

College of Micronesia-FSM
Institutional Self Study Report in Support of Reaffirmation of
Accreditation



Submitted by
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to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

December 30, 2009

Certification of the Institutional Self Study Report

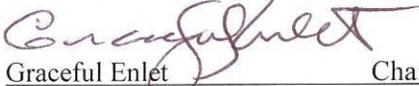
Date: December 30, 2009

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: College of Micronesia-FSM
P.O. Box 159
Kolonia, Pohnpei FM 96941

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.


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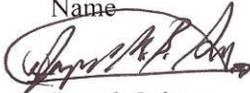

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Self Study Report 2010

INTRODUCTION

College of Micronesia – FSM

HISTORY AND FACTUAL DESCRIPTION

The College of Micronesia - FSM (COM-FSM) is located in the Federated States of Micronesia. This former trust territory is comprised of 607 islands covering almost 2 million square miles of the Western Pacific Ocean and is populated by approximately 107,973 residents from fifteen different and distinct traditional cultures and languages. The COM-FSM is a two-year, English language speaking institution offering 40 certificates and degrees.

Figure 1. Location of the Federated States of Micronesia

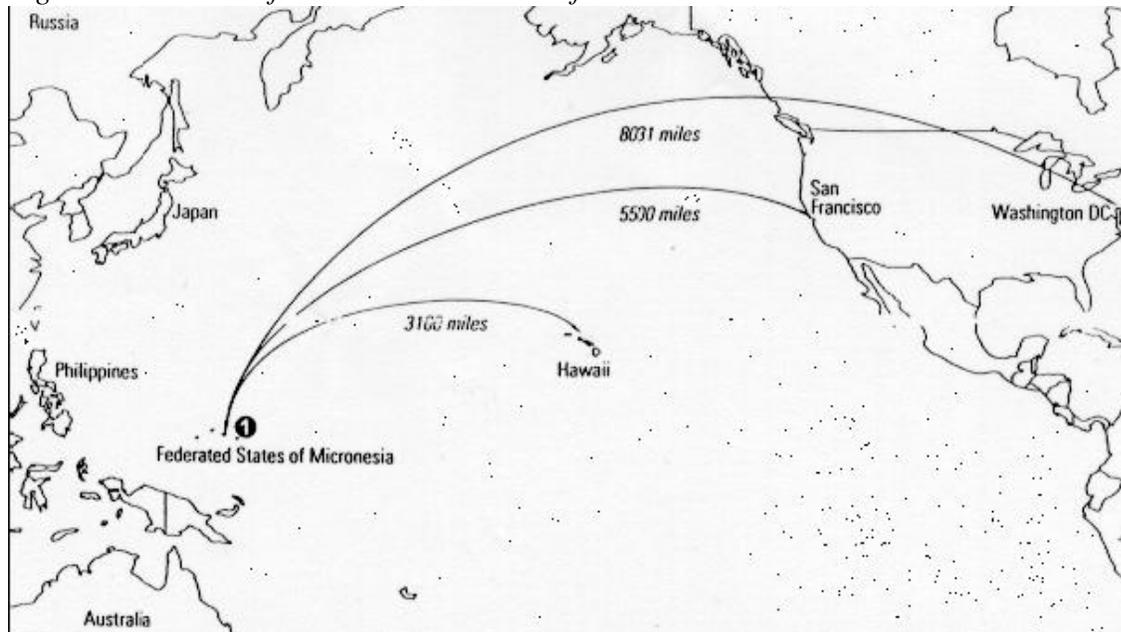
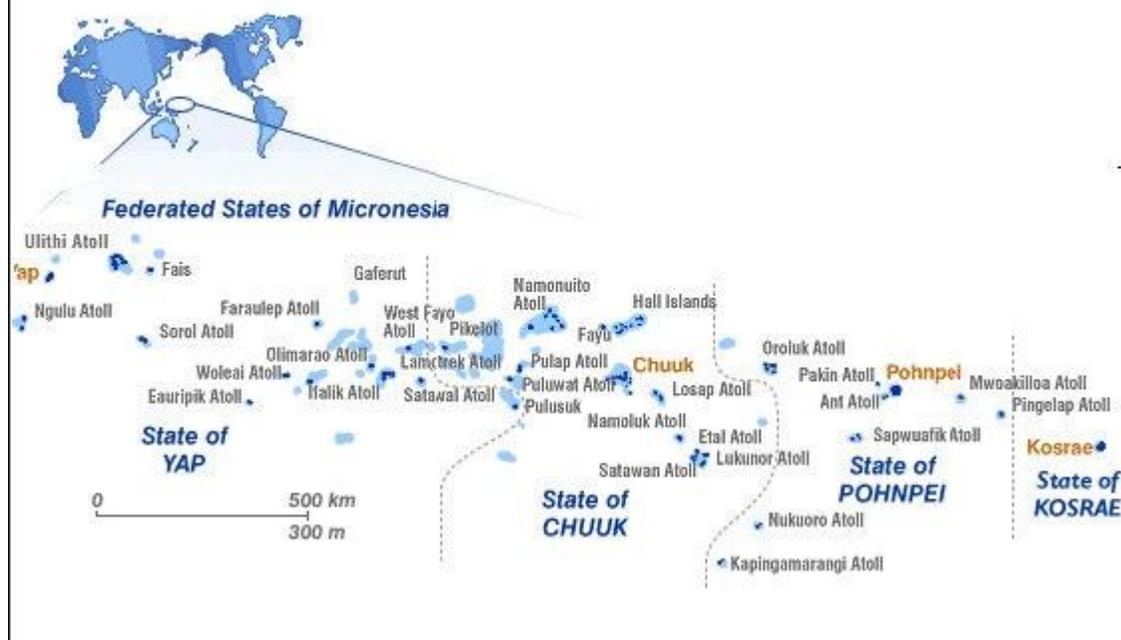


Figure 2. Details of the Federated States of Micronesia



Structured to serve the needs of a developing nation, COM-FSM is one college located at six sites which are functionally referred to as campuses in the four island states of the Federated States of Micronesia. The administrative center is located at the National campus in Palikir, Pohnpei, and where students from the four FSM states who are interested in the course offerings of the National campus are served. Besides the National campus, Pohnpei is also home to another campus referred to as Pohnpei campus which is located in Kolonia Town. Each of the other three states also has a state campus. Kosrae has a state campus in Tofol, Chuuk has a state campus in Weno, and Yap has a state campus in Colonia. The FSM Fisheries and Maritime Institute is also located on the island of Yap.

Figure 3 The College of Micronesia-FSM six sites on four islands

<p>Chuuk Campus located in Weno, Chuuk, with approximately 580 students taking a variety of vocational, degree and certificate programs.</p>	<p>FSM Fisheries & Maritime Institute located in Yap with approximately 49 students specializing in fisheries engineering and navigation.</p>	<p>Kosrae Campus located in Tofol, Kosrae, with approximately 233 predominantly local vocational students.</p>	<p>National Campus located in Palikir, Pohnpei, housing the central administration offices and serves approximately 1006 students from the states of Chuuk, Kosrae, Pohnpei and Yap.</p>	<p>Pohnpei Campus located in Kolonia, Pohnpei, with approximately 713 predominantly local vocational students</p>	<p>Yap Campus located in Colonia. Yap, with approximately 228 predominantly local vocational students</p>
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Higher education was first established for this developing nation in 1963 when the United Nations Strategic Trust Territory of the Pacific Islands (TTPI) and the University of Hawaii created the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training opportunities. When the focus of MTEC changed from in-service to pre-service teacher education, the center was renamed Community College of Micronesia (CCM). CCM expanded into additional areas, such as business management, liberal arts, and continuing education, and was first accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1978.

In each TTPI district, teacher education centers provided in-service teacher education closer to home. When CCM was united with other postsecondary institutions in the TTPI under the College of Micronesia (COM) system, administration of the EC centers was placed under the COM main office and became known as continuing education centers (CE). After the TTPI split into three independent nations—the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia—the three institutions in the COM system also separated. In April 1993, the College of Micronesia-FSM separated from the larger system and became an autonomous college with the mission of exclusively serving students in the Federated States of Micronesia. This move included placing the CE centers located in the FSM under COM-FSM.

Once autonomous from the larger College of Micronesia, the COM-FSM board of regents created an ambitious vision for higher education as a strategy to develop the employment capacity of Micronesian citizens. In the 1994 - 1998 strategic plan it was envisioned that the four continuing education centers on Pohnpei, Chuuk, Yap, and Kosrae would each become comprehensive community colleges and the former Community College of Micronesia located in Pohnpei would become a baccalaureate degree-granting institution for the FSM. The board renamed the CE centers to state campuses to reflect this new mission. Through experience and the assessment of its capabilities, the college abandoned the concept of creating a college system with community colleges in each of the four states and a baccalaureate degree-granting campus. The college now sees itself as a two-year degree college, existing in six different locations and providing degree and certificate programs for those who can benefit from them.

In response to FSM President Manny Mori's 2007 inaugural speech, where he mentioned his interest in the long term future of the college, the college underwent a voluntary review of three future options: 1) community college (2 year college with not more than one 4-year program); 2) community college (2 year college with not more than one 4-year programs, but with an extensive network of degree offerings with other Institutions of Higher Education (IHE)) and 3) full 4-year university. The college is still a comprehensive community college with the National campus focusing on degree and professional certificate programs, four state campuses focusing on developmental vocational and training, and a specialized FSM Fisheries and Maritime Institute.

Precursors

1963 Trust Territory of the Pacific Islands and University of Hawaii create Micronesian Teacher Education; Center (MTEC) to provide in-service teacher training.

1969 MTEC begins offering pre-service associate of science degree program in teacher education.

1970 MTEC becomes Community College of Micronesia (CCM).

1974 CCM adds associate degree programs in business management and in-service teacher education through the merging of the College's extension program and district teacher education centers; Trust Territory School of Nursing in Saipan becomes part of CCM.

1975 Associate of arts degree program begins in liberal arts to enable students to transfer to four-year institutions; CCM and its School of Nursing in Saipan join Micronesian Occupational Center in Palau to form the College of Micronesia (COM) system; Accreditation is granted to CCM by the Western Association of Schools and Colleges (WASC) in the United States.

1982 Third-year certificate of achievement programs in elementary education and special education are added.

1983 Associate of science degree program in agriculture is added with support from COM Land Grant Program.

1986 Associate of science degree program in marine science is added; CCM School of Nursing moves from Saipan to Majuro, Republic of the Marshall Islands.

1989 CCM School of Nursing separates from CCM to become COM-Majuro; Associate of science degree program in accounting is added.

1991 An agreement is signed between the governments of FSM, Republic of the Marshall Islands, and Republic of Palau restructuring COM to allow more local autonomy.

1992 FSM establishes COM-FSM as a public corporation.

1993 CCM becomes COM-FSM, independent from the three-country COM system; Certificate of achievement program in preschool teacher education is added; Articulation agreement with Chaminade University in Hawaii is signed; Continuing Education Centers in the four FSM states are renamed State Campuses.

1994 Third-year certificate of achievement program in related services assistant is added.

1995 Articulation agreements with Hawaii Pacific University, Guam Community College and University of Guam are signed; Third-year certificate of achievement program in educational leadership academy is added.

1996 Certificate of achievement program for trial counselors is approved for implementation pending availability of funding; Community health sciences programs—health assistant training program (HATP) and assistant medical officer training program (AMOTP) are approved for implementation pending availability of funding; Articulation agreements with University of Hawaii at Hilo and Honolulu Community College (aviation mechanics program) are signed; National Campus moves from Kolonia to Palikir.

1997 Associate of arts degree program in media studies and associate of science degree program in early childhood education are approved pending availability of funding; Articulation agreement with Eastern Oregon University is signed; Associate of arts degree programs in Micronesian studies and liberal arts/education and associate of science degree program in hotel and restaurant management are added.

1998 Associate of science degree program in computer information systems is approved for implementation; Agreement is signed with University of Guam (UOG) to establish a branch UOG campus at the National Campus and offer fourth-year courses in elementary education to enable students to earn their bachelor's degree from UOG; Revised certificate of achievement programs in bookkeeping and general studies are approved for students at the State Campuses; Certificate of achievement programs in carpentry, masonry, plumbing, construction electricity, refrigeration and air conditioning, electronics, and career education are approved for implementation; The FSM leadership designates COM-FSM as lead agency for the management of the Micronesian Maritime and Fisheries Academy (MMFA).

1999 The collaborative fourth-year elementary education program between COM-FSM and UOG is implemented; Memorandum of Understanding between COM-FSM and the FSM National Government is signed to re-open MMFA as the FSM Fisheries and Maritime Institute in Yap.

2000 Certificate of achievement programs in agriculture and food technology and in hotel and restaurant operations are added.

2001 Third-year certificate of achievement programs in accounting and in business administration are approved for implementation; Certificate of achievement programs in secretarial science and in cabinet making/furniture making are approved for implementation; Articulation agreements with Guam Community College (vocational programs) and University of Idaho are signed.

2002 Bachelor of Arts degree program in elementary education is approved; implementation pending WASC approval; New associate of science degree program in business administration replaces current associate of science degree programs in business administration and in accounting; Applied associate of science degree programs in telecommunications and electronics technology is approved.

2003 Applied associate of science degree programs in building technology and in building maintenance and repair are approved; Certificate of achievement in law enforcement is approved; General education core is established for applied associate of science degree programs; Articulation agreements with University of Phoenix-Online Campus, Brigham Young University-Hawaii, National University and Hawaii Pacific University are signed.

2004 The College was placed on Warning by the ACCJC on the basis of self study report and visit; Articulation agreement entered with Brigham Young University at Provo—Utah. All programs and courses modified to include expected student learning outcomes.

2005 Teach out at Chuuk site was implemented as the College improved facilities and services in response to the Warning issued; Warning was removed and accreditation reaffirmed by ACCJC on the basis of progress report and visit; Articulation agreement entered into with University of Guam on the third-year programs in accounting and general business. Certificate of achievement program in Small Engine, Equipment and Outboard Motor Repair.

2006 Associate of science degree program in nursing is approved pending funding for the program; Agreement for Academic Cooperation with Michigan State University is approved.

2007 The Associate of science degree program in general agriculture is renamed to associate of science degree program in agriculture and natural resources.

2008 A multiple entry/multiple exit Public Health Training Program which includes a certificate of achievement in basic public health, advanced certificate of achievement in public health, associate of science degree in public health, and third-year certificate of achievement in public health is approved.

DEMOGRAPHIC INFORMATION

Chart 1. Projected Population of the FSM as of 2009

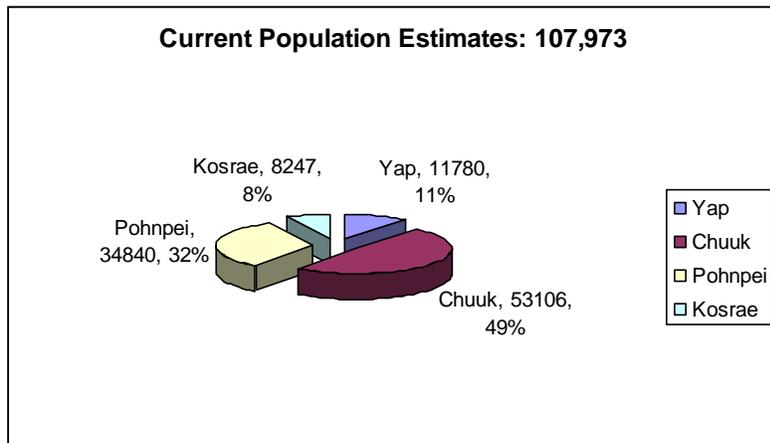


Chart 2. Projected FSM Population Trends from 2001 – 2015

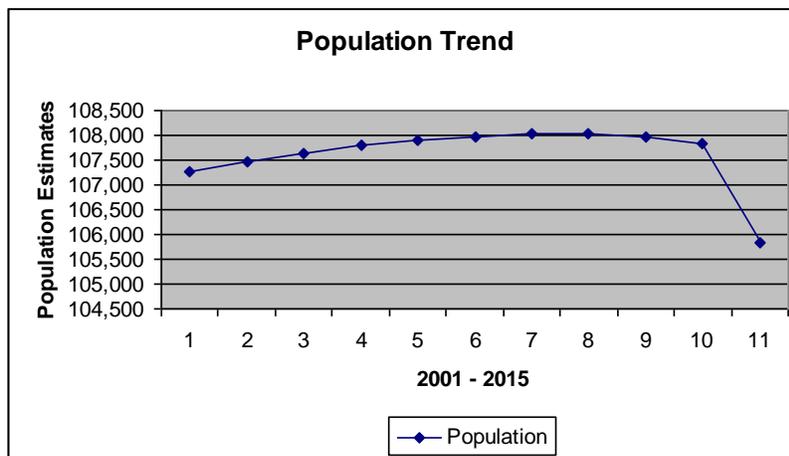


Chart 3. FSM Migration Trends

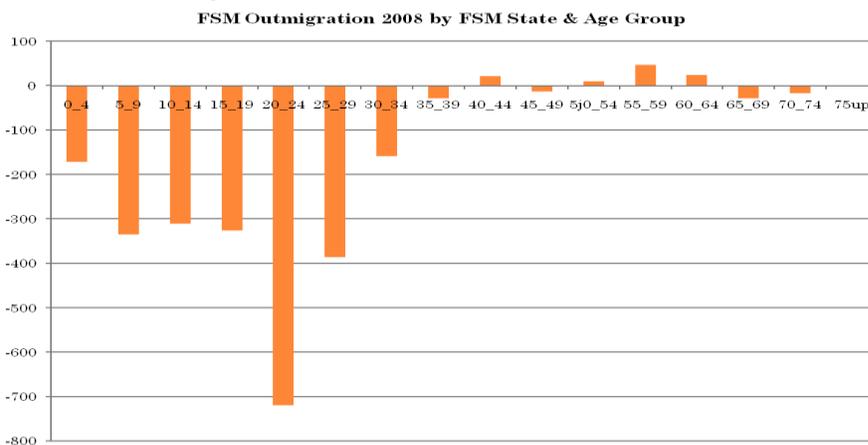


Chart 4. State Migration Trends

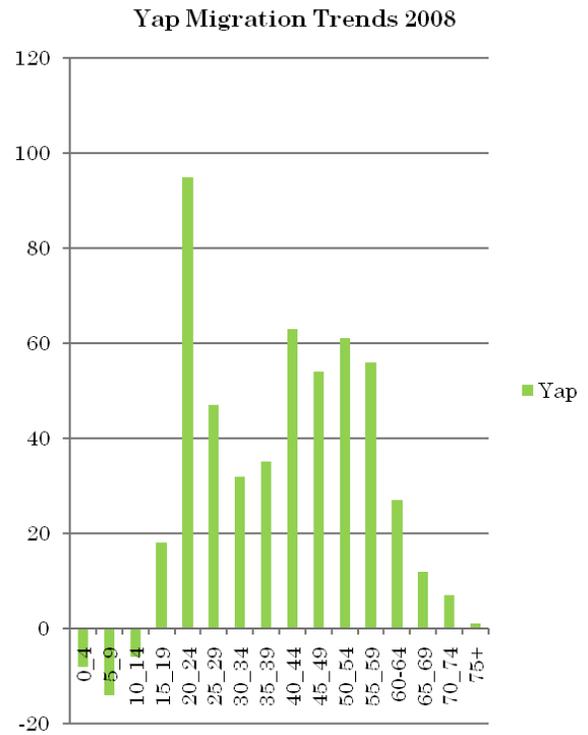
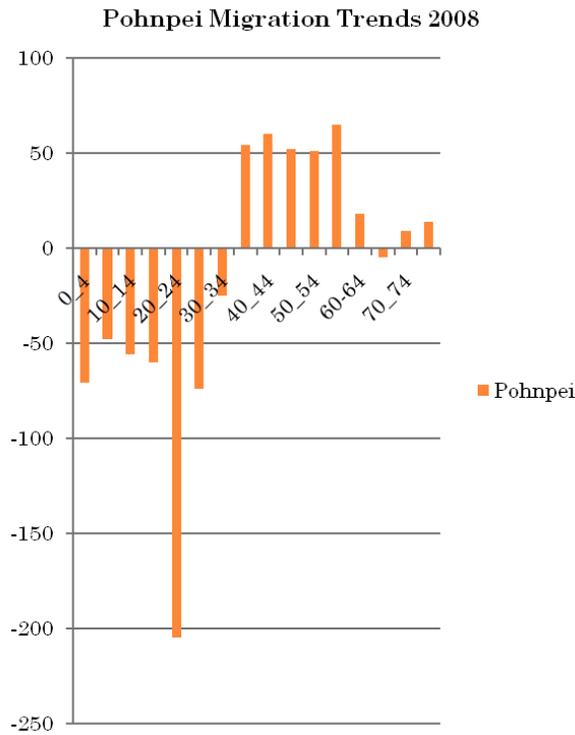
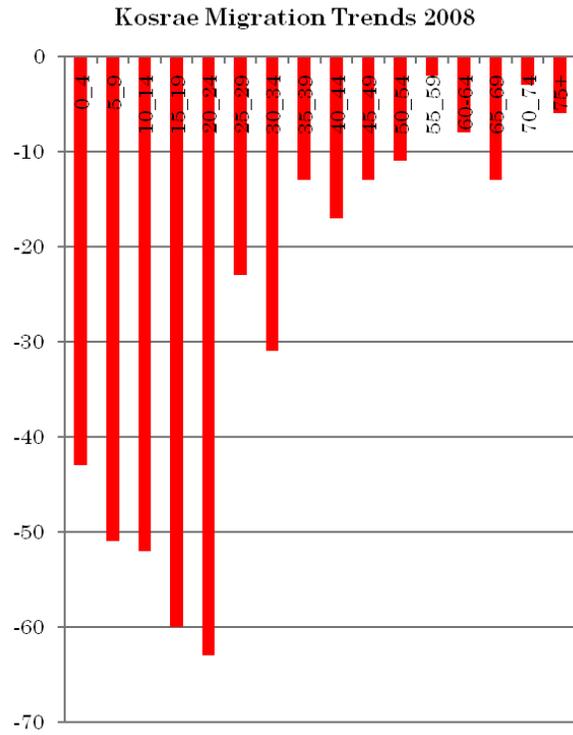
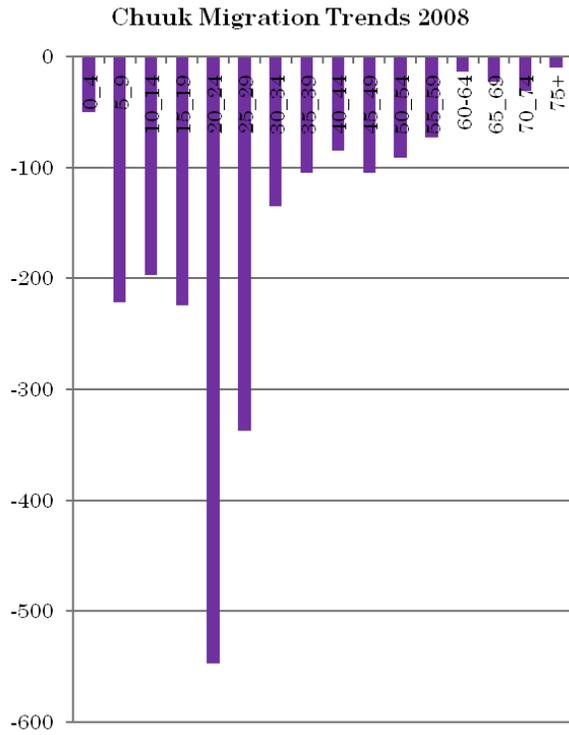
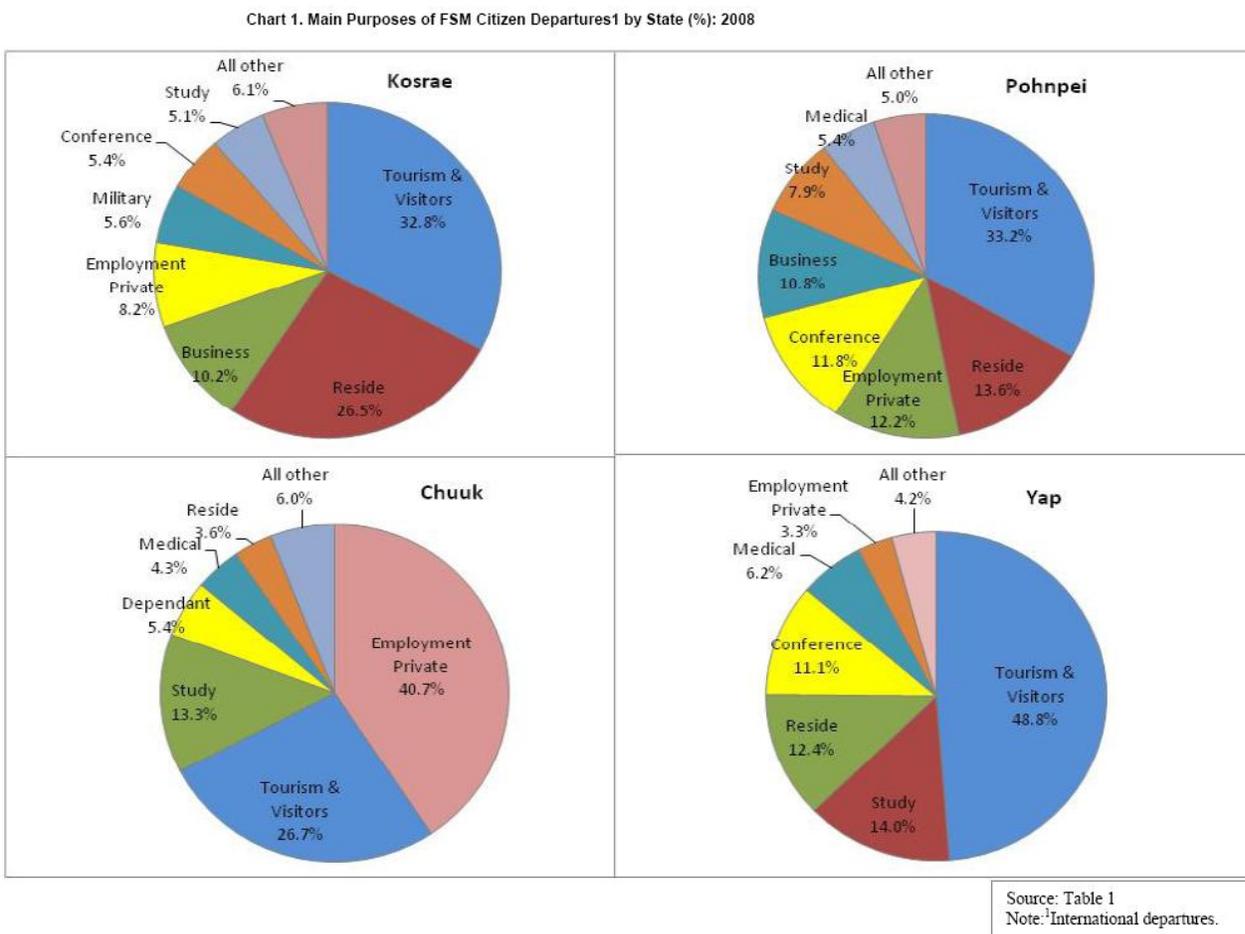


Chart 5. Reasons for Out Migration

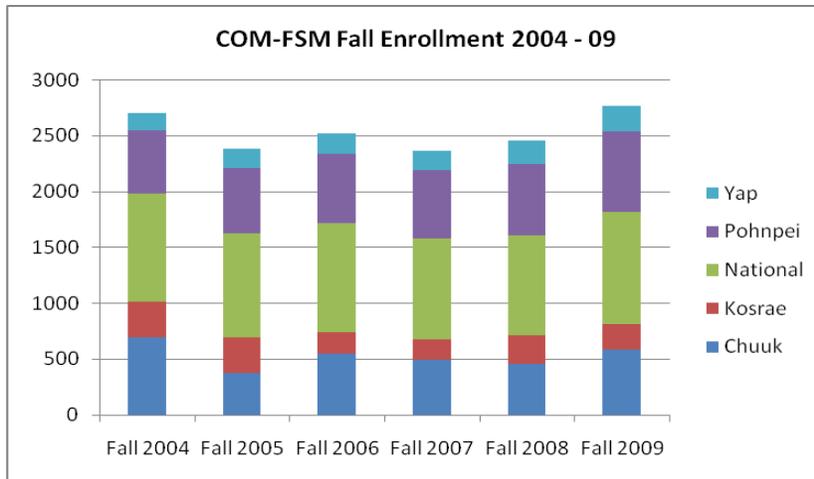


The college is monitoring the trends in out migration of FSM citizens to determine its impact on future enrollment at the college. Hard data has not been available until recently. The above graph represents out migration of FSM citizens in age groups for 2008 based on FSM Immigration reports. The impact is decrease in the number of students coming through the K-12 system. Additionally, long term will also be seen in the decrease in the birth rate as more FSM citizens of child bearing age migrate out of the FSM. The college will continue to monitor this data and address the impact on the college in the development of its Strategic Plan 2012 – 2016.

Table 1. Fall Enrollment 2004 to 2009.

COM-FSM Fall Enrollment 2004 to 2009						
term	Total	Chuuk	Kosrae	National	Pohnpei	Yap
Fall 2004	2696	690	322	968	567	149
Fall 2005	2379	371	320	929	583	176
Fall 2006	2513	548	194	974	620	177
Fall 2007	2366	491	184	903	608	180
Fall 2008	2455	457	252	895	642	209
Fall 2009	2760	580	233	1006	713	228

Chart 6: Fall Enrollment 2004 to 2009.



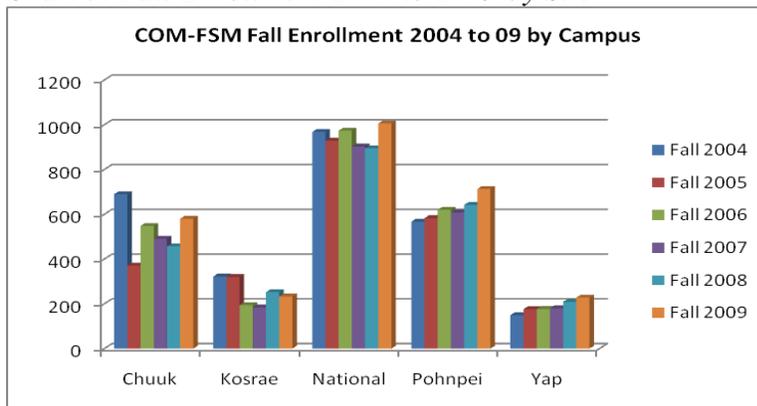
The college’s fall enrollment has varied due to a number of factors including a teach-out at Chuuk site to accommodate upgrading of facilities and programs and services. Changing demographics in the FSM (especially out migration) are also impacting enrollment at the college.

Table 2. Fall Enrollment 2004 to 2009 by Site

COM-FSM Fall Enrollment 2004 to 2009 by Campus

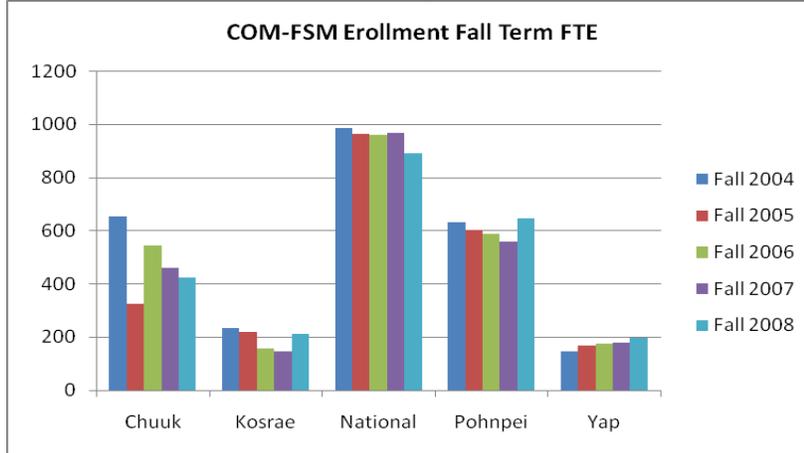
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Fall 2009	580	233	1006	713	228	2760

Chart 7. Fall Enrollment 2004 to 2009 by Site



Enrollment by sites has varied with steady increases at Pohnpei and Yap sites and varied at other campuses due to the teach-out at Chuuk site and completion of teacher training cohorts in Kosrae.

Chart 8. Full Time Enrollment figures 2004 to 2008



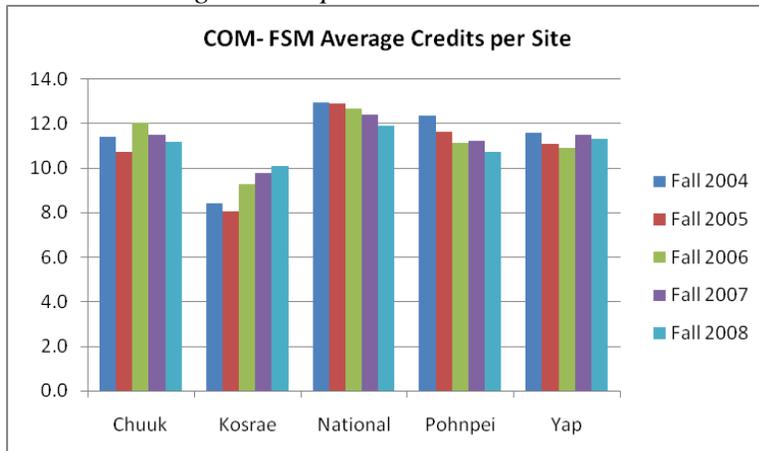
Full time equivalence (FTE) figures have tended to lag behind head count. The college has noted these trends and has made an effort to increase the number of FTE students.

Table 3. Fall 2009 Enrollment for New Full Time Students

COM-FSM Fall 2009 Enrollment NEW Full Time Students						
Student/Type	Total Of identity	Chuuk	Kosrae	National	Pohnpei	Yap
NE	795	209	49	154	332	51
NE/FT	715	196	27	145	300	47
ratio	89.9%	93.8%	55.1%	94.2%	90.4%	92.2%

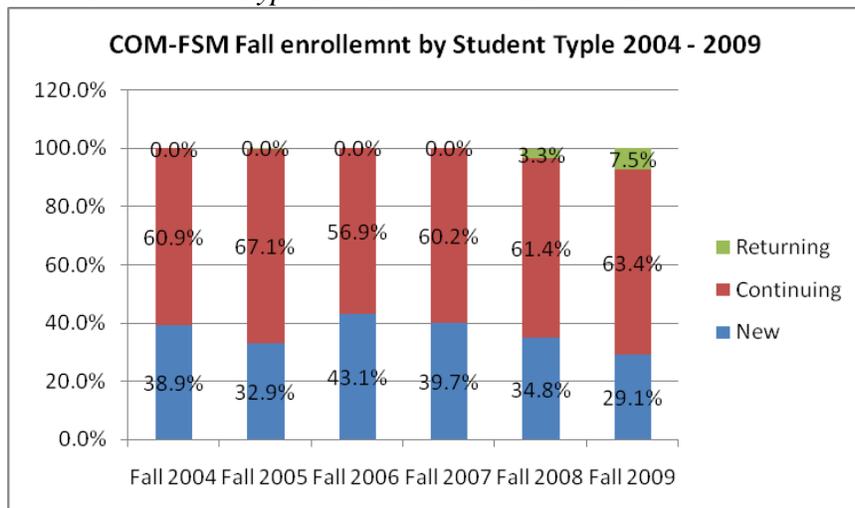
For fall 2009 the overall percentage of new FTE students has increased to 89.9%. Only Kosrae site is below 90% FTE.

Chart 9. Average Credit per COM-FSM Site



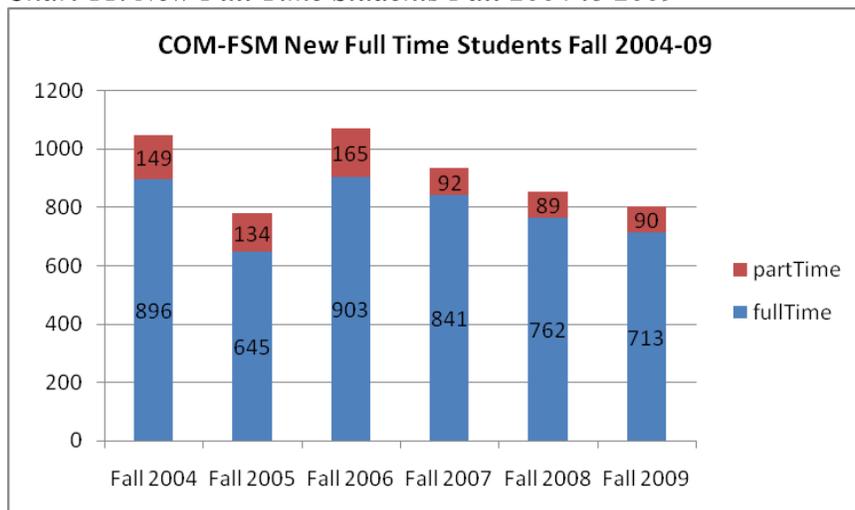
A difference is seen between different sites of the college in the average credits with a high at the national site and a low at Kosrae site. The college is working to increase the average of credits per student at all sites with a focus on Kosrae site.

Chart 10. Student Type Fall Enrollment 2004 to 2009



The college has developed recruitment, retention and marketing plans that address the changing demographics of the FSM. One goal is to recruitment additional nontraditional students and students who for various reasons dropped out of school and improve retention of existing students. The above graph shows both increases in returning students (out of school for more than 1 year) and a higher ratio between new and continuing students.

Chart 11. New Full Time Students Fall 2004 to 2009

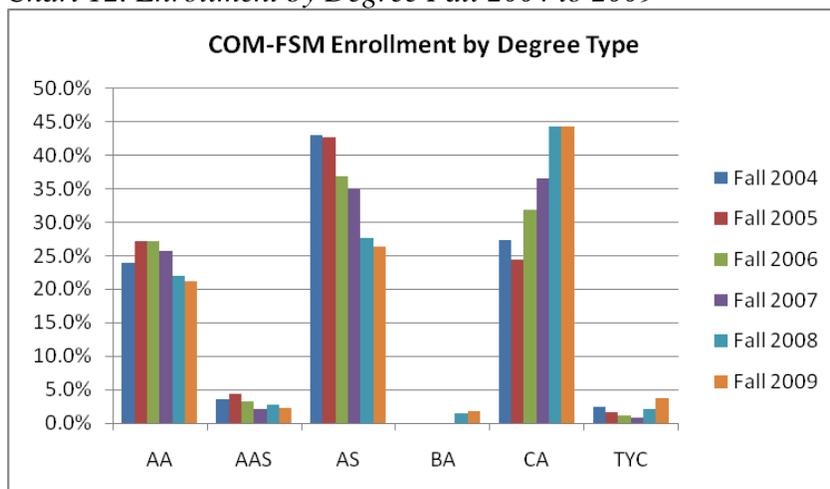


The college is tracking the downturn in new students enrolling in the college since fall 2006. The current levels of enrollment (headcount and FTE) will be difficult to sustain if the downward trend continues.

Table 4. Enrollment by Degree Fall 2004 to 2009

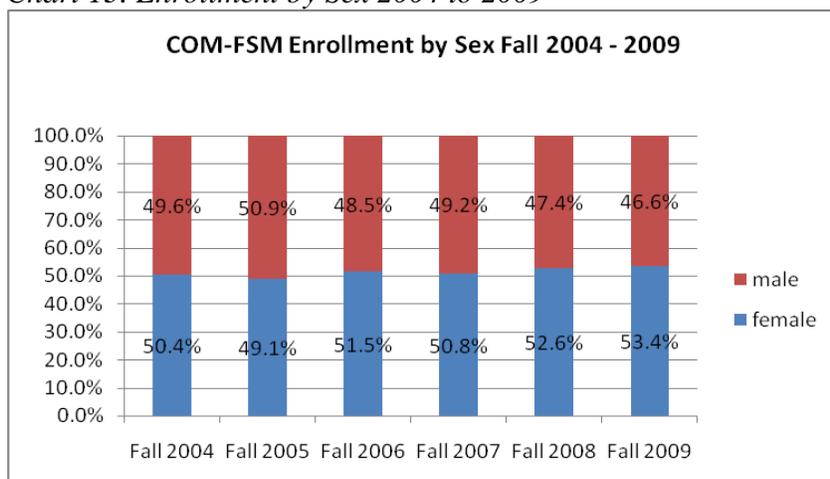
COM-FSM Enrollment Fall Term by Degree Type 2004 - 09								
term	AA	AAS	AS	BA	CA	TYC	UD	total
Fall 2004	645	94	1155		735	67		2696
Fall 2005	644	102	1014		579	40		2379
Fall 2006	682	81	923		799	28		2513
Fall 2007	608	49	825	1	862	21		2366
Fall 2008	537	67	678	35	1084	52	2	2455
Fall 2009	582	62	727	48	1219	103	19	2760

Chart 12. Enrollment by Degree Fall 2004 to 2009



The college is seeing a trend in an increase in the percent of student enrolling in certificate program versus degree programs. The increase is especially visible in the decrease in AS students versus CA students.

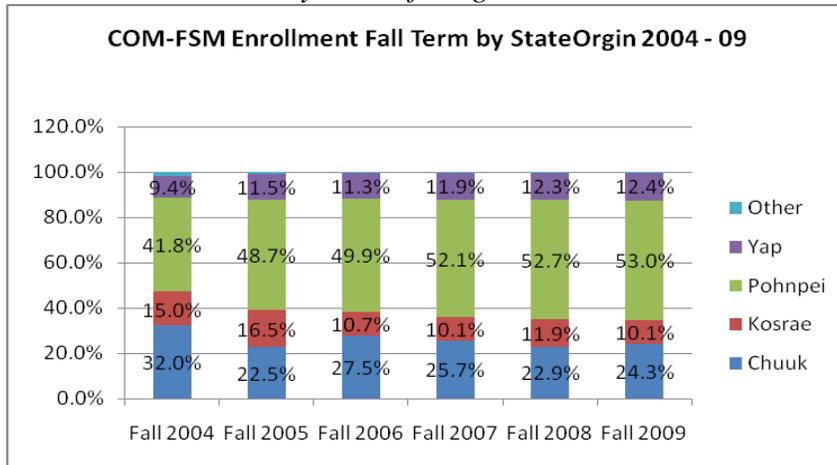
Chart 13. Enrollment by Sex 2004 to 2009



The college has seen an increase in the percent of females as part of the overall college enrollment. In fall 2009 the percent of females was 53.4%. Review of individual site data shows

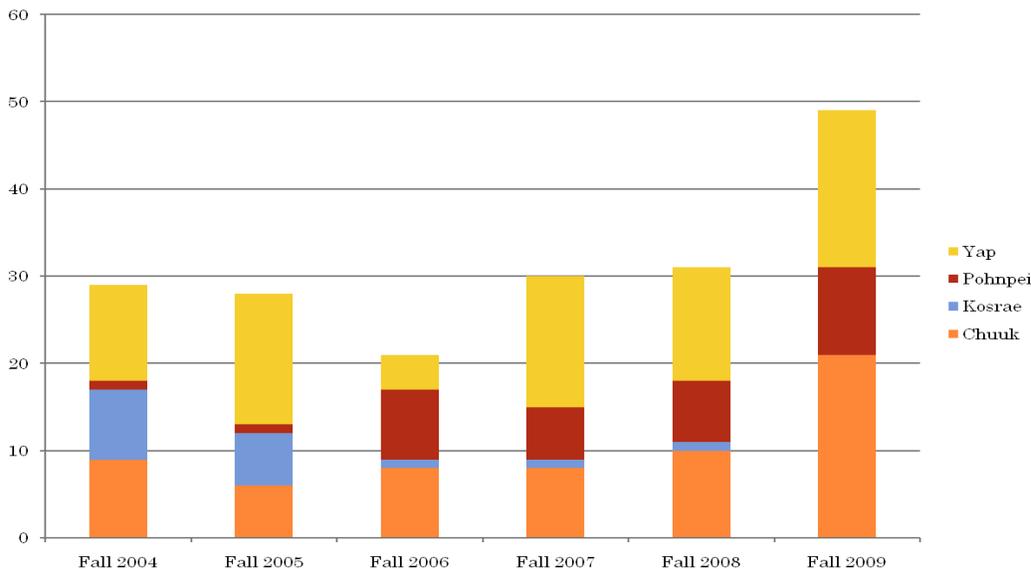
increase in the ratios of females to male students especially at Chuuk site. At this time, the issue is being addressed through the college’s marketing, recruitment and retention planning.

Chart 14. Enrollment by State of Origin 2004 to 2009



The college’s mission calls for development of the FSM and a goal of the college is to provide services in line with overall FSM demographics. The above graph provides trends in the college’s fall enrollment by FSM state origin. While Chuuk state represents approximately 50% of the overall FSM population, its per cent of students is currently at 25%. The college is working to establish site based training programs for Chuuk department of education teachers who do not possess associate degrees to help address both enrollment concerns and improvement of the academic preparation of students in the K-12 system.

Chart 15. Enrollment Trend by State of Origin 2004 to 2009



ACCOMPLISHMENTS REGARDING SELF-IDENTIFIED ACTION PLANS FROM 2004 SELF STUDY REPORT

2004 Planning Agendas IA, IA2, IA3 and IA4: Questions regarding the meaning and validity of the Mission Statement and the need for revision.

Resolution: The mission statement was revised by the Board of Regents through recommendation from the college community through the president retreat of 2006. The current mission statement, which promotes student learning, is available in all official college plans and general catalog. The mission statement is reviewed annually through the annual president's retreat. The annual retreat brings in participants from all sectors of the college community as well as from the public.

2004 Planning Agenda IA1: The college will continue to develop and deploy degrees, certificates, and programs that are aligned with the mission and purpose of the college.

Resolution: All college programs are aligned to its mission statement as evidenced in course and program assessment reports.

2004 Planning Agendas IB, IB1, IIA1a, IIA1b, IIA1c, IIA2a, IIA2b, IIA2f, IIA2i, IIB1, IIB4 and IIC2 and IID1b: The college is continuing to develop program level student learning outcomes and assessment instruments.

Resolution: The college has in place an institutional assessment plan handbook that provides guidance for all program and service assessment. Assessment plans were created for academic programs, student services and administrative services. Assessment reports are being generated and used for improving programs and services as well as for planning and budget allocation. Student Learning Outcomes were developed at both course and program level. The college is currently engaged in SLO assessment.

2004 Planning Agendas IB2, IB3, IB4, IB5, IB6, IB7, IIA1, IIA1b, IIA2, IIA2b, IIA2e, IIA2f, IIA6c IID1c, IID1d and IID3: Growth from Strategic Plan to Performance Based Budget and will have to reflect student centered learning.

Resolution: The college's mission statement identifies the college as a student centered institution that promotes student learning. This direction is reflected in the college's cycle of improvement which incorporates planning, assessment, resource allocation and budgeting. The review of all programs and services are now centered on student learning as evidenced in program assessment reports and documentations of the annual president's retreat. The governance structure at the college takes on a participatory outlook as outlined in the college's governance policy. The four vice presidents now provide oversight services at all six sites of the college.

2004 Planning Agendas IIA2c, IIA2d and IIA2e: A formal process for evaluating the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for the college's offerings will be put into place by the Curriculum Committee with input from all stakeholders across the system.

Resolution: The college's curriculum committee meets on a biweekly basis to review programs, course outlines, assessment results and instructional policy to ensure the high quality of its programs and services. Course outlines have been reviewed, and modifications approved by the curriculum committee. The same committee also reviews assessment plans and reports from

academic programs annually and recommends improvements. The vice president for instructional affairs conducts quarterly visits all sites to ensure consistency of programs.

2004 Planning Agendas IIA2g, IIA2h, IIA2i and IIB3e: The assessment and evaluation specialist being hired by the Division of Languages and Literature will assist the divisions as exit tests are being developed to address issues of biases, reliability, and validity associated with testing.

Resolution: The evaluation specialist has developed a standardized placement test. The COM-FSM entrance test (COMET) is used to place new students into the college's programs. Exit tests are being identified by some divisions for use as one of the measurement tools for assessing SLOs. An institutional exit test is currently not planned for. Processes and procedures for determining course credit is detailed in the curriculum handbook and are designed to be aligned with institutional policy and generally accepted norms or equivalences in higher education. An extensive institutional effort for articulation of courses and programs with regional, Hawaii and U.S. mainland institutions also helps ensure courses and programs meet generally accepted norms or equivalences in higher education.

2004 Planning Agendas IIA3a, IIA3b and IIA3c: A mechanism for collection of follow-up data on students who have graduated from and/or left the college will be included in the overall assessment plan to be developed by the president's cabinet.

Resolution: The college's general education program was revised during the fall 2008 and spring 2009 semesters with approval of the revisions by the curriculum committee on July 2009. The revision is also aligned with the recently adopted institutional student learning outcomes. The new General Education Program for Academic and Vocational Programs consists of 29 credits in the following areas: English (9 credits), mathematics (3 credits), natural science (7 credits), social science (3 credits), humanities (3 credits), computer applications (3 credits), and exercise and sport science (3 credits). The accompanying philosophy for selection of courses in this program is located in the General Catalog 2009-2011.

2004 Planning Agenda IIA5: Establishment of FSM certification and licensing standards.

Resolution: The Division of Technology & Trade at Pohnpei Campus is currently leading in the development, implementation, and delivery for all the vocational courses which are now being offered by the college with significant contributions by other campuses. All of these courses were developed with local industry representatives, Apprenticeship Committee input, and government liaison. Vocational programs at the college also utilize courses from internationally renowned programs like NIDA which qualifies students to take other U.S. certification exams.

2004 Planning Agenda IIA6a: Development of transfer policy; development of baseline data for transfer students; and articulation agreements with other institutions in the Pacific region.

Resolution: The college catalog details the processes and procedures for the admission of transfer students on page 28, articulation agreements with other institutions on page 35, transfer of credits on page 37 and transcript policy on page 37. Listings of articulation agreements are available from the office of the VP/IA and counselors.

2004 Planning Agenda IIA6b: The Curriculum Committee will review the college's course substitution policy to determine if it is advisable to allow the vice president for instructional

affairs greater discretion in substituting courses with similar learning outcomes.

Resolution: The college's curriculum handbook details processes and procedures for program deletion. Recommendation for program deletion is based on program evaluation and program review and other pertinent information.

2004 Planning Agenda IIA6c: Update all institutional publications and make them available online.

Resolution: Institutional publications including the general catalog are updated and available online at <http://www.comfsm.fm/publications/index.html>

2004 Planning Agendas IIA7a, IIA7b, IIA7c and IIB2: Development of academic freedom and responsibility policy; Development of academic honesty policy.

Resolution: The faculty handbook (a manual of administrative policies & procedures for instructional services and personnel policy and procedures) provides the BOR-approved college's code of ethics, including the faculty statement of professional ethics and the faculty code of ethics, and its position on academic freedom and responsibility. The academic honesty policy is found on page 37 of the catalog.

2004 Planning Agendas IIB and IIB3f: The college will identify and collect baseline data for student learning needs and achievement.

Resolution: The college now runs its own student information database that provides baseline student data for SLO assessment as well as for other student information access needs. Information can be entered into the database and viewed from any of the college's six sites.

2004 Planning Agendas IIB3, IIB3a, IIB3b and IIB3c: Surveys will be conducted to identify the support needs of the students, determine how to address these needs and assess/evaluate how well it provides services to students.

Resolution: The college provides a comprehensive set of student services including financial aid, recreation and sports, academic advising, counseling, tutoring, health services and peer counseling services across all sites of the college to all students. Surveys are provided for orientation and registration and a student survey is administered every October to gauge satisfaction with services and determine areas for improvement. Evaluations are given at the end of most workshops. Results are analyzed and used for determining improvement needs.

2004 Planning Agenda IIB3d: The vice president for support and student affairs and appropriate staff will plan activities with the specific goal of enhancing student appreciation of diversity.

Resolution: The college promotes student appreciation of diversity by hiring faculty and staff from all FSM states as well as from USA, Pacific Islands, Philippines, Europe, China, Japan, UK, US, Palau, Canada, Romania, Sri Lanka, India, Nauru, Kiribati, Thailand, and Fiji. The college also celebrates diversity during annual cultural day celebrations.

2004 Planning Agendas IIC1, IIC1a, IIC1b, IIC1c, IIC1d and IIC1e: Improve library facilities for Chuuk and FSM-FMI; Fund development of library resources at state campuses; Funding for certification of librarians; placement of professional librarians as faculty.

Resolution: The college has improved library facilities for all sites. The annual budget allocations include amounts set aside to build the state campus collections. Staffs at the learning recourse centers have access to staff development funding to seek further education and certification. The director of learning recourse has started the process of requesting that the professional librarians be classified as faculty members. Trainings are regularly given to students on how to use the library services effectively. The learning resources director, who is based at the National Campus, enjoys direct lines of reporting from all learning resources centers at all sites. The director ensures all agreements are updated and oversees budget allocation for library holdings.

2004 Planning Agenda IIIA1b: Supervisors will encourage employees to actively participate on the college standing committees.

Resolution: It is part of the responsibility of supervisors to ensure that their supervisees conduct business as expected by the college. This includes encouraging them to attend standing committee meetings as established by the college's governance policy. Participation of the college's employees in meetings is also part of the annual personnel evaluation for employees.

2004 Planning Agenda IIIA1c: A new faculty evaluation instrument will be approved by spring 2004. The instrument will include a section on student learning outcomes.

Resolution: Appendix N of the faculty evaluation tool contains student learning outcomes and teaching methods as criteria for assessment of faculty.

2004 Planning Agenda IIIA1d: Personnel Committee will finalize the draft policy and route it through the system for review and eventual adoption.

Resolution: In June 2005, the college adopted the written code of professional ethics for all its personnel.

2004 Planning Agenda IIIA2: Personnel office to do formal comparison of pay scales at area institutions by spring 2004; Campus directors will review employment applications in a timely manner.

Resolution: The college has sufficient qualified full-time faculty carrying full-time loads. The college determines this factor through the guidelines employed under subsection IIIA1, the institutional key indicators, and the balanced scorecard. The college employees will undergo a job audit by spring 2010.

2004 Planning Agenda IIIB1: Creation of parking lot for National Campus; Identification of permanent site for Chuuk Campus.

Resolution: A new concrete parking lot was constructed behind the new faculty building at the National campus in 2005. At its August 2008 meeting, the Board of Regents designated the Nantaku site as the Chuuk state campus permanent site. Access to the site was completed on November 2009 and construction of facilities is pending drawdown of money from the FSM Government.

2004 Planning Agendas IIIB1, IIIB2 and IIIB2b: The college should continue to utilize the protocol and procedures for needs assessment, planning, prioritizing of infrastructure and major equipment acquisitions.

Resolution: Infrastructure plans are in place and are reviewed annually during the budget cycle which involves reviewing by all committees, department heads, cabinet, and finally approval by the president and the Board of Regents (BOR). Similarly, the operations and maintenance activities are planned and budgeted through the annual operations budget, and processed through the annual budget cycle. In the planning and budget preparation process for all capital improvements and operations programs, the Planning and Resources Committee reviews and ensures that all activities are linked with the strategic goals and objectives of the institution.

2004 Planning Agenda IIIB1b: An elevator will be installed at the Learning Resource Center by spring 2005.

Resolution: A new wheelchair lift was installed at the Learning Resources Center in 2007.

2004 Planning Agenda IIIB2a: To mitigate the problem of funding cuts, a “Total Cost of Ownership / Order of Priority Worksheet” should be considered for development and this document submitted to Congress.

Resolution: Funding for capital projects is requested through the FSM National Government to the FSM Congress for appropriation from the Compact Infrastructure Sector Grant and/or other sources of government funding. Since 2005 the FSM Congress has increased its funding appropriation from \$650,000 for FY2004 and FY2005 to \$9,450,852 for FY2006-FY2010 to support improving facilities at the state sites.

2004 Planning Agendas IIIC1, IIIC1a, IIIC1b, IIIC1c, IIIC1d and IIIC2: Chair of Technology Advisory Committee (now Information Technology Committee) to call regular meetings especially when representatives from all sites are in Pohnpei; backup generator for all sites; and negotiate with FSM Telecom to improve bandwidth.

Resolution: The Information Technology Committee (ITC) now meets regularly as mandated by the college’s governance policy and specified in the ITC terms of reference. The ITC provides oversight for all decisions that deal with information technology issues. The functions carried out by ITC are governed under the governance policy. As such, information technology issues are linked to the college’s cycle of improvement by way of the college’s governance structure. The cycle of improvement brings together the college’s governance structure, planning, budgeting, and resource allocation. A request was submitted to the FSM Government during spring 2009 for the purchase of backup generator for all college sites. ITC chair now regularly negotiates with FSM Telecom regarding the college’s bandwidth issues. A new underwater fiber optic cable will connect the FSM to Guam by February 2010.

2004 Planning Agenda IIID1a: The college should fill the director of research and planning position in order to provide a crucial link between financial planning and overall planning; Tele- or video-conferencing should be used as much as possible to ensure that remote state campus directors participate.

Resolution: The college now has an institutional research and planning director who provides support for the college. Campus directors are regularly participating in committee meetings through teleconference as evidenced by committee meeting minutes.

2004 Planning Agenda IIID2a: In preparing budget guidelines, the Finance Committee and Board of Regents should strike a balance between program/department/campus projected outcomes and anticipated financial resources. This will mean using “performance-based” budgeting in a much stricter sense.

Resolution: The college now has in a place a performance based budget system that incorporates the college's planning, assessment, budgeting and resource allocation.

2004 Planning Agendas IID2b, IID2c and IID2d: Ensure that unit heads share the approved budget and expenditure information with their members; increase information sharing opportunities; development of plans for possible loss of federal work- study and supplemental grant funding; and start practices ensure sufficient cash flow.

Resolution: The college ensures that appropriate financial information is disseminated throughout the institution through quarterly financial reports to the Board of Regents and budgetary, actual expenditures and encumbrance reports are disseminated to heads/directors of offices quarterly. Audit reports are widely circulated every year through email to faculty and staff, and hard copies are disseminated to government agencies and other stakeholders. Latest audit reveals a balance of cash at \$4.575 million and trade liabilities for the same period were \$951k.

2004 Planning Agenda IVA: Ensure voice of faculty is valued if impossible to implement a tenure system; and form a grievance committee where faculty who are turned down for contract renewal may seek help.

Resolution: The voice of the faculty is valued as evidenced in assessment reports from academic divisions, through the faculty and staff senate, through the vice president for instructional affairs, and through direct email exchanges between all members of the college community especially the faculty. The college' personnel manual details a formal grievance process for all employees of the college. The same process was used to reinstate some staff and faculty members who were dismissed by the college.

2004 Planning Agenda IVA3: A survey will be conducted on all six sites in order to determine whether present processes are perceived as facilitating discussion of ideas and effective communication.

Resolution: On the 2005 communication survey, approximately 60% of the respondents indicated that they have a good understanding of what goes on at the college. A similar percentage was reported in the summary of the 2006 follow-up survey. The March 2009 survey reports an increase in volume through VOIP.

2004 Planning Agenda IVA4: Separation of responsibilities for director of institutional research and planning (IRP) and responsibilities of the accreditation liaison officer to ensure that turnover of IRP directors will not impact the college's relations with the commission.

Resolution: Since 2005, the IRP director and the ALO responsibilities were assigned to two different people. Since the time of the last comprehensive evaluation visit, the college has demonstrated honesty and integrity in its relationship with the ACCJC by immediately attending to areas of concern expressed in recommendations, submitting all required reports on time, and filing substantive change reports prior to implementing significant changes at the college.

2004 Planning Agenda IVA5: There is a clear need to examine the administrative structures and to decide which positions the college needs, which ought to be redesigned, and what other structures might work for the college. Vacancies in a number of positions at the moment provide a window of opportunity to re-engineer the administrative processes of the college.

Resolution: The college conducted five primary studies since the implementation of the revised organizational chart in 2004. Findings from the communication surveys and first evaluation of the organizational chart were disseminated to the college community and used as a basis for improvement. The college has refined its organizational structure through recommendation by the ACCJC in order to provide clearer lines of authority.

2004 Planning Agenda IVB1a: Board to be proactive in explaining its position and action to the college community; Board to project unity in decisions made.

Resolution: Current regents bring diverse backgrounds to the board's decision-making processes. Minutes of board meetings reflect that once the board makes a decision, it acts as a whole.

2004 Planning Agenda IVB1b: Board to consider alternative avenues for informing self about actual practices of the institution; Board to speak informally with students, staff and faculty about issues affecting the college.

Resolution: Governance structure of the college calls for the memberships of Faculty and Staff Senate and the student association on the president's cabinet. This setup allows information from faculty, staff and students to be brought to the attention of the board and the board communicates to through its actions and directives through informal meetings with faculty and students every quarter.

2004 Planning Agenda IVB1c: Board to continue to monitor finances, progress and quality of programs and review mission statement annually to keep pace with changing needs and priorities.

Resolution: Financial reports and status reports from the president, vice presidents, campus directors and office heads are regularly submitted to the board for their quarterly meetings.

