

[placeholder for cover page]

# College of the Marshall Islands

## Integrated Planning Manual

Version: 3

Recommended by the Institutional Effectiveness Committee: March 2022

Approved by the Executive Council: March 2022

# Table of Contents

<b>Introduction</b>	<b>5</b>
<b>Acknowledgments</b>	<b>6</b>
<b>The Purpose of Integrated Planning</b>	<b>7</b>
<b>Integrated Planning cycle Overview</b>	<b>8</b>
<b>Annual process and timeline for Integrated Planning</b>	<b>11</b>
<b>1. Mission Statement</b>	<b>12</b>
<b>2. Master Planning Framework</b>	<b>16</b>
<b>3. Strategic Plan</b>	<b>18</b>
<b>4. Prioritized College-wide Annual Action Plan</b>	<b>19</b>
<b>5. Resource Allocation</b>	<b>20</b>
<b>6. Implementation</b>	<b>21</b>
<b>7. Assessment/ Research</b>	<b>22</b>
<b>8. Progress Reports</b>	<b>22</b>
<b>9. Program Review</b>	<b>25</b>
General Description	25
Groups	26
Program Review Content	26
Annual Department Update	27
Transition Period (Fall 2019-Spring 2022)	27
Three-Year Program Review Cycle: FACETS (Fall 2021 onward)	30
Implementation of FACETS	33
Program Review Cycle Evaluation	38
<b>10. Integrated Planning Manual Review</b>	<b>38</b>
<b>11. Administrative Review</b>	<b>38</b>
General Description	38
<b>Appendix 1: IEC Prioritization Matrix</b>	<b>39</b>
<b>Appendix 2: Marshallese Terminology</b>	<b>43</b>
<b>Appendix 3: Abbreviations</b>	<b>44</b>

## **Introduction**

The first edition of CMI's Integrated Planning Manual (IPM) was developed and approved in 2016 with the stated purpose of increasing the College's effectiveness through institution-wide integrated planning, and to systematize the processes through which the College carries out its planning functions. Prior to 2016, some elements of planning were present, but they were neither documented nor aligned. The 2016 IPM manual established the integrated planning cycle along with institutional standards and timelines for each of the stages in the cycle. It further documented links between assessment, goals and goal-setting, program review, resource allocation, plan implementation and re-assessment.

The 2016 IPM also recognized that with each iteration of integrated planning at CMI, the process would improve. This edition of the IPM reflects those improvements while also looking towards future timelines and connections. It represents the college's growth from meeting minimum requirements for accreditation purposes to mission-driven excellence in the area of integrated planning.

Implementation of this manual supports CMI's fulfillment of multiple ACCJC standards, especially under standards I and IV. The overall process of integrated planning is especially important for standards I.C.9 and IV.A.6. Other standards are referenced throughout this document.

## **Acknowledgments**

In the 2016 version of the manual, elements of Shasta College planning documents were adapted with permission from Superintendent/President Dr. Joe Wyse. As this version builds on the original, elements of this influence remain.

The members of the 2016 Institutional Planning Committee, who began the process of clarifying integrated planning at CMI deserve full recognition for their vision and contributions.

## **The Purpose of Integrated Planning**

CMI's Integrated planning process includes mission-driven long- and medium- term plans, strategies, and implementation and review processes to ensure the College consistently engages in continuous quality improvement via a participatory governance process. Integrated planning analyzes regional and national priorities, demographic, economic, educational and social trends and uses the analyses to develop/modify Institutional Goals that will enable CMI to effectively carry out its mission in a rapidly changing environment. Key Performance Indicators (KPIs) ensure that progress towards goal attainment is measurable. The integrated planning manual serves the following purpose:

- To align the College's priorities with national priorities;
- To establish clear direction based on external and internal scans;
- To provide data-informed analysis, decision-making, and to provide projections for the future;
- To provide a framework or foundation for the development of a cascading system of mission-driven long-term institutional plans, mid-term learning and teaching and academic support plans, short-term, program-level plans, and individual-level work plans;
- To clarify and describe each step of the integrated planning process;
- To establish a planning calendar so that integrated planning activities flow logically, and happen on time;
- To ensure that participatory governance structures for institutional decision-making are functional and effective;
- To support accreditation and demonstrate compliance with accreditation standards.

## **Responsibility for Integrated Planning**

While the Institutional Effectiveness Committee has oversight responsibility for Integrated Planning, the driver and champion of the Integrated Planning Process described in this manual is the CMI President and the facilitator is the Executive Vice President. The EVP chairs the planning subcommittee of the IEC.

## **Incorporating Agility Into Planning**

It is recognized that while forward planning is essential, agility and flexibility is needed in a volatile, uncertain, complex and ambiguous environment. Due to this, changes in direction, or incorporation of unplanned institutional activities may be necessary at any time. Following changes or advancements in national plans and priorities, or the development of new opportunities and challenges, the College will be agile and flexible in its planning to incorporate changes into its plans. The following is the procedure for incorporation of changes into the planning process:

1. Opportunity or Challenges are communicated with by the CMI President or with the CMI President,
2. The CMI President shares this information with the Senior Leadership Team (SLT) and the Executive Council (EC) and provides a recommendation for action,
3. A member of the CMI team is identified and given responsibility for planning and implementation of the activity,
4. The implementation plan is brought to the IEC for alignment with Institutional plans and for incorporating into the list of prioritized annual action plan items,
5. The implementation plan is taken to the budget committee for resource allocation,
6. The activity is implemented, monitored and evaluated as part of strategic plan activities, and implementation and monitoring of the activity becomes the responsibility of the team member identified in step 3.

## Integrated Planning cycle Overview

The components of CMI's integrated planning cycle are:

1. **The Mission Statement** which defines the role of the College and describes the intended student population. The Mission statement is the benchmark for measuring institutional effectiveness;
2. **The Master Planning Framework** which is a long and mid-term planning framework with Institutional goals and target outcomes that are geared towards achievement of the Mission. Both an internal scan for effectiveness and an external scan for opportunities and threats are used to develop the Master Planning Framework.
3. **The Strategic Plan** which is a medium term plan with activities stemming from the long term Institutional Goals and mid-term target outcomes described in the Master Planning Framework. Timelines and Key Performance Indicators (KPIs) are developed in this plan to ensure the Master Planning Framework with its Institutional Goals and Outcomes, and ultimately the Mission of the college is carried out.

The Program Reviews and the annual reports contain progress reports on the Strategic Plan and initiatives which are linked to the Strategic Plan goals and objectives. These new initiatives are included in the prioritization process.

4. **The Prioritized College-wide Annual Action Plan** which is a summary of the activities within the Strategic Plan as well as initiatives resulting from the Program Reviews and Program Review Reports. A prioritization matrix establishes a criteria for scoring each planned activity/initiative as these compete for resource allocation. Activities to carry out essential functions will be prioritized at the departmental level.
5. **Resource Allocation** includes both budget adjustments and the assignment of personnel to specific activities. Activities/Initiatives that have a higher score in the Prioritized College-wide Annual Action Plan are prioritized for funding and implementation (based on availability of resources). At the department level, activities to carry out essential functions are considered part of the operational budget therefore are allocated resources.
6. **Implementation** of activities and initiatives commence after resource allocation. Only the activities/initiatives that have been allocated resources will be implemented in any given year. Implementation planning will include a departmental work plan and an assessment plan for all activities and initiatives.

The Performance Management System (PMS) ensures that activities and initiatives are carried out down to the individual personnel level.

7. **Assessment/Research** which is data-based and data-driven, is essential to evaluating effectiveness in carrying out the mission at all levels – Institutional, committee, and departmental. Institutional Learning Outcomes (ILOs), Key Performance Indicators (KPIs),

Administrative Unit Outcomes (AUOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs) will be assessed and reported.

