic Goals: How the unit supports the goals:

• Focus on student success • AU schedules at least once a month at the Student Center or in the Multi-

• Emphasize academic offerings in Purpose Conference Room an outreach program for students. Examples of

service to national needs outreach activities include the following: (1) how to cook with local food

• Be financial sound, fiscally respon- resources, (2) physical health and well-being, (3) orientation-style discussions

sible, and build resources in on financial aids, registration, and counseling, (4) time management, (5)

anticipation of future needs “powwow”, (6) on-campus fund-raising, raffles, and bake sales, and (7) an

• Invest in and build a strong capacity Academic Talent Showdown.

in human capital • AU upgrades teaching knowledge and skills for instructors whose qualifica-

• Become a learning organization tions were discipline-based and not based on education pedagogy. It has been

through development of a learning deemed necessary for such instructors to integrate teaching methods in their

culture guided by learning leaders instructional lesson planning.

• Evoke an image of quality • Information contents of Meseiset are two-fold. First, student writings are

published in order to encourage successful communication through print.

Students write essays on subject-matter, course-related knowledge, and poetry,

develop their own word searches, scrambled words, and number series, and

draw cartoon strips.

• AU further takes the initiative in getting students to evoke an image of qual-

ity within themselves. Administrators, staff, and faculty share a common goal

in implementing all CCSSE benchmarks and best practices. Student perception

of their own learning is considered a high priority in campus-based activities.

AU Mission, Goals, and Objectives

Mission Statement Goals Objectives

The Office of the Dean, 1. To design, develop, and 1.1 The Management Council will hold at least one

Chuuk Campus, will engage implement guided path- monthly meeting during each school year to discuss all

in fulfilling the COM-FSM ways for sustainable and matters pertaining to program review, planning, and

President’s two directives successful communications student learning outcomes, as presented by ACCJC’s

concurrently – (1) his original networking, through parti- rubrics for evaluating institutional effectiveness and as

priorities of communications cipatory governance and evidenced by written minutes of Council meetings.

and assessment, as described purposeful dialogue

in his oath of office; and (2) 1.2 Meseiset will publish issues, at least once a month,

his “White Paper (COM-FSM that describe and explain COM-FSM’s mission, vision,

Quality, Sustainability, and core values, institution-set standards, and other campus-

Success: A Framework for based news, as evidenced by copies of the publication at

Planning and Action”). <http://www.comfsm.fm/?q=publications>

1.3 The campus-wide standing committee, Chuuk

Assessment Working Group (ChAWG), will publish a

concept-model diagram on “The 4C Communications

Networking Strategy on Cooperation-Collaboration-

Collegiality-Community”, as approved by the Manage-

ment Council and published in Meseiset.

1.4 At least 50% of all Chuuk Campus employees will

have achieved awareness and understanding of “Strength-

ening Purposeful Dialogue”, as evidenced by survey of all

employees.

2. To design, develop, and 2.1 The campus-wide standing committee, Chuuk

implement a campus-wide Assessment Working Group (ChAWG), will publish a

Assessment Strategy for concept-model diagram on “Chuuk Assessment Plan”,

ISLOs, PSLOs, CSLOs, as approved by the Management Council and published

and specific SLOs in Meseiset.

2.2 All programs in Administration, Instruction, Student

Services, Cooperative Research and Extension, and

Student Body Association will transform duties and

responsibilities into measurable student learning out-

comes, as evidenced by written minutes of Management

Council.

2.3 An annual summit will be held for internal and ex-

ternal stakeholders on ways and means for developing

purposeful dialogue that sets up roadmaps for achieve-

ment of quality, sustainability, and success at Chuuk

Campus, as evidenced by written report and summary

of summit activities.

AU Description, Data, and Trend Analysis

Describe the purpose, components, and staffing of the AU.