2004 Planning Agenda IVB1i: The board should continue to assist in the accreditation process as much as possible. The board should continue to be informed about WASC requirements.

Resolutions: The ALO provides regular reports about the college's accreditation to the board after every quarter. All major reports to the ACCJC are reviewed by the board, who in turn provides feedback for improvement.

2004 Planning Agenda IVB1j: Faculty to choose faculty rep on the presidential hiring committee and such policy included in the public law.

Resolution: During the presidential search which resulted in the selection of the current president, Mr. Spensin James, the Board of Regents gave all the faculty and staff of the college through the moderation of the Faculty and Staff Senate to ask all the candidates questions regarding their motives for applying for the presidency of the college. Members of the board were present during the session to note the exchange of information.

2004 Planning Agenda IVB2b: President to share his vision of the college.

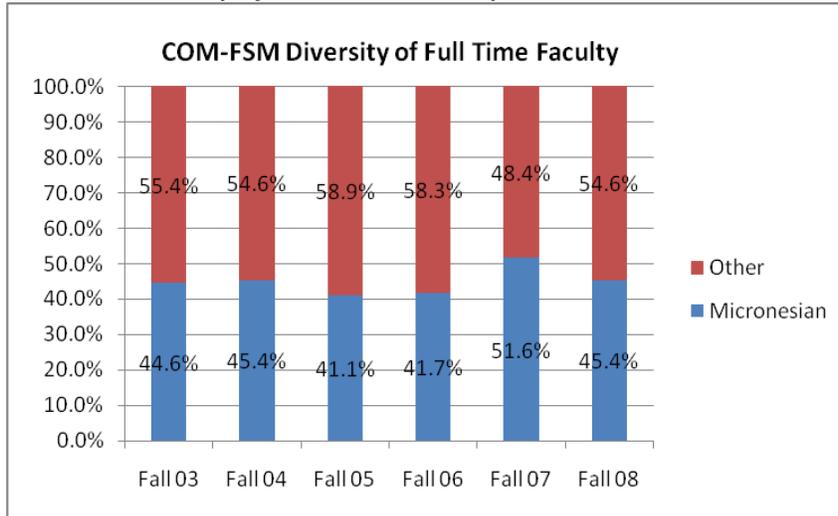
Resolution: The president has shared his vision of the college as noted in president's update #287. The president continually emphasizes his intentions through his updates and memorandums.

2004 Planning Agendas IVB2d and IVB2e: President to foster stronger communication with the college community and to assure consistency of practices with mission and objectives of the college.

Resolution: After the adoption of the communications policy in 2006, a communications working groups was created to develop a communications plan. The plan was developed and is currently undergoing review by the institutional research and planning office.

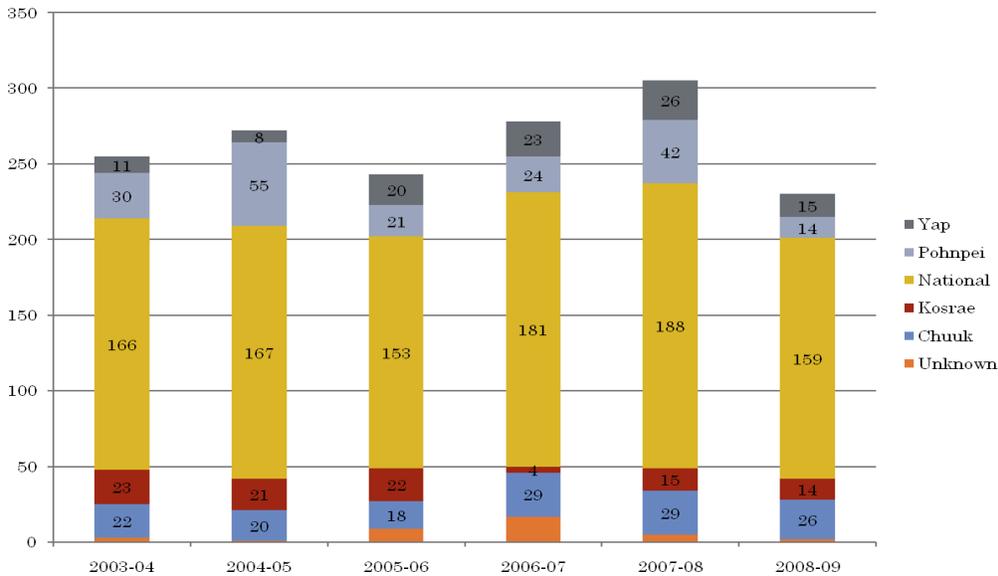
LONGITUDINAL STUDENT ACHIEVEMENT DATA

Chart 1. Diversity of Full Time Faculty



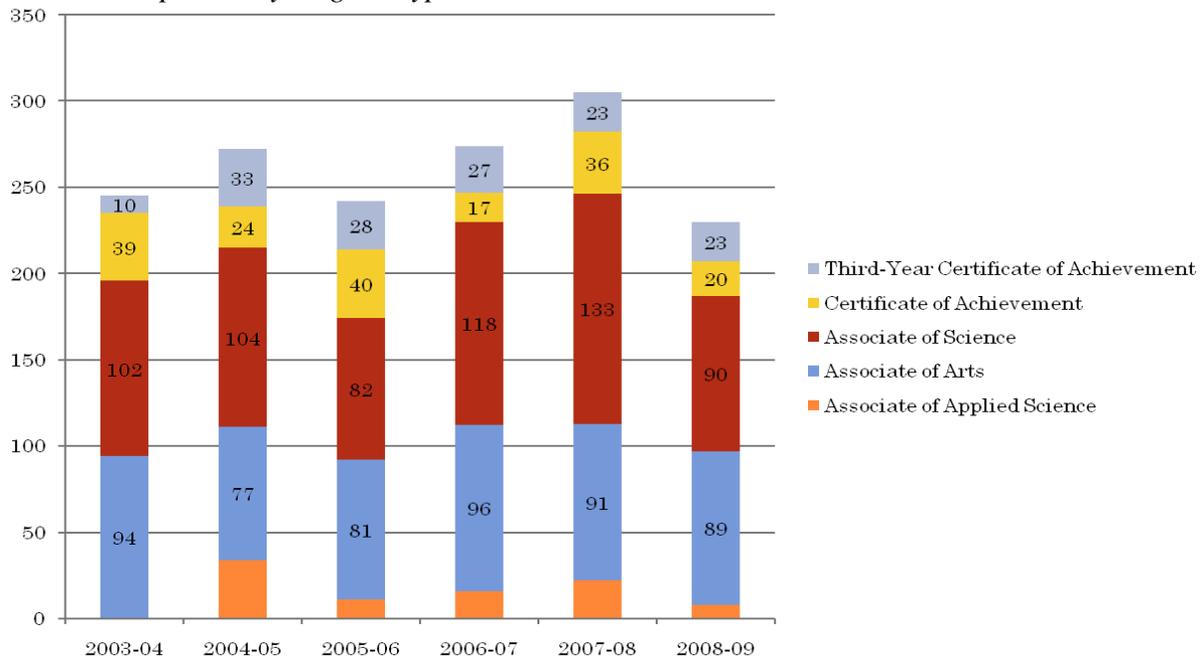
The college is maintaining a diverse full time teaching faculty. While the composition changes each year, the faculty represents all FSM states, United States, Philippines and other countries.

Chart 2. Completers by Year and Site



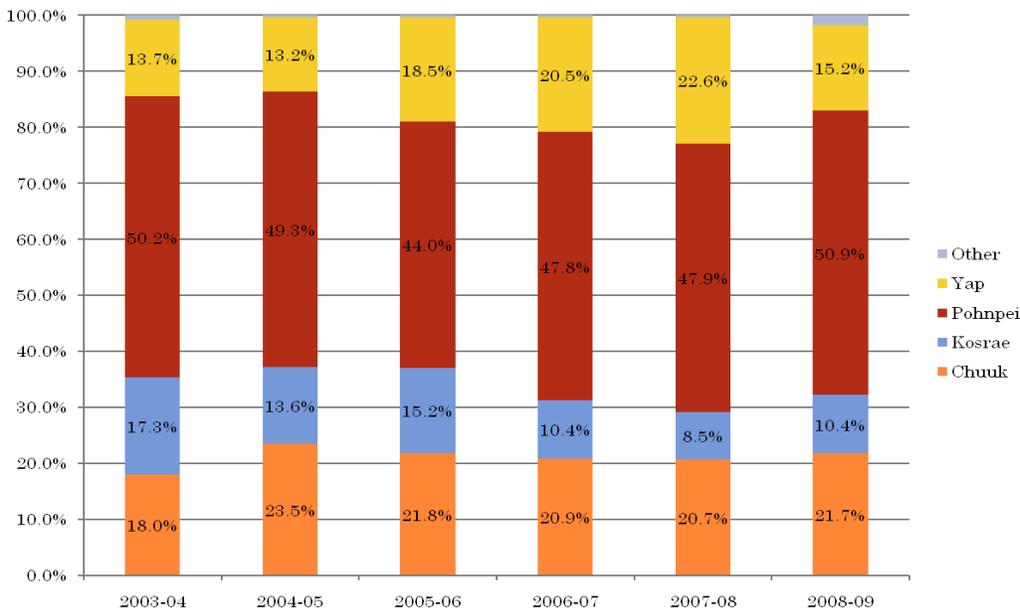
The college’s program completer data has seen some variations, primarily due to the teach-out at Chuuk site. There has also been concern that program completers are being under reported for certificate programs due to the fact that student move into an associate degree program without formal completion or without applying for a certificate degree. The college has set as an objective in its performance planning to develop mechanisms to fully count certificate completers.

Chart 3. Completers by Degree Type



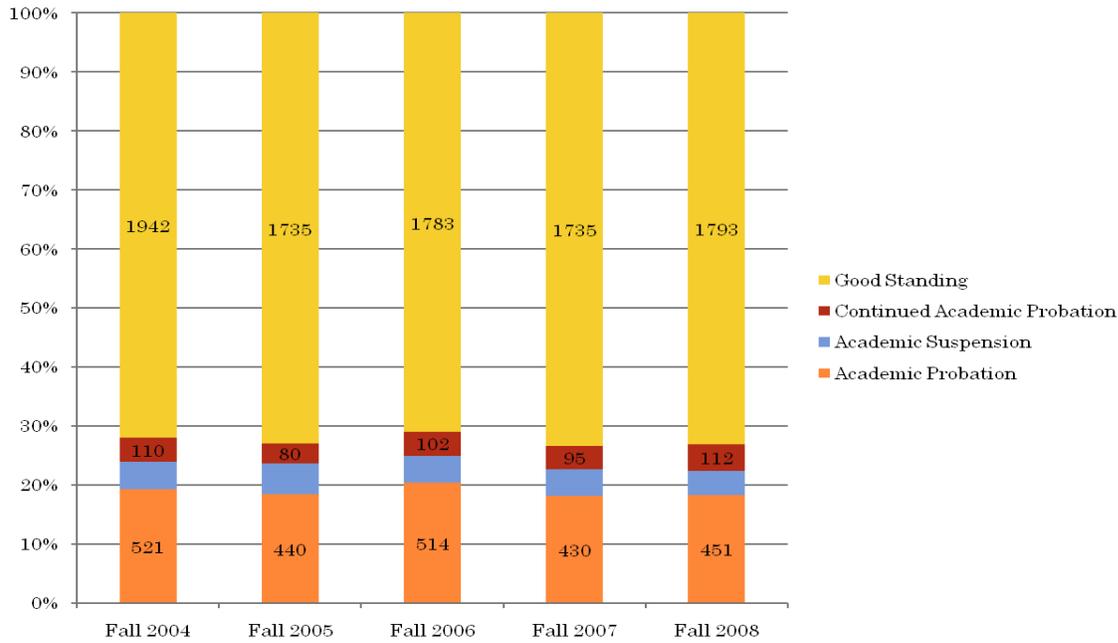
As noted above, there is concern over the number of certificate program completers especially as certificate students currently represent 44% of the student population but less than 10% of program completers.

Chart 4. Completers by State of Origin



The college program completers as seen by state of origin shows Kosrae, Pohnpei and Yap having a higher percent of completers as completed to population distribution by FSM states with Chuuk completers representing less than half of their FSM population distribution. As noted earlier, the college is working with the Chuuk department of education to enhance the number of K-12 graduates being college ready through site based teacher training programs.

Chart 5. Enrollment by Academic Standing



Overall academic performance of students being in good academic standing (2.00 cumulative GPA or above) is fairly consistent at ~ 70% or above. However, the college is tracking the academic standing of students at its various sites to ensure consistency and continuity of programs and services.

Chart 6. Percentage of Students in Good Academic Standing by Site

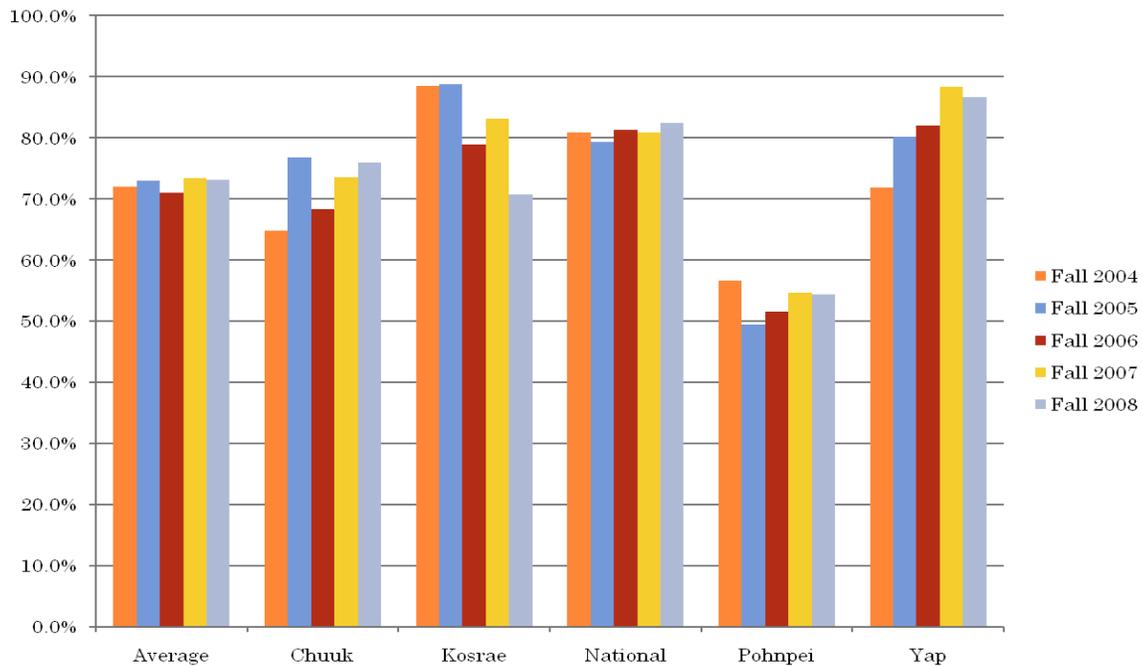
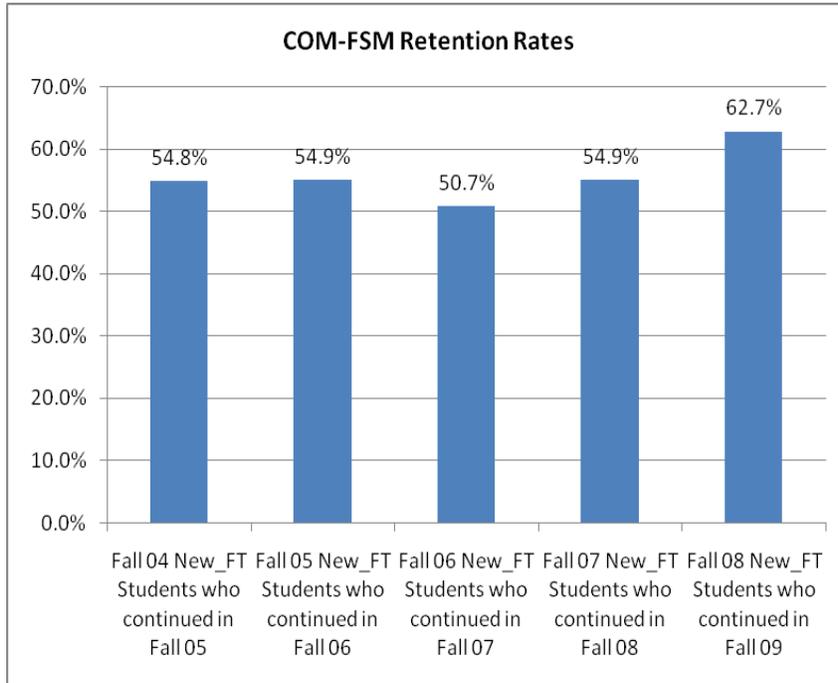
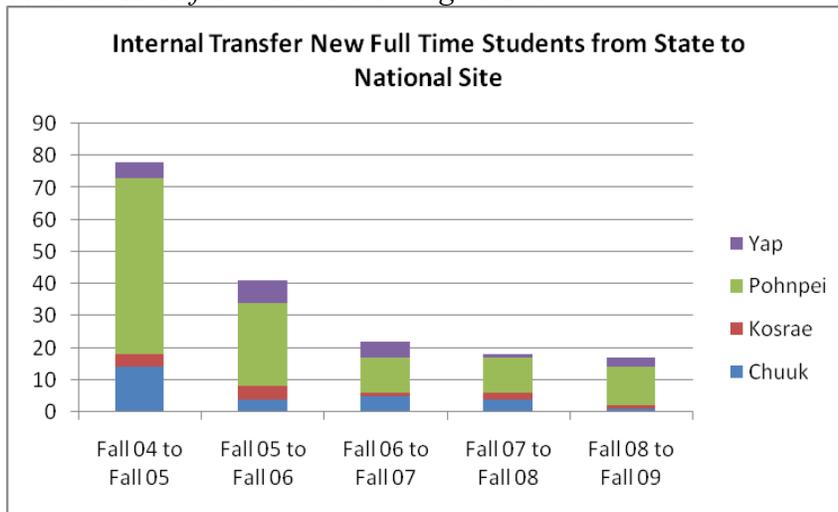


Chart 7. Retention Rates



The college has placed a priority on retention in the past two years and has seen an increase of over 12% since fall 2006. The college is working to maintain or improve these levels and use the increased retention as a springboard to improved program completer figures.

Chart 8. Transfer within the College's Sites.



Internal transfers within the college (state sites to national site) have decreased due to more students remaining in their home state to work on general education requirements.

Transfer information to Pacific Post Secondary Schools (PPEC)

Following is transfer information related to COM-FSM students attending PPEC four year institutions. The PPEC is developing systems to track member institutions' transfer rates and academic achievement after transfer.

Table 1. Transfer to UOG 2003 to 2009

Transfer information for COM-FSM Students to University of Guam February 2003 to June 2009			
	Male	Female	Total
Total transfers	53	40	93
Total graduates (BA)			19
	Avg Term GPA	Avg CUM GPA	Avg Credit Hours
Academic standing (GPA)	2.23	2.876	11

Table 2. Transfer to UH Hilo 2003 to 2007

Transfer information for COM-FSM Students to University of Hawaii Hilo Fall 2003 - fall 2007						
	Total Student Count	Avg Transfer Credits	No degree	AA	AS	CERT
Total transfers	132	46.8	78	35	20	1

Table 3. Transfer to UH Hilo Summary

COM-FSM Transfer - Summary Enrollment & Graduates UH-Hilo			
	Male	Female	Total
Total transfers	79	53	132
Total graduates			27

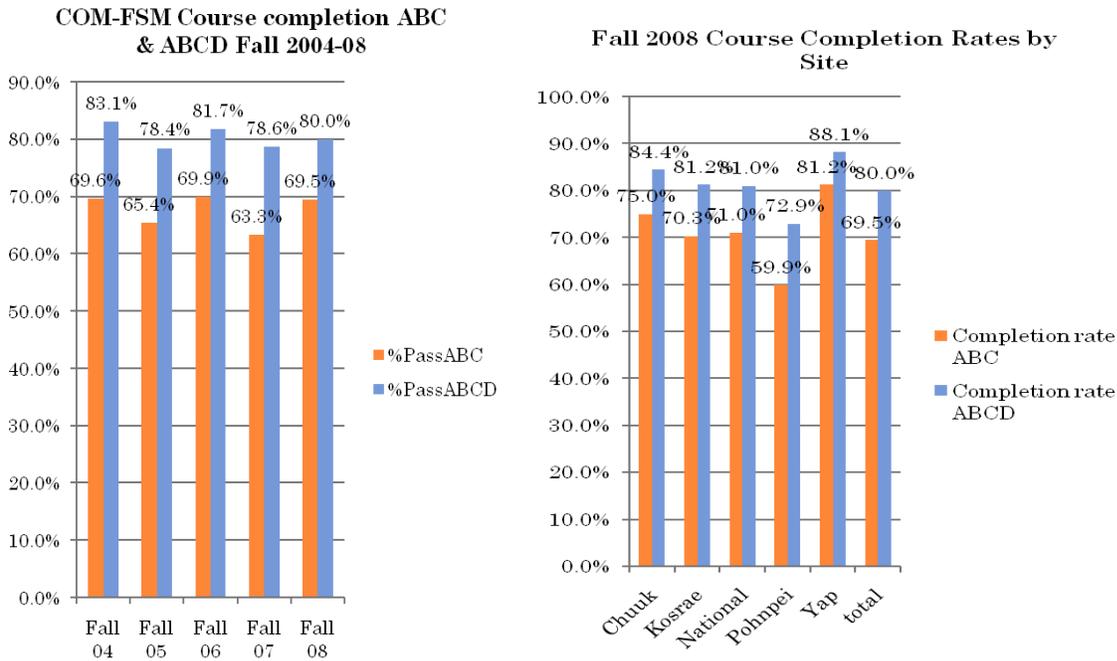
Table 4. Transfer to UH Hilo Academic Standing 2003 to 2007

COM-FSM Transfer Students - UH-Hilo Academic Standing				
Term	#Enrolled End of Semester	Avg Credit Hours	Avg Term GPA	Avg Cum GPA
Fall 2003	48	12.88	2.12	2.21
Spring 2004	53	12.60	2.09	2.13
Summer 2004	4	3.00	2.67	2.52
Fall 2004	47	12.57	2.32	2.32
Spring 2005	53	12.89	2.37	2.32
Summer 2005	11	4.09	3.24	2.45
Fall 2005	65	12.75	2.15	2.31
Spring 2006	65	12.06	2.27	2.38
Summer 2006	2	3.00	2.50	1.99
Fall 2006	70	11.96	2.24	2.33

Spring 2007	65	11.78	1.83	2.33
Summer 2007	4	3.25	1.75	2.30

Transfer students to University of Guam and University of Hawaii – Hilo are generally doing well as seen by the term and cumulative GPAs. The college is working on developing tracking mechanisms to address COM-FSM students at other institutions of higher education.

Chart 9. Completion rate 2004 to 2008



The college is tracing course completion at both ABC and ABCD passing rates. The college catalog currently defines “D” as passing, but there is concern that for a number of courses and courses for program majors, students cannot advance with a “D” course grade. The definition of course completion is currently under discussion in the college’s curriculum committee.

Chart 10. FSM-FMI Graduates by State of Origin 2003 to 2009

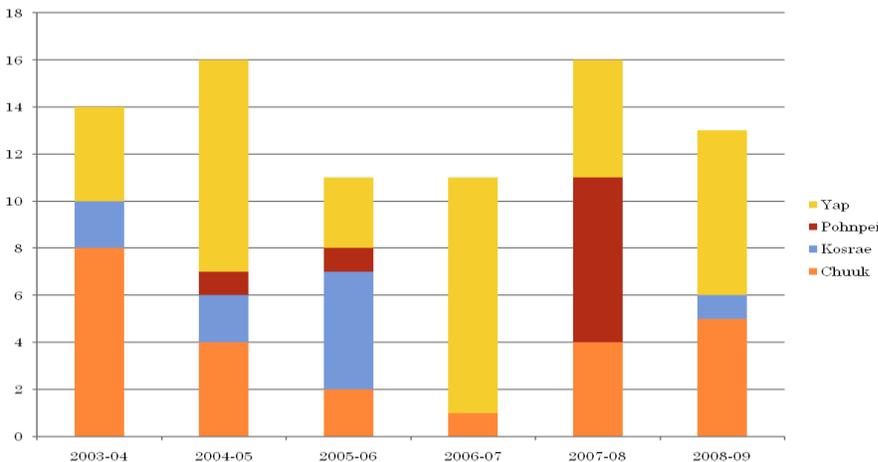
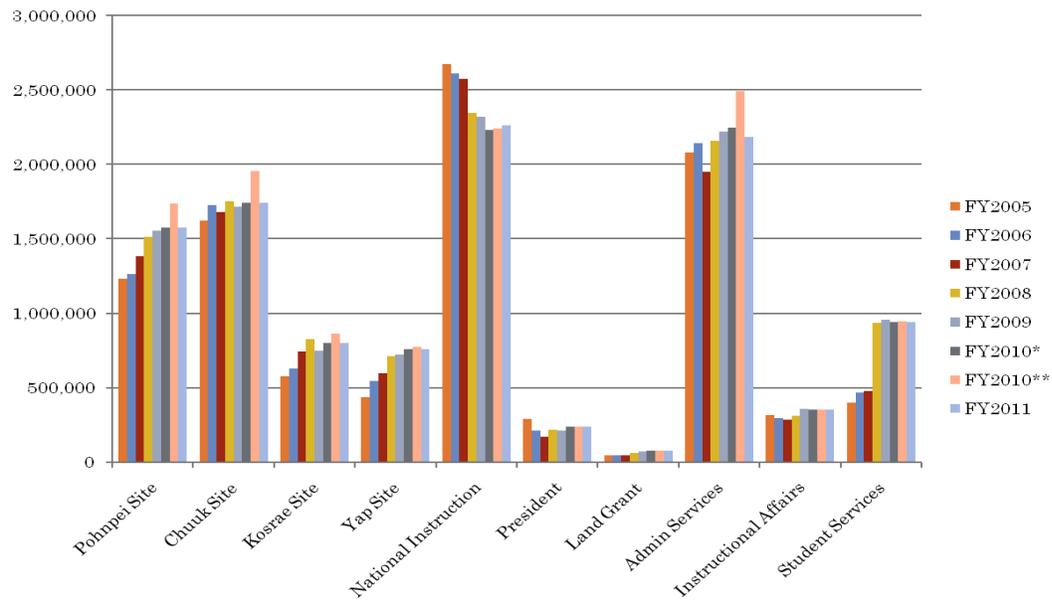


Chart 11. Board-Approved Budget Allocations FY 2005 to FY 2011



PROGRAM REVIEW AND PLANNING

The college has put in place a policy on continuous improvement cycle that links the college's strategic planning, Institutional Assessment Plan (IAP) process, budgetary resource allocation and system wide decision making processes.

The Strategic Plan 2006 – 2011 provides the framework for assessment, reporting and resources allocation. Strategic goals and objectives have performance indicators that assist in determining the institutional effectiveness of the college and tracking progress being made in each of the goals areas. Quarterly reporting to stakeholders directly links accomplishments and activities to the strategic goals and objectives. A balanced scorecard is used by the college to summarize the key performance indicators and ensure a balanced approach to institutional effectiveness that helps focus the college on making decisions based on the needs for improving instruction and support services that include finances concerns, but is driven by needs for improving student learning and achievement.

The IAP process has established a framework for formalized assessment of all programs and services at the college. The IAP worksheets for improvement and assessment plans and assessment reports directly link program and services activities to their program mission, institutional strategic goals and objectives and the institutional mission. The IAP process recognizes the roles and responsibilities of superiors and the college's standing committee structure in review of improvement and assessment plans and reports and decision and assists with prioritization of improvement plans and strategies and resources. The IAP process is designed to promote discussion and dialogue of impact of programs and services on student learning and achievement at administrative and standing committee levels. The minutes of standing committees (especially curriculum, student services, assessment and planning and resources) are showing greater focus on students and learning being achieved. The discussion and dialogues are also being assisted by the richer (real time compilation including term specific and longitudinal) data being provided by the college's Student Information System (SIS) that has been put in place over the past three years. The yearly assessment reports tie directly into the formulation of the next cycle's improvement plan.

The college is implementing a performance budgeting system in fy 2011 that ties the budgeting process to the annual (IAP) improvement plans. Program budgets are based on outcomes to be achieved and are linked to high level performance indicators (such as retention, progression, persistence, program completers, employer satisfaction, improved effectiveness and efficiency of operations and services, etc.). The IAP program assessment and program review process allows direct determination if outcomes are being achieved and feed into the next improvement planning, assessment and budgeting cycle. The budgeting process is linked to the planning and assessment/program review cycle.

The annual President's Retreat brings together the college community and stakeholders to reflect on what has been accomplished during the year, what challenges have been faced and recommendations and priorities for improvement for the upcoming continuous improvement cycle.

Review of the various components of the continuous improvement cycle is ongoing and has resulted in changes to processes, procedures and forms on a regular basis through the standing committee structure. The current continuous improvement cycle was introduced as part of the college's Strategic Plan 2006 – 2011 and a formal review of the cycle will be conducted as part of the development of the Strategic Plan 2012 – 2016 (consideration is being given to reduce the college's planning cycle from 5 to 3 or 4 years) development process.

STUDENT LEARNING OUTCOMES DEVELOPMENT AND ASSESSMENT

The college is approaching the issues of program review, planning and student learning outcomes development and assessment as an integrated process as shown in the continuous improvement cycle.

The college has student learning outcomes for all courses, programs and the institution. Additionally, the IAP process requires mission and goals statements for all instructional and support programs. The college has reviewed the current program SLOs and is moving to a more concise number (generally 3 to 4 SLOs (know, think, do and sometimes value) of program SLOs. This reduction in program SLOs allows assessment of all program SLOs in a one to two year cycle. A proposed course outline revision is also recommending reducing the number of course level SLOs and recommending inclusion of assessment strategies. An alignment matrix links courses to program outcomes.

Students indicate their level of understanding of SLOs in the annual Student Satisfaction Survey.

The SLOs assessment is defined in the program improvement and assessment plans (IAP worksheet #1 & 2) and reported in the assessment report (IAP worksheet #3) and included in program reviews that feed into the next improvement cycle.

The program improvement worksheet #1 also forms the basis for developing the college performance budget and resource allocation while the assessment and reporting worksheets (#2 & 3) provide evidence of student learning against outcomes and changes being undertaken to improve student learning.

Discussion and dialogue concerning SLOs is evidenced in committee minutes related improvement and assessment plans and reports and in the performance budget development.

The college has conducted institutional level evaluations of its organization structure and will again review that structure in development of its Strategic Plan 2012 – 2016.

INFORMATION REGARDING OFF-CAMPUS SITES

The College of Micronesia-FSM is one college existing at six different sites. The college currently does not have off-campus sites other than its original six sites. Instruction is delivered at the college on these six sites. The college does not offer more than 50% of any program via distance education.

EXTERNAL INDEPENDENT AUDIT

The college's financial statements are audited externally by the auditing firm of Deloitte & Touche. The audit is performed in accordance with auditing standards generally accepted in the USA; the standards applicable to financial audits contained in Government Auditing Standards; and OMB Circular A - 133. The audit of the college's financial statements for four years, from 2005 to 2008 provides the following results:

1. Unqualified opinion on the financial statements;
2. No significant deficiencies in internal control over financial reporting were identified;
3. Instances of noncompliance considered material to the financial statements were not disclosed by the audit;
4. No significant deficiencies in internal control over compliance with requirements applicable to major federal awards programs were identified;
5. Unqualified opinion on compliance with requirements applicable to major federal award programs;
6. The audit disclosed no findings required to be reported by OMB Circular A-133; and
7. The college qualified as a low – risk auditee.

With regard to the integrity of using the financial resources of grants, the audit report indicated that there were no reportable conditions in internal control over compliance with requirements applicable to major federal awards programs were identified. The Independent Auditors' Report on compliance with requirements applicable to major federal award programs expressed an unqualified opinion and the audits disclosed no findings required to be reported by OMB Circular A – 133.

Self Study Report 2010

ABSTRACT

College of Micronesia - FSM

ABSTRACT

Six years ago (2004), the College of Micronesia-FSM (COM-FSM) underwent a self assessment that described an institution that showed many areas that need improvement. The college's mission was too broad given the college's limited human and financial resources. The broad mission also contributed to the college's inability to move itself from the developmental level in the areas of evaluation and planning for over two years. Improvements at the college were done through individual efforts and not through a clear institutional mandate. The college's faculty members were still claiming that the college administration wanted to influence them by insisting that student learning outcomes (SLOs) be developed and assessed. The college did not have clear lines of authority and responsibility in providing quality programs and services at all sites. Clear dialogue became a challenge and the integrity of the college became questionable.

After the visit by the visiting team and the ACCJC Commissioners' meeting on January 12-14, 2005, President James of COM-FSM received an action letter from President Beno of the ACCJC dated January 31, 2005, which carried the commission's action to place the college on warning with six recommendations for improvement. The first three recommendations dealt with dialogue especially in the areas of communication, institutional commitment and organization. The fourth recommendation called for the need to integrate assessment, planning, resource and budget allocation. The fifth recommendation cautioned the college to improve its identification and assessment of SLOs, and the sixth recommendation called for the college to maintain integrity at all its sites by standardizing all programs and services.

Since the action letter of 2005, a revised mission statement was adopted, which reflected a mandate to align the college's programs and services its human and financial ability. The revised mission statement was endorsed by the Board of Regents through recommendations from the college community. The community's recommendations were manifested through the president retreat of 2006. The current mission statement, which promotes student learning, is available in all official college planning documents and is reviewed by participants from all sectors of the college community. In its current mission, the college sees itself as *historically diverse, uniquely Micronesian and globally connected*, and as a *continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.* To ensure that it delivers what it professes, the college has developed a continuous improvement cycle. This cycle includes programs and services planning, assessment, resource and budget allocation. This cycle is also mentioned in the body of this report under Standards I, II and III.

The college has developed SLOs for all courses and programs. Assessment of SLOs is currently taking place. The College of Micronesia – FSM sees SLO assessment as an integral part of program assessment and evaluation. The Institutional Assessment Plan Handbook (IAP) clarifies this interconnectivity. The revised governance structure of the college as noted in the governance policy reflects the roles of offices, individuals and committees therefore aiding the implementation of the continuous improvement cycle. Through the governance structure, the use of communications technologies, and the real time and longitudinal data-generating Student Information System (SIS) the college community now has a sense of to whom and through what

medium should information sharing take place. The governance structure was also set up to support areas within the structure to promote free exchange of information.

The current setup of the college now has four vice presidents that provide oversight for administrative, student, instructional and cooperative research and extension services at all sites. This arrangement ensures consistency of programs and services. The vice presidents regularly conduct monitoring visits as well as regularly communicating with staff and faculty at all sites as evidenced in trip logs and in email exchanges. Planning and communication at the college continually reflect the nature and needs of the college. The college's performance-based budget, which also brings together, planning and resource allocation, now reflects an institution that is thinking, planning and allocating resources while providing quality programs and services at all sites. The college is now able to set institutional priorities that are assessed at all areas of the college. During the development of the improvement plans and budget allocation for fy 2011, the college was able to select retention as the priority for all college planning, assessment and resources allocation for fy 2010. All assessment plans and strategies as well as resource and budget allocation are focused on retention.

It is the intention of this report to reveal a college that has transformed from the College of Micronesia – FSM, which was sanctioned in 2005, to a College of Micronesia – FSM, which plans what it wants to do; evaluates and assesses what it plans; improves based on assessment results; allocates resources accordingly; and communicates these results within and outside of the college.

Self Study Report 2010

ORGANIZATION FOR THE SELF STUDY

College of Micronesia – FSM

ORGANIZATION OF THE SELF STUDY

On January 15, 2008, President Spensin James called a meeting of the Self Study Steering Committee to begin discussions about this report. The steering committee decided then that this report will be written following the Standards instead of the Themes. The chairs of the four committees were appointed by the president and they were tasked to form their own committees. Around the same time, the college also began its initial activities leading up to its August 2008 kickoff to officially mark the beginning of the preparation of this report. By August 2008, the ALO began his visits to every college site to conduct awareness activities and talks for faculty, staff, and students regarding accreditation in general and the self study process in particular. Four committees were formed to study the four recommendations and everybody was invited to be members of any one of the four committees.

Self Study Steering Committee Members

Co-Chairs:

Spensin James, President
Joseph Saimon, ALO

Committee Members:

Joe Habuchmai, Vice President for Administrative Services (Standard IV Chair)
Ringlen Ringlen, Vice President for Student Services (Standard III Chair)
Jean Thoulag, Vice President for Instructional Affairs (Standard I Chair)
Jim Currie, Vice President for Cooperative Research and Extension
Faustino Yarofaisug, Faculty Representative
Susan Moses, Faculty Representative
Jimmy Hicks, Director of Institutional Research and Planning (Standard II Chair)
Noma Edwin, Executive Assistant to the President

Membership on any of the four standard committees includes representatives from all sectors of the college community and from all sites. The exhaustive list will be made available upon request. From these lists, the committee chairs identified core working groups to help compile their sections of this report. The completed work is shared regularly by each chair with their entire committee membership for their feedback and comments. Comments and feedback to the work of each committee is handled by each committee core working group.

The steering committee also utilized the services for four editors, who reviewed this report for grammar; sentence and paragraph structure; style including proper punctuations; and content. The final document was reviewed by the college community through the four-committee structure; by the steering committee; and by the ALO.

Timeline of Report Preparation

Activity	Dates
Standards committee organization	July 2008
Kick-off events for each campus	August 2008

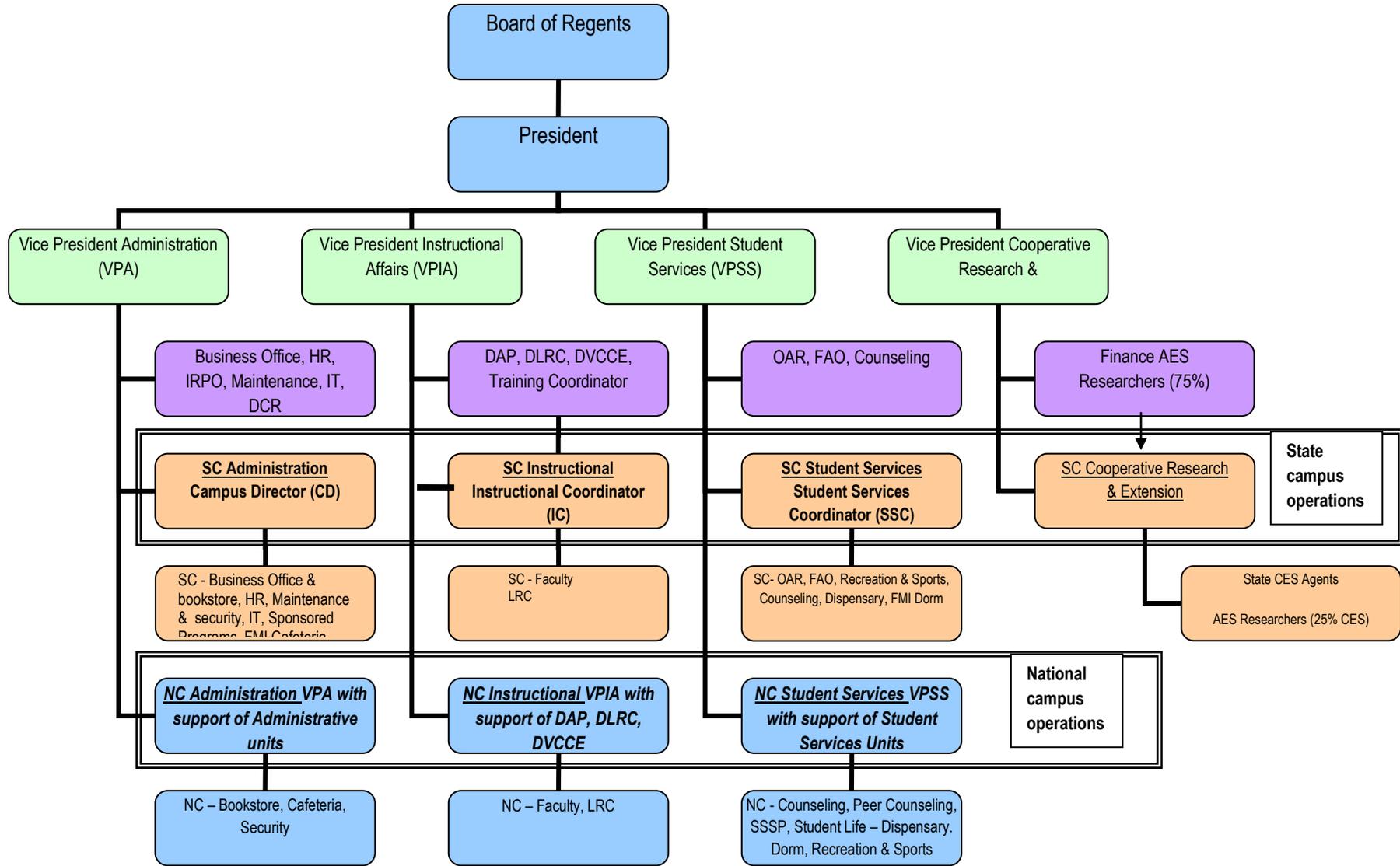
Identification of evidences/ Establishing of baseline data / Committee working sessions	August 2008 – February 2009
④ Complete Descriptive Summary/ <i>Complete Self Study organization, organization of institution, compliance with eligibility requirements and responses to recommendations.</i>	August 1, 2008 – December 1, 2008
④ Complete Self Evaluation/ <i>Recommend to Admin findings on recommendations and eligibility requirements and Complete Introduction and Abstract</i>	December 2, 2008 – April 1, 2009
④ Identify Planning Agendas	April 2, 2009 – May 31, 2009
④ Sent/receive communication with college community	June 1, 2009 – June 30, 2009
④ Standards committee compile their section of the report and communicate regularly with editors for content and style	July 1, 2009 – August 31, 2009
Standards Committees submit their portions of document to Steering committee	September 1, 2009 – September 8, 2009
Steering Committee Review (Update document)	September 9, 2009 – November 30, 2009
Content/Style editing and Standard notations	November 23, 2009 – December 1, 2009
Board of Regents Endorsement	December 10, 2009
Steering Committee Signoff (Finalize document)	December 23, 2009
Deadline for submission to ACCJC	December 31, 2009

Self Study Report 2010

ORGANIZATION OF THE COLLEGE OF MICRONESIA - FSM

College of Micronesia – FSM

COLLEGE OF MICRONESIA-FSM ORGANIZATIONAL CHART



Key: State Campus (SC), National Campus (NC), Information Technology (IT), Development & Community Relations (DCR), Office Admissions & Records (OAR), Financial Aid Office (FAO), Student Support Services Program (SSSP), Human Resources (HR), Institutional Research & Planning Office (IRPO), Director Academic Programs (DAP), Learning Resources Center (LRC), Director Vocational, Community & Continuing Education (DVCCE). Agricultural Experimental Station (AES). Cooperative Extension Services (CES). Resident Instruction (RI)

Governing Board Members

Graceful Enlet, *Chair – State of Chuuk*
Lyndon Cornelius, *Vice Chair – State of Kosrae*
Mary B. Figir, *Secretary/Treasurer – State of Yap*
Churchill Edward, *Member – State of Pohnpei*
Kasio Mida, *Member – FSM Government*

Administration for the Entire College

President: Spensin James
Vice President for Administrative Services: Joseph Habuchmai
Vice President for Instructional Affairs: Jean Thoulag
Vice President for Student Services: Ringlen Ringlen
Vice President for Cooperative Research and Extension: Jim Currie

Administrative Services for the Entire College

Vice President for Administrative Services: Joseph Habuchmai
Comptroller: Danilo Dumantay
Director of FSM Fisheries and Maritime Institute: Matthias J. Ewarmai
Director of Institutional Research and Planning: Jimmy Hicks
Director of Kosrae Campus: Kalwin Kephass
Director of Maintenance, Facilities and Security: Francisco Mendiola
Director of Human Resources: Rencelly Nelson
Director of Chuuk Campus: Joakim Peter
Director of Yap Campus: Lourdes Roboman
Director of Development and Community Relations: Joseph Saimon
Director of Information Technology: Gordon Segal
Director of Pohnpei Campus: Phiengphen (Penny) Weilbacher

Instructional Services for the Entire College

Vice President for Instructional Affairs: Jean Thoulag
Director of Learning Resources: Mary Sue Caldwell
Director of Vocational and Continuing Education: (Vacant)
Coordinator of Vocational Training: Grilly Jack
Director of Academic Programs: Karen Simion

Student Services for the Entire College

Vice President for Student Services: Ringlen Ringlen
Director of Residence and Campus Life: Reedson Abraham
Director of Financial Aid Office: Ignatius Haleyalig
Director of Recruitment, Admission and Retention

Cooperative Research and Extension Services for the Entire College

Vice President for Cooperative Research and Extension: Jim Currie
Coordinator of Yap CRE: Stanislaus Falmngar
Coordinator of Pohnpei CRE: Engly Ioanis
Coordinator of Kosrae CRE: Kenye K. Killin

Coordinator of Chuuk CRE: (Vacant)
Researcher for Yap: V.K. Murukesan
Researcher for Kosrae: Virendra Mohan Verma

Administrative Services for Pohnpei Campus

Director of Pohnpei Campus: Phiengphen (Penny) Weilbacher
Coordinator of Student Services: Jeffrey Arnold
Coordinator of Instructional Services: Maria Dison
Coordinator of CRE: Engly Ioanis

Administrative Services for Chuuk Campus

Director of Chuuk Campus: Joakim Peter
Coordinator of Student Services: Switer Eter
Coordinator of Instructional Services: Kind Kanto (acting)
CRE Researcher: Nunez Lolita Ragus

Administrative Services for Kosrae Campus

Director of Kosrae Campus: Kalwin Kephass
Coordinator of Student Services: Willer Benjamin
Coordinator of CRE: Kenye K. Killin
Coordinator of Instructional Services: Nena Mike
CRE Researcher: Virenda Mohan Verma

Administrative Services for Yap Campus

Director of Yap Campus: Lourdes Roboman
Coordinator of Student Services: Cecilia Dibay
Coordinator of CRE: Stanislaus Falmngar
Coordinator of Instructional Services: Jon Berger (acting)
CRE Researcher: V.K. Murukesan

Administrative Services for FSM-FMI Campus

Director of FSM Fisheries and Maritime Institute: Matthias J. Ewarmai
Coordinator of Student Services: Kasiano Paul
Coordinator of Instructional Services: Vacant

Administrative Services for National Campus

Administrative Services: VPAS with support of administrative units
Instructional Affairs: VPIA with support of DAP, DLRC, DVCCE
Student Services: VPSS with support of student service units

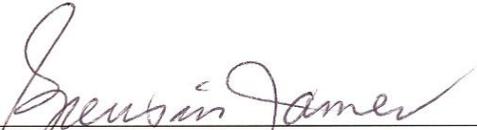
Self Study Report 2010

**CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS**

College of Micronesia – FSM

Certification

We certify that the College of Micronesia – FSM continues to be in compliance with the Eligibility Requirements for the Accrediting Commission for Community and Junior Colleges to the best of our knowledge.



Spensin James, President

12/12/09
Date



Graceful Enlet, Board of Regents Chair

12/12/09
Date

Eligibility Requirements Statements

1. Authority

The College of Micronesia-FSM is authorized to operate as an institution of higher education and it awards degrees and certificates by the authority of the Government of the Federated States of Micronesia (FSM) as evidenced by FSM enabling law Title 40, Chapter 7 Section 4 of the FSM Code. The college is the national institution of higher education for the Federated States of Micronesia.

2. Mission

The college's mission statement is publicized and is available in all planning documents and in the college's catalog. The mission statement clearly reflects the college's mandate for existence as stated in the FSM enabling law which created the institution. Through the mission statement, the college sees itself as a "continuously improving and student centered institute of higher education" which serves "the Federated States of Micronesia." The college's mission statement was adopted by the Board of Regents as evidenced in the board minutes and is reviewed at the president's retreat on an annual basis and modifications are endorsed by the board of regents. The latest revision to the mission statement was endorsed by the board of regents as recommended through of president's retreat of 2006.

3. Governing Board

The College of Micronesia-FSM is governed by the Board of Regents who ensures the quality, integrity, and financial stability of the college through oversight functions over the operations of the college. The board ensures that the college's mission is carried out through regular reporting from the College's president. The board of regents approves the college's budget

This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient as evidenced by their diversity, in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the college.

The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution. This is documented in the board policies.

4. Chief Executive Officer

The College of Micronesia-FSM has a chief executive officer who was appointed by the Board of Regents. The current chief executive officer is known as President Spensin James. The president's full-time responsibility is to the institution. He possesses the requisite authority to administer board policies. The chief executive officer serves as an ex-officio and nonvoting member of the board.

5. Administrative Capacity

The College of Micronesia-FSM currently hires adequate staff to support its academic, administrative, student services and cooperative research and extension services programs at the college. The college has developed an enrollment management indicator which provides the ratios of faculty to students, to staff, to number of classroom buildings, to restroom, and to all service areas of the college. The college enforces the Commission policy that all faculty and staff must have US equated credentials. The college conducts job audits where such ratios are reexamined.

6. Operational Status

The College of Micronesia-FSM continues to operate since it was founded as noted in the introduction of this report. Students continue enroll into the college's degree and certificate programs at all sites during all semesters.

7. Degrees

About half of the programs offered by the college are degree programs as evidenced in the college's catalog. Most of the students enrolled at the college are registered under these degree programs. All degree programs require students to complete some general education courses. Information about the programs and enrollment can be found under Standard II.

8. Educational Programs

All degree programs at the college have direct link to the college's mission. The assessment plans for each program clearly links to the college's mission. All degree programs are based on recognized higher education fields of study. The college, through concurrence by the curriculum committee, ensures that all programs are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student learning outcomes. Most degree programs are of two academic years in length.

9. Academic Credit

The college awards degrees based on generally accepted practices in degree-granting institutions of higher education. The college has never been questioned by other institutions regarding its degree-granting practices when negotiating articulation agreements. The College of Micronesia-FSM operates under the authority of the Government of the Federated States of Micronesia. This authority from the government does not interfere with the college's freedom to award academic credits.

10. Student Learning Achievement

The college's catalog contains student learning and achievement outcomes for all programs. The college is engaged in the assessment of its learning outcomes for programs and degrees as evidenced in programs assessment reports.

11. General Education

The college incorporates into all its degree programs general education requirements. The general education component is designed to ensure that students demonstrate competence in writing and computational skills and some other areas of knowledge. For more information about the general education component of degree programs, please refer to Standard IIA(3).

12. Academic Freedom

The college adheres to an academic freedom policy as can be found in the college's catalog.

13. Faculty

The college has a substantial core of qualified faculty with full-time responsibility to the college. The core is sufficient in size and experience to support all of the college's programs as guided by the college's enrollment management indicators. Faculty has links to the curriculum committee who reviews the curriculum and all core faculty members are required to assess their students' learning.

14. Student Services

Through the use of the enrollment indicators and program assessment reports, the college is able to ensure for students appropriate student services that support student learning and development within the context of the institutional mission. The college utilizes the enrollment management indicators, the strategic plan and the balanced scorecard during this process.

15. Admissions

The college has an admissions policy which specifies its mission and shows the qualifications of students for the college's programs. This information is made available to all students in the general catalog.

16. Information and Learning Resources

The college provides learning resources services at all its six sites. The college profiles its holdings and resources and this information is made available to the college community and to other patrons. In Kosrae, where it currently does not have a library, the college entered into an agreement with the Kosrae state government to ensure access to the library there by faculty, staff and students. The college has interlibrary loan agreements other libraries within the Micronesian region including Hawaii.

17. Financial Resources

The college currently operates on an 11.5 million dollar budget. The funding comes from tuition and fees and from the FSM national government. Contribution from the government has been steady at 3.8 million dollars annually while the college offsets cost increases through utilizing revenue generated from tuition and fees.

18. Financial Accountability

The college's financial statements are audited externally by the auditing firm of Deloitte & Touche. From 2004 to 2008, the college received an unqualified opinion from the auditor on the audit of the college's financial statements. The audits include the single audit required by the US Federal Government, and performed in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards.

19. Institutional Planning and Evaluation

The college's policy on continuous improvement cycle provides the overall linkages between planning, assessment and resource allocation and the effectiveness of those linkages. The policy includes provisions for periodically reviewing the continuous improvement cycle. The continuous improvement process also includes the assessment process for both instructional and service areas which feed back into planning and resource allocation.

20. Public Information

The college publishes a general catalog biannually which contains the following information:

General Information

- Official Name, Addresses, Telephone Numbers, and Web Site Address of the college
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment (under development)
- Refund of Fees

Other policies can be found in the manual of administrative policies and procedures for instructional affairs, student services, business and finance, and the board of regents. Print and other media advertisements are available online and with the director of development and community relations.

21. Relations with the Accrediting Commission

The college communicates regularly with the Accrediting Commission for Community and Junior Colleges (ACCJC) through its Accreditation Liaison Officer (ALO). The college regularly updates the ACCJC through annual and annual fiscal reports, self study reports, mid-term reports, follow-up reports and substantive change reports. The college ALO updates the college community and public regarding the college's accreditation through email, online and news releases. The college currently runs a website dedicated to its accreditation.

Self Study Report 2010

**RESPONSES TO ACCJC RECOMMENDATIONS
SINCE 2004**

College of Micronesia – FSM

COMMISSION CONCERN #1: COMMUNICATION UPDATES

The college should update the Commission on all work done since the Focused Midterm Report to continue to improve communication, providing evidence of those efforts. The college should systematically evaluate the effectiveness of the measures taken in order to facilitate a cycle of continued improvement of communication.

RECOMMENDATION #1: IMPROVE COMMUNICATION

The college must develop and implement a collaborative process that:

- *Includes faculty, staff, students, and administrators at the college's six sites (Standards IV.4, IVA, IVA.1, IVA2.a, IVA.2b, IVA. and IVB.2b),*
- *Identifies the roles and scope of authority of the faculty, staff, students, and administrators in the decision-making processes (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.),*
- *Identifies the roles and scope of authority of college committees in the decision-making processes (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.), includes dialogue as a means to develop, document, implement, and evaluate assessment plans for student learning outcomes in both instruction and student services (Standards IB.a, IB.5, IIA.1c, II B.4, and IIC.2), and*
- *Includes formal pathways for effective communication links so that information and recommendations are distributed across the college's six sites (Standards IVA.1, IVA.2, IVA., and IVB.2e).*

Resolution

The Board approved the COM-FSM Governance Policy at its December 2006 meeting. This policy defines the responsibilities of the president's cabinet, standing committees, sub-committees, and ad hoc committees which are designed to meet institutional needs and provide a conduit for communication within the system. The committees advise the president on matters relating to each committee's responsibilities.

The membership of all standing committees represents all sites and constituencies of the college community. All members have the responsibility of ensuring that communication within the system is frequent, thorough, clear and timely. The Faculty/Staff Senate and the Student Body Association appoint faculty, staff, and student representatives to the standing committees and other decision-making bodies. Others are appointed to committees based on their positions as outlined in the Governance Policy. Terms of Reference for each standing committee, which prescribe direct participation by faculty, staff, administrators, and students, were approved by the President's Cabinet in January 2008.

Section 5.0 of the governance policy stipulates that each state campus is to institute a management council, curriculum committee, student services committee, and personnel committee. State campus committees appoint at least one representative to the college's main standing committees. Representatives on these committees have responsibility for bringing the state campus faculty, staff, and student interests and concerns to the attention of the main standing committees and for bringing the issues that are under consideration of the main standing committees to the attention of the state campus community.

The president established a working group in the spring of 2008 to oversee the implementation and evaluation process of the governance policy. Training sessions were provided at all sites.

A series of annual retreats has been held since the spring of 2007. Documents from these retreats show that faculty, staff, administrators, students, and community stakeholders from all six sites examined the progress made on various components of the college's strategic plan and brought

forward ideas for institutional improvement. Minutes show that the results of retreat discussions and presentations were summarized and considered by the Planning and Resources Committee.

Given the limitations of resources of the college and the great distances between and among the college's six sites, the college relies on the availability of communications technology to ensure exchange of information within, between, and among sites. The college installed a voice-over-IP (VOIP) phone system at all sites, purchased and installed Elluminate intercampus communication software at all sites, established an online forum which can be accessed from all sites, and established a student information system (SIS), a web-based tool designed to provide accurate and timely information on students, courses, grades, progression, persistence, retention, and graduation to provide a foundation for evidence-based decision making at the college. The SIS is accessible at all sites.

In response to the recommendation from the 2004 comprehensive visit regarding communication, a communications working group was established, a series of evaluations of the organizational chart were made, and the adoption of decision and communication grids was recommended to improve the flow of communication. In March 2006 the board adopted a communications policy in response to the finding of a communications survey conducted in 2005 and 2006. This policy contains specific communications pathways and calls for the development of a communications improvement plan.

Analysis

In the spring of 2009 a total of 26 faculty, 62 staff, 162 students, 52 government workers, 9 parents, 28 business persons, and 27 "others" completed the Standard IV Survey on which they offered their opinions on the college, college administration, and the Board of Regents. (Further details of this survey can be found under Standard IV.) Results of the survey indicated that faculty, staff, and students agree that opportunities for involvement in the college's governance are made available. Faculty and staff also indicated that they participate in the work of the college's committees. However, there remains a need to provide feedback when contributions are made, especially to the faculty. External stakeholders appear to have less understanding of the workings of the college's committee structure. On this same survey, only 42.% of the faculty respondents agreed that "[t]he college clearly communicates its policies on governance procedure", while 57.7% disagreed. Although staff expressed a 66.2% agreement with the same statement, written comments point to the need for improvement. Only 30.7% of faculty survey respondents agreed that "[t]he college has effective communication". Comments point to concern that there is minimal communication between the faculty and the administration. Comments on an October 2009 satisfaction survey pointed to a concern regarding communication between and among the college's divisions.

Although the March 2009 Follow-up Report cites an increase in volume of VOIP connections, many times the parties connected are unable to hear one another clearly enough to communicate effectively. There is hope that Internet connectivity will improve once the undersea fiber optic cable is laid and connected in early 2010.

Through informal interviews with staff involved in the communications working group, it was learned that the communications improvement plan has yet to be finalized, formally implemented, and evaluated.

Additional Plans

- The college will finalize, implement, and evaluate its communications improvement plan. Such plan will include mechanisms to enhance communication throughout the system between and among the board, administration, faculty, staff, and students as well as the constituencies served by the college in the community with particular emphasis on providing feedback on the college's decision making process as well as enhancing communication within the various divisions of the college. The Vice President for Administration will assume the primary responsibility in the finalization, implementation and evaluation of this plan which will be implemented by the end of January 2010. Such efforts will be evaluated no later than one year from the time of implementation.

RECOMMENDATION #2: IMPROVE COMMUNICATION

The college must develop, document, and implement an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority, such as

- *For all instructional programs across the sites to the Vice President for Instructional Affairs (Standards IIA.1, IIA.2, IVB.2, and IVB.2a)*
- *For all student services programs across the sites to the Vice President for Support and Student Affairs (Standards IIB.1, IIB., IVA, IV B.2, and IVB.2a), and*
- *For all learning resources programs across the sites to the Director of Learning Resources Center (Standards IIC.1, IVA, IVB.2, and IVB.2a).*

AND

RECOMMENDATION #3: IMPROVE COMMUNICATION

Once the collaborative processes (Recommendation 1) and the organization of administrative responsibilities (Recommendation 2) are developed, documented, and implemented, they must be periodically and systematically evaluated to facilitate a cycle of continued improvement (Standards IB.7, IIA.2, IIB.4, IIC.2, IVA.5, and IVB.2).

Resolution

In response to the recommendations from the 2004 comprehensive visit, the college immediately convened an all campus meeting that resulted in a revised organizational chart. This chart was subsequently reviewed and approved by the board at its September 2004 meeting. During 2005, training on the revised chart was conducted, implementation plans were developed, and changes in job descriptions, committee assignments, and other required structural changes were implemented to support the new organizational structure.

A formal evaluation of the college's organizational structure was carried out in 2007 through the use of an institutional survey and focus groups conducted during the national campus Staff Development Day and the President's Retreat. A report of this evaluation was published and disseminated in June 2007. A further evaluation of the revised organizational chart was conducted within the Department of Administration in 2008.

A system-wide satisfaction survey was conducted in October 2009. A formal report is yet to be issued.

Analysis

As reported in the March 2009 Follow-up Report, items on the 2007 survey on the organizational chart that garnered 50% or greater level of agreement included those pertaining to the improvement of communication flow from employee to supervisor and from supervisor to employee, awareness of the college, clarification of document flow, clarification of reporting, and opportunities to participate in decision making. The results further revealed that even though communication had improved, it was not always clear with whom and in what direction communication should be channeled. The evaluation report recommended the use of decision grids to clarify decision making and improved communication by identifying who needs to know about a particular decision.