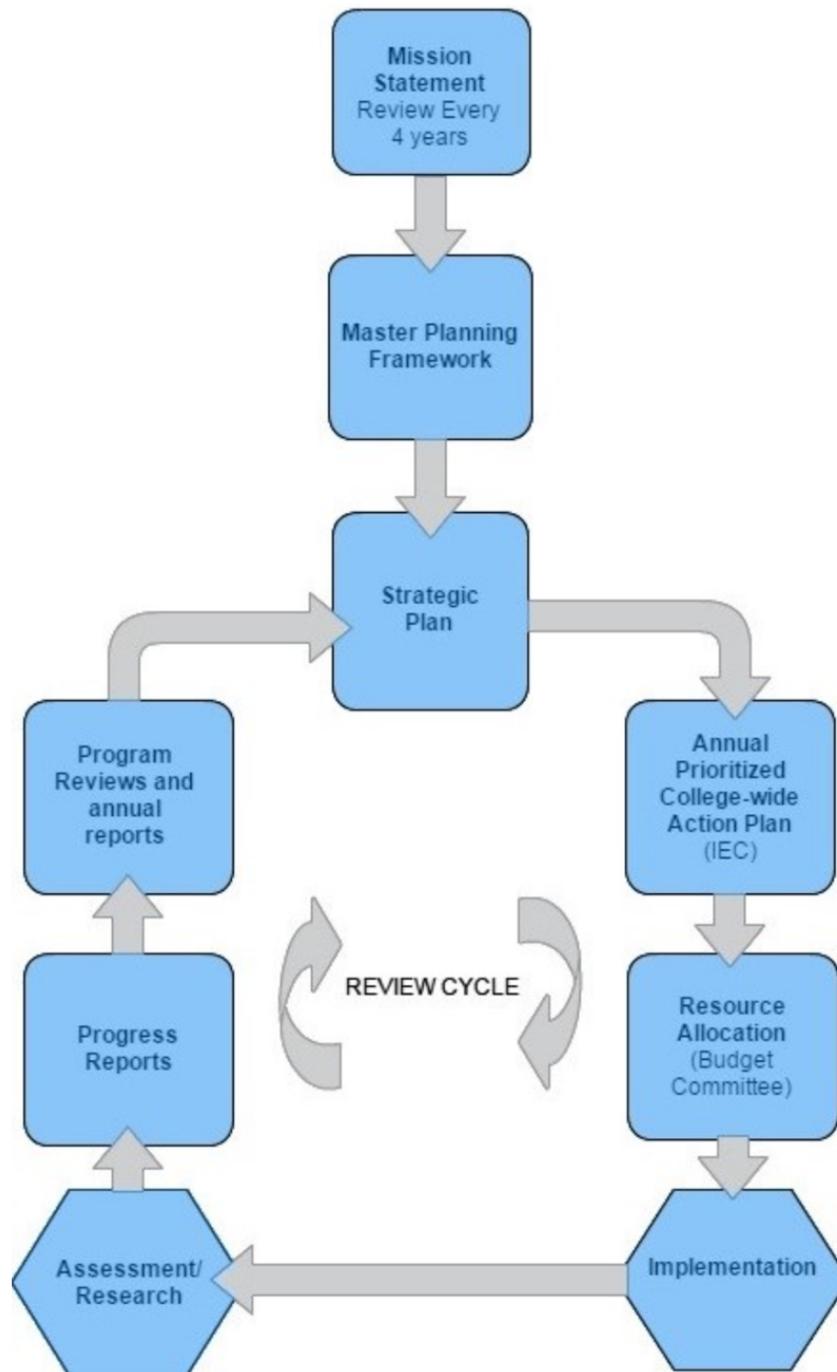
8. **Progress Reports** inform the internal and external communities on progress toward longer term goals and shorter term objectives, activities and initiatives as assessed.

The Progress Reports on the Prioritized College-wide Annual Action Plan are produced quarterly by each department or unit. These progress reports inform the subsequent program reviews and annual reports.

9. **The Program Reviews and annual reports** are assessment and planning documents which include the Strategic Plan, and the departmental activities. Each department at CMI is tasked with activities that derive from the Strategic Plan, and annual reports assess effectiveness in achieving its programmatic activities as well as the targets and KPIs set in the Strategic Plan. The President will compile an annual report that includes a summary progress report on the Strategic Plan each year which is based on the KPIs for each Goal, as well as the Board KPIs.

Program Reviews may include new initiatives that will be linked to the strategic plan goals and objectives.

# Integrated Planning Cycle



## Annual process and timeline for Integrated Planning

Month	Action
November-December	Program Review Initiatives* and Strategic Activities are entered by Heads of Departments into IEC Prioritization Process
January	IEC writes Prioritized College-wide Annual Action Plan with KPIs
February	Resource Allocation Process. Budget Committee produces List of Funded Initiatives
March	CFO compiles/presents whole budget to Budget Committee with funded initiatives
June	Initial budget is submitted to Office of the President and the Board of Regents for review and comments
June - July-August	Individual Administrative (non-Faculty) Performance Reviews Completed
July-August	Prepare/Finalize Budget by adjusting initial budget to final Budget for submission to the Board of Regents
August	Implementation of Academic initiatives and activities
Aug-Sept.	Write Individual Faculty Work Plans
Aug-Sept.	Assessment/Data collection for previous year's plans conducted and analyzed for Administrative Program Reviews
September 30 <sup>th</sup>	Implementation of Administrative initiatives and activities for new cycle
September-October	Write Individual Work Plans for new cycle
December	Annual Institutional Report compiled by President for the RMI Government and stakeholders

\* Departments will have specific due dates for program reviews. For scheduling of program reviews see section on Program Reviews.

### 1. Mission Statement

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation (EC approved 4th Nov, 2020)

The mission statement defines the Institution's student population and the programs and educational services that CMI provides to the community. The Mission statement is the benchmark for assessing institutional effectiveness and is the basis for CMI's planning and decision-making.

The mission statement will be reviewed every five years and revised if necessary. The Board By Laws state that the mission and goals of the College and conduct a review of mission and purposes at least once every five (5) years. [rev. May 2009, Jan. 2016, Sept. 2016, Feb. 2017]

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of CMI’s mission statement are: I.A.1, I.A.2, I.A.3, I.A.4

Below is the Board Approved timeline for Mission Review.

<b>Process and Timeline for Reviewing the Mission Statement Every four (5) years beginning Spring 2020</b>	
Dates	Action
By Feb 2020 and every five years thereafter	The Planning Subcommittee of the Board of Regents in coordination with the Institutional Planning Committee initiates the review of the mission statement by reviewing the process to solicit input from stakeholders about the mission.
May - June 2020 and every five years thereafter	The Board of Regents approves the process for soliciting input, the process is implemented
August - September 2020 and every five years thereafter	Stakeholder input is gathered
October 2020 and every five years thereafter	The IEC reviews the input from stakeholders, the relevant ACCJC standard on mission statements and the related vision-values statements.
October - November 2020 and every five years thereafter	The IEC drafts a recommendation to revise or affirm the mission statement, incorporating input as warranted.
November 2020 and every five years thereafter	Each member of the IEC distributes the draft recommendation to his/her constituent group for review and comment.
January - February 2021 and every five years thereafter	IEC reviews the input on its draft recommendation to reaffirm or revise the mission statement, makes changes as warranted and forwards the recommendations to Executive Council.
March- April 2021 and every five years thereafter	Executive Council considers the recommendation from IEC.  If the EC supports the proposed reaffirmation of or revisions to the mission statement, EC recommends the reaffirmed or revised mission statement to the Board of Regents. Otherwise, collaboration and compromise continues with the IPC until EC approves

May 2021 and every five years thereafter	<p>The Planning Subcommittee of the Board of Regents presents the recommendation on the mission statement by EC to the rest of the Board of Regents for approval.</p> <p>If the Board of Regents does not approve, the Executive Council will direct the IEC to restart the process. The IEC will restart the process at the point that is most appropriate given the rationale for rejecting the recommended reaffirmation or revision of the mission statement</p>
If needed	ACCJC substantive change request will begin, proposal will be written if necessary and submitted to the next appropriate ACCJC meeting

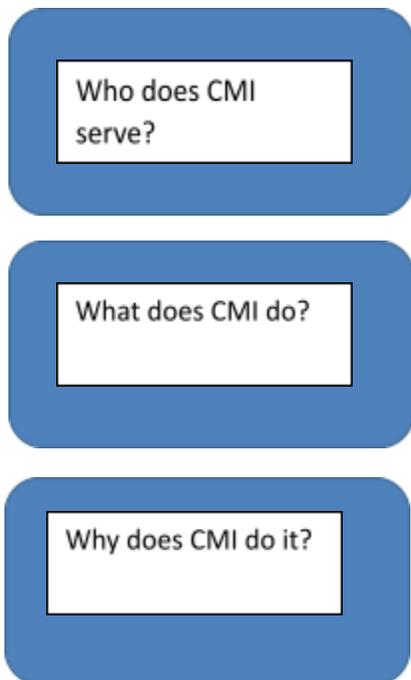
Mission Review Process for Soliciting Stakeholder Feedback

To be reviewed at the February Board Meeting every fifth year starting in 2020.