Purpose:

• To provide leadership and direction in AU serves as liaison and facilitator in all matters pertaining to achievement

the implementation of the mission, of student learning at Chuuk Campus. AU aims to implement COM-FSM

vision, core values, strategic goals, policies, plans, and regulations that govern activities of administrators, staff,

institution-set standards, and Integrated faculty, and students. Concepts that define “access and success” must be

Educational Master Plan operational and actionable. In addition, AU manages efforts of all internal

• To provide management for effective stakeholders to value and practice activities in cooperation, collaboration,

and efficient performance in Administra- collegiality, and community and to build bridges among the several compo-

tion, Instruction, Student Services, CRE, nents of Chuuk Campus for the shared goal of achieving student learning.

and SBA activities

• To provide strategies for integrating all

AU components as a unitary Chuuk

Campus Community

Components: • Administration, Instruction, and Student Services are departments within

• Administration the governance structure of Chuuk Campus. Administration functions as

• Instruction Business Office, Human Resources Office, Maintenance and Security Office,

• Student Services Information Technology Office, and other related campus-based service

• Cooperative Research and Extension providers. Instruction functions as divisions in Language and Literacy, Math

• Student Body Association and Science, Education and Social Sciences, Business and Computer Studies,

Public Health-related activities, Learning Resource Center, and Media Center.

Student Services functions as offices in Registration and Admission, Financial

Aids, Counseling and Peer Counseling, Student Health Center, Tutorial Ser-

vices, and advisory unit of Student Body Association.

Staffing: • Administration staffing includes the Campus Dean, the Instructional Coor-

dinator, Student Services Coordinator, Administrative Secretary, Supervisor of

Maintenance and Security, Human Resources Specialist, Fiscal Officer, Info

System Specialist, and Account Clerk.

• Instruction staffing includes all instructors, full-time and part-time, LRC

staffs, media specialist, and instruction-related program super-

visor.

• Student Services staffing includes OAR staff, financial aids staff, counselor,

nurse, and tutors. In addition, a staff member is designated as advisor to the

Student Body Association.

Current Staffing. Complete the table below:

List each position by classification: Percent of Months per year Source of FTE

Employment of Employment Funding Status

Campus Dean 100% 12 Annual Budget 1

Secretary 100% 12 Annual Budget 1

Other Resources. Complete the table below:

List each position by classification: Services Provided Number of Hours Overall Cost Funding Source

None Not applicable Not applicable Not applicable Not applicable

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

**General ratio: FTE students-to-FTE staff ratio**

AU has 9 FTE employees, each responsible for different Administration Department services. However, there are issues that warrant consideration. First, there has been a major vacancy in the position of Student Services Coordinator (SSC), and the Campus Dean has been assuming the responsibilities of the SSC. Second, for a while, there was a vacancy in the position of Instructional Coordinator (IC), and the Campus Dean then assumed the responsibilities of a temporary IC. In effect, the Campus Dean provided FTE equivalent work as the SSC and IC, even though his ratio to FTE students is based only on his position as Campus Dean. Third, the security officers, normally under the direct supervision of the Maintenance and Security Supervisor, had been on one-year contracts, subject to renewal every year. Only became regular employees in mid-2016.

The information technology specialist is responsible for repair and maintenance of all office and instructional computers, both desktop and laptop. Data processing responsibilities are assumed by key personnel in Administration, Instruction, and Student Services.

The following table includes FTE staff:

**Table 1. AU’s FTE (equivalent) students to FTE staff ratio based on 2014-2016 Fall FTE Enrollment**

Fall Semester FTE Staff FTE Students Total Students Ratio FTE Student % of Total Enrollment

2013 45 243 319 5.4 76.2%

2014 46 210 262 4.6 80.2%

2015 44 169 234 5.3 72.2%

2016 46 166 250 3.6 66.4%

Note: FTE staff members include all employees (Administration, Instruction, Student Services, and CRE.

The figures in the foregoing table were based on Fall Semester full-time equivalent student enrollment, inasmuch as the term has the highest enrollment during an academic school year.

Chuuk Campus Student Enrollment Trend Analysis

Chuuk Campus student enrollment has been on a decline. Reporting each Fall Semester enrollment, Chuuk Campus average enrollment of 484, from Fall Semester 2004 to Fall Semester 2013. The highest during this 10-year period was 690 in Fall 2004, and the lowest was 319 in Fall 2013. Although the total COM-FSM fall semester enrollment declined 9.3% during the 10-year period, Chuuk Campus enrollment decreased by 53.8%, as reported in Meseiset (Vol. 3, No. 6, March 3, 2014).

• The primary reason was that, during this same 10-year period, other programs in higher education were being offered in Chuuk. For one thing, the Caroline College and Pastoral Institute (CCPI) was founded and opened in 2010 as an outreach college of Chaminade University of Honolulu in Honolulu, Hawaii. CCPI is fully accredited by WASC/ACCJC. Its first graduation for the bachelor’s degree was held in May of 2016. Almost all of the graduates had earlier received their AS/AA degree in teacher preparation from Chuuk Campus.

• Another reason for Chuuk Campus student enrollment decline was a special summer-only program for Chuuk State Department of Education’s teachers. The program was accredited by the University of Guam in Mangilao, Guam, and co-sponsored by the Department, for the Department’s teachers who could not receive educational leave during the school year and received approval from the Department to enroll in the UOG’s summer-only Intensive Education Program (IEP).

• A third reason was Faithwalk Christian College, not accredited by WASC/ACCJC, whose students received no U.S. federal financial aids and no official college transcript transferable to Chuuk Campus. Parents and students of Faith-walk were primarily interested in the theological teachings offered thereof.

Enrollment declines may have been seen as justification for not maintaining an adequate level of AU staffing. Such justification is merely a data-based observation. It remains that the number of AU staffing has long been inadequate or inappropriate. All the same, with difficulty, AU has attempted to implement cross-training among staff who can assist other offices in time of need or emergency.

How does this AU serve the population of the Chuuk Campus?

The AU provides the following services to its internal stakeholders:

• Admissions, registration, and matriculation

• Student Information System (SIS)

• Academic transcripts and data-processing for mid-term deficiency notices

• Recordation and reporting of academic standing

• Process Enrollment and program completion verification

• Degree audit and graduation checks

• Business management, including payroll, purchase orders, and other documentation of budgetary clearance

• Professional staff/faculty development

• Personnel management

• Oversight of instructional activities in curriculum development, instructional planning, and assessment requirements

• Oversight of students’ financial aids records, bookstore and snack bar operations, counseling programs, nursing activities, student body governance, and other matters related to student services

• Oversight of safety and security on campus, including campus clean-up and beautification, repair and maintenance of campus facilities, and campus emergency requirements

• Report-writing to both internal and external stakeholders and to external agencies that directly and indirectly impact on program review and planning for “access and success” of students

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

This is the first program review conducted by the AU independent of Palikir administration’s oversight. This is part of the COM-FSM effort in participatory governance and direct state-campus self-reporting input.

What methods are used to evaluate What do the results of the above How have the results of this analysis

AU’s effectiveness to the population methods of evaluation indicate about the been used to make improvements to

that interacts with it? effectiveness of the AU? services provided by the AU?

• Annual evaluation by VPIA Evaluations showed satisfactory perform- Suggested improvements have been dis-

ance cussed with AU, and implemented.

• Mini-Summit on Visioning surveys Mini-Summit survey reports and recom- All reports are posted in COM-FSM

and reports (August 2014) mendations in minutes website under “Public Reports” at http:

• All-Campus Meeting minutes and ACM minutes and recommendations for [//www.comfsm.fm/](http://www.comfsm.fm/) for Chuuk – Publi-

Reports improvement cations and Committees

Copies of mini-summit reports and

recommendations are available at:

<http://wiki.comfsm.fm/Chuuk_Campus#pageFiles>

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

At the Mini-Summit on Visioning (August 2016), both internal and external stakeholders agreed, with strong consensus among most participants, that Chuuk Campus lacks a comprehensive Assessment Plan for data-collection and data-analysis. It was deemed necessary that AU design, develop, and implement by the Fall Semester 2017 a set of assessment instruments to measure quantitatively progress being made in the following areas:

• Self-Assessment on Implementation of ACCJC Rubrics of Institutional Effectiveness, on a Likert scale of Awareness, Development, Proficiency, and Sustainability (self-assessment surveys, one each for Program Review, Planning, and Student Learning Outcomes);

• Self-Assessment of Involvement in Core Values and Best Practices, on a Likert scale of Strongly Agree to Strongly Disagree;

• Student Perceptions Survey on Five CCSSE Benchmarks, on a Likert scale from “Rarely, if ever, this semester” to “More than once a week”;

• A Revised Instructional Faculty Evaluation Form, on a Likert scale from “Ineffective” to “Excellent”;

• Administration Accountability Check, on a Likert scale of Awareness, Development, Proficiency, and Sustainability.

The Chuuk Assessment Working Group (ChAWG) was assigned this task. In March and April 2017, an Assessment Plan 2017, with draft assessment instruments on the five bulleted areas, was distributed to Management Council. In August 2017, the Management Council approved the Plan and instruments for implementation beginning during the Fall Semester 2017. A timeline for assessment activities through professional development and assessment implementation, was also approved by Management Council.

Copies of the Assessment Plan 2017 and its assessment instruments are available at:

<http://wiki.comfsm.fm/Chuuk_Campus#pageFiles>

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on analysis in the preceding • Full access to computer technology, such as “chksite” and Student Information

sections, what are the AU’s System (SIS), in order to maintain communications networking with employees

strengths? • AU commitment to fulfillment of mission, vision, and core values, including

time devoted to work beyond the normal working hours, including Saturdays

• Support of several key personnel in Instruction and Student Services who share

AU’s commitment to off-hour performance

• Clear roadmap for improving communications networking and assessment

among employees

Based on analysis in the preceding • Declining student enrollment over the past several years

sections, what are the AU’s weak- • Mini-Summit evidence that most Chuuk Campus employees in Administration,

nesses? Instruction, and Student Services are still at the “awareness” and “develop-

ment” levels, as described in the 3 ACCJC rubrics in evaluating institutional

effectiveness in Program Review, Planning, and Student Learning Outcomes

• Lack of comprehensive and effective orientation activities for First-Year

Experience (FYE) students

• Other than that of the Instruction Department, low levels of knowledge and skills

by Administration and Student Services in transforming employee duties and

responsibilities into student learning outcomes

• Lack of a Student Services Coordinator

• Lack of adequate numbers of guided pathways for students to operationalize

“access and success”

• Budget cutbacks and freeze, including lack of aggressive and pro-active

strategies in marketing and recruitment among high school students

• Low level of student participation in problem-solving and decision-making

due to low levels of student self-perception in the 5 CCSSE benchmarks

Based on analysis in the preceding • Management Council-approved Assessment Plan 2017, with its assessment

sections, what opportunities exist instruments, to be fully implemented during the school year 2017-2018

for the AU? • Groundswell in desire to establish guided pathways through establishment of

a campus-based Foundations of Excellence (FoE) program, to be targeted

primarily at First-Year Experience (FYE) students

• Attitude and disposition toward cross-training and teamwork, in light of the

extremely slow processing of personnel documentation and for the benefit

of attainment of mission, vision, and core values

• Student Services Coordinator position is budgeted and recruitment is ongoing

Based on analysis in the preceding • Competing programs in higher education, such as those at Caroline College and

sections, what challenges exist for Pastoral Institute (CCPI) and Faithwalk Christian College (FCC), as well as the

the AU? sponsorship by the Chuuk State Department of Education of teacher training

programs of the University of Guam (UOG)

• Management Council-approved 4C Strategy for Cooperation-Collaboration-

Collegiality-Community in promoting communications networking

• Management Council planning for professional staff/faculty development

through workshops and seminars on assessment based on employee needs

in Program Review, Planning, and Student Learning Outcomes

• Upgrading staff knowledge and skills in assessment theory and practice

• Need to re-conceptualize communications networking not only top-down,

but also bottom-up and side-to-side

Evaluation of Processes Used by AU

Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.

