COLLEGE OF MICRONESIA-FSM

**Program Assessment and Program Review Procedures Manual**



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# Introduction

Welcome to the College of Micronesia-FSM (COM-FSM) program assessment and program review *processes*, a roadmap designed to guide all levels of decision makers reach consensus based on criteria and outcomes established by the College’s own mission, governed laws and mandatory policies. This COM-FSM Program Assessment and Program Review Manual is the result of a comprehensive consultation reaching different constituents, and resourceful collaboration with many groups and individuals within the college community.

The College’s vision as the guidance, program assessment and program review are the *blueprints* of gathered collections of data to be analyzed and used as substantive evidence to support as well as inform decision-making primarily in consideration of quality programs versus resource allocations. External mandates mainly accreditation by the Accrediting Commission for Junior and Community Colleges (ACJCC) of the Western Association of Schools and Colleges (WASC) likewise play foremost role in the planning and development of the College’s programs not only for the resources associated with, but principally for College’s authenticity and credibility.

The College’s new direction to continuously improve programs and services call on all the departments and units to phase in the short-term annual program assessment ands long-term program review as part of their functional responsibilities. The decision-makers opt to utilize the results of the program assessment for the yearly budget allocation and reallocation. Ultimately after a cycle of a five-year strategic plan, decision-makers resort to the outcomes of program review.

## Glossary of Key Terms and Acronyms

|  |  |
| --- | --- |
| **Academic Program** | Any combination of courses and/or requirements leading to a degree or certificate. |
| **Academic Program Review** | A process by which the faculty and the institution determine (a) whether the program has objectives that are appropriate, feasible, and consistent with the mission and purposes of the institution; (b) whether it has the curriculum, faculty, students and instructional resources adequate to meet its objectives, and (c) whether it is effective in assessing student learning and applying the results of that assessment to the improvement of the program (UNE, 2007). Administrative unit review (APR) is completed every two years. |
| **ACJCC** | Accrediting Commission for Junior and Community Colleges. |
| **Assessment** | It is a systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development (Paloma & Banta, 1999, p.4). |
| **AU** | Administrative Unit. A non-academic department or unit, which has a mission and operational plan that supports the goals, objectives, and mission of the college. |
| **AUO** | Administrative Unit’s Outcome |
| **Administrative Unit Program Review** | A process by which the staff and institution determine whether the unit’s operational goals are appropriate, feasible, and consistent with the mission and purposes of the college, whether it has the resources adequate to meet its objectives, and whether it is effectively structured to achieve its purposes (UNE, 2007).   Administrative unit program review (AUPR) is completed every two years. |
| **Authentic Assessment** | A type of assessment that tests student abilities by measuring how well students perform under the real-life or simulated context (Eduction.com, 2006). |
| **Benchmark** | A standard, a reference point, or a criterion against which the quality of something can be measured, judged, and evaluated, and against which outcomes of a specified activity can be measured. The term means a measure of best practice performance (Vlãsceanu, et al., 2007). |
| **CAC** | Curriculum Assessment Committee. |
| **Capstone Assessment** | Assessment of outcomes structured into learning experiences occurring at the end of the program. The experiences involved demonstration of a comprehensive range of program outcomes through some type of product performance. (Paloma & Banta, 1999). |
| **Closing the Loop** | Assessment results are acted upon.  Assessment data are turned back into program improvement.  This is part of the assessment process (UND, 2013). |
| **Criteria (or Targets)** | Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific. Scoring rubrics are based on criteria and define what the criteria mean and how they are used (UCLA CRESST, 2013). |
| **CRE** | Cooperative Research and Extension |
| **DAP** | Dean of Administrative units |
| **Effectiveness and Efficiency** | Effectiveness is the extent to which an activity fulfills its intended purpose or function. On the other hand, efficiency is the extent to which an activity achieves its goal whilst minimizing resource usage (Harvey, 2012). |
| **Evaluation** | When used for most educational setting, it means to measure, compare, and judge the quality of student work, schools, or a specific educational program (UCLA, CRESST, 2013). |
| **FAO** | Financial Aid Office |
| **Goals** | It is a statement of the program’s intent, purpose or expected outcomes stated in broad and general terms (Wilde, *nd*.). |
| **ICT** | Information Communication Technology |
| **IEMP** | Integrated Educational Master Plan |
| **KPIs** | Key performance indicators. Key Performance Indicators, also known as KPI or Key Success Indicators (KSI), help an organization define and measure progress toward organizational goals (Reh, 2012). |
| **OARR** | Office of Admissions, Records, and Retention |
| **Objectives (or Outcomes)** |  |
| **PRC** | Planning and Resources Committee |
| **SMART** | Specific, Measurable, Achievable, Relevant, and Timely. It is often referred as key performance indicators (KPIs). |
| **VPIA** | Vice President for Instructional Affairs |
| **VPAS** | Vice President for Administrative Services |
| **VPCRE** | Vice President for Cooperative Research and Extension |
| **VPIEQA** | Vice President for Institutional Effectiveness and Quality Assurance |
| **WASC** | Western Association of Schools and Colleges. |

## Institutional Mission

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving 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.[[1]](#footnote-1)

## Vision Statement

The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well education, prosperous, globally connected, healthy and able to live in harmony with the environment and the world community.[[2]](#footnote-2)

## College’s Values[[3]](#footnote-3)

**Learner-centeredness**

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

**Professional behavior**

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

**Innovation**

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

**Honesty and Ethical Behavior**

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

**Commitment and Hard Work**

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

**Teamwork**

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

**Accountability**

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

## Strategic Goals[[4]](#footnote-4)

The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve to meet or exceed current accreditation standards and will:

1. **Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively**
2. Promote quality teaching and learning-centered behaviors and environments for the six campuses
3. Make developmental courses an institutional priority
4. Enhance faculty involvement in the college
5. **Provide institutional support to foster student success and satisfaction;**
6. Promote strategic enrollment management for the college
7. Become more student-centered in the development of specific college system policies and procedures
8. Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value
9. Develop a student-friendly campus environment that encourages and enables students to be health conscious
10. **Create an adequate, healthy and functional learning and working  environment**
11. Provide for adequate facilities to support a learning community
12. Provide for maintenance and upkeep of grounds, facilities, and equipment
13. Provide for a safe, secure and effective college environment
14. **Foster effective communication**
15. Enhance communications pathways
16. Provide communications infrastructure to support communication pathways
17. Enhance the college community’s ability to communicate effectively
18. **Invest in sufficient, qualified, and effective human resources**
19. Provide on-going professional development of faculty and staff
20. Recruit and retain qualified personnel to allow delivery of quality services
21. Update personnel policies and procedures to meet on-going human resources needs
22. **Ensure sufficient and well-managed fiscal resources that maintain financial stability**
23. Enhance new and existing revenue resources to promote growth and increase cost effectiveness
24. Diversify resources of the College
25. Budgeting and resource allocation
26. Develop and implement college sustainability plans that will lead to the careful stewardship of natural and man-made resources, saving of revenue, and enhancement of the college experience; serves as a model for the nation
27. **Build a partnering and service network for community, workforce and economic development**
28. Increase involvement of the community in college affairs
29. Enhance and promote employment opportunities
30. Develop new and enhance existing programs to meet the changing educational and workforce needs of our communities
31. Provide Cooperative Extension Services to the community
32. **Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity**
	1. Increase community involvement in college affairs
33. Cultivate respect for individual differences, and champion diversity
34. **Provide for continuous improvement of programs, services and college environment**
35. Improve institutional assessment and evaluation
36. Integrate planning, evaluation and resource allocation for continuous improvement
37. Increase research and data driven decision-making
38. Develop an integrated data system

# Introduction Program Assessment and Program Review Processes

## Overview

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

## Purpose of Program Review

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

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

## The Difference between Program Assessment and Program Review

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

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

## Linking Program Assessment and Program Review

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

Evaluation question: *Do students possess workforce readiness skills?* Evidence and data could include evidence of student learning in the classrooms, but also of employer surveys and surveys of work study student supervisors.

Evaluation question: *Is the … program meeting its mission?*  Evidence and data could include evidence of student learning in the classroom, graduation rates, retention rates, employer surveys, student surveys etc., transfer data, evidence from transfer institutions, etc.

##### **Figure 1.0.** Schematics illustrating the *concept* and *process* of using evaluation questions in the development of assessment plans and reports.



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

## Integrated Planning, Evaluation, and Resource Allocation

### **The College’s Integrated Planning Cycle**

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

1. The planning cycle beings at the start of the fiscal year when annual assessments plans are prepared and reported for service units and for courses.
2. Every two years a review of academic and non-academic units and services are prepared to identify areas of priority and improvement.
3. Every five years, the college reviews its mission, vision, and strategic goals in order to guide its integrated educational master plan (IEMP), which consists of plans from all areas of the college.
4. These various plans are carried out and aspects of the plans are assessed by the annual assessment plans (i.e., program reviews at COM-FSM).
5. After six years, the college will have completed three cycles of program reviews and one cycle of mission, vision, strategic plan, and IEMP assessment. These various cycles are reported to the college’s accreditation commission every six years.

**Figure 2.0.** Schematic diagram of the college’s *Planning Cycle*.

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

The departments within the college set the goals and objectives that they need to meet in order to achieve the institutional strategic goals. Those goals and objectives, in turn, need to be served by the divisions or units under the purview of that department.

|  |  |
| --- | --- |
| **Department** | **Institutional Strategic Goals** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Administrative Services |  |  |  | **** | **** | **** |  |  | **** |
| Instructional Affairs | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| Institutional Effectiveness and Quality Assurance |  | **** |  | **** | **** | **** |  | **** | **** |
| Student Services |  | **** | **** | **** | **** | **** |  | **** | **** |
| Cooperative Research and Extension |  |  |  | **** | **** | **** | **** | **** | **** |

**Figure 3.0.** Goals relevant to each department of the institution.

The diagram below illustrates the *flow of information* for the creation and assessment of mission statements, goals, and objectives (or outcomes).


##### **Figure 4.0.** Process for goal and objective (or outcome) setting

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

The following are the recommended *core* indicators[[5]](#footnote-5) that are collected and used in the *review of* both academic programs and administrative units of the college. However, individual programs and administrative units may elect to *track additional indicators*.

|  |
| --- |
| **Key Performance Indicators** |
| *Administrative unit Review* | *Administrative Unit Review* |
| 1. Program enrollment
2. Graduation rate
3. Average class size
4. Student seat cost
5. Course completion rate for the program
6. Student’s satisfaction rate
7. Employment data
8. Transfer data
9. Program’s student learning outcomes
10. Student’s learning outcomes for program courses
 | 1. Evaluation of program goals by objective measure
2. Evaluation of students’ learning outcomes for programs
3. Evaluation of efficiency of program
4. Cost effectiveness evaluation
5. Program completion rate
6. Surveys of students’ satisfaction rate
7. Review of staff employment data/turnover
8. Other measures to be determined
 |

## Role of the Student Information System (SIS) in Program Review

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



##### **Figure 5.0.** Procedure for requesting SIS data to support program assessment and review.

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

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

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

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



##### **Figure 6.0.** The role of the college’s *participatory governance* in program assessment and review.



##### **Figure 7.0.** The program assessment and program review cycle.

# Administrative Unit Assessment and Program Review

## Administrative Units[[6]](#footnote-6)

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

|  |
| --- |
| **Administrative Units or** *Nonacademic Programs* |
| Office of the President and Chief Executive Officer |
| Office of the Vice President for Instructional Affairs1. Dean of Administrative unit
2. Dean of CTE
3. Learning Resources Center
4. Campus Deans

\*Instructional Coordinators \*Student Services Coordinators\*Campus’ administrative offices |
| Office of the Vice President for Instructional Affairs1. Financial Aid
2. Counseling Services
3. Student Life (Residence Halls, Sports and Recreations, and Health Services)
4. Admissions, Records and Retention
5. Special programs, e.g., Peer Counseling
 |
| Office of the Vice President for Administrative Services1. Human Resources
2. Business Office
3. Physical Facilities and Security
 |
| Office of the Vice President for Institutional Effectiveness and Quality Assurance1. Institutional Research and Planning
2. Information Communication Technology
3. Community Relations
 |
| Office of the Cooperative Research and Extension |

## AU Program Assessment and Review Process[[7]](#footnote-7)

The *assessment* and *review* process for administrative units assessment follows a similar pattern to academic. The administrative units develops assessmentplan, collects assessment data and *close-the-loop* for improvement. However, there are, a few *differenc*es in steps and methods used. The biggest difference is the concentration on what **services** are provided by the administrative unit.

The focus of *assessment* and r*eview* is on how to improve those **services** and ensure that they are linked to the overall mission and goals of the college and affect students. Diagram below shows this process:



##### **Figure 8.0.** Steps to assessment of administrative units

### **Step 1. Establish a linkage to the institution’s mission and goals**

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

### **Step 2. Establish Administrative Unit’s mission statement**

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

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

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

Below are *some* guidelines for developing objectives (*or outcomes*) for administrative units:

|  |
| --- |
| **Some guidelines for developing objectives (or *Outcomes*)** |
| 1. The objective (or *outcome*) is related to *something* that is under the control of an administrative unit.
2. The objective (*or outcome*) should be worded in terms of what the administrative units will *accomplish* or what their clients *should think, know, or do* following the provision of the services.
3. The objective (*or outcome*) should lead to *improved* services.
4. The objective *(or outcome*) is linked to a service specifically described in the administrative unit’s mission statement.
 |

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

* Accurate, real-time class enrollment data are continuously available to faculty and administrators.
* Students who attend a *Career Orientation Workshop* can prepare a resume, interview well, and use our on-line bulletin board to monitor potential employment opportunities.
* All students who participated in the *ICT orientation on COM-FSM e-mail system* will receive e-mail accounts and will know how to use the e-mail system to communicate with students, faculty, and staff.
* Interlibrary loan materials will be delivered within eight working days.
* Students report satisfaction with Health Center Services; ratings will average at least 3.80 on a 5-point rating scale.
* On average, at least 100 students will attend each cultural event sponsored by the ASI.
* Faculty who attended *Blackboard* workshops will be able to create and update online course materials.
* Student government meetings follow procedures defined in the Student Handbook.
* Instructional staffs who are certified to use the COM-FSM Student Information System can independently add and delete courses, place enrollment restrictions on courses, and monitor course enrollments.
* Students using the *Writing Center* improve writing skills*.*

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

In many ways, *assessment* and *review* of administrative units is easier than for Administrative units. Much of the data needed for assessment may come from existing records. Additionally, they do not need to wait until students complete a program of student to conduct your assessment nor do they have to search for a current test or examination to provide them data needed in their assessments. Generally the analyses of data are more straightforward than for Administrative units. Administrative units will use the same assessment planning and reporting formats as Administrative units (See **Appendix D**).

Administrative unit’s objectives become *the basis* for developing evaluation questions used in the assessment plan, guide the data collection, analysis, and determine if the unit meeting its purpose. As the administrative units develop their assessment plans and evaluation questions, they will have to identify the objectives and services that they will assess in any one-assessment cycle. Below are the steps[[8]](#footnote-8) in developing *evaluation questions*:

1. Clarify the goals and objectives of the project;
2. Identify key stakeholders and audiences;
3. List and prioritize evaluation questions to interest to various stakeholders; and
4. Determine which questions can be addressed given the resources and constrat5ints for the evaluation (money, deadlines, access to informants and sites)

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

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

|  |
| --- |
| **Properties of Good Assessment Techniques[[9]](#footnote-9)** |
| 1. **Valid**. It directly reflects the objective being assessed
2. **Reliable**. It includes inter-rater reliability when subjective judgments are made
3. **Actionable.** The results point reviewers toward challenges that can be approached
4. **Efficient and cost-effective in time and money**
5. **Interesting**. Respondents take their task seriously; staff care about results and are willing to act on them
6. **Triangulation.** Multiple lines of evidence point to the same conclusion
 |

### **Step 5. Conduct Assessment Activities**

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

Documentation is also a critical piece. Assessment at the college is an *ongoing process* and works best when it is viewed across time and from multi perspectives.

### **Step 5. Closing the Loop**

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

1. Changes in the assessment plan
2. Changes the units mission statement and/or objectives (*or outcomes*)
3. Revision of data and measurement approaches
4. Collection of data and analysis of additional data and information
5. Changes in data collection methods
6. Changes to services
7. Modification of services provided
8. Addition to or removal of services being provided
9. Changes in the way services are provided
10. Changes in frequency of service being provided
11. Improvements in technology
12. Changes in personnel and/or time allocation
13. Provision for additional training
14. Revision of services standards
15. Other implemented or planned changes

# Academic Program Review

## Academic Programs

An academic program is defined as any combination of courses and/or requirements leading to a degree or certificate, or to a major, co-major, minor or academic track and/or concentration. The following are the college’s *academic programs*

|  |
| --- |
| **Academic Programs** |
|  |  |

## Academic Program Assessment and Review Process

Academic program review is to be part of the institution’s overall planning and assessment process. Divisions and the state campuses are to evaluate a program according to its goals and learning outcomes as they relate to the College mission. The academic program review is completed every two years. The purpose of the academic program review is to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. It is conducted to determine program sustainability and quality.

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

*[Need to work more on the additional information under this section]*

# APPENDICES

## Appendix APrinciples of Good Practice for Assessing Student Learning Outcomes[[10]](#footnote-10)

1. **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Their effective practices, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations-these derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. **Assessment works best when it is ongoing, not episodic.** Assessment is a process whose power is cumulative. Though isolated, *"one-shot"* assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the progress of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty plays an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus, understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return *"results"*; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.
8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision-making, and avidly sought.
9. **Through assessment, educators meet responsibilities to students and to the public.** There is compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation-to ourselves, our students, and society-is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

## Appendix BCOM-FSM Continuous Improvement Policy[[11]](#footnote-11)

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

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

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

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

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

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

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

* The college’s Strategic Plan 2006–2011 and tactical plans set out the college’s strategic goals and objectives and the overall approach to linking planning, evaluation and resource allocation and provides the framework for reporting accomplishments against strategic goals.
* The college’s Institutional Assessment Plan (IAP) process requires systematic program assessment and program review of degree and certificate programs; student services; administrative services; and other sponsored programs, policies and activities of the college. The IAP coupled with data generated from the Student Information System (SIS) provides the college the necessary information, data and evidence to provide a sound basis for planning, setting institutional priorities and resource allocation across the college. The IAP Handbook that provides the processes and procedures for assessment and best practices in instruction and assessment supports the IAP. The Assessment Committee oversees the IAP.
* The annual President’s Retreat provides a mechanism for the college community together with key stakeholders to reflect on accomplishments of the past year; review of critical data and environmental trends affecting the college including program assessment and program review reports, determination of institutional effectiveness, and recommendations for institutional priorities.
* The college’s budgeting process requires resource allocation based on institutional priorities at program, office/unit, department, campus levels.
* The college’s governance policy and standing committee structure provides pathways for participatory decision making regarding the effectiveness of the college in meeting its mission and a formal oversight and decision making processes for the planning, assessment and evaluation, and resource allocation processes at the college.
* The President will report periodically to the Board of Regents and stakeholders on continuous improvement at the college.

## Appendix CPolicy on Academic Program Review[[12]](#footnote-12)

**Policy**

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

**Purpose**

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

**Application**

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

**Responsibility**

The President and Vice President of Instructional Affairs are responsible for the overall enforcement of this policy.

The Dean of academic programs and Director of Career and Technical Education are responsible for the implementation of this policy through the campus instructional coordinators and division chair faculty.

**Procedure**

I. The division/campuses program(s) provide the following information and data for review by the end of every other spring semester:

1. Program goals

 Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.

1. Program history

 This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.

1. Program description

 The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state’s economy, or specialized program accreditation.

1. Program admission requirements

 This section describes the requirements for admission into the program and other requisites.

1. Program certificate/degree requirements

 This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.

1. Program courses and enrollment

 This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.

1. Program faculty

 This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty.

1. Program indicators

 This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following:

1. Assessment of course student learning outcomes of program courses (TracDat reports for two years)
2. Assessment of program student learning outcomes (TracDat reports for two years)
3. Program enrollment (historical enrollment patterns, student credits by major)
4. Average class size
5. Course completion rate
6. Student retention rate (fall to fall for 2 year programs; fall to spring for 1 year programs)
7. Graduation rate based on yearly numbers
8. Students seat cost
9. Cost of duplicate or redundant courses/programs/services
10. Revenue generated by program, e.g., tuition, program-allocated (credits for two years x tuition), grant income.
11. Students’ satisfaction rate
12. Alumni data
13. Employment data and employer feedback (employer survey)
14. Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC).
15. Transfer rate
16. Analysis
17. Findings

This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation.

1. Recommendations

This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.

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

III. The division chair finalizes program reviews to the Curriculum and Assessment Committee (CAC) for dialogue and review. Comments are to be noted in CAC minutes and recommendations for improvement sent to the Dean of Administrative units, the Director of Career and Technical Education and the VPIA. These recommendations are to be used for improvement, planning and resource allocation.

IV. The VPIA informs the division chair of the results of the planning and resource allocation.

V. The division chair posts the program review document on the College website for distribution to the College community.

## Appendix DAssessment Planning and Reporting Worksheet[[13]](#footnote-13)

### **Mission and Outcomes Development Worksheet 1**

|  |  |  |  |
| --- | --- | --- | --- |
| AP/AU Name |  | Campus |  |
| AP/AU Head |  | Assessment Period |  |
| Assessment Start Date |  | Assessment End Date |  |
| **Institutional Mission Statement** |
|  |
| **Institutional Strategic Goals Supported** |
|   |
| **Department’s Mission Statement** |
|  |
| **Department’s Goals** |
|  |
| **AP/AU’s Mission Statement** |
|  |
| **AP/AU’s Outcomes** |
| **Outcome Name** | **Description of Outcome** | **Assessment Type** |
|  |  |  |
| Assessment Strategies | Target | Notes |
|  |  |  |
|  |
| **Outcome Name** | **Description of Outcome** | **Assessment Type** |
|  |  |  |
| Assessment Strategies | Target | Notes |
|  |  |  |
| **Outcome Name** | **Description of Outcome** | **Assessment Type** |
|  |  |  |
| Assessment Strategies | Target | Notes |
|  |  |  |
| **Endorsed by** |
| **Supervisor’s Name** | **Title** | **Date** |
|  |  |  |
| **Committee Name** | **Committee Chair** | **Date** |
|  |  |  |
| **Approved by** |
| **President and CEO** | **Date** |
|  |  |

### **Assessment Plan Worksheet 2**

|  |  |
| --- | --- |
| AP/AU Name |  |
| Campus |  | Assessment Period |  |
| Submitted by |  | Date Submitted |  |
| Type of Assessment |  *Formative Assessment* *Summative Assessment* | Endorsed by |  *AP/AU Supervisor* *Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **AP/AU’s Outcomes** |
| **Outcome Name** | **Description of Outcome** | **Assessment Type** |
|  |  |  |
| **Assessment Strategies** | **Target** | **Notes** |
|  |  |  |
| **Evaluation Question** | **Data Sources** | **Sampling** | **Analysis** |
|  |  |  |  |
|  |
| **Outcome Name** | **Description of Outcome** | **Assessment Type** |
|  |  |  |
| **Assessment Strategies** | **Target** | **Notes** |
|  |  |  |
| **Evaluation Question** | **Data Sources** | **Sampling** | **Analysis** |
|  |  |  |  |
| **Outcome Name** | **Description of Outcome** | **Assessment Type** |
|  |  |  |
| **Assessment Strategies** | **Target** | **Notes** |
|  |  |  |
| **Evaluation Question** | **Data Sources** | **Sampling** | **Analysis** |
|  |  |  |  |
| **Timeline** |
| **Activity** | **Who is responsible?** | **Date** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Comments** |
|  |

### **Assessment Report Worksheet 3**

|  |  |
| --- | --- |
| AP/AU Name |  |
| Campus |  | Assessment Period |  |
| Submitted by |  | Date Submitted |  |
| Type of Assessment |  *Formative Assessment* *Summative Assessment* | Endorsed by |  *AP/AU Supervisor* *Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| Evaluation Question(Use a different form for each evaluation question) |
|  |
| **First Means of Assessment for the Evaluation Question Identified Above**(Refer to your approved assessment plan) |
| **Means of Assessment** | **Criterion for Success** |
|  |  |
| **Summary of Assessment Data Collected** |
|  |
| **Closing the Loop**Use of Results to Improve AP/AU Services/Impact |
|  |
|  |
| **Second Means of Assessment for the Evaluation Question Identified Above****(Refer to your approved assessment plan)** |
| **Means of Assessment** | **Criterion for Success** |
|  |  |
| **Summary of Assessment Data Collected** |
|  |
| **Closing the Loop**Use of Results to Improve AP/AU Services/Impact |
|  |
|  |
| **Third Means of Assessment for the Evaluation Question Identified Above****(Refer to your approved assessment plan)** |
| **Means of Assessment** | **Criterion for Success** |
|  |  |
| **Summary of Assessment Data Collected** |
|  |
| **Closing the Loop**Use of Results to Improve AP/AU Services/Impact |
|  |

## Appendix EAcademic Program Review[[14]](#footnote-14)

|  |  |
| --- | --- |
| AP Full Official  |  |
| Campus |  | AP Review Submission Date |  |
| Completed by |  | AR Review Cycle |  |
| Supervisor |  | Submission Date to Supervisor |  |
| **1. Program Goals** |
| Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve. |
|  |
| **2. Program History** |
| This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities. |
|  |
| **3. Program Description** |
| The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state’s economy, or specialized program accreditation. |
|  |
| **4. Program Admission Requirements** |
| This section describes the requirements for admission into the program and other requisites. |
|  |
| **5. Program Certificate/Degree Requirements** |
| This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.  |
|  |
| **6. Program Courses and Enrollment** |
| This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution. |
|  |
| **7. Program Faculty** |
| This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty. |
|  |
| **8. Program Indicators** |
| This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following: |
| 8A. Assessment of course student learning outcomes of program courses |  |
| 8B. Assessment of program student learning outcomes |  |
| 8C. Program enrollment (historical enrollment patterns, student credits by major) |  |
| 8D. Average class size |  |
| 8E. Course completion rate |  |
| 8F. Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs) |  |
| 8G. Graduation rate based on yearly number |  |
| 8H. Students seat cost |  |
| 8I. Cost of duplicate or redundant courses, programs or services |  |
| 8J.Students’ satisfaction rate |  |
| 8K. Alumni data |  |
| 8L. Employment data and employer feedback (employer survey) |  |
| 8M. Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC) |  |
| 8N. Transfer rate |  |
| **9. Analysis** |
| **9A. Findings**This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation. |  |
| **9B. Recommendations**This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs. |  |

## Appendix F Administrative Unit Program Review[[15]](#footnote-15)

|  |  |
| --- | --- |
| AU Full Official Name |  |
| Campus |  | AU Review Submission Date |  |
| Completed by |  | AU Review Cycle |  |
| Supervisor |  | 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 | How the unit support this |
| Institutional Vision | How the unit support this |
| Institutional Core Values | How the unit support this |
| Institutional Strategic Goals | How the unit support this |
| **AU Mission, Goals, and Objectives)** |
| Mission Statement | Goals | Objectives |
| **AU Description, Data and Trends Analysis** |
| Describe the purpose, components, and staffing of the AU |  |
| **Current Staffing**. Complete the table below |
| **List each position by classification** | **Percent of Employment** | **Months per Year of Employment** | **Source of Funding** | **FTE** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Other Resources**. Complete the table below |
| **List each position by classification** | **Services Provided** | **Number of Hours** | **Overall Cost** | **Source of Funding** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Utilize the data provided in the above table in a discussion of the appropriateness of the staffing levels of the AU** |
|  |
| **How does this AU serve the population of the College?** |
|  |
| **Since the previous AU program review, what significant changes have occurred that impact the services of the AU?** |
|  |
| **What methods are used to evaluate AU’s effectiveness to the population that interacts with it?** | **What do the results of the above methods of evaluation indicate about the effectiveness of the AU?** | **How have the results of this analysis been used to make improvements to services provided by the AU?** |
|  |  |  |
|  |  |  |
|  |  |  |
| **Provide any other relevant data that are relevant to this AU program review** |
|  |
| **Strengths, Weaknesses, Opportunities, Challenges (SWOC)** |
| Based on analysis in the preceding sections, what are the AU’s strengths? |  |
| Based on analysis in the preceding sections, what are the AU’s weaknesses? |  |
| Based on analysis in the preceding sections, what opportunities existing for the AU? |  |
| Based on analysis in the preceding sections, what challenges exist for the AU? |  |
| **Evaluation of Processes used by AU** |
| **Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.** |
|  |
| **Provide example (s) of how this AU program review has led to continuous quality improvement** |
|  |
| **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** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **AU Assessment. Complete the expandable table below** |
| **Outcome Numbers** | **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary of Data Collected** | **Use of Results** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **How has AU’s assessment of Service Area Outcomes led to improvements in services provided to patrons** |
|  |
| **What challenges remain to make the AU more effective?** |
|  |
| **Describe how the AU’s Service Area Outcomes are linked to the Institutional Strategic Goals** |
| **Institutional Strategic Goals** | **AU Service Area Outcomes** | **Linkages** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Evaluation of Progress toward previous Goals** |
| **List the goals from AU’s previous program review** |
|  |
| **Describe the level of success achieved in goals listed above** |
| **Goals from previous AU Program Review** | **Level of Success Achieved** |
|  |  |
|  |  |
|  |  |
| **In cases where resources were allocated toward goals, evaluate the efficacy of that spending** |
| **Goals from previous AU Program Review** | **Resources Allocated** | **Efficacy of Spending** |
|  |  |  |
|  |  |  |
|  |  |  |
| **Short-Term and Long-Term Goals** |
| Using the table below, list the short and long term goals (a minimum of two for each) for the AU. These goals should follow logically from the information provided in the program review. Use a separate table for each additional goal |
| **Short-Term Goals 1 (Two-Year Cycle)** |
| Identify Goal |  |
| Describe the plan to achieve the goal (i.e., action plan) |  |
| What measurable outcome is anticipated for this goal? |  |
| What specific aspects of this goal can be accomplished without additional financial resources? |  |
| **Short-Term Goals 2 (Two-Year Cycle)** |
| Identify Goal |  |
| Describe the plan to achieve the goal (i.e., action plan) |  |
| What measurable outcome is anticipated for this goal? |  |
| What specific aspects of this goal can be accomplished without additional financial resources? |  |
| **Long-Term Goals 1 (Five-Year Cycle)** |
| Identify Goal |  |
| Describe the plan to achieve the goal (i.e., action plan) |  |
| What measurable outcome is anticipated for this goal? |  |
| What specific aspects of this goal can be accomplished without additional financial resources? |  |
| **Short-Term Goals 2 (Five-Year Cycle)** |
| Identify Goal |  |
| Describe the plan to achieve the goal (i.e., action plan) |  |
| What measurable outcome is anticipated for this goal? |  |
| What specific aspects of this goal can be accomplished without additional financial resources? |  |
| **Requests for Resources** |
| Complete a new table for each short-term and long-term goals listed in the immediately preceding section that would require additional financial resources. These requests for resources must follow logically from the information provided in this AU program review. |
| Short-Term Goal Long-Term Goal  |
| **Goal Number and Goal Description** |  |
| **Type of Resources** | **Requested Dollar Amount** | **Potential Funding Source** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Short-Term Goal Long-Term Goal  |
| **Goal Number and Goal Description** |  |
| **Type of Resources** | **Requested Dollar Amount** | **Potential Funding Source** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Short-Term Goal Long-Term Goal  |
| **Goal Number and Goal Description** |  |
| **Type of Resources** | **Requested Dollar Amount** | **Potential Funding Source** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Short-Term Goal Long-Term Goal  |
| **Goal Number and Goal Description** |  |
| **Type of Resources** | **Requested Dollar Amount** | **Potential Funding Source** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **AU Program Review Summary** |
| This section provides the reader with an overview of the highlights, themes, and key segments of the AU program review. It should include new information that is not mentioned in the preceding sections of this document. |
|  |
| **Response Page** |
| **AU Vice President or appropriate immediate Management Supervisor** |
| I concur with the findings contained in this AU program review.  |
| I concur with the findings contained in this AU program review with following exceptions (include a narrative explaining the basis for each exception):  |
| I do not concur with the findings contained in this AU program review (include a narrative exception):  |

## Appendix GImprovement and Improvement Plan Check List (Worksheet 1)

### Academic Program

|  |  |  |  |
| --- | --- | --- | --- |
| **Administrative unit** |  | **Date of Review** |  |
| **Assessment Cycle** |  | **Reviewers** |  |
| **Please mark your responses to the following statements** |
| **Statement** | **Yes**  | **Needs Improvement** | **No** |
| **Program**. The program is identified |  |  |  |
| **Assessment Cycle.** The assessment cycle is identified. |  |  |  |
| **Submitted by and Date.** The person directly responsible for completing the assessment plan submits the *plan* to the CAC. Generally, this is the office or program’s head. |  |  |  |
| **College (Institutional) Mission.** The approved college mission is included in the plan.  |  |  |  |
| **College Strategic Goals.** The appropriate college’s strategic goals that the service area addresses are referenced. Generally, an office or program will concentrate on one or two strategic goals. Assessment plans for vice presidents, campus directors, program coordinators, etc. may address multiple strategic goals.  |  |  |  |
| **AP Mission.** Each program should have its own mission statement. An effective program mission statement should be linked to the College mission statement and be written in a language so that students and parents can understand it. A mission statement might provide:* *A brief history of the program and describe the philosophy of the program*
* *The types of students it serves*
* *The type of professional training it provides*
* *The relative emphasis on teaching, scholarship, and service*
* *Important characteristics of program graduates.*

The mission should have previously been endorsed by the appropriate college committee and approved by the college President.  |  |  |  |
| **AP Goals.** Improvement goals are included that represent the long-term aspirations of the program and follow the SMARTer (Specific, Measureable, Achievable, Realistic and Time bound) approach to goals development. The program goals have been endorsed by the appropriate committee and approved by the President. A copy of the approved worksheet 1 should be attached to the assessment plan.  |  |  |  |
| **AP Objectives or Outcomes**. The student learning outcomes that are being assessed under this improvement plan are stated. This section may also include an improvement outcome/objective related to program review such as need to increase program enrollment, etc.  |  |  |  |
| **Endorsed by.** The plan has been endorsed by the appropriate supervisors, e.g., Instructional Coordinators, the Dean of Administrative units, Campus Deans, Vice President for Instructional Affairs |  |  |  |
| **Notes and Comments from Reviewers (***refer to appropriate section of the program review***)** |
|  |

### Administrative Unit

|  |  |  |  |
| --- | --- | --- | --- |
| **Administrative Unit** |  | **Date of Review** |  |
| **Assessment Cycle** |  | **Reviewers** |  |
| **Please mark your responses to the following statements** |
| **Statement** | **Yes**  | **Needs Improvement** | **No** |
| **Administrative Unit.** The name of the AU is identified |  |  |  |
| **Assessment Cycle.** The assessment cycle is identified. |  |  |  |
| **Submitted by and Date.** The person directly responsible for completing the assessment plan submits the *plan* to the Management Team. Generally, this is the office or program’s head. |  |  |  |
| **College (Institutional) Mission.** The approved college mission is included in the plan.  |  |  |  |
| **College Strategic Goals.** The appropriate college’s strategic goals that the service area addresses are referenced. Generally, an office or program will concentrate on one or two strategic goals. Assessment plans for vice presidents, campus directors, program coordinators, etc. may address multiple strategic goals.  |  |  |  |
| **AU Mission.** Each AU should have its own mission statement. An effective program mission statement should be linked to the College mission statement and be written in a language so that students and parents can understand it. A mission statement might provide:* *A brief history of the program and describe the philosophy of the program*
* *The types of students it serves*
* *The type of professional training it provides*
* *The relative emphasis on teaching, scholarship, and service*
* *Important characteristics of program graduates.*

The mission should have previously been endorsed by the appropriate college committee and approved by the college President.  |  |  |  |
| **AU Goals.** Improvement goals are included that represent the long-term aspirations of the program and follow the SMARTer (Specific, Measureable, Achievable, Realistic and Time bound) approach to goals development. *Some key points*: (a) make sure the goals are related to student learning and success, and (b) make sure the goals reflect institutional/department priorities. The goals are SMARTer (specific, measurable, achievement, realistic and time bound)/ The goals have been endorsed by the appropriate committee and approved by the President. A copy of the approved worksheet 1 should be attached to the assessment plan.  |  |  |  |
| **AU Objectives or Outcomes**. Does at least one objective address college wide improvement needs in the service area? Does at least one objective is recommended relate to immediate improvement needs of the office or service area or address needs of the specific site? *Some key points*: (a) the objectives are related to student learning and success, (b) the objectives reflect institutional and departmental priorities, (c) the improvement strategies represent best practices, and (d) the improvement strategies represent findings and recommendations from previous assessment and evaluation.  |  |  |  |
| **Endorsed by.** The appropriate supervisors have endorsed the plan. |  |  |  |
| **Notes and Comments from Reviewers (***refer to appropriate section of the program review***)** |
|  |