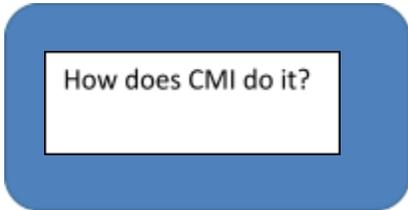
**APPROACH AND ACTION PLAN**

- 1. Establish a Mission Review Working Group.** The review of the CMI Mission is to be championed by a Mission Review Working Group to comprise of the following:
  - Executive Vice-President- leader
  - 3 members of IEC

**2. Define criteria for evaluating the mission**



Elements of the Mission
<ul style="list-style-type: none"> <li>a) To whom do we offer our services?</li> <li>b) What are the characteristics or our target market or target population?</li> <li>c) Where is our target market located?</li> </ul>
<ul style="list-style-type: none"> <li>a) What academic programs and services does CMI offer?</li> <li>b) What do our students need and want?</li> <li>c) How well does our current programs and services meet the needs and desires of our students and stakeholders?</li> </ul>



<p><b>a)</b> What are the needs and desires of our students and stakeholders?</p> <p><b>b)</b> What can we do to address the most pressing needs?</p> <p><b>c)</b> What are CMI’s broad educational purposes?</p>
<p><b>a)</b> What strategies will be employed to provide the right programs and services to our students and stakeholders?</p> <p><b>b)</b> Can the strategies be implemented given the resources and context within which CMI operates?</p> <p><b>c)</b> How does CMI show its commitment to student learning and student achievement?</p>

**3. List stakeholder groups**

- Students- primary customers
- Employees
- Board of Regents
- National Government
- Local Government
- Business Community- employers
- Parents and Guardians

**4. Review approach and timeline**

Approach	Target Group	Purpose	Timeline
Mass media - MIJ -radio -mass text	Public	Inform public of Mission review process	June
Online Survey	Stakeholder Groups	General questions to ascertain whether CMI is meeting its mission	June-July

Focus Groups	<ul style="list-style-type: none"> <li>- Board of Regents</li> <li>- Administrators</li> <li>- Faculty Senate</li> <li>- Management Group</li> <li>- Staff Senate</li> <li>- Students</li> <li>- Govt. Ministry Secretaries</li> <li>- Chamber of Commerce</li> <li>- Mayors Assn.</li> <li>- CMI Alumni</li> </ul>	Obtain stakeholder feedback on the key elements of the mission.	July-August
--------------	---	---	-------------

### 5. Timeframe for review

- **May** BOR approves process
- **June-Aug** Feedback gathered
- **Sep** IEC reviews feedback and drafts recommendations
- **Oct** College constituencies review recommendations
- **Nov** EC makes recommendations to BOR
- **Dec** BOR approves changes or reaffirms mission.
- **Jan** ALO confirms if substantive change is necessary

### Mission Review Process

Implementation of this process fulfills ACCJC standard I.A.4.

## 2. Master Planning Framework

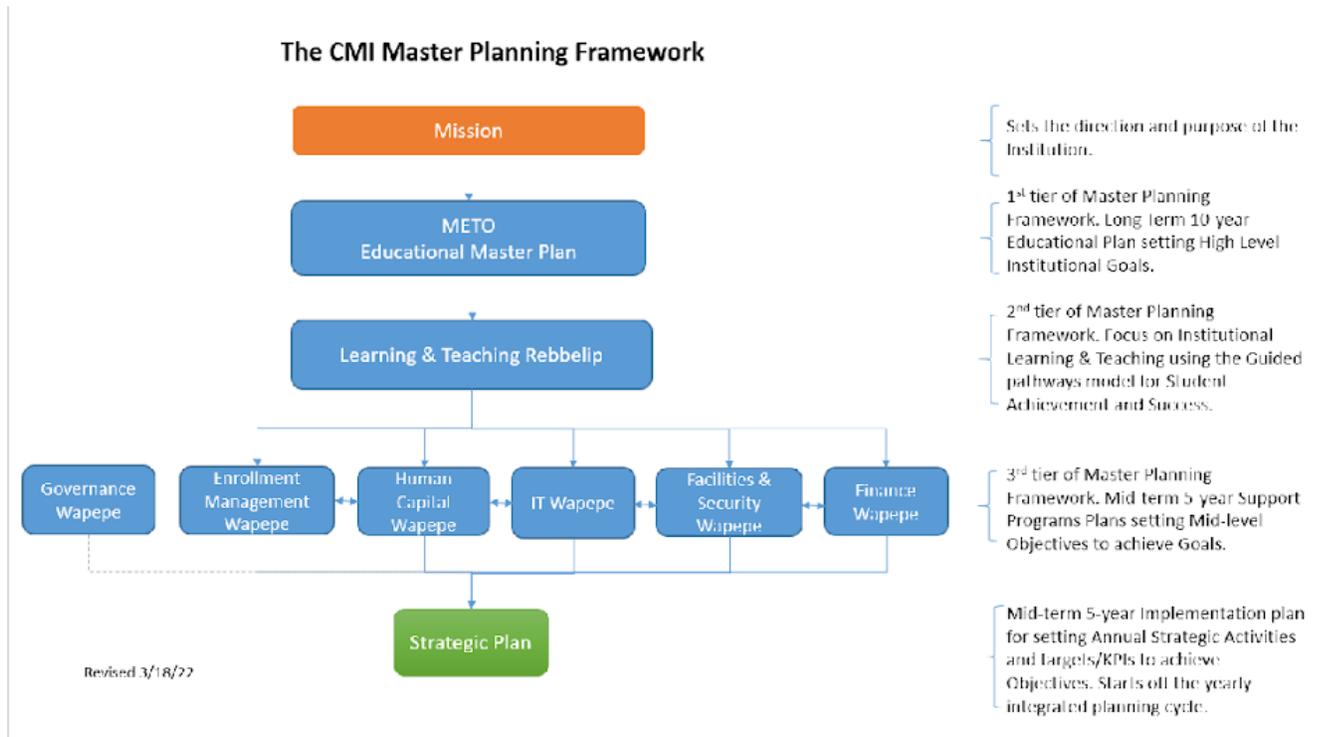
The Master Planning Framework is CMI's long- and mid-term planning framework. It serves the following purposes in the integrated planning cycle:

1. To establish a clear link between the 10-year Educational Master Plan and the Mission;
2. To establish direction in the form of Institutional Goals after scanning the internal and the external environments impacting CMI;
3. To establish clear target outcomes for Teaching and Learning, and Administrative programs in meeting the goals of the Educational Master Plan;
4. To embed the guided pathways in CMI's planning processes; and
5. To create a basis for development and implementation of a Strategic Plan.

The Master Planning Framework analyzes regional and national demographic, economic, educational and social trends and uses the analyses to develop/modify Institutional Goals that will enable CMI to effectively carry out its mission in a rapidly changing environment.

The Institutional Goals serve as the basis for the Institutional Objectives and Activities identified in the Strategic Plan and the departmental initiatives identified in the Program Reviews and annual reports.

The initial Master Planning Framework will span the period of the next two strategic plans.



*The Planning framework as of March 2022*

The Accrediting Commission for Community and Junior Colleges Standards most relevant to the development of a Master Planning Framework are: I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6.

### Planning Framework Development

The President, with the advice of EC, determines the precise process for developing the METO, Rebbelip, Wapepe, and Strategic Plans; this process will be driven by the Executive Vice President. The process should include both an internal and external scan as well as SWOT analyses conducted with key stakeholder groups within the CMI community as input. Ordinarily, the development of the Rebbelip will be delegated to relevant deans and faculty senate officers. The development of the Wapepe plans will ordinarily be led by relevant deans and directors with the advice of relevant participatory governance committees.

3 years prior to completion of plans	IEC opens the Mission Review process. Prior to completion of the METO, this will include all mission-associated documents such as the vision, philosophy and values. When the medium-range plans but not the METO are scheduled for completion, this will involve the Mission Statement only. <sup>1</sup>
--------------------------------------	--

<sup>1</sup> Because full mission review was not previously carried out, the mission review for the current cycle will begin one year early in 2020 and includes vision, values, and philosophy. Future reviews, however, will follow the pattern in this table.