Results of the 2008 evaluation of the organizational chart by the Department of Administration showed that the college had developed, documented and implemented an organizational structure for administrative responsibilities across the six sites that addressed issues of continuity in administrative services. At the same time, this report also cited less improvement in clarity and consistency of decision making across all six campuses. The report further cited a concern for the level of training provided to implement the revised administrative structure and the lack of attention to the development of structures that would support implementation of the new structure.

Preliminary results of the October 2009 survey show that two items were rated poorly. Those two items were “The college publicizes its decision making” and “Different divisions at the college communicate effectively.”

Additional Plans

- See Recommendation #1 above.

RECOMMENDATION #4: INTEGRATE PLANNING

The college must develop and implement college-wide planning that

- *Includes all six sites (Standard IB),*
- *Integrates all aspects of planning, evaluation, and resource allocation (Standards IB.3, IB.4, IIA.1, IIA.2, IIB.4, IIC.2, IIIA.6, IIIB.2b, IIIC.2, IIID.1a, IIID.2g, IIID.3, IVA.5, and IVB.2b),*
- *Includes a technology plan that evaluates, supports, and plans for the future of instructional, student services, and administrative functions across the college's sites (Standards IIIC.1c and IIIC.2),*
- *Is driven by the college mission and goals (Standard 1A.4),*
- *Relies on involvement of faculty and staff across the college's sites (Standards 1B.4, IVA.1, IVA.2, and IVA.3),*
- *Incorporates research and data in a strategic plan that contains measurable outcomes (Standard 1B.3, IIA.2f, and IIC.2),*
- *Guides decision-making for both short-term and long-term planning (Standards IA.4, 1B.3, and IIID.1c),*
- *Is well-documented and widely disseminated (Standards IB.4 and IB.5), and*
- *Is periodically reviewed to assess the validity of the process (Standards 1B.6 and IB.7).*

Resolution

After the college initially received this recommendation in 2004, the first response was the reactivation of the planning council in March 2004. In July 2005, the president and planning council called together over 40 college community members representing all campuses and external stakeholder representatives. At this retreat with the help of a facilitator from the University of Hawaii, the college developed a new strategic plan to include a new vision, values statements, an updated mission, and a set of strategic goals. In September 2005, the board of regents approved the college Strategic Plan 2006-2011. Since then, the strategic plan is the guiding principle of the college for strategic planning, assessment, resource allocation and reporting of institutional effectiveness. (Standard 1A.4, IB)

The Strategic Plan 2006-2011 that lays out the college's mission and goals is widely published. A majority of the official college documents contain the mission statement and strategic goals along with the related objectives. The mission and goals are also published on the college website. Members of the board of regents read the mission statement at the beginning of every board meeting and written copy of the current goals and yearly objectives are included in all board meeting information binders. At each presidential retreat, the mission and goals are reviewed. All departments and divisions prepare quarterly performance reports based on the college goals and use a template that is a matrix of the college's strategic goals and objectives. All units report their accomplishments and outputs against the goals and objectives. (Standards IB.4 and IB.5)

A presidential retreat held annually continues to bring together representatives of the various internal stakeholders representative of all sectors of the college including students and external stakeholders. During the annual retreat, the college reviews quantitative data and qualitative data from survey reports as measures of institutional effectiveness. Retreat members review the mission and goals to ensure that they reflect the need of the stakeholders, make recommendations for improvement and set upcoming institutional priorities and plans. An extensive review of the college's mission and strategic plan goals was conducted at the 2007, 2008, and 2009 retreats. These retreats will continue annually. (Standards 1B.4, IVA.1, IVA.2, and IVA.3)

The college has developed year strategic plans in several areas such as the enrollment management plan, the facilities master plan, and technology plan. These plans are developed to link to the mission and goals and support the college's short and long term plans. The college's technology plan was developed in 2005 by an ad-hoc committee that included the director of research and planning and director of information technology. The current plan was approved by the COM-FSM Board of Regents during their May 2005 meeting. The plan ensures that technology is fully integrated with overall institutional planning. The plan continues to be monitored by the information, communication, and technology committee. This committee is comprised of representatives from all areas of the college community including state campuses representatives. (Standards IIC.1c and IIC.2)

To provide for increased communication and participatory decision making, the college refined its institutional governance policy. This included realigning standing committees and updating all committee terms of references to clarify the shared governance roles and responsibilities across the various sectors of the college. Committee memberships provide for broad participation of the various constituency groups within the college including students. All campuses are involved in the institutional planning and assessment process and are represented on standing committees, represented at college wide retreats, and participate in budget development and resource allocation discussions. According to the committee terms of reference, each of standing committees serves to identify areas for improvement and to provide recommendations to the cabinet and president for participatory planning and decision making. (Standards 1B.4, IVA.1, IVA.2, and IVA.3)

At its March 2009 meeting, the Board of Regents adopted a continuous improvement cycle policy that expresses the college's commitment to persistently improving its programs and services. Accordingly, the planning, evaluation, feedback, and resource allocation system needs to be continuously reviewed and improved. This public commitment pledges the college to meet more effectively its mission by establishing clearly written processes and procedures that ensure understanding of the framework in which the continuous improvement cycle occurs. The planning processes of the college will be evaluated and revised as part of the institutional improvement cycle. (Standards 1B.6 and IB.7)

Since the recommendation addressed here was first presented, the gathering, reporting, sharing and use of qualitative and quantitative data for planning and decisions making has increased dramatically at the college. A student information system (SIS) was developed and implemented. The student information system (SIS) is a web-based tool designed to provide accurate and timely information on student enrollment, courses, grades, progression, persistence, retention, and graduation to provide a foundation for evidence-based decision making at the college. The SIS is accessible from all campuses. Currently, the SIS is utilized for a variety of planning and reporting activities. With the SIS in place, access to data for institutional planning, assessment activities, and evidence-based decision making is greatly enhanced. (Standard 1B.3, IIA.2f, and IIC.2)

To reduce the problem of conflicting data being disseminated by different offices to the college community and the public, the IRPO was designated on October 2005 by the college president as the only authorized office to disseminate data to the college community and the public. Since

2005, requests for data are presented directly to the IRPO office. A data technician was hired to assist the director to provide the available data from the SIS or to assist in locating required information in collaboration with appropriate offices. The IPRO also assists instructional divisions, offices and departments to design appropriate surveys or research activities to garner the data required for assessment, planning and decision making. IRPO currently administers a variety of surveys administered across the college annually such as student satisfaction, employer satisfaction, and a communication survey. The office annually updates the enrollment management indicators, compiles and submits IPED's data, and contributes data to the Consortium for Student Retention and Data Exchange annual survey.

Beginning with 2008, the college prepared an annual fact book along with other Pacific Post Secondary Education Council (PPEC) colleges in the region on key indicators that also allows for points of comparison. Also through the PPEC, data on transfer students between institutions is being compiled and made available for informing institutional effectiveness and planning. (Standard 1B.3, IIA.2f, and IIC.2)

The reactivation of the Planning Council in 2005 was accompanied by a similar action in re-activating the assessment working group in preparation for becoming a full committee of the college. During the 2005-2007 period, instructional divisions developed student learning outcomes for all course and programs. Student and administrative services similarly developed mission and outcomes. All groups initiated assessment activities and began compiling assessment data and reports. However, the mechanisms for reporting the assessment findings and program reviews to appropriate committees and offices and to loop into planning and resource allocation were not clear. To address this, the assessment working group moved to full committee status with membership representing all sectors and campuses across the college. Through 2007 and 2008, the assessment committee along with the office of institutional research and planning moved forward to become the focal point for the development of an integrated and comprehensive institutional assessment plan. (Standard 1B.3, IIA.2f, and IIC.2)

The assessment committee developed the framework for college wide planning and assessment with the college's "Integrated Planning, Evaluation, and Resource Allocation System" This five step cycle system is described in chart form on page 44 of the Institutional Assessment Plan (IAP) Handbook. The handbook provides details of the continuous process on program assessment and program review. The college's integrated; continuous improvement process has been developed based on best practices in higher education and includes the following steps:

- 1) Development of long range plans: Set purpose, vision and mission, of long term goals and objectives, and set multi-year financial plans based on assessment and review for all programs, offices and divisions of the college. Develop 3-5 year strategic and technical plans which include technology plan, facilities plan, and communication plan.
- 2) Development of annual improvement plan: Include annual performance budget and performance plan with annual campus, division, program, and project improvement plans. In these plans SMART objectives with timelines, needed resources, obstacles or issues are considered. (Worksheets #1, 2, 3 in IAP Handbook)

- 3) Implementation of plan with action steps: This step is quarterly work plans, implementation of activities, and real time compiling of evidence.
- 4) Evaluation and Reporting stage: Quarterly performances are reported to the Board of Regents, FSM government offices and the Joint Economic Management and Compact Office (JEMCO). In this stage, program evaluation, evaluation of annual improvement plans impact and results are reported. This stage includes community stakeholder involvement.
- 5) Adjust/Develop Annual Improvement Plan: Institutional priorities are adjusted based on resource allocation, establishment and adjustment of annual college performance based budget, evaluation, and adjustment of campus, program, division and project annual improvement plans, and update of strategic plans.

The IAP Handbook was prepared to provide the details of the assessment plan and includes worksheets to guide divisions and departments in the preparation of annual assessment plans with specific and measurable objectives linked to the college's strategic goals and annual objectives. Three worksheet templates commonly referred to as Worksheets 1, 2, and 3 guide departments, divisions and offices across campuses to plan, conduct, and use assessment to close the loop in a continuous cycle of improvement of student learning outcomes and institutional effectiveness. (Standards IB.4 and IB.5)

The system is centered on the development of annual plans for all programs, offices and services that are based on program assessment and evaluation. Other considerations for planning included institutional effectiveness indicators, enrollment management and equity indicators, institutional and program/office surveys and input from stakeholders. The annual improvement plans are expanded through development of assessment plans using Worksheet 1. Using Worksheet 2 the plan sets forth evaluation questions; identify data and evidence to be collected and the analysis to be conducted with timelines and persons responsible. The assessment report, using Worksheet 3 directly addresses each evaluation question from Worksheet 2 is based on the major data/evidence collected and identifies use of results for improvement.

The assessment plans, results, and recommendations are then used in the development of the college budget. Budgeting at the college has shifted from line item format to a performance based budget model. The fy 2011 budget preparation for the college was the first formal cycle of the Integrated Planning, Assessment and Resource Allocation system. To "close the loop" in the continuous improvement cycle, units used data and assessment results along with the respective assessment worksheets to develop plans for fy 2011 with activities and measurable outcomes. The next step was to assign necessary human and fiscal resources as required. Proposed assessment plans with performance based budgets were submitted to the Planning and Resources Committee for recommendation and approval. The Finance Committee and Planning and Resources committee collaborated to balance the fy 2011 proposed budget based on institutional plans and priorities and the performance based budget needs of separate departments, divisions and units across the college. The assessment plans and corresponding performance based budgets were reviewed and approved by the Planning and Resource committee and then transferred to the president's cabinet who then recommended the fy 2011

budget be transmitted to the board of directors at the December 2009 for approval and endorsement. At the board meeting, the director of research and planning presented the new budget formation process and approved budgets to board members prior to their taking action on the recommendations. (Standards IB.3, IB.4, IIA.1, IIA.2, IIB.4, IIC.2, IIIA.6, IIIB.2b, IIIC.2, IIID.1a, IIID.2g, IIID.3, IVA.5, and IVB.2b)

With the coordination provided by the director of research and planning, all quarterly reports are compiled using a matrix which includes the college strategic goals along with the measurable objectives and priorities for the current year. Progress is reported with information, data, highlights and accomplishments reported in the matrix to demonstrate how the college activities link and support the accomplishment of the college mission, goals, annual objectives and priorities. These department and division reports are then compiled by IRPO into college wide reports for dissemination and publication. The college publishes and shares data through the quarterly reports to the board of regents and FSM government offices, annual reports to the FSM president's office, US Department of Education IPED's. These reports are published in hard copy and placed on the college website under the vice president of administration and IRPO <http://www.comfsm.fm/national/administration/VPA/researchdocs/irpo.html> (Standard IB.3, IIA.2f, and IIC.2)

The institutional framework to support program assessment and program review includes assessment working groups at each college campus, a college wide assessment committee and the planning and resources committee. The assessment committee is responsible for reviewing and approving improvement and assessment plans and reports. Of major concern is to ensure quality of plans and reports across different programs and campuses. The assessment committee is in the process of adopting program review checklists to assist with ensuring quality of plans and reports. Recognition is given to different approaches to improvement and assessment, but ensuring that quality standards are met. The assessment committee reports all results to appropriate committees and to the planning and resources committee for use in setting priorities and determining resource allocation. Results of the assessment committee and the planning and resources committee are currently maintained on the college's IRPO web site. (Standards IB.4 and IB.5)

Analysis

With the development of the 2006-2011 Strategic Plan, the college used an inclusive campus wide process to create a vision, mission, values statements and goals that have guided the college's long and short term planning. With the yearly presidential retreats, the college continues to review the mission and strategic goals and set yearly planning priorities. The college reestablished the planning council and reformed it to become the planning and resources committee with representation from all standing committees of the college and each campus. Along with this committee, the assessment working group evolved into a full standing committee. Through the collaborative efforts of the office of research and planning, the assessment committee and the planning and resources committee, the college has put in place a system for integrated planning process that is inclusive of all campuses and groups in the planning and evaluation process. This system is described in detailed in the Institutional Assessment (IAP) Handbook.

For the fy 2010 budget preparation, the college used assessment information and institutional effectiveness data to inform planning priorities and objectives and link this to performance budgeting. Not all sectors of the college were well versed in the processes and how resources are allocated to foster continuous improvement. For the fy 2011 budget cycle, the college moved to a performance based budget model and used the assessment planning information to develop budgets based on improvement plans with measurable outcomes. This process while new to many at the college, provided the opportunity for campus wide dialog on integrated planning processes, assessment and resource allocation and hands experience in “closing the loop” with the fy 2011 budget development. The college now has in place a model and is using it for integration of planning, evaluation, and resource allocation.

Work on integrated planning, evaluation, and resource allocation is being conducted through the committee structure, through the assessment committee, and the planning and resources committee. Membership on these committees represents various sectors of the college and campuses to ensure the broad involvement of the college community in planning. The IAP handbook provides detailed information to assist the college community to understand and use assessment and planning for continuous improvement of student learning outcomes and as a student centered institution. The handbook provides worksheet for planning and reporting of assessment activities link planning to mission and goals and link resource allocations. To its credit, the college was recently approached by the University of Guam with a request to share our handbook and templates as they develop a similar tool.

The IAP Handbook has been distributed across campuses and offices and is posted on the college website. Training was conducted by the director of institutional research and planning, the director of academic affairs, and vice presidents during from fall 2008 to summer 2009 across all campuses. At the end of October 2009, a campus wide workshop was held to kick off the preparation of the fy 2011 performance based budget. This workshop held on Pohnpei with representatives from all sites provided a foundation in performance based budgeting and an opportunity to increase campus wide understanding of the links between planning, assessment and resource allocation. Following the workshop, all sectors of the college community were tasked to use college wide planning priorities, program and institutional assessment findings to develop their program planning goals and objectives and a performance based budget for their respective units.

While training has been conducted across all campuses at this time the level of understanding across campuses may not be consistent. More exposure, additional training, direct involvement and experience in the processes will help to increase both understanding of the process and the value of the integrated planning, assessment and resource allocation system across all campuses and units. The timeline for assessment report preparation, approval by the assessment committee and sharing across sectors needs to be examined. Additionally, from feedback from last fiscal year budget preparation, campuses and units requested for timely reporting of changes to budget allocations requests. This is to allow adequate lead time to adjust plans and performance indicators to reflect adjusted budget allocations.

In 2005, the college adopted and began implementation of an integrated technology plan. The plan was the product of collaborative work of an ad hoc committee with representation from various areas of the college. The plan is being monitored as changes in the global and local information technology infrastructure present new challenges and opportunities for the college to consider in both short and long term planning. Recently, an undersea fiber optic cable that will link Pohnpei with Guam reached the island. The cable will provide potential for greatly increased bandwidth access for Pohnpei to Guam and the internet beyond. However, it more than likely will do little to improve the current inter island communications with Kosrae, Chuuk and Yap. Increased bandwidth may come with additional fees and increased rates and a need to update the college IT infrastructure. The implications for the college and the technology plan will need to be carefully reviewed and adjusted. The information technology department, information technology and communication committee, and the cabinet are currently working to determine next steps as the local telecommunication infrastructure changes go operational. Inclusive participation in committee meetings with representatives from other islands through internet based conferencing calls continues to be a challenge. This has been reported in the communications survey and evidenced from the attendance patterns of off island participants in conference call meetings. First, the time differences across campuses is a minor challenge with Chuuk and Yap campus starting the day an hour later than Pohnpei and Kosrae. The more significant challenge however is the unpredictable heavy demand on the limited bandwidth the college can utilize to run the VOIP phones for conference call and real time interactive communications. Sometimes communication is clear without delays or breaks; other days it becomes garbled and intermittent. The web based Elluminate program designed for low bandwidth environments is user friendly and appreciated by the college community. However, to date it is under utilized due to bandwidth constraints to run the program with all features on the college's current wide area network and internet access configurations. For critical planning agenda items and decisions, if face to face meetings are not possible, a conference call through the local telephone provider is used but at great expense.

With the recent announcement of the fiber optic cable running from Guam to Pohnpei, it is hoped that this development will offer some improvement in bandwidth and latency time for Internet traffic. Nonetheless, the college will be challenged to afford increased bandwidth to support communications to the other three islands where the cable is not being landed. At the recent December 2009 board of regents meeting, a technology fee increase was approved. The increase in the technology fee will in part provide funding for increased bandwidth. Along with the fee increase, the college committed additional funds in the fy 2011 budget for increased bandwidth. The information technology department along with the information, communication, and technology committee is further exploring alternative options for intra campus connectivity using small satellite dishes and alternative internet service options to improve communication in real time across all campuses for the real time inclusive participation of the highest quality possible through interactive telecommunication.

Beginning in 2008, the college moved out of a developmental stage into using the integrated planning, assessment and resource allocations system. More recently with the preparation of the fy 2011 budget, the college completed its first formal cycle using the integrated system. The college wide meeting in late October 2009 required the college community to use institutional data and program assessment findings to measure progress in meeting the college mission and

established goals. Yearly assessment results for programs conducted by departments, divisions and units were used in developing developed fy 2011 budgets. These new budgets are based on program assessment and improvement plans with specific and measurable objectives. Resource allocations to support the improvement activities formed the performance based budgets and thereby completed the “closing the loop” step of the integrated system. The fy 2011 budget preparation moved the college to complete its first full formal cycle using the integrate system. The college has firmly moved out of a developmental stage for institutional planning and is now on the path to refining the college’s system and processes to become proficient in integrating planning assessment and resource allocation in a continuous and sustainable effort that promotes improvement.

The college’s continuous improvement policy requires the review of the strategic planning and assessment system and processes. Formative and summative assessment of the processes and system as a whole will begin with the closing of the fy 2011 performance based budget preparation and with feeding into the preparation of the next strategic plan.

Additional Plans

- Continue to institutionalize the use of data and information dissemination for planning and decision making.
- Continue training and seek buy in across all campuses for the integration of all aspects of institutional planning evaluation and resource allocation system
- Monitor communication for inclusive participation from all campuses and external stakeholders groups.
- Monitor information technology and telecommunication infrastructure developments and revise the technology plan as appropriate.
- Development of the new strategic plan for 2012-2018

Evidence

- 2006-2011 Strategic Plan
- Institutional Assessment Plan Handbook
- Governance Policy
- Terms of Reference for Standing Committees
- Continuous Improvement Policy
- Technology Plan
- FY 2011 Performance Based Budget
- Minutes of Assessment Working Group

RECOMMENDATION #5: IDENTIFY AND ASSESS STUDENT LEARNING OUTCOMES.

The college must develop and implement student learning outcomes across the six sites in order to determine the effectiveness of college programs and services on student learning including:

- Instructional programs at course, program, degree and certificate levels (Standards IIA.1c, and IIA.2i),
- Student services throughout the students' matriculation at the college (Standards IIB, IIB.3, and IIBA),
- Links between student learning outcomes and the planning process (Standard IB),
- Mechanisms for measuring student learning outcomes (Standard IIA.2a), and
- Mechanisms for using those measurements to improve courses, programs, and services (Standards IIA.1c, IIA.2e, and IIA.2f).

Resolution

The College has implemented student learning outcomes (SLO) for 100% of its courses and these SLOs are available in all College course outlines. The course outlines will be available in the evidence room and are also available on the Vice President for Instructional Affairs (VP/IA) website. All degree and certificate programs have student learning outcomes as found in the college's catalogue. [Standards IIA.1c and IIA.2i]

The College's curriculum handbook sets forth procedures for the design and approval for all courses and programs at the College. The approval process for courses and programs also requires the identification and inclusion of SLOs for course and program levels as evidenced by the curriculum committee minutes.

In fall 2009, the curriculum committee began discussion on a common format for course outlines that includes common assessment strategies across all sites. The common course outline format will provide a basis for both determination of the level of student learning against SLOs for individual courses and comparison data of student learning across all sites. [Standards IIA.1c and IIA.2i]

The course syllabi developed by faculty and provided to students include the course SLOs. These syllabi are reviewed and approved by the Director of Academic Programs (DAP) for the national campus and Instructional Coordinators (IC) at their respective state campus sites. The College's more recent Institutional Assessment Plan (IAP) handbook also provides assistance on development of student learning outcomes.

Instructional program evaluation is detailed in the Curriculum Handbook under Appendix T and is available on the VP/IA's website. Program SLO assessment and the updating of program review started at the College as observed by the 2006 visiting team. The IAP handbook which was developed in 2008 further describes the program assessment processes at the College. The handbook is found on the IRPO website and hard copies were distributed to faculty offices across sites. The handbook provides directions and worksheets to guide the development of annual improvement plans and corresponding assessment plans and reports. The worksheets are designed to directly link improvement and assessment plans and reports to the program mission and the College's strategic goals and institutional mission. [Standard IB][Standard IIA.2a] [Standards IIA.1c, IIA.2e, and IIA.2f]

In fall 2009, the college initiated implementation of a formal performance budgeting system for its FY 2011 operations budget. The process including establishing outcomes/objectives (both

SLOs and accomplishments against high level measures such as retention, rubrics, standardized testing, etc.) to be accomplished during FY 2011 and linking human and financial resources to the established outcomes/objectives and is linked to the college strategic plans goals. The performance budgeting process covers all instructional, student services and administrative services programs and forms the basis for monitoring and reporting of accomplishments. The performance budgeting system is supported by data generated by the SIS and other sources. The IAP worksheets described below form the underlying basis for development and assessment of the budgeting scheme and impact of human and financial resources on outcomes/objectives. [Standards IIB, IIB.3, IIBA IB, IIA1c, IIA.2e, and IIA.2f]

An assessment standing committee was established in fall 2008 as a focal point for review and endorsement of assessment plans and reports to the College president for approval. Assessment plans and reports are channeled to the assessment committee through the administrative and standing committee structure as prescribed by the governance policy. The assessment committee's review of plans and reports are channeled directly to the college's planning and resources, curriculum and student services committees to provide a foundation for decisions on resource allocation. Other important committees like finance committee is a subcommittee of the planning and resources committee. Assessment results also form the basis for the upcoming assessment cycles improvement and assessment plans. Documents generated by the assessment committee and assessment plans and reports can be found on the IRPO website.

Course and program assessment results are submitted to the IC's and the DAP as evidenced by emails collected by the IC's and the DAP. The documents shared during the email exchanges will be featured in the next edition of the VPIA website, which is now undergoing usability and content revision. The DAP and ICs assist faculty to set assessment plans at the beginning of fall semester for course and program level assessment. Program reviews using the format of Appendix T found in the Curriculum Handbook are submitted to the vice president's office for initial review and transmitted to the curriculum committee. Program level reports are presented to the curriculum committee for review and input prior to sharing with other programs or forwarded to the VPIA. Prior to 2008, the reports were shared with other committees or offices that would have a need to know the results. Reports on the previous academic year course and program assessments are to be submitted in October. Beginning with the 2008, the program assessment reports are presented to the assessment committee who then forwards to appropriate committees and departments, and shared across campuses.

At the beginning of the fall 2007 and 2008 semesters, faculty were tasked to revisit their program assessment plans for the upcoming semester for their courses and linking to program level improvements and continued assessment.

Reviews of student demographics and achievement data is being reviewed on a regular basis in curriculum, assessment, student services and the planning and resources committees of the college. [Standard IB, Standard IIA.2a]

A variety of mechanisms are being used by faculty in assessing student learning outcomes. Examples range from pre and post tests, portfolios in teacher training programs, skills checklists for vocational and technical classes, scoring rubrics for pre and post expository writing samples,

comprehensive exams in the social science courses, and internship experiences in media studies and business programs. Beginning fall 2008, assessment strategies and mechanisms are included in the assessment plan worksheets.

A revision of general education outcomes was completed in spring & summer 2009 with an assessment plan (IAP process) being implemented in fall 2009. The report on the general education process will be available during the March 2009 site visit.

All student services programs at the national campus have SLOs/objectives, assessment plans and reports for the 2007-2008 periods as can be found on the IRPO website. Additional plans and some reports are available from the state campuses. A summary of the assessment activities for the student services can also be found on the IRPO website.

Student services and programs at the College also follow the same process for the development of improvement and assessments plans, and reports as discussed above for course and program level SLO assessment. The College's institutional assessment plan is based on models from the Kellogg Foundation and National Science Foundation and centered on developing evaluation questions based upon stated SLO/objective with data sources and analysis of data sources identified in the assessment plan. The reporting function is based on answering the evaluation question based on the identified data sources and analysis. Closing the loop is directly linked to the analysis and to whether or not the SLO/objective has been met. The closing the loop recommendations become the basis of improvement plans and development/selection of SLOs/objectives to be addressed in the next assessment cycle. Student services completed and begin administering in fall 2009 a set of rubrics for assessing the level and quality of programs and services across all sites. [Standards IIB, IIB.3, and IIBA]

Mechanisms for measuring student learning outcomes include tracking graduation, retention rates, intake and contact sheets, student records, counseling logs, surveys, interviews, disciplinary citations, committee minutes, and trip reports.

Analysis

Over the 2005-2007 periods, the implementation of student learning outcomes at the sites was at different stages. To address the gaps, the Director of Academic Programs (DAP), the Director of Institutional Research and Planning (DIRP), and the Vice President for Student Services (VPSS) visited all college sites, conducted training workshops, and provided one-on-one technical assistance for faculty and student services staff on assessment planning, assessment mechanics and reporting. State campus instructional, student services, and administrative staff formed local campus-based assessment teams to discuss, plan, coordinate, and implement College wide and campus specific assessment activities. Faculty assessment teams at Chuuk and Yap state campuses have been notably active in conducting program and course level assessment. They are also active in providing and stimulating campus wide conversation through report sharing at curriculum committee as evidenced by the curriculum committee minutes. The national campus-based Director of the Learning Resources Center coordinated library assessment efforts among campuses. All learning resources centers now collect and report the same kinds of library statistics and record and report these data on monthly basis. These data are also used in quarterly

performance budget reports and incorporated in yearly program review. At the end of the fall 2008 a common library survey was administered to patrons at all campus libraries with a report of findings and recommendations pending.

Program review of the Certificate in General Studies, led to a meeting held in October 2007 that brought faculty representatives from state campuses together to provide input in restructuring the College's approach to developmental education. Faculty members and IC's attended conferences of the National Association of Developmental Education and visited with Kapiolani Community College developmental education staff to gather information on best practices and model programs. These activities led to a proposal for a new developmental education program that is currently being presented to the College for review.

Assessment of the AS in Elementary Education offered in Yap, Chuuk and Kosrae combined with the requests by state campuses to offer courses under the Third-year Certificate of Achievement in Teacher Preparation at their campus led to a meeting held in December 2008 at the national site. The group included education faculty from four sites with teacher preparation programs. They spent two days discussing, deliberating and developing a set of recommendations for phasing out the current Associate of Science Degree in Teacher Education program, which is currently offered at the state campuses, and extending the National campus-based Associate of Arts Degree in Teacher Preparation to the state campuses. The extension to the state campuses of some of the courses under the Third-Year Certificate of Achievement in Teacher Preparation was also discussed during the meeting.

These recommendations are now being discussed with campuses and stakeholders in the education departments in the various states. The commission was also contacted by the ALO regarding the extension of existing approved programs to other campus sites and to determine if a substantive change report will be needed. A clear direction is forthcoming from the Commission through the ALO.

The College is now moving to do a 360 view of learning outcomes assessment. An employer survey on the college alumni who are currently employed in the FSM is being conducted by the College. The 4- year institutions in the Pacific Post Secondary Education Council are also sharing data on the retention and persistence rates and semester grade point averages for FSM graduates who transferred and enrolled at their institutions.

COM-FSM, in collaboration with University of Guam, hosts a Partnership BA in Elementary Education program. The University of Guam Education faculty and national campus-based faculty members are collaborating in program assessment. These faculty members are sharing and validating assessment instruments while also incorporating the FSM National Teacher Competency Test as the program level assessment mechanism.

In 2007, the College established a process for the development of annual institutional priorities which includes an annual president's retreat. The retreat brings together internal and external stakeholders to review the state of the College, assess if the College is meeting its mission, and to develop or refocus institutional priorities to guide institutional efforts, budget development and allocation of resources.

The College's instructional affairs department has shared information on the reading grade level equivalency of students on the COM-FSM Entrance Test (COMET) and program review data on certificate level students. This information informed both internal and external stakeholders of the under preparedness of the high school students and the severity of the gap based on the COMET entrance test results. The College sets priorities in the 2008 retreat to details of the president's retreat are found on the IRPO web site.

The College has SLOs and authentic assessment mechanisms in place for courses, programs and degrees as described in the IAP Handbook. A systematic and regular cycle of student learning outcome assessment and program and improvements exists and with each semester is becoming more systematic and institutionalized. Among faculty and instructional division the dialogue about the results of assessment is directed toward improving programs and student learning. Course and assessment results are being used for improvement at the course level, to better align PLO and courses and for program modifications. Faculty submit course level assessment reports each semester to the DAP at the national site and ICs at the state campuses. Included in these reports are recommendations for improving student learning at the course level and ultimately at the program level as all course level SLOs are directly linked to program level SLOs as established in program SLO and course matrixes. Appendix 1A provides an example of the activities, assessment techniques and what the faculty and divisions are doing with the results to improve learning. The rest of the SLO and program evaluation report are available on the IRPO web site.

In conducting assessment for the general education core courses across campuses, the need for greater consistency in the mechanisms used for assessment has become obvious. Currently the general education core consists of 14 general education outcomes (as can be found on pages 40 and 41 of current edition of the College of Micronesia-FSM General Catalog) and requires 29 credit hours. Efforts to conduct consistent and meaningful assessment across all sites for the general education core outcomes have opened eyes to both the desire to revise the general education outcomes and to develop meaningful and manageable assessment mechanisms that can be reduplicated across sites.

Recently the DAP formed a working group to address the revision of the general education core. The DAP and the DIRPO attended a conference on General Education in Baltimore in late February to prepare for revisions and assessment plan development. In 2008, the College identified the need for College wide coordination of the general education core program as well as placement and tracking of developmental students. Beginning with fiscal year 2009, a long unfilled faculty position at the national campus previously dedicated to the design of the entrance test was reassigned to work with the DAP to coordinate the assessment of the general education program SLOs throughout the College. The revised job description has been prepared and recruitment will begin soon.

Since 2007 the DAP and ICs have included assessment plan preparation and assessment results sharing in faculty workshop week at the beginning of the fall semesters. Recently, the faculty have formally expressed through the Faculty/Staff Senate to the Assessment Committee and Cabinet that they are not clear where their assessment reports go after they pass them to the DAP

and precisely how the information and recommendations in the reports are being used in the planning and budget resource allocations. With the development of the IAP handbook the information sharing process and pathways have been identified. The IAP Handbook is being distributed in Spring 2009 with orientation sessions planned for division chairs and faculty.

Although students are made aware of the goals and purposes of courses and programs in which they are enrolled through the inclusion of this information in the College catalog and on the course syllabi, the College has not assessed the level of awareness of the students. The current "course evaluation" completed by students at the end of the course does not include any reference to student learning outcomes. This situation is being addressed during the spring 2009 semester. A revised student teacher evaluation form is being developed to replace the existing one.

Under the leadership of the DAP with the assistance of the director of vocational programs and ICs at state campuses, program coordinators and faculty are working to directly link one assessment cycle with the next and close the loop into the next cycle's improvement plan.

The gap that existed between the national campus and the state campuses in the stages of the knowledge, implementation and effectiveness in using student learning outcomes has been narrowed. The conversation regarding SLOs has changed from what is an SLO to how can SLOs be assessed; data analyzed and report forms utilized as evidenced by trip reports and emails. The College is well on the path to becoming proficient in using the College's assessment process for ongoing and continuous improvement for assuring effectiveness of student learning for courses, programs and degrees. The number of recommendations for changes and continuous improvement of student learning for courses, programs and degrees are documented in the curriculum committee minutes and course level assessment reports.

The adoption of a common course outline format that includes assessment strategies will provide a sound basis for course level assessment and comparison of results across all sites of the college. The general education program assessment in fall 2009 provides a model for compilation and use of results for improvement.

The implementation of the performance budgeting process provides direct linkage between the planning, assessment and resource allocation for instructional program and course SLO's and high level measures. Issues that have arisen in the implementation process include the development/writing of SMARTer outcomes/objectives and the transition to a results based resource allocation system.

Student Services

The department of student services supports the College's mission in maintaining appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity through its recruitment efforts and emphasis on cultural diversity in its activities. The SLOs established for all programs and services provide the frameworks for delivering high quality services to support student learning.

After the 2006 team visit, the College accelerated its emphasis on improving student services through development of SLOs and assessing them. Training for SLO identification and assessment was provided by the IRPO director and the VPSS at all sites as evidenced by trip logs and student services committee minutes. The series of trainings contributed to the development of improvement and assessment plans and reports which are made available on the IRPO website.

The revised terms of reference for the student services committee emphasizes the role of the committee in the planning, evaluation and resource allocation cycle. The new governance policy which emphasizes participatory decision-making, communication pathways and linking of planning, evaluation and resource allocation, along with all terms of references are also available on the [IRPO website](#).

A series of research and information gathering activities is used regularly by student services functional units. Evaluations are given at the end of most student services workshops. Results are analyzed and used for determining improvement. After action reviews are also being conducted for critical events like student orientation and registration. The results of the review are used for improvement of next year's activities as evidenced by the student services committee minutes.

The College has implemented Phase I of a Student Information System (SIS) that improves handling of student records and improved tracking of student persistence, progression, retention and graduation rates. The SIS allows real time data entry and access to student records at all College sites. The SIS also plays a major role in improved information for student advising. At the end of the fall 2008 semester, all grades were received and graduation clearances for all students who applied were completed in time and the names of eligible students were listed in the graduation bulletin.

In Fiscal Year 2008, the College began institutionalizing tutoring programs at all sites for at-risk students. A tracking system was developed to assess its effectiveness for student learning. The student services support program (SSSP) located at the national campus provides both professional, peer counseling, and mentoring for supported students. The Tutoring Centers (A+ Centers) at the national campus and Pohnpei campus have been built to house all the tutoring spaces and needs for the tutoring program. Kosrae and Yap master plans include student services buildings that will house tutoring programs. The Chuuk state campus student services building currently provides an area for counselors and tutors to meet with students.

Appendix I describes and summarizes assessment activities to date plus the recommendations for improvement and links them to planning and resource allocation. More detailed assessment plans and reports are located on the website for [institutional research and planning](#) office.

The department and its individual offices are currently developing better tools for gathering statistical information from participants (students, faculty and staff) in order to improve the accuracy and reliability of data collected. The department of student services assures the quality of these services regardless of location or means of delivery, support learning and enhance achievement of mission of the institution.

Some student services staff and the vice president for student services continue to conduct training and shadowing by bringing several student services staff from state campuses to national campus for such training. At the same token, they have gone out to the state campuses to retrain student services staff.

Student services assessment and evaluation follows the same process as instructional programs. The student services functional areas have developed assessment plans and are regularly using conducting assessment activities across all sites. The IAP requires development of improvement and assessment plans and reports for instructional programs, student services and administrative services.

Table 1b: Summary of Student Services Assessment Activities

PROGRAM	Resident Housing
Program Level SLO Assessment: (If yes, when, what objectives or evaluation questions)	
Office of the Resident Housing began its program evaluation of objectives in the fiscal year 2008 with the following Strategic goal No.2: Provide institutional support to foster student success and satisfaction. The department mission supports the institution by offering in-house tutoring, reading/study room and computer labs to further aid student access to learning material. The department provides institutional support for its resident's social life with weekly theatre nights, monthly dance socials, intramural games and field trips. The department provides institutional support for the residents' health and spiritual life with weekly AA meetings, Sunday church trips and weekly health and spiritual meetings. The department provides institutional support for the care, maintenance and the safety of Resident Halls.	
Objective Assessment: (how many assessment activities has been done; reports submitted)	
. Objective 1: Office of the Resident Housing will improve its in-house tutoring with monthly follow up reports, hiring more qualified tutors in a variety of subjects and other self-help learning tools. Objective 2: Office of the Resident Housing will improve the quality of leisure activities with Healthier activities, socially conscientious activities and academically inclined/supportive activities. Objective 3: The Office of the Resident Housing will continue to monitor, assess, improve and make recommendations for more reliable security, maintenance and janitorial service for its residents.	
Mechanism for Measuring Objectives: (surveys, interviews, focus group, etc)	
Intake and contact sheets, student records, counseling logs, surveys, interviews, and disciplinary citations, minutes, trip reports.	
Results: (what was changed, end results, actions taken as a result)	
As a result of the implementation of the AA meeting and The Health and Spiritual meetings it should be noted that the residents although are still violating some Residence Hall policies, the number of violent incidents being committed have declined.	

The institution is systematically assessing student services using student learning outcomes and objectives, and other appropriate measures to improve the effectiveness of these services. Funding for a new student information system (SIS) was approved in December 2006 to replace the old database system. Currently, the department of student services continues to monitor and evaluate program objectives to determine if they are fulfilling student needs. Student evaluations will continue to be conducted on a semester basis and from these findings program modifications will be made accordingly.

Additional Plans

- Work is underway for a revised and updated student evaluation of courses that includes questions on student learning outcomes which is to be completed and used in all courses by the close of the spring 2009 semester.

- Training sessions in using the new Scantron scoring and analysis system and other available scanners need to be designed and conducted for faculty and other staff in collaboration with IRPO. This training will need to include use of the software program acquired for designing custom made surveys for a variety of class, program, and institutional research applications.
- Following further training and use of the Smartboard and the Elluminate Live communication software at state campuses, assessment working groups at each campus, in conjunction with the curriculum and assessment committees will have increased opportunities for more real time “dialogue” and interaction for sharing of assessment strategies, results, and in developing improvement plans.
- Further orientation and training in closing the loop will be continued during the remainder of the Spring 2009 semester and revisited at the start of the Fall 2009 semester during faculty workshop week to reinforce the cycle of continuous assessment.
- Student services offices at all sites are continuing their rounds of assessment of their SLOs/objectives.
- Phase II of the SIS will be implemented so that faculty, academic advisors and others assisting students in completing their particular program in a timely manner will have greater real time access to check the students individual degree plan and help the students. The SIS also allows real-time tracking of different student cohorts.
- Similar to the instructional staff, student services units will use Elluminate to hold real time meetings and provide opportunities for staff from all sites to share and discuss assessment find results and increase collaboration across campus to make improvements in student services at all sites.
- The development and implementation of student services rubrics in fall 2009 provides a simple but powerful means to assessment and evaluate the quality, equity and consistency of student services across all sites.
- Annual Institutional survey for student satisfaction with services provided by the college to support student learning.
- Annual Institutional survey for faculty and staff satisfaction with support services and communication pathways identified by the College.

Evidence:

- [VPIA website](#)
- [VPSSA website](#)
- [COMET data and records.](#)
- [Curriculum Handbook](#)
- [Faculty Handbook](#)
- [IAP Handbook](#)
- Detailed assessment plans and program reports are located on the IRPO websites located at www.comfsm.fm under administration and linked to the VPIA and VPSSS websites.
- [Strategic Plan 2006-2011](#)
- Minutes of curriculum, assessment, student services and planning and resources committees.

RECOMMENDATION #6: CREATE CONTINUITY

The college needs to standardize instruction, student services, learning environments, and quality of instruction across the college's six sites. Specific areas that require greater continuity at this time are:

- A written policy manual for the Board of Regents (Standards IVB.1b, IVB.1d, and IVB.1e),
- The delivery of comprehensive and consistent student services' at each of the college's sites (Standards IIB.1 and IIB.3a), and
- The provision of adequate facilities for instruction at all sites; at this time, the college must immediately provide an adequate facility for student learning at the Chuuk site (Standards IIIB.1 and IIIB.1b).
- All issues related to continuity at the college's sites are to be regularly evaluated to establish a cycle of improvement.
- A written policy manual for the Board of Regents (Standards IVB.1b, IVB.1d, and IVB.1e),
- IVB1b. The governing board establishes policies consistent with the mission statement to ensure quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Resolution

The mission statement is read at the beginning of each board meeting to ensure policies that are adopted are in line with the college's mission statement.

Minutes of board meetings reflect the board's concern for the quality, integrity, and improvement of student learning programs and services. Actions taken by the board include approval of new programs, modifications for improvement of existing programs, adoption of policies that affect student learning, concern for adequate student financial assistance, and requests for program evaluation in the areas of student services and educational programs, among others.

Analysis

Board members were asked this question on the interview: "What mechanism does the board have in place to ensure that the policies it establishes are consistent with the mission ensure quality, integrity, and improvement of student learning and services?"

One member responded by saying that the college administration ensures that the policies are consistent with the mission. Another stated that consistency is established through dialog with the college management. A third member indicated he did not know because he was new to the board. However, a fourth member gave a more specific answer citing policies the board has established to require instructors to have a minimum of a master's degree, to require instructional programs to conduct program evaluation and assessment, to make sure that textbook procurement is on schedule, and to ensure quality and equity of facilities across campuses.

- IVB1d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Resolution

The Board of Regents Policy Manual sets forth the authority and strategic framework by which the board acts, as well as the organizational backdrop and operational procedures by which the

board officially functions. The manual serves as an orientation tool for new board members and a working tool and central resource throughout the term of a regent's tenure.

Board bylaws are included as Appendix 7 of the manual. The bylaws are comprised of the following articles: (I) Board of Regents Meetings; (II) Officers of the Board and the President; (III) Records and Reports; (IV) Committees of the Board; (V) Statement of Ethical Conduct; and (VI) Amendment to By-laws. Chapter 7 of Title 40 of the FSM Code, which pertains to the college, is included in the policy manual as Appendix 1. This legislation spells out the board's size, duties, and responsibilities in detail.

Analysis

Members of the Board of Regents unanimously agreed with Item 1.1 (The role of individual board members is clearly defined.) and Item 1.2 (The role of the board's officers is clearly defined.) on the Board Self Evaluation Questionnaire in 2005, 2006, and 2008.

- *IVB1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Resolution

A review of board meeting agendas and minutes shows that the board acts in a manner consistent with its policies and bylaws. Although the board conducts an annual self-evaluation, it is not clear from the minutes whether it regularly evaluates its policies and practices.

Analysis

Board members unanimously agreed with Item 1.4, "The board follows its ethical conduct policy and members are committed to carrying out their duties and responsibilities according to the standards set by the policy" on the Board Self Evaluation Questionnaire in 2005, 2006, and 2008. In response to an interview question posed to Board members in spring 2009, two of the four regents interviewed indicated that the board regularly reviews and evaluates the board's bylaws and policies. However, the newest regent was hesitant to answer the question based on his brief tenure on the board and the fourth regent interviewed indicated that the Board does not regularly review its bylaws and policies and should make it a point to undertake such a review.

- *The delivery of comprehensive and consistent student services' at each of the college's sites (Standards IIB.1 and IIB.3a)*

Resolution

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The

institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

All student services programs are assessed in the same manner as instructional programs through the IAP process. Each student services program (at all sites) develops annual improvement and assessment plans and assessment reports. Processes and procedures for student services assessment are detailed in the Administrative and Student Services section of the IAP handbook. In this regard, administrative and student services programs are treated the same as instructional programs in requiring improvement and assessment plans and reports and a formal process for review and approval of such plans and reports. In the case of student services the student services committee endorses assessment plans and reports to the assessment committee with final approval of such plans and reports by the President of the college. Student services improvement and assessment plans and reports can be found on the IRPO web site.

As with the instructional programs, common measures (graduation rate and program completers, retention (including progression and persistence, student and faculty/staff satisfaction, etc.) are being used for evaluation of quality and success of student services programs. Additionally student services programs rubrics have been developed to assist with both determination of program status and provide direction and input on areas to concentrate improvement activities.

The college provides a comprehensive set of student services including financial aid, recreation and sports, academic advising, counseling, tutoring, health services and peer counseling services across all sites of the college to all students. Overview and details of programs and services are found in the college catalog and student handbook. Improvements of these services are covered under strategic goals of the college: provide institutional support to foster student success and satisfaction, create an adequate, healthy and functional learning and working environment and foster effective communications. Details of the ongoing and improvement efforts are found in the college's quarterly reports.

Student service programs are designed to promote access to services in a number of ways. Counseling and tutoring services access is based on referral and student initiated requests. Orientation programs are provided at all sites for fall and spring semesters that introduce students to the programs and services available. Dispensaries are open to all students, faculty and staff.

Programs use both proactive approaches to students such as counseling programs providing workshops on time management, study skills, transfer, resume and other workshops both connected with improving student progression, persistence, and retention and graduation rates. Financial Aid provides workshops on financial schooling and completing necessary forms. The student services programs are making use of the college semester schedules that block out time each week for students and faculty participation in various trainings, committee meetings and workshop.

The college has also prioritized development of an SIS that improves handling of student records and in phase 2 of the project (ongoing) will allow student direct web based access to their grade

records, online transcript and degree plan. The SIS also has features including establishment in the SIS of unique cohorts

All students have college email addresses (assigned during registration) to improve communications among and between students, between students and faculty and support services. A forum based on the college web site allows students to address concerns with services and suggest improvements.

The college’s Student Satisfaction Survey is administered in October each year and provides student satisfaction levels with programs and services at the college. A companion Faculty/Staff Satisfaction Survey is also administered in conjunction with the student survey to provide a faculty/staff perspective on programs and services.

Analysis

Student services improvement and assessment plans have been reviewed by the assessment committee and generally have seen to need improvement in the areas of specific criteria for measuring success. To remedy this area, training has been provided to all campuses on writing SMARTer (Specific, Measurable, Achievable, realistic, Timebound, Extending (challenging) and Reviewed) outcomes, objectives and strategies for the improvement and assessment plans and guiding the information and analysis in the programs’ assessment reports. A SMARTer review checklist has been provided to assist with the writing of SMARTer outcomes/objectives. The same improvement plan is also used in the college’s performance budgeting process.

The college is implementing in fall 2009 a performance budget scheme based on the improvement plans from the IAP process. The performance budget is based on linking all activities, programs and services of the college to high level results. For example, instead of having an outcome/objective to provide tutoring an improved outcome objective would be “75% (actual % would be based on course completion rates for the particular college site) of MS 100 students who participated in a minimum of four (4) tutoring sessions using a self passed computer assistance program will receive an A, B or C in the course.

The implement of the college’s SIS is providing real time data regarding student success, progression, persistence and allows tracking of cohorts (students who receive tutoring, counseling assistance, training in time management, etc.) that to support improvement and assessment plans and assessment reports.

The processes and procedures currently in place for ensuring quality, continuity and consistency of student services programs have resulted in a focus on quantified evidence that determine both status and future needs for program improvement.

Quarterly reporting is used to track broadly the access to students for services at the college. For example the following is information regarding counseling contacts and levels for student work study from the college’s 3rd Quarter Report for 2009:

Table R6.1 April-June 2009 # of Counseling Contacts

	CC	FMI	KC	PC	NC	YC
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M	34	17	182	108	157	225
F	70		289	110	150	353
T	104	17	471	218	307	578

Table R6.2 SEG /CWS Summer 2009 (#/Amount)

	CC	FMI	KC	PC	NC	YC
M	11 1,162.50	4 378.75	7 535	36 2,021.25	58 3,211.50	13 1,335.25
F	19 2,077.50		8 492.50	23 1,092.50	102 5,485	17 1,582.50
T	30 3,240	4 378.75	15 1,027.50	59 3,113.75	160 8,696.50	30 2,917.75

It has to be noted however, that consistency in reporting of student access and contact information across all sites needs to be improved. An additional need is to increase the level of reporting

The closer view of access and equity are found in the programs improvement and assessment plans and reports where greater detail is provided including closing the loop (use of results).

There is a strong perception that the scheduled block time each week has been very productive in allowing services to be provided to students. However, no formal review has been conducted to date.

Phase I of the SIS has resulted in more timely and improved tracking of student success as evidence by preparation and timely dissemination of OAR enrollment lists, midterm deficiency listings, grades and certification of students meeting graduation requirements, and IRPO institutional reporting. Demonstrations of Phase II has have conducted in fall 2009 for student and faculty access. Full role out is expected in spring 2009. Students will be able to see their grades and transcripts and other critical information

- *The provision of adequate facilities for instruction at all sites; at this time, the college must immediately provide an adequate facility for student learning at the Chuuk site (Standards IIIB.1 and IIIB.1b).*

Resolution

The institution adopted the American Institute of Architects standards, Uniform Building Codes, National Electric Code, International Plumbing Code and Fire Safety Codes to ensure that facilities and equipment and built within the safety perimeters. These standards are used in remodeling and upgrading of facilities, fixtures and equipment changing. Ref. can be found in the project preplanning documents.

Safety inspection is conducted regularly to ensure firefighting equipment and other facility safety features are functional. Dormitory safety inspections and fire drills are conducted every semester to ensure that residents and emergency responders are prepared. Evidences can be found in security reports.

The college has developed the Enrollment Management Indicator for assisting in monitoring student enrollment against availability of facilities. Class schedules are also used to determine the needs for classrooms. In 2005 and 2007 facilities inventory was conducted to determine the sufficiency and conditions of the facilities prioritizing and scheduling the projects and budgets for the projects. Collectively the information and data acquired are used to formulate the capital improvement project plans. The FY2010 capital improvement project budget plan reflects the results of the information collected by sources aforementioned.

The college utilizes the ADA standards, AIA standards and building codes to ensure that new and renovated buildings are in compliance with these standards to provide easy access. Additionally, improvements are made as budgets become available. As an example, the National Campus Learning Resource Center was equipped with a wheel chair lift in 2007. (SG3C)

Security is provided at each campus according to the size of the campus and the need for security coverage. Each campus is required to conform to the USDOE campus crime and security reporting act. (Jean Clery Act.) Evidence can be found in the security reports. (SG3C)

Dormitory fire drill and safety inspection is conducted at least once a semester. Inspection of firefighting equipment in each building is performed on a monthly basis to ensure that they are functional. Security reports can be referenced. (SG3C)

Periodic visits are done to monitor and assist campuses in addressing access, safety, security and providing for a healthy learning environment. Each campus has its own janitorial services, grounds maintenance and solid waste disposal services. (Trip report date June 10 2009 and email exchanges with campus directors can be reference here.)

The institution was recently reorganized creating Vice President for Administrative Services (VPAS) position that oversees the national and state campus administrative support services and its physical resources. Within this frame work, the State Campus Directors and the Director of Facilities and Security reports to the VPAS. This venue along with the Facilities and Campus Environment Committee deliberates on major facilities concerns, needs, quality issues and standards. (The minutes of the committee meeting can be referenced here.)

The Chief of security is a member of the student services committee that ensures that quality of life and safety matters relating to students are addressed.

Analysis

There has not been any known injury relating to unsafe facilities or equipment at any campus as evidenced by the security monthly and incident reports.

Reports of unsafe conditions are addressed and are resolved accordingly. In 2004 a faculty office occupant reported that the central air condition ducting system distributes faulty and contaminated air throughout the building and contributing to her respiratory illness. The system

was replaced with split air conditioning system for cleaner and more efficient and effective system. These air condition units can be seen at the building.

As indicated in the capital improvement project plan, Yap, Kosrae and Pohnpei sites demonstrate having high priority in resolving the need to accommodate safety and sufficiency of facilities, as well as providing for an adequate learning environment.

There exists a need for training of staff throughout the campuses in areas of facilities and equipment safety, security, facilities inventory, standards and reporting on the enrollment management information.

Commission's Recommendation #6 relating to continuity of facilities and adequate facilities at all site, commissioner Floyd Takeuchi reported that the college has met this recommendation in his April and May 2009 report.

Preplanning documents for new construction projects are required to use ADA standards. Existing building and access are being improved to accommodate the physically challenged. In 2007 a wheel chair lift was installed the National Campus LRC to access to the second floor.

The college involves the respective departments and office heads in the facilities planning process to ensure that their needs for programs and services are met; in fact the most recent occurrence is during the pre-planning process of the Pohnpei Campus Vocational Building as evidenced in the email message dated October 10, 2009 from the division chairperson for Technology and trades.

Campus incident and crime reporting is consistent at the National Campus but yet to be improved at the state campuses. These reports allow the office of security to analyze and make recommendation to appropriate offices. For instance increasing alcohol cases are reported to the student service department and student service committee for deliberation. Reference can be found in the student services committee meeting minutes during its first meeting of fall 2009 on September 8, 2009.

- *A full-time and part-time faculty and staff hiring procedures, assignments appropriate to qualifications, and performance evaluations (Standards IIIA.1, IIIA.1a, IIIA.1b, IIIA3, and IIIA.3a)*

Resolution

Training will be provided to all personnel whom by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained. Office heads in consultation with human resources office assess the current skills and talents on board when developing job descriptions for new and vacant positions. Minimum qualifications are based on the field of work assignments and duties to perform. The College faithfully complies with the Public Law No.7-79 to ensure "equal opportunity" and non-discrimination in the hiring process.

The college advertises vacancies on its website, and also: HigherEd.Jobs.com ,Chronicle for Higher Education, and various subject-related sites such as Dave's ESL Café, at each college campus, and mails them to various local agencies such as the personnel offices of relevant government and private offices. A list of these advertising sites can be found in the human resources office [IIIA (1)]. When appropriate, announcements are forwarded to other pacific island institutions, local newspaper and radio stations.

Vacancy announcements contain the specific criteria and qualifications for each position including the requirement for foreign credentials to be equated to meet U.S. standards. The development of job duties is initiated by the immediate superior with consultation with the human resources office [IIIA (1)]. Institutional goals, organizational chart, and mission are consulted in the development of job duties. Policy 002 of the Personnel Policies and Procedures Manual which was revised in 2008 contains the job descriptions for teaching faculty and is also available online. Section VIII of the Personnel Policies and Procedures contains the qualifications and compensation criteria while Appendix A and B contains the salary scales. Faculty members are involved in the hiring of faculty within their own division and campus. Generally, the division chair and at least four faculty members, professionally competent, make up the selection committee. The committee looks at qualifications by appropriate education and experience of candidates, stated accomplishments in the areas of work including management, teamwork, honesty, professional development plans, and institutional assessment and learning outcomes. For faculty an essential criterion is the knowledge and skills in development student learning outcomes and assessment which is included in the vacancy announcement. This committee reviews the applications, interviews candidates, and makes a recommendation to the college president.

The human resources office then ensures that the selected candidate is qualified by: verification of relevance of degree held and sufficient teaching or work experience, reference checks, accreditation check on schools attended; if a selected candidate holds a degree from a foreign institution, equation of their credentials by ACCRO and other U.S. DOE recognized agency is required[IIIA (1)].

All full-time employees of the college are evaluated annually and at stated intervals for which guidelines are provided in Section XIII.4 of the Personnel Policies and Procedures Manual. Section XV of the Personnel Policies and Procedures Manual provides a structure that supports timely of evaluations through disciplinary actions for noncompliance.

There are three evaluation tools used currently for the four classifications of employees: Appendix K for management, Appendix N for instructional faculty and Appendix J for classified and professional staff. The criteria in each evaluation tool are designed to measure effectiveness of individuals in each position and are linked to institutional effectiveness. Each evaluation is required to be completed in collaboration of the supervisor and supervisee. Likewise, objectives and plans for improvement are mapped out with timetables for accomplishments and monitoring process. HR provides annual reminders to supervisors through department heads while the evaluation tools themselves are available online and in the personnel policies and procedures given to individual employees. HR has provided training to supervisors on selected challenging

polices dealing with supervisors' legal and administrative responsibilities to Chuuk Campus, National, Pohnpei and Kosare Campus during 2008-2009 academic year.

The job performance of the employee is evaluated annually; newly recruited staff is evaluated after six months and then again at the end of the year. This determines the outcome of probation. The appropriate evaluation form is completed by the supervisor and discussed with the employee. Supervisors and supervisees are expected to come up with an improvement plan whenever an unsatisfactory rating is made. Based on the plan, a review may take place after six months or at the next regular annual review. Supervisors are evaluated on their ability to carry out this part of their responsibility efficiently by their own supervisors.

Personnel policy development is the responsibility of the personnel committee whose membership is renewed each academic year. The committee operates within its terms of reference and ultimately reports to the president. Personnel policies are available on the college's website and are provided to all employees upon recruitment and upon approval of new or revised sections.

From the committee, policy recommendations are shared and discussed within the college community, using email and meetings at the other campuses, prior to transmittal to cabinet for endorsement. Recommendations for policy development is received by administrators and other committees when a need is identified following the structure in the governance policy. HRO through its research and oversight over the personnel policies recommends to Personnel Committee policy needs.

HR representatives at each campus provide orientation to newly recruited staff and a copy of the most updated personnel policy manual. In coordinator with the information technology division, updated and new policies are posted on the website following implementation. Trainings and information on polices are provided by HR through organized meetings at each site.

Analysis

The hiring guidelines provided in Section VI of the Personnel Policies and Procedures do assure that positions are filled with qualified personnel. Candidates with foreign credentials are offered jobs only if their credentials are equated by a recognized U.S. Department of Education evaluation agency certifies the equivalence in the required field of assignment. Years of relevant work experience are certified by the HRO or immediate supervisor from previous work locations. Screening committees are now equipped with guidelines for the tasks along with open dialogue with the human resources office and for guidance throughout the process. With the annual site visits to state campuses, recruitment polices are explained and training is given to those on site and administrative offices are in direct communications with HR during the process.

However, the timing of advertisements and length of time it takes for campus to fill positions varied. Employees due to urgent personal reasons resign in the middle of the semester or at the beginning of a semester which makes it difficult to fill the vacancies on time. Administrative offices or units sometimes delayed hiring due to other factors such as lack of space, insufficient

funds and poor planning. In these instances, current employees are delegated responsibilities of vacated positions until filled or short-term personnel are hired to carry out the responsibilities. The hiring of short-term personnel still follows the procedures for hiring full-time.

The college meets this sub-standard by employing the Section VI, VIII, and Policy 002 of the Personnel Policies and Procedures Manual in its hiring selection process. The on-going revisions of current policies and development of needed others ensure the college continues to hire qualified personnel to provide quality services and programs. Other guiding factors included the establishment and implementation of the Governance Policy which assure communication and representation of all levels of employees in the governance structure, Communication Policy, and the Policy on Continuous Improvement Cycle; all of which support the college's drives to promote quality communication and improvement in all its programs and services.

Section XIII.4 of the Personnel Policies and Procedures Manual plus the appendixes listed above provides clear instructions on responsibilities of parties involve in the process. The guiding principles value the improvement of the individual as a facilitator of student learning in his capacity at the college.

The challenge remains in the area of meeting timelines of evaluation and closely monitoring the development plans to ensure they lead to improvement on job performance. Additionally, the part-time employees including teaching faculty are not consistently evaluated. The lack of timely evaluations and monitoring of improvement plans are realized in certain units and campuses while others are carried out well. The root of the challenge is the supervising personnel who sometimes allow an immediate supervisor to fail in this regard but provides no immediate and direct response. This resulted in later processing of relevant personnel paperwork and necessary actions.

The college through the human resources office and personnel committee assures the awareness of personnel and provides opportunities for participation and contribution in policy development. The structures provided in the Governance and the Communication Policies ensure awareness and knowledge. The research, consultation with other entities, and administration of current policies, the college continues to develop policies and procedures that are regularly reviewed and equitable. Through communications with administrators from campus sites and sites visits, the college becomes aware and response with necessary trainings to inconsistencies of applications. Section XV of the Personnel Policies and Procedures Manual provides the structures to address negligence and deliberate deviation.

Though the policies and procedures are made clear, the supervising personnel sometimes fail to administer proper actions for corrective measures in a timely manner.

The college uses Section VI of the Personnel Policies and Procedures Manual and abides by Public Law No7-79 to ensure fairness in all employment procedures and activities [IIIA(3)] [IIIA (1)]. This is evidence in the job descriptions provided in clearly stated requirements in advertisements and in the 14 diverse ethnic groups represented in the college personnel. The college meets this substandard as evidence by the 14 diverse ethnic groups represented in its personnel. Human resources office reports on this sub-standard quarterly. The college's ability in this regard is made possible by the wide employment announcement practices utilized,

compliance with Section VI of the Personnel Policies and Procedures Manual and the Public Law No7-79, as well as the job focused approach use in screening of applications. Training will be provided to all personnel whom by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained.