## Appendix HAssessment Plan Check List (Worksheet 2)

### Academic Program

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Program** |  | **Date of Review** |  |
| **Assessment Cycle** |  | **Reviewers** |  |
| **Please mark your responses to the following statements** |
| **Statement** | **Yes**  | **Needs Improvement** | **No** |
| **Program**. The program is identified |  |  |  |
| **Assessment Cycle.** The assessment cycle is identified. |  |  |  |
| **Formative or Summative Assessment.** Either formative or summative assessment category is checked.  |  |  |  |
| **Submitted by and Date.** The person directly responsible for completing the assessment plan submits the *plan* to the CAC. Generally, this is the office or program’s head. |  |  |  |
| **Endorsed by.** The plan has been endorsed by the appropriate supervisors, e.g., Instructional Coordinators, the Dean of Administrative units, Campus Deans, Vice President for Instructional Affairs |  |  |  |
| **AP Objectives or Outcomes**. The student learning outcomes that are being assessed under this improvement plan are stated. This section may also include an improvement outcome/objective related to program review such as need to increase program enrollment, etc.  |  |  |  |
| **Assessment Strategies, Targets, and Notes.** Description of the assessment strategies (for each outcome or objective) is included as well as criteria for success or targets, and notes. |  |  |  |
| **Evaluation questions.** The evaluation questions adequately address the out outcomes in section 2-10 and are stated in such a manner that the answers to the questions will address whether or not the outcome/objective has been meets.  |  |  |  |
| **Data sources.** The data sources for the evaluation questions will provide the critical information and evidence necessary to determine if the outcome/objective has been meet. The data sources provide an adequate answer to the evaluation question. The data collection is realistic and achievable. For programs that are offered over more than one site, the data sources provide information from all sites. The data sources (*including method of collection*) are of sufficient quality to assist in answering the evaluation question.  |  |  |  |
| **Sampling.** The sampling process follows generally accepted guidelines for sampling. The sampling is realistic and achievable.  |  |  |  |
| **Analysis.** The type of analysis that will be used to interpret the data collected identified. The analysis requirements are realistic and achievable. The analysis techniques are a good fit for the data source. The analysis techniques are reflecting generally accepted quality standards. |  |  |  |
| **Timeline.** The timeline identifies major activities such as surveys, major data collection points, etc. |  |  |  |
| **Activity.** The identified activities reflect the major and critical points for surveys, data collection, etc. |  |  |  |
| **Who is Responsible.** The person (s) responsible for the activity is identified. |  |  |  |
| **Date.** The date or span of dates is reasonable and can be monitored. |  |  |  |
| **Comments.** Comments on the plan provide greater detail that cannot be included in the assessment plan itself.  |  |  |  |
| **Notes and Comments from Reviewers (***refer to appropriate section of the program review***)** |
|  |

### **Administrative Unit**

|  |  |  |  |
| --- | --- | --- | --- |
| **Administrative Unit** |  | **Date of Review** |  |
| **Assessment Cycle** |  | **Reviewers** |  |
| **Please mark your responses to the following statements** |
| **Statement** | **Yes**  | **Needs Improvement** | **No** |
| **Administrative Unit**. The program is identified |  |  |  |
| **Assessment Cycle.** The assessment cycle is identified. |  |  |  |
| **Formative or Summative Assessment.** Either formative or summative assessment category is checked.  |  |  |  |
| **Submitted by and Date.** The person directly responsible for completing the assessment plan submits the *plan* to the Management Team. Generally, this is the office or program’s head. |  |  |  |
| **Endorsed by.** The plan has been endorsed by the appropriate supervisors. |  |  |  |
| **AU Objectives or Outcomes**. The student learning outcomes that are being assessed under this improvement plan are stated. This section may also include an improvement outcome/objective related to program review such as need to increase program enrollment, etc.  |  |  |  |
| **Assessment Strategies, Targets, and Notes.** Description of the assessment strategies (for each outcome or objective) is included as well as criteria for success or targets, and notes. |  |  |  |
| **Evaluation questions.** The evaluation questions adequately address the out outcomes in section 2-10 and are stated in such a manner that the answers to the questions will address whether or not the outcome/objective has been meets.  |  |  |  |
| **Data sources.** The data sources for the evaluation questions will provide the critical information and evidence necessary to determine if the outcome/objective has been meet. The data sources provide an adequate answer to the evaluation question. The data collection is realistic and achievable. For programs that are offered over more than one site, the data sources provide information from all sites. The data sources (*including method of collection*) are of sufficient quality to assist in answering the evaluation question.  |  |  |  |
| **Sampling.** The sampling process follows generally accepted guidelines for sampling. The sampling is realistic and achievable.  |  |  |  |
| **Analysis.** The type of analysis that will be used to interpret the data collected identified. The analysis requirements are realistic and achievable. The analysis techniques are a good fit for the data source. The analysis techniques are reflecting generally accepted quality standards. |  |  |  |
| **Timeline.** The timeline identifies major activities such as surveys, major data collection points, etc. |  |  |  |
| **Activity.** The identified activities reflect the major and critical points for surveys, data collection, etc. |  |  |  |
| **Who is Responsible.** The person (s) responsible for the activity is identified. |  |  |  |
| **Date.** The date or span of dates is reasonable and can be monitored. |  |  |  |
| **Comments.** Comments on the plan provide greater detail that cannot be included in the assessment plan itself.  |  |  |  |
| **Notes and Comments from Reviewers (***refer to appropriate section of the program review***)** |
|  |

## Appendix IAssessment Plan Check List (Worksheet 3)

### Academic Program

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Program** |  | **Date of Review** |  |
| **Assessment Cycle** |  | **Reviewers** |  |
| **Please mark your responses to the following statements** |
| **Statement** | **Yes**  | **Needs Improvement** | **No** |
| **Approved Assessment Plan**. The approved assessment plan is attached to the assessment report. |  |  |  |
| **Academic Progrgam.** The Administrative unit is identified. |  |  |  |
| **Assessment Cycle.** The assessment cycle is identified. |  |  |  |
| **Formative or Summative Assessment.** Either formative or summative assessment category is checked.  |  |  |  |
| **Submitted by and Date.** The person directly responsible for completing the assessment plan submits the *plan* to the Management Team. Generally, this is the office or program’s head. |  |  |  |
| **Endorsed by.** The plan has been endorsed by the appropriate supervisors. |  |  |  |
| **NOTE**The following section instructions are repeated for each evaluation questions and each data source |
| **Evaluation Question.** The report should have a separate sheet for each evaluation question. The evaluation question should be the same as found on the assessment plan. |  |  |  |
| **First Means of Assessment.** This process is repeated as many as needed to address all data sources or groupings of data sources. Note that this section does not need to be detailed. It should present a summary of data, analysis and recommendations. Appendix may be included to support the analysis. |  |  |  |
| **Means of AP Assessment and Criteria for Success (or Targets).** The report adequately presents data that were collected and any criteria for success as specified in the *assessment plan.* Note that this section does not need to be detailed. It should present a summary of the data sources and the criteria for success. Appendix may be included to provide additional details. |  |  |  |
| **Summary of Assessment Data Collected.** The report provides and adequately summarizes the analysis of data and a statement regarding meeting the criteria set forth in the *assessment plan.* This section does not have to be detailed; however, it should adequately reflect what type of analysis was conducted and provide a description of the results including if the results met the criteria for success. Appendix may be included to provide additional details. |  |  |  |
| **Use of Results to Improve Administrative unit.** This is the *closing the loop* section of the report. Based on the summary of assessment data collected, was the expected improvement reached? Is the recommendation (s) for improvement consistent and responds directly to the data and analysis presented? |  |  |  |
| **Notes and Comments from Reviewers (***refer to appropriate section of the program review***)** |
|  |