2 years prior to completion of the METO	The President, with the advice of EC, begins the development of the new METO and reviews the structure of the Wapepe plans
18 months prior to completion of medium-range plans	Academic administrators and the faculty senate president begin development of the new Learning & Teaching Rebbelip.
1 year prior to completion of medium-range plans	Appropriate administrators, in collaboration with participatory governance committees, begin review and development of the Wapepe plans.  If the METO is not approaching completion, EC will additionally review the METO for any changes to be made in response to the
6 months prior to completion of medium-range plans	EVP begins development of strategic plan

*All new plans must be approved by the Board of Regents, no later than the December prior to completion of existing plans.*

### 3. Strategic Plan

The Strategic Plan is CMI's mid-term plan.

The Institutional Goals established for the Master Planning Framework are the basis for deriving Institutional Outcomes and Activities that describe how the Institutional Goals will be achieved. The Strategic plan activities therefore cascade from the Institutional Goals which in turn cascade from the CMI Mission.

The Bujen Kallejar Strategic Plan 2016-2018 was CMI's first strategic plan and was only a 3 year plan. The following strategic plan 2019- 2023 and subsequent plans will be 5 year plans.

The primary components of the strategic plan are:

- Institutional Goals developed as part of the Master Planning Framework, and are broad statements that articulate how CMI intends to address current and anticipated challenges in meeting its mission. Each goal has a responsible administrator, Key Performance Indicators (KPIs) and timelines for target Goal attainment
- Institutional Outcomes that describe how Institutional Goals will be achieved.
- Activities that describe the specific steps that will be taken to achieve the Institutional Outcomes. Each activity specifies the responsible administrator.
- Responsible Administrator identifies the administrator assigned with the responsibility to launch, oversee, and complete the activities. The responsible administrator may complete the activities or may collaborate with others to complete the activities. The assignment of responsible administrator is essential for accountability.

The Accrediting Commission for Community and Junior Colleges Standards most relevant to the development of strategic plans are: I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, I.B.8, I.B.9

<b>Process and Timeline for Developing the Strategic Plan</b> Starting in the Summer of the year prior to the expiry year of a current strategic plan (1.5 year planning process).	
Dates	Action
May of the year prior to the expiry year of current plan	The Institutional Effectiveness Committee (IEC) Chair introduces the Strategic Planning process at the regular IEC meeting.
August	The IEC prepares the next Strategic Plan following these steps: <ol style="list-style-type: none"> <li>1. Consider the Mission statement</li> <li>2. Review the Institutional Goals in the Master Planning Framework</li> <li>3. Conduct a SWOT analysis</li> <li>4. Review progress on achieving the Institutional Objectives as documented in the program reviews and annual reports.</li> <li>5. Based on these analyses, develop Institutional Outcomes and Activities (derived from the Institutional Goals) and KPIs for the next four years.</li> </ol> <p>IEC submits a first draft of the Strategic objectives and activities to the Executive Council</p>
March - April of the year of expiry of the current plan	The Executive Council representatives distribute the first draft of the Strategic Plan to their constituent group for review and input in March. In April, the IEC consolidates the input from the constituent groups and makes changes as warranted to prepare a second draft of the Strategic Plan to present to the Executive Council for review. After review and revision if necessary, Executive Council forwards that draft to constituent groups for their information. Executive Council makes a recommendation to the President regarding the Strategic Plan by the end of April.
May – June	The President reviews the final draft of the Strategic Plan and the recommendations from the Executive Council. If the President supports the Executive Council’s recommendation, the President approves the Strategic Plan and submits it to the Board of Regents for their approval. If the President does not support the document as written, collaboration with the Executive Council continues until the President approves the Strategic Plan. It is then forwarded to the Board of Regents for their approval.
July - August	Following the review of by the Board of Regents, the completed Strategic Plan is distributed College-wide, and training on the plan is carried out with Faculty and Staff
September - October	Strategic Activities, along with their KPIs are entered into a monitoring system
Nov- Dec	Costing of Strategic Activities is completed by the responsible position in consultation with FABS.
January of the year of the new plan	New Strategic Plan implementation begins.

#### **4. Prioritized College-wide Annual Action Plan**

The Prioritized College-wide Annual Action Plan is a consolidation of the strategic plan activities and program review initiatives that require additional budget. The Chair of the IEC’s planning subcommittee oversees the preparation and ranking of activities by the ad hoc prioritization task force comprising the

Senior Leadership team and the administrators that have costed activities. The task force members use a prioritization matrix for scoring each activity/initiative, and the sum of their scores is used to rank and prioritize these activities/initiatives. The Plan is then submitted to the Executive Council for information, and the budget committee for resource allocation.

The Prioritized College-wide Annual Action Plan includes:

- A College-wide non-ranked list of Initiatives from all Program Reviews and Annual department plans that do not require resource allocations; and
- A College-wide prioritized list of Initiatives that require significant human resource prioritization from other departments or new resource allocations of \$1,000 or more.

The status of the Initiatives documented in the Prioritized College-wide Annual Action Plan is evaluated annually. This Progress Report on the Prioritized College-wide Annual Action Plan is distributed to departments and is used to prepare the next year’s Work Plans. This report on progress is one of two types of annual Progress Reports (refer to the section on Progress Reports in this manual).

The Prioritized College-wide Annual Action Plan is linked to the national strategic plan, Institutional Goals through the Prioritization Matrix that gives the highest scores to activities that align well with national development objectives, the College Mission, Institutional goals and outcomes (amongst other criteria).

<b>Process and Timeline for Preparing the Prioritized College-wide Annual Action Plan</b> Annually: 2017, 2018 etc	
Dates	Action
November - December 2017 and every year thereafter	Programmatic initiatives from Program Reviews and Reports and Strategic Activities are entered into the IEC Prioritization process.
January 2018 and every year thereafter	Annual College-wide Action Plan is produced with Strategic Activities in place. <ul style="list-style-type: none"> <li>● A non-ranked list of Initiatives that can be accomplished within individual departments with existing resources; and</li> <li>● A ranked list of Initiatives that require significant human resource prioritization from other departments or new resource allocations of \$1,000 or more (with Initiatives identified that may be funded through grant or special funds).</li> </ul>

## 5. Resource Allocation

Resource allocations align with the CMI mission and provide the resources needed to accomplish Institutional Goals and Institutional Objectives.

Since Institutional Goals reflect the College’s commitment to its mission, the purpose of the resource allocation process is to fund programs and services that both directly and indirectly promote student learning. At the department level, activities to carry out essential functions are considered part of the operational budget therefore are allocated resources.

The budget committee is tasked with financial resource allocation for the Prioritized College-wide Annual Action Plan, as well as budget appropriation for individual departments. It is also tasked with securing financial resources to ensure as many of the prioritized activities out of the Plan are funded.

#### Annual Resource Allocation Timeline

January	IEC produces a prioritized list of initiatives requiring funding from departments' most recently completed program reviews and/or annual updates.  BC reviews and endorses the five-year rolling budget.
February	BC allocates funding to initiatives based on IEC prioritization.  Prioritized College-wide Annual Action Plan and Budget Allocation is approved by the President on the recommendation of EC.  Department Heads submit budgets based on department operating allocations.
March	CFO compiles and presents the Budget Portfolio to budget committee.
April - May	CMI internal budget consultations.
June	On the recommendation of the EC, the President presents the budget to the BOR for review.
July - August	The finalized budget is prepared for BOR approval.
October	The new fiscal year begins.

## 6. Implementation

Implementation refers to the initiation and follow-through of the activities identified in the Prioritized College-wide Annual Action Plan and other activities essential to the function of the College.

Related to planning, the responsible administrator assigned to specific activities in the Action Plan is expected to:

- Manage the timelines for the activity;
- Develop appropriate processes;
- Develop the Annual Departmental Work Plan and individual work plans as part of the PMS;
- Write an assessment plan for each activity/initiative;

- Provide data and other types of evidence to assess the levels of success following activity implementation; and
- Document the progress on completing the activity to contribute to the preparation of the quarterly and annual Progress Reports (including progress on the strategic plan activities).

The timelines for implementation of the activities and initiatives may vary, and therefore there is no single process and timeline for this component in the integrated planning cycle, but generally it is held that implementation for Academic initiatives and activities will coincide with the academic year (Aug. 1- July 31) and Administrative initiatives and activities will coincide with the fiscal year (Oct. 1- Sept. 30)

**Performance Management System.** Employee work plans reflect individual responsibility for strategic activities.

**Strategic Plan Monitoring Dashboard.** Activity leaders regularly update progress with evidence.

## 7. Assessment/ Research

Assessment and research related to plan implementation is the evaluation of the College’s progress in completing the activities derived from the Institutional goals and outcomes as well as the initiatives identified in the Prioritized College-wide Annual Action Plan. The process and timeline for assessment and research is outlined in the process for preparing the Progress Reports in the next section of this manual.

Assessment plans including KPIs for all outcomes are written as part of implementation/work plans. Sources of evidence needed are identified before implementation and collected in collaboration with Institutional Research. A general feedback survey for stakeholders regarding the effectiveness/quality of all services offered will be included in the department/program assessment.

## 8. Progress Reports

Progress reports document the annual assessment of the College’s progress toward meeting its Institutional Goals.

Each department prepares quarterly progress reports on its work plans with evidence including updates on its progress toward any programmatic or strategic activities.

The Planning subcommittee of the IEC collaborates with the Office of Institutional Research to prepare semi-annual progress reports on the Prioritized College-wide Annual Action Plan and the Strategic Plan.

The Progress Reports on the Prioritized College-wide Annual Action Plan inform the CMI community about progress on the initiatives identified in the Plan. These reports are distributed College-wide and are part of the data used in the preparation of the next year’s annual Departmental Work Plans.

The Progress Reports on the Strategic Plan informs the internal and external community about progress on the activities identified in the Strategic Plan. These reports are distributed College-wide and are part of the data used to prepare subsequent Master Planning Framework and Strategic Plans.

The Progress Reports on the Strategic Plan includes two components from IR:

- A brief summary of the activities that have taken place in the past year directed to achievement of the Strategic Objectives;
- An analysis of progress toward achievement of the Strategic Goals.

Based on the progress reports of the Strategic Plan and assessment of the current year’s work, IEC can make changes to the activities for the coming year.

These two progress reports reinforce and sustain a College-wide dialogue on long-term and short term goals. As such, they are an essential accountability component in the integrated planning cycle.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of annual progress reports are: I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, I.B.8, I.B.9

	<b>Process and Timeline for Assessment/Research and Preparing the Quarterly Progress Reports</b>
Quarterly, at the end of every quarter	Deans/Directors collaborate with faculty and staff to post progress on the Initiatives identified in the prior year’s Annual Departmental Work Plans in an electronic tracking program. A component of the progress reports from faculty and staff will address whether financial resources were used effectively based on the success of the Initiatives that required funding and other factors. The CFO will provide data on resource allocation. If a funded Initiative requires a second year’s time to implement or be assessed for effectiveness of implementation it shall be noted in the report and included in the following year’s report.
April	Assessment/Data collection for previous year’s plans conducted and analyzed for Academic Program Reviews/ Program Review Reports.
August - September	Assessment/Data collection for previous year’s plans conducted and analyzed for Administrative Program Reviews.
Semi-annually June, and December	Office of Institutional Research consolidates the information in an electronic tracking program to prepare a Progress Report on the Prioritized College-wide Annual Action Plan. An analysis of whether resource allocation was effective will be included. The Progress Report on the Prioritized College-wide Annual Action Plan is posted online for College-wide access and is part of the data used to evaluate area effectiveness in the next year’s Annual Departmental Work Plan.

<b>Process and Timeline for Preparing the Progress Report on the Strategic Plan</b> Semi-annually beginning in Fall: 2016, 2017, 2018	
Quarterly, at the end of every quarter beginning FY2020	The planning subcommittee chair will request that the responsible administrators assigned to oversee activities identified in the Strategic Plan upload evidence into and update progress in the electronic tracking program.

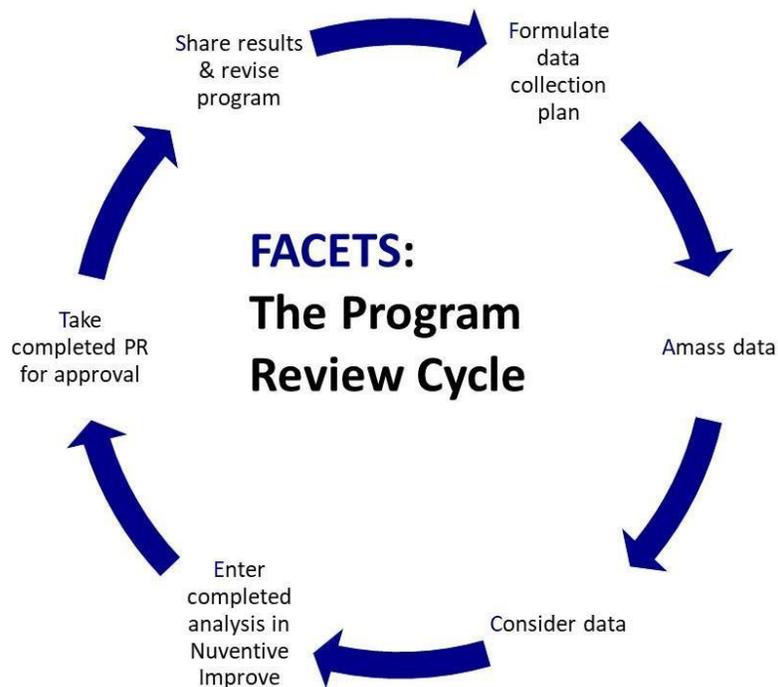
<p>December 2020 and June 2021 and semi-annually thereafter</p>	<p>Office of Institutional Research and the planning subcommittee prepare a Progress Report on the Strategic Plan by consolidating the status reports and submits the draft to IEC.</p> <p>IR:</p> <ul style="list-style-type: none"> <li>• Reviews and analyzes the status of the activities that have taken place in the past year directed to the achievement of the Strategic Objectives;</li> <li>• Analyzes whether or not the year's efforts moved the College toward achievement of the Strategic Goals;</li> </ul> <p>Planning Subcommittee:</p> <ul style="list-style-type: none"> <li>• Evaluates whether resource allocation was effective; and</li> <li>• Addresses challenges in conjunction with the responsible administrator.</li> </ul>
<p>January 2021 and July 2021 and semi-annually thereafter</p>	<p>Planning subcommittee chair summarizes the analysis and forwards it to EC for information.</p>
<p>February and August 2021 and semi-annually thereafter</p>	<p>The annual Progress Report on the Strategic Plan is distributed by the planning subcommittee chair as appropriate to both internal and external constituencies online and/or in print.</p>

## 9. Program Review

### General Description

The College of the Marshall Islands' redesigned program review process seeks to move the college through proficiency in program review to the level of sustainable, continuous quality improvement. This goal will be achieved by further integrating program review into institutional decision-making, creating space for dialogue across the institution regarding program review results and their use in the improvement of student learning and achievement, and requiring regular revisions of the program review process itself. A full description of the process follows year showing how different program groups will move through an initial two-year transition review followed by the final three-year cycle.

The Accrediting Commission for Community and Junior Colleges Standards most relevant to the program review cycle are: I.B.1, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, I.C.3, II.A.2, II.A.3, II.A.16, and II.C.2.



