

Assessment Plan Worksheet #2

Department for Institutional Effectiveness
and Quality Assurance

FY 2013

Unit/Office/Program (2-1)

Assessment Period Covered

Formative Assessment

01DEC12

Summative Assessment

Submitted by & Date Submitted

Institutional Mission/Strategic Goal (2-6):

Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal (which strategic goal(s) most support the services being provided):

Institutional Strategic Goal Supported (1-6):

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

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

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

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

SPG4. Foster effective communication.

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

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

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

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

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

Administrative Unit/Program Mission Statement:

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

Administrative Unit/Program Goals:

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

- Lead monitor, evaluate, and implements all college planning processes with broad-based participation and robust, self-reflective constituent dialogue.
- Lead, coordinate, and document systematic, ongoing assessment of all programs and student learning outcomes (SLOs) to inform changes necessary towards improving student learning.

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

Administrative Unit/Program Outcomes:

AUO1: The Accreditation Liaison Officer (ALO) provides comprehensive, useful information, in a user-friendly manner, to the college community through training activities on the accreditation process and COM-FSM accreditation status.

AUO2: IEQA through IRPO provides effective, timely responses and support to calls/emails for assistance with quantitative and qualitative data necessary to inform assessments, program reviews, and planning decisions.

AUO3: The ALO provides college-wide training on the ACCJC/WASC *Rubrics for Evaluating Institutional Effectiveness* with a focus on moving to “sustainable continuous quality improvement” for the rubric part III – Student Learning Outcomes.

AUO4: IEQA assesses institutional capacity and processes to identify gaps towards moving to, and remaining on, the “sustainable continuous quality improvement” stage on all three of the ACCJC/WASC *Rubrics for Evaluating Institutional Effectiveness*.

AUO5: The ALO provides training to increase college employees’ awareness of the college mission, values, and strategic plan goals; and employees can offer specific examples of application within their respective areas of responsibility.

Evaluation questions	Data sources	Sampling	Analysis
1. Did the ALO provide comprehensive, useful information in a user-friendly manner, to the college community through training activities on the accreditation process and COM-FSM accreditation status?	Training participant survey	All campuses	Survey item analysis
2. Have 70% or more of the English proficient college-wide employees successfully completed the ACCJC <i>Online Accreditation Basics Course</i> ?	Course completion certificates	All campuses and college positions	Identify those who still need to successfully complete the course. Identify measures to assist those individuals towards completion.
3. Did IRPO provide effective, timely responses and support to calls/emails for assistance with	Supervisor/committee evaluation/questionnaire	All campuses	Item analysis

quantitative and qualitative data necessary to inform assessments, program reviews, and planning decisions?			
4. Did the ALO provide effective college-wide training on the ACCJC/WASC <i>Rubrics for Evaluating Institutional Effectiveness</i> with a focus on moving to “sustainable continuous quality improvement” for the rubric part III – Student Learning Outcomes by: meeting training outcomes, presenting information in a user-friendly manner, and providing useful information.	Training participant survey.	All campuses	Item analysis
5. Did the ALO successfully encourage all college employees to continue engagement in dialogue around assessment, planning processes, and resource alignment?	Committee minutes, Division/office/department minutes, Assessment worksheets, Plans, Budget alignment to assessment results, ACCJC Rubric Survey results.	All campuses	Qualitative data analysis and Rubric Survey item analysis.
6. Do college employees perceive the institution to be on the “sustainable continuous quality improvement” stage on all three of the ACCJC/WASC <i>Rubrics for Evaluating Institutional Effectiveness</i> ?	ACCJC Rubrics Survey results.	All campuses	Item analysis.
7. Do college employees demonstrate learning outcomes related to college mission, core values, the college strategic plan, as assessed following training sessions?	Formative assessments	All campuses	Descriptive statistics

Timeline

Activity	Who is Responsible?	Date
1.1.1 Schedule, design, and conduct training with all campuses for faculty and staff.	VPIEQ/ALO	August 2012 – January 2013
1.1.2 Conduct analysis of participant survey results for inclusion in department assessment report/worksheet 3.	VPIEQ/ALO	February 2013
1.2.1 Encourage college employees to successfully complete the ACCJC <i>Online Accreditation Basics Course</i> .	VPIEQ/ALO	March 2012 – June 2013
1.2.2 Collect data on <i>Online Accreditation Basics</i> course completion certificates received/not received and report against target for IEQA assessment report/worksheet 3.	VPIEQ/ALO	March 2013 July 2013
2.3.1 Design and conduct survey on IRPO service.	VPIEQ/ALO	Deliver survey late spring 2013. Report July 2013.
3.4.1 Design and conduct training on the ACCJC/WASC <i>Rubrics for Evaluating Institutional Effectiveness</i> .	VPIEQ/ALO	Training Aug 2012 – Jan 2013
3.4.2 Item analysis on participant survey.	VPIEQ/ALO	Report July 2013.
3.5.1 Analysis of existing reports and ACCJC/WASC Rubric survey results for evidence.	VPIEQ/ALO	Report July 2013.
4.6.1 ACCJC/WASC Rubric Survey conducted	VPIEQ/ALO	March 2013
4.6.2 Report survey results	VPIEQ/ALO	April 2013
5.7.1 Design and deliver training on mission, values, and strategic plan.	VPIEQ/ALO	February 2013 – Fall 2012
5.7.2 Analyze participant assessment data for evidence	VPIEQ/ALO	Work/results will

of learning and report.		continue into FY2014 assessment plan/next cycle.
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Comments:

