**College of Micronesia – FSM**

**Minutes Reporting Form**

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| **Meeting Group:** | Assessment Team |

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| **Date:** | **Time:** | **Location:** |
| 11/25/20 | 3:30 – 4:30 P/K  2:30 – 3:30 Y/C | Zoom |

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| **Members:** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Titles/Representative** | **Name** | **Present** | **Absent** | **Remarks** | | DAP | Maria Dison |  |  |  | | IC, National Campus | Joseph Felix Jr. |  |  |  | | IC, Chuuk Campus | Genevy Samuel |  |  |  | | IC, CTEC | Taylor Elidok |  |  |  | | IC Kosrae Campus | George Tilfas |  |  |  | | IC Yap Campus | Thomas R. Foruw |  |  |  | | Registrar | Doman Daoas |  |  |  | | NC Faculty | Angelina Tretnoff |  |  |  | | FSM-FMI Faculty | Michael Mailuw |  |  |  | | Director Financial Aif | Faustino Yarofasig |  |  |  | | VPIEQA, Chair | Caroline Kocel |  |  |  | |

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| **Agenda:**  Institutional Self Evaluation Report – Gap Analysis of Standard IB: Assuring Academic Quality and Institutional Effectiveness |

***Academic Quality***

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

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|  | GAPS | Evidence | AIP |
| *The institution demonstrates dialog about…* | (Identify area needing improvement) | (List examples of evidence) | (Write actionable improvement plan) |
| Student outcomes | Though we have documentation about SLOs, are we having sustained, substantive, and collegial dialog about them? If so, what evidence do we have of these? | Program Reviews  Annual assessments  Institutional assessment reports  Workshops – using assessment results.  ICs – follow up consultations with faculty on improving SLOs  Evidence of IC follow-up consultations with faculty after program review.  Evidence of division meetings using assessment results | Summit 2021 – dialog about student outcomes, student equity, academic quality, continuous improvement of student learning and achievement?  Based upon PASs or Program Reviews handed in 2021. |
| Student equity | ???  Since the move to online learning and travel restrictions – limitation of CTEC programs to Pohnpei.  + Courses with labs. | Eg. SBA activities taking place across campuses  Pictures of activities  Discussion of surveys results of student support services  Dialogue of budget preparation – including service provision at all campuses | Session with CTEC Dean, Representatives from courses with Labs – looking for online simulation options. |
| Academic quality |  |  |  |
| Institutional effectiveness |  | Summits – reports, video reports, and follow-up sessions  Strategic Plan Mid-Term Report. |  |
| Continuous improvement of student learning & achievement |  |  |  |

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

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|  | GAPS | Evidence | AIP |
| *The institution defines & assesses…* | (Identify area needing improvement) | (List examples of evidence) | (Write actionable improvement plan) |
| Student learning outcomes for all instructional programs | Defines – yes  Assesses – check our progress against schedule.  Check all program assessments.  AY2018-2020 Institutional Assessment reports.  **AY19-20 PASs**  Who decides which SLOs will be assessed? Faculty. | Program Reviews  Annual assessments  Course level assessment data? – see TracDat.  Program assessment summary from the previous year should then plan which program outcomes will be assessed in the next cycle. – Role of IC is to coordinate and make sure this is happening. | Check our progress against schedule…. review the Program Assessment Manual and update the calendars.  Analyze where program reviews get stuck.  Capacity development and recruitment within OIE. |
| Student learning outcomes for all student and learning support services | Find the SLOs for these, and check assessment.  AUPRs behind schedule. | TracDat.  Administrative Unit Program Reviews of students and learning support services. | Check our progress against the AUPR calendar.  Conduct workshops for AUPRs due 2021.  Align program review outcomes from AUPRs due 2020 with TracDat. |

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

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|  | GAPS | Evidence | AIP |
| *The institution* | (Identify area needing improvement) | (List examples of evidence) | (Write actionable improvement plan) |
| Establishes institution-set standards for student achievement |  | Institution set-standards WEBPAGE.  Strategic Directions – mid-term report.  Mission fulfillment indicators  SSC contribution to CCSSE 2020 module on advising. |  |
| Assesses how well it is achieving them |  |  |
| publishes | Community don’t know about these things even though they are published. | Experiment with different ways to better publicize, share, and discuss the information. Eg. a poster with infographics of the main findings of the Strategic Plan mid-term. |

I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement

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|  | GAPS | Evidence | AIP |
| *The institution* | (Identify area needing improvement) | (List examples of evidence) | (Write actionable improvement plan) |
| Uses assessment data | We do surveys like CCSSE, complete IPEDs, and NCBBP, but USING this data is challenging. | Program modifications  Curriculum committee minutes  Budget allocation using assessment results  CCSSE results |  |
| Organizes its institutional processes | Program review process – complicated and things get clogged up in the system. | Committee minutes – especially SSC  Program review process |  |

***Institutional Effectiveness***

I.B. 5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery

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|  | GAPS | Evidence | AIP |
| *The institution* | (Identify area needing improvement) | (List examples of evidence) | (Write actionable improvement plan) |
| Assesses accomplishment of its mission |  | Mission fulfillment indicators.  Strategic Plan review – disaggregated? |  |
| Disaggregates quantitative & qualitative data | Be careful to be able to separate data for online learning vs. classroom learning. | Assessment of online delivery of courses –  Program reviews eg. ACE program, how many passed into degree, failed, male/female etc. | Training on TracDat – and TracDat set up appropriately for disaggregating data, |

ICs -TracDat – majority of Chuuk campus not accessing TracDat. Information is not kept up every semester. Training on TracDat for faculty AND to get feedback on our use of TracDat.

Way behind on TracDat – eg. when courses and modifications are approved. Behind on putting the updated information up there. Because of the administration of TracDat – we are not given the access we need. I don’t have the privilege to send assignemnts.

When the programs and courses are updated – I can’t remove the old information because that’s the information we are using right now.

**Administration of TracDat. Implement the action recommendations from the TracDat review group.**

Linking standards together eg. standard IIC.