## **Groups**

Instead of all program reviews across the college following the same schedule, programs will be divided into six groups, each of which will complete a different phase of the program review each term. The groups are as follows:

- I. Degree programs
- II. Student and learning support services
- III. Non-credit and secondary instructional programs
- IV. Grants, campuses, DE centers, and other programs
- V. Certificate programs
- VI. Administrative units

## **Program Review Content**

Program reviews will include the following elements in Nuventive Improve:

- Alignment of department mission to college mission
- Alignment of PLOs/AUOs to ISLOs
- Stakeholder data, descriptions, and analysis of trends and gaps
  - Instructional programs must include: enrollment data, completion data, and alumni employment data disaggregated for subpopulation
  - Student and learning support programs must include: user data disaggregated for subpopulations
  - Any other data relevant to College KPIs should be included
- Program resources and gap analysis
- Stakeholder comments and analysis
- PLO/AUO assessments, including analysis of results; programs with PLOs must disaggregate results
- SLO assessments following the MAPS process (instructional programs only)
- Evidence of contributions to student attainment of instructional program PLOs (Library, ASP, and Nuclear Institute) and gap analysis
- Assessment against relevant ACCJC standards (including evidence)
- Budget impact (including tuition income and expenditures), reflection, and 3-year projections with the most recent data or the last relevant data set provided as a reference
- 3-year work plan, including assigned elements of the strategic plan and remedial actions resulting from gap analyses
- Initiatives requiring one-time additional funding
- Feedback for institutional planning
- Assessment of prior work plan

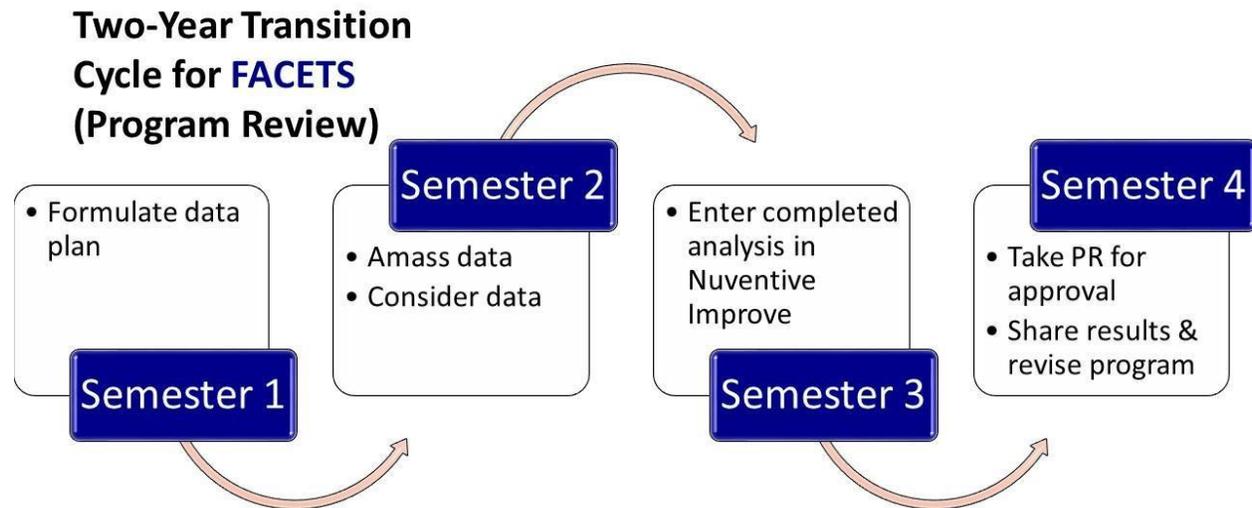
## **Annual Department Update**

Because program review will occur over a multi-year period, each department will prepare an annual department update using a template approved by IEC and the Budget Committee. Areas of the college with budgets that are not covered under program review should complete the annual department update. The template will include:

- A finalized budget for the upcoming year.
- Updates on work plan(s), including objectives met, gaps, and challenges.
- Revisions to work plan(s) with justification.
- Any revisions to initiatives with justification.

These reports will be approved first by the IEC and second by the Budget Committee. Recommendations will be made by these committees based on the updates.

### Transition Period (Fall 2019-Spring 2022)



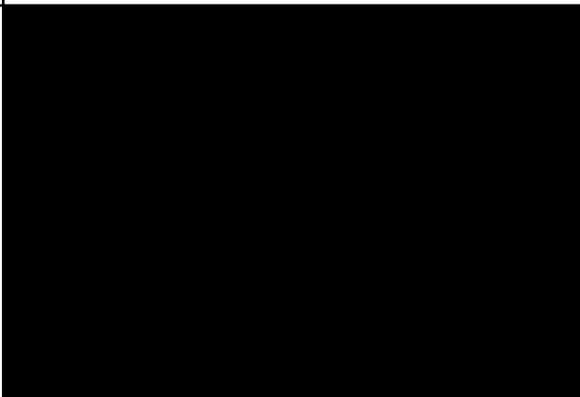
Beginning fall 2019, all groups will rotate through an initial two-year cycle in order to allow for earlier feedback on the new program review format, reduce lag time between program reviews, and ensure that there are completed program reviews developed under the new system available for the ACCJC visiting team in Spring 2021. The semester-by-semester phases for the two-year cycle will be as follows:

<p><b>Formulate Data Plan</b></p> <ul style="list-style-type: none"> <li>● Plan shared with Department Head's supervisor by 10/1 (fall) or 3/1 (spring) using template approved by IEC</li> <li>● Plan approved by supervisor and sent to IEC by 11/1 (fall) or 4/1 (spring)</li> <li>● Plan approved by IEC by end of semester</li> </ul>	<p><b>Amass and Consider Data</b></p> <ul style="list-style-type: none"> <li>● Raw data shared with supervisor and IEC by 11/1 (fall) or 4/1 (spring)</li> <li>● This is for informational purposes and does not require approval, but some suggestions for analysis may be made by IEC and should be made by supervisor</li> <li>● Progress reports to Department Head's supervisor by 12/1 (fall) or 5/1 (spring)</li> <li>● Supervisor shares progress reports at following IEC meeting</li> <li>● If the data collection plan includes assessment of assigned SLOs, the cycle for SLO assessment rather than the cycle presented here should be followed.</li> </ul>
<p><b>Enter Completed Analysis in Nuventive Improve</b></p> <ul style="list-style-type: none"> <li>● Program Review must be submitted to the Department Head's supervisor by 11/1 (fall) or 4/1 (spring).</li> <li>● PR approved and submitted to IEC by supervisor by 12/1 (fall) or 5/1 (spring).</li> </ul>	<p><b>Take Completed PR for Approval and Share Results</b></p> <ul style="list-style-type: none"> <li>● Appropriate PR Working Group formed by IEC by 9/1 (fall) or 2/1 (spring)</li> <li>● PR Working Group completes initial read of PRs by 10/1 or 3/1</li> <li>● PRs sent back for revision are completed by 11/1 or 4/1,</li> <li>● PRs sent back for revision are approved by 12/1 or 5/1.</li> <li>● Following approval, initiatives from approved PRs are included in Prioritized College-wide Annual Action Plan until such time as they are funded, revised by the department head, or superseded by a new PR for the program.</li> <li>● Following approval, assessment against relevant ACCJC standards is forwarded to the Accreditation Steering Committee.</li> </ul>

	<ul style="list-style-type: none"> <li>• Following approval, PRs are posted on department webpages.</li> <li>• During the approval process, departments work on revisions to outcomes, missions, and (where relevant) curriculum.</li> </ul>
--	--

The groups will move through the two-year cycle as follows and then immediately move into the three-year cycle (note that the chart also includes IEC's responsibilities to revise program review elements as appropriate):

	<b>Spring Semester</b>	<b>Fall Semester</b>
<b>2019</b>		<b>Formulate Data Plan</b> Groups I, II
<b>2020</b>	<b>Formulate Data Plan</b> Groups III, IV  <b>Amass and Consider Data</b> Groups I, II	<b>Formulate Data Plan</b> Groups V, VI  <b>Amass and Consider Data</b> Groups III, IV  <b>Enter Completed Analysis in Nuventive Improve</b> Groups I, II

<b>2021</b>	<p><b>Amass and Consider Data</b></p> <p>Groups V, VI</p> <p><b>Enter Completed Analysis in Nuventive Improve</b></p> <p>III, IV</p> <p><b>Take Completed PR for Approval and Share Results</b></p> <p>I, II</p> <p><b>IEC reviews template for data collection plan</b></p>	<p><b>Enter Completed Analysis in Nuventive Improve</b></p> <p>V, VI</p> <p><b>Take Completed PR for Approval and Share Results</b></p> <p>III, IV</p>
<b>2022</b>	<p><b>Take Completed PR for Approval and Share Results</b></p> <p>V, VI</p> <p><b>IEC reviews use of Nuventive Improve for Program Review</b></p>	

**Three-Year Program Review Cycle: FACETS (Fall 2021 onward)**

Starting with the completion of the two-year transition period, program review will follow a three-year cycle, with specific activities expected to be completed during each semester as described below. A review must be completed for each program, even if one department is responsible for multiple programs.