A simple method is four-fold in SWOC and three-step in planning for actionable processes. It is a conceptual and graphic matrix. First, we restate SWOC in the following way:

**capitalize** *on strengths* → **eliminate** *weaknesses* → **seize** *opportunities* → **face** *challenges*

and

**“talk the talk”** → **“talk the walk”** → **“walk the walk”**

↓ ↓ ↓

What will we do? How will we do it? Let’s do it!

AU creates a 3x4 matrix. Given 12 cells, AU lists in each cell what evaluators consider the most efficacious activities in operationalizing the original SWOC chart:

SWOC Activity Talk the Talk (Planning) Talk the Walk (Strategizing) Walk the Walk (Doing)

• • •

Capitalizing on Strengths • • •

• • •

• • •

Eliminating Weaknesses • • •

• • •

• • •

Seizing Opportunities • • •

• • •

• • •

Facing Challenges • • •

• • •

Management Council will fill in the 12 cells and direct the Dean to move all personnel from “talk the talk” to “walk the walk” in each SWOC activity. This is an easy method for checking progress being made.

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

Example of Strength:

• What will we do? *We have several key personnel who are firmly committed. One is strong in designing, develop- ing, and providing teacher training. He has a hand-out on teaching methods and lesson planning. He knows how to deliver them in his own AA-degree courses. We have already observed such knowledge and skills.*

• How will we do it? *With that person’s input, we should schedule a number of consecutive one-hour workshops/seminars next semester on implementing Bloom’s cognitive taxonomy in all classes on campus and then in developing assessment strategies to measure students acquisition of cognitive learning.*

• Let’s do it! *The trainer prepares four hand-outs, provides the workshops/seminars, one every first Friday of the month during the Spring Semester. The trainer collects assessment results and conducts data-analysis to determine how effectively instructors were able to implement the taxonomic method in the class.*

Example of Weakness:

• What will we do?  *Student enrollment has declined in the past several years. We must stop the decline and reverse the downward trend. We need to improve our recruitment procedures. Given our limited staffing, we need to set up a working group to identify ways and means to change recruitment and to market our campus more effectively.* *Look at two high schools. Xavier High students choose not to enroll at Chuuk Campus, and Chuuk High students cannot pass the COMET. We need differential recruitment strategies with advice to high school staff members to assist in over- coming resistance and barriers to applying to Chuuk Campus.*

• How will we do it? *Our working group will have internal stakeholders (including students) and external stakeholders who graduated from both XHS and CHS, attended Chuuk Campus, and completed degree programs successfully. They both share common program offerings in “access and success”. These individuals should join recruitment teams and speak to students with words of encouragement. A schedule of high school visitation will be set up, transportation provided, and time-off granted. They should show high school students creative presentations, including Power Point, the working group will visit various high schools, hopefully at least twice in a school year at each high school – to help individual students with pre-application forms, including FAFSA application.*

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Both examples are real. They are being field-tested during the school year 2017-2018. So, data-collection has not yet been realized.

Service Area Outcomes Assessment

List AU’s Service Area Outcomes by completing the expandable table below.

School Service Area Date Assessment Date(s) Data Date(s) Data Used Number of Cycles

Year Outcomes Completed Analyzed for Improvement Completed

2013-2014 None

2014-2015 None

2015-2016 None

2016-2017 (1) AU will implement Management

Council-approved Assessment Plan

2017 by field-testing of instruments, scheduled scheduled scheduled not yet

such as self-assessment surveys on 3 May 2018 Summer 2018 School year completed

ACCJC rubrics, core values, and the 2018-2019

revised faculty evaluation checklist.

(2) CCSSE benchmark “student-

faculty interaction” will be assessed scheduled scheduled scheduled one (1) scheduled

with CCSSE survey and with student December 2017 Jan-Feb 2018 Fall Semester 2018 by Summer 2018

participation in campus clean-up.

AU Assessment: Complete the expandable table below.