RECOMMENDATION #7: DIVERSITY OF BOARD MEMBERSHIP

Membership of the college's Board of Regents must have the diversity of viewpoint that is required by its own policy, national law and accrediting standards (Standard IV1.a, IV1e).

Resolution

Current regents bring diverse backgrounds to the Board's decision-making processes. Members include a trial counselor, an educational administrator, the Lieutenant Governor for Pohnpei State, the Chief of Staff to the FSM President, and a retired judge. Correspondence from the COM-FSM President to the FSM President with respect to the nomination of regents provides evidence of the continued efforts made to ensure diversity on the board in compliance with FSM Title 40, college policy and accrediting standards. Such correspondence is discussed in detail in Standard IV B1a. of the self study.

Analysis

Three current regents completed a survey at the May 2009 meeting on which they were asked, "Does the current membership of the COM-FSM Board of Regents adequately reflect the diversity and public interest of the FSM?" All of the regents who completed the items responded by saying yes. However, one regent added that "it could be better."

Regents were unanimous in their self assessments in 2005, 2006 and 2008 that "[t]he board composition adequately represents the public interest and reflects the diverse elements of the population which it serves."

Additional Plans

- The COM-FSM President will continue to stress the importance of board diversity to the leadership of the FSM, in particular the FSM President, when opportunities are presented.

RECOMMENDATION 8 (FROM FOCUSED MIDTERM REPORT) AND RECOMMENDATION 2 (FROM JUNE 2006 COMMISSION ACTION LETTER): SECURE PERMANENT CAMPUS FOR CHUUK

- *The college must make significant progress in securing the Chuuk High School campus as the site for COM-FSM's permanent Chuuk state campus or, it is unable to within its deadline of 2008, find another acceptable site.*

With regard to Recommendation 8 above, the Commission asks that COM-FSM provide an update on the new plans to build Chuuk state campus on a location that had been previously declared "unbuildable."

Resolution

In the letter to President Spensin James date June 30, 2009, President of the ACCJC Dr. Barbara A. Beno stated "The Commission took action to accept the report and notes that the final resolution of the Chuuk site is still pending. The commission therefore requires the College of Micronesia-FSM to report on the resolution of the Chuuk site issue including the implementation of a reliable power source for that site, within its Self Study Report".

Following the visit by Vice Chairperson Floyd Takeuchi on April 21 & 22, 2009, the college continued to improve and cleared the access road to the Nantaku site where the board of regions selected to be the permanent site for the Chuuk Campus. The project was ceased temporarily due to difficulty in obtaining reliable road construction equipment thus requiring the college purchased an excavator which arrived in Chuuk on September 28, 2009. On October 12, the project resumed with clearing of shrubs and trees from where the new road will be located. The project is expected to be completed with coral top finish with road side drainage system by November 2009.

The power supply in Chuuk has been unstable for many years. This problem consists of management of the corporation, land issues, political pressures and issues that combined to complicate matters even more. It finally leads to a stage where most major enterprises have installed their own power generation system. The college adopted the concept and purchased and installed a 300KW generator to add on to its 90 KW unit and was commissioned on Oct. 12, supplying the whole campus with power with half its capacity. The 90KW unit will be relocated to the new power house and modified to a three phase system to act as the standby generator while the 300KW becomes the prime generating unit.

Delegates of the college including President Spensin James, Vice President of Administrative Services Joseph Habuchmai, and Chuuk Campus Director Joakim Peter met with the leadership of Chuuk State on government August 10-12, to express the concern over the unreliability of power supply to the current campus site. Following the meeting the college requested a supplemental budget of \$212,000 to provide consistent power to campus through self generation. A deadline of October was set for the Chuuk State to act on the request while the college establish an ad hoc committee to develop a contingency plans in the event matter do not progress as anticipated. In addition to the funding issues the CPUC acting general manager has informed the college that it has modified its power distribution switch-off locations to reduce the college from being cut-off.

The ad hoc committee has met several times to and reviewed the draft budget for self power generation and revised the budget based on more accurate information which reduced the level of subsidy required to \$78,000 per annum. With this amount the ad hoc committee believed that by redirecting its priorities and streamlining of operations can accommodate the amount needed.

Analysis

Commission's Recommendation #8 relating to Chuuk Permanent site, Commissioner Floyd Takeuchi stated that that the college has also met this recommendation.

RECOMMENDATION #9: PHYSICAL MASTER PLANS

The college must develop physical master plans, with the appropriate financial plans, for each state campus to ensure facilities equity with the national campus, and allow the state campuses to provide instructional and student services that are consistent the strategic and educational master plans of the college. (Standards IIIB, IIIB.1, IIIB.1a, IIIB.1.b, III2, III.2.a, III.2.b)

Resolution

Recommendation #9 relating to development of the College Physical Master Plan, the college has completed updating maps of all sites (except for FSM-FMI) and have received funding for projects for from 2005 to 2011 consisting of all sites.

Analysis

In early 2005 the college developed its first long range infrastructure development plan to support the increasing enrollment and to address concerns raised by the commission in reference to equity of services at all sites. The 20-year infrastructure plan was estimated to cost approximately \$26 million primarily to support the increasing enrollment from school year 1998-1999 having 3,890 students and peaked in school year 2004-2005 with an enrollment of 6,479. Because of the absence of an educational master plan, the college assumed that the current program being delivered will either maintain or expand throughout the state campuses. These background information along with the commission's recommendation to improve facilities at all sites resulted in the enactment of the resolution signed by the FSM Economic Policy Implementation Council (EPIC) in March 2005 to provide funding support for the college's infrastructure needs.

Since school year 2005-2006, enrollment trends show a decline to 4460 students by school year 2007-2008. This trend along with funding limitation from the FSM National Government to support the college operations have lead the college to review and re-evaluate its plans and practices beginning at the 2007 and 2008 president's retreat. Following the retreat, recommendations to restructure the college, streamline operations and delivery of programs and services throughout the college was considered and being deliberated at the committee levels within the college. This process is still taking place.

After the streamlining has been completed, the college will be able to evaluate its capital improvement project budget plan which serves as its current physical master plan. This plan is reviewed annually during the annual budget review cycle to ensure its consistency with the college's strategic plans and goals as well as addressing current issues and challenges as they arise. Funding for the projects listed in the CIP budget plan for year 2005 to 2010 have either been approved or pre-approved for construction and design as released by US Department of Interior on November 13, 2009.

Self Study Report 2010

INSTITUTIONAL SELF EVALUATION

STANDARD IA

MISSION

College of Micronesia – FSM

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning. The institution communicates this mission internally and externally. It analyzes quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which its mission is accomplished.

STANDARD IA: MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

STANDARD 1A1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

STANDARD IA1: DESCRIPTIVE SUMMARY

The College of Micronesia-FSM (COM-FSM) operates with a board approved mission statement that is reviewed annually. The mission was developed with wide participation from internal and external stakeholders. The current mission statement, approved in 2006 by the board of regents, emphasizes the college's role in FSM national development as the nation's institution of higher education. The programs and services provided by the college are linked to the mission. The college communicates its mission statement widely by including it in all major college documents, reciting it as a part of board meetings and other college events, and posting it on the college website. The college mission also serves as the basis of the annual Presidential Retreat, when the college and community, with representation from all four states, come together to examine and evaluate the college's performance against the college's stated mission.

The enabling legislation Title 40, Chapter 7 Section 4 of the FSM Code established the College of Micronesia-FSM as the national college of the Federated States of Micronesia. It describes the college's role to "serve the varied post-secondary and adult educational needs of the Nation" and includes fourteen post secondary educational related activities mandated to the college.

In 2005, the college community met and developed the vision, mission, core values and a set of eight institutional goals. These were approved by the Board of Regents in 2006.

Mission Statement:

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

Strategic Goals:

- The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve in order to meet or exceed current accreditation standards and will:
- Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively;
- Provide institutional support to foster student success and satisfaction;
- Create an adequate, healthy and functional learning and working environment;
- Foster effective communication;

- Invest in sufficient, qualified, and effective human resources;
- Ensure sufficient and well-managed fiscal resources that maintain financial stability;
- Build a partnering and service network for community, workforce and economic development;
- Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity; and
- Provide for continuous improvement of programs, services and college environment.

STANDARD IA1: SELF ANALYSIS

The college's current mission identifies the essential role of the college as a partner in the development of the island nation of the FSM. The FSM National Strategic Development Plan 2004-2023: Achieving Economic Growth and Self Reliance is the FSM national framework for development to which COM-FSM's mission statement is linked.

The certificate and degree programs currently offered by the college directly address or are aligned to support the FSM strategic planning priorities and objectives as identified and published in the planning section Volume II, Strategic Planning Matrices and Appendices of the FSM National Strategic Development Plan

The FSM national strategic planning priorities to which the college mission and programs most link are:

- B-1 Business- Private Sector Development Create a sound economic policy making environment, in full consultation with the private sector, to support export-oriented, private sector-led growth.
- B-2 Agriculture- The agriculture sector, including forestry, shall provide: (I) food security, cash incomes and healthy livelihoods; and (ii) opportunities for domestic and export markets, while promoting environmentally sustainable production within a stable and consistent policy framework
- B-3 Fisheries -The marine resources and fisheries of the FSM are managed and developed in consultation between designated authorities and stakeholders in a manner that ensures maximum possible economic and social benefit to the people of FSM and, at the same time, ensures sustainable resource exploitation and protects marine biodiversity
- B-4 Tourism -Progressively develop the tourism sector to become the leading sustainable economic activity in the nation, and establish the FSM as a top quality, premium-priced international tourism destination by 2020
- B-5 Natural Resources -Recognizing the critical importance of the FSM's natural environment to the health and prosperity of this and future generations of Micronesians, the Environment Sector shall support the protection of the Nation's environment and achieve sustainable development of its natural resources.
- B-6 Health The mission of the health sector of FSM is to promote and maintain a holistic system of health care that will provide an optimum quality of life for its citizenry.
- B-7 Education - Deliver a quality, sustainable basic education system which provides all students with basic skills, thinking skills, and personal qualities; provides for the manpower needs of the Nation; develops a literate population based on the revitalization of local languages and cultures while ensuring high competence in English and other international languages.

The mission statement of the college explicitly indicates the college's unique role as a partner in FSM national development. The statement links to the FSM national development plan by "providing academic, career and technical learning opportunities". It emphasizes the college commitment to student learning by its declaration to be a "student centered and continuously improving institute of higher learning".

To foster college wide commitment to student learning and to being a continuously improving, institution, the 2006-2011 Strategic plans consists of nine strategic goals and related objectives linked directly to the mission. For each goal and related objective, annual institutional priorities are set and yearly improvement objectives are identified. All outcomes, assessment, reporting, and budgetary allocations are planned, approved, conducted and reported on the institutional assessment plan processes and common templates referred to as Worksheet 1, 2 and 3. The Institutional Assessment plan and worksheets demonstrate consistent linking to the mission and the nine institutional goals.

The college has procedures for continuously improving its programs. Programs are implemented by a process that is initiated with “Application for Program Implementation, “Appendix G. The curriculum committee reviews accredited instructional programs for appropriateness and linkage to the college’s mission and student population. Additionally the planning and resources committee, the finance committee, the cabinet, and the board of regents review all programs. A program may be deleted if it is judged to be no long relevant to the mission. The Curriculum Handbook, Appendix S: Policy on Program Deletion” serves to guide this process.

The college currently provides over 40 accredited academic and vocational certificate and degree programs and several maritime and fisheries certifications. The accredited instructional programs currently offered by the college in support of the mission are presented in the table below. In partnership with the University of Guam, a bachelor in elementary education can also be earned. Some programs are offered continuously with course offerings made available each semester. Other programs are delivered to an identified cohort group upon request. For example, the “Related Services Assistant” certificate program” was last offered for a group of 24 special education staff during the academic year Fall 2005-Spring 2006. In Fall 2009, based on need and a request, a new cohort group of teachers in Chuuk has begun the program.

Table IA.1 Learning Programs at COM-FSM

Associate of Arts Degrees	Associate of Science Degrees	Associate of Applied Science Degrees
Media Studies Liberal Arts Micronesian Studies Teacher Education Teacher Education- Special Ed Health Careers Opportunity	Agriculture Business Administration Computer Information Systems Early Childhood Education Elementary Education (State Campus only/phase out beginning Fall 2009) Hospitality & Tourism Management Marine Science Public Health Training Program	Building Technology Electronics Technology Telecommunications Technology
1 yr Certificate of Achievements	Advanced Certificates of Achievement	3 rd year Certificates of Achievement

Agriculture and Food Technology Bookkeeping Business Building Maintenance and Repair Cabinet and Furniture Making Community Health Assistant Carpentry Construction Electricity Electronics Technology General Studies Law Enforcement Preschool Teacher Education Masonry Motor Vehicle Mechanic Refrigeration and Air Conditioning Secretarial Science Small Engine and Motor Repair Telecommunications Trial Counselor	Construction Electricity Electronics Technology Telecommunications	Accounting General Business Teacher Preparation- Elementary Teacher Preparation- Special ED Public Health Specialty Related Services Assistant
	Fisheries and Maritime Certifications	Partnership Program Bachelors of Elementary Education
	Multipurpose rating Maritime Studies- Class V Master Maritime Studies- Class V Marine Engineer Maritime Studies- Class VI Engineer	

The college recognizes the uniqueness of its location and its population while staying globally connected. COM-FSM is one of the three partners of the College of Micronesia Land Grant Program in Micronesia. The college’s Land Grant Program operates with a 5 year Plan of Work with an integrated approach to addressing critical issues of strategic importance to the Micronesian region. All Land Grant programs are developed based on stakeholders’ input and consistent with the economic, social, and ecological problems identified by the various island governments through their economic development departments and plans. Included in the COM-FSM Land Grant program are Cooperative Extension Services (CES) and Community Research Services (CRE). Programs and related activities are conducted in each of the four FSM states and serve individuals, households and communities. Currently, for the FSM there are four major programs - Aquaculture; Small Island Agriculture System; Food, nutrition, and health; and Families, Youth and Communities. Other Land Grant affiliated programs include Regional Water Quality Program, Western Regional Sustainable Agriculture Research and Education, and CARIPAC, a Caribbean and Pacific consortium for improvement of tropical agriculture, natural resources and food science education.

The college further addresses the mission to assist in the development of the FSM by collaborating with local, regional, state and national agencies and organizations to provide non credit continuing education programs and short term trainings for workforce development. The college’s faculty and other staff with appropriate expertise provide technical assistance to address various FSM development initiatives and activities.

The table below is a sampling of how the college provides continuing education and technical assistance in support of the college mission and the FSM National Strategic Development Plan 2006 priorities.

Table IA.2 COM-FSM Providing Assistance in the Development Priorities of the FSM

COM-FSM	FSM Strategic	Purpose & Major Activities	FSM States Served
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Program, Project, or Technical Services Activity	Development Plan Planning Matrix		
Small Business Development Centers	B-02 & B-3 Private sector development, entrepreneurial, business sector	Provide technical assistance and training to local businesses & entrepreneurs	Kosrae, Pohnpei,
SEPIIE Project- Special Education In-service Teachers	B-7 Education	Upgrade credentials of Special Education teachers lacking associates degree.	Chuuk, Kosrae, Pohnpei, Yap
Development of K-12 Career and Technical Education Standards	B- 07 Education	Collaboration with FSM Department of Education to develop standards for K-12 for career and technical education	Chuuk, Kosrae, Pohnpei, Yap
Pohnpei Campus Training Institute	B-1 Private Sector Development	Provide technical short term workforce training	Pohnpei State
Land Management and Land Supervision Training	B-1 Private Sector Development	With FSM Dept of Resources and Development to deliver in service training modules for staff in land related offices/agencies.	Chuuk, Kosrae, Pohnpei, Yap
Pre Health & Substance Abuse	B-06 Health	With FSM Dept of Health Services career awareness and substance abuse awareness in high schools across FSM	Chuuk, Kosrae, Pohnpei, Yap
Teacher Corps	B-07 Education	FSM Dept of Education grant to recruit and retain students of merit into Teacher Preparation	Chuuk, Kosrae, Pohnpei, Yap
Pre Forestry Preparation	B- 03 Agriculture	A collaboration with US Forestry Service and UH-Hilo assisting with math and science courses for FSM forestry workers	Chuuk, Kosrae, Pohnpei, Yap
Area Health Education Centers	B-06 Health	Health workforce development in FSM with emphasis on nursing, public health and recruiting and retaining new students into health careers	Chuuk, Kosrae, Pohnpei, Yap
CariPac Project Agriculture Education Development and Enhancement	B- 03 Agriculture	USDA collaborative project to improve agriculture and natural resources programs through distance learning; recruit and retain new students.	Kosrae, Pohnpei, Yap
Renewable Energy	B-5 Natural Resources	Collaboration with European Union and FSM Dept. of Resources and Development on alternative and renewable energy	Chuuk, Kosrae, Pohnpei, Yap

		initiatives across FSM.	
World Park Initiative	B-4 Tourism	Technical Assistance to states leadership	Yap, Pohnpei

Student Population Served

In 2006, ACCJC and the Pacific Postsecondary Education Council (PPEC) jointly prepared a “white paper” titled, Enhancing and Sustaining Higher Education Quality in the Pacific: Challenges Facing Institutions seeking to acquire and maintain WASC Accreditation. The report outlined a set of eight issues facing colleges in the US free associated states. The most challenging to COM is a student body of predominantly under prepared students seeking admission and being enrolled at the college.

The college recognizes that the quality of the curriculum and educational experiences provided in the high schools within each state and across the FSM states vary. . Tests like ACT, SAT’s and TOEFL are difficult and costly to administer throughout the islands. Therefore, the college annually offers and administers the College of Micronesia Entrance Test to all interested high school students in the 28 public and private high schools located in the four states of the FSM. The COMET test is comprised of three sections, an essay component, the Gates McGinitie Reading Comprehension Test, and a math component. Following the spring semester testing, an analysis of the testing results and admission status is compiled and presented in a COMET Statistical Summaries Report. Test results are used to place students into appropriate math, reading, and writing courses. The data show that 85% of the students offered admission into the college need to take one or more developmental education courses in math, writing and reading. These developmental courses are designed to assist students to reach levels adequate to meet the challenges of a vocational certificate program or a college level curriculum. Further, the majority of incoming students are ESL first generation college students.

Like most community colleges, COM-FSM offers programs and services to support the remedial and developmental education needs of under prepared students. With the high percentage of unprepared or under prepared students, the college recognizes the need to provide remedial programs and developmental courses. The college currently uses the COMET to admit or decline admission to students. An admitted student’s COMET score also determines his acceptance into either a degree level or a certificate level program. Students accepted as degree level can enroll in a degree level program. The majority of students accepted into the degree level programs at the college need to take one or more developmental level language or math course.

The college uses the COMET scores and placement protocols to accept students into programs and courses that address their developmental needs. Students admitted into a two year degree program and who need developmental work are placed into appropriate developmental courses. Those students who are unprepared to enroll in regular full two year academic programs are offered a variety of vocational certificate programs or a yearlong developmental program. Currently the college is in the process of modifying its developmental education program.

While the majority of the students served by the college are recent high school graduates, the college also serves older adult students who return to the classroom to upgrade their credentials or to attend for the first time as a nontraditional student. More data on student demographics is located in the introduction. The fall 2009 semester enrollment indicated that 20% of enrollment was students in the 25-61 years old range. Many of these students enroll in teacher education programs, public health, trial counselors, and related services programs. An objective in the newly developed Recruitment and Admission plan is to increase the enrollment of nontraditional students.

Through continuing education offerings which are a combination of Land Grant Community Extension Service programs, workforce training programs, and workshops, the college also serves hundreds of individuals in communities and villages on islands across the FSM.

To meet its mission the college must address the needs of a predominately under prepared student population. In addition to developmental courses in study skills, developmental math, reading, and academic writing, the college also provides student support services to assist students to persist and complete programs. To provide additional academic tutorial support, the college established A+ Tutoring programs. The college also hosts special student support programs funded through US Department of Education TRIO grants. These programs include Student Support Services programs and Upward Bound programs based in Kosrae, Pohnpei, and Yap. The college, in collaboration with FSM Department of Health Services, also hosts a Title X funded "Peer Counseling" program

To assure that grants and other sponsored programs are aligned with the college mission, the Sponsored Programs Committee uses a two step review process to assure alignment of grants and special programs with the college mission and goals. The committee reviews a preliminary request to submit a proposal and makes a recommendation to support the further development and submission of a proposal for a special program or grant funded project. The committee checks if proposed grants and special programs are consistent within the scope of the college's mission its strategic goals. The committee also reviews any request for programs to ensure that the program can realistically be accommodated and implemented. The committee makes recommendations to the president for endorsement of supportable programs.

Historically Diverse and Uniquely Micronesian

The College of Micronesia-FSM serves a population of approximately 110,000 people residing in four FSM states dispersed among 104 islands stretching across a section of the Pacific Ocean equivalent in size to continental US. Historically the islands are a mix of different Micronesian and Polynesian cultural groups and have been administered by four foreign administrations- Spanish, German, Japanese, and American. All have left their cultural marks in the islands. There are 16 major languages and several related dialects spoken in the FSM. The sixteen major languages include Chuukese, Yapese, Ulithian, Woleaian, Satawalese, Kosraean, Pohnpeian, Kapingamarangi, Nukuroan and related dialects. Some of these languages are nuclear Micronesian language and have related dialects while others, such as Yapese and Kapingamarangi are Polynesian languages. In Yap state, on the main island, Yapese is spoken but in the outer islands, several languages are spoken that are distinctly different from the Yapese

language spoken on the main island. It is not unusual for people of Yap, Chuuk and Pohnpei to be multilingual using two or more island languages and English in their day to day encounters at home, in the community and at work/school. Similarly, traditional political systems, land tenure, and other customs and cultural practices, while predominately Micronesian in character, differ among the island groups making the population served by the college diverse while being also uniquely Micronesian.

The college deliberately addresses the historically diverse, uniquely Micronesian component of the mission through a variety of activities. The college has developed an associate of arts degree in Micronesian Studies. The Learning Resources center houses two special collections unique to the region and nation. They are the Micronesian Pacific collection and the Trust Territory Document Archives. The latter documents the administration of Micronesia under the UN Trust Territory of the Pacific Islands (TTI) period. The college holds movies, slides, broadcast tapes, and video collections documenting various historic college and community events.

Annually campuses host traditional cultural activities. These include building local style huts, presentation of traditional dances, and observances of cultural kava ceremonies. For example, unique to Chuuk campus is a program promoting the knowledge, understanding and perpetuation of the traditional ‘canoe culture’ of Chuuk islands. The program includes learning situations and experiences in traditional canoe culture, customs, traditions, canoe building and outrigger sailing for student at the Chuuk campus. Another example is the traditional medicinal garden at Pohnpei Campus.

The college recognizes its role in preserving languages, cultures and history, and in assisting with research on local and national issues. In this area, the college’s efforts and programs need to be strengthened. With funding from a five year bilingual grant, a National Language and Cultural Institute was initiated. Unfortunately, a transition plan for sustainability was not developed and implemented so the institute is currently dormant. The college’s commitment to acknowledging its uniquely Micronesian status and responsibility is evident not only in its Micronesian Studies program, its special library collections and its cultural activities, but also in its collaborative research in marine, agriculture, and health studies and initiatives. Under the Land Grant programs, research is ongoing in tropical island agriculture and aquaculture. More Micronesian based research may be part of our mission, goals and programs. The college needs to consider more specific strategies to better address this component of its mission.

Globally Connected

The phrase ‘globally connected’ provides a reference for the college to link student learning to a broader global perspective. This linkage includes incorporating global health, environmental, social, and political issues into the curriculum and learning experiences of the students. The college uses technology services and internet access for opportunities to broaden learning. The college aligns vocational and technical programs with recognized industry standards such as Cisco Academy’s information technology certifications and OSHA safety standards. Micronesia is the only country currently recognized as partner under the US Department of Labor for the Apprenticeship Program. This program is currently operational in Pohnpei and Yap and over 25

participants have completed their journeyman's certifications in trade areas. These certifications are recognized worldwide.

As a community college, the college prepares students to successfully transfer to four year institutions in the region or beyond. The college has established associate degree programs which prepare students to transfer. The college has established 14 articulation agreements and 'pathways' with selected four year degree programs at other institutions for transfer to senior institutions.

The college further promotes the mission of being globally connected through participation in exchange programs with institutions such as Ryukyus University in Okinawa, Waseda University in Tokyo, Japan, and Zhejiang Ocean University in China. To date, two Chinese language instructors each have spent a year teaching at the national campus. The college also benefits from the services of volunteer instructors through World Teach, a US based organization, and JOCV's Japanese Overseas Cooperative Volunteer.

Commitment to Student Learning

In 2007, the college added the phrase "a continuously improving and student centered institute of higher education" to its mission statement. Along with this revision, Institutional Goal 2 was modified to "(P)rovide institutional support to foster student success and satisfaction." Also following the modification of the mission statement, Institutional Goal 9 was added to "(P)rovide for continuous improvement of programs, services and college environment."

The Mission - Revisiting and Revising

The college identifies itself as a partner in development of FSM as evidenced in our mission statement. The services provided by the college are linked to the development needs of the nation. Our instructional programs provide opportunities for developmental education, a variety of programs in career areas, and provide foundation programs for students expecting to transfer to four year institutions.

While the college may conclude that its mission is a reasonable match for its location, population, and resources, it must ask about the perception of its stakeholders. In spring 2009, the college conducted an employer survey. While the report is not complete, the survey results are providing some initial feedback. The perception of stakeholders who responded is that the college is meeting its mission.

However, the outreach component of the college mission and activities conducted through four COM-FSM Land Grant programs are not well known and not well publicized either within the college community or externally. The Vice President for Community Research and Extension is attempting to raise the profile of this component through brochures and reporting program accomplishments more widely throughout the college and community. The college actively gives considerations and responds to inquiries related to the college's efforts and suggestions for the college to consider offering more 4 year degree programs independently or in collaboration with other institutions. For example, upon assuming office, the FSM

president requested the college to report on vocational programs the college offered in addressing our mission. This request came on the heels of the announcement that the US military would be transferring its marine base in Okinawa to neighboring Guam. The military buildup in Guam is expected to require a skilled workforce to assist and many FSM leaders see an economic opportunity for FSM citizens.

Furthermore, the recent national government administration put forth interest in having the college considers transitioning to become a four year degree granting institution. The college responded and prepared a written report presenting four future scenarios or options with related factors such as accreditation, population to be served, affordability, and sustainability.

In light of social and economic factors facing the FSM, revisiting the mission statement is essential. Recent data reported from the FSM department of Immigration and Labor show a steady and significant outward migration of FSM citizens. The financial support given by the US to the FSM under the conditions of the Compact of Free Association includes a gradual step down in financial support to the FSM with respect to private sector development. The transition to a stronger private sector development is a critical factor and could influence the fiscal and economic climate in the FSM. At some point, the mission may need to be adjusted in light of fiscal challenges and available resources. Furthermore, the need for skilled labor in Guam is anticipated with the relocation of the Marine forces from Okinawa. This influx to Guam provides urgent opportunity for the college to train potential workers. At the same time outward migration will affect the college.

The FSM continues to become more globally connected. The FSM is a member of partners with several regional agencies and international agencies. The Western and Central Pacific Fisheries Commission, the South Pacific Community, and various UN programs have now established offices in FSM and are working with the communities and college. More recently, the European Union has also expanded its presence in the Pacific. EU funded projects are advancing renewal and sustainable energy initiatives in which the college participates. New initiatives for development of renewable energy, regional workforce development with the Okinawa relocation and Guam military buildup, and scientific studies conducted by regional and international agencies fisheries, agriculture, and health in the region bring opportunities for collaborating, workforce training, and internships for our students and collaborative research projects for faculty and Land Grant researchers.

The current college mission is a response to the nations needs. Programs and services are a matched to the location and the population and the served. However, the college has come to realize that it cannot be everything to everyone in the four FSM states given with the fiscal resources available. Like most colleges in the US and many places around the world, financial crisis had an impact. The college faces additional challenges. One is the fiscal challenge with the step down in Compact Funding to the FSM that may impact the funding allocation provided to the college annually from the FSM national government. Current downward enrollment trends, coupled with outward migration of FSM citizens, may require the college to revisit its mission and goals, current programs and services, and to explore the potential for the college to continue to sustain its current structure. The May 2009 retreat directly addressed options for restructuring the college in order to continue to meet the college mission with affordable and sustainable

programs and services deliverable at all six campus sites with consistency and quality. At the retreat, the college decided to continue with the current mission and organizational structure. However, the college is currently gathering data and reviewing programs and services for options for streamlining and making adjustments.

Additional factors may change the profile of the college. It recently was awarded, in collaboration with University of Guam and College of the Marshall Islands, an Area Health Education Center grant funded through the US Department of Health and Human resources. The FSM's scope of work will focus on programs to train nurses and public health works and recruit recent high school graduates... With these initiatives, the college is being invited to build collaborate partnerships in addressing the health workforce training needs of the nation. The college has the potential to be a regional provider of training in public health, mental health, nursing, and dental health.

During the next annual presidential retreat, the college may need to determine to what extent the mission should consider and incorporate partnerships with EU, Pacific colleges. Like many community colleges, COM-FSM must cautiously avoid trying to be "everything to everyone" and use its current mission statement as a guide to be continuously revisited and revised as needed.

STANDARD IA1: PLANNING AGENDA

- Continue to revisit the mission at the annual president's retreat;
- Continue to evaluate and assess the effectiveness of our mission statement;
- Revise mission statement as needed in light of changing environmental factors such as outward migration, workforce needs, reduced funding allocations, and regional and global factors; and
- Develop specific goals and objectives for addressing "uniquely Micronesian" component of the mission.

STANDARD IA2

The mission statement is approved by the governing board and published.

STANDARD IA3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

STANDARD IA4

The institution's mission is central to institutional planning and decision making.

STANDARD 1A2/3/4: DESCRIPTIVE SUMMARY

The college's current mission statement was revised in 2005 and approved by the Board in 2006. The mission statement is widely published with a majority of the college documents containing the mission statement. Members of the Board read the mission statement at the beginning of

every board meeting. The board always reads the mission statement at beginning of meetings to set the tone for the meeting and serve as an anchoring for decision making.

The mission statement is published in the official documents of the college which include: quarterly reports, progress reports, annual reports, student handbook, financial aid hand book, and the College of Micronesia – FSM General Catalogue. During freshman orientation, the mission and college goals are presented to new students.

To demonstrate its commitment to and emphasis upon achievement of student learning, all course level student learning outcomes reflect and are linked to program learning outcomes. All programs and services are in turn linked to institutional goals and mission. The institutional assessment plan is designed to directly link program mission and program outcomes to the overall college mission and strategic goals.

STANDARD 1A2/3/4: SELF ANALYSIS

At the annual presidential retreat, representatives of the stakeholders review the mission to ensure that it reflects the need of the stakeholders. In the 2005 review of the mission, the board and the administration recognized that it is impossible for the college to provide quality educational opportunities “to all people” as was stated in the mission statement. The change of the mission statement in 2005-2006 reflected the college’s recognition of what the institution can realistically and effectively do given available resources as well as operating effectively within context of its geographical challenges. Second, a statement that would capture the college efforts for continuous improvement was incorporated in the mission statement. A third modification was the inclusion in the mission of emphasis on student learning outcomes. This statement reflects the college shift in its focus and priorities from the teaching paradigm to the student learning paradigm.

Additional requests for the college to revisit the mission have come from government leaders. In 2005, the then incumbent, FSM President Urusemal, requested the college to present a ten year plan that would consider a transition by the college to a bachelor granting institution. In 2008, the newly elected President of the FSM requested the college to brief him on the potential and issues to be considered if the college were to become a four year bachelor degree granting institution. The college presented a report for the national leaders providing information on four scenarios for the college and implications for financial, physical, human and learning resources and related accreditation considerations.

In the 2009 Annual Presidential Retreat, the college community and stakeholders came together to review the college effectiveness in meeting the current mission, goals and set priorities. At the 2009 retreat, the college community had to consider several issues facing the college. These included, the observed declining enrollment trends, FSM data on outward population migration trends, a negative fund balance due to the declined enrollments for the previous fiscal year, and the fact that FSM government support to the college is unlikely to increase with compact funding step downs. Prior to the retreat, a series of “restructuring” dialogs were facilitated by the Planning and Resources Committee to explore options for restructure relevant to meeting the mission, delivery of consistent and high quality programs, providing continuity and equity in

services across the six campus sites economically sustainable. The newly implemented student information system provided data to inform the discussions. Groups were assigned to research alternatives. The collective decision at the May 2009 retreat was to continue with the present structure but to “streamline”. Reviews of all programs and services to identify areas for streamlining are underway. A job audit is also proposed. Request for proposals was advertised to secure an outside agency to assist the college with the audit with the college administration currently in the process of selecting and contracting a firm.

The structure of the college, one college with six campuses, is not directly addressed in the mission. A continuing dialog, especially from communities beyond Pohnpei, concerns the role of the national campus and the state campuses. The board has provided policy on this issue. Currently the national campus focuses on associate level degree programs and third year advanced certificates. State campus sites focus on developmental education, vocational and technical certificate programs, and each has one approved associate degree program. However, there are continued requests for extension of associate level degree programs and expanded vocational offerings to the state campuses. Requests and efforts for reduplication of student services and other support services at other campus sites under the context of creating consistency and continuity are also challenging the college’s ability to support and sustain the mission and goals across the six campus sites. Particularly in relation to the smaller campus sites of Yap and Kosrae, contrasting the desire for expanded and extended services with economies of scale, the affordability and sustainability of expanding programs and sustaining quality consistent services continues to challenge the college in fulfilling its mission. Revisiting the mission will be needed to prevent the college from trying to be all things to everyone.

Following from the May 2009 President’s retreat, the president appointed an ad hoc working group to explore potential for the college to streamline operations. The college is examining programs and services and other functional areas with the goal to identify opportunities for the college to streamline. The college is examining and reviewing current programs and services to identify reduplication of efforts, cost and sustainability, and ways to meet the mission. The college mission is actively promoted, published and used as the basis for decision making within the college. However, well known across every campus and among students, government leaders at state and national level and in the community at large has not been thoroughly explored or documented. The recent survey of the board members reflected the board’s knowledge and role of the mission in guiding the college. A faculty member from Chuuk campus commented “during each term orientation to new and transfer students, the mission statement and goals are given to the students to hear and try to understand what the college stands for and aims for.” However, he also noted that the mission is not publicly displayed on his campus suggesting a need for the mission to be made more visible at the state campuses and within their respective island communities.

The board reads the mission statement at the beginning of each meeting and a copy of the mission, nine strategic goal and accreditation standards are include in members binders prepared for each meeting. While the mission statement, goals and standards prompts decision making, the college has not documented how the board’s decisions and directives link to the mission and goals.

External changes such focus on green initiatives, possible funding decreases from the FSM national government with the compact step down, outward migration issues for FSM population, threats. The college responds to challenges and new opportunities it needs to continue to examine and monitor it against the mission and make changes as appropriate.

STANDARD 1A2/3/4: PLANNING AGENDA

- Continue to revisit the mission on a regular basis and revise as necessary.
- Include questions in annual stakeholder survey related to knowledge, understanding, and support of the mission
- Develop strategies to demonstrate the link between board actions and directives to show the college's mission and goals

Evidence:

- COM-FSM Vision, Mission, Values and Goals
- PL- 40 of FSM Code, COM-FSM Enabling Law
- FSM 2006-2011 Strategic Development Plan Part II
- COM-FSM Fact book
- Land Grant Program Brochure
- IPEDS Data Report
- Annual President's Retreat Program
- Annual President's Retreat post retreat report
- Minutes of Assessment Committee
- IAP Handbook
- Sponsored Programs Committee Terms of Reference
- Sponsored Programs Terms of Reference
- 10 Year Plan to FSM President Ursuemal
- Report to President Mori on College as 4 year institution
- Revised Governance Policy
- Policy on Continuous Improvement
- COMET 2008 Statistical Summaries Report

Self Study Report 2010

INSTITUTIONAL SELF EVALUATION

STANDARD IB

IMPROVING INSTITUTIONAL EFFECTIVENESS

College of Micronesia – FSM

STANDARD IB: IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The college has established a policy on continuous improvement and developed a systematic institutional effectiveness program. The college's Institutional Integrated Planning, Evaluation, and Resources Allocation System define the college's systematic approach for institutional evaluation, planning, and resource allocation. This system links program mission and program outcomes to the college mission and strategic goals. The Institutional Assessment Plan Handbook (IAP) describes the processes that the college uses to develop student learning outcomes, to link those outcomes to the college mission and goals, to assess and review programs, and to develop plans and improvement priorities according to resource allocation. To demonstrate the college's commitment to and emphasis upon achievement of student learning, all course level student learning outcomes reflect and are linked to program learning outcomes which are linked to the college's mission and nine strategic goals.

To provide for increased communication and participatory decision making, the college refined its institutional governance policy. This included realigning standing committees and updating all committee terms of references to clarify the shared governance roles and responsibilities across the various sectors of the college. To further support informed decision making, the college implemented a student information data system that provides institutional data to use in assessment and planning efforts. Enrollment management indicators were developed to set baselines that assist the college in identifying and addressing issues related to continuity and consistency of programs across the campus sites. An institutional scorecard was recently developed to establish a set of points related to the college's nine goals and to help measure institutional effectiveness. The college is gathering qualitative and quantitative data, sharing common data and evidence from program evaluations, and reporting on institutional effectiveness. From the resulting dialog, yearly priorities for improvements are identified, developed into plans with measurable objectives, and followed by resources allocation through performance based budgeting. All campuses are involved in the institutional planning and assessment process and are represented on standing committees, represented at college wide retreats, and in budget development and resource allocation discussions.

STANDARD IB1

The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.

STANDARD IB1: DESCRIPTIVE SUMMARY

At its March 2009 meeting, the Board of Regents adopted a continuous improvement cycle policy that expresses the college's commitment to persistently improving its programs and services. Accordingly, planning, evaluation, feedback, and resource allocation are continuously reviewed and improved. This public commitment pledges the college to effectively meet its

mission by establishing clearly written processes and procedures that ensure understanding of the framework in which the continuous improvement cycle occurs.

The continuous improvement cycle is implemented through (1) the overall guidance of the college's strategic plan; (2) the institutional assessment plan; (3) performance based budgeting and annual improvement plans; (4) the annual president's retreat; and (5) the governance policy which includes the standing committee structure.

The Strategic Plan 2006-2011 and the annual tactical plans set out the college's strategic goals and objectives. The overall approach links planning, evaluation, and resource allocation and provides the framework for reporting accomplishments against strategic goals. The 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 with the necessary information, data, and evidence to provide a sound basis for planning, setting institutional priorities, and allocating resources across the college. The IAP handbook provides the processes and procedures for assessment and best practices in instruction and assessment. Linked with the IAP is the performance based budgeting process that requires resource allocation based on institutional priorities at program, office/unit, department, and campus levels as identified in the annual improvement plans.

The annual president's retreat provides a mechanism for the college community, together with key stakeholders, to reflect on accomplishments of the past year, to review critical data and environmental trends affecting the college, to assess programs and review program reports, to determine institutional effectiveness, and to recommend institutional priorities.

The governance policy, with its standing committee structure, provides pathways for communication and for participatory decision making and formal oversight of the planning, assessment, and resource allocation processes at the college.

The continuous improvement cycle policy mandates that the cycle be implemented through systematic processes as identified above. The processes require broad participation from all campuses and stakeholders.

STANDARD IB1: SELF ANALYSIS

This dialog began soon after the exit meeting with the last accreditation evaluation visiting team. Following that visit the college held retreats, consultative visits, and meetings. These resulted in the development and implementation of the following: revised mission statement; new vision and values statements; goals; the Strategic Plan 2006-2011; a revised organizational structure; a technology plan; a communications plan; an assessment plan; student learning outcomes for all courses and programs; student and administrative services mission and outcomes; enrollment management indicators; and an institutional balanced scorecard. The SIS was developed and implemented to improve access to data for institutional assessment activities and evidence-based decision making. The communications plan identifies pathways to improve communication flow and enhance participation. The standing committee structure provides the venue for participatory

decision making. The committee structure was modified to align with the current mission and goals. Terms of reference and reporting procedures were updated. The annual president's retreat brings the college community and stakeholders together to reflect on the past year and determine priorities for the upcoming year.

Since 2005, the college has continuously engaged in dialogs about its mission, its structure, and its effectiveness. The commission's recommendations in 2005 provided the college an opportunity to realign itself as one college with six sites. The college community now regularly comes together through inclusive processes to dialog on the operational structure, mission, goals, priorities, plans, policies, and procedures. Improved dialog is evidenced by reports of the annual president's retreat and minutes of standing committees.

The college revised its governance system to put in place structures for increased dialog and invested in new communication technologies to aid that dialog. Survey data show that communication has improved, but there is still a need to further improve communication within campuses and across sites. The costs of regular phone calls and face-to-face meetings are prohibitive. Web based Voice over IP phones are in place in key offices across all campus sites. Elluminate Live software program and smart boards were put in place into enable regular exchanges among the campuses for meetings and real time sharing of documents. However, these cannot be fully utilized because of limited bandwidth. Reliable communications among remote sites are needed. An undersea fiber optic cable is currently being laid between Guam and Pohnpei. Once this system is operational, communications should be enhanced.

The governance policy provides for participatory decision making; however, participation in committee meetings and information flow from committees to constituents continue to be of concern. Last year the faculty-at-large member of the Faculty Staff Senate executive committee held regular meetings with faculty representatives on standing committees to provide a link between committees and faculty. The new faculty at-large member pledged to continue that practice. This practice should be institutionalized so committee members serving as representatives of groups share information from meetings. The college community would then be more aware of issues and would thereby be better able to respond to issues. To promote participation in committee meetings, consideration is being given to include committee participation as an item on employee performance evaluations.

Evaluation of the current organization structure revealed that campus directors felt left out of the communication loop; subsequently, they were included on the cabinet as non-voting members.

To address commission recommendations on continuity and consistency across all sites, the college established enrollment management indicators to determine student enrollments that could be supported by current facilities, staffing, and resources. This effort also helped the college identify areas of inequity in instructional programs, learning resources, student services, information technology, and facilities. This then led to efforts to renovate existing classrooms and to construct classroom facilities. The "dialog" on consistency also led to increased funding for library collections, teaching resources, textbook procurements, and establishment of bookstores at campuses sites. A website with program student learning outcomes and course outlines was made available for faculty across campuses. Program reviews are in place. Dialog

has now shifted to assessing student learning outcomes for courses and programs that are delivered at more than one campus. For fall 2009, the curriculum committee focused on the general education core outcomes for programs and courses offered across one or more sites for assuring quality and consistency.

The dialog in the area of student services programs began in 2006 with the development of assessment plans. The program assessment data and recommendations combined with the enrollment management indicators have led to improvements in monitoring for adequate services and for timely processing of student documents. Additional staffing for health services, tutoring support, and counseling were added. New facilities were also added at Pohnpei, Chuuk and National campus to support student services and tutoring programs.

Another example of the impact the dialog is having on student learning is the collaborative effort to revise the developmental education program. Generated data on the low completion rates prompted the formation of an ad hoc working group of members from five campuses. The group researched best practices and model programs and then proposed a developmental program with expected implementation in the fall 2010.

With the implementation of the SIS, data is more readily compiled and more available to the college community. Data is also posted on the college website under the Office of Institutional Research and Planning. Standing committees are being tasked to base recommendations and decisions on evidence and data. As part of the initiatives to provide data, the 2008 COM-FSM Fact Book was recently prepared and distributed. The office of admissions and records and IRPO are providing information to the instructional divisions to assist them to determine the courses that students most need in order to complete their programs in a timely manner and leading to more strategic scheduling of courses. Data generated on course completion rates, retention rates and program completion rates has informed the dialog across all campuses and led the college community to recognize and respond to a need to provide tutoring programs.

In late October 2009, a college meeting for budget planning for fy 2011 was held. As a result of that meeting, student retention became a strategic planning priority for fy 2011. Following this meeting, faculty at Pohnpei and National campuses requested an additional workshop to learn more about how divisions could develop performance based budgets using the institutional priorities and linking them to their program plans and budget needs for improving student learning and increasing retention. This workshop, conducted by the director of research and planning provided technical assistance to over thirty faculty members. The presentation and discussion covered using course and program assessment data and recommendations to link improvement plans with budget development and resource allocation, thus “closing the loop”. A sample of the performance outcomes budget worksheet used by all sectors is presented below.

Image IB.1 Performance Outcomes Worksheet

College of Micronesia – FSM PERFORMANCE-BASED BUDGET		Campus/Department/Office/Program National Campus/Instructional/Social Science/Micronesian Studies AA, Program and Trial	Fiscal Year 2011	Sheet 1 of 7
Strategic Focus (strategic goal)	Key Result / Output (Measure)	SMART Objective/outcome + strategies/activities (from IAP worksheet #1)	Human resources (% of Time)	Financial resources (Activities & ~ cost)
1, 2, 9	Increase enrolment of Trial counselling certificate program by 50%	<ol style="list-style-type: none"> 1. Provide at least 3 courses so that participants will complete program in 4 semesters. 2. Maintain a list of 3 to 4 certified part-time instructors; updated yearly. 3. Recruit 7 new students beginning fall 2011. 	50% goal 1, 25% goal 2 and 25% goal 9 for Program coordinator 85% goal 1 and 15% goal 9 for part-time instructors	Contract: Part-time instructors (most are level 4 \$1,458.40 courses have average of 15 which pays own with 15x105x3=\$4,725.00.

These efforts and workshops have involved administrators, faculty and staff while providing opportunities for all to participate in the understanding the improvement process. Similar activities at state campuses have included campus leadership meetings with faculty and staff for collaborative input into campus priorities and budgets to address improvements for student learning.

The annual president's retreat agenda emphasizes collective understanding of data and evaluation results. Data has grown from course and program assessments, college wide survey results, feedback from community and government agencies, and program reviews. The college also gathers information on transfer students attending member colleges in the Pacific Post Secondary Education Council.

The assessment process is providing the college relevant and necessary data and forcing the college collectively to use data to make decisions. However, understanding of the assessment process is uneven across units and campuses; some areas of the college have been doing it for years while others are just participating in all steps of the improvement process. As the process becomes entrenched and people realize its connection to student learning and resource allocation, appreciation and the use of data and research will grow.

STANDARD IB1: PLANNING AGENDA

- Continue efforts to increase data driven decision making within committees, programs, departments, and divisions across all campus sites;
- Continue efforts to provide timely and easy access to institutional data through the college website; and

- Regularly update and publish the college annual fact book, enrollment management indicators, and “institutional scorecard.”

STANDARD 1B2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

STANDARD 1B2: DESCRIPTIVE SUMMARY

The college’s strategic plan identifies the college’s goals and objectives. During the President’s annual retreat, the college revisits the goals, objectives and the degree of achievement. Currently the college has established nine strategic goals. Yearly, institutional priorities are established and form a natural progression of accomplishment from year to next year. For all departments and functional units the strategic plans, activities, and expected outcomes are linked to one or more of the nine goals. Additionally, the college reports directly against its strategic goals and mission in its quarterly reports to the board of regents, FSM national government offices, and for US Joint Economic Management and Compact Office. Reports are shared with committees, department heads, and posted on the college website.

The college’s nine strategic goals and related objectives serve as the reference point by which all programs, departments, and units of the college develop their objectives. During 2007 and 2008, the college’s institutional and research office (IRPO), with assistance from an ad hoc assessment working group, developed an institutional assessment plan. In June 2008, the board of regents approved the plan that, in principal, guides offices and programs to assess and measure their effectiveness against the nine stated strategic goals. By the fall 2008 semester, the college formalized a new standing committee, the assessment committee that is tasked to review and to provide feedback to directors of the college programs and units on both a specific unit’s assessment plan and its assessment report. This process was established not only to clearly gauge individual units’ level of effectiveness but most importantly to link planning, evaluation, and resource allocation. At present, the college programs and offices are using templates developed by the assessment committee and IRPO. More commonly known at Worksheets 1, 2, & 3 and located in the IAP Handbook, these templates assist all sectors to make plans and report performance against the plan. Before the plans and reports are presented to the assessment committee for review, these documents are channeled through relevant committees for their final input. The assessment committee conducts its final review, makes comments and submits the documents to the President for final approval and recommendation. Information and recommendations from these assessments are used to for reviewing institutional effectiveness, setting annual priorities, and determining fiscal allocations.

In addition to the established institutional assessment process, the college as a whole is provided another opportunity to scrutinize the effectiveness of its programs and services during the annual presidential retreat. At that gathering, to which representatives of all college stakeholders are invited, the college once again revisits its goals, and objectives and its degree of achievement. Yearly, institutional priorities are established in relation to the nine goals. These priorities define a natural progression of what can be accomplished from year to next year.

STANDARD 1B2: SELF ANALYSIS

The College of Micronesia-FSM has established mechanisms to ensure continuous improvement of its programs and services and is using these mechanisms. The college strategic plan, the institutional assessment plan, and performance based budget reporting are the existing tools that the college uses to ensure the effectiveness of its programs and services. The president's annual retreat is the second mechanism by which stakeholders of the college are given an opportunity to examine its performance. During the president's retreats, efforts are made to develop strategies to improve the college programs and services. For example, at the last presidential retreat the college realized that it could not continue to operate and sustain its existing structure and that it may need to undergo a major reform. This realization led to the creation of an ad hoc committee that is tasked to examine streamlining the present institutional structure by undertaking a meticulous scrutiny of the institution-wide operation. That work is ongoing and when complete a report with findings and recommendations will be shared with the college community and planning and resources committee for further actions.

Overall, departments and divisions have developed program assessment and improvement plans with "SMART" objectives that link to the college's goals and priorities to improve institutional effectiveness. The linking among the various committees of the college that are mandated to conduct the planning, evaluation, and allocating of the college resources is relatively new and is in the process of being firmly institutionalized. One challenge in implementing the continuous improvement process is establishing timely and clear communication amongst various committees. The process for sharing feedback from appropriate committees is expected to improve as the college goes through the institutional assessment cycle and refines the timeline for reports of assessment results. Final budget decisions also need to be communicated to departments and divisions in order for them to make needed changes or contingency plans.

STANDARD 1B2: PLANNING AGENDA

- Continue to increase awareness of the Institutional Assessment Plan across all sectors of the college;
- Clarify to sectors of the college community the responsibility, authority, and links among the planning and resources committee, the finance committee, and other relevant committees;
- Improve communication and timely sharing of assessment results between and among the various standing committees and stakeholders; and
- Establish clear timelines for transmitting recommendations and decisions regarding changes of funding levels in order to restructure stated goals and objectives.

STANDARD 1B3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

STANDARD 1B4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate

constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

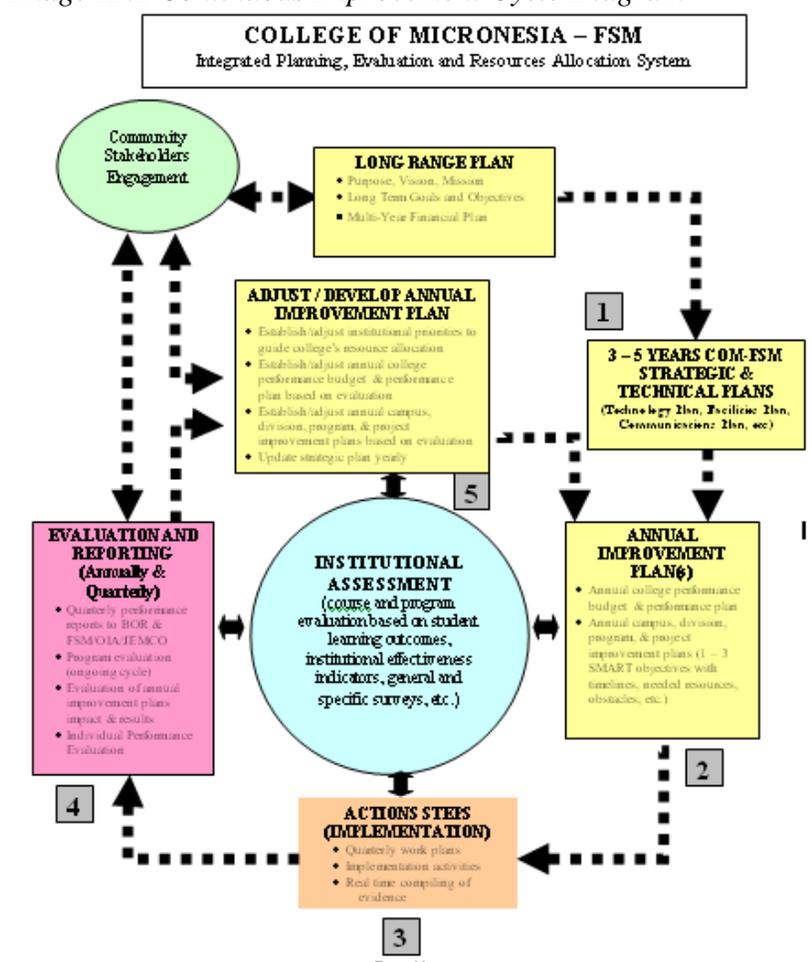
STANDARD 1B3/4: DESCRIPTIVE SUMMARY

The college has established a continuous improvement cycle that is set forth in the college's Strategic Plan 2006 -2011. This six step cycle is called the "Integrated Planning, Evaluation, and Resource Allocation System." This plan is presented in chart form on the following page and is taken from page 44 of "The Institutional Assessment Plan Handbook" The handbook provides details of the continuous process on program assessment and program review. .

The continuous improvement process includes the following steps:

1. Development of long range plans: Set purpose, vision and mission, of long term goals and objectives, and set multi-year financial plans based on assessment and review for all programs, offices and divisions of the college. Develop 3-5 year strategic and technical plans which include technology plan, facilities plan, and communication plan.
2. Development of annual improvement plan: Include annual performance budget and performance plan with annual campus, division, program, and project improvement plans. In these plans SMART objectives with timelines, needed resources, obstacles or issues are considered.
3. Implementation of plan with action steps: This step is quarterly work plans, implementation of activities, and real time compiling of evidence.
4. Evaluation and Reporting stage: Quarterly performances are reported to the Board of Regents, FSM government offices and the Joint Economic Management and Compact Office (JEMCO). In this stage, program evaluation, evaluation of annual improvement plans impact and results are reported. This stage includes community stakeholder involvement.
5. Adjust/Develop Annual Improvement Plan: Institutional priorities are adjusted based on resource allocation, establishment and adjustment of annual college performance based budget, evaluation, and adjustment of campus, program, division and project annual improvement plans, and update of strategic plans.

Image IB.2 Continuous Improvement Cycle Diagram



The handbook contains templates for the development and reporting of plans and assessment activities. These templates or worksheets are provided with detailed instructions. Integrated planning outcomes are developed using Worksheet#1. Assessment plans are measured using Worksheet #2. Assessment findings, recommendations and reports are made using Worksheet #3. Additionally, the assessment committee is in the process of developing checklists for it to use to guide the review program assessment reports.

Performance based budgeting is the mechanism now being used to allocate resources, whether monetary or human and links performance to activities, to input and outcome measures linking sector plans to the college goals, objectives and priorities. This budgeting method replaces line item budgeting formerly used by all departments and division. The planning and resources committee has a major responsibility for institutional planning and resource allocation. The committee is comprised of members representing all standing committees. They provide input into the adoption of the planning priorities and budget allocations. All performance based budgets are reviewed and approved by the planning and resources committee and forwarded to the Cabinet for endorsement prior to submission to the Board of Regents for final approval.

The continuous improvement process relies on both quantitative and qualitative data. Data is gathered from reports generated from the student information database, course and program student learning outcomes assessment and program reviews. These are combined with surveys of the college community and external stakeholders. The annual surveys include Administrative Satisfaction, Employer Satisfaction and Student Services Satisfaction Survey. College libraries collect monthly statistical data which is compiled into quarterly and annual reports. The libraries also conduct yearly user satisfaction surveys. All campuses survey students at the end of each semester to gain feedback on student satisfaction with courses and program offerings. Current policies for academic and student service programs required the collection of the indicators described in the chart below.

Table IB.1 Program Review Indicators

Academic Program Review Indicators	Student Services Program Indicators
Program enrollment Graduation rate Average class size Student seat cost Course complete rate for the program Students' satisfaction rate Employment data Transfer data Programs' student learning outcomes Students' learning outcomes for program courses	Evaluation of program goals by objective measure Evaluation of students' learning outcomes for programs Evaluation of efficiency of program Cost effectiveness evaluation Program completion rate Surveys of students' satisfaction Review of staff employment data/turnover Other measures to be determined
Reference: Policy on Instructional Programs Evaluation 5/2006, Curriculum Handbook	Reference: Policy on Student Services Programs Evaluation 12/2005

The College has instituted a data banking system, the Student Information System (SIS). This has greatly aided the college's ability to gather and compile data and generate reports using information collected periodically from the office of admissions and records, financial aid office, the business office and instructional affairs. The institutional research and planning office uses the information to compile reports for program assessment, student services, and administrative purposes such as the annual data book and reports to IPEDs. Other data can be obtained from different offices upon request. Recently under development is an "institutional scorecard." The scorecard contains data indicators related to one or more of the strategic goals. The score card will provide a snap shot view of the college's institutional efforts and effectiveness and, once in place, can provide a longitudinal perspective of the identified indicators.

STANDARD 1B3/4: SELF ANALYSIS

The College of Micronesia-FSM is well into the development of its overall assessment plan. To date, the college has identified student learning outcomes at the program and course levels and has identified connections among the outcomes to the college goals and mission. The college gathers evidence of student learning as measured against the outcomes at the course and program level from semester to semester and yearly. All campuses are active in assessing student learning outcomes.

With the new SIS database in place, the college is able to mine quantitative data and use to report on measure institutional effectiveness and as a basis for more informed decision making. The college gathers qualitative data through a variety of periodic surveys both internally and externally and informally through participation in advisory groups and councils.

The college has made further progress with its overall assessment plan. It has organized program outcomes showing at what levels objectives are introduced, practiced, and mastered. The college has developed formats for assessing mission, outcomes development, program assessment plans, and program assessment reports. It has developed and distributed an assessment handbook that draws from assessment theory and practice. The college has in place the pieces of a robust assessment plan and is moving forward with gaining institution-wide acceptance and implementation.

The integrated planning, evaluation, and resource allocation system is comprehensive and detail oriented. Worksheets and detailed instructions are provided through the IAP handbook. This handbook has been distributed across campuses and training provided. The plan is relatively new to the college and training is ongoing. The college top management and others who are involved with management functions are aware of the on-going process of planning, implementation, evaluation, and resource allocation, but others may not be as well versed on links between assessment, on-going planning and funding allocations for their department or divisions. More recently all campuses held workshops on performance based budgeting and linking with the institutional plan to “close the loop” for continuous improvement and resource allocation.

Although the governance policy is designed so that everyone, including management, staff, faculty members, and students are to engage in committees and sub committees to participate in the decision-making process, not all engage fully. Although representatives from the college and community are invited to committee meetings, those at the state campuses, with the exception of Pohnpei campus, find it difficult to participate as fully as might be desired. Community and student members, though invited, are often missing from scheduled committee meetings. The college recognizes that it needs to improve upon the systems that it has in place for including broad based input, so that it can better allocate resources and improve institutional effectiveness

The integrated planning, evaluation, and resource allocation system puts emphasis on continuous surveys that are implemented periodically. Not everyone is aware of the purpose or reasons for the surveys and thus, participation may not be as robust as desired. Therefore, when the results are analyzed and interpreted, they may not reflect the true performances of the administrative, instructional and student services.

The performance based budgeting is one mechanism being used to allocate resources, whether monetary or human. This mechanism is linked to outcome measures and to performance activities. This revised way of budgeting has recently been introduced, thus, replacing line item budgeting. Those responsible for compiling budgets are new to this way of budgeting. Training sessions have been conducted. However, more sessions will be needed before the majority of the college fully understands the institutional planning, budgeting, improvements and institutional effectiveness.

The presidential retreat contributes significantly to college planning and college wide understanding of the challenges facing the college. The college may want to consider conducting college wide meetings more frequently during the year so that short-term needs can be addressed and remedied on a timely basis. Long-term needs could be discussed and finalized in the post or follow up conference. Additionally, the post conference follow-up reports, action plans and implementation of the results require time to complete. It is a challenge to prepare and report to the community without undue delay.

STANDARD 1B3/4: PLANNING AGENDA

- Continue to develop institution wide understanding and acceptance of the assessment program review process and its relationship to resource allocation;
- Continue to assure faculty buy-in for integrated planning, assessment, and resource allocation;
- Ensure leveling of learning outcomes over time;
- Increase bandwidth to allow for easier communication and regular and meaningful input by all campuses; and
- Seek to increase participation in college governance.