<p><b>F</b>ormulate Data Collection Plan</p> <ul style="list-style-type: none"> <li>● Input plan in Nuventive Improve</li> <li>● Plan shared with Department Head’s supervisor by 10/1 or 3/1</li> <li>● Plan approved by supervisor and sent to IEC by 11/1 or 4/1</li> <li>● Plan approved by IEC by end of semester</li> </ul>	<p><b>A</b>mass Data</p> <ul style="list-style-type: none"> <li>● Raw data shared with supervisor and IEC by 12/1 or 5/1</li> <li>● This is for informational purposes and does not require approval, but some suggestions for analysis may be made by IEC and should be made by supervisor.</li> <li>● If the data collection plan includes assessment of assigned SLOs, the cycle for SLO assessment rather than the cycle presented here should be followed.</li> </ul>
<p><b>C</b>onsider Data</p> <ul style="list-style-type: none"> <li>● Data gathered is discussed at department meetings</li> <li>● Smaller working groups draft analyses</li> <li>● Progress reports to Department Head’s supervisor by 11/15 or 4/15</li> <li>● Supervisor shares progress reports at following IEC meeting</li> </ul>	<p><b>E</b>nter Completed Analysis in Improve</p> <ul style="list-style-type: none"> <li>● Program Review must be sent to Department Head’s supervisor by 11/1 or 4/1.</li> <li>● PR approved and submitted to IEC by supervisor by 12/1 or 5/1.</li> </ul>

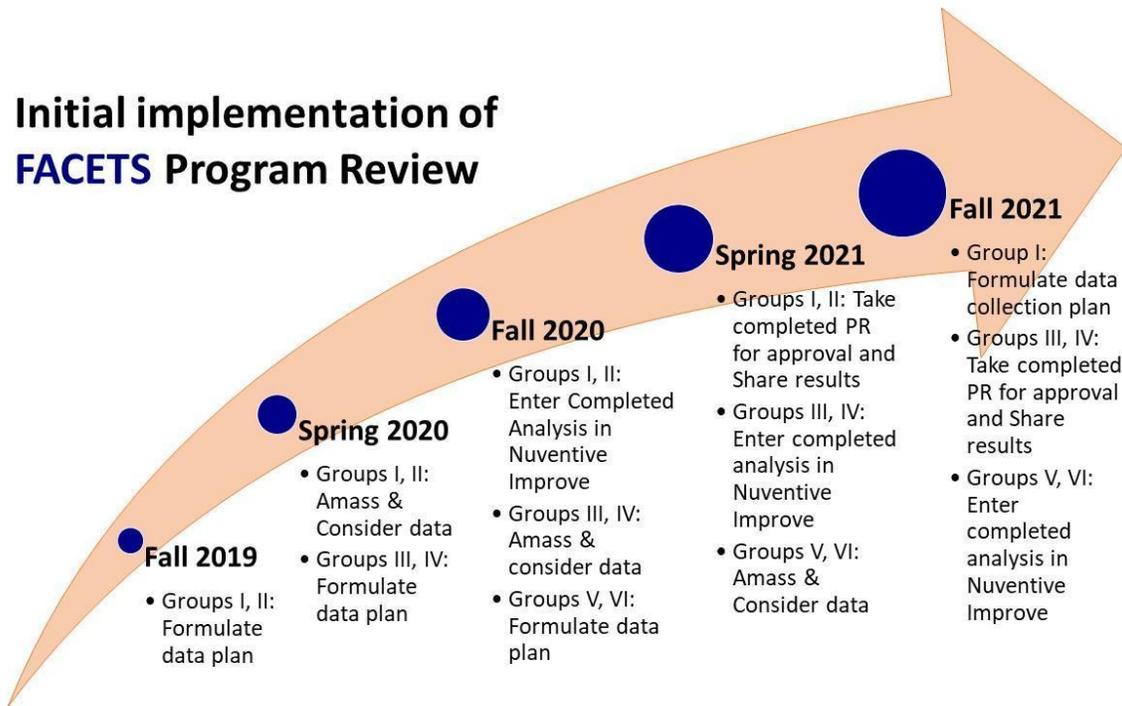
## Take Completed PR for Approval

- Appropriate PR Working Group formed by IEC by 9/1 or 2/1
- PR Working Group completes initial read of PRs by 10/1 or 3/1
- PRs sent back for revision are completed by 11/1 or 4/1,
- PRs sent back for revision are approved by 12/1 or 5/1.
- Following approval, initiatives from approved PRs are included in Prioritized College-wide Annual Action Plan until such time as they are funded, revised by the department head, or superseded by a new PR for the program.
- Following approval, assessment against relevant ACCJC standards is forwarded to the Accreditation Steering Committee

## Share Results and Revise the Program

- PRs are posted on department webpages.
- For academic programs: program sheet and all course outlines must be reviewed. Changes must be approved by CC. Any outlines or program sheets that do not require revisions should be reaffirmed by CC.
- All programs must review PLOs/AUOs, Mission, and Vision. Changes must be approved by IEC (or CC for PLOs). Any items not changed must be reaffirmed
- Programs with especially successful initiatives will share their efforts with other departments as appropriate.

## Initial implementation of FACETS Program Review



### Implementation of FACETS

Implementation of the full three-year FACETS cycle will begin in fall 2021.

	Spring	Fall
2021		<b>Formulate Data Collection Plan</b>  Group I

<p><b>2022</b></p>	<p><b>F</b>ormulate Data Collection Plan Group II</p> <p><b>A</b>mass Data Group I</p>	<p><b>F</b>ormulate Data Collection Plan Group III</p> <p><b>A</b>mass Data Group II</p> <p><b>C</b>onsider Data Group I</p>
<p><b>2023</b></p>	<p><b>F</b>ormulate Data Collection Plan Group IV</p> <p><b>A</b>mass Data Group III</p> <p><b>C</b>onsider Data Group II</p> <p><b>E</b>nter Completed Analysis in Nuventive Improve Group I</p>	<p><b>F</b>ormulate Data Collection Plan Group V</p> <p><b>A</b>mass Data Group IV</p> <p><b>C</b>onsider Data Group III</p> <p><b>E</b>nter Completed Analysis in Nuventive Improve Group II</p>

		<p><b>Take Completed PR for Approval</b></p> <p>Group I</p>
2024	<p><b>F</b>ormulate Data Collection Plan</p> <p>Group VI</p> <p><b>A</b>mass Data</p> <p>Group V</p> <p><b>C</b>onsider Data</p> <p>Group IV</p> <p><b>E</b>nter Completed Analysis in Nuventive Improve</p> <p>Group III</p> <p><b>T</b>ake Completed PR for Approval</p> <p>Group II</p> <p><b>S</b>hare Information and Revise the Program</p> <p>Group I</p>	<p><b>F</b>ormulate Data Collection Plan</p> <p>Group I</p> <p><b>A</b>mass Data</p> <p>Group VI</p> <p><b>C</b>onsider Data</p> <p>Group V</p> <p><b>E</b>nter Completed Analysis in Nuventive Improve</p> <p>Group IV</p> <p><b>T</b>ake Completed PR for Approval</p> <p>Group III</p> <p><b>S</b>hare Information and Revise the Program</p> <p>Group II</p>

<p><b>2025</b></p>	<p><b>F</b>ormulate Data Collection Plan Group II</p> <p><b>A</b>mass Data Group I</p> <p><b>C</b>onsider Data Group VI</p> <p><b>E</b>nter Completed Analysis in Nuventive Improve Group V</p> <p><b>T</b>ake Completed PR for Approval Group IV</p> <p><b>S</b>hare Information and Revise the Program Group III</p>	<p><b>F</b>ormulate Data Collection Plan Group III</p> <p><b>A</b>mass Data Group II</p> <p><b>C</b>onsider Data Group I</p> <p><b>E</b>nter Completed Analysis in Nuventive Improve Group VI</p> <p><b>T</b>ake Completed PR for Approval Group V</p> <p><b>S</b>hare Information and Revise the Program Group IV</p>
--------------------	--	--

<p><b>2026</b></p>	<p><b>F</b>ormulate Data Collection Plan Group IV</p> <p><b>A</b>mass Data Group III</p> <p><b>C</b>onsider Data Group II</p> <p><b>E</b>nter Completed Analysis in Nuventive Improve Group I</p> <p><b>T</b>ake Completed PR for Approval Group VI</p> <p><b>S</b>hare Information and Revise the Program Group V</p>	<p><b>F</b>ormulate Data Collection Plan Group V</p> <p><b>A</b>mass Data Group IV</p> <p><b>C</b>onsider Data Group III</p> <p><b>E</b>nter Completed Analysis in Nuventive Improve Group II</p> <p><b>T</b>ake Completed PR for Approval Group I</p> <p><b>S</b>hare Information and Revise the Program Group VI</p>
--------------------	--	--

## **Program Review Cycle Evaluation**

IEC will evaluate this program review cycle during the spring 2024 semester using the following timeline:

- open up a comments document for college stakeholders by January 15, 2024 which will close by February 15, 2024.
- gather and collate any feedback already received during the course of program review by February 15, 2024.
- analyze comments and common themes by March 15, 2024.
- prepare responses to common themes by April 15, 2024.
- prepare a revised Integrated Planning Manual and any other relevant documents by May 15, 2024 for approval by EC and implementation beginning in the fall semester of 2024.