Outcome Intended Means of Criteria for Summary of Use of

Number Outcomes Assessment Success Data Collected Results

2016-2017 Field-test results that indicate success- Management Approval of Scheduled for Baseline data

Outcome 1 ful use of surveys forms and checklist Council review use of the release

for the purpose of continuous quality of data-analysis, assessment Summer 2018

improvement in Administration, with recommen- instruments

Instruction, and Student Services dations for

future use

2016-2017 At least 75% approval in student CCSSE survey At least 75% Scheduled for Baseline data

Outcome 2 perception on CCSSE benchmark on student approval in release

“student-faculty interaction” self-perception student self- February 2018

perception

How has AU’s assessment of Service Area Outcomes led to improvement in services provided in patrons?

Baseline data set a minimum standard for Administration, Instruction, and Student Services to improve CCSSE benchmarks not only in “student-faculty interaction” but also in improving delivery of CCSSE best practices so that students will experience positive self-perception about a learning environment that can provide active and collaborative learning,

student effort, academic challenge, and support for learners. A positive learning environment will contribute significantly to retention efforts.

What challenges remain to make the AU more effective?

• Competing programs in higher education, such as those at Caroline

College and Pastoral Institute (CCPI) and Faithwalk Christian College

(FCC), as well as the sponsorship by the Chuuk State Department of

Education of teacher training programs of the University of Guam (UOG)

• Management Council-approved 4C Strategy for Cooperation-

Collaboration-Collegiality-Community in promoting communications

networking

• Management Council planning for professional staff/faculty development

through workshops and seminars on assessment based on employee needs

in Program Review, Planning, and Student Learning Outcomes

• Upgrading staff knowledge and skills in assessment theory and practice

• Need to re-conceptualize communications networking not only top-down,

but also bottom-up and side-to-side

Describe how the AU’s Service Area Outcomes are linked to the Institutional Strategic Goals.

Institutional Strategic Goals AU Service Area Outcomes Linkages

• Goal 1.1: To provide collaborative institu- • Pursuit of excellence in student success SIO #2

tional support to advance student success by • Development of a balance between “access and

promoting student engagement and ISLOs success” with appropriate educational and career

pathways for students at Chuuk Campus, through

reactivation of the Chuuk Campus Management

Council by means of the Assessment Plan 2017 and

the 4C Communication strategy

• Goal 4.2: To support professional develop- • To build strong administrative and leadership capacity SIO #4

ment that builds upon organizational and at Chuuk Campus, through reactivation of the

leadership capacity Chuuk Campus Management Council by means of

the Assessment Plan 2017 and the 4C Communication

strategy

• Goal 5.1: To become a learning organization • To establish an effective, integrated, and broad-based SIO #5

strategic planning, in accordance with ACCJC

Rubrics #1 (Program Review) and #2

(Planning), through reactivation of the campus-based

Instruction Committee and Student Services Committee

• To value and exhibit collaboration and good team-

work, through implementation of the 4C Communica-

tion strategy

• To manifest broad-based participation at every level

of Chuuk Campus and with stakeholders

• Goal 5.2: To achieve and strengthen pur- • To engage in meaningful and regular dialogue about SIO #5

poseful dialogue educational outcomes and institutional effectiveness,

through implementation of the 4C Communication

strategy

SIO = (Strategic Institutional Outcomes)

Evaluation of Progress toward Previous Goals

List the goals from AU’s previous program review.

This AU program review is the first. There was no previous program review.

Describe the level of success achieved in goals listed above.

None available.

In cases where resources were allocated toward goals, evaluate the efficacy of that spending.

None available.

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 Goal 1 (Two-Year Cycle)**

Identify Goal To design, develop, and implement a Chuuk Campus Assessment Plan

2017

Describe the plan to achieve the goal Based on input by internal and external stakeholders at the Chuuk Campus

(i.e., action plan) Mini-Summit on Visioning (August 2016), AU was directed to improve and

upgrade campus-based assessment activities. The Chuuk Assessment Work-

ing Group was assigned the task in completing the Assessment Plan 2017

no later than the Summer 2017.