STANDARD IB5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

STANDARD IB5: DESCRIPTIVE SUMMARY

The college currently collects, analyzes and shares assessment information within the college community and with the public. Both quantitative and qualitative data are gathered to inform the college community and stakeholders about student success, program effectiveness, faculty and staff, facilities, services, and resources. With the development and implementation of the student information system, the college is now able to readily compile quantitative data for analysis and reporting purposes. The college also administers or participates in a variety of surveys both quantitative and qualitative in nature.

In addition to the data collected as reported above in section I B.4and I.B.5, the college gathers and compiles the following:

Table 1B.2 Quantitative/Qualitative Data and Reports

Quantitative Data and Reports	Qualitative Data and Reports
Enrollment management indicators	Instructional Program Assessments of SLO
Midterm grade deficiency reports	Program Reviews & Assessment worksheets #3
Annual IPEDS data	SCTW program audits for fisheries and maritime programs
Student demographics by FSM state	Course feedback survey
Course completion rates	Retention data survey with Consortium for Student
Retention and persistence rates	Retention Data Exchange
Program completion rates	ACRL college library survey
Graduation rates	COM-FSM Annual library survey
COMET Entrance Test Statistical Summaries Report	Communications survey
Developmental course enrollment and completion rates.	

Monthly & quarterly library statistics Faculty diversity Student /faculty ratios Employee turnover Power consumption Clery Act Campus Crime Reports Annual fiduciary audit reports Quarterly expenditures reports	Student services satisfaction surveys Employee Exit survey COM-FSM Employee satisfaction survey COM-FSM student satisfaction survey
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The college communicates information on institutional effort, effectiveness and quality through several means. All departments prepare written reports quarterly to the board of regents, the FSM government and the JEMCO team on accomplishments, progress and highlights linked to the college's nine goals. These reports indicate relevant outputs, outcomes, and expenditures.

Beginning in 2008, the college, like other members of the Pacific Post Secondary Education Council, compiled and published a Fact Book. The COM-FSM Fact Book provides information on student demographics, enrollment, and additional data comparative with other regional institutions.

By FSM law, the college is required to provide a yearly report to the FSM government providing an overview of accomplishments and highlights. This report along with various institutional data reports are now placed on the college website under the institutional research and planning office for sharing among the college community and stakeholders. The President's Update, a biweekly publication of the college, frequently includes data and mini reports about the college. The update is distributed across all states to both internal and external stakeholders.

STANDARD IB5: SELF ANALYSIS

During the period of 2004-2007, the college gathered a limited amount of data about students and programs to help determine institutional effectiveness and inform decision making. Data gathering was accomplished using an unsophisticated data program or in many cases tabulated manually. With the implementation of a more robust student information system the availability of data to inform planning and decision making has increased dramatically. The college now has the ability to generate automated data reports. The institutional research office has led the initiative to provide statistical information and fact based reports to aid committee discussions and help the college make decision based on evidence. This is also helping the college to report on institutional quality and effectiveness.

The fact book developed in collaboration with the colleges that comprise the Pacific Post Secondary Educational Council provides the college with comparative data to help inform the college on how it compares with other institutions in the region.

A majority of the college's reports are now available on the college website under the institutional research and planning office. At the writing of this report, the website is neither easily located nor navigated. However, a new webmaster is currently assisting with addressing the need to improve the website link for easy navigation to institutional effectiveness documents and reports. CRE and CES programs, under the land grant component of the college, sponsor many community activities and are significant parts of the college outreach efforts. While the various projects and programs gather data and report to USDA and funding agencies, this information is

not communicated widely. At this time, the extent of services provided, the quality, and impact of the community extension and community outreach programs are not well known within the college or the wider community. The vice president for community research and extension programs has raised this issue and is currently developing an awareness effort. At the recent workshop held in Guam for the regional colleges conducted by ACCJC/WASC on institutional effectiveness, the question was presented on how to best include the various outreach programs in the overall institutional effectiveness system under the four ACCJC standards. For COM-FSM a community college with Land Grant college status and affiliated UDSA sponsored CES and CRE program, the college is challenged to must address the need to compile report and communicate the data and success of these programs under the existing standards. It is also challenged to more publicly report and share information about institutional effectiveness in this area of the college's mission.

The college also is provided feedback related to institutional quality in less formal but equally informative ways at meetings with stakeholder groups. Among these are advisory boards and councils for specific college programs, meetings with state and national leaders, oversight hearings with FSM Congress committees, and the college president's participation as a member of the FSM Association of Chief State School Officers. Through these connections, the college also becomes aware of the perception of stakeholder groups outside of the college.

STANDARD IB5: PLANNING AGENDA

- Continue to increase data driven decision making;
- Continue to publish and communicate information and reports on institutional quality to internal/external stakeholders;
- Develop a comprehensive plan to gather and report information for CRE and CES program effectiveness;
- Raise the profile of the college through enhanced research and reporting; and
- Develop and implement a plan for assessing if the college is effectively communicating institutional quality within the college and externally.

STANDARD IB6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

STANDARD IB7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

STANDARD IB6/7: DESCRIPTIVE SUMMARY

A design feature of the assessment process is often called closing the loop. By this feature, suggestions and comments feed into the improvement plan. The college's policy on continuous improvement cycle provides the overall linkages between planning, assessment and resource allocation and the effectiveness of those linkages. The college's policy includes provisions for periodically reviewing the continuous improvement cycle to make improvements in the system and thereby close the loop.

From 2005-2007, the college focused on student learning outcomes at the course and program level and program reviews. Following this, the college formed an ad hoc assessment committee that along with the office of research and planning developed COM-FSM's Institutional Assessment Plan Handbook which provides guidance for the college's assessment of programs and services. The Institutional Assessment Plan Handbook (IAP) was published in June 2008 and the assessment committee was formally established as a standing committee. Through out the ensuing months continuing to the present, training workshops took place at all campuses. In late October 2009, members of the college community from all sectors met and established planning priorities for the fy 2011 budget. The fy 2011 budget was developed as a performance based budget that links planning outcomes and objectives, assessment measures, and informed human resources and fiscal allocations. This effort brought the college to the point whereby the college formally completed one full cycle of the integrated planning, assessment and resource allocation process.

STANDARD IB6/7: ANALYSIS

The college has developed an integrated system that can be used to promote a sustainable and continuous quality improvement process. In October 2009, the college held a two-day workshop with representatives from all campuses present to prepare for the development of the fy 2011 performance based budgets marked a significant shift for the college community away from line item budgeting. With the preparation of the performance based budgets by all departments and divisions in November 2009, the college used the IAP worksheets developed by departments and divisions to clearly link the institutional planning, assessment, resource allocation system. Prior to the October meeting, the director of IRPO held workshops at all campuses with respective departments and provided background on "closing the loop" in developing improvement plans linked to college goals and performance based budgeting. With the budget submission and approval only recently at the December 2009 board of regents meeting, the college community as a whole participated in a full cycle of using the institutional integrated planning, assessment and resource allocation system. With this effort comes the first formal implementation of the college's institutional assessment plan and to "close the loop." While many in the administration of the college are familiar with this system, many others are just becoming active participants and familiar with the process up to the recent "closing the loop" phase.

With one formal cycle of the process completed, the college can begin to set a baseline and begin an initial review. The next step is for the college to evaluate the process itself. The evaluation should provide a check to find out if there be wide spread understanding of the nature, value, and process of planning, assessment, and budgeting system. As the college gains more experience in using the system, the assessment committee with feedback as appropriate from other campus constituencies will review the institutional processes, suggest improvements, and make adjustments.

STANDARD IB6/7: PLANNING AGENDA

- Conduct a formative assessment of the continuous improvement cycle; and
- Make necessary improvements as needed.

Evidence

- Strategic Plan 2006-2011
- IAP Handbook
- Revised Governance Policy
- Terms of Reference for all Standing Committees
- Presidential Retreat Agendas and Reports
- Policy on Continuous Improvement
- Minutes of Assessment Committee
- Assessment Worksheets 1, 2, and 3
- Assessment Committee Checklists
- Minutes of Planning and Resources Committee
- Sample of Performance Based Budget worksheet
- Enrollment Management Indicators
- Institutional Scorecard
- IRPO website www.comfsm.fm/irpo

Self Study Report 2010

INSTITUTIONAL SELF EVALUATION

STANDARD IIA

INSTRUCTIONAL PROGRAMS

College of Micronesia – FSM

STANDARD IIA: INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher educational institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

STANDARD IIA1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

STANDARD IIA1A

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

STANDARD IIA1B

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

STANDARD IIA1C

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

STANDARD IIA1A/B/C: DESCRIPTIVE SUMMARY

The college offers a wide range of instructional programs to meet the needs of students in the FSM. The following is a listing of programs by degree/certificate level and the campuses at which they are offered.

Table IIA.1 Program Offerings and Locations

Degree/Certificate Level	Program	Site Offered
Associate of Arts	Liberal Arts	National
	Liberal Arts/Health Career Opportunity	National
	Liberal Arts/Media Studies	National
	Liberal Arts/Special Education	Chuuk and Yap
	Micronesian Studies	National
	Teacher Preparation	National
Associate of Science	General Agriculture	National
	Business Administration	National
	Computer Information Systems	National
	Early Childhood Education	National
	Hospitality and Tourism Management	National and Pohnpei
	Marine Science	National
	Teacher Education – Elementary	Chuuk, Kosrae, and
	Public Health	Yap

Associate of Applied Science		National
	Building Technology	Pohnpei
	Electronics Technology	Pohnpei
	Telecommunication Technology	Pohnpei
Third Year Certificate of Achievement		
	Accounting	National
	General Business	National
	Teacher Preparation – Elementary	National
	Related Services Assistant	Pohnpei
	Teacher Preparation – Special Education	National
	Public Health	National
One Year Certificate of Achievement		
	Agriculture and Food Technology	Kosrae
	Bookkeeping	Chuuk
	Community and Health Assistant Training	Pohnpei
	General Studies	All sites except National
	Law Enforcement	Pohnpei
	Preschool Teacher Education	Chuuk
	Secretarial Science	Pohnpei
	Trial Counselor	Pohnpei
	Building Maintenance and repair	Pohnpei
	Cabinet Making/Furniture Making	Pohnpei
	Career Education: Motor Vehicle Mechanics	Pohnpei
	Carpentry	Pohnpei
	Construction Electricity	Pohnpei
	Electronic Engineering Technology	Pohnpei
	Masonry	Pohnpei
	Plumbing	Pohnpei
	Refrigeration and Air Conditioning	Pohnpei
	Small Engine, Equipment and Outboard Motor Repair	Pohnpei
Advanced Certificate of Achievement		
	Maritime Studies – Class 5 Master	FMI
	Maritime Studies – Class 5 Marine Engineer	FMI
Certificate of Completion		
	Multi-purpose Rating	FMI
Certificate of Achievement		
	Fishing Technology and Maritime Studies – Class 6 Master/Engineer	FMI

The college develops and improves its programs on an on-going basis. The mission of the college states that it “is committed to assisting in the development of the Federated States of

Micronesia by providing academic, career and technical educational opportunities for student learning.” To achieve this mission, the college assists with the development of an ongoing implementation of the FSM Strategic Development Plan (FSM SDP) which sets the major development goals for the states within the nation, including needs for basic education, economic development and vocational and technical training needs in the context of a small island developing nation. The college frequently consults with the national and state executive and legislative branches regarding program needs. The annual President’s Retreat also brings together the college community, with public and private stakeholders, to reflect on the previous year and to determine priorities for the upcoming year. A bi-yearly employer survey (part of the Institutional Assessment Plan process) is administered to gauge the needs of employers and to determine how well college graduates are performing in the work force. In recent years, discussions have included the readiness of high school graduates for college and the need for various vocational and technical programs at the different college sites.[IIA1]

Furthermore, educational needs of potential students are determined by consulting the results of the COM entrance test or COMET and placement testing (Gates MacGinitie), input from its TRIO programs (Upward Bound at all sites, TSP at Pohnpei campus), and discussions and information sharing with FSM State Departments of Education. Much of the current discussion and research have been centered on improving developmental education, as reflected in the college’s strategic plan goal 1 (b) to improve development education.

A third approach in determining student needs is the implementation of the Institutional Assessment Plan (IAP) processes. This addresses and ensures that current program review and assessment of student learning outcomes determine the relevance, appropriateness and improvement needs of the college’s programs. Assessment plans and reports address both student learning and effectiveness of improvement efforts within a program. An annual student satisfaction survey is administered to assist with determining if programs and services are meeting student needs. The basis for the IAP is to ensure the continuous improvement of programs and services at the college.

The forth major approach is use of the new Student Information System (SIS) database that allows for detailed student reporting at the institutional level while allowing for easier identification and tracking of diverse cohorts of students and the impact of programs and services on these students’ learning. [IIA1a]

The college’s course outline approval process, as detailed in the curriculum handbook, requires indication of the different instructional methods to be used to meet the objectives of the course. Course syllabi provide greater detail on instructional approaches used for each course. [IIA1b]

The IAP handbook provides an overview of active, cooperative and collaborative instructional techniques with linkages to more extensive internet resources, and provides information on deep versus surface learning. In this regard, the IAP handbook also encourages the approach that fewer student learning outcomes be emphasized each semester, but that they be taught in greater depth. The annual student satisfaction survey reports on student perception of the level of active and cooperative learning techniques that are used at the college. [IIA1b]

Professional development activities promote activities that increase knowledge of instructional and assessment/evaluation approaches compatible with objectives of the curriculum. These include faculty workshops at the beginning of fall and spring semesters, ISLET (Institute for Student Learning and Excellence in Teaching) presentations at the national site, regularly scheduled faculty workshops on sharing teaching strategies at the Yap site, common time for faculty interaction at the Kosrae site, while the Chuuk and Pohnpei sites provide opportunities for faculty training during the college's annual staff development day and limited off-island training. [IIA1b]

The college requires student learning outcomes for all courses and programs. Course level assessment is also documented in the semester course level assessment report that is submitted by faculty to the DAP at the national site and the ICs at the state sites. The IAP describes the program assessment and program review processes at the college. The IAP is designed to provide a direct link to program improvement and to assist with the development of institutional priorities. [IIA1c]

STANDARD IIA1A/B/C: SELF EVALUATION

The college has mechanisms in place to ensure that the college is meeting its mission through addressing the educational needs of the students in the context of overall development plans for the FSM. This can be found in the actual results from the presidential retreats and in meeting minutes with congress/legislature. Mechanisms are in also in place to identify the educational needs for incoming students and ongoing evaluation of continuing students. One such mechanism is the COMET, a locally designed test which places incoming students in math and English courses. A student must score at least 5 in each of the math sections of the COMET to place into the next highest level. For example, a score of 6, 4, 6, 3, would place a student in the second level math course even though the student scored high in the first and third sections. The tracking of students after placement has indicated that most students appear to be placed at appropriate levels. The English component of the COMET consists of a timed writing or essay portion which is graded against a rubric. A score of 38 out of 50 is needed for an incoming student to enter into college level writing courses. The reading section is the AR level of the Gates/McGinitie standardized reading test. Students whose scores equate to a grade level below nine (9) are considered developmental and will need to enroll in developmental reading courses. Students with scores equating to a grade level below seven (7) are retested using lower graded levels of the Gates/McGinitie Reading test since the AR level test does not distinguish below grade 7. [11A1a]

With the SIS in place, information is now available to allow for more appropriate research and action at the appropriate levels, whether it be at the level of individual students, courses, programs or services. [IIA1a]

The college's IAP handbook promotes a philosophy of active, cooperative and collaborative learning approaches to instruction. Specific instructional strategies are included in course outlines and in course syllabi and are often shared through professional development activities at the college. [IIA1a,b]

The college has identified student learning outcomes at the institutional level and for all programs and courses. The IAP assessment worksheets provide a mechanism for tracking of program assessment results from one annual assessment cycle to the next cycle.[IIA1c]

STANDARD IIA1A/B/C: PLANNING AGENDA

- The college will improve its ability to demonstrate that all instructional programs meet the mission of the college and needs of the students by:
 - Including surveys or questions of student engagement in the overall student satisfaction survey to help identify appropriate instructional strategies.
 - Having the curriculum committee conduct semester review and evaluation of effective instructional strategies and by a) providing an annual update of the IAP Handbook with appropriate instructional strategies and b) providing training during the annual staff development day and in other venues.
 - Evaluation of program review and assessment recommendations by the curriculum committee to ensure appropriate implementation for positive impact on student learning.

STANDARD IIA2

The institution assures the quality and improvement of all Instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.1, 2

STANDARD IIA2A

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

STANDARD IIA2A: DESCRIPTIVE SUMMARY

The college's curriculum handbook sets forth procedures for the design (including student learning outcomes) and approval process for all new courses and programs at the college. Faculty develops course syllabi for all courses which are approved by the Director of Academic Programs (DAP) at the national campus and Instructional Coordinators (IC) at the respective state campuses. The college's IAP Handbook also provides assistance on the development of student learning outcomes. [IIA2]

Procedures on periodic evaluation (at least every five (5) years) of course outlines and details on the review and approval process are provided in the curriculum handbook.

The program evaluation process is detailed in the Curriculum and IAP Handbooks. As part of the process, assessment plans are prepared by faculty for each program (degree & certificate) and submitted yearly to the curriculum committee who then makes an endorsement of the plan to the assessment committee. The assessment committee reviews and recommends approval of assessment plans to the President. The President then takes final action to either approve assessment plans or require additional improvement. Assessment reports (either formative or

summative reports) are prepared based on the approved assessment plan and follow the same review and approval process as assessment plans. [IIA2a]

In addition to this periodic review, the college's Policy on Continuous Improvement Cycle also requires the periodic evaluation of policies and procedures. [IIA2, a]

STANDARD IIA2A: SELF EVALUATION

The college curriculum handbook which details the design and approval process of courses, programs and learning outcomes is updated every year. This handbook is located on the VPIA website and published in hardcopy, then distributed to faculty at each campus. The curriculum committee must approve changes that occur in the handbook. During the June 12, 2007 meeting, changes to the course outline cover page and format were approved to standardize contact hours for practicum, field studies, labs and studio type courses. The approved changes also required the inclusion of learning outcomes at the program and course levels in course outlines.

The process of approval for course outlines include an initial review by the division from which the outline originated, review by the college community, review by the curriculum committee and finally, approval by the president. Approval of new programs or modification of current programs involves more participation from community stakeholders, especially in the planning process. One instance of this include the meeting of the local board of nurses and nursing faculty from the University of Guam in the spring of 2006, during the early planning of the proposed nursing program, to provide input on how the program should be structured. Another instance was in September 25-29, 2006, when stakeholders from the state and national departments of agriculture, Pohnpei Marine Resources, FSM Marine Resources, NORMA, FSM Protected Areas Network, The Nature Conservancy, Land Grant, and Forestry met to discuss the future direction of the agriculture and marine science programs. Program designers had submitted proposals to the curriculum committee which sent recommendations to the cabinet. From there the proposal was sent to the board of regents for approval and then to WASC for substantive change approval. WASC had reviewed the nursing and agriculture proposals during its September 2009 meeting. Both programs are designated as priority areas by the FSM government.

Faculty submits course syllabi to the instructional coordinator (IC) at the state campus or the director of academic programs (DAP) at the national campus by the first day of class. Page 15 of the 2009 faculty handbook lists the required information that must be included in all course syllabi. This list includes, but is not limited to, instructor contact information, course description, program and course learning outcomes, assessment strategies, attendance and academic honesty policies, course structure, and grading. The state campus IC sends copies of syllabi to the DAP for review, data collection and filing.

The program evaluation procedure is outlined in the Curriculum Handbook under appendix T. Program evaluations are submitted each year and one component of the evaluation is program assessment. The IAP handbook contains assessment plan and report forms that are part of the program evaluation submission. Recommendations from assessment results are reviewed by the curriculum committee, recommended to the assessment committee, approved by the president and then forwarded to appropriate committees for action. Recommendations such as course

modifications are dealt with by the curriculum committee and recommendations requiring financial resources such as remodeling the library to include more private study areas are referred to the planning and resources committee.

STANDARD IIA2A: PLANNING AGENDA

- As per the Policy on Continuous Improvement Cycle, the policies and procedures for the design, approval, administering, delivery, and evaluation of courses and programs will be evaluated.

STANDARD IIA2B

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

STANDARD IIA2B: DESCRIPTIVE SUMMARY

As stated in IIA2a, the college's curriculum committee reviews all course and program student learning outcomes for competency levels and ensures that the outcomes are measurable for all courses with in the various degree and certificate programs. The curriculum committee uses a) input from advisory committees where appropriate, b) the bi-annual employer survey, and c) research on current trends and standards in industry and academics, in making its decisions on competency levels.

Program evaluations are submitted yearly while course level student learning outcomes are assessed throughout the semester and reported on at the end of each semester.

STANDARD IIA2B: SELF EVALUATION

The composition of the curriculum committee ensures that faculty members are actively involved in determining appropriate competency level and measurement of student learning outcomes. Of the 23 curriculum committee members, 14 are full-time instructors.

The challenge, to more actively include the five (5) members of the committee who are at the different sites, remain. To address this, information for review of agenda items are sent out one week prior to meeting times, and members at different sites have the opportunity to send email comments prior to the meeting or to join the actual meeting through the Voice Over IP phone. Sometimes the connection works well and sometimes the connection is not clear. A quick survey of curriculum committee minutes shows that on June 15, 2009, three participants from different sites didn't participate; on March 23, 2009, five participants at other sites didn't participate; and on Feb. 23, 2009, two participants from different sites did not participate.

While the college has made use of advisory committees, the use of such committees are not sufficiently documented nor are the results from the committees disseminated.

In 2006, all programs were evaluated and in 2007-2008, 21 of 26 active program evaluations were again submitted. Program evaluations are now submitted on a yearly basis and are due in

October of each year. Recommendations from the program evaluations are reviewed by the curriculum committee and then endorsed for review by the assessment committee. During the spring 2008 semester, faculty began submitting assessment of student learning at the course level and has continued to do so every semester since then. Some changes that have resulted from the course level assessments include increase in time spent on a particular course level outcome, requests for supplemental materials such as videos and DVDs, and changes in teaching strategies such as trying 'guided research.'

STANDARD IIA2B: PLANNING AGENDA

- The college will improve its tracking of the current competency levels required of its graduates by:
 - Developing processes and procedures for the use of advisory committees and their evaluation;
 - Improving the dissemination of research findings and information from employer surveys; and
 - Using other modes of obtaining information on current and future competency requirements.

STANDARD IIA2C

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

STANDARD IIA2C: DESCRIPTIVE SUMMARY

The college's curriculum handbook sets forth the requirements for the development of programs and the sequencing of courses to complete programs. Course outlines, including specific instructional methods, are developed by faculty and follow a development and review process to ensure high quality, appropriate breadth, depth, rigor, sequencing, and time for completion. A final review of course outlines is done by the curriculum committee after initial recommendations from faculty of all sites that are expected to deliver the course.

Requirements for all programs, including degrees and certificates, are found in the college catalog. The program requirements include practicum, internships, and capstone projects to bring together what students are expected know, think and do, upon completion of the program. Most programs include a suggested schedule of courses to assist with program completion.

The academic advisement handbook provides guidance to advisers to assist students with program completion.

Programs are evaluated yearly by means of the college's IAP process to assess quality of programs, instruction and student learning.

STANDARD IIA2C: SELF EVALUATION

The college's curriculum committee meets on a biweekly basis to review programs, course outlines, assessment results and instructional policy to ensure the high quality of its programs

and services. In the past year alone, 5 programs and 28 course outlines have been reviewed, and modifications approved by the curriculum committee. Minutes of the curriculum committee indicate that few, if any, programs and course outlines are approved without required modification, a reflection of the committee's concern for quality and comprehensiveness of the programs and courses.

Feb. 23, 2009, minutes reflect, "Program Modification for Small Engine and Automotive Repair – Tabled for further action....Right now program modification is based on Pohnpei campus need to increase enrollment and need of Pohnpei students, so new proposal should be more inclusive of the other state campuses' needs if they desire to teach the program."

Examples of programs that have capstone courses or projects are:

- Education – practicum and the BA internship/student teaching
- Micronesian Studies – SS 280 Directed Studies
- Marine Science – SC 260 Independent Studies in Biology
- Agriculture – AG 299 Directed Field Experience
- Hospitality and Tourism – practicum
- Trial Counseling – Trial Practice Internship
- 3rd Year Accounting – internship
- Media Studies - practicum

Program reviews are driving improvements as reflected by the requirements for modifications in both program designs and course outlines.

The program evaluation on IEI (Intensive English Instruction) at Chuuk campus in 2006 recommended a discontinuation of this program as it doesn't 'fulfill the needs and interests of students.' This recommendation was supported by results from a study on IEI conducted by the DAP's office earlier in the same year. As a result, the program was discontinued.

The AS in Business Administration's 2008-2009 program evaluation recommended modifying the Accounting I course from a 3 credit course to a 4 credit course as instructors found that students had learned more when they were given real life accounting situations to solve and work with, a strategy which required more time than simply solving end of chapter questions.

A weakness of the current system is the lack of a prioritized listing of programs and course outlines for review that would include the sequencing of reviews and the identification of responsible authors.

STANDARD IIA2C: PLANNING AGENDA

- The college will develop a prioritized listing of programs and course outlines for review that includes the sequencing of reviews and identification of responsible authors.

STANDARD IIA2D

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students

STANDARD IIA2D: DESCRIPTIVE SUMMARY

Course outlines require indication and identification of the methods of instruction to be used for courses. Course syllabi are reviewed by the DAP or IC and include greater detail on methods of instruction.

The college is continually working to increase its means of delivery and matching of delivery techniques with the diverse needs and learning styles of students. For example, the national campus conducts a series of presentations under its ISLET program to acquaint faculty and staff with current best practices in instruction. Yap campus faculty has ongoing professional development activities that include biweekly training activities for addressing cooperative learning strategies. Kosrae campus sets aside time twice weekly to discuss academic and instructional program issues.

Faculty evaluations include classroom observations that record information on instructional delivery modes and teaching methodologies. The evaluations/observations are conducted yearly for continuing faculty, semi-annually for new faculty (at 6 months and 1 year) and every semester for part time faculty. Individual improvement plans are written based on the evaluations. The classroom observations are conducted by the immediate supervisors, which can include the instructional coordinator or division chair.

Student evaluations of instructors also contain information on an instructor's use of teaching methodologies. These evaluations are conducted at the end of each semester for all instructors and in all classes.

The college's Upward Bound (UB) (Chuuk, Kosrae, Pohnpei and Yap campuses), Talent Search Program (TSP) (Pohnpei campus) and Student Services Support Program (National campus) are also vital components in ensuring needs and learning styles of students. The UB and TSP work with secondary students to determine approaches that reflect the needs and learning styles of students entering the college. Details of instructional techniques are found in individual project applications.

STANDARD IIA2D: SELF EVALUATION

ISLET presentations have included topics such as academic uses for the SMART board, writing across the content, a summary of PacADE conference workshops, and lifelong learning, to name a few. One of the faculty professional development sessions at Yap campus was observed by the DAP during a campus visit and the VPIA observed the faculty sharing in Kosrae and Chuuk during campus visits.

A review of classroom observations by supervisors revealed that a number of strategies are being used in the classrooms. Some examples are the use of manipulatives in teaching math, student presentations, cooperative groups, supplementing lectures with PowerPoint presentations, videos, hands-on practice during computer class, a "10/3" lecture format (10 minutes lecture – 3 minutes to share and discuss in groups), opinion writing and summary writing.

Student evaluations of instructors also indicate that most students feel that the instructors are meeting individual learning needs through a variety of teaching strategies. It is being noted that students are becoming more vocal and perhaps are better educated to notice teaching strategies of faculty. Some comments from students suggest that lecturing is the least effective method and students prefer to be actively engaged in some way. The students also want a variety of approaches used during a semester.

STANDARD IIA2D: PLANNING AGENDA

- The college will formalize its review, discussion and dialogue on delivery modes and teaching methodologies through formal discussion sessions each semester by the curriculum committee based on a compilation of classroom observations and a review of program assessment reports, and by holding sessions on best practices in instructional methods to be provided by each campus at the annual President's retreat.

IIA2E

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

IIA2F

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

STANDARD IIA2E/F: DESCRIPTIVE SUMMARY

Evaluation and assessment duties and responsibilities are required of all faculty members. The college's faculty handbook states that faculty is to perform "student learning outcomes assessment and assist with program learning outcome assessment" [IIA2e].

All faculty submit a course level assessment report each semester that links the course level SLOs to the program level PSLOs. The report indicates if the course addresses the PSLOs while also reporting whether the SLOs were introduced (I), demonstrated (D) or mastered (M) at a level appropriate for graduation. The number of students who were successful at each SLO and at what level on the SLO and other comments on student learning are also included. Additionally, faculty comment on how the SLO was assessed. Course level assessment reports are maintained by the DAP for the national campus and ICs for other sites. [IIA2e]

The college's IAP process provides ongoing systematic program assessment of student learning outcomes and program review to assist with determining their relevance, appropriateness and improvement needs. Assessment plans and reports are addressed and reported in the minutes of the assessment committee, and maintained on the IRPO (Institutional Research and Planning Office) web site. [IIA2f]

The college's continuous improvement cycle policy sets forth the basic requirements of the college's assessment program. Processes and procedures for evaluation of all programs are

found in the institutional assessment plan (IAP) handbook. The college's assessment process is based on methods and procedures from the National Science Foundation and the Kellogg Foundation for assessment. The IAP processes call for the development of improvement plans, assessment plans and assessment reports (including program assessment and program review) that lead to the development of improvement and assessment plans for the next improvement cycle. Instructional improvement and assessment plans are developed by program faculty with assistance from Instructional Coordinators (IC) found at all six of the college sites, the Director of Academic Programs (DAP) and the Vice President for Instructional Affairs (VPIA). The IAP Handbook also provides information, processes and procedures for the development of program outcomes, evaluation questions (with corresponding data sources) and analysis requirements. Worksheets provided in the handbook allow for more consistency in the improvement and assessment plans and reports, are reviewed and endorsed by the curriculum committee and then routed further to the assessment committee to ensure that plans and reports meet instructional requirements for quality and rigor. Final approval for assessment plans and reports lie with the college President. Assessment reports, in direct response to evaluation questions, emphasize closing of the assessment loop and identification of specific improvement strategies for the upcoming improvement cycle. [IIA2f]

Furthermore, the worksheets for development of improvement and assessment plans are directly tied to the college's mission and strategic goals. The use of evaluation questions in the assessment plans and reports allows direct linking of analysis of data to strategies for improvement against the program outcomes, program mission, and the college's strategic goals and mission. Both qualitative and quantitative data is used to determine program effectiveness. Pros and cons of various assessment techniques are provided in the IAP handbook to assist faculty in selection of appropriate assessment techniques. [IIA2f]

STANDARD IIA2E/F: SELF EVALUATION

The college's system for course and program level assessment is in place and operating. There was concern over the collection and dissemination of assessment results and the understanding of the linkages between planning, assessment and resource allocation. To address this issue, the college developed a policy on continuous improvement cycle.. The processes and procedures of this policy identifies roles and responsibilities which include communication and document flow among and between the administrative leaders, appropriate standing committees, the assessment committee, and the President and the Board of Regents; the development of improvement and assessment plans and reports, and the implementation, monitoring and reporting requirements to the actual linkages between planning, assessment and resource allocation. Training is considered vital to improving these areas and is being conducted at the college's various sites. [IIA2e]

The college ensures the quality and improvement of all instructional courses and programs through a series of interlocking institutional policies and procedures. The governance policy sets a structure of standing committees with broad representation of faculty, staff and students. The curriculum, assessment, and planning and resources committees are primarily responsible for ensuring quality and improvement of courses and programs. The college's strategic plan for 2006 -2011 sets forth its continuous improvement cycle that provides the overall linkages for planning, assessment and resource allocation. The curriculum handbook and the institutional

assessment plan (IAP) handbook provide the specific processes and procedures that ensure quality and continuous improvement. [IIA2e]

To assist in ensuring quality of course delivery, the college adopted requirements in fall 2008 that faculty in instructional programs possess, at a minimum, a master's degree. [IIA2f]

The college has seen the revision of program outcomes in general education, liberal arts/health career opportunities program, teacher preparation, and agriculture within the past three years. At the course level, assessment has driven modification of course outlines that included modification of course outcomes. [IIA2f]

STANDARD IIA2E/F: PLANNING AGENDA

- The college will look at mechanisms for automation of its course and program assessment, and program review system. The college web site will provide access to institutional, program and course level student learning outcomes and assessment reports and program reviews.

IIA2G

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

IIA2H

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

IIA2I

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

STANDARD IIA2G/H/I: DESCRIPTIVE SUMMARY

The college does not at this time administer departmental course and/or program examinations [. However, the college is moving in this direction.

Currently, course level assessment reports prepared by faculty each semester indicates the achievement of student learning outcomes. As per the college catalog, student achievement is reflected through grades as: A – superior, B – above average, C – average, D – passing, F – failure and W –withdrawal. IIA2g]

Units of credit are awarded in a standard fashion, as described in appendix c of the curriculum handbook that reflects generally accepted norms in higher education. Actual contact hours have divisors to determine course credit: lecture (16), lecture/lab (16), co-op education (30), workshop (48), internship (48), studio (48), practicum (48), field study (48) and lab (48).

Processes and procedures for determining course credit is detailed in the curriculum handbook and are designed to be aligned with intuitional policy and generally accepted norms or equivalences in higher education. An extensive institutional effort for articulation of courses

and programs with regional, Hawaii and US mainland institutions also helps ensure courses and programs meet generally accepted norms or equivalences in higher education.

[IIA2h]

Criteria for awarding degrees and certificates are stated in the college catalog. All degree and certificate programs have program level outcomes and all courses within the programs have student learning outcomes. Each semester, course level assessments report on the achievement of course student learning outcomes which are in turn linked to the achievement of program student learning outcomes. Programs are assessed to ensure that student learning outcomes are being met and that degrees and certificates are awarded appropriately.

Degrees are awarded based on completion of all course and program requirements. Curriculum alignment matrixes of program outcomes against program courses provide a method of monitoring and assurance of student acquisition of necessary knowledge, content and skills required by the programs.

Outreach programs and training modules, facilitators and instructional staff, and program design which are reviewed and approved by a subcommittee of the curriculum committee, also assists in providing the appropriate training needed to ensure that faculty are equipped with the skills and teaching strategies needed to aid in the students' completion of program requirements.

Trainings include activities such as Auto CAD, GIS, Basic Board Development, IT, and other outreach programs that respond in many cases to specific needs identified by state and national government agencies, and the private sector. [IIA2i]

The college's continuous improvement policy calls for periodic evaluation of the overall policy and its sub components (planning, assessment, and resource allocation).

The college has an extensive system of course and program articulation agreements with various colleges and universities in the college instructional affairs MAP that allow transfer of credits between institutions and provide evidence that the college meets generally accepted norms or equivalencies in higher education. [IIA2h]

STANDARD IIA2G/H/I: SELF EVALUATION

Evidence for awarding course level credit is based on the review of course and program level evaluations which are based on program assessment and reviews. The course level evaluations and program assessment and reviews have brought about continuous strengthening of course and program design and evaluation, as evidenced by the changes recommended by the curriculum committee and approved by the President. A review of the articulation agreements indicates that many of the agreements are reaching renewal date and are in need of renegotiation.

STANDARD IIA2G/H/I: PLANNING AGENDA

- As the college works at continually improving its assessment system, it is looking for ways to enhance its understanding of student academic strengths and weaknesses related to student learning outcomes. A major part of the planning agenda is to renegotiate

existing articulation agreements and expand articulation agreements to additional schools which are receiving our transfer students.

STANDARD IIA3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

STANDARD IIA3A

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

STANDARD IIA3B

A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

STANDARD IIA3C

Recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

STANDARD IIA3A/B/C: DESCRIPTIVE SUMMARY

The college's general education program was revised during the fall 2008 and spring 2009 semesters with approval of the revisions by the curriculum committee in July 2009. The revision was driven by concerns for improving the quality of the program and its impact on student learning. The revision is also aligned with the recently adopted institutional student learning outcomes. [IIA3]

The new General Education Program for Academic and Vocational Programs consists of 29 credits in the following areas: English (9 credits), mathematics (3 credits), natural science (7 credits), social science (3 credits), humanities (3 credits), computer applications (3 credits), and exercise and sport science (3 credits). The accompanying philosophy for selection of courses in this program is located in the General Catalog 2009-2011 and reads:

“The primary purpose of the General Education Program is to offer courses for general academic and vocational growth, personal enrichment, and cultural development which will encourage students to formulate goals and develop values for the enrichment of their lives” (48).

Courses are selected for this program based on the course level student learning outcomes (SLO) that meet the program learning outcomes and philosophy of the General Education Program. The college is moving in the direction of generally having three outcomes per course (know, think and do). To be selected as a general education course, course level outcomes must be aligned with the revised general education program outcomes.

The curriculum committee reviews each course outline submitted and a majority of the committee must vote to recommend for approval. Courses taught as part of the General Education Program are being mapped on a matrix to indicate when and where outcomes are being addressed and the level of expectations for student learning for each course.

There were also a series of improvements made to the general education program between the last self study and the time the revised outcomes were adopted. For example, on February 26, 2004, the curriculum committee recommended for approval student learning outcomes for the General Education Program and on January 24, 2006 the curriculum committee revised the math requirement of MS 100. It was changed to include “any 100 level or above mathematics course” after reviewing course outlines such as the MS/ED 210a Math for Teachers course which was the first in a series of 2 math courses required for the Associate of Arts degree in Teacher Preparation.

Following are the revised general education program academic goals and the revised program outcomes.

General education academic program goals

To prepare students for:

- Goal 1: Effective Communication
- Goal 2: Critical Thinking and Problem Solving
- Goal 3: Quantitative and Scientific Reasoning
- Goal 4: Ethics and Culture
- Goal 5: Workforce Readiness

Academic Program Outcomes:

- Outcome 1.1: Write a clear, well-organized paper using documentation and quantitative tools when appropriate.
- Outcome 1.2: Make a clear, well-organized verbal presentation.
- Outcome 2.1: Demonstrate the ability for independent thought and expression.
- Outcome 2.2: Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.
- Outcome 3.1: Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities.
- Outcome 3.2: Present and interpret numeric information in graphic forms.
- Outcome 3.3: Communicate thoughts and ideas effectively using proper mathematical terms.
- Outcome 3.4: Demonstrate understanding and apply scientific concepts and principles of a field of science.
- Outcome 3.5: Apply scientific methods to the inquiry process.
- Outcome 4.1: Demonstrate a fundamental knowledge of world geography.
- Outcome 4.2: Demonstrate knowledge of the major cultural issues of a person's own culture as well as other cultures.
- Outcome 4.3: Demonstrate knowledge of major historical events affecting one's culture and other cultures.
- Outcome 4.4: Demonstrate familiarity with contemporary global issues.
- Outcome 4.5: Demonstrate an understanding of major ethical concerns.
- Outcome 5.1: Determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester.
- Outcome 5.2: Demonstrate professionalism, interpersonal skills, teamwork, leadership and decision making skills.

Several different measures are in place to ensure the quality of the General Education Program courses. The General Education Program courses are articulated with other US accredited

colleges such as the University of Guam, Eastern Oregon University, and University of Hawaii at Hilo. Secondly, cooperative assessment work with the University of Guam is in the initial stages to see if criteria for collegiate standards set in the general education courses are the same between the colleges. Students must obtain at least a “C” average in EN 120a Expository Writing I and MS 100 College Algebra in order to advance to the next level course. Faculty submit course syllabi by the first day of instruction, copies of mid-terms, final exams or projects, and course level assessment of student learning outcomes each semester.[IIA3a]

Coordinated assessment of the General Education Program courses across all sites is a challenge. Some difficulties have been finding a small working group to take ownership of the assessment process. To aid in this, the college is hiring a General Education Program Assessment Coordinator on a full-time contract. The job description is being prepared for advertisement at this time. The general education assessment plan calls for common assignments to be administered across all sites and graded with common rubrics. College course completion rates from 2004 to present indicate that most students are able to succeed in their major course requirements and upper level course work. Some examples are SS 280 Directed Study: Selected Topics where students majoring in Micronesian Studies have to write a research report, the EN 200 level courses where students must be able to acquire knowledge in a variety of ways and communicate effectively, or the education courses where students must put theory into practice, be creative, and continue to value lifelong learning. Ethical behavior and effective citizenship are addressed in the EN 208 Philosophy course, EN 209 Introduction to Religion course, and the Micronesian Studies courses like SS 195 Micronesian Cultural Studies.[IIA3b,c]

The current college catalog was printed just prior to the adoption of the revised general education program outcomes. The current version of the general education student learning outcomes can be found in the catalog on the college’s web site

STANDARD IIA3A/B/C: SELF EVALUATION

The need for revision of the college’s general education program learning outcomes came from a number of sources. Concerns arose and were expressed during the development of the IAP process over the breath of the previous learning outcomes. In response to these concerns, dimensions of learning were developed for the college that included more emphasis on workforce readiness skills including ethical concerns. An additional driving force was the college’s employer survey administered in spring 2009 that indicated concerns over students’ writing, communications and professionalism.

STANDARD IIA3A/B/C: PLANNING AGENDA

- At the current stage of development, the revised general education program is being implemented with an ongoing assessment plan. The results of the assessment for courses and program will drive future improvements.

STANDARD IIA4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

STANDARD IIA4: DESCRIPTIVE SUMMARY

As evidenced by the college catalogue, degree programs at the college are designed to focus on one area of inquiry except for the AA in Liberal Arts that provides an interdisciplinary core. Degree programs consist of the general education core which is 29 credits and the major requirements which usually totals 31 – 40 credits for a total of 60 – 69 credits.

STANDARD IIA4: SELF EVALUATION

The policy on degree programs and graduation requirements states, “An associate of arts or associate of science degree is awarded upon completion of the following requirements:

General Education: Satisfactory completion of the General Education Core

Major: Satisfactory completion of the prescribed series of courses for the selected major.”

All programs are designed and recommended for approval following this policy.

STANDARD IIA4: PLANNING AGENDA

- The college will continue to monitor the college’s policy on degree programs and graduation requirements to ensure that all new degree programs meet the requirements of this policy.

STANDARD IIA5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

STANDARD IIA5: DESCRIPTIVE SUMMARY

The college continues to improve all vocational courses offered at its state campuses. The Division of Technology & Trade at Pohnpei Campus is currently leading in the development, implementation, and delivery for all the vocational courses which are now being offered by the college with significant contributions by other campuses. All of these courses were developed with local industry representatives, Apprenticeship Committee input, and government liaison. The college continues to improve the quality of all courses and programs to meet employment and other applicable standards through a continuous effort of meeting and obtaining internationally recognized industry certification to validate the quality of all programs or courses.

Instructor’s training through industry certification

- Summer 2005 - Electronic Technician Associations (ETA) Certified Fiber Optics Installer & Technician – John Limtiaco of Guam Community College
 - Certify COM-FSM instructors as ETAs Certified FOI & FOT to teach fiber optics installation & troubleshooting [Presidential Update #258]
- Summer 2006 – Cisco IT Essentials – Pacific Center for Advanced Technology Training of Honolulu Community College

- Certify COM-FSM instructors as Cisco IT Essentials instructors to teach PC hardware & software course using standards based on Cisco Training Academy [Monthly Report June 2006]
- Summer 2006 – Office Equipment: Troubleshooting, Repair, & Maintenance – Pacific Center for Advanced Technology Training of Honolulu Community College
 - Certificate of professional development [Monthly Report June 2006]
- Summer 2006 – SIMUTECH [Monthly Report June 2006]
- April 2008 – NCCER Instructor’s certification program – Guam Trades Academy of Guam Contractor’s Association [Monthly Report May 2008]
- U.S. Department of Labor Apprenticeship program – sponsors including COM-FSM, Pohnpei State Government, Pohnpei Utilities Corporation, FSM Telecom Corporation [Grilly]
- NIDA [Substantive change report 2004]

The Division of Technology & Trade at Pohnpei Campus continues to conduct annual exhibits to allow students to showcase trained skills to promote programs to local community and workforce and to get feedback.

- April 2007 [Presidential Update #292]

The college continues to work with the National and State DOE and the private sector to establish or improve career and technical education standards for whole FSM nation.

- Ongoing since spring 07 - Partnership with FSM DOE, Pohnpei State DOE, various private sectors in developing Career & Technical Education (CTE) for the nation. [3rd Quarter Report 2008]
- School-To-Work Project [Monthly Report]

Technology & Trades Advisory Council, which consists of members from Pohnpei State DOE, FSM National DOE, US Embassy Office, Pohnpei Utilities Corporation (PUC), FSM Telecommunications Corporation (FSMTC), Pohnpei Port Authority, and various representatives from local business in the construction and other related trades, advises the Pohnpei Campus Director on matters relating to vocational and technical training programs offered at Pohnpei Campus.

In addition, a partnership meeting between Pohnpei Campus and Pohnpei State DOE is held once a month to discuss efforts on bridging the gap between high school programs and post secondary programs at Pohnpei Campus.

Vocational programs at Pohnpei Campus are currently utilizing students to provide repair services on various kinds of equipment and appliances to the local community. [Monthly Report]

Kosrae campus in addition to the above is emphasizing work place experience and meeting employer requirements including industry certifications as detailed above. The biggest issue facing Kosrae is the small size of the industrial base in Kosrae to support the practical experience of students.

STANDARD IIA5: SELF EVALUATION

Instructor's training through industry certification is one of the strategies currently used by the vocational education division to ensure curriculum and course materials of vocational and technical courses offered are meeting the standards as needed in the workforce.

Upon receiving the Electronic Technician Association's [ETA] Fiber Optics Installer and Technician certifications, instructors immediately revised and modified its current fiber optics training course to meet standards of ETA, ensuring that students demonstrate skill competencies in the profession and prepare for external licensure and certification.

Upon receiving Cisco's IT Essential Instructor's Certification, instructors immediately revised and modified its computer repair course to meet Cisco's standards in PC hardware and software training. The result of training has made COM-FSM Vocational Division a local Cisco Academy. Utilizing the Cisco's IT Essential coursework and standards prepared students for external licensure and certification such as the CompTIA A+ Exam.

Recently, instructors have received the National Center for Construction Education and Research [NCCER] certifications to improve and ensure effective course delivery of all courses that use NCCER course materials.

Through professional development training with Honolulu Community College (HCC) Pacific Center for Advanced Technology Training [PCATT], instructors have acquired certifications in Office Equipment Troubleshooting & Repair, and motor control & industrial wiring. The results of training include improvement in its training courses in these areas, in terms of teaching methodology, training equipment, and skills competencies.

The vocational division will continue to work with its neighboring institutions, such as Guam Community College and Honolulu Community College, and other technical institutions to acquire the needed technical training for its instructors, through professional development training, that will assist its efforts of ensuring that training programs meet the demanding standards of the workforce.

The challenge is the securing of funding to fully cover the costs of training as needed.

Annual Trade & Technology Exhibit

Vocational programs at Pohnpei Campus have been conducting its Annual Exhibit since 2007. The Annual Exhibit is an event where students would display learned skills to promote respective programs to the local community and workforce. Its primary objectives are to

promote the importance of vocational skills and to expose students to potential employers for employment opportunities.

Use of Advisory Council

In March 2009, the vocational programs at Pohnpei Campus currently re-established its Technology & Trades Advisory Council to assist the division by providing advice on matters relating to vocational and technical training programs offered at Pohnpei Campus. Currently, the Advisory Council is working with the division in discussing recommendations based on program reviews of vocational programs.

Recent program reviews indicated the need to increase more on the job training components into program courses.

The Advisory Council is an effective mechanism which helps in maintaining our partnerships with the local workforce and the department of education of the State and the National Government.

Partnership initiative with the FSM and State DOE

Recent developments that have resulted from a partnership meeting with Pohnpei State DOE, Pohnpei Campus and the State DOE is that all are in the process of developing a plan to work together to improve the transition of students from high school to vocational programs at Pohnpei Campus.

In addition, the vocational education division is currently working with FSM DOE and all the four States' DOEs to implement the nation's Career & Technical Education [CTE] standards that provide the framework to align career & technical/vocational curriculum from the first grade level to the post secondary level at COM-FSM Vocational Programs.

STANDARD IIA5: PLANNING AGENDA

- Secure funding for industry certification
 - The division of vocational education will continue to work with the Vocational Training Coordinator under the VPIA's office to seek funding assistance from OMIP to acquire needed professional development training programs for its faculty members. This will help to ensure that the quality of training courses produce graduates who are able to demonstrate technical and professional competencies that meet employment standards and are prepared for external licensure and certification.
- Modify programs/courses to increase on-the-job training (OJT)
 - The division of vocational education at Pohnpei Campus will continue its efforts to work with its advisory council and other program stakeholders in reviewing program review recommendations to ensure recommendations are meeting the needs of the workforce and stakeholders prior to forwarding all recommendations

to the Assessment Committee and the Curriculum Committee for review and recommendation to the college board.

- The division of vocational education will work with the curriculum committee to modify programs to increase more on-the-job training components.
- Strengthen the implementation of FSM National technical skills testing/certification
 - The division will continue to work with the FSM National DOE or T3 to improve or strengthen the Nation's technical/vocational skills testing and certification body.

STANDARD IIA6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

STANDARD IIA6A

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

STANDARD IIA6A: DESCRIPTIVE SUMMARY

The college catalog details the processes and procedures for the admission of transfer students on page 28, articulation agreements with other institutions on page 35, transfer of credits on page 37 and transcript policy on page 37. Listings of articulation agreements are available from the office of the VPIA and counselors. [IIA6a]

STANDARD IIA6A: SELF EVALUATION

Students are given a copy of the college catalog during the new freshmen orientation. Policies and procedures are discussed with the new freshmen and transfer students at a specified time during the orientation week. Academic advisors are assigned to each student for one-on-one advising. The current college catalog is also available on the official college website.[IIA6] The VPIA, in cooperation with the registrar, determines if a course's student learning outcomes for transferred courses are comparable to the learning outcomes of a COM-FSM course. [IIA6a]

Articulation agreements with Pacific area colleges are currently being updated through the work of the Pacific Post Secondary Education Council. [IIA6a]

STANDARD IIA6A: PLANNING AGENDA

- The college President in his FY 2011 performance budget has established outcomes to review, update and/or review current articulation agreements at the college and develop at least one new articulation agreement each year for the next three years.

STANDARD IIA6B

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

STANDARD IIA6B: DESCRIPTIVE SUMMARY

The college's curriculum handbook details processes and procedures for program deletion. Recommendation for program deletion is based on program evaluation and program review and other pertinent information. To be considered for deletion, the recommendation must also include information on:

1. justification for program deletion
2. plans and implementation date for phasing out this program
3. plans for students currently enrolled in the program, if any

The curriculum committee reviews the deletion recommendation and forwards it to the President for appropriate action. Review and approval is required by the cabinet and by the President, who if agrees, submits the recommendation to the college BOR for final approval.

STANDARD IIA6B: SELF EVALUATION

The college continues to base program deletions or major changes on assessment and program review recommendations. For example, the Intensive English Initiative was deleted in 2006 because program completion rates were not at a successful level and students who did finish continued to require more than 4 semesters to graduate from a degree program. This was a two semester program, so upon its deletion, students were not placed into an intensive English program, but a degree program with regular developmental courses required. Students who did not complete the two semesters were re-tested and placed according to their placement. In cases of program deletion, courses were planned so that substitutions were accepted or that courses from the closing program was offered to a cohort of students who needed it prior to it being deleted.

STANDARD IIA6B: PLANNING AGENDA

- The college is currently conducting both a project to streamline programs and services at the college to meet changing enrollment and economic conditions as well as developing an academic master plan. Consideration for which programs and services to maintain, eliminate or significantly change is considered in both activities. The college will adhere to the processes and procedures established in its curriculum handbook for programs that will be eliminated or significantly changed to minimize impact on students.

STANDARD IIA6C

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

STANDARD IIA6C: DESCRIPTIVE SUMMARY

The college publishes in hard copy a college catalog that covers a two year period and distributes the catalog widely, including to all new students. An electronic version of the catalog is found on the college web site and is updated as needed. Additional publications are prepared by various offices such as OAR, FAO, Student Services and individual programs and campuses.

To ensure consistency of publications, the college's governance policy has established a Publications Committee that advises the President on publication standards and reviews publications of the college. The specific responsibilities of the Publications Committee are to:

Identify common publications norms and practices and approve templates as needed;
Review referred publications to ensure established standards are met; and
Review assessments and evaluations of publication standards and processes and make recommendations.

Publications can be found on the college website and reviews and recommendations on publications can be found in the committee's minutes.

To give a clear picture of programs and services, mission statements have been developed for instructional programs, and student and administrative services. The mission statements are designed to link programs and services to the overall mission of the college and its strategic goals.

STANDARD IIA6C: SELF EVALUATION

The most current catalog was published and distributed at the beginning of Fall 2009 semester. The catalog contains updated information on courses and programs, policies, admissions, financial aid, registration, academic regulations, graduation requirements, student services, the organizational chart, calendars and personnel at the college. Other publications include program brochures for recruitment of future students, the college fact book, etc.

Publications standards ensure that the college's mission is included in all college publications.

In developing mission statements for instructional programs, the college's IAP handbook recommends the following be considered as the mission statements are being prepared to ensure that potential students and instructors are given a clear picture of the intent of the program and characteristics of graduates:

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 it can be understood by students and parents. 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.

STANDARD IIA6C: PLANNING AGENDA

- The college is currently developing an academic master plan. Once the plan is completed, a review will be conducted of all academic program missions, program goals and student learning outcomes to ensure consistency and integrity in its publications.

STANDARD IIA7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

STANDARD IIA7A

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively

STANDARD IIA7A: DESCRIPTIVE SUMMARY

The faculty handbook (a manual of administrative policies & procedures for instructional services and personnel policy and procedures) provides the BOR-approved college's code of ethics, including the faculty statement of professional ethics and the faculty code of ethics, and its position on academic freedom and responsibility.

STANDARD IIA7A: SELF EVALUATION

A faculty handbook is provided to each faculty when hired, is available on the VPIA website and is updated yearly. The professional code of ethics is specifically written in the handbook and discussed during faculty orientation. Faculty are evaluated by a supervisor after the first six months, at the end of the first year, and yearly after that. Item #8 on the instructional faculty evaluation form (appendix N) is a rating on professionalism. A review of last year's evaluations shows that most instructors were rated satisfactory on this item.

STANDARD IIA7A: PLANNING AGENDA

- The college, through its DAP and ICs, will continue to monitor the faculty evaluations for ratings on "professionalism" to ensure that the college's code of ethics is being followed. Reviews of student rating of faculty will also be monitored to ensure that the code of ethics is maintained.

STANDARD IIA7B

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

STANDARD IIA7B: DESCRIPTIVE SUMMARY

The college catalog on page 37 sets out the college's policy on academic honesty and consequences for dishonesty. It states: "To ensure the integrity of the educational process and the institution, the College encourages academic honesty, and therefore does not condone cheating, plagiarism, or any related form of academic dishonesty which prevents an instructor from being able to assess accurately the performance of student in any facet of learning. Students found guilty of academic dishonesty, cheating, plagiarism, and facilitating academic dishonesty will be liable to dismissal or suspension from the college." The academic honesty policy is included in all course outlines and course syllabi.

STANDARD IIA7B: SELF EVALUATION

Students are informed of the academic honesty policy on the first day of class through the course syllabus. Most instructors, especially those teaching writing, spend a few minutes the first day of class emphasizing the importance of academic honesty and the consequences of academic dishonesty. The chair of the Languages and Literature division from the National Campus conducted a workshop on what constitutes plagiarism at the Micronesian Teacher Education Conference (MTEC) so that elementary, high school and college teachers can reinforce the concept of citing work and avoiding plagiarism. The Disciplinary Committee reported that over the years about 5 students have been suspended for academic dishonesty. During the 2008-2009 school year suspected cases of academic dishonesty and especially plagiarism was a major concern. One instructor went as far as sending a memo identifying appropriate messages to send to students to curb academic dishonesty.

STANDARD IIA7B: PLANNING AGENDA

- The college will maintain its review of academic honesty requirements of students through first day of class review of academic honesty in course syllabi and monitoring of disciplinary committee actions related to academic honesty. A change in the levels of referrals and suspension by the disciplinary committee related to academic honesty will result in development of an intervention plan.

STANDARD IIA7C

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

N/A The college does not promote a specific worldview or specific codes of conduct.

STANDARD IIA8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

N/A All programs of the college are provided in the FSM.

Self Study Report 2010

INSTITUTIONAL SELF EVALUATION

STANDARD IIB

STUDENT SUPPORT SERVICES

College of Micronesia – FSM

STANDARD IIB: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

STANDARD IIB1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

STANDARD IIB1: DESCRIPTIVE SUMMARY

All student services programs are assessed in the same manner as instructional programs through the IAP process. Each student services program (at all sites) develops annual improvement and assessment plans and assessment reports. Processes and procedures for student services assessment are detailed in the Administrative and Student Services section of the IAP handbook. In this regard, administrative and student services programs are treated the same as instructional programs in requiring improvement and assessment plans and reports and a formal process for review and approval of such plans and reports. In the case of student services, the student services committee endorses assessment plans and reports to the assessment committee with final approval of such plans and reports by the President of the college. Student services improvement and assessment plans and reports can be found on the IRPO web site.

As with the instructional programs, common measures (graduation rate and program completers, retention, including progression and persistence, student and faculty/staff satisfaction, etc.) are being used for evaluation of the quality and success of student services programs. Additionally, student services programs rubrics have been developed to assist with both the determination of program status and to provide direction and input on areas to concentrate improvement activities.

STANDARD IIB1: SELF EVALUATION

Student services improvement and assessment plans have been reviewed by the assessment committee and generally seem to need improvement in the areas of specific criteria for measuring success. To remedy this, training has been provided at all campuses on writing SMARTer (Specific, Measurable, Achievable, realistic, Timebound, Extending (challenging) and Reviewed) outcomes, objectives and strategies for the improvement and assessment plans, and is guiding the information and analysis in the programs' assessment reports. A SMARTer review checklist has been provided to assist with the writing of SMARTer outcomes/objectives. The same improvement plan is also used in the college's performance budgeting process.

The college is implementing in fall 2009 a performance budget scheme based on the improvement plans from the IAP process. The performance budget is based on linking all activities, programs and services of the college to higher level results. For example, instead of having an outcome/objective to provide tutoring, an improved outcome objective would be "75% (actual % would be based on course completion rates for the particular college site) of MS 100 students who participated in a minimum of four (4) tutoring sessions using a self passing computer assistance program will receive an A, B or C in the course.

The college's student and faculty/staff satisfaction surveys (Fall 2009) showed the following overall levels of satisfaction with student services programs and other services of the college.

Table IIB.1 Faculty Staff Survey fall 2009

Answer Options	Agree	Neutral	Disagree	Strongly Disagree	N/A
Business office staff are very attentive.	50%	18%	14%	5%	0%
Information I received from Research and Planning Office is reliable and useful.	56%	27%	5%	1%	2%
Information Technology provides adequate services for the college.	40%	29%	17%	4%	0%
LRC has sufficient supply of reference materials, books and other resources.	51%	24%	11%	0%	0%
I am treated with respect, with in the college community.	57%	18%	5%	1%	0%
I get recognition for good work.	45%	33%	11%	2%	1%
The college has adequate parking spaces.	22%	16%	45%	12%	0%
I am satisfied with the college's staff development programs and trainings.	25%	37%	26%	5%	1%
I am satisfied with the services provided by student services (Admission and Record, Financial Aid, Counseling).	49%	26%	13%	2%	5%
Different divisions at the college communicate effectively.	20%	36%	36%	4%	0%
My workload is very reasonable.	47%	20%	17%	6%	1%
There is adequate funding for supplies and equipments.	32%	18%	31%	13%	1%
I am satisfied with the work that I do.	64%	12%	7%	0%	0%
My supervisor cares for me as an individual.	51%	21%	1%	0%	1%
This is a safe and secure campus.	45%	21%	13%	4%	0%
I am aware of the programs and services provided by CRE(Cooperative Research and Extension).	30%	35%	25%	1%	2%
Human Resources provide adequate benefits and related information for employees.	30%	29%	29%	7%	0%
My performance evaluations are done fairly.	57%	18%	8%	0%	2%
I am satisfied with the college's responsiveness to needs of diverse groups.	31%	35%	24%	4%	2%
I am satisfied with the college's academic standards.	48%	21%	21%	5%	0%
I am satisfied with the college's mission and goals.	66%	17%	5%	1%	0%
I am satisfied with the college's strategic goals.	58%	22%	4%	1%	3%
I have sufficient information about what CRE is and the activities it provides for the college.	23%	36%	28%	4%	4%
I have sufficient information on what is going on at the college.	48%	36%	11%	2%	0%
The Presidential updates and other source of information such as memos, announcements, directives, have given me an understanding of the activities that the college undertakes.	55%	15%	10%	0%	0%

I am aware of the areas where I can find information about the college.	58%	14%	8%	1%	0%
The college publicizes its decision making.	31%	34%	22%	6%	0%
I have never felt mistreated, discriminated against, or neglected.	40%	23%	19%	2%	0%
The FSM China Friendship Gym provides adequate sports and recreation facilities for the college.	33%	25%	12%	0%	20%
The college has adequate food services.	24%	29%	24%	10%	10%
I am satisfied with the overall performance of the Student Support Services Program.	37%	25%	16%	2%	9%

Table IIB.2 Student Satisfaction Survey 2009

Part D: Please indicate your level of satisfaction for the Service Areas.									
Answer Options	Very Satisfied	Satisfied	Somewhat Satisfied	Neutral	Somewhat Unsatisfied	Unsatisfied	Very Unsatisfied	Not Applicable	Response Count
Financial Aid Office	290	282	146	127	30	26	20	22	943
Admissions Office	221	327	143	157	33	22	26	30	959
Business Office	208	294	149	153	38	31	19	35	927
Learning Resource Center	262	270	132	150	38	23	20	50	945
Health Services	202	244	132	157	46	24	24	82	911
Peer Counseling	176	236	117	192	35	31	23	122	932
Bookstore	228	266	141	160	34	30	21	43	923
Information Technology	180	254	123	187	50	23	24	101	942
Counseling Office	171	226	127	186	42	29	26	95	902
Tutorial Services	172	213	122	193	44	35	22	122	923
MITC	186	250	136	162	47	29	18	81	909
Registration Services	167	228	134	188	63	33	35	82	930
Security Services	156	210	142	170	52	37	30	107	904
Academic Advisors	220	267	144	140	48	30	21	63	933
Computer Labs	260	256	113	124	46	34	36	53	922
Peer Guides	166	209	120	181	50	30	40	126	922
Maintenance	163	208	111	193	47	34	29	120	905

ce									
Facilities	198	218	125	174	49	33	31	97	925
Student Support Services Program	191	209	110	151	50	29	29	131	900
Cafeteria	159	210	137	133	44	40	46	159	928
FSM-China Friendship Gym	188	188	100	116	29	25	16	168	830
Pacific Collection	190	183	94	116	31	22	12	177	825
answered question									998
skipped question									70

To address issues of continuity and consistency across the various sites of the college, the student services department has developed and administered a set of rubrics for each program to assess the current level of services and also to guide the development of continuous improvement plans.