This evaluation cycle will be repeated every six years thereafter.

## **10. Integrated Planning Manual Review**

### **General Description**

The IEC will initiate review of this manual immediately following completion of medium- and/or long-range plans. Hence, it should be reviewed and revised or reaffirmed every five years. IEC's initial review of the IPM should include but need not be limited to the following factors:

- Any changes to the process that arose during the development of the plans, including new factors or approaches that should be documented for future use;
- Changes to the structure, programs, or context of the College;
- Obstacles that arose during the process or gaps found in the manual; and
- any changes to ACCJC standards or policies relevant to integrated planning.

Should the IEC determine that no changes are needed to the IPM, IEC should provide EC with a written recommendation for reaffirmation of the IPM that includes discussion of the above factors.

As the IPM contains key college decision-making processes, regular review contributes to fulfillment of ACCJC standard IV.A.7.

## **11. Administrative Review**

### **General Description**

The first CMI Administrative Review will be conducted by an external consultant. Following this initial Administrative Review, all other subsequent administrative reviews will be conducted in-house by the CMI team through the process documented below.

Following the mission review process, an Administrative review task force of the Executive Council will be formed to make recommendations to the CMI President to improve the cost effectiveness of CMI administration, administrative services, and other academic support programs.

### **Process**

The process for the conducting the Administrative Review is as follows:

1. The CMI President as Chair of the EC will appoint members to the task force consisting of a Chair and two members from each of the Faculty Senate, Staff Senate, Student Body Association (SBA), and Management groups to review all College Administrative units/offices.
2. Within two weeks of being given charge by the EC to conduct the Administrative review, the Chair will convene the task force and produce a detailed plan and timeline for conducting the review, to be reviewed and approved by the EC.
3. The Chair will allocate members of the task force to review each of the four Administrative divisions of the College, namely;
  - a. Office of the President
  - b. Academic and Student Affairs
  - c. Business and Administrative Affairs
  - d. Land Grant
4. Administrative review of the 4 divisions will cover the following areas:
  - a. Core functions and areas of responsibility,
  - b. Revenues and expenditures,
  - c. Strengths, Weaknesses, Opportunities and Threats (SWOT).
5. A report of recommendations for improved effectiveness of administration, administrative services and academic support programs will be generated by the task force and presented to the EC.
6. Recommendations accepted by the EC are implemented and monitored by the chair of the task force. Task force chair will also give regular updates on implementation progress of the recommendations at each EC meeting.

## Appendix 1: IEC Prioritization Matrix <sup>2</sup>

CRITERIA	SCORING VALUES	WEIGHT
<p><b>National Strategic Plan alignment</b></p> <p>How well does this activity align with NSP 2020-2030 Objective of "Sustainable, Equitable and Measurable Development Reflecting the priorities and Culture of the Marshallese People."</p>	<p><b>0, 3, 6, 9</b></p> <p>0: does not aligned</p> <p>3: somewhat aligned</p> <p>6: aligned</p> <p>9: very much aligned</p>	<b>5</b>
<p><b>National Strategic Plan alignment</b></p> <p>This activity aligns with the first 4 pillars of the NSP: Social and Culture; Environment, climate change and resiliency; Infrastructure; Economic development.</p>	<p><b>0, 3, 6, 9</b></p> <p>0: aligns with 1</p> <p>3: aligns with 2</p> <p>6: aligns with 3</p> <p>9: aligns with 4</p>	<b>5</b>
<p><b>National Strategic Plan alignment</b></p> <p>This activity is aligned to pillar 5 of the NSP Good governance - it will result in strengthening of capacity, institutional performance, systems, processes and best practices.</p>	<p><b>0, 3, 6, 9</b></p> <p>0: does not aligned</p>	<b>5</b>

<sup>2</sup> Accurate as of January 2020. The IEC may approve changes to this matrix without full revision of the manual.

3: somewhat aligned

6: aligned

9: very much aligned

<b>Required Service/Product</b>	<b>0, 3, 6, 9</b>	<b>5</b>
Fulfills core/foundational service/mission/vision	0: none	
Mandate – legal/compliance	3: one	
Other services/products depend on it	6: two	
	9: all	

<b>Strategic Plan Alignment</b>	<b>0, 3, 6, 9</b>	<b>4</b>
Multiple Goal alignment	0: aligns with none	
	3: aligns with one	
	6: aligns with two	
	9: aligns with three or more	

<b>Value to Stakeholders</b>	<b>0, 3, 6, 9</b>	<b>4</b>
Stakeholders of CMI include students, staff, faculty, Govt, community, external partners	0: little value to the CMI stakeholder(s)	
	3: some value	
	6: a lot of value to stakeholder(s)	

9: essential/critical to stakeholder(s)

<b>Risk Mitigation</b>	<b>0, 3, 6, 9</b>	<b>3</b>
Would CMI or its stakeholders be exposed to a risk or impact if the service or product is not offered?	0: little risk to CMI/stakeholder if not offered  3: some risk to CMI/stakeholder if not offered  6: much risk to CMI/stakeholder if not offered  9: high risk to CMI/stakeholder if not offered	
<b>Cost Benefit</b>	<b>0, 3, 6, 9</b>	<b>3</b>
Cost benefit ratio	0: low benefit, high cost  3: low benefit, low cost  6: high benefit, high cost  9: high benefit, low cost	
<b>Leverage Potential</b>	<b>0, 3, 6, 9</b>	<b>2</b>
Multiplier effect: service/product can be used as leverage for other users/customers on campus or within RMI school system; and/or adds value for external partners	0: little leverage potential, isolated service  3: some leverage  6: much leverage	

9: service could be leveraged by many

<b>Customer Base</b>	<b>0, 3, 6, 9</b>	<b>2</b>
	0: low impact, low number of users  3: low impact, high number of users  6: high impact, low number of users  9: high impact, high number of users	

## Appendix 2: Marshallese Terminology

Marshallese Term	English Explanation
Meto	<p>These stick charts served as instructional aids and were not taken on voyages, for all knowledge was memorized. The charts depict natural phenomena and interpret the wave and current patterns that strike the islands. Long before modern day navigational instruments were brought to the Marshallese, they traveled the ocean, maintained courses and determined the locations of islands using the wave patterns the stick charts depict.</p> <p>Source: <a href="http://www.alele.org/meto-stick-chart-navigation/">http://www.alele.org/meto-stick-chart-navigation/</a></p>
Rebbelip	<p>The square or rectangular rebbelip show sailing directions for most islands in both the Ratak (eastern) and Raik (western) chains of the Marshall Islands. Small likajjir (money cowrie) shells indicated the islands.</p> <p>Source: <a href="http://www.alele.org/meto-stick-chart-navigation/">http://www.alele.org/meto-stick-chart-navigation/</a></p>
Wapepe	<p>This small square-shaped stick-chart illustrates wave patterns around islands and the basic principles of navigating them.</p> <p>Source: <a href="http://www.alele.org/meto-stick-chart-navigation/">http://www.alele.org/meto-stick-chart-navigation/</a></p>

### Appendix 3: Abbreviations

Abbreviation	Meaning
ACCJC	Accrediting Commission for Community Colleges and Junior Colleges
ALO	Accreditation Liaison Officer
BC	Budget Committee
BOR	Board of Regents
EC	Executive Council
IEC	Institutional Effectiveness Committee
IPM	Integrated Planning Manual
PMS	Performance Management System