### **Administrative Unit**

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

## Appendix JProgram Review Check List

### Academic Program

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Program** |  | **Date of Review** |  |
| **Assessment/Review Cycle** |  | **Reviewers** |  |
| **Please mark your responses to the following statements** |
| **Statement** | **Yes**  | **Needs Improvement** | **No** |
| **Program**. The program is identified |  |  |  |
| **Review Cycle.** The review period is identified. Generally, this is a three-year cycle and is submitted in May, before the end of the spring semester |  |  |  |
| **Submitted by and Date.** The person directly responsible for completing the program review submits the review to the committee, through the division chair.  |  |  |  |
| **Supervisor and Date submitted.** Date submitted to supervisor.  |  |  |  |
| **Program Mission.** The approved program mission is included in the review. An effective program mission statement should be linked to the College mission statement and be written in a language so that students and parents can understand it. A mission statement might provide:* *A brief history of the program and describe the philosophy of the program*
* *The types of students it serves*
* *The type of professional training it provides*
* *The relative emphasis on teaching, scholarship, and service*
* *Important characteristics of program graduates*

The mission should have previously been endorsed by the appropriate college committee and approved by the college President. |  |  |  |
| **Program Goals.** The program would include skills the program seeks to provide to the students in the program. |  |  |  |
| **Program History.**  This section describes the history of the program. This includes the date of implementation, significant milestones in the development of the program, and significant current activities. |  |  |  |
| **Program Description.** The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program. |  |  |  |
| **Program Admission Requirements.**  This section describes the requirements for admission into the program and other requisites. |  |  |  |
| **Program certificate/degree requirements.**  This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc. |  |  |  |
| **Program courses and enrollment.** This section lists courses offered in the program, including number of sections, and course enrollment. |  |  |  |
| **Program Faculty.** This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty. |  |  |  |
| **Program Outcome Analysis:** This section provides a concise analysis of the program health indicators data and assesses the extent to which the established outcomes have been achieved (Assessment worksheets #3, for three years). This is the most important part of the program evaluation. The health indicators data that will be collected and evaluated are the following:* Program enrollment
* Graduation rate
* Average class size
* Student’s seat cost
* Course completion rate for the program
* Students’ satisfaction rate
* Employment data
* Transfer rate
* Program’s student learning outcomes (assessment worksheet #3, for three years)

Student’s learning outcomes for program courses (course level assessment reports) *\*course level assessment not included – used Worksheet No. 3 instead* |  |  |  |
| **Discussion of Findings.** This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectations. |  |  |  |
| **Discussion of Findings.** This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectations. |  |  |  |
| **Recommendations.** This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. |  |  |  |
| **Notes and Comments from Reviewers (***refer to appropriate section of the program review***)** |
|  |

### Administrative Unit

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

## Appendix K Enrollment Management-Campus Standards Key Indicators[[16]](#footnote-16)

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

|  |  |  |
| --- | --- | --- |
| **Indicators** | **Target Ratio per Student Ratio** | **Comments** |
| Student/Faculty Ratio | 1 faculty member for each 17-22 students | This range allows for unexpected vacancies, i.e., number of full time faculty + part time (credit/12) |
| Learning Resources Center’s (LRC) staff | 1 LRC staff member for each 150 students |  |
| LRC volumes capacity | 30 volumes per student |  |
| LRC seating capacity | 1 seat in the LRC for every 10 students |  |
| Counselors (FAO, OARR, and Counseling) | 1 counselor of each type for every 250 students |  |
| Student Services Specialist (*student life)* excluding Residence Halls staff | 1 Student Service Specialist for each 200 students |  |
| Nurse | 1 nurse for every 1,400 students |  |
| Administrative staff | 1 administrative staff for each 190 students | Depending on the size of the campus |
| Overall environment, i.e., power and e-mail access, toilet facilities, ratio to drinking water and building, availability of textbooks and refreshments | Percent of time electrical power and e-mail access available during all school hours; 1 female toilet for every 30 students, and 1 male toilet facility for every 40 students; per cent of building with accessible drinking water; a bookstore and campus store or available food source |
| Daytime security | 1 campus *daytime* security for every 300 students | This varies by the size and location of the campus, and therefore must have some case by case considerations |
| Classroom capacity | 1 classroom per 60 students | Individual class enrollment must not exceed recommended course enrollment guidelines |
| Maintenance | 1 maintenance staff member for each 68 students | Ratio exclude janitorial and ground maintenance |
| Janitors | 1 janitor per 140 students | Not including janitors at the Residence Halls |
| IT technician | 1 technician per 300 students with at least 1 IT technician per campus | This currently represents a target for all campuses |
| Student computers | 1 computer available for every 10 students | This includes computer labs, LRC, and others |
| Faculty computers | 1 computer for each full time faculty, and 1 computer for each part-time FTE |  |

# References

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*[Additional references/sources will be cited in the final paper]*

1. Approved by the COM-FSM Board of Regents, September 2005. [↑](#footnote-ref-1)
2. COM-FSM Strategic Plan 2006-2011, p.2. [↑](#footnote-ref-2)
3. COM-FSM Strategic Plan 2006-2011, p.3. [↑](#footnote-ref-3)
4. COM-FSM Strategic Plan 2006-2011, pp. 3-4. [↑](#footnote-ref-4)
5. COM-FSM Institutional Assessment Plan Handbook 2009 [↑](#footnote-ref-5)
6. Nonacademic programs prioritization, 2013 [↑](#footnote-ref-6)
7. COM-FSM IAP Handbook 2009, pp. 51-55. [↑](#footnote-ref-7)
8. This section on evaluation questions and the forms found in Appendix B is based on Part III: Designing and Reporting Mixed Methods Evaluation from the NSF. [↑](#footnote-ref-8)
9. COM-FSM IAP Handbook 2009 [↑](#footnote-ref-9)
10. American Association of Higher Education [↑](#footnote-ref-10)
11. Approved by the COM-FSM Cabinet, February 2009 [↑](#footnote-ref-11)
12. Draft of the policy on academic program review [↑](#footnote-ref-12)
13. COM-FSM Institutional Assessment Plan Handbook 2009 [↑](#footnote-ref-13)
14. Draft of the policy on Administrative unit review [↑](#footnote-ref-14)
15. Source: Fullerton College [↑](#footnote-ref-15)
16. COM-FSM Strategic Plan 2006-2011, Appendix B [↑](#footnote-ref-16)