The implementation of the college's SIS is providing real time data regarding student success, progression, persistence and allows tracking of cohorts (students who receive tutoring, counseling assistance, training in time management, etc.) in order to support improvement and assessment plans and assessment reports.

The processes and procedures currently in place for ensuring quality, continuity and consistency of student services programs have resulted in a focus on quantified evidence that determine both status and future needs for program improvement.

STANDARD IIB1: PLANNING AGENDA

Supplemental training will be provided to improve the quality and identification of SMARTer outcomes/objectives/strategies and to aid in the identification of appropriate measures for improvement and assessment plans and reports, with an emphasis on linkages to performance budget development.

Training will be provided in the establishment of unique cohorts (tracking SSSP students, internal transfers from State sites, impact of tutoring services, etc.) in the SIS to allow tracking of impact of student services programs and services on student learning.

STANDARD IIB2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources

- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

- b. Requirements
 - Admissions
 - Student Fees and Other Financial Obligations
 - Degree, Certificates, Graduation and Transfer

- c. Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty
 - Nondiscrimination
 - Acceptance of Transfer Credits
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fees

- d. Locations or publications where other policies may be found

STANDARD IIB2: DESCRIPTIVE SUMMARY

The college provides a General Catalog that is updated and revised bi-annually. It contains all the required information as described in standard IIB2, with the exception of a sexual harassment policy. Hard copies of the General Catalog are provided to all new students. An updated version of the catalog is maintained on the college web site at www.comfsm.fm. Critical student information and student policies can also be found in the Student Handbook that is prepared and distributed yearly by the student services department. A review of policies and procedures and different student services are covered in orientation sessions at the beginning of each semester for entering students. Additional materials are provided in the Student Guidebook by the Office of Admissions and Records, published brochures by the academic divisions and student services programs, Student Financial Aid Manual published by the Financial Aid Office, Student Advisement Manual published by the VPIA and various memorandums and circulars posted on bulletin boards located at the various sites of the college.

STANDARD IIB2: SELF EVALUATION

Standard criteria for IIB2 are being met, with the exception of a student sexual harassment policy which is currently underdevelopment by the student services committee.

STANDARD IIB2: PLANNING AGENDA

- A policy on sexual harassment has been drafted and initial review conducted by the student services committee. The process will be completed with a college-wide review and review by the BOR and should be included in the college catalog by March 2010.

STANDARD IIB3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

STANDARD IIB3: DESCRIPTIVE SUMMARY

The college makes extensive use of various formal and informal processes and procedures to identify learning support needs of its student population. The process starts while potential students are still in high school through the college's upward bound programs that are found at all state campuses and the talent search program which is located at Pohnpei campus. These programs are designed to assist students in their college preparation and increase the likelihood of students entering into and graduating from college. Student needs for academic and learning support are reviewed through a number of different methods that are detailed in the programs project applications. Information from the UB and TSP programs on student needs is shared with the college community.

The college's COMET (entrance test) provides data on new students' academic performance in writing, comprehension, and mathematics and assists in the placement of students in appropriate courses as they enter college. The COMET has been revised to include the Gates McGinite AR test that allows comparison of reading comprehension and vocabulary performance with international norms.

The SIS allows tracking of cohorts (user defined) and their performance at the college. Cohorts can be easily tracked on course completion, term and cumulative GPA, retention rates, and graduations rates..

For current students, a series of research and information gathering activities are used. Surveys are provided for orientation and registration and a student survey is administered every October to gauge satisfaction with services and determine areas for improvement. Evaluations are given at the end of most workshops. Results are analyzed and used for determining improvement needs.

The college's continuous improvement cycle provides the structure for using data sources to determine student status and needs. Moreover, the cycle also includes use of results (closing the loop) to set improvement outcomes and determine the most appropriate strategies. Each program designs yearly improvement and assessment plans and provides reporting for closing the loop between current practices and improvement.

The college has devoted extensive time in researching and developing a comprehensive enrollment management plan for the college. During the plan's development, student data and status were reviewed, and research into best practices for improving student success was conducted and culminated in the development of specific marketing, recruitment and retention plans that are designed to address the needs of potential and current students.

STANDARD IIB3: SELF EVALUATION

The college has seen an increase of 12% in its retention rate over the past three years. This is seen as evidence of the impact that programs have on the increase in student success.

Table IIB.3 Retention Rates New Full Time Students Fall to Fall Semester

Fall Term	Retention Rate
Fall 04 New FT Students who continued in Fall 05	54.8%
Fall 05 New FT Students who continued in Fall 06	54.9%
Fall 06 New FT Students who continued in Fall 07	50.7%
Fall 07 New FT Students who continued in Fall 08	54.9%
Fall 08 New FT Students who continued in Fall 09	62.7%

There are variances across the different sites of the college in retention. The following table provides as an example the variance for fall 2008 to fall 2009. The National campus figures also include students who were enrolled at state sites in fall 2008 but transferred to the national campus by fall 2009.

Table IIB.4 Fall 2008 New Full Time Students who continued in fall 2009

Campus	COM-FSM	Chuuk	Kosrae	National	Pohnpei	Yap
F08 NE_FT CN F09	762	160	53	172	321	56
F08 NE_FT CN F09	478	86	32	145	181	34
retention rates	62.7%	53.8%	60.4%	84.3%	56.4%	60.7%

The college is generating course completion rates, academic standing of students by course and campus and can provide cohort information on request. For example, the following table on development course completion rates from fall 2008 can assist tutors and counselors in being proactive in seeking out students in courses that show a low completion rate. Highlighted rows show how the completion rates can be used to target areas of low performance and transition between courses.

Table IIB.5 Fall 2008 Developmental Education Courses

Subject	Course Number	Enrollment	ABCP	%	ABCDP	%
AG	084	24	22	91.7%	24	100.0%
AG	088	33	31	93.9%	33	100.0%
AG	092	20	19	95.0%	20	100.0%
BK	095	54	24	44.4%	33	61.1%
BK	096	10	8	80.0%	8	80.0%
BU	095	25	12	48.0%	16	64.0%
BU	097	29	19	65.5%	22	75.9%
BU	098	47	16	34.0%	28	59.6%
CA	095	27	22	81.5%	24	88.9%
ESL	050	59	17	28.8%	26	44.1%
ESL	070	141	107	75.9%	127	90.1%

ESL	071	164	108	65.9%	137	83.5%
ESL	079	183	107	58.5%	126	68.9%
ESL	087	251	163	64.9%	185	73.7%
ESL	088	259	139	53.7%	188	72.6%
ESL	089	277	183	66.1%	225	81.2%
ESL	098	243	133	54.7%	167	68.7%
ESL	099	160	79	49.4%	111	69.4%
ESL/BU	095	51	24	47.1%	30	58.8%
ESL/BU	096	14	11	78.6%	11	78.6%
MS	095	263	147	55.9%	185	70.3%
MS	096	358	231	64.5%	271	75.7%
MS	099	283	172	60.8%	213	75.3%
SC	094	123	93	75.6%	111	90.2%
SC	098	94	69	73.4%	76	80.9%
SS	098	147	96	65.3%	117	79.6%
totals		3339	2052	61.5%	2514	75.3%
overall		8559	5945	69.5%	6845	80.0%

There has been concern that while program and institutional data is compiled, results are not necessarily shared with students.

Evidence of an institutional intervention for improvement of student services was the implementation of a system wide tutoring program in fall 2007 to help students complete additional courses and improve their retention. The development of the tutoring program was driven by concern over low retention rates and high numbers of students on midterm deficiency listings.

STANDARD IIB3: PLANNING AGENDA

- The college sees a need to improve the quality and consistency in the reporting of student services and tracking impact of those services. To improve, the college will:
 - Establish cohorts in the SIS for tracking of impact of services on student performance.
 - Develop a formal review process within the student services department to analyze SIS data for determining priority areas of student needs.
 - Enhance the completeness and accuracy of reporting on students services across all sites.
 - Expand the analysis of SIS and COMET data for impact of immediate student needs upon entering college.
- The college enrollment management plans needs to be widely disseminated and progress in implementation and impact on students reported.

STANDARD IIB3A

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

STANDARD IIB3A: DESCRIPTIVE SUMMARY

The college provides a comprehensive set of student services including financial aid, recreation and sports, academic advising, counseling, tutoring, health services and peer counseling services across all sites of the college to all students. Overview and details of programs and services are found in the college catalog and student handbook. Improvements of these services are covered under strategic goals of the college: provide institutional support to foster student success and satisfaction (SPG 2), create an adequate, healthy and functional learning and working environment (SPG 3) and foster effective communications (SPG 4). Details of the ongoing and improvement efforts are found in the college's quarterly reports.

Student service programs are designed to promote access to services in a number of ways. Counseling and tutoring services access is based on referral and student initiated requests. Orientation programs provided at all sites for fall and spring semesters introduce students to the programs and services available. Dispensaries are open to all students, faculty and staff.

Programs use proactive approaches in reaching students such as counseling programs providing workshops on time management, study skills, transfer, resume and other workshops both connected with improving student progression, persistence, retention and graduation rates. Financial Aid provides workshops on financial schooling as well as on completing necessary financial aid forms. The student services programs are making use of the college semester schedule which blocks out time each week for students and faculty participation in various trainings, committee meetings and workshop.

The college has also prioritized development of an SIS that improves handling of student records. Phase 2 of the SIS project (ongoing) will allow students direct web-based access to their grade records, online transcripts and degree plans. The SIS also has features including establishment in the SIS of unique cohorts.

All students have college email addresses (assigned during registration) to improve communications among and between students, faculty and support services. A forum based on the college web site allows students to address concerns with services and suggest improvements.

The college's Student Satisfaction Survey is administered in October each year and provides student satisfaction levels with programs and services at the college. A companion Faculty/Staff Satisfaction Survey is also administered in conjunction with the student survey to provide a faculty/staff perspective on programs and services.

STANDARD IIB3A: SELF EVALUATION

Quarterly reporting is used to track broadly the access to students for services at the college. For example the following is information regarding counseling contacts and levels for student work study from the college's 3rd Quarter Report for 2009:

Table IIB.6 April-June 2009 # of Counseling Contacts

	CC	FMI	KC	PC	NC	YC
M	34	17	182	108	157	225
F	70		289	110	150	353
T	104	17	471	218	307	578

Table IIB.7 SEG /CWS Summer 2009 (#/Amount)

	CC	FMI	KC	PC	NC	YC
M	11 1,162.50	4 378.75	7 535	36 2,021.25	58 3,211.50	13 1,335.25
F	19 2,077.50		8 492.50	23 1,092.50	102 5,485	17 1,582.50
T	30 3,240	4 378.75	15 1,027.5 0	59 3,113.75	160 8,696.50	30 2,917.75

It has to be noted however, that consistency in reporting of student access and contact information across all sites needs to be improved. An additional need is to increase the level of reporting.

The closer view of access and equity are found in the programs' improvement and assessment plans and reports where greater detail including closing the loop (use of results) is provided.

There is a strong perception that the scheduled block time set aside each week for activities and meetings has been very productive in allowing a set time for services to be provided to students. However, no formal review has been conducted on this to date.

Phase I of the SIS has resulted in more timely and improved tracking of student success as evidenced by preparation and timely dissemination of OAR enrollment lists, midterm deficiency listings, grades and certification of students meeting graduation requirements, and IRPO institutional reporting. Demonstrations of Phase II conducted in fall 2009 allowed for more student and faculty access. Full role out of the SIS is expected in spring 2009 when students will be able to see their grades, transcripts and other critical information.

STANDARD IIB3A: PLANNING AGENDA

- Student service programs staff and faculty will receive additional training in use of the SIS to establish and track unique cohorts of students by the various student services programs to assist in determine the effectiveness and impact of those programs and the strategies used. The results will be included in the programs assessment reports.
- The quarterly reporting system for tracking and reporting student services access and contact will be expanded to include greater detail on type of access and contact as well as

greater emphasis on comparison, analysis and impact of programs and services. Training in data collection, analysis and reporting against accomplishments will also be provided.

STANDARD IIB3B

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

STANDARD IIB3B: DESCRIPTIVE SUMMARY

The college's general education core is designed to assist with the intellectual, aesthetic and personal development of students. This is provided through its focus on developing language, mathematics and science knowledge and skills; developing and enhancing understanding of personal and civic responsibility through study of Micronesian history and culture and the humanities; critical thinking and use of information literacy; and understanding and appreciating the importance of a healthy lifestyle.

The college's Exercise and Sports Science programs and services provide a wide range of courses that promote a healthy lifestyle and provide opportunities for students' personal development. Courses offered have ranged from yoga and soccer to such standards as basketball.

The FSM-China Friendship Center, located on the national campus grounds, provides a special venue for a wide range of sporting and intramural sports.

Instructional and student services programs and student organizations are also using approaches that emphasize service learning to encourage understanding of personal and civic responsibility.

The college supports a wide range of student organizations including the Student Body Association (SBA), Phi Theta Kappa, Education Club, Marine Science Club, Social Science Club, Surfing Club, Habitat for Humanity, and other cultural clubs with programs that promote the participation of students in the governance of the college, development of intellectual and personal skills and knowledge and personal growth of students. Intramural sports activities such as co-ed softball, basketball (men and women), and volleyball (men and women) promote a healthy lifestyle for students.

The new governance structure for the college ensures participation of students on college-wide standing committees and campus-based committees to lend a student voice into decision making for the college and to develop intellectual and personal qualities in students.

The new governance structure has also established a Facilities and Campus Environment standing committee that is tasked with overseeing and improving facilities planning, campus beautification, infrastructure maintenance, disaster preparedness, and safety, security and accessibility issues. Current infrastructure planning structures promote green and user-friendly campuses. The college has physical and grounds development plans for all sites.

STANDARD IIB3B: SELF EVALUATION

The college's revised governance structure is designed to promote student participation in the governance of the college and enhance their personal development. The President of the SBA is a member of the President's cabinet and other student representatives sit on various college committees. However, distance and lack of bandwidth hampers active participation in standing committees. Due to communications and bandwidth issues, student participation in college standing committees has mainly been from the national campus. Different college sites have management councils with student participation. Details of attendance, discussions and recommendations/decisions are found within the individual committee minutes.

A new evaluation process is underway in fall 2009 for the general education program. The results will assist the college in gauging the intellectual status of students across all the college's sites and provide a basis for program improvement.

The college's student population consists primarily of commuters (over 90%) and that constraint affects much of our students' intellectual, aesthetic, and personal development in academic programs. One way to overcome this problem is through the college's IDP program that is placing a priority on ensuring access and enhancing the quality of student services and learning resource centers at all sites. These enhanced facilities will allow students ready access to programs and services promote intellectual, aesthetic and personal development.

STANDARD IIB3B: PLANNING AGENDA

- The college will improve its understanding of students' interests and needs through student focus groups which will be assembled and conducted at all sites in 2010 in order to provide a basis for enhancing the design of programs and services that will assist in matching students needs and interests to programs and services provided.
- The college will improve its tracking of student participation in extracurricular activities and will use results to determine underserved populations and to design appropriate interventions.

STANDARD IIB3C

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

STANDARD IIB3C: DESCRIPTIVE SUMMARY

The college provides academic advising as is detailed in the Advisement Handbook found on the VPIA web site <http://www.comfsm.fm/national/administration/VPIA/handbooks.html>. Additional information on advising is in the college catalog and Student Handbook. The handbook provides both the overview and details for quality advising of students along with the necessary forms that faculty and students will use. The college is upgrading its ability for quality advising through development of the SIS. The SIS first phase allows direct access at each site, by the OAR personnel and Instructional Coordinators, to student records and academic histories, including student Individual Development Plans (IDP) that specify requirements for completion of a program. Phase II of the SIS started in fall 2008 and included components to allow students

and advisers access to their records for high quality advising. Academic advising is generally performed by the faculty and counselors.

To assist students with their academic performance, a section in the college handbook on academic regulations provides useful information on academic standards, the course grading system, grade point system, repeats and incompletes, credits, academic honesty, class attendance, early warning deficiency report, mid-term deficiency notices, final grade report, transcript policy, withdrawal from the college and catalog limitations. (pg. 35-37)

As identified in the Student Handbook, the role of the counselors is to assist in academic advising, to perform general counseling of students and to assist with the transfer of current students to other institutions of higher education. Counselors are available at all college sites and a peer counseling program is also provided across all sites except for FMI. The Student Services Support Program (SSSP), located at the national campus, provides both professional and peer counseling support for students

Evaluation of these programs and services is covered under the IAP process.

STANDARD IIB3C: SELF EVALUATION

Demonstrations and initial training for phase II of the SIS for faculty/staff was initiated in fall 2009. The SIS allows academic advisors (the SIS matches students with their academic advisor) real time access to a student's academic history, individual degree plan, and online transcripts enabling the advisor and student to identify the courses that need to be taken for completion of the student's major. Also included is a component that allows advisors to assist students in identifying courses that will transfer if the student selects a new major or field of study.

Based on both a review of student records and course completion trends, academic advisors will be able to advise students who are at-risk to be proactive in seeking tutoring and counseling services. Academic advisors will also be able to alert tutors and counselors about these at-risk students.

The SIS will dramatically increase the ability of academic advisors to access student records and provide advice on courses, scheduling and potential problem areas or courses that students will encounter.

STANDARD IIB3C: PLANNING AGENDA

- The college will undertake training in the SIS for all academic advisors to ensure familiarity with the program and with the use of features that will allow them to provide appropriate guidance to students during their college career.
- Surveys will be conducted in spring 2010 for academic advisors and a random set of students on advising practices and impact of the SIS, in order to improve academic advising of students.

STANDARD IIB3D

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

STANDARD IIB3D: DESCRIPTIVE SUMMARY

A strategic goal (SG #8) of the college is to “Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity.” Each department and site of the college reports on efforts to promote diversity on a quarterly basis.

A practice of the college to promote understanding and appreciation of diversity is to employ a diverse faculty. Faculty and staff at the different sites varies from semester to semester but tend to be represented from all FSM states, USA , Pacific Islands, Philippines, Europe, China and Japan. In spring 2009 the faculty/staff of the college represented 14 different ethnic groups and countries including Saipan, Hawaii, UK, US, Palau, Canada, Romania, Sri Lanka, India, Nauru, Kiribati, Thailand, Philippines, Fiji, Yap, Kosrae, Pohnpei, & Chuuk.

To expose national campus boarding students to the different cultures of the FSM, students are assigned roommates from different states.

COM-FSM Founding day and cultural days are honored by the college with cultural displays by the different island groups.

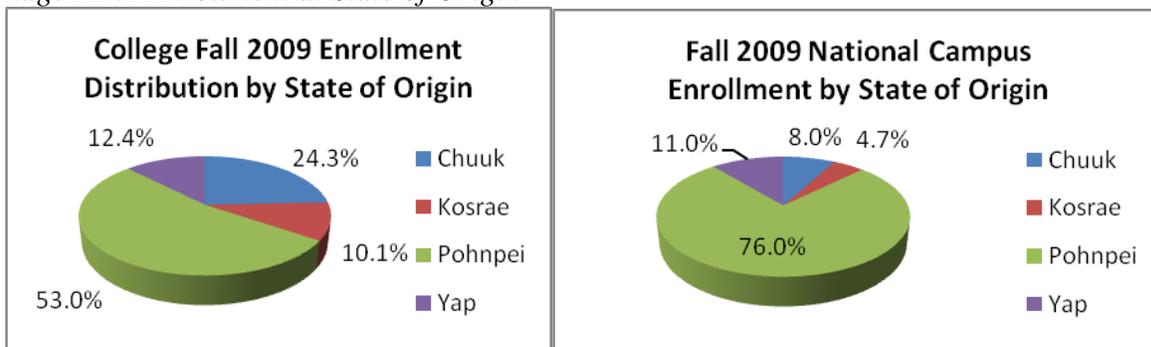
The general education core requires all students to study Micronesian history and culture. In addition to English, other languages taught at the college include Japanese and Chinese.

It should be noted that while the overall FSM population is only somewhat over 100,000, there are over 15 different language and cultural groups among the four island states. All of the language and cultural groups are represented in the college’s student population. A major focus of the college is to assist students and faculty/staff in the development and appreciation of the diversity within the different island and language groups of the FSM, in addition to understanding the broader issue of diversity among nations.

STANDARD IIB3D: SELF EVALUATION

Of concern for the college, in terms of diversity, are the enrollment patterns regarding FSM state of origin. The overall goal of the college is to have a student population resembling the population distribution of the FSM states. FSM population distribution in the 2000 census indicated that Chuuk had 50.1% of the population, followed by Pohnpei with 32.2%, Yap with 10.5% and Kosrae with 7.2%. The following graphs show the current college and national campus enrollment distribution by state of origin for fall 2009. Pohnpei (where the national campus is located) represents 50% of the overall population and 76% of the national campus student population.

Image IIB.1 Enrollment at State of Origin



The lack of college courses in FSM languages is also of concern in improving understanding and appreciation of diversity among and between citizens of the different FSM states and island groups. The ability of college students to learn one another's language would assist in improving understanding of the diversity of the different island, language and cultural groups that compose the FSM.

STANDARD IIB3D: PLANNING AGENDA

- The college needs to continue its approach of recruiting a diverse (international) faculty/staff for the college, but also needs to promote a FSM student population more in line with the FSM population distribution.
- The college must develop and deliver language courses in, at least, the four major state languages. Students should be encouraged to learn, at least, one FSM language in addition to their first language to promote the appreciation and understanding of the different languages and cultures in the FSM and to provide a basis for understanding and appreciating diversity on an international level.

STANDARD IIB3E

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

STANDARD IIB3E: DESCRIPTIVE SUMMARY

The college uses the College of Micronesia – FSM Entrance Test (COMET) to assist with determining levels of student readiness for college. The COMET has seen constant revisions to improve the instrument. Information on the validity and reliability of the COMET is found on the college admissions web site. Yearly analysis reports are prepared on the college's admissions testing. Scoring software for the COMET yields reliability and validity data on the test instrument and provides an item analysis report.

The COMET is not considered a diagnostic tool, but rather provides information on the college readiness of students. The current (2009) instrument includes the following components: essay, vocabulary and comprehension and mathematics. In 2006, the college began administering the Gates McGinitie test to improve placement of students in English and mathematics courses, act as a diagnostic tool to determine students' strengths and weaknesses and to be used as a tool in

facilitating discussions of college readiness of students with FSM State Departments of Education.

Summary results of the college's admissions data are shared with stakeholders and communities in the FSM while more detailed results are shared with FSM State Departments of Education and High Schools. Formal presentations on the admissions data and college readiness of students are presented to the FSM Association of Chief State School Officers.

During fall 2009, the college has initiated the process for hiring an employee who will be responsible for COMET administration, analysis and modification, in addition to responsibilities for assessment of general education at the college.

STANDARD IIB3E: SELF EVALUATION

The COMET is a critical tool for the college in that it determines students' acceptance or admission into the college and determines whether they are accepted into degree or certificate programs. The COMET is also taken by students in certificate programs who wish to enter into degree level programs at the college.

With the SIS, the college has also begun tracking COMET data against actual student performance. The following table shows the essay scores in the COMET 81 administration against students' fall 2008 average term GPA.

Table IIB.8 COMET 81 Essay scores 25 or higher and Term GPA fall 2008

Essay	total	AvgTERM GPA	Chuuk	Kosrae	National	Pohnpei	Yap
50	1	3.80			3.80		
49	5	2.89			2.89		
48	6	2.32			2.32		
47	6	1.94	0.00		2.16	3.00	
46	2	1.88			1.88		
45	16	2.24	3.00		2.19		
44	9	2.35	2.23		2.24	3.31	
43	7	1.76			1.46		2.51
42	5	3.06	3.00		3.01		3.25
41	13	2.47	3.50	2.89	2.51	1.75	
40	14	2.38		2.77	2.22	2.77	3.40
39	11	1.81	2.50		1.52	1.77	3.50
38	16	1.83	3.04		1.49	2.07	
37	20	2.05	3.03		2.04	1.61	3.25
36	15	1.83	2.09		1.93	1.37	2.31
35	23	1.91			2.20	1.42	2.35
34	26	1.75	2.10	2.25	1.97	1.44	2.44
33	24	1.87	3.77	1.92	2.11	1.56	
32	21	2.01	2.60	2.16	2.46	1.55	3.25

31	19	2.40	3.48	3.00	2.75	1.54	2.80
30	19	1.99	1.13	2.77	2.07	1.95	2.06
29	20	1.74	1.60	2.41	1.85	1.60	
28	33	1.87	1.94	1.49	2.00	1.77	2.57
27	36	1.77	1.92	1.40	4.00	1.68	1.73
26	24	1.85	2.52	2.67		1.62	2.13
25	29	1.93	1.90	2.41	2.06	1.69	3.41

Other types of data (including academic standing and desegregation of student data by high school, state of origin, gender and other criteria) are being generated to assist the college in determining the effectiveness and efficiency of the COMET as a selection and placement tool, and to reduce potential bias in the tool and its administration.

The COMET 81 data shows significant differences between states and high schools in the FSM in the level of college readiness of their graduates. This data is of particular importance to the college in determining assistance needs of various state and high school populations. A COMET score of 700 is generally considered necessary for entry into a degree program at the college.

Table IIB.9 Result of COMET per High School

COMET 81	All Test Takers				Enrolled F08		
	TestTakers	EnrolledF08	Percent	AvgEssay	AvgCOMET	AvgEssay	AvgCOMET
BEREA	25	9	36.0%	25.8	587.0	29.1	617.4
CCA PNI	12	10	83.3%	39.3	888.4	38.4	868.0
CHS	114	42	36.8%	17.0	399.8	24.0	493.0
CSC	144	12	8.3%	21.6	459.1	24.3	490.1
CSDA	8	5	62.5%	28.4	581.8	29.6	618.0
FHS	44	2	4.5%	6.3	226.7	24.5	445.3
KHS	148	49	33.1%	26.0	616.4	25.4	598.6
MCHS	20	7	35.0%	20.1	472.1	14.7	408.6
MHS	100	72	72.0%	24.6	547.8	25.8	566.3
NICHS	44	13	29.5%	14.0	393.7	16.0	450.0
NMHS	96	77	80.2%	22.6	582.6	22.3	570.8
OCHS	5	2	40.0%	16.0	462.3	12.0	371.0
OIHS	31	6	19.4%	18.9	433.3	22.7	498.4
OLMVTS	9	8	88.9%	33.6	675.4	32.6	648.6
PICS	348	225	64.7%	28.7	626.0	29.3	622.9
PLHA	21	9	42.9%	18.7	465.0	27.1	604.8
SARAM	45	16	35.6%	37.0	717.7	38.4	717.3
SDA (YAP)	13	3	23.1%	30.0	741.9	34.7	782.9
SDA PNI	37	24	64.9%	41.0	889.4	39.3	848.8
SNHS	44	13	29.5%	8.0	307.2	12.4	388.3
SNHSF	44	9	20.5%	9.2	296.4	18.1	439.6
WHS	56	21	37.5%	17.7	404.3	24.4	490.5

XHS	30	13	43.3%	43.6	954.3	43.9	931.1
YHS	135	32	23.7%	29.0	625.5	30.0	651.7
YSC	38	2	5.3%	30.6	609.7	30.5	586.5
summary	1611	681	42.3%				

STANDARD IIB3E: PLANNING AGENDA

- The college will continually monitor and analyze the effectiveness of the COMET. All new COMET test data will be added into the SIS to allow tracking of students against COMET test data. At least two previous COMET administration test data will be entered into the SIS for analysis purposes.
- The college will conduct a formal analysis of the COMET and its effectiveness as an entrance selection instrument. Consideration should also be given to modification of the COMET to serve as a diagnostic tool.
- COMET results and analysis will assist the college in developing interventions with FSM state departments of education and individual high schools to promote higher levels of college readiness of their graduates.

STANDARD IIB3F

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

STANDARD IIB3F: DESCRIPTIVE SUMMARY

The college's Office of Admissions and Records (OAR) stores all hard copy permanent files in cabinets that are secured each evening. Access to national campus and state campus OAR sites is limited and monitored. The files maintained by the national OAR are the official files for the college. Individual sites maintain working copies of files for their site in secure cabinets with access to sites limited and monitored. The student educational record policy is detailed in the college catalog.

The new web based SIS is secured both at the front and back end. On the front end, each user must login with a user name and password. Each login is tracked as to who, where and when the log in occurs. On the back end, the SIS is backed up nightly by a root-access-only server that is physically located in a different building from the main SIS server. The system administrator and IT director receive daily notification regarding backup. Significant effort has gone into the design of the student and faculty access components of the SIS under phase II development to ensure that security concerns are addressed.

STANDARD IIB3F: SELF EVALUATION

The college maintains hard and soft copies of student records in safe and secure environments with limited access and secure backup of electronic files.

STANDARD IIB3F: PLANNING AGENDA

- The college will start developing an electronic archive of hard copies of students' records.

STANDARD IIB4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

STANDARD IIB4: DESCRIPTIVE SUMMARY

As can be found in standard IIB1:

All student services programs are assessed in the same manner as instructional programs. Each student services program (at all sites) develops annual improvement and assessment plans and develops corresponding assessment reports. Processes and procedures for student services assessment are detailed in the Administrative and Student Services section of the IAP handbook. In this regard, administrative and student services programs are treated the same as instructional programs in requiring improvement and assessment plans and reports and a formal process for review and approval of such plans and reports. In the case of student services, the student services committee endorses assessment plans and reports to the assessment committee with final approval of such plans and reports by the President of the college. All student services improvement and assessment plans and reports can be found on the IRPO web site.

STANDARD IIB4: SELF EVALUATION

The basic IAP assessment process has been described in depth in other sections of this self study. For student services, there are a number of features that need emphasis. First, IAP worksheets #1 and #2 are designed to ensure that student services outcomes/objectives are directly linked to the college mission and high level results (graduation rates, retention rates including progression and persistence), program completers, internal and external transfer rates and success after transfer, employer satisfaction, student and faculty/staff satisfaction, quality, effectiveness and efficiency of operations and services,).

Table IIB.10 From IAP worksheet #1 (information transfers into assessment plan worksheet #2)

Institutional Mission (1-5):
Institutional Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.
Institutional Strategic Goal Supported (1-6):
Unit/Program Mission Statement (1-7):
Unit/Program Goals (1-8):
Unit/Program Outcomes/Objectives (1-9):
Outcome/Objective 1: (outcomes, objectives and strategies written as SMARTer) Strategies/Action Steps
Outcome/Objective 2: Strategies/Action Steps

Initially, developing SMARTer outcomes/objectives that link to high level results was seen as a problem. However, training is ongoing and evidence of improvement is occurring. The following shows an initial effort from the college student services program at its Yap site and the improvement seen in the next cycle.

Table IIB.11 Yap Student services improvement objectives initial cycle

Administrative Unit/Program Objectives:
<p>Objective 1: Increase enrollment through development and implementation of enrollment management plan. Strategy 1: Improve and implement recruitment plan (schools, communities, youth clubs, agencies and organizations). High schools, grades 9 – 12 Communities Youth clubs / groups Government agencies Other organizations Campus brochure, posters, Island Chat, public announcements, newsletter, Yap Campus web page. 2: Establish linkages with relevant agencies, such as DOE, Youth Services, R&D, DHS, Admin. Services. Work closely with high school counselors to assist seniors in completing all documents for admissions Work closely with R & D, Scholarship Office Work closely with Youth Services to disseminate information about COM-FSM programs and services to all youth groups in Yap State. Work closely with Admin Services - government agencies capacity building</p>
<p>Objective 2: Increase retention rate through enhanced counseling, tutoring program and campus life activities. Strategy 1: Improve and provide, at least 2 x per semester, academic advisement trainings to all advisors 2: Provide training in counseling skills to all student services staff and advisors 3: Work with Instructional to have training in active and cooperative learning techniques provided to all tutors 4: Make improvements to the tutorial program to ensure increased participation by students. 5: Develop and implement a campus life plan (sports, culture, fun & educational activities.)</p>

Table IIB.12 Yap Students Service 2nd Improvement cycle

<p>For FY 2010, Objective 1: Continue to increase enrollment by 5% through development and implementation of enrollment management plan. Strategies: To increase the number of YHS graduates / test takers who enroll in fall at Yap Campus by 5%. (Fall 2008, only 31 (23%) YHS graduates out of 135 enrolled; For Fall 2009, 45 (31%) out of 146 YHS test takers are enrolled. 2 recruitment activities with YHS seniors Work closely with YHS counselors to promote COM-FSM Work closely with Yap UB To increase the number of non-traditional students enrolled by 5%. [Fall 2009 – 48 non-traditional students (DOE teachers & DHS Health Assistants enrolled) Hold orientation sessions with government agencies and private organizations. Radio talk show “Island Chat” and announcements Objective 2: Increase retention rate by 5% through enhanced counseling, tutoring program, and campus life activities. [Retention Rate: Fall 2008 = 55%; Fall 2009 = 53%] Strategies: Provide better student services through counseling, tutoring, and extracurricular activities. 25% of all certificate students who receive tutoring will end the semester with a GPA equal to or greater than 2.0 Baseline data: Fall 2008 – 91 (78%) students in certificate programs ended the semester with a GPA of 2.0 or better.</p>
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Spring 2009 – 89 (72%) students ended the semester with GPA of 2.0 or better.
 Summer 2009 – 65 (78%) students ended with a GPA of 2.0 or better.
 Require that all certificate level students to participate in the tutoring program.
 Improve academic counseling by faculty/advisors to encourage students to enroll in degree programs and graduate.
 Plan and schedule more student activities in sports, cultural, and clubs.

Improvement includes movement to measurable criteria to determine success (% increase in enrollment and retention) based on institution data and written in a SMARTer format. SMARTer strategies that use COMET high school data to identify target high schools in which to focus recruitment efforts and specific statements of baseline data (GPA) to allow for determining success at the strategy level. Additional improvement is expected in the next cycle with greater focus on specifying greater detail in sub strategies and identification of improved or alternate measurement criteria.

An additional effort for determining and ensuring student services continuity and consistency is the development of program rubrics for use across all college sites. An example is provided of a component rubric for planning and resource allocation. The full set of student services rubrics can be found on the IRPO web site.

Table IIB.13 Student services component rubric for planning and resource allocation

Area/Level of implementation	Sustainable Continuous Quality Improvement	Proficiency	Development	Awareness
Planning & resource allocation	Detailed long and short term improvement plans based on program assessment and review guide all office's activities that are continually evaluated and updated. Allocates all resources in line with improvement plans	Long and short term plans guide activities with evaluation occurring annually. Allocates resources generally in line with plans	Plans are developed on an occasional basis Resources are allocated based on historical data	Planning is undertaken for budget development Resources are allocated without a sound basis

Evidence for the rubric can be found in the various programs IAP worksheets and in the planning documents for the annual performance budget development (the performance budgeting processes uses the same improvement outcomes/objectives from worksheet #1). Documents can be found on the IRPO web site.

The process of evaluation at the college is aimed at continuous improvement in achieving high level outcomes measures. The evaluation of the college's continuous improvement cycle is threefold: 1) is there improvement on high level outcomes and results at the college, 2) is there evidence for improvement in the quality (SMARTer) of goals/outcomes/objectives and improved data sources and measures for determining success and 3) is there evidence for resource

allocation based on improvement plans and assessment reports and the performance-based budgeting process.

STANDARD IIB4: PLANNING AGENDA

- The college will be monitoring the IAP process and conducting a formal review/evaluation of the college's continuous improvement cycle in spring/summer2010. Appropriate action and modifications will be taken based on the review.

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INSTITUTIONAL SELF EVALUATION

STANDARD IIC

LIBRARY AND LEARNING SUPPORT SERVICES

College of Micronesia – FSM

STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

STANDARD IIC1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

STANDARD IIC1A

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

STANDARD IIC1A: DESCRIPTIVE SUMMARY

The college provides a wide range of learning resource material in print and non-print and through internet access at all college sites. The national campus LRC has wireless internet connectivity for those students, faculty and staff with laptop computers. Computers with Internet access and computers with software applications on them are available to all students, faculty and staff at each site. The college's enrollment management indicators that are reported on each fall and spring semester include ratios for LRC staff to students, LRC volumes per student and LRC seating capacity.

Table IIC.1 Library Holding Volume per Student

Indicator	Target ratio Per student	Actual
Learning resources staff ratio	1 LRC staff member for each 150 students	115 (system wide)
LRC volumes capacity	30 volumes per student	40 (system wide)
Learning Resources seating capacity	1 seat in the LRC for every 10 students	12 (system wide)

Additionally, LRC computer usage, reference inquires, and programs and services are reported in the college's quarterly report. EBSCO host is accessible at all sites through the Pacific Resources for Education and Learning (PREL) organization. The PREL organization maintains access records by states and not specifically by source.

The college uses the Follett Library software at all sites (different versions in use) that allow tracking of collection statistics by age and by call number and circulation statistics by call number. Tracking material usage by call number provides data used to enhance material collections.

In addition to the general and reference collections, the national campus LRC is designated as a government depository for US government documents, United Nations documents, and Food and Agriculture Organization (UN) documents. The national campus LRC's Pacific collection

assists in meeting the college's mission of being uniquely Micronesian and also hosts the Trust Territory of the Pacific Islands (TTPI) archives. These special collections on the second floor of the national campus LRC are accessible by stairs or electric lift Curriculum Resources Centers provide support for the college's teacher education programs. Materials from the national campus collections are available to all sites through interlibrary loan and are identifiable through the WebOpac which is an online public access catalog. The Media & Instructional Technology Centers (MITC) at the National and Chuuk campuses and computer labs at all sites, provide access to multimedia materials and support multimedia equipment needs of faculty for improved student learning. Smart Boards have been installed at all campuses in selected classrooms, computer labs and conference rooms.

The LRCs solicit advice and recommendations from faculty, staff and students regarding new materials via email, personal contact and walk in requests. The Library Patron Survey, administered yearly, provides input from all segments of the college community on LRC operations, satisfaction levels, and input on collections. Information on new materials received by the LRCs is emailed out periodically to the college community to improve access to materials to support student learning. The LRC also uses listings of research topics, collection statistics, MITC statistics and research topics submitted by faculty for their classes to assist in determining collection purchase needs.

The Director of Academic Programs (DAP) at the national campus and Instructional Coordinators (ICs) at other sites assist with determination of needs, acquisition and use of learning resources materials for classroom use.

STANDARD IIC1A: SELF EVALUATION

Students, faculty and staff at all sites have access to educational equipment and direct, electronic and online access to materials that are supportive of student learning which enhance the achievement of the mission of the college. Access to computers is very important, as reported in the annual library survey. Equipment and learning support materials are selected and purchased with input from faculty, staff and students. According to the survey results, materials collections need to be improved.

Improvement in selecting and maintaining equipment and materials can be enhanced at the college by a number of activities. First would be improving linkages to program and course offerings based on balancing of collections and circulation statistics. Second, increasing the number of credentialed librarians to support the expertise they already possess. Third, much of the instructional support equipment is at the end of its useful life and needs replacing and updating. Finally, while the Follett system used by the LRCs provides basic information, different sites are using different versions of the software that affect reporting and querying. The versions of Follett software that are currently being used in the LRC are each more than six years old and at times unstable.

STANDARD IIC1A: PLANNING AGENDA

- Critical elements for improvement of selecting and maintaining learning resources materials and equipment are:

- Development and implementation of a formal purchase plan that includes proactive solicitation of learning resources material and equipment and a replacement plan for existing materials and equipment that meets students' learning needs. Special attention will be placed on broader solicitation for items through the college's governance structure standing committees.
- Development and implementation of an improvement plan for increasing the availability of credentialed librarians to provide training in and improvement of the selection of materials that support the college's mission and enhances student learning.
- Replace Follett software currently used at LRCs with software that improves reporting and record keeping components.

STANDARD IIC1B

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

STANDARD IIC1B: DESCRIPTIVE SUMMARY

The LRC supports ongoing instruction to users through orientation programs for new students conducted each semester at all sites by LRC staff, training offered to classes as per instructor requests, training/support/assistance offered to individuals on request and information literacy trainings in support of the general education core requirements. The college revised its general education core outcomes in July 2009 that specifically required students to "Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; apply the selected method; and organize results." The information competencies of students will be evaluated as part of the general education assessment and provide direct evidence of students' skills in information literacy.

Additionally, support for developing information literacy is provided by the library survey to determine levels of satisfaction with library services and orientation programs. Use and demonstration of information literacy is embedded in the college's advanced expository writing course required of all students and additionally, in majors such as Micronesian Studies.

STANDARD IIC1B: SELF EVALUATION

While the college is meeting the substandard, improvement could be seen by having a more structured training approach based on direct assessment of entering students' information literacy skills that assesses students' competence in fundamentals and familiarity with Web 2.0.

STANDARD IIC1B: PLANNING AGENDA

- Develop a structured information literacy training program based on pre post testing of entering, current and exiting students' competencies through web, local server based and print tutorial programs.

STANDARD IIC1C

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

STANDARD IIC1C: DESCRIPTIVE SUMMARY

All LRCs at the different sites of the college maintain access appropriate to the size of the site. The national campus LRC (the only college site with boarding students) maintains a regular schedule of 63 hours per week with all LRCs open a minimum of 40 hours per week. All LRCs support additional hours of operation during mid-term and final exam periods. LRC schedules and special hours are posted widely at the sites and emailed to students, faculty and support staff.

Inter-library loan and email reference services expand options for student, faculty and support staff access to library services and collections. EBSCO access is available to the college 24/7 through the PREL organization.

Access to other learning support services is provided through counseling and tutoring programs at all sites and the SSSP program at the national campus. Counseling programs also provide learning support programs such as test taking skills, stress management, and other training and support that enhance student learning. The Financial Aid office provides support for students in completing online financial aid forms while the MITC provides access to collections of non print materials and equipment.

Access to the college's Pacific collection is available during normal hours of operation. Components of the Pacific collection are being digitized to improve access and ease of use for students, faculty and staff through web sources.

STANDARD IIC1C: SELF EVALUATION

The college meets the substandard but access can be improved by extending service hours for the college's computer laboratories at midterm and final exam times.

STANDARD IIC1C: PLANNING AGENDA

- Expanding the digital collection of learning materials, including Trust Territory of the Pacific Islands (TTPI) collections and additional Pacific collection materials, will assist the college in meeting its mission by providing better access to previously unavailable materials related to the history and culture of the FSM.

STANDARD IIC1D

The institution provides effective maintenance and security for its library and other learning support services.

STANDARD IIC1D: DESCRIPTIVE SUMMARY

The college provides planned preventive maintenance including air conditioning for all facilities including its LRCs. The college's Information Technology Division and staff regularly provide support and maintenance/repair for computer and multi-media equipment.

LRC facilities are included in nighttime and weekend security checks at all sites with security on call to LRC staff during working hours. LRCs also have physical security check systems for learning resources materials. Campus IT offices provide computer security updates on a daily basis on all the college computers.

STANDARD IIC1D: SELF EVALUATION

The college meets the substandard but improvement could be made by installation and maintenance of security gates at all LRC sites to eliminate the time and bother to students and staff for manual check of backpacks and other bags.

STANDARD IIC1D: PLANNING AGENDA

- The college will acquire, install and maintain security gates at LRC sites.

STANDARD IIC1E

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

STANDARD IIC1E: DESCRIPTIVE SUMMARY

The college maintains inter-library loan statistical logs of usage. To expand and improve inter-library loan services, Inter-Library Loan Memoranda of Understanding with the University of Guam and the University of Hawaii-Manoa are being pursued. EBSCO access usage data is provided through the PREL organization. PREL provides EBSCO usage statistics by FSM state.

The college evaluates the quality of the LRC services through its IAP process.

STANDARD IIC1E: SELF EVALUATION

While the substandard is substantially being met regarding periodical and journal articles and other materials, there is improvement needed regarding arrangements for borrowing of books from other institutions. For a time, the mail service in the FSM was regarded as international which hampered borrowing materials from other institutions, but in November 2007 mail to and from the college to the US began being treated as US domestic mail, somewhat alleviating the problem.

STANDARD IIC1E: PLANNING AGENDA

- The college will expand its interlibrary loan program with regional institutions with a focus on Pacific Postsecondary Education Council (PPEC) institutions.

STANDARD IIC2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

STANDARD IIC2: DESCRIPTIVE SUMMARY

The library and other learning support services programs participate in the IAP process as described in other sections of standard II. The LRCs develop yearly improvement and assessment plans and reports that are reviewed and endorsed by the LRC subcommittee, curriculum committee and assessment committees. Final approval and acceptance of the plans and reports are by the college President. Recommendations and findings (closing the loop) of the reports feed into the next improvement cycle for the LRCs and are used in the development of Annual Institutional Priorities that drive major resource allocation at the college. LRC assessment plans and reports can be found on the IRPO web site. A LRC patron survey is given annually to assist with determination of effectiveness of services and improvement needs. LRCs provide monthly and quarterly reports to the VPIA through the local site Instructional Coordinators and the national campus LRC director.

STANDARD IIC2: SELF EVALUATION

The college meets the substandard but improvement can be made with greater focus on commonalities across sites that are identified in the IAP assessment reports and plans for each LRC site.

STANDARD IIC2: PLANNING AGENDA

- To improve implementation of the program assessment at each LRC site:
- Provide training to LRCs in program planning and assessment.
- Provide either face to face or electronic meetings to discuss improvement plans and implementation of improvement activities

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INSTITUTIONAL SELF EVALUATION

STANDARD IIIA

HUMAN RESOURCES

College of Micronesia – FSM

STANDARD IIIA1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

STANDARD IIIA1: DESCRIPTIVE SUMMARY

Training will be provided to all personnel who by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained. Office heads in consultation with human resources office (HRO) assess the current skills and talents on board when developing job descriptions for new and vacant positions. Minimum qualifications are based on the field of work assignments and duties to perform. The college complies with Public Law No.7-79 to ensure “equal opportunity” and non-discrimination in the hiring process.

The college advertises vacancies on its website, and also: HigherEd.Jobs.com, Chronicle of Higher Education, and various subject-related sites such as Dave’s ESL Café, at each college site, and mails vacancy announcements to various local personnel offices of relevant government and private agencies. A list of these advertising sites can be found in the human resources office [IIIA (1)]. When appropriate, announcements are forwarded to other Pacific island institutions, local newspapers and radio stations.

STANDARD IIIA1: SELF EVALUATION

The hiring guidelines provided in section VI of the personnel policies and procedures do assure that positions are filled with qualified personnel. Candidates with foreign credentials are offered jobs only if their credentials are equated by a recognized U.S. Department of Education evaluation agency certifying the equivalence in the required field of assignment. Years of relevant work experience are certified by the HRO or immediate supervisor from previous work locations. Screening committees are now equipped with guidelines for the tasks along with open dialog with the HRO and for guidance throughout the process. With the annual visits to state sites, recruitment polices are explained and training is given to those on site and administrative offices are in direct communication with HRO during the process.

However, the timing of advertisements and length of time it takes for sites to fill positions varies. Employees due to urgent personal reasons resign in the middle of the semester or at the beginning of a semester which makes it difficult to fill vacancies on time. Administrative offices or units sometimes delay hiring due to other factors such as lack of space, insufficient funds and poor planning. In these instances, current employees are delegated responsibilities of vacated positions until filled or short-term personnel are hired to carry out the responsibilities. The hiring of short-term personnel follows the procedures for hiring full-time.

STANDARD IIIA1: PLANNING AGENDA

- The Personnel Committee is developing a policy to address the disruptive resignations specifically for instructors. The human resources office in consultation with the campus directors and vice presidents will provide a revised recruitment plan with timelines to be used at all sites by fall 2010.

STANDARD IIIA1A

Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Instructional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institution are recognized only if equivalence has been established.

STANDARD IIIA1A: DESCRIPTIVE SUMMARY

Vacancy announcements contain specific criteria and qualifications for each position including the requirement for foreign credentials to be equated to meet U.S. standards. Development of job duties is initiated by the immediate superior in consultation with the human resources office [IIIA (1)]. Institutional goals, organizational chart, and mission are consulted in the development of job duties. Policy 002 in the personnel policies and procedures manual, which was revised in 2008, contains the job descriptions for teaching faculty and is also available online. Section VIII of the personnel policies and procedures contains the qualifications and compensation criteria while Appendices A and B contains the salary schedules.

Faculty members are involved in hiring faculty within their own divisions and sites. Generally, the division chair and at least four faculty members, professionally competent, make up the selection committee. The committee looks at qualifications including education and experience of candidates, stated accomplishments in the areas of work including management, teamwork, honesty, professional development, and institutional assessment and learning outcomes. For faculty essential criteria are knowledge and skills in developing student learning outcomes and assessment which are included in the vacancy announcement. The committee reviews the applications, interviews candidates, and makes recommendations to the college president.

The human resources office then ensures that the selected candidate is qualified by: verifying relevancy of degree held and sufficient teaching or work experience; reference checks; accreditation check on schools attended; and if a selected candidate holds a degree from a foreign institution, equation of their credentials by ACCRO or other U.S. DOE recognized agency is required[IIIA (1)].

STANDARD III A1A: SELF EVALUATION

The college meets this sub-standard by employing sections VI, VIII, and Policy 002 of the personnel policies and procedures manual in its hiring and selection process. The on-going revisions of current policies and development of others ensure the college continues to hire qualified personnel to provide quality services and programs. Other guiding factors include the establishment and implementation of the governance policy which assures communication and representation of all levels of employees in the governance structure, communication policy, and the policy on continuous improvement cycle; all support the college's drive to promote quality communication and improvement in all its programs and services.

PLANNING AGENDA IIIA1A: PLANNING AGENDA

- None

STANDARD IIIA1B

The Institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

STANDARD IIIA1B: DESCRIPTIVE SUMMARY

All full-time employees of the college are evaluated annually and at stated intervals for which guidelines are provided in section XIII.4 of the personnel policies and procedures manual. Section XV of the personnel policies and procedures manual provides a structure that supports timely evaluations through disciplinary actions for noncompliance (not what section XV says).

There are three evaluation tools used currently for the four classifications of employees: Appendix K for management, Appendix N for instructional faculty and Appendix J for classified and professional staff. The criteria in each evaluation tool are designed to measure effectiveness of individuals in each position and are linked to institutional effectiveness. Each evaluation is required to be completed collaboratively between the supervisor and supervisee. Likewise, objectives and plans for improvement are mapped out with timetables for accomplishments and monitoring... HRO provides annual reminders to supervisors through department heads while the evaluation tools themselves are available online and in the personnel policies and procedures given to individual employees. HRO provided training to supervisors on selected challenging polices dealing with supervisors' legal and administrative responsibilities to Chuuk site, national, Pohnpei and Kosrae sites during 2008-2009 academic year.

The job performance of the employee is evaluated annually; newly recruited staff are evaluated after six months and again at the end of the year. This determines the outcome of probation. The appropriate evaluation form is completed by the supervisor and discussed with the employee. Supervisors and supervisees are expected to come up with an improvement plan whenever an unsatisfactory rating is made. Based on the plan, a review may take place after six months or at the next regular annual review. Supervisors are evaluated on their ability to carry out this part of their responsibility efficiently by their own supervisors.

STANDARD IIIA1B: SELF EVALUATION

Section XIII.4 of the personnel policies and procedures manual plus the appendices listed above provide clear instructions on responsibilities of parties involved in the process. The guiding principles value the improvement of the individual as a facilitator of student learning in his capacity at the college.

The challenge remains in the area of meeting timelines for evaluations and closely monitoring the development plans to ensure they lead to improvement in job performance. Part-time employees including teaching faculty are not consistently evaluated. The lack of timely evaluations and monitoring of improvement plans is realized in certain units and sites while others are carried out well. The root of the challenge is the supervising personnel who sometimes

allow an immediate supervisor to fail in this regard but provide no immediate and direct response. This results in later processing of relevant personnel paperwork and necessary actions.

STANDARD IIIA1B: PLANNING AGENDA

- Human resources office will complete the first supervisors training by the end of 2009 after traveling to Yap and FMI. The college will ensure supervisors are properly dealt with through section XVIII Section XIV Termination, Section XV Employee Discipline and Protection, & XVI Grievance Procedures by tracking the employees who are evaluated late. The college will complete and implement the revised management tool; Appendix K by spring 2010 followed by more trainings.

STANDARD IIIA1C

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

STANDARD IIIA1C: DESCRIPTIVE SUMMARY

Appendix N the faculty evaluation tool contains student learning outcomes and teaching methods as criteria for assessment of the employee. An essential duty of the faculty is the development of student learning outcomes per course and assessment at the end of the semester for which results are used to drive necessary changes in the program or course materials[IIIA(5)][IIIA1b].

Tutors and counselors in their roles support the instructional affairs department meeting established student learning outcomes through the services program. Instructors refer students in challenging subjects to counselors who assign tutors to supplement classroom instruction; thus directly responding to academic needs. The presence of US federally funded programs such as the student support services program and peer counseling further advances the role of tutors as direct learning facilitators thus contributing to student and learning outcome success.

Faculty are involved in student and program learning outcome assessments through the Curriculum Committee and ad hoc committees established to address particular issues. These discussions have resulted in the modifications of current programs and sequencing. The improved data collection has also provided meaningful information for decision making. The implementation of the governance policy assures participation of all stakeholders and especially instructors at sites.

STANDARD IIIA1C: SELF EVALUATION

The current faculty evaluation tool and accompaniment tools are meeting this sub-standard. This evaluation tool was implemented in July 2004 and continues to work effectively.

STANDARD IIIA1C: PLANNING AGENDA

- None

STANDARD IIIA1D

The institution upholds a written code of professional ethics for all its personnel.

STANDARD III A1D: DESCRIPTIVE SUMMARY

In June 2005, the college adopted the written code of professional ethics for all its personnel [IIIA (3)] located in the personnel policies and procedures manual. It is provided to all serving employees and during orientation of newly recruited staff. [IIIA (5) (a)]. Sections XV, XIV, and XVI of the personnel policies and procedures manual provide guidelines to address noncompliance with the code of professional ethics and assure employee protection.

STANDARD IIIA1D: SELF EVALUATION

Based on the policy, no complaints of unprofessional ethics have been reported nor dealt with since its implementation. In the development of functional responsibilities for positions at the college, professional ethics is included as an essential standard.

STANDARD IIIA1D: PLANNING AGENDA

- The college will have all functional responsibilities reflect the code of professional ethics.

STANDARD IIIA2

The institution maintains sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

STANDARD IIIA2: DESCRIPTIVE SUMMARY

The college has sufficient qualified full-time faculty carrying full-time loads. The college determines this factor through the guidelines employed under subsection IIIA1, the institutional key indicators, and the recently developed scorecard. These tools provide direction and data on which the college takes necessary actions. For faculty, vacant positions and increased enrollment resulted in employing qualified personnel from the local community or the college as part-time instructors. Additionally, qualified members of the legal body at the FSM government or the state governments are utilized as part-time instructors for the law certificate program [IIIA(1)(a)]. For professional and administrator positions, the college utilizes the same tools as above and when necessary utilizes part-time temporary personnel until positions are filled.

STANDARD IIIA2: SELF EVALUATION

The college assures the qualification and sufficiency of its faculty and administrators through the utilization of section VI of the personnel policies and procedures manual, the institutional key indicators, and the scorecard. Immediate program needs are addressed through the distribution of responsibilities of vacant positions to current personnel and temporary hires.

The remaining challenge is in timely filling of certain teaching and administrator positions. This is rooted in a number of factors including specialized fields required, the salary offered, timing of advertisements, and submission of required application documents to certify qualifications.

STANDARD IIIA2: PLANNING AGENDA

- The college will implement the revised recruitment plan, the proposed procedures for creating new positions and using part-time contracts. The college is scheduled to implement new salary schedules by 2012 resulting from the job audit being carried out at this time.

STANDARD IIIA3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

STANDARD IIIA3: DESCRIPTIVE SUMMARY

Personnel policy development is the responsibility of the personnel committee whose membership is renewed each academic year. The committee operates within its terms of reference and ultimately reports to the president. Personnel policies are available on the college's website and are provided to all employees upon recruitment and upon approval of new or revised sections.

From the committee, policy recommendations are shared and discussed within the college community, using email and meetings at the other sites, prior to transmittal to Cabinet for endorsement. Recommendations for policy development are received by administrators and other committees when a need is identified following the structure in the governance policy. HRO through its research and oversight of the personnel policies recommends policy needs to the Personnel Committee.

HRO representatives at each site provide orientation to newly recruited staff and a copy of the most current personnel policy manual. In coordination with the information technology division, revised and new policies are posted on the website following implementation. Training and information on policies are provided by HRO through organized meetings at each site.

STANDARD IIIA3: SELF EVALUATION

The college through the human resources office and Personnel Committee assures the awareness of personnel and provides opportunities for participation and contribution to policy development. The structures provided in the governance and the communication policies ensure awareness and knowledge. Through research, consultation with other entities, and administration of current policies, the college continues to develop policies and procedures that are regularly reviewed and equitable. Through communications with administrators from state sites and site visits, the college becomes aware and responds with necessary training for inconsistencies of applications. Section XV of the personnel policies and procedures manual provides the structure to address negligence and deliberate deviation.

Though the policies and procedures are made clear, the supervising personnel sometimes fail to administer proper actions for corrective measures in a timely manner.

STANDARD IIIA3: PLANNING AGENDA

- The college will continue to document and utilize the information provided in the trip reports to the sites assessing current practices in this area and make necessary improvements. Enforce section XV of the personnel policies and procedures manual and monitor subsequent inconsistencies.

STANDARD IIIA3A

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

STANDARD IIIA3A: DESCRIPTIVE SUMMARY

The college uses section VI of the personnel policies and procedures manual and abides by Public Law No 7-79 to ensure fairness in all employment procedures and activities [IIIA(3)] [IIIA (1)]. This is evidenced in the job descriptions provided in clearly stated requirements in advertisements and in the 14 diverse ethnic groups represented by the college personnel.

STANDARD IIIA3A: SELF EVALUATION

The college meets this substandard as evidenced by the 14 diverse ethnic groups represented in its personnel. Human resources office reports on this sub-standard quarterly. The college's ability in this regard is made possible by the wide employment announcement practices utilized, compliance with section VI of the personnel policies and procedures manual and Public Law No 7-79, as well as the job focused approach used in screening applications. Training will be provided to all personnel who by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained.

STANDARD IIIA3A: PLANNING AGENDA

- Training will be provided to all personnel who by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained.

STANDARD IIIA3B

The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

STANDARD IIIA3B: DESCRIPTIVE SUMMARY

The human resources office maintains individual personnel files of all employees in the HRO director's office, locked during off hours. Besides the employee, access to files is limited to HRO staff, the employee's supervisor, vice presidents and the president. When an employee wants access to his file, the request is lodged with the HRO director, and the file is reviewed in private. The college though has no defined policy on security and confidentiality of personnel records yet, recognizes the need to have one researched through the personnel committee.

STANDARD IIIA3B: SELF EVALUATION

The college assures the security and confidentiality of personnel records by its current practices and procedures described above. However, the lack of a written policy on record keeping is recognized and should further assure compliance with changes in the law.

STANDARD IIIA3B: PLANNING AGENDA

- The personnel committee will research and recommend a policy on personnel records by the end of academic year 2010.

STANDARD IIIA4

The institution demonstrates through policies and practices an appropriate understanding of and concern of issues of equity and diversity.