What measurable outcome is anticipated First, the review and approval of the Assessment Plan 2017 was the task of

for this goal? the Management Council. That was done. Therefore, the first measurable

outcome was the written Assessment Plan 2017. Second, the Plan had to

include assessment data-analysis and draft assessment instruments on a

number of campus-based activities: self-assessment instrument relating to

ACCJC rubrics, self-assessment instrument on implementation of core

values, student perception relating to the five CCSSE benchmarks and their

best practices, and administration accountability. Third, during the Summer

2017, Management Council approved the Plan.

What specific aspects of this goal can None. Goal has been achieved and readied for implementation of the

be accomplished without additional Assessment Plan 2017 during the school year 2017-2018.

financial resources?

**Short-Term Goal 2 (Two-Year Cycle)**

Identify Goal To reactivate the 4C Communication strategy (cooperation-collaboration-

collegiality-community)

Describe the plan to achieve the goal Early in this AU report period (2014-2017) the Management Council ex-

(i.e., action plan) pressed the need to improve communications networking on campus: top-

down, bottom-up, and side-to-side. A two-year research project was granted

to internal stakeholders, supervised by the Chuuk Assessment Working

Group to formulate the 4C strategy. It was field-tested successfully in the

campus’ Instruction Department. Modifications to the strategy were made.

The final draft was reviewed and approved by the Management Council.

It is ready to be implemented during the school year 2017-2018.

What measurable outcome is anticipated • First, there shall be baseline data on self-assessment and student perception

for this goal? related to activities (i) required by the ACCJC rubrics, (ii) set by the core

values, and (iii) defined by the five CCSSE benchmarks and their best

practices. Such data have been collected and data-analysis is under way.

• Second, more specifically, on all three ACCJC rubrics, employee self-

assessment should indicate, at minimum, attainment of “awareness” and

progress in “development”. For the core values, employees will achieve

at least full understanding and initial application of values to their daily

tasks. For CCSSE, student perception shall achieve at least 75% on

“student-faculty interaction” and the other four benchmarks: active

and collaborative learning, student effort, academic challenge, and support

for learners.

What specific aspects of this goal can None. Baseline data were collected, and data-analysis is now under way.

be accomplished without additional Goal has been accomplished, and plans have been begun to provide all

financial resources? necessary staff/faculty training on ACCJC rubrics and core values during the

school year 2017-2018.

**Long-Term Goal 1 (Two-Year Cycle)**

Identify Goal To achieve the level of “proficiency” in all three ACCJC rubrics by all em-

ployees

Describe the plan to achieve the goal The Chuuk Campus Faculty/Staff Senate was tasked to determine, on the

(i.e., action plan) basis of self-assessment by employees on their performance of the 3 ACCJC

rubrics, the needs of professional development at the four levels: awareness,

development, proficiency, and sustainability. During the Summer 2017, all

employees were administered the self-assessment survey. The results were

below expectations, inasmuch as the overwhelming majority of employees

perceived their own performance at the “awareness” level and needed to be

trained at the “development” level. The Faculty/Staff Senate, with the help

of the newly established Chuuk Campus Assessment Committee, will design,

develop, and implement a schedule of faculty/staff workshops/seminars on

ACCJC rubrics. Such schedule is expected to commence during the Spring

2018.

What measurable outcome is anticipated • First, the Faculty/Staff Senate will complete and implement the schedule

for this goal? of training (workshops/seminars) to be distributed to all employees on

dates and times of training, to be begun during the Spring 2018.

• Second, attendance and surveys will be used as measurable outcomes.

Attendance must be at least 90% of employees, and surveys will indicate the

readiness of employees to deliver on developing their participation in

ACCJC’s program review, planning, and student learning outcomes.

These workshops/seminars should be conducted in a two-year period,

beginning school year 2017-2018 and also school year 2018-2019.

• Of vital importance is for Administration and Student Services personnel to

transform their duties and responsibilities into measurable student learning

outcomes. This should be completed by the Summer 2018.

What specific aspects of this goal can None expected. The primary resource needed will be implementation of

be accomplished without additional core values by employees.

financial resources?

**Long-Term Goal 2 (Two-Year Cycle)**

Identify Goal To conduct trend analysis on communications networking at Chuuk

Campus, during a 3-year cycle (beginning Summer 2017), and to deter-

mine needs for continued faculty/staff professional development on

the three ACCJC rubrics and core values

Describe the plan to achieve the goal AU, with the assistance of the Assessment Committee, needs to identify

(i.e., action plan) through self-assessment of the 3 ACCJC rubrics and 5 core values, the

content of professional development workshops/seminars to be scheduled

for the next two school years 2017-2018 and 2018-2019.

What measurable outcome is anticipated • First, self-assessment data on the 3 ACCJC rubrics will exceed the level

for this goal? of “development” by employees, during the Summer 2019. Thereafter,

further training will focus on achieving “proficiency”.

• Second, all Administration and Student Services units will have completed

transforming their duties and responsibilities into student learning

outcomes. Such written SLOs will then be reviewed and approved by

Management Council and readied for implementation and assessment

through field-testing of assessment instruments during the school year

2018-2019.

What specific aspects of this goal can None expected.

be accomplished without additional

financial resources?

Requests for Resources

Complete a new table for each short-term and long-term goal listed in the immediate preceding section that would require additional

financial resources. These requests for resources must follow logically from the information provided in this AU program review.

None required nor expected.

AU Program Review Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the AU program review.

It should include new information that is not mentioned in the preceding sections of this document.

This the first AU program review of the Office of the Chuuk Campus Dean. Earlier program reviews did not follow official requirements of an AU program review template.

It was necessary to begin this AU program review by a review of the Dean’s major functional responsibilities. By definition, these essential functions were in the areas of (1) governance, (2) planning and budgeting, (3) integrity, (4) community engagement, (5) curriculum and instruction, (6) student services, (7) administration, and (8) continuous improvement. All eight functions were captured in this AU program review. However, it was just as necessary to specify not all of the 34 particular duties and responsibilities (under the eight categories), but only some with higher priority assignments, as determined at the Chuuk Campus Mini-Summit on Visioning (August 2016). This, then, was the content of this AU program review – specifications laid down by internal and external stakeholders participating in the Mini-Summit.

The two major assignments set by stakeholders were in alignment with COM-FSM President Joseph Daisy declared as his two primary purposes – communications and assessment. Both purposes were clearly outlined in his 2012 “White Paper” from which this AU program review directed its efforts in reporting. Also, an important assignment at the Mini-Summit was to assess the effectiveness of leadership at Chuuk Campus. By definition, this was clearly a bottom-up review of administrative practices on campus. This was the incentive for the development of an assessment instrument named “Administration Accountability” based on the three ACCJC rubrics on program review, planning, and student learning outcomes.

For instance, the Office of the Campus Dean stands ready to be assessed not only by the Administration Accoun-tability” checklist but also by a simple SMART set of three questions, to be measured on a 5-point Likert scale:

• The Campus Dean is the administrator providing strategic instructional and student services leadership that supports the COM-FSM goals and strategic plans.

• The Campus Dean plans, implements, coordinates, and evaluates Chuuk Campus programs and services to ensure that the educational needs of students and the community are satisfied.

• The Campus Dean is a key contributor to policy formulation, strategic planning, and budget development, and a member of the COM-FSM administrative team responsible for implementing the shared vision and direction of professional programs and instructional delivery.

The Likert scale will range from “strongly agree” to “strongly disagree” in terms the performance of the Office of the Campus Dean. This survey among all employees will be administered in May 2018 for the first time.

Finally this AU program review is not replete with data because there was a lack of data to drive program review, planning, and student learning. Since the Mini-Summit, the AU is fully cognizant of the needs of communications networking and assessment instrumentation for implementation on campus. Within one full year (August 2016 to August 2017), both the 4C Communications strategy and the Assessment Plan 2017 were completed and approved by the Management Council. AU extends its own gratitude to the commitment and professionalism of key personnel on campus in getting both communications networking and assessment planned and designed. Chuuk Campus is ready to implement both, beginning this school year 2017-2018.

Response Page

AU Vice-President or appropriate immediate Management supervisor.

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