STANDARD IIIA4: DESCRIPTIVE SUMMARY

The college employs policies such as section VI and XVI and with practices that prescribe and assure equity and diversity issues at all the sites [IIIA1]. This is evidenced by establishment of governance policy, communication policy, and the policy on continuous improvement cycle that provides structure for involvement of personnel in decision making, quality communications and striving for institutional improvement. The ability of the college to maintain the 14 diverse ethnic groups in its personnel in such a small college further demonstrates its ability to meet this sub-standard.

STANDARD IIIA4: SELF EVALUATION

In employing the scorecard, institutional key indicators, and job focused approach to employment activities the college ensures that it meets this sub-standard. The recent policies such as governance policy, communication policy, and the policy on continuous improvement cycle further enhance the college's journey to understanding and demonstrating its diverse personnel and equity issues.

The college should improve its ability to consistently address the issues of equity and diversity in all areas to the point where all have the same understanding.

STANDARD IIIA4: PLANNING AGENDA

- Complete and implement the scorecard and continue to update the institutional key indicators to support policy development and decision making.

STANDARD IIIA4A

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

STANDARD IIIA4A: DESCRIPTIVE SUMMARY

Through sections VI, XVI, XII, XI, X and policy 004 of the personnel policies and procedures manual, the college maintains and provides programs and practices that support its 14 diverse ethnic groups by meeting their needs. First the college hires based on qualifications specified in vacancy announcements without regard to sex, religion, nationality, etc of the individual.

Through policy 004 the college provides transportation, shipping allowance and housing for qualifying employees and their dependents. Group life and health insurance, where the college pays more than 50% of the premiums, are also offered. The college further assures professional development for employee and dependents by providing reduced tuition at any of its six sites.

Through its retirement plan the college provides financial comfort by contributing up to 3% of salary into an individual's plan. This plan was revised recently to allow employees to borrow with less time waiting and even lower interest as compared to local banks.

Additionally, all employees are given protection and a venue to grieve against actions taken against them through section XV and XVI. Establishment of employee organizations through section XVII of which one is the staff senate, the college further demonstrates its ability to support its diverse personnel. Through the staff senate employees, especially those who are far away from home, are provided an opportunity to take part in social functions such as Christmas party.

STANDARD III 4A: SELF EVALUATION

The programs and practices described above are supportive of the college's aim to provide many opportunities and appropriate programs for its diverse personnel. The college will continue to monitor the health of its programs and tie them to its improvement plans to be carried out by relevant sections of the college.

STANDARD IIIA4A: PLANNING AGENDA

- None

STANDARD IIIA4B

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

STANDARD IIIA4B: DESCRIPTIVE SUMMARY

The college meets this sub-standard through the employment of section VI of the personnel policies and procedures manual in all its hiring activities that assure personnel hired are qualified with appropriate education and experience to facilitate student learning centeredness at the college [IIIA (1)]. This is further demonstrated in the 14 diverse ethnic groups represented by the personnel. The college through the human resources office maintains and updates credentials of faculty, management, and professional staff that by the nature of their positions require degrees. Through section XI of the personnel policies and procedures manual and the terms of reference

for staff development committee, the college tracks personnel professional development and provides financial support when necessary.

STANDARD IIIA4B: SELF EVALUATION

The college in its decision making process in employment activities utilizes data on equity and diversity reported by human resources office quarterly. The scorecard further provides for continuous improvement in this area and will become a useful tool to assess accomplishments in this regard. The annual assessment plan for human resources office linking to budgeting is providing further assurance of meeting this sub-standard.

The college will continue to collect and assess data to aid decision making in all areas.

STANDARD IIIA4B: PLANNING AGENDA

- None

STANDARD IIIA4C

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

STANDARD IIIA4C: DESCRIPTIVE SUMMARY

The college operates through its personnel policies and procedures manual specifically policy 005 code of ethics, policy 007 emeritus professor, section XV employee discipline and protection, and section XVI grievance procedures. An additional provision is found on pages 41 to 47 of the college catalog that specifically addresses students. The employment and presence of these policies and practices demonstrate the college's commitment to the highest integrity and fair treatment of staff and students alike. Policies and practices are constantly reviewed for further improvement [IIIA (3)].

STANDARD IIIA4C: SELF EVALUATION

The college cares for its personnel and students alike by providing the structures and policies above that assure their treatment is met with integrity and fairness.

Improvement is needed in the constant review of current policies and procedures to assure they continue to serve their purposes. Also noted is the need for better management of information to assure timely addressing of critical and emergency issues specifically pertaining to students.

STANDARD IIIA4C: PLANNING AGENDA

- The college will establish well-defined communication channels for students in all six sites by the end of year 2009. Through the participation of students in the nine standing committees, data will be collected and used to generate ideas for improvement.

STANDARD IIIA5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

STANDARD IIIA5: DESCRIPTIVE SUMMARY

Personnel at all sites are provided opportunities for professional growth through section XI of the personnel policies and procedures manual and through the established staff development committee at each site that coordinates, recommends funding requests and plans for staff development activities. These policies are consistent with the mission and performance needs.

Supervisor recommended professional activities are linked to individual and departmental needs, and annual institutional priorities. The human resources office and site administrative offices report on these initiatives quarterly and maintain relevant documentation for decision making. Budgeting for the staff development program is linked to results of needs assessments through the same committee. In the year 2008 alone, seven employees completed master's degrees through the program with three more in 2009. This reduced the number of employees without required master's degrees in their fields of assignment.

STANDARD IIIA5: SELF EVALUATION

The college has been successful ensuring required degrees are earned and requested professional and financial needs are met and supported through the staff development program. However, the development of improvement plans in some areas is not consistent with learning needs and the lack of assessment plans in place still proves challenging.

STANDARD IIIA5: PLANNING AGENDA

- Supervisors when recommending staff development requests from the committee must ensure that learning needs are clearly articulated and meet with plans.

STANDARD IIIA5A

The institution plans professional development activities to meet the needs of its personnel.

STANDARD IIIA5A: DESCRIPTIVE SUMMARY

Section XI of the personnel policies and procedures manual ensures that one annual professional development day is organized, with mandatory attendance; likewise, a number of conferences and training workshops for employees are financed through the staff development program. Professional development programs are designed based on needs and institutional priorities. Individual employees may receive funding support from this program.

STANDARD IIIA5A: SELF EVALUATION

Employees with their immediate supervisors utilize the established policies described above to support their professional development plan and through participation in the college-planned development activities. In these activities, professional workshops and training targeting

institutional activities are undertaken by the college with recognized professional trainers from outside organizations invited as presenters. Through these efforts and those recommended and funded by individual divisions, employees are meeting their job requirements and needs.

STANDARD IIIA5A: PLANNING AGENDA

- No planning agenda

STANDARD IIIA5B

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

STANDARD IIIA5B: DESCRIPTIVE SUMMARY

The staff development program established in section XI of the personnel policies and procedures manual provides monetary support for required degree programs; licensing and certification programs; planned individual enhancement programs and group designed programs that target specific job functions. The college evaluates the group activities through participant surveys at the end of each activity which the committee reviews for improvement. The committee also evaluates its annual activities and accomplishments against its established priorities to determine necessary changes or areas for improvement. Supervisors evaluate improvement of personnel who attained degrees supported by the program and provide feedback on the employee evaluation completed each year and filed in the personnel files.

The committee considers all forms of feedback from formal to information from the community and uses institutional priorities and goals to plan its annual programs and make necessary changes. The results are used in planning and budgeting for the following year.

STANDARD IIIA5B: SELF EVALUATION

Evaluation of staff development program activities implemented under section XI of the personnel policies and procedures manual and operated through the established committee terms of reference are systematically evaluated and feedback is used to develop the following year's activities. Supervisors' assessment of employees who completed degrees results in recommendations for extended employment, step increments or delegation of responsibilities consistent with their professional accomplishments.

The remaining challenge is in consistency of the evaluation process at all six sites. However this issue can be addressed through close coordination with HRO and the specific site with an on-going professional development assessment cycle.

STANDARD IIIA5B: PLANNING AGENDA

- No planning agenda

STANDARD IIIA6

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

STANDARD IIIA6: DESCRIPTIVE SUMMARY

Human resources needs are identified by the established institutional key indicators, student enrollment, programs and services offered at each site. In assessment of services and work load assignments per unit and site against the number of personnel with required skills on board, recommendations for new positions are articulated in the budget process.

The college through section XIII of the personnel policies and procedures manual assures a structure that provides for systematic assessment of current personnel resulting in actionable and reasonable improvement plans or disciplinary actions. In planning the fiscal year 2011 budget, the college incorporated its mission, institutional goals and WASC recommendations into the planning process. The improved data collection through the student information system enabled this improved process for human resources planning.

STANDARD IIIA6: SELF EVALUATION

Much has improved in the way of budget, planning and human resources allocation this year as evidenced in activities of the Planning and Resources Committee responsible for making policies and establishing guidelines the college follows to achieve its mission. The college is to link personnel planning to resources allocation and annual priorities through consistent application of the scorecard and consistent update of institutional key indicators

STANDARD IIIA6: PLANNING AGENDA

- No Planning Agenda

Self Study Report 2010

INSTITUTIONAL SELF EVALUATION

STANDARD IIIB

PHYSICAL RESOURCES

College of Micronesia – FSM

STANDARD IIIB: PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource and planning is integrated with institutional planning.

STANDARD IIIB: DESCRIPTIVE SUMMARY

The current Pohnpei site was the original location of the College of Micronesia-FSM until 1996 when the national site in Palikir was completed. Over \$10 million was invested by the government to construct the facilities and infrastructure to support the 1000 projected enrollment capacity campus. This was the first attempt by the college to improve facilities to provide for an effective learning center for the nation.

Following the completion of the national site, one building was constructed at each of the sites in Kosrae, Pohnpei, and Yap, but because of scarcity of land in Chuuk, the college purchased a 3 acre site in Chuuk for its permanent site, while leasing temporary sites and facilities. Due to deteriorated facilities on the leased site at Chuuk, the college constructed three new buildings and renovated four facilities by 2006. A 90 KW generator was purchased and installed in 2006 along with 7,000 gallon water storage tanks to supplement the unreliable power and water systems, which are common practices of many major commercial enterprises, industries, hotels and government offices in Chuuk. Another 300 KW generator was purchased in 2008 and was commissioned by mid October 2009.

All sites acquired land from the government except for Chuuk, as land in Chuuk is privately owned. A facility master plan was developed in 2001 for the purchased site in Nantaku, Chuuk, however, due to funding constraints as well as access road problems, the project was delayed until 2005 when the compact infrastructure sector grant was utilized to support the college's infrastructure needs as evidenced in the next paragraph.

In March of 2005 the college was able to secure support from the FSM Economic Policy Implementation Council (EPIC) a resolution (no. 2005-1-04 dated March 18, 2005) to support the college's facilities and infrastructure needs resulted in \$10.130,000 from 2005 to 2010 from the compact infrastructure sector grant. Following the allocation of funds, the college capital improvement project budget plan was implemented with the Yap site classroom building and student center building contracts signed on July 24, 2009, and Notice To Proceed issued on October 9, 2009. Pre-planning design documents have been submitted to the FSM Project Management Unit for architectural and engineering design services while Pohnpei site's vocational center and the learning resources center are in the pre-design process. In addition, the college recently received pre approval from JEMCO for the national campus student center and Chuuk's permanent site Phase – I & II projects.

To ensure that the projects and activities are linked with the strategic goals and objectives, the capital improvement project budget plan takes the same routing process as the annual budget review process as reflected in the minutes of the finance committee, cabinet and board of regents' annual budget approval. (IIIB1a & IIIB2a)

STANDARD IIIB1

The Institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

STANDARD IIIB1: DESCRIPTIVE SUMMARY

The institution adopted the American Institute of Architects (AIA) standards, Uniform Building Codes, National Electric Code, International Plumbing Code and Fire Safety Codes to ensure that facilities and equipment are built within the safety perimeters. These standards are used in remodeling and upgrading facilities, fixtures and equipment changing. Reference can be found in the project preplanning documents.

Safety inspections are conducted regularly to ensure firefighting equipment and other facility safety features are functional. Dormitory safety inspections and fire drills are conducted every semester to ensure that residents and emergency responders are prepared. Evidences can be found in security reports.

The college has developed enrollment management indicators for assisting in monitoring student enrollment against availability of facilities. Class schedules are also used to determine the needs for classrooms. In 2005 and 2007 facilities inventories were conducted to determine the sufficiency and conditions of the facilities (what is the following supposed to say? prioritizing and scheduling the projects and budgets for the projects.) Collectively the information and data acquired are used to formulate the capital improvement project plans. The FY2010 capital improvement project budget plan reflects the results of the information collected during the two inventories.

STANDARD IIIB1: SELF EVALUATION

There has not been any known injury relating to unsafe facilities or equipment at any campus as evidenced by the security monthly and incident reports.

Reports of unsafe conditions are addressed and are resolved accordingly. In 2004 a faculty office occupant reported that the central air condition duct system distributes faulty and contaminated air throughout the building and contributed to her respiratory illness. The system was replaced with a split air conditioning system for a cleaner and more efficient and effective system. These air conditioning units can be seen at the new faculty building.

As indicated in the capital improvement project plan, Yap, Kosrae and Pohnpei sites demonstrate having high priority in resolving the need to accommodate safety and sufficiency of facilities, as well as providing for an adequate learning environment due to typhoon damaged facilities in Yap, inadequate facilities in Kosrae site and Pohnpei site. There exists a need for training staff at all sites in areas of facilities and equipment safety, security, facilities inventory, standards and reporting on the enrollment management information.

STANDARD IIIB1: PLANNING AGENDA

- Although the balanced scorecard indicates there are sufficient classrooms, Yap site has sub-standard classrooms that do not promote adequate learning environments, thus

requiring implementation of the institution's capital improvement project budget plan. Develop a facilities master plan that reflects the enrollment trends, needs for programs and services throughout the system. (SPG3A)

- Provide for training of state campus staff in standards, reporting and monitoring. (SPG9)

STANDARD IIIB1A

The Institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

STANDARD IIIB1A: DESCRIPTIVE SUMMARY

In planning for the institutional physical resources needs, the office of facilities and security conducted facilities inventory, inspection, and acquired relevant information from office heads, campus directors and department heads in 2005 and 2007. Through that process, the infrastructure plans were developed.

The plans are reviewed annually during the budget cycle which involves reviewing by all committees, department heads, cabinet, and finally approval by the president and the Board of Regents (BOR). Similarly, the operations and maintenance activities are planned and budgeted through the annual operations budget, and processed through the annual budget cycle.

Repairs and maintenance include preventative maintenance programs, work requested by offices, and defects or problems identified by the college community. Preventative maintenance activities are routinely conducted on weekends, holidays and semester breaks to limit interference with classes, and college operations. (Work schedules can be referenced).

When necessary, the director of facilities and security periodically conducts inspections of the facilities to determine needs for maintenance and renovations, and makes recommendations for budgeting where necessary. (Ref. facilities inventory report, infrastructure maintenance funds proposal).

Through regular inspection, observation and reporting, the institution is able to evaluate the effectiveness of facilities and equipment in meeting the needs of programs and services.

Class schedules and schedules of other curricular activities are also used in determining the effective use of the facilities, as well as the need for additional facilities. Class schedule for fall 2009 can be referenced.

STANDARD IIIB1A: SELF EVALUATION

As a means for ensuring and monitoring effective maintenance and support services, monthly reports are prepared and submitted to the director of facilities and security. These reports consist of work orders, service requests, facilities energy consumption, equipment condition and replacement as evidenced in the monthly and quarterly performance reports.

At the national site a satisfaction survey was conducted during the summer of 2009 that resulted in a majority agreeing to satisfactory levels of maintenance and security services; however, some concerns were raised over maintenance of dormitory facilities and janitorial and security services. The results of the survey follow.

Of the 30 surveys for grounds maintenance, 25 rated satisfied and higher; 28 surveys for janitorial services 23 rated satisfied and higher; 28 surveys for building repairs and maintenance 18 rated satisfied and higher; air conditioning and electrical services 27 surveys, 22 rated satisfied and higher; Mail and cargo services 29 surveys, 24 rated satisfied and higher and security services 28 surveys, 18 rated satisfied and higher. The survey respondents include 16 staff, 11 students, one faculty and four from the community.

Despite the limited funds for building repairs and maintenance, the institution is challenged with meeting the needs for maintaining its facilities and is evidenced by the survey and Commissioner Floyd Takeuchi's report of April-May 2009.

Consistency in maintenance programs and services is another challenge caused by difficulties in hiring qualified staff. This is evidenced at the Chuuk site.

STANDARD IIIB1A: PLANNING AGENDA

- Continue to improve preventative maintenance programs at all sites by improving scheduling, monitoring and reporting as cited in SPG3B.
- Pursue funding from the compact infrastructure maintenance funds (IMF) to accommodate facility maintenance needs of the college. (SPG3B)
- Provide staff training in facilities and safety inspections, and monitoring along reference materials. (SPG9)

STANDARD IIIB1B

The Institution assures that all physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthy learning and working environment.

STANDARD IIIB1B: DESCRIPTIVE SUMMARY

The college utilizes Americans with Disabilities Act (ADA) standards, AIA standards and building codes to ensure that new and renovated buildings are in compliance with these standards to provide accessibility. Additionally, improvements are made as budgets become available. As an example, the national site's learning resources center (LRC) was equipped with a wheel chair lift in 2007. (SPG3C)

Security is provided at each site according to the size of the site and the need for security coverage. Each site is required to conform to the USDOE campus crime and security reporting act (Jean Clery Act). Evidence can be found in the security reports. (SPG3C)

Dormitory fire drill and safety inspections are conducted at least once a semester. Inspection of firefighting equipment in each building is performed on a monthly basis to ensure that they are functional. Security reports can be referenced. (SPG3C)

Periodic visits are done to monitor and assist sites in addressing access, safety, security and providing for a healthy learning environment. Each site has its own janitorial services, grounds maintenance and solid waste disposal services. Trip report date June 10, 2009, and email exchanges with site directors can be referenced here.)

The institution was recently reorganized creating the vice president for administrative services (VPAS) position that oversees the national and state sites administrative support services and physical resources. Within this frame work, the site directors and the director of facilities and security report to the VPAS. This position (VPAS) along with the Facilities and Campus Environment Committee deliberate on major facilities concerns, needs, quality issues and standards. (The minutes of the committee meetings can be referenced here.)

The chief of security is a member of the Student Services Committee that ensures quality of life and safety matters relating to students.

STANDARD IIIB1B: SELF EVALUATION

Preplanning documents for new construction projects are required to use ADA standards. Access to existing buildings is being improved to accommodate the physically challenged. In 2007 a wheel chair lift was installed in the national site's LRC for access to the second floor.

The college involves the respective departments and office heads in the facilities planning process to ensure that needs for programs and services are met; in fact the most recent occurrence was during the preplanning process of the Pohnpei site vocational building as evidenced in the email message dated October 10, 2009, from the division chairperson for technology and trades.

Incident and crime reporting is consistent at the national site but is yet to be improved at the state sites. These reports allow the office of security to analyze and make recommendations to appropriate offices. For instance, increasing alcohol cases are reported to the student services department and Student Services Committee for deliberation. Reference can be found in the student services committee meeting minutes during its first meeting of fall 2009 on September 8, 2009.

STANDARD IIIB1B: PLANNING AGENDA

- Continue with inspection of facilities for safety and accessibility and make necessary improvements as required. Provide training and reference materials for state sites' staff relating to standards and monitoring systems or methods. Establish standard reporting forms for purposes of monitoring and assuring compliance. Assist state sites in preparing and implementing preventative maintenance programs. (SPG3B)

STANDARD IIIB2

To assure the feasibility and effectiveness of the physical resources in supporting institutional programs and services, the institution plans, and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

STANDARD IIIB2: DESCRIPTIVE SUMMARY

Depending on needs and periodic site visits (1 - 2 year intervals) the director of facilities and security reviews condition of facilities, conducts inventory and makes recommendations for improvements as evidenced in the email trip report dated June 10, 2009, and the 2005 and 2007 facilities inventory reports.

Preventative maintenance and inspection are conducted during semester breaks ensuring that facilities are ready for use for the following semester. Class and activity schedules are prepared every semester and are used to evaluate effective use of facilities. Monthly activity reports, budget reports and equipment maintenance reports are also utilized in analyzing effectiveness and efficiency of support services and equipment. Monthly power (kilo watt hours) consumption reports for each facility are monitored for planning energy conservation and determining needs for replacement of air conditioning systems. Quarterly reports and work schedules can serve as supporting documents to the above statements.

STANDARD IIIB2: SELF EVALUATION

Although a system of planning and evaluation is being developed and implemented at the national site, improvement is still necessary in areas of documentation and consistency of reporting and monitoring. State sites are only evaluated when time and funds allow for the director of facilities and security or his representative to travel and visit the sites to perform inspections and surveys. Data collection from state sites is also a challenge. The security crime statistical reports and energy consumption reports are some examples of inconsistent reporting, monitoring and evaluation.

STANDARD IIIB2: PLANNING AGENDA

- Continue to assist state sites to improve methods of collecting, monitoring, reporting and analyzing data relating to facilities and efficiency of operations. Improve consistency of the current system at the national site and train staff to evaluate data collected. (SPG3A, SPG3B & SPG3C)

STANDARD IIIB2A

Long range Capital Plans support Institutional Improvement goals and reflects projections of total cost of ownership of new facilities and equipment.

STANDARD IIIB2A: DESCRIPTIVE SUMMARY

Capital plans are developed through the facilities inventory process, needs from sites and programs and services. Linked with the institution's strategic goals and objectives the capital improvement project (CIP) budget plan is utilized to outline long range plans and projected costs

of construction. The plan is developed and routed through the annual budget cycle involving the Planning and Resources Committee (PRC), Finance Committee and the Cabinet prior to approval by the president and the Board of Regents.

Funding for capital projects is requested through the FSM National Government to the FSM Congress for appropriation from the Compact Infrastructure Sector Grant and/or other sources of government funding. Since 2005 the FSM Congress has increased its funding appropriation from \$650,000 for FY2004 and FY2005 to \$9,450,852 for FY2006-FY2010 to support improving facilities at the state sites.

Ownership is defined by the public laws appropriating the funds for the projects.

Capital projects funded by the institution's own resources are commonly those requiring urgent attention and within the institution's financial capability.

The college's annual budget request to FSM National Government will support and serve as evidence for this section.

STANDARD IIIB2A: SELF EVALUATION

Prior to 2005, the college had received limited capital projects funds not allowing the college to effectively achieve its goals to improve facilities at the sites. In addition, planning was difficult with the unknown level of capital funds that would be available.. However since 2005, funding levels have increased and government commitments were realized enabling the college to develop the capital improvement project budget plan that is currently being implemented beginning with projects at Yap site. The CIP budget plan reveals the increase in budget allocations for the projects.

STANDARD IIIB2A: PLANNING AGENDA

- Continue to solicit support for capital funding through the FSM National Government and implement the CIP budget plan. (SPG3A)

STANDARD IIIB2B

Physical resources planning are integrated with institutional planning. The institution systematically assesses the effective use of the physical resources and uses the results of the evaluation as basis for improvement

STANDARD IIIB2B: DESCRIPTIVE SUMMARY

In the planning and budget preparation process for all capital improvements and operations programs, the Planning and Resources Committee reviews and ensures that all activities are linked with the strategic goals and objectives of the institution.

During the budget review process the Finance Committee prioritizes equipment budgets based on the departments' needs and impact on programs and services. The director of facilities and security is involved in reviewing and making recommendations for facilities and equipment

needs. Purchase of a 300 KW generator for Chuuk is an example of the process for equipment purchases. Finance Committee minutes will reveal the approval process.

The 2005 and 2007 facilities inspection and inventory results were references used in prioritizing the needs for facilities. Standards for space requirements have been developed for ensuring that facilities provide sufficient spaces for programs and services. The facilities project work sheets will serve as the evidence.

The enrollment management indicators, semester class and activity schedules serve as instruments in monitoring and determining effective use of facilities and equipment.

STANDARD IIB2B: SELF EVALUATION

The process in which the capital projects are developed and prioritized ensures that the plans are within the strategic goals and objectives of the college as evidenced in the quarterly performance reports and budget allocation and approval processes.

When projects are funded by sources other than the usual budget sources such as grants, the project approval process is not followed does cause problems meeting the needs for those projects.

STANDARD IIB2B: PLANNING AGENDA

- Develop a policy to standardize requests for capital projects and facilities to ensure that facility needs, standards, and the review process are routed properly prior to approval. (SPG3A&C)
- Ensure that all grant applications are routed through the PRC committee for approval prior to their submission.

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INSTITUTIONAL SELF EVALUATION

STANDARD IIIC

TECHNOLOGY RESOURCES

College of Micronesia – FSM

STANDARD IIIC1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

STANDARD IIIC1: DESCRIPTIVE SUMMARY

The college provides technology support for the national, Pohnpei, Kosrae, Chuuk, Yap and FSM-FMI sites through the office of information technology (IT), part of the Department of Administrative Services. [IIIC1a] The office of IT provides constant preemptive planning and deployment of technology as well as reacts to needs as they arise to ensure system-wide technology support. The Information Communication Technology Committee (ICTC) provides oversight and evaluation of technology employed by COM-FSM.

The college has set up and currently maintains over 545 computers in 18 main computer labs (labs of 20 to 40 units) as well as a number of smaller ones. The college's IT personnel maintain local area networks (LAN) at all six sites and maintain a wide area network (WAN) that provides the college community with Internet connectivity at all sites, including shared technologies such as: Voice over Internet Protocol (VoIP) telephony, and a central student information database serving the entire college in real time. [IIIC1] [IIIC1a]

The college provides all faculty members with the appropriate technology to perform their assigned instructional activities. The office of IT currently maintains 371 computers for staff and faculty use, 62 at Chuuk site; 32 at Kosrae site; 19 at FMI, site; 80 at Pohnpei site; 31 at Yap site; and 178 at the national site. [IIIC1 (1)]

The (ICTC) recommends decisions on major purchases as well as the distribution and utilization of technology resources. [IIIC1d] All other technology decisions are the responsibility of the (IT) director through the Department of Administration.

The ICTC is responsible for the following:

- Develop or revise policies and/or procedures assigned to or identified by the committee;
- Act on request for usage of technology fee funds;
- Develop and maintain the technology plan for the COM-FSM system;
- Coordinate information and communications technology provision throughout the college to maximize its effectiveness;
- Recommend career development and training needs of IT support personnel;
- Recommend the information communications technology resources required to implement the college's strategic plan; and
- Review and recommend a preferred vendor list for technology purchases for the college.
- Review assessments/evaluations of information technology services and make recommendations.[IIIC2]

The diverse membership of ICTC and the openness to all college divisions and units to take part in the IT planning ensures adherence to this standard.

STANDARD IIIC1: SELF EVALUATION

The College of Micronesia-FSM provides technology support for the national, Pohnpei, Kosrae, Chuuk, Yap and FMI sites through the office of information technology which is part of the Department of Administrative Services. To fully provide technology services and professional support, the office of information technology currently consists of these following full time positions:

- Director of information technology (1)
- System administrator at the national site (1)
- IT campus coordinators/field specialist, at all state sites (5)
- Field technician specialist at the national site (2)
- Help desk specialist/administrative assistant at the national site (1) [IIIC1a]

A technology plan was written by an ad-hoc committee which included the directors of research and planning and information technology. The current plan was approved by the COM-FSM Board of Regents during their May 2005 meeting, agenda item 9C1. This plan ensures that technology is fully integrated with institutional planning. [IIIC1 (2)] [IIIC1 (3)]

The technology plan provides a central committee to review and define technology resources and to ensure all aspects of technology in use throughout the college are compatible and the integrity of the IT system is maintained. The technology plan is an effective instrument that ICTC uses to guide the college in issues relating to procurement and planning for future technology needs.

STANDARD IIIC1: PLANNING AGENDA

- To enable as many members of the ICTC to be present for the decision-making and planning process, the chair of ICT committee will call a meeting at least twice each semester as called for in the terms of reference (TOR)
- The designated ICTC subcommittee should continue negotiations with FSM Telecom to improve the speed and reliability of internet connections. The faster and more reliable connections will improve communications among sites.
- The ICTC membership will be reviewed annually with a goal of having acceptably diverse representation as mandated by the TOR.

STANDARD IIIC1A

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

STANDARD IIIC1A: DESCRIPTIVE SUMMARY

Section V of the technology policy defines “computing resources’ and how these resources can and cannot be used by students, faculty and the community. Page three of the policy states: The computing resources of the College of Micronesia-FSM are intended to support the academic programs of the college. Anyone pursuing academic work may use the facilities and equipment. Use is limited to curriculum, academic, and college related work.

The information technology director informs the ICTC of all issues involving technology services, hardware and software used by the college. ICTC is charged with the responsibility of providing advice to the president on all essential professional support needed to enhance the operation and effectiveness of the college. [IIIC(5)] Technology is used in two main applications at the college, student instructional activities and operations support.

The college maintains 18 main computer laboratories spread throughout the college to maintain a minimum student to computer ratio of 10 to 1. Of these main computer labs, there are five computer laboratories at the national site, five at the Pohnpei site, two each in Yap and Kosrae, three at Chuuk, and one at FMI.

The ICTC and the information technology office also work closely with the president's office, student services, administrative services, financial aid office and admissions office to maintain and improve the use of technology to support college operations including the following:

- The financial aid office (FAO);
- The office of admissions and records (OAR);
- The business office (BO);
- The learning resources center (LRC); and
- The student information system (SIS), an application developed for the use of many college units.

STANDARD IIIC1A: SELF EVALUATION

The IT Office is currently supporting four Windows Servers and three Linux servers at the national site. The three Linux servers run core network and database services supporting all COM-FSM sites. The financial aid office runs on a Windows 2000 server with eight clients. The ED-Express database for FAO is mapped locally and only accessible through Windows username and password authentication.

The business office's accounting system is supported by a Windows 2000 server. Its SAGE MIP Fund Accounting software is centrally accessed by 10 clients over a secure 100 mbps connection using Windows username and password authentication.

The learning resources center runs with a Windows 2000 server, its multiple users include LRC staff and patrons all accessing Follett through this server. Cataloging and other data are stored in the Follett database on this server. IT office is running a Windows 2003 server for various network services, WINS, DNS and network antivirus and spy ware control through AVG Internet Security Network Edition software. The IT server also stores most of the computer laboratories profiles for the national site.

The IT Office manages four Linux-based systems at the national site. Two are responsible for connectivity throughout the college WAN. A network attached server has been installed and is located at a secure storage facility/office at the national site. This server backs up all Linux and Windows based servers using RSYNC. It backs up daily and keeps them for seven days. One server houses the SIS application hosted on its MySQL database.

The college maintains 18 main computer laboratories spread throughout the college to maintain a minimum student to computer ratio of 10 to 1. Of these main computer labs, there are five computer laboratories at the national site; five at the Pohnpei site; two each in Yap and Kosrae, three at Chuuk, and one at FMI.

Application Development

The SIS application has been developed in a LAMP environment, Linux-Apache-MySQL-PHP in this case. The goal was to produce an application that can be used at each state site to minimize the amount of bandwidth required and to make the application experience a positive one, the solution being developed makes extensive use of AJAX (Asynchronous Java-script and SML). AJAX allows web pages to request information from a server in the background without reloading the entire webpage. The information, when received, is used to update the existing web page. Each web page uses more JavaScript to support this approach, but much of the JavaScript is shared between various pages. It's downloaded once, cached and re-used.

Security

Improved data security by allowing additional access restrictions to be provided with data retrieved from the server.

Accounts Receivable Module

Student account (non term specific)

Refund check batch entry and printing

Cashiering session management, with reports of transactions by cashier

Cashiering session adjustment

Financial aid award package entry

Academic History

Official transcript available

Graduation list

IDP

Ability to evaluate student records against an IDP

LDAP integration

A SIS phase II module is currently in the works. The details for expected capabilities after SIS phase II is complete will include:

- Faculty module - Access to all advisee academic records (class schedules, online transcripts, IDPs, etc); Access to content related to sections they teach, e.g. class lists (as report and/or CSV export), contact information for students, etc.; Catalog and schedule data, e.g. schedule of classes, section enrollment data; and Online posting of grades
- Student module - Access to own academic records (class schedule, term grades, online transcript, IDP); Access to own financial data (account summary, term charges and

balance, financial aid package); Catalog and schedule data, e.g. schedule of classes; Management of contact information (mail and e-mail addresses); and View current holds.

STANDARD IIIC1A: PLANNING AGENDA

- The information technology office director and vice president for administrative services ensure that technology planning is integrated into the college's strategic plan as mandated in the continuous improvement cycle.

STANDARD IIIC1B

The institution provides quality training in the effective application of its information technology to students and personnel.

STANDARD IIIC1B: DESCRIPTIVE SUMMARY

The academic divisions supervise the educational laboratories and provide student training. Each division is responsible for evaluating the software and computer usage and making recommendations to their division heads.

The (LRC) assesses student needs and provides tutorials for the use of computers in the LRC for research and educational purposes. New students are given an orientation. Students complete surveys to allow the LRC staff to improve their tutorials.

The staff development committee, in conjunction with ICTC, develops workshops for the annual staff development day. They have provided training for MS Word, Excel, Power Point and Access. They have also provided workshops in developing online courses and web pages. The effectiveness of these efforts is gauged by surveys from students and staff collected after trainings or class evaluations.

STANDARD III C1B: SELF EVALUATION

The college has set a minimum standard ratio of computers in computer labs to number of students of 10 to 1 (10 students to 1 computer). We have met this standard at every COM-FSM campus. All computers in computer labs meet the requirements of academic divisions for software requirements used to teach classes and conduct training.

STANDARD IIIC1B: PLANNING AGENDA

- ICT Committee and the Staff Development Committee will continue to evaluate training needs and provide as much training as resources allow, throughout the year.
- IT division will continue to conduct training when needed and provide collaboration and support for computer labs, libraries, and all other computer training facilities.
- New technology will continue to be purchased to replace or upgrade older technology as needed and as facilities and funding allows according to set schedules for all computer training laboratories and support infrastructure.

STANDARD IIIC1C

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

STANDARD IIIC1C: DESCRIPTIVE SUMMARY

There are three primary processes for procurement and replacement of technology:

1. Each academic division provides for computer, printer, hardware, and software procurement in their annual equipment and supply budgets. These procurements are limited to faculty and staff machines, except in the case of educational software used for instruction. The administrative divisions also include hardware and software procurement in their annual budgets;
2. A technology fee is assessed students each semester, as stated in Section XV of the technology plan. This fee is used “for purchase of computer and related technology that is used directly by students in classrooms, labs, or other student-accessible facilities at the COM-FSM sites”; and
3. Hardware and software may be procured through grants. Many administration and faculty members have been successful in getting technology needs funded through grants.

The IT office has two technician specialists at the national campus who are responsible for maintaining all computers, networked printers, routers and other peripheral hardware used by faculty, staff and students. Each state site employs at least one systems specialist for localized maintenance and installation. A system specialist provides server and network support to all sites; as well as funds for "special contracts" to temporarily employ specialists for specific projects such as the SIS project.

STANDARD IIIC1C: SELF EVALUATION

Technology specialists repair hardware and recycle computers from the student laboratories as technology is upgraded. The computer use fee assessed students has been very effective in generating funds to replace computers in the computer labs at all sites. The fund was originally designed to replace the computer labs on a five-year cycle; however, due to a decrease in the cost of computers, the labs have been turned over more frequently or as needed.

Computers removed from student and educational laboratories are refurbished and then redistributed by the IT office under the direction of ICTC. ICTC evaluates the requests and prioritizes the redistribution of the refurbished computers. The minutes of ICTC contain the discussion and outcomes of the meetings. According to page 12 of the technology policy, division chairs and department heads must submit their technology requests in writing to the chair of the ICTC for approval then to the IT director for action on the decision.

STANDARD IIIC1C: PLANNING AGENDA

- As recommended in Standard IIIC1a., ICTC should meet on a regularly scheduled basis at least twice a semester to address any key technology issues.
- New technology will continue to be purchased to replace or upgrade older technology as needed and as facilities and funding allow according to set schedules for all computer laboratories and support infrastructure.

STANDARD IIIC1D

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

STANDARD IIIC1D: DESCRIPTIVE SUMMARY

The IT office and vice president for instructional affairs have moved toward incorporating distance education. Expansion into the area of distance education courses is in the planning stages. Operating systems, especially server and router operating systems and switch equipment, are always chosen with appropriate performance and security aspects in mind. Statistics and logs are monitored by IT staff to verify performance. Changing situations are closely monitored to ensure the current infrastructure achieves maximum reliability. Periodically, surveys are used to attain feedback from users. The ICT committee is constantly assessing robustness of the technical infrastructure by raising concerns of users and listening to reports about changing situations from IT.

Whenever possible, the IT office makes updates/upgrades to infrastructure, as per policy guidelines. Information on updates and upgrades are also made available via the college's web site for users to attain and install upgrades whenever such upgrades are available and appropriate.

The network architecture in the labs are peer-to-peer connections with 24/7 internet connectivity through a remote proxy server powered by a Linux-based operating system located in a secure server room controlled by IT staff. All labs on the LAN are physically connected to their remote servers through a fiber optic cabling system that is mostly at gigabit speed.

College LANS implement star topology networks with variations of local network bandwidths of 10Mbps, 54 Mbps(wireless), 100 Mbps or 1000 Mbps (gigabit). Networks run over either copper Cat 5 and 6 cable or multimode fiber optic cable or wireless standard 802.11 A,B,G and N.

LRC lab has 40 PC computers running Windows XP.

Student support services program at the national site has six computers for student use.

Chuuk site has three computer laboratories with a total of 62 computers running MS Windows XP and MS office applications, all connected to the internet. This includes the LRC and designated computer rooms.

Kosrae site has an open computer laboratory with 30 PC computers running Windows XP.

Kosrae also has one NIDA training room with 10 Micron computers used to deliver computer assisted instruction (CAI) in electronics and telecommunications.

Yap site has two computer laboratories; one with 30 PC workstations and another with 20 workstations specifically to deliver CAI in electronics and telecommunications.

Pohnpei site has three computer laboratories at the lower site and two situated at the upper site. All computer labs run MS windows operating systems with MS office applications and all are connected to the internet via the college network.

STANDARD IIIC1D: SELF EVALUATION

As stated in Standard IIIC1, the college provides a central committee that oversees the distribution and utilization of technology resources.

STANDARD IIIC1D: PLANNING AGENDA

- The college will continue to secure funding for technology resources for all sites through its technology fee. When possible, IT will seek funding approval to use tech fee funds through the ICTC to be used to equip all sites with more computers and replace or upgrade equipment when needed.

STANDARD IIIC2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

STANDARD IIIC2: DESCRIPTIVE SUMMARY

The ICT committee keeps a record of all meetings and resulting recommendations. Minutes of meetings provide evidence that the committee makes decisions concerning technology and delegates responsibility on evaluation of programs and service requests made to individuals or the ICTC. Although ICTC is responsible for prioritizing purchases of technology needs for the college, section VIII of the technology policy mandates the IT director to determine the best recommended computer specifications based on currently available technology, suitability to specified purpose, and compatibility with existing systems. IT director reserves the right to request information on the purpose of the purchase and information regarding specified equipment. Justification must be submitted with the purchase order stating the need and the purpose of the item. IT director can decline to approve a purchase with adequate justification. The buyer can appeal such decision to the ICT committee. Available funding, division budgets, previous requests, existing plans, committee decisions, new immediate needs, mission critical systems and existing technology that can be reassigned are all factors examined by the IT director or ICT Committee before allocations of technology resources are made.

STANDARD IIIC2: SELF EVALUATION

To “determine that technology needs in program and service areas are met,” requests from division chairs and/or site directors are weighed against the possible available technology solutions and reviewed by ICTC. ICT committee then makes recommendations to the IT division. The IT division is also responsible for researching available technology for integration into the existing technology infrastructure when needed, appropriate, or possible.

STANDARD IIIC2: PLANNING AGENDA

- Whenever available premises and funding permit, acquisition of technological resources are obtained to equip sites to be able to improve their work capabilities to achieve goals previously set as institutional priorities.

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INSTITUTIONAL SELF EVALUATION

STANDARD IIID

FINANCIAL RESOURCES

College of Micronesia – FSM

STANDARD IIID: FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource planning is integrated with institutional planning.

STANDARD IIID: DESCRIPTIVE SUMMARY

Financial resources for the operations of the college are derived from tuition and fees, and subsidy from the FSM National Government. About 60% to 65% of the total revenue is from tuition and fees and 35% to 40% is from the annual subsidy from FSM National Government.

STANDARD IIID: SELF EVALUATION

The budget of the college covers the provision of funding for the six college sites located in four different states of the FSM, including the budgets of the office of the president, instructional affairs, administrative services and student services. Below are the operations expenditure budgets for fiscal years 2006 through 2010.

Table IIID.1 Operations Expenditure 2006 - 2010

Fiscal Year	Tuition Fee	FSM Appropriation	Total
2006	\$6,084,150	\$3,856,000	\$9,940,150
2007	6,107,801	3,800,000	9,907,800
2008	6,932,524	3,897,101	10,829,715
2009	6,986,541	3,800,000	10,786,541
2010	7,684,126	3,800,000	11,584,126

The board approved a tuition increase of \$10 per credit, from \$95 to \$105 effective fall 2009. Previous increases in tuition fees of \$10 per credit were implemented in fall 2004 from \$75 to \$85, and in spring 2007 from \$85 to \$95. Tuition increases provided additional resources to supplement the costs of improving the quality of student services and programs, and student learning. About 95% of the students are eligible for scholarship assistance from the Federal Pell Grant. The annual subsidy from FSM National Government of \$3.8 Million is expected to continue for the next 17 years.

STANDARD IIID: PLANNING AGENDA

- Compete then implement the streamlining of operations at the college as recommend through the 2009 President's Retreat.

STANDARD IIID1

The institution relies upon its mission and goals as the foundation for financial planning.

STANDARD IIID1: DESCRIPTIVE SUMMARY

Financial planning is reflected and implemented in the annual budget process. Budget guidelines and institutional priorities, which are widely circulated, are developed to provide parameters in the development of budgets in consultation with a wide range of stakeholders.

STANDARD IIID1: SELF EVALUATION

The finance committee, chaired by the comptroller, is responsible for disseminating budget guidelines, budget timelines and budget templates through email. Members of the finance committee particularly the chair of the committee are available for consultation.

Office heads are responsible for preparation of their respective site or office budgets in consultation with faculty, staff and other stakeholders, and in collaboration with their respective vice presidents. The submitted budgets by state site directors are expected to be a collective and collaborative product that is consistent with the budget guidelines.

Finance committee through resource and planning committee is responsible for reviewing budgets and conducting budget hearings of all offices, and in recommending a balanced budget to cabinet. Balanced operations budgets and capital improvement budgets are approved by the board and by FSM Government.

STANDARD IIID1: PLANNING AGENDA

- To implement effective enrollment management to maximize the services provided by the college to the community and eventually generate stable financial resources for the college.
- To consider results of the assessment plan in the allocation of resources and in determining expenditure budgets of offices and campuses.

STANDARD IIID1A

Financial planning is integrated with and supports all institutional planning.

STANDARD IIID1A: DESCRIPTIVE SUMMARY

The Planning and Resources Committee (PRC) was organized to provide an overall link and coordination with different subcommittees to ensure integration and support of financial planning for all institutional planning and priorities.

STANDARD IIID1: SELF EVALUATION

In reference to prior accreditation report's planning agenda; the college filled the position of director of institutional research and planning office (IRPO) in 2006. The IRPO director acts as co-chair of the PRC with the vice president for administrative services. PRC is tasked to provide an overall link of allocating resources to programs and services in consideration of the

institutional priorities. The following committees are subcommittees of the PRC to ensure that financial planning supports all institutional planning:

- Assessment
- Endowment Fundraising Steering
- Facilities/Campus Environment
- Finance
- Information Communications Technology
- Personnel
- Sponsored Programs
- Staff Development

The annual president's retreat serves as a venue in institutional planning. The recent president's retreat participated by all stakeholders focused on streamlining and restructuring the college to meet its mission despite financial challenges and constraints.

Guidelines in the development of budgets are approved by the board during its May board meeting. The FY 2011 budget guidelines were approved in May, 2009.

STANDARD IIID1A: PLANNING AGENDA

- None

STANDARD IIID1B

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

STANDARD IIID1B: DESCRIPTIVE SUMMARY

The Planning and Resources Committee and the Finance Committee review and assess financial resources and determine the allocation of resources in accordance with institutional priorities.

STANDARD IIID1B: SELF EVALUATION

Finance Committee and Planning and Resources Committee comprehensively handle realistic assessments of projected operating revenue budgets for every fiscal year. The office of the vice president for instructional affairs and state site directors are primarily responsible to forecast revenue budgets. The two primary sources of revenue for the college are derived from tuition and fees, and from FSM National Government.

The allocation of resources is handled by Finance Committee and Planning and Resources Committee through the annual budget process. The continuity of approved programs and services and institutional priorities are primarily considered in the approval of resource allocation and expenditure budgets.

Members of the Finance Committee are provided with copies of the revenue projections per site and expenditure budgets prepared by all offices (including worksheets of budget assumptions and lists of personnel). Budget hearings are conducted by Finance Committee with all office

heads to provide opportunities for office heads to justify their respective expenditure budgets. The results of budget hearings are seriously considered in the allocation of resources.

STANDARD IIID1B: PLANNING AGENDA

- Continue to provide budget information to appropriate college committees and offices to promote the continuous improvement cycle which incorporates both planning and resource allocation.
- To pursue the development of a policy for graduated tuition increases over the next 10 years.

STANDARD IIID1C

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

STANDARD IIID1C: DESCRIPTIVE SUMMARY

The college controls and monitors expenditures in accordance with the approved budgetary accounts. In the event of revenue budget shortfalls, the college considers expenditure budget cuts and freezing the reprogramming policy option.

STANDARD IIID1C: SELF EVALUATION

Budgets for short-range or long-range financial plans are provided under the college's operations budgets and infrastructure development plan budgets.

In fiscal year 2009, the college addressed the revenue shortfall by instituting the following measures:

- Freezing the reprogramming option;
- Freezing the procurement of fixed assets until the end of fiscal year; and
- Implementing a 50% cut from the remaining budgets of supplies, printing and reference materials.

The above recommendations have been implemented but departments and offices must still ensure that the quality of services and programs are not affected. The college continues to provide supplemental budgets from reserves or fund balance to accommodate urgent financial requests. Requests for supplemental funding are reviewed on a case by case basis by Finance Committee and cabinet, and approved by the president or board of regents. The level of fund balance, sufficiency of cash reserves and urgency of the request are considered in the review and approval processes.

The college has no long-term liability and has no debts that have been outstanding for any significant period of time. Liabilities of the college are current liabilities of the regular expenditure cycle and are settled within the relevant budget period.

STANDARD IIID1C: PLANNING AGENDA

- To continue monitoring projected revenue budget with actual revenue, and handle appropriate actions in a timely manner if there are significant shortfalls.
- To consider enrollment trends and other related information that can provide realistic projection of revenue from tuition and fees.

STANDARD IIID1D

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

STANDARD IIID1D: DESCRIPTIVE SUMMARY

The college develops annual institutional priorities to guide decisions on development of budgets and allocation of resources. Institutional priorities are developed at president's retreat and Planning and Resources Committee solicits participation from all stakeholders particularly from state sites and non college participants.

STANDARD IIID1D: SELF EVALUATION

Annual budget guidelines are developed by the administration and approved by the board. Institutional priorities and budget guidelines are widely circulated and communicated to all office heads and directors for the development of the annual budgets.

The development of the college's budget begins 17 months before the actual fiscal year through the approval of the budget guidelines by the Board of Regents. The budget guidelines provide (1) that expenditure have to relate to strategic goals and objectives, (2) development of institutional priorities, and (3) assessment of programs and services.

STANDARD IIID1D: PLANNING AGENDA

- To evaluate the existing budget process to ensure efficiency of the college's planning and resource allocation.

STANDARD IIID2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

STANDARD IIID2A

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning, programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

STANDARD IIID2A: DESCRIPTIVE SUMMARY

The college secures the services of an independent external auditor every fiscal year to conduct an audit of the college's statements of net assets, and related statements of revenues, expenses

and changes in net assets and cash flows. The audit includes the single audit required by the US Federal Government, and performed in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards.

The college's financial statements are audited externally by the auditing firm of Deloitte & Touche. From 2004 to 2008, the college received unqualified opinions from the auditor on the audit of the college's financial statements.

The percentages of allocation of resources based on the audit report indicated that financial resources are provided to support student learning, programs and services.

STANDARD IIIID2A: SELF EVALUATION

Offices and state sites prepare their budgets based on office/campus needs and on the strategic and operational plans to properly address student learning and student support. Office heads and respective vice presidents are responsible for ensuring that uses of budgets are in accordance with the budget plans. Based on the most current financial statements and independent audit report covering fiscal year 2008, the resources of the college were allocated as follows:

• Institutional support	-	23%
• Instruction	-	34%
• Student financial assistance	-	16%
• Student services	-	8%
• Auxiliary enterprises	-	7%
• Academic support	-	3%
• Maintenance and depreciation	-	9%

The audits of the college's financial statements for four years, from 2005 through 2008 provided the following results:

- Unqualified opinion on the financial statements;
- No significant deficiencies in internal control over financial reporting were identified;
- Instances of noncompliance considered material to the financial statements were not disclosed by the audit;
- No significant deficiencies in internal control over compliance with requirements applicable to major federal awards programs were identified;
- Unqualified opinion on compliance with requirements applicable to major federal award programs;
- The audit disclosed no findings required to be reported by OMB Circular A-133; and
- The college qualified as a low risk auditee.

In 2004, though the college received an unqualified opinion on the audit of financial statements, the auditor cited a finding and questioned cost. The post audit group of the US DOE sustained the finding but did not sustain the questioned cost. The group agreed with the college's response that the corrective action was implemented, and that geographical location, limited technical services and required service warranties justified the non competitive purchases. The finding and questioned cost were resolved in a timely manner.

STANDARD IIID2A: PLANNING AGENDA

- To complete the audit within the period of three months instead of the required timeline of six months, and to maintain the best opinion that an auditor can render in an audit of financial statement.

STANDARD IIID2B

Appropriate financial information is provided throughout the institution.

STANDARD IIID2B: DESCRIPTIVE SUMMARY

The college ensures that appropriate financial information is disseminated throughout the institution. The quarterly financial reports are provided to the Board of Regents during its meetings, and the budgetary, actual expenditures and encumbrance reports are disseminated to heads/directors of offices quarterly.

Audit reports are widely circulated every year. Electronic copies of the audit report are emailed to faculty and staff, and hard copies are disseminated to government agencies and other recipients.

STANDARD IIID2B: SELF EVALUATION

The business office is responsible for the preparation, presentation and distribution of required financial reports to Board of Regents, office heads, college community, FSM government and federal government. Every quarter, the comptroller provides and reports to the board the financial performance for the current fiscal year in terms of revenues and expenditures. The comptroller's report includes analysis of students' accounts receivable, cash position, status of audit, status of endowment fund and fund raising activities and other relevant information on fiscal management.

The business office transmits via email periodic expenditure reports with budget data to each office/site directors. The reports provide comparison of budget as against actual expenditures and encumbrances to guide offices in managing their respective budgets. Office/site directors are responsible for disseminating the reports to their respective faculty and staff. Other reports such as the financial and drawdown reports for TRIO programs are also disseminated in a timely manner to program directors.

The audit reports, which present the financial condition and results of operations of the college for every fiscal year, are distributed to the college community and other stakeholders immediately following completion of the audits. Required reports, such as data collection report [Federal Audit Clearinghouse]; annual fiscal report [Accrediting Commission for Community and Junior Colleges (ACCJC)], and annual financial statements [Federal Student Aid] are submitted together with the audit report in a timely manner.

STANDARD IIID2B: PLANNING AGENDA

- To create a Business Office webpage so that financial reports can be conveniently accessed by the college community at any time.

- To complete the audit report in coordination with the auditor from six months after the end of the fiscal year to three months.

STANDARD IIID2C

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

STANDARD IIID2C: DESCRIPTIVE SUMMARY

The college has maintained sufficient available cash to settle day to day and short term obligations. The recent audit report for fiscal year 2008 indicated a balance of cash and equivalents of \$4.575 million, and the current trade liabilities for the same period were \$951k for a ratio of 4.80 to 1.

The college uses the fund balance and/or excess revenue to fund financial emergencies, unforeseen occurrences and other expenditures that are not provided for in the budget. The college purchases insurance to cover its risk of losses due to fire, lightning, and other risks normal in operating an institution of higher learning.

STANDARD IIID2C: SELF EVALUATION

The table below provides financial information reflecting the liquidity of the college and its capability to financially address emergencies and unforeseen occurrences:

Fiscal Year	Cash and Equivalents	Unrestricted Fund Balance	Trade Liabilities	Ratio of Cash to Trade Liabilities
2004	\$5,408,035	\$7,361,357	\$ 981,546	\$5.51 to \$1
2005	6,902,109	7,449,679	995,122	6.94 to 1
2006	5,969,278	7,438,251	878,692	6.80 to 1
2007	6,093,695	6,730,667	583,394	10.45 to 1
2008	4,574,692	5,574,976	951,419	4.81 to 1

The college has always paid payroll on or before the scheduled payday. Payroll is the bulk of expenditures of the college at \$500k to \$550k every month. Obligations to trade vendors are paid within two weeks from receipt of invoices and other supporting documents.

The unrestricted fund balance shows a declining trend due to several unforeseen and other expenditures that were not provided for in the budget. One of the significant items funded from fund balance was the improvement and renovation of Chuuk site at the current location. Classroom, LRC and office buildings were constructed, and furniture and fixtures including laboratory equipment such as computers were purchased using the fund balance. The policy on the use of fund balance that was approved by the Board of Regents stipulates that request for fund balance must be for an extraordinary, unanticipated, and non-recurring need, and there is sufficient available cash to cover the request.

The college implemented its planning agenda of securing cash management services to reduce the risk of uninsured amounts of cash balances, and to maximize earnings for idle cash. The

college secured the services of Citigroup for cash management services that provide higher interest yield and adequate insurance coverage. The college did not pursue the other planning agenda of obtaining a line of credit at a local bank. The college is very liquid and has not experienced any cash flow problems since 2004.

The college purchases commercial insurance to cover its potential risks from fire, typhoons and earthquakes and property damage on buildings and contents, workers compensation insurance for all its employees, fidelity guarantee insurance, automobile insurance and third party liability insurance.

IIID2C. PLANNING AGENDA:

- Refer to IIID1d

STANDARD IIID2D

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

STANDARD IIID2D: DESCRIPTIVE SUMMARY

Audit reports of the independent auditor indicate that the college ensures effective management and administration of all its financial resources, including financial aid, grants and other externally funded programs. The audit did not identify any deficiencies in internal controls over compliance with requirements applicable to major programs.

The college's endowment fund is managed by a professional investment consultant and money managers. Investment policies are reviewed on a regular basis.

STANDARD IIID2D: SELF EVALUATION

The college's organizational structure, administrative systems, policies and procedures and internal controls ensure the effective oversight in the management of the college's finances. The comptroller reports to the vice president for administrative services who oversees the business office. The BO is responsible for the day to day operations relating to fiscal management. The financial aid office (FAO) under the supervision of the vice president for student services handles the operational side of the administration of financial aid programs, and sees to it operations are in accordance with established guidelines and procedures of the federal government. The BO is responsible for maintaining records of students' accounts, paying refunds to students and requesting payment from federal government. Other grants and programs are administered in accordance with the provisions of the grant award. The sponsored program facilitator under IRPO monitors and reviews programs to ensure compliance with the conditions of the grant.

The college's endowment fund, which was established in 1997, has the goal of growing in size, through a combination of contributions and investment return, to \$20 million in 20 years. The principal and the investment return of the endowment fund are to be maintained inviolate and in perpetuity. The administration and management of the endowment fund are provided in the investment policy, and the college secured the investment consultant services of Smith Barney. The college recognizes the difficulty in achieving the endowment's investment objectives in light

of the uncertainties and complexities of contemporary investment markets. The college experienced significant unrealized market losses after the 9/11 incident, and the recent global economic crisis; therefore, the original goal of \$20 million in 20 years may not be achieved. The college maintains fixed assets records within its accounting system. Physical inventory of assets is conducted on a regular basis at all sites.

STANDARD IIID2D: PLANNING AGENDA

- To increase fund raising activities to generate more funds for the endowment.
- To continually review and update the financial management policies and procedures.

STANDARD IIID2E

All financial resources, including those from auxiliary activities, fund – raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

STANDARD IIID2E: DESCRIPTIVE SUMMARY

The single audit of all major programs since 2004 to 2008 disclosed that the college complied, in all material respects, with the requirements applicable to major federal programs. Financial resources of the college are allocated to nine goals geared towards achievement of the college's mission.

The decision making, responsibilities and accountabilities of the organizational structure with regard to financial resources ensure effective oversight of the college's finances, regardless of source. Oversight by Planning and Resources Committee, Finance Committee, Cabinet and Board of Regents ensures that financial resources are appropriately allocated and consistent with the goals and mission of the college.

STANDARD IIID2E: SELF EVALUATION

The college maintains three auxiliary services which are the cafeteria, bookstore and dormitory. The three auxiliary services are nonprofit and are maintained to provide support services to students. The responsibility for bookstore and cafeteria are directly under the comptroller's office while the dormitory is under the office of the vice president for student services. Based on the goal of the endowment fund to attain a market value of \$20 million in year 2025 and on the expected return, the required annual fundraising target has been established at \$100,000. Fund raising activities for the endowment fund have been ongoing since 1997. Unfortunately, the college has not been successful in achieving the fundraising target of \$100,000 per annum.

The college receives grants from various sources. The largest grants are received from US DOE (Pell, SEOG, work study, competitive grants for student services and TRIO programs), and US DOI (Compact of Free Association II from Education Sector Grant component and Supplemental Education Grant (SEG)). Other grants are received from national and state governments and the private sector.

With regard to the integrity of using the financial resources of the grants, the audit report from 2005 through 2008 indicated the following results:

- No reportable conditions in internal control over financial reporting were identified;
- No instances of noncompliance considered material to the financial statements were disclosed by the audit;
- No reportable conditions in internal control over compliance with requirements applicable to major federal awards programs were identified;
- The Independent Auditors' Report on compliance with requirements applicable to major federal award programs expressed an unqualified opinion;
- The audit disclosed no findings required to be reported by OMB Circular A – 133; and
- The college did qualify as a low risk auditee as that term is defined in OMB Circular A – 133.

STANDARD IIID2E: PLANNING AGENDA

- Refer to IIID2d

STANDARD IIID2F

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

STANDARD IIID2F: DESCRIPTIVE SUMMARY

Existing contractual agreements with the FSM National government, state governments, federal government, colleges and universities, public and private institutions and other governments are all consistent with the goals and mission of the college, easily verified by perusing the relevant texts. Major contracts relate to providing and developing noncredit courses; tutoring; training workshops; instructional and student services programs; and related materials and other services. Contracts are reviewed and recommended for consideration by relevant stakeholders within the college community before approval by the president and Board of Regents, thus ensuring compliance with college policies and upholding the integrity of the college.

STANDARD IIID2F: SELF EVALUATION

Contractual agreements with external entities that involve the college must follow a set of procedures before they are approved for implementation. The agreement is first reviewed by the office and then transmitted to the appropriate committee for recommendation. Comprehensive discussion occurs at the standing committee level where the agreement is evaluated for consistency with the goals and mission of the college. Upon endorsement by the committee, the agreement will be transmitted to cabinet for the preliminary approval before endorsement and final approval by the board.

Following are some of the college's existing contractual agreements:

- With federal government (DOE and DOI) for the administration of financial scholarship programs (PELL, SEOG, work study), TRIO, OMIP and other programs;

- With COM for the purpose of implementing “trust/partnership relationship” to provide administration of the land grant programs;
- With FSM National Government for the administration of Fisheries and Maritime Institute, family planning program, programs related to education, health and other fields;
- With state governments for instructional and training programs ;
- With University of Guam, University of Hawaii and other institutions of higher learning regarding articulation agreements and administration of special programs and other pass on grants.

STANDARD IID2F: PLANNING AGENDA

- To review and update the agreements with COM regarding the administration of land grant programs.

STANDARD IID2G

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

STANDARD IID2G: DESCRIPTIVE SUMMARY

The Business Office, the Finance Committee and system consultants review and evaluate the fiscal management processes, accounting and recording systems, budget processes, policies and procedures and internal controls. The president, vice president for administrative services and comptroller are responsible for the college’s financial management and administrative processes. In addition, results and recommendations of the external audit are used to improve financial management. .

STANDARD IID2G: SELF EVALUATION

In the period covered by the self study report, the college revisited, reviewed, introduced and adopted several financial management processes that aimed to improve financial management. Below are some of the improvements related to financial management:

- Evaluated and updated rates of tuition and fees;
- Review and implementation of a new cash management system;
- Review and update check signatories;
- Updated the composition of the investment committee;
- Adopted a policy on use of income earned from savings accounts and general fund investments;
- Development of bookstore policies and procedures; and
- Comprehensive review of the existing fiscal policies by consultant in collaboration with the comptroller.

STANDARD IID2G: PLANNING AGENDA

- To develop a website for business office to provide easy access to all fiscal policies and procedures including templates of forms and reports to the college community.

- To have the bookstore policies and the updating of fiscal policies approved by the Board of Regents.

STANDARD IIID3

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

STANDARD IIID3: DESCRIPTIVE SUMMARY

The college is developing formal assessment tools to systematically test the efficiency and effectiveness of the financial services provided by the business office. Similar assessment tools are being developed for instructional and student services, to verify the effective use of those financial resources.

College sites and offices, conversely, have the responsibility to ensure that the allocated financial resources provided desired results of programs and services to students, faculty, staff and other patrons of the college.

STANDARD IIID3: SELF EVALUATION

Discussions and review in assessing the effective use of financial resources are comprehensively handled during the budget process. The Finance Committee holds budget hearings that allow opportunities for offices to justify their use of financial resources and for the committee to assess if the uses are consistent with the goals and mission of the college.

The formal tools to assess programs and services are still in the process of development by the assessment committee.

The college is continuously working with the external auditor in proper implementation of audit recommendations in a timely manner. Results of the evaluation by the auditor during their audit on systems and procedures relating to fiscal management are seriously considered by the college in developing appropriate improvements.

STANDARD IIID3: PLANNING AGENDA

- To finalize and implement the assessment tools that will be used by offices in assessing the effectiveness of respective programs and services.

Self Study Report 2010

INSTITUTIONAL SELF EVALUATION

STANDARD IVA

DECISION-MAKING ROLES AND PROCESSES

College of Micronesia – FSM

STANDARD IVA: DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

STANDARD IVA1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

STANDARD IVA2

The institution establishes and implements a written policy providing for faculty, staff, administrative, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

STANDARD IVA2A

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

STANDARD IVA2B

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

STANDARD IVA: DESCRIPTIVE SUMMARY

A revised college mission statement, vision and values statements, and goals were approved by the board at its September 2005 meeting. Revised strategic goals were approved in March 2006.

One of the college's core values states: "We live in a community where collaboration, open-mindedness, respect, and support for each other help us achieve our mission." The college's organization and policy structures are designed to reflect this core value.

A major tool for implementing the strategic plan and integrating planning, evaluation, and resource allocation is the president's retreat which has been held in the spring for the past three years. Documents from these retreats show that faculty, staff, administrators, students, and community stakeholders from all six sites examined the progress made on various components of the college's strategic plan and brought forward ideas for institutional improvement. Minutes show that the results of retreat discussions and presentations were summarized and used by the Planning and Resources Committee. [IVA1]

The COM-FSM governance policy, approved by the board in December 2006, promotes a participatory governance environment for the development of policies and procedures constituencies and be guided by the college's value statements. . Its fundamental premise rests upon active and responsible involvement of all college employees and students. The policy defines the responsibilities of the president's cabinet, standing committees, sub-committees, and ad hoc committees. The membership of all standing committees represents the college community, some with responsibility to a particular constituency. All have a responsibility to ensure that communication is frequent, thorough, clear, and timely. This system of committees

and councils is designed to meet institutional needs and provide a conduit for communication within the system.

[IVA1; IVA2; IVA2a]

The Faculty/Staff Senate (FSS) was reorganized in 2008 to include all sites. According to FSS bylaws, one of the primary purposes of this organization is to serve as a forum to discuss and debate new and existing policies with respect to all issues affecting the college, especially those affecting faculty and staff. Article III Section 2 of the bylaws state that "[t]hrough its appointments of faculty and staff representatives to the College's standing committees and the other decision-making bodies, the Senate makes recommendations to the President and/or the Board of Regents. The Senate also can communicate directly to the President and/or Board of Regents." Per the governance policy FSS recommends members from the various employee categories to nearly all standing committees. The FSS president sits as a voting member on the president's cabinet. Minutes of meetings of the FSS Executive Committee, documents from FSS subcommittee meetings, and minutes from standing committee meetings confirm the active participation of FSS in the college's policy making process. [IVA2a]

Every student who is currently enrolled in the college as a full-time student is a member of the Student Body Association (SBA). According to Section III of the SBA bylaws, the purposes of this organization are to: present the views of the students to the administration and faculty of the college; recommend policies relating to student conduct and behavior; recommend improvements to policies; and recommend changes in the student related services. Like the FSS, the SBA appoints membership to nearly all standing committees. These representatives are responsible for bringing the SBA's interests and concerns to the attention of the standing committees and for bringing issues that are under consideration of the standing committees to the attention of the SBA. The SBA president sits as a voting member on the president's cabinet. [IVA2a]

Section 5.0 of the governance policy stipulates that each state campus is to institute the following extension of standing committees: management council, curriculum committee, student services committee, and personnel committee. The state campus director is to serve as the chair of the management council. The responsibilities of the management council include that of the planning and finance committee, and membership includes the director, instructional coordinator, student services coordinator, fiscal officer, FSS president, SBA president, and a faculty or staff representative depending on whether the FSS president is a member of the faculty or staff. These state campus committees are to appoint at least one representative to the main standing committees. Representatives on these committees have responsibility for bringing the state campus faculty, staff, and students' interests and concerns to the attention of the main standing committees and for bringing the issues that are under consideration of the main standing committees to the attention of the state campus community. As noted in the President's Update, logs of travel activities, and trip reports, administrators and staff travel to campuses to deliver training, assist with the implementation of various procedures, meet with local leadership, monitor progress, and listen to the college community including the students. [IVA1]

The Curriculum Committee, comprised of the vice presidents, directors, campus instructional coordinators, National campus division chairs, faculty representatives, and a student representative, advises the president on matters relating to programs, curricula, and academic

policies and procedures, and provides oversight and assists with setting the agenda for the Learning Resources Committee, which functions as a subcommittee of the Curriculum Committee. The Learning Resources Committee has responsibility for developing or revising policies and procedures for learning resources and making recommendations for improvement of library and learning support, archives, and audio-visual services. Membership on this committee includes directors, a library representative, an audio-visual representative, campus librarians, two faculty appointed by the FSS, and two students. The Student Services Committee advises the president in all matters relating to student services, including student support services, the quality of life of residence hall students, and the well-being of all students. This committee also promotes student awareness of and participation in the decision-making process of the college and provides oversight and assists with setting the agenda for the Financial Aid Committee. Members of the Student Services Committee include the vice president for student services, the directors, campus student services coordinators, other student services representatives, two FSS representatives, and two students.

STANDARD IVA: SELF EVALUATION

A Standard IV survey was administered during the spring of 2009. Separate instruments for faculty, staff, government, parents, business, and community were used. The Standard IV survey, however, suffered severe limitations with no results from the Chuuk, Kosrae, or Pohnpei campuses and therefore the survey reflects only the opinions from the National and Yap campuses. A total of 26 faculty, 62 staff, 162 students, 52 government workers, 39 parents, 28 business persons, and 27 “others” completed the survey on which they offered their opinions on the college, college administration, and the Board of Regents.

Item 1 on the Standard IV survey states: “I understand COM-FSM’s institutional goals and values.” Of the faculty respondents, 88.5% agreed with the statement, while only 7.7% disagreed. An even higher level of agreement was noted in the staff respondents’ results with 91.1% indicating agreement and 1.6% indicating disagreement. Similar percentages were realized in the student survey data. Although community respondents also indicated agreement with Item 1, a significant percentage of respondents checked “I don’t know.” It appears there is a need to provide information on the college’s goals and values to the community.

According to the preliminary results from an October 2009 satisfaction survey, the item “I am satisfied with the college’s mission and goals” rated a high positive response among the faculty and staff.

Items 2,4,5,7,and 8 of the Standard IV survey focused on ascertaining faculty and staff perceptions as to their role in governance and achieving the college’s goals, opportunities to participate in institutional planning, involvement in bringing forth ideas for institutional improvement, and exercising a voice in establishing institutional policies, planning, and budget development. Results of the survey indicate that approximately 70% of the faculty and staff feel they are provided opportunities to participate in planning. A slightly lower percentage (60%) of the faculty and staff feel they are involved in bringing forth ideas for institutional improvement and have an important and clearly defined role in the college’s governance. Approximately 60% of the staff respondents agreed with Item 8, “I exercise a substantial voice in institutional

policies, planning, and budget that relate to my area of responsibilities and expertise.” However, only 46.3% of the faculty agreed with Item 8, while 46.1% indicated disagreement. One respondent commented, “No one listens to faculty.” Another commented, “I do not get feedback from whatever I contributed,” while another commented, “Administration frequently makes unilateral decisions without involving/consulting/soliciting faculty input/experience/expertise.” One staff respondent expressed concern regarding the actual implementation of the plans that are developed. Although faculty and staff agree that opportunities for involvement in the college’s governance are made available, there is a need to provide feedback when contributions are made, especially to the faculty.

On the student version of the Standard IV survey, students consistently rated their involvement highly resulting in 80 - 85% agreement. It appears that students perceive that they have a significant role in the way the college plans for improvement, that they have important part in the governance of the college, and that they are extended opportunities to actively involve and participate in leadership and governance of the college. Notable is the 89.4% of the students who agreed to Item 6 on the student survey that states, “I understand COM-FSM policies, rules, and regulations.” External stakeholders (parents, government personnel, and members of the business community) rated student involvement with similar high levels of agreement.

In the spring of 2009, members of the COM-FSM Board of Regents were interviewed to gain their perceptions on a variety of issues related to Standard IV. In response to the question “What mechanisms (policies) does the Board have in place to ensure faculty, staff and students have input into policies,” one member pointed out that the board rotates its meetings to allow regents the opportunity to visit the state campuses. During these visits time is set aside to meet with faculty, staff and students at each campus. Two other members added that the board holds public hearings and meets the students, parents, and the college community on issues affecting the college.

Faculty respondents on the Standard IV survey expressed 84.6% agreement with Item 6, “I participate in committees of the college,” while 79% of the staff respondents expressed agreement with the same item. Although there appears to be a rather high level in involvement in the work of the college’s committees, one respondent commented, “Committee work is a waste of time, the committee’s decisions and recommendations are ignored.”

In response to Item 5 on the student version of the survey, “I understand how college committees work,” 54.3% of the subjects expressed agreement, 25.4% expressed disagreement, and 20.4 % indicated “I don’t know.” There appears to be a need to establish a mechanism to involve students in the work of the various committees of the college.

When asked to respond to external stakeholder survey Item 5, “I understand how college committees work,” 46.8% expressed agreement as against 53.2% who indicated disagreement and neutrality. One subject pointed out, “I cannot say I agree on the survey because we the community never know what’s going on.” There appears to be a need to more fully inform the community regarding the college’s governance structure.

In response to Item 9 on the faculty survey, “The college clearly communicates its policies on governance procedure,” 42.3% of the faculty expressed agreement, but a fairly significant number of the respondents (57.7%) indicated disagreement, checked “I don’t know,” or left the item blank. According to one faculty respondent, “Although there is so-called organizational structure, but the protocols are not properly observed nor are constituents discouraged from by-passing people in order to communicate to higher levels of the organization.” Another faculty respondent commented, “There is minimal communication between admin and faculty.”

On the same item (Item 9), 66.2% of the staff expressed agreement. However, staff comments from the survey indicated continued concern regarding communication at the college. One staff respondent commented, “Communication does not reach all division on the campuses,” while another commented, “Strongly recommend that communication be improved at all levels within the system.” A third staff member commented,

Communication is still a big problem although it is viewed to be much better nowadays. It still needs improvement. We need the communication plan done to include mechanics for communicating within the college.

STANDARD IVA: PLANNING AGENDA

- The college will finalize, implement, and evaluate its communication improvement plan. Such plan will include mechanisms to enhance communication throughout the system between and among the board, administration, faculty, staff, and students as well as the constituencies served by the college in the community with particular emphasis on providing feedback on the college’s decision making process as well as enhancing communication within the various divisions of the college. The Vice President for Administrative Services will assume the primary responsibility in the finalization, implementation and evaluation of this plan which will be implemented by the end of January 2010. Such efforts will be evaluated no later than one year from the time of implementation.
- The Vice President for Student Services will develop, implement, and evaluate a mechanism for increasing the level of student participation in the college’s committees.

STANDARD IVA3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

STANDARD IVA3: DESCRIPTIVE SUMMARY

One of the primary recommendations from the spring 2004 comprehensive visit deals with the need for clearly administered responsibility across instructional, student services and learning resource centers at all six sites.

After the receipt of the recommendation from ACCJC, the college immediately convened an all campus meeting which resulted in a revised organizational chart for review and approval of the board at its September 2004 meeting. Training on the organizational changes was conducted for

all sites on December 13, 2004, at the National campus. From January to April 2005 implementation plans were developed by the state campuses and submitted to the president. Changes in existing job descriptions, descriptions for new positions, revised committee assignments, and other structural changes were implemented to support the new organizational chart from July to October 2005.

Trip reports show numerous site visits to all state campuses and FMI by the vice president for instructional affairs (VPIA) and vice president for student services (VPSS) throughout the remainder of 2005. Travel logs and trip reports show that such visits continue to be made to all campuses by administrators on an ongoing basis.

Details of the development, documentation and implementation of the revised organizational chart can be found in the ACCJC progress reports of October 15, 2004, March 15, 2005, March 15, 2006, and in the midterm report of March 15, 2007. A formal evaluation of the college's organizational structure was carried out during February and March 2007 through the use of an institutional survey and focus groups conducted during the National campus staff development day and the president's retreat. A report of this evaluation was published and disseminated in June 2007. A further evaluation of the revised organizational chart was conducted within the Department of Administrative Services in 2008.

A second major recommendation from the 2004 comprehensive visit focuses on the need for enhanced communication in the system. In specific response to this recommendation, a communications working group was established, a series of evaluations of the organizational chart have been made, and the adoption of decision and communication grids was recommended to improve the flow of communication. A log of campus visits documenting communication is being maintained. Technology has been deployed to assist in communication including a voice-over-internet protocol (VoIP) phone system (SIS) linking all sites. A new student information system assists in the flow of student records information among the six sites. An on line forum has been established to pilot the use of forums as a way to improve student and staff communication among the campuses.

In March 2006 the board adopted a communications policy in response to the findings of a communications survey conducted in 2005 and 2006. This policy contains specific communications pathways and calls for development of a communications improvement plan.

STANDARD IVA3: SELF EVALUATION

On the 2005 communication survey, approximately 60% of the respondents indicated that they have a good understanding of what goes on at the college. A similar percentage was reported in the summary of the 2006 follow-up survey. Respondents were asked to indicate how they would like to receive information. Results show that a little over 60% indicated they preferred the use of e-mail with newsletters and meetings coming in between 40 and 48% respectively. Respondents indicated that they would like to receive more information about the long-term plans of the college and course offerings, with information about committee work coming in as a last choice.

In March 2009 members of the Board of Regents were asked if information about the college's performance was readily available to the board, the faculty, the staff, the students, and the community. Generally, the members of the board indicated that information is provided through the college's administration and that information such as monthly updates, test data, and audit reports was readily available. However, they also indicated that more information sharing is desirable.

Item 10 on the Standard IV survey states, "The college has effective communication." Only 30.7% of the faculty respondents agreed with this statement, while 69.2% disagreed. Of the staff respondents, 58.1% agreed with the statement, while 40.4% disagreed. Of the students surveyed, 67.9% agreed, while 14.2% disagreed in response to the same question.

Although the March 2009 follow-up report cites an increase in volume of VoIP connections, many times the parties connected are unable to hear one another clearly enough to communicate effectively. It is hoped that once the undersea fiber optic cable is laid and connected in early 2010, enhanced internet connectivity will improve this means of communication. Comments on the Standard IV survey from faculty included a concern that the degree/level of communications from college leaders to faculty and staff is not matched by corresponding feedback from "down-up." Another faculty respondent commented that there is minimal communication between the administration and faculty and that the administration frequently makes unilateral decisions without consulting faculty.

Survey comments from staff respondents included: "Need more communication among staff, faculty and the president;" "Communications do not reach all divisions on the different campuses;" "Communications are still a big problem, although it appears to be much better nowadays;" "A communications plan is needed, and with it a definition of what communications should be among College levels and its stakeholders;" and "Strongly recommend that communications be improved upon at all levels, within the system."

Among the comments provided by business community respondents on the survey were: "I really do not know much about COM-FSM" and "I think the College needs to improve on the provision of information to the general public." A government respondent commented that the college "should inform the general public as well as parents [of students] regarding tuition breakdowns of students."

STANDARD IVA3: PLANNING AGENDA

- See Standard IVA: Planning Agenda Item 1

STANDARD IVA4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

STANDARD IVA4: DESCRIPTIVE SUMMARY

Since the time of the last comprehensive evaluation visit, the college has demonstrated honesty and integrity in its relationship with the ACCJC by immediately attending to areas of concern expressed in recommendations, submitting all required reports on time, and filing substantive change reports prior to implementing significant changes at the college.

STANDARD IVA4: SELF EVALUATION

Although the follow-up report submitted in October 2008 was rejected by the commission, a revised follow-up report submitted in March 2009 was approved. Records of communication with the commission, submission of required reports, and submission of substantive change reports provide evidence that the college has made every effort to advocate and demonstrate honesty and integrity in its relationship with the commission.

STANDARD IVA4: PLANNING AGENDA

- None

STANDARD IVA5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement

STANDARD IVA5: DESCRIPTIVE SUMMARY

The college conducted five primary studies since the implementation of the revised organizational chart in 2004. The first of these studies was a communications survey conducted in the spring of 2005 with a follow-up communications survey conducted in the spring of 2006. A survey on the effectiveness of the organizational chart was conducted in February of 2007 with a further evaluation of the effectiveness of the revised organizational chart conducted within the Department of Administrative Services in 2008. Items regarding communication and governance were included on the Standard IV survey, and an institution-wide satisfaction survey was conducted in October 2009.

Findings from the communication surveys and first evaluation of the organizational chart were disseminated to the college community and used as a basis for improvement.

For example, in response to survey findings, a communications working group was created by the president in 2006 to develop a communications improvement plan that identified formal communication pathways and their corresponding procedures. According to the March 2009 follow-up report, recommendations and findings from the group were incorporated into the

development of the governance policy, developing of decision grids to improve understanding of the decision-making processes at the college and the development of the institutional assessment plan. Further, the work of the group led to the use of standardized institutional surveys, standard committee minutes reporting form, standardized use for the VOIPin committee meetings, and guidelines for use of communication technologies. Terms of reference for each standing committee were finalized during the past two years. Minutes of committee meetings show that discussions during this process prompted a critical review of the roles and responsibilities of each committee.

STANDARD IVA5: SELF EVALUATION

A summary of results and comments on the 2005 and 2006 communication surveys and the Standard IV survey is included under the self evaluation section of Standard IVA3. above. According to the 2007 report on the revised organizational chart survey, 71% of the respondents felt that the chart had improved communication flow, both ways, between employee and supervisor. Of the respondents, 55% agreed that the chart had improved their awareness of the college, 74% agreed that the chart had helped clarify to whom the respondent reports, while 51% felt that the chart had provided them with the opportunity to participate in decision making.

Results of the 2008 evaluation of the organizational chart by the Department of Administrative Services showed that the college had developed, documented, and implemented an organizational structure for administrative responsibilities across the six sites that addressed issues of continuity in administrative services. Also, the 2008 evaluation report cites some improvement in coordination of activities. However, this report also cites less improvement in clarity and consistency of decision making across all six campuses. The report further cites a concern for the level of training provided to implement the new administrative structure and the lack of attention to the development of structures (policies, processes, procedures, etc.) that would support implementation of the new structure.

Preliminary results of the October 2009 satisfaction survey indicate that faculty and staff appear to feel informed about the activities the college undertakes, are aware of the areas where they can find information about the college, and have sufficient information about what is going on at the college. Rated poorly, however, were the items that state, "The college publicizes its decision making," and "Different divisions at the college communicate effectively." There appears to be a need to enhance the awareness of the college's decision making processes among the faculty and staff and to improve communication among the various divisions within the college.

STANDARD IVA5: PLANNING AGENDA

- See Standard IVA: Planning Agenda Item 1

Self Study Report 2010

INSTITUTIONAL SELF EVALUATION

STANDARD IVB

BOARD AND ADMINISTRATIVE ORGANIZATION

College of Micronesia – FSM

STANDARD IVB1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

STANDARD IVB1: DESCRIPTIVE SUMMARY

Section 705 of Title 40 of the FSM Code requires that “[t]he College, in accordance with recognized professional standards, shall have a representative governance structure to insure institutional autonomy, academic freedom, principles of equity, and insulation from political interference in order to best serve the public interest.” Section 706 defines a five member Board of Regents to be the governing body for the general management and control of the college. One member, the representative from the National Government, is to be appointed by the FSM President with the advice and consent of the FSM Congress. Four members, one representative from each state, are to be appointed by the FSM President with the advice and consent of the FSM Congress. Included among the board’s powers and responsibilities in Section 719 are: approve such policies and standards as deemed necessary for the effective operation of the college; be responsible for the financial soundness of the college; ensure that the educational program and the physical facility plans are of high quality and consistent with the purposes of the college; ensure adequate financial resources for the college; and appoint and assess the performance of the college president. A similar listing of board powers and responsibilities is found in Section III-B of the board policy manual.

Minutes of board meetings reflect that the board undertakes the responsibility for establishing policies to assure the quality, integrity, and effectiveness of the programs and services of the college and to maintain the financial stability of the institution. After every board meeting, the list of actions and directives that resulted from the deliberations of the board is attached to the President’s Update.

STANDARD IVB1: SELF EVALUATION

At the March 2009 board meeting, four members of the board were interviewed relative to the roles, responsibilities, and functions of the board. Although one member felt that the board’s role in articulating the college’s goals and values is well understood, newer members indicated that there is room for improvement. One member felt that more could have been done to orient new members to the goals and values of the college.

Item 12 on the Standard IV survey asked respondents if they agree or disagree with the statement, “The members of the COM-FSM Board of Regents are charged with all major decisions about the college, administrative and academic ones alike.” Sixty-one percent (61%) of the faculty agreed or strongly agreed with this statement. However, 38.1% indicated “Don’t Know.” On the same item, 66.4% of the staff agreed or strongly agreed with the statement, while 32.2% disagreed or strongly disagreed. Only 1.6% of the staff indicated “Don’t Know.” There appears to be a need to improve communication between the board and the faculty and staff of the college relative to the decisions made by the board.

STANDARD IVB: PLANNING AGENDA

- See Standard IVA: Planning Agenda

STANDARD IVB1A

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure

STANDARD IVB1A: DESCRIPTIVE SUMMARY

Current regents bring diverse backgrounds to the board's decision-making processes. The representative from Yap is recently retired from serving as a trial counselor with the Yap Public Defender's Office. She has served as a local handicraft promoter (business and industry), Director of Health Services, student counselor (college level), teacher (high school), and nurse. She is a member of the Yap Women Association and has served on the Environmental Protection Agency Board, the Mental Health and Substance Abuse Board, and the Xavier High School Board.

The regent representing the State of Chuuk brings many years of educational administrative experience both at the college and high school levels. He has also supervised US federal programs, taught at the college and high school levels, and served as a counselor. He is currently Chairman of the Berea Christian School Board and has served as chair and member of the Chuuk State School Board for which he received a recognition of service award.

The regent most recently representing the state of Pohnpei is the founder of Calvary Christian Academy, a private school serving students grades K-12. He currently serves as an Executive Board Member and Representative of the World Wide New Testament Baptist Mission of Kings Mountain, North Carolina. He served as Postmaster for Pohnpei State from 1970-1986 and was a grant writer for the Community Action Agency prior to that. His term recently expired and the current Lieutenant Governor of Pohnpei State was confirmed by the FSM Congress for the position during the December 2009 special session. He has yet to be seated by the board.

The regent representing the National Government is currently serving as the Chief of Staff to the FSM President. Prior to assuming this position, he served as the FSM Ambassador to Japan and the FSM Consul General in Hawaii. He served as Personnel Officer for the first FSM President.

The regent representing the state of Kosrae served from 1985 to 1998 as a state judge, serving as Chief Justice from 1992 to 1998. He most recently retired from a position as counselor with the Micronesian Legal Services Corporation and is currently serving as a Temporary Justice for the FSM Appellate Division on an as-needed basis. Prior to 1985 he served as the vocational rehabilitation coordinator, trial counselor, and classroom teacher.

Minutes of board meetings reflect that once the board makes a decision, it acts as a whole.

STANDARD IVB1A: SELF EVALUATION

The college was visited in April, 2006 as a follow-up to a progress report. In the report of that visit, concern was expressed regarding the perceived lack of diversity on the board. This perception resulted in an additional recommendation which reads: "Membership of the College's Board of Regents must have the diversity of viewpoint that is required by its own policy, national law, and accreditation standards." [Standard IVB(1)a, IVB(1)e]

The college responded to the concern regarding board diversity in its midterm report by citing the provisions for diversity in the enabling legislation and accompanying policies. This paragraph was also included in the midterm report:

President Barbara Beno of the ACCJC visited the National and Pohnpei campuses in October 2006. She paid courtesy visits to the FSM President and some of his cabinet members, Chairman of the HESA Committee of the FSM Congress and its legal counsel, Governor of Pohnpei State, Vice Speaker of the Pohnpei State Legislature, and Chairman of the College of Micronesia-FSM Board of Regents and stressed the importance of having diversity on the board of regents. President James has written a series of letters to the FSM President also stressing the importance of diversity on the Board. A meeting has been scheduled with the FSM President to discuss with him some suggestions on how members can be selected to comply with diversity on the COM-FSM Board of Regents.

In a January 11, 2007, letter to the FSM President regarding the need to fill a vacancy on the Board, the COM-FSM President stated:

If possible, we would also like to maintain diversity on the Board. The current members of the Board are from the following sectors of the communities in the FSM: government and religious group (sic). The other sectors of the communities like private sector, NGO, women, and youth are currently not represented on the Board.

A September 25, 2007, letter to the FSM President from the COM-FSM president regarding two vacancies on the board included the following paragraph:

In making your appointments, we would like to draw your attention to Section 6(2) of the law which states, "Members...shall represent diverse elements of the populations of the States and the Nation, including, but not limited to, business and industry, education, and community service organizations." Diversity of interests on the Board is also an accreditation mandate; following a recent visit from the Accrediting Commission, the visiting team pointed out that the College is not in compliance with that section of the law. Currently, the religious sector is represented and should your nomination from Yap be confirmed, women's interest would be covered. If Regents Yatilman and Enlet are reappointed, government and education groups would be included. Perhaps the Kosrae Regent could represent either private sector, NGO, youth interest, or a group not yet represented.

Subsequently, the FSM President's Chief of Staff was appointed by the FSM President to serve as the national regent on the board. FSM Congress Standing Committee Report No. 15-165 on this nomination contained the following:

The only concern he (the nominee) would like to address was to assure the committee that if confirmed, he will not use his position as Chief of Staff to unduly influence policies of the COM-FSM, in any ways that could risk the school's accreditation. He believes that the Board should operate as one and that board members are prohibited from engaging in any actions that may advance his or her agenda. The nominee

further stated that there has been no evidence of meddling in the affairs of the college by the administration in the past nor does he anticipate any in the future.

Three current regents completed a survey at the May 2009 meeting on which they were asked, “Does the current membership of the COM-FSM Board of Regents adequately reflect the diversity and public interest of the FSM?” All of the regents who completed the item responded by saying yes. However, one regent added that “it could be better.”

Regents were unanimous in their self assessments in 2005, 2006 and 2008 that “[t]he board composition adequately represents the public interest and reflects the diverse elements of the populations which it serves.”

Regents were unanimous in their May 2005, May 2006, and December, 2009 self assessments that “[t]he board acts as a whole and no member or committee acts in the place of the board.” This perception was corroborated during the March interviews when all of the regents who participated responded that the board acts as a whole. One regent explained, “In our discussions and deliberations, one member may ‘step out’ and disagree but in the final decision, we act as a whole.”

Also during the May 2009 interview, regents were asked, “Does the Board adequately advocate for and defend the COM-FSM and protect the institution from undue influence?” All three regents who responded said that they do.

Item 14 on the Standard IV survey asked respondents to rate this item: “The COM-FSM Board of Regents advocates for and defends the college and protects it from undue influence.” Of the staff who responded, 62.9% indicated that they agree or strongly agree with this statement. Of the respondents, 21% either left the item blank or checked “I don’t know.” On this same item, 42.3% of the faculty indicated that they agree with this statement. However, 50% of the faculty checked “I don’t know” or left the item blank. There appears to be a need to more fully involve and/or inform faculty and staff regarding the performance of the board.

STANDARD IVB1A: PLANNING AGENDA

- See Standard IVA: Planning Agenda

STANDARD IVB1B

The governing board establishes policies consistent with the mission statement to ensure quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

STANDARD IVB1B: DESCRIPTIVE SUMMARY

The mission statement is read at the beginning of each board meeting to ensure policies that are adopted are in line with the college’s mission statement.

Minutes of board meetings reflect the board’s concern for the quality, integrity, and improvement of student learning programs and services. Actions taken by the board include approval of new programs, modifications for improvement of existing programs, adoption of

policies that affect student learning, concern for adequate student financial assistance, and requests for program evaluation in the areas of student services and educational programs, among others.

STANDARD IVB1B: SELF EVALUATION

Board members were asked this question on the interview: “What mechanism does the board have in place to ensure that the policies it establishes are consistent with the mission, ensure quality, integrity, and improvement of student learning and services?”

One member responded by saying that the college administration ensures that the policies are consistent with the mission. Another stated that consistency is established through dialog with the college management. A third member indicated he did not know because he was new to the board. However, a fourth member gave a more specific answer citing policies the board has established to require instructors to have a minimum of a master’s degree, to require instructional programs to conduct program evaluation and assessment, to make sure that textbook procurement is on schedule, and to ensure quality and equity of facilities across campuses.

STANDARD IVB1B: PLANNING AGENDA

- None

STANDARD IVB1C

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

STANDARD IVB1C: DESCRIPTIVE SUMMARY

Section 719 (4) of Title 40 of the FSM Code stipulates that the board will “[b]e responsible for the financial soundness of the College and ensure that the educational program and the physical facility plans are of high quality and consistent with the purposes of the College.” Section 719 (5) requires that the board “[e]nsures adequate financial resources...” while Section 719 (6) requires the board to “[e]nsure strong financial management.”

STANDARD IVB1C: SELF EVALUATION

An item on the board interview asks, “Does the board have ultimate responsibility for educational quality, legal matters, and financial integrity?” A follow up question asks, “How does the board deal with external influences or pressures?” All four of the board members interviewed responded affirmatively to the first question. Regarding the follow-up question, one member said, “I feel the board should be the shield from outside pressure and protect the autonomy of the college.” He went on to say that “[t]he government needs to give the college the necessary leeway.”

Regarding the Standard IV survey item “The members of the COM-FSM Board of Regents are charged with all major decisions about the college, administrative and academic ones alike,” 61.5% of the faculty and 66.1% of the staff agreed with the statement. However, 30.8% of the faculty and 21% of the staff checked, “I don’t know,” indicating a need to strengthen communication between the board and the college community.

STANDARD IVB1C: PLANNING AGENDA

- See Planning Agenda IVA.

STANDARD IVB1D

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

STANDARD IVB1D: DESCRIPTIVE SUMMARY

The Board of Regents Policy Manual sets forth the authority and strategic framework by which the board acts, as well as the organizational backdrop and operational procedures by which the board officially functions. The manual serves as an orientation tool for new board members and a working tool and central resource throughout the term of a regent's tenure.

Board bylaws are included as Appendix 7 of the manual. The bylaws are comprised of the following articles: (I) Board of Regents Meetings; (II) Officers of the Board and the President; (III) Records and Reports; (IV) Committees of the Board; (V) Statement of Ethical Conduct; and (VI) Amendment to Bylaws. Chapter 7 of Title 40 of the FSM Code, which pertains to the college, is included in the policy manual as Appendix 1. This legislation spells out the board's size, duties, and responsibilities in detail.

STANDARD IVB1D: SELF EVALUATION

Members of the Board of Regents unanimously agreed with Item 1.1 (The role of individual board members is clearly defined.) and Item 1.2 (The role of the board's officers is clearly defined.) on the board self evaluation questionnaire in 2005, 2006, and 2008.

STANDARD IVB1D: PLANNING AGENDA

- None

STANDARD IVB1

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary

STANDARD IVB1E: DESCRIPTIVE SUMMARY

A review of board meeting agendas and minutes shows that the board acts in a manner consistent with its policies and bylaws. Although the board conducts an annual self evaluation, it is not clear from the minutes whether it regularly evaluates its policies and practices.

STANDARD IVB1E: SELF EVALUATION

Board members unanimously agreed with Item 1.4, “The board follows its ethical conduct policy and members are committed to carrying out their duties and responsibilities according to the standards set by the policy” on the board self evaluation questionnaire in 2005, 2006, and 2008.

In response to an interview question posed to board members in spring 2009, two of the four regents interviewed indicated that the board regularly reviews and evaluates the board’s bylaws and policies. However, the newest regent was hesitant to answer the question based on his brief tenure on the board and the fourth regent interviewed indicated that the board does not regularly review its bylaws and policies and should make it a point to undertake such a review.

STANDARD IVB1E: PLANNING AGENDA

- Beginning with the first meeting of 2010, the Board of Regents will undertake an annual review of its established policies with a report of the results published within one month of the review. The administration will place polices to be revised on subsequent board agenda for review and action.

STANDARD IVB1F

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

STANDARD IVB1F: DESCRIPTIVE SUMMARY

A policy on board orientation was adopted at the May 2007 meeting. The president uses the policy manual to conduct training for new regents, most recently with the new regents from Yap and Chuuk. COM-FSM regents participated in workshops for members of governing boards of Pacific institutions which were held in Guam in 2005, in Hawaii in 2007 and in Saipan in 2008. These workshops were sponsored by the Pacific Postsecondary Education Council (PPEC) which was chaired by the COM-FSM president at the time.

Section 707 of Title 40 of the FSM Code sets the parameters for staggered terms of office for regents. Section 708(3) of Title 40 provides for continuity of board membership in the event that a board member’s successor has not yet been appointed.

STANDARD IVB1F: SELF EVALUATION

The board feels it is knowledgeable about the college’s history, mission, values, strengths, and weaknesses as reflected in its unanimous agreement with statement 4.2 in that regard on the board self evaluation questionnaires of 2005, 2006, and 2008.

Three of the four regents interviewed for the self study indicated that they found the board development activities to be helpful. The newest member, however, said that although the orientation program was helpful, it needs to include more information than simply the board’s

role. He suggested that such orientation include information on the various college department functions and roles.

STANDARD IVB1F: PLANNING AGENDA

- None

STANDARD IVB1G

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws

STANDARD IVB1G: DESCRIPTIVE SUMMARY

Section 718 (21) of Title 40 of the FSM Code requires the board to assess its own performance. To carry out this responsibility, Section IV.H of the Board of Regents Policy Manual on evaluation contains the following:

Among the responsibilities of the Board of Regents is assessment of its own contribution and performance. This is done annually through a self-evaluation questionnaire in which the board responds to statements regarding board organization, the decision-making process, board/president relations, board/college relations, board/community relations, board agenda, board education and development, board priorities, and board goals and objectives.

The self evaluation questionnaire is included in appendix 9 of the manual.

STANDARD IVB1G: SELF EVALUATION

A review of board minutes for the past six years shows that the board conducted self evaluations as required by statute. However, it should be noted that only the self evaluations for the years 2005 and 2006 are on file and only one regent's response to the self evaluation is available from 2008.

On the evaluation forms, three members circled "N" for Item 9.2 "The board annually evaluates itself on how well it has achieved the goals and objectives" commenting on the need for improvement of the process. One cited the need for an annual retreat to evaluate their performance while another circled the word "goals" indicating the reason he disagreed with the item. Other board members on the 2005, 2006, and 2008 self evaluations indicated agreement with the item.

STANDARD IVB1G: PLANNING AGENDA

- None

STANDARD IVB1H

The governing board has a code of ethics that include a clearly defined policy for dealing with behavior that violates its code.

STANDARD IVB1H: DESCRIPTIVE SUMMARY

Section 7 of Title 40 of the FSM Code stipulates that:

The Board shall act as a whole; no member or committee created by the Board may act in place of the Board. The bylaws of the Board created pursuant to sections 717 and 718 of this chapter shall include a statement of ethical conduct for its members. Such statement shall include, but is not limited to, a provision prohibiting Board members from participating in any action involving a possible conflict of interest or from realizing a financial gain, other than compensation provided pursuant to this chapter, from their position as a Board member.

The board's code of ethics is found in Article V of the board bylaws. This policy contains subsections on standard of conduct, disclosure, abstention from voting, and employment with the college. Minutes of the August 2008 meeting show that the chairman recused himself from voting on the confirmation of the selection for the position of Vice President for Administrative Services due to a close personal relationship with the appointee.

Section 718 of Title 40 stipulates that "[b]oard members may be removed before the expiration of their terms by a three member majority vote of all other voting members of the board for incompetence, neglect of duty, unethical conduct, or malfeasance in office." Minutes of the March 2004 meeting show that members invoked Section IV.G of board bylaws in removing a member from the board for missing three consecutive meetings.

STANDARD IVB1H: SELF EVALUATION

All regents who completed the 2005, 2006, and 2008 board self evaluation questionnaires agreed with Item 1.3 that "[t]he board follows its ethical conduct policy and members are committed to carrying out their duties and responsibilities according to the standards set by the policy." However, on Item 1.3, "Board members do not participate and vote on matters where they have a possible conflict of interest," one member on the 2005 evaluation circled "N." It is not clear what action was taken by the board to follow up on this concern.

Three of the four regents interviewed as part of the self study process indicated that they found the board's code of ethics policy helpful in the decision-making process. The newest member indicated that he was unsure as he was unfamiliar with the policy.

STANDARD IVB1H: PLANNING AGENDA

- None

STANDARD IVB1

The governing board is informed about and involved in the accreditation process

STANDARD IVB1: DESCRIPTIVE SUMMARY

Section 704 of Title 40 of the FSM Code requires the college to “[m]aintain accreditation by the Western Association of Schools and Colleges...”

A review of board meeting minutes over the past six years shows that the board is informed about and involved in the accreditation process on a continual basis. Accreditation updates and issues are presented either by the ALO in person and/or in written form in the board meeting binders.

Section IVJ. of the board policy manual contains the following provisions:

The board is to periodically cause an independent survey to be conducted among students and faculty of the college evaluating the quality of administration, quality of course instruction, the effectiveness of faculty, and such other matters as the board may deem appropriate. Such an independent survey is to be done every three years, or as required by the accreditation standards set by the Western Association of Schools and Colleges. The board is to transmit a copy of the results of the survey to the FSM President and the Congress of the Federated States of Micronesia and to the governors of the states of the Federated States of Micronesia within 60 calendar days of the completion of the survey.

The periodic reports from the evaluation teams that are sent by the Accrediting Commission for Community and Junior Colleges can be used as substitute for the required independent survey, a practice accepted by the national leadership.

STANDARD IVB1: SELF EVALUATION

On the interviews conducted for the self study, three of the four board members indicated that they were informed about accreditation through reports presented at board meetings and by being assigned to the standard committees. However, the newest member expressed concern that some information regarding accreditation is obtained second hand. He cited the commission’s rejection of the initial submission of the college’s midterm report as an example.

On the 2005, 2006, and 2008 self evaluations all board members agreed with Item 7.4 “The board is informed about and involved in the institutional accreditation process.”

STANDARD IVB1: PLANNING AGENDA

- None

STANDARD IVB1J

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively.

STANDARD IVB1J: DESCRIPTIVE SUMMARY

Section 721 of Title 40 of the FSM Code provides that “[t]he President of the College shall be appointed by the Board. The President of the College shall have full charge and control of the administration and business affairs of the College.”

Section 4 of Article II of the board bylaws includes the following provision:

The President of the College shall be the Chief Executive Officer of the College and the official advisor to and executive agent of the Board of Regents and its committees. The President shall, as educational and administrative head of the College, exercise a general superintendence over all affairs of the institution and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed in meeting its policy-making responsibilities. Furthermore, the President shall have the power, on behalf of the Regents, to perform all acts and execute all documents to make effective the actions of the Board or its committees.

Although the procedures for selecting the president are not articulated in the policy manual, the regents do have an established process for recruiting and screening applicants and selecting the president of the college. This process was developed based on a workshop conducted for the board by a former ACCJC Executive Director in 2000. The procedure is not unlike that followed in hiring other employees of the college. The process used to hire the current president is described in minutes of the board meetings of September, October (teleconference), November, and December 2004.

Minutes of board meetings for the past six years show that the board has evaluated the performance of the president as required by statute.

STANDARD IVB1J: SELF EVALUATION

According to the Standard IV board interview, the perceptions of all board members relating to the question on whether the board includes clear policy guidelines for search and selecting a new president are affirmative. All except one believed that there is a process for selecting a new president in place. Although not all members of the current board have been involved in the selection of a new college president, two believed there is a process in place.

The process for selecting the president is almost the same as that used for other employees except the Board of Regents is responsible for carrying out the process instead of an ad hoc committee. The last president selected through the process is the current president in 2004.

All but one of the board members agreed with Item 3.1, “The board selects and/or retains a president as the chief executive officer for the College after appropriate consultation,” on the

board self evaluation questionnaire in 2005, 2006, and 2008. On the 2005 questionnaire one member circled “N” indicating disagreement with the statement, while another circled “Y” indicating agreement but then added a statement that “the process is too long.”

According to the Standard IV board interview, the majority of board members do not believe in micromanaging of the college system. The perception is that they need to work as a team and give the president free reign in a complementary role, not looking over his shoulder very minute. All board members agreed with Item 3.2 on the board self evaluation questionnaire indicating that they do delegate authority to the president.

STANDARD IVB1J: PLANNING AGENDA

- None

STANDARD IVB2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

STANDARD IVB2A

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities as appropriate.

STANDARD IVB2A: DESCRIPTIVE SUMMARY

The responsibilities of the president are described in Title 40 of the FSM Code which states that “[t]he President of the College shall have full charge and control of the administration and business affairs of the College.” Section 21.2 a-g delineates the powers of the office subject to limitations of the board. Planning, organizing, coordinating, and controlling the services of college employees are mentioned specifically under the powers granted by the board.

As mentioned above, the board bylaws state the college president’s role as “educational and administrative head of the College” exercising “general superintendence over all affairs of the institution ...on behalf of the Regents, to perform all acts and execute all documents to make effective the actions of the Board or its committees.”

The college’s organizational chart reveals both the management structure and complexity of the president’s authority and responsibility. Adopted in August 2007, the chart shows four vice presidents to whom the major areas of responsibility and authority are delegated. The vice presidents oversee the areas of administrative services, student services, instructional affairs, and cooperative research and extension. The president oversees and approves the selection of personnel to all major college standing committees which support the four organizational areas.

He has reconstituted the COM-FSM Assessment Committee and charged the committee with producing a new assessment handbook. This handbook describes the use of assessment as the core element in planning, organizing, and in particular budget allocation and budget management.

STANDARD IVB2A: SELF EVALUATION

The current president was a prime mover in the creation and adoption of the shared governance policy that underpins the fulfillment of his duties and responsibilities.

While the president serves at the pleasure of the COM-FSM Board of Regents, four of the five regents were only recently appointed. The president has served as an indoctrinator of the shared governance approach to management-- a concept relatively new to Micronesian management styles.

The president's fulfillment of the leadership responsibilities is judged in several ways. The board uses a 43-statement instrument entitled Leadership & Managerial Attributes to rate the president in the areas of relationship with Board of Regents; academic administration and planning; staff and personnel; business and finance; and personal qualities. In March 2009 the Board of Regents completed a favorable evaluation and a new two-year contract was offered which the president accepted.

Questions on the Standard IV survey as to overall effectiveness the president garnered somewhat favorable ratings from both faculty and staff. To Item 15, "The COM-FSM President plans for and oversees the college in an effective manner," 50 % of faculty agreed or strongly agreed, and nearly 71% of staff felt likewise. For the student survey, Item 15 stated, "Overall, I feel the president is doing a good job." To this statement 58.6% either agreed or strongly agreed. To the same question, 42.3% of government personnel responded favorably with 17.3 % in disagreement or strong disagreement; 36.5% marked the "I don't know" category. Parents showed a favorable rating of 45.9% as opposed to a 27% unfavorable with the business community responding in roughly the same proportion. The president received the most favorable opinions from the community survey with 19 out of 26 surveyed or 73% marking agreement with two (2) respondents, 7.6%, in disagreement and five (5) respondents, 19.2%, in the "I don't know" category.

Evaluating the president as he plans, oversees, and evaluates the COM-FSM administrative structure and sees to it that the administration is organized and staffed to reflect the institution's purposes, size, and complexity is the primary responsibility of the Board of Regents. In this sense the president must be evaluated on the successful outcomes of the various administrative components and the system as a whole. As with any chief executive officer the final evaluation on the president's success is ultimately the successful operation and outcomes of the overall operation. At colleges and universities the president is ultimately judged by the results of the accreditation process.

Likewise, the president delegates authority to administrators and others consistent with their responsibilities, as appropriate. In this sense the president is ultimately accountable for the judgment and actions of the subordinate administrators and college committees to whom authority has been delegated. This too is judged in the overall by the accreditation process.

STANDARD IVB2A: PLANNING AGENDA

- None

STANDARD IVB2B

The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.

STANDARD IVB2B: DESCRIPTIVE SUMMARY

The president as the institutional leader has been instrumental in communicating the institutions values, goals, and direction of the college. The most recent follow-up report to ACCJC states:

Under the leadership of President Spensin James, during the past years the college community has revised the mission statement, added vision and values statements and tied the goals to the strategic plan. The college's mission is evaluated by the college community annually and it continues to be directly tied to the nation's challenge of uniting disparate cultures and languages. This is a living document that has a remarkable presence for all members of the college community. It is frequently cited in the institutional plans and is read before meetings of the Board of Regents (BOR).

The president has repeatedly stressed that college decisions be based upon outcome- based data. As noted earlier, he has commissioned the assessment handbook and through the vice president for administrative services has directed that the college's institutional research and planning office focus all efforts on gathering data for decision making purposes.

As the former vice president for instructional affairs, the current president is keenly attuned to student learning and the qualitative and quantitative documentation necessary to provide a suitable culture of evidence that both proves and encourages learning. His leadership in creating a student learning outcome-based college has now turned to using outcomes for institutional review and decision making. Also as noted he has directed the Assessment Committee to produce proper guidelines to bring to life the integrated planning and resource allocation system recently designed.

The Institutional Research and Planning Office (IRPO) reports directly to the vice president for administrative services. However on occasion the president commissions and receives requested data directly from the IRPO as may be necessary for the president's own perusal. The president requires all data gathered and reports within the purview of the IRPO to be posted on the college's website.

To date the college has developed the integrated planning, evaluation and resource allocation system, and the president has directed the Assessment Committee to produce proper guideline that links research to planning and then to resource allocation. In early November 2008, an assessment cycle document was being circulated for faculty and staff review.

A major mechanism used by the college president for guidance is the president's annual retreat held in spring since 2007. It is the president that sets the retreat agenda. These retreats bring the college community together and have relied upon various data provided by the Institutional Research and Planning Office. In 2007 the president presented an agenda for an internal system evaluation that focused on the following concerns:

- There is insufficient dialogue and information exchange between external stakeholders and the college in regard to economic and social development needs, program development, service delivery, and funding for students and the college.
- There is inadequate development, understanding, and application of quality standards for an effective student centered learning environment.
- Governance processes including development, implementation, and evaluation do not include all the internal and external stakeholders.
- The academic level of the majority of incoming students is inadequate to meet college level standards.
- The success and retention rate of students at the college is less than 40%.

The concerns were analyzed and the results used to establish institutional priorities as guidance for the FY 2009 budget. As a further result of the retreat a program planning conference was called in September at which nine (9) recommendations regarding college planning were adopted. All recommendations from the president's retreat, which can be found on the IRPO website, were adopted at the planning conference.

The 2008 president's retreat was to reflect upon past year's accomplishments, place the college against the ACCJC rubrics (standards) and address the question, "Are we meeting our mission?" The president's agenda was stated as a need to accomplish the following:

- Review/revise the college's mission, goals, and objectives
- Review/revise institutional priorities for 2009 to guide improvement efforts
- Develop institutional priorities for 2010 to guide budget development and resource allocation.

As a result of this retreat, the institutional priorities were revised and are reflected in the 2010 college budget.

The May 2009 president's retreat was called to address the possibility of restructuring the college system. Underlying the call for restructuring was the difficulties financing the present system which will rely on a fixed or even a reduced amount from Compact funds and the FSM Congress. The president pointed out that the finite congressional allocation places continued burden upon the tuition/fees portion of the college budget income and plans for restructuring may include downsizing state campuses, eliminating low enrollment programs throughout the system, eliminating programs that while sufficiently enrolled produce few if any graduates or completers, centralizing academics at the National campus, turning states sites back to states for state needs and therefore state financing, ad infinitum. Everything was to be discussed including the very mission of the college.

The retreat focused upon three basic models: the first college model with a National campus and continuing education centers in each state to be funded by each state government; the second model based upon a decentralized college system used by certain Native American tribes in the United States; and lastly, the status quo with or without modifications. The status quo with major modifications was recommended. The major modifications recommendations were to be left to a committee to work under the purview of the vice president for administrative services.

STANDARD IVB2B: SELF EVALUATION

On the Standard IV survey, 73% of faculty and 69.4% of staff expressed agreement with the statement, “I am provided opportunities to participate in planning at COM-FSM.” About one quarter of the sampled faculty and staff surveyed expressed disagreement with the statement. It is possible to conclude that the president’s retreat has fostered a feeling of opportunity to participate.

On the survey, 76.1% of the staff and 46.1% of the faculty agreed with the statement, “The COM-FSM President serves as the major guide for institutional improvement for the teaching and learning environment.” However, 30.7% of the faculty disagreed with this statement. While the retreat process has been the college president’s mechanism for keeping the college on the “right track” and involved in the input process, measurable outcomes have been planning in nature and it remains to be judged as to how useful the annual retreats are in actuality.

STANDARD IVB2B: PLANNING AGENDA

- None

STANDARD IVB2C

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

STANDARD IVB2C: DESCRIPTIVE SUMMARY

The president’s annual evaluation is meant to assure that all statutes, regulations, and governing board policies are carried out and as such his performance is monitored and evaluated annually by the COM-FSM Board of Regents. The evaluation instrument used by the board assesses the president’s performance in all areas covering the responsibilities and duties assigned as well as the board’s expectation. The Likert scaled instrument assigns quantitative values to qualitative statements in six general areas supported by 43 expectation statements. The president’s quarterly reports and selected assignments are reviewed, and then the instrument is completed individually by board members. With this completed the board then meets in executive session for discussion. The overall evaluation requires group consensus and as such becomes a process of identifying the president’s strengths as well as perceived weaknesses. The board findings are then discussed with the president. In any matters judged to be unsatisfactory, the process requires a written plan describing desired outcomes and expectations for improvement which is then discussed with the president. To provide equity the process allows the president to respond in writing with a written description of any difference of opinion the president may have with the final evaluation.

STANDARD IVB2C: SELF EVALUATION

On the Standard IV survey, 57.7% of faculty and 67.7% of staff expressed agreement with the statement, “The COM-FSM President assures the implementation of the college’s rules and regulations and further assures consistency with institutional mission.” Less than 11% of faculty and less than 21% of staff expressed disagreement.

STANDARD IVB2C: PLANNING AGENDA

- None

STANDARD IVB2D

The president effectively controls budget and expenditures

STANDARD IVB2D: DESCRIPTIVE SUMMARY

The comptroller reports to the vice president for administrative services who in turn reports to the president. The newly hired vice president for administrative services was selected by committee and approved by the president primarily because of his most recent budget preparation and resource allocation experience. While serving as the Lieutenant Governor of Yap State, budget formulation and control were his major functions.

In September 2009 the president informed the college of the need to comply with FSM performance budgeting requirements. As a result the college’s fiscal year 2011 budget focuses on outcomes, measures success in achieving results, links financial resources with results, focuses on the college’s key priorities, holds departments accountable for achieving results, and provides manager with information necessary to improve.

On the expenditure side, the president personally monitors all travel funds and requires that all travel be thoroughly documented. On the revenue side, he personally meets with students who are in arrears or are past due with their accounts and arranges for payments plans.

While a bit antiquated for college purposes, the college submits a quarterly performance based budget to the FSM Government which in turn must be reviewed and approved by the US Department of Interior before quarterly funds are dispersed for college use.

During the current president’s tenure, the college has received the “unqualified” opinions from outside auditors on its annual audit and qualified as a “low risk auditee.”

STANDARD IVB2D: SELF EVALUATION

While the COM-FSM budget has been a major recent concern to the college community, all outside audits since the last accreditation cycle and during the current president’s tenure COM-FSM has received the “unqualified” approval from outside auditors on its annual audit.

Surprisingly, on the Standard IV survey, only 23.1% of the faculty agreed or strongly agreed while 38.4% disagreed or strongly disagreed with the statement, “The COM-FSM President

effectively controls budget and expenditures.” While staff approved the president’s budget controls with 58.1% in the positive, 29.1% disagreed or strongly disagreed with the statement. The negative rating by COM-FSM faculty may reflect survey comments regarding COM-FSM’s low salary scale as no other survey statements were offered where overall dissatisfaction with salaries could be expressed.

In the president’s opening remarks to the 2009 president’s retreat, he stated the budget as the primary factor leading to restructuring or reorganizing the college. The president presented the revenue side which at present is a fixed congressional allotment and dependent upon fees and tuition supported for students by the Pell Grant. No additional financial resources were suggested leaving retreat participants voicing a need to reduce expenditures through consolidation and program reduction. Many strongly objected to the notion that more students in the system to boost the revenue side were an answer to a balanced budget. On September 15, 2009, the president informed the college community by memorandum that the annual congressional appropriation had indeed been reduced. Therefore, he announced:

In order to balance the FY2010 Budget as directed by the Board of Regents and to begin the implementation of the budget on October 1, 2009 I hereby put a freeze on all new positions until further notice. The purpose of this freeze is to reflect the reduction by \$100,000 of the Congress funds approved by the FSM Congress from 3.9 million to 3.8 million.

The Finance Committee will continue to work on balancing to FY2010 Budget and advise my office immediately.

The college budget is now reported yearly in the annual report to the FSM Congress and the National Government as a requirement for the US/FSM Compact Education Sector Grant funds and Public Law 79-7. This responds to a planning agenda item from the December 2003 Institutional Self Study. It was reported that “Financial reports were not made to congress for the past two years. Reports to congress should be made annually as per Public Law 79-7.” As reported this is now being done.

In his January 2009 cover letter to the FSM President, the COM-FSM President stated “First the college is committed to linking planning, evaluation and resource allocation.” While this has become the president’s mantra, there needs to be an increase in revenues or a reduction in expenditures that clearly must begin with the proper planning that addresses the COM-FSM budgetary challenges.

STANDARD IVB2D: PLANNING AGENDA

- None

STANDARD IVB2E

The president works and communicates effectively with the communities served by the institution.

STANDARD IVB2E: DESCRIPTIVE SUMMARY

Micronesians identify themselves in many ways; therefore there is a variety of taxonomies or “publics” to which the current president must relate. He reports annually to the nation through

his reports to the FSM Government and FSM Congress. Further, the president submits a quarterly report to the FSM President, Speaker of Congress and FSM Secretary of Education.

The president has directed all state campus directors to hold monthly meetings with state leaders in their respective states.

The president, as a member of is the Pacific Postsecondary Education Council (PPEC), articulates the college's perspective in this regional organization of Pacific colleges. He served as the past president and is currently the vice president of the council.

He serves on the FSM Association of Chief State School Officers (FACSSO) which also includes the four state directors of education and the secretary of the national education department. Too, by statute, the college serves as a member of the Pohnpei State Board of Education. Both of these duties keep the president linked with an important constituency for the college's teacher training programs.

Finally, the president assigns the task of establishing protocols and pathways to individuals or groups; directs the writing of the communication improvement plan; promulgates the plan; and monitors the effectiveness of the communication protocols and the communication improvement plan. As noted in the procedures section of the plan, the president will establish a cycle for reviewing the plan and updating the communication protocols and the communication improvement plan.

STANDARD IVB2E: SELF EVALUATION

Communication within the organization and with the president continues to be voiced as a major concern of staff and faculty. In spite of the 2006 Shared Governance Policy, a significant percentage of college faculty voiced certain disconnect with the college president and the college administration centered upon communication or a perceived lack of communication. Specifically to Item 9 on the Standard IV survey, "The college clearly communicates its policies on governance procedures," 42.3% of faculty voiced agreement, while 34.6 % voiced disagreement. To Item 10 on the survey, "The college has effective communication," a full 69.2% of the faculty disagreed or strongly disagreed with the proposition. To Item 20, "The COM-FSM president communicates effectively with staff and faculty served by the college," 50% responded in the affirmative with 42.3% disagreeing or strongly disagreeing and 7.7% no opinion.

In 2009 the COM-FSM faculty subcommittee of the Faculty/Staff Senate perceived a breakdown in communicating the college's faculty salary needs as a college priority to the president. Therefore, a Faculty Salary Report was submitted directly to the Board of Regents at the May 2009 meeting. The report focused on recruitment and retention of qualified faculty. Likewise, the executive committee on behalf of the Faculty/Staff Senate as a whole submitted a letter protesting the appearance of arbitrary non-renewal of contracts for no cause to the Board of Regents at the August 2009 meeting. While the president rightly held to the legality of the issue of non-renewal, staff and faculty alike expressed outrage and asked that staff and faculty renewal of contracts be based upon performance evaluations or at least a period of fair notice be given to

staff when contracts are not to be offered for renewal. These two matters were not considered to be communication breakdowns but direct disagreement with the president's actions.

The faculty also questioned the president's communication with the COM-FSM students through survey Item 19, "The president communicates effectively with the students served by the college." While 23% of the faculty agreed or strongly agreed with the statement, 26.9% did not agree. This item had the highest percentage of no opinion on the survey at 38.5%. Students on the other hand stated a 47.6 % agreement with the proposition, while 32.1% disagreed that the president was communicating effectively with the student body.

Further, the planning agenda for the president in the December 2003 institutional self study stated, "The president should foster stronger communications between all levels of the college community. The president needs to assure faculty, staff, and administration that institutional practices are consistent with the mission and objectives of the institution. The president should work to implement closer communication on budgetary issues to insure that the entire college community understands how and why budgetary decisions have been made."

A comparison of results of the Standard IV survey regarding communication with like statements on a 2003 survey show that the rating is less positive in 2009 than in 2003. Clearly more progress on this communication matter is needed at COM-FSM.

STANDARD IVB2E: PLANNING AGENDA

- See Standard IVA: Planning Agenda Item 1

Self Study Report 2010

INSTITUTIONAL SELF EVALUATION

SAMPLE EVIDENCE IN TEAM ROOM

College of Micronesia – FSM

SAMPLE EVIDENCE LIST

Standard I

- COM-FSM Vision, Mission, Values and Goals
- PL- 40 of FSM Code, COM-FSM Enabling Law
- FSM 2006-2011 Strategic Development Plan Part II
- COM-FSM Fact book
- Land Grant Program Brochure
- IPEDS Data Report
- Annual President's Retreat Program
- Annual President's Retreat post retreat report
- Minutes of Assessment Committee
- IAP Handbook
- Sponsored Programs Committee Terms of Reference
- Sponsored Programs Terms of Reference
- 10 Year Plan to FSM President Ursuemal
- Report to President Mori on College as 4 year institution
- Revised Governance Policy
- Policy on Continuous Improvement
- COMET 2008 Statistical Summaries Report
- Strategic Plan 2006-2011
- IAP Handbook
- Revised Governance Policy
- Terms of Reference for all Standing Committees
- Presidential Retreat Agendas and Reports
- Policy on Continuous Improvement
- Minutes of Assessment Committee
- Assessment Worksheets 1, 2, and 3
- Assessment Committee Checklists
- Minutes of Planning and Resources Committee
- Sample of Performance Based Budget worksheet
- Enrollment Management Indicators
- Institutional Scorecard
- IRPO website www.comfsm.fm/irpo

Standard II

- Policies
 - Policy on Continuous Improvement Cycle
 - Governance Policy
- Catalogues and materials
 - College catalog
 - Program information materials
 - General college informational brochures
- Standing Committee Minutes
 - Curriculum committee
 - Student services committee
 - Assessment committee
 - Planning and resources committee
- Performance budgeting materials
 - FY 2011 Performance budget
 - Training materials
- Reports and other materials
 - Strategic plan 2006 -2011

- Annual reports
- Quarterly reports
- College Fact Book
- PPEC Fact Book
- Handbooks
 - Institutional Assessment Plan (IAP) Handbook & worksheets
 - Curriculum Handbook
 - Revised course outline format with standardized assessment component
 - Faculty Handbook
 - Advisement Handbook
 - Student Handbook
- Data
 - Institutional Data Reports
 - Institutional Data Summaries
 - College Fact Book
 - COMET data
 - Board of Regents & Committee Data Updates
 - IPEDS
- Program review and assessment
 - Programs reviews
 - Course SLOs assessment
 - Program assessments
 - General education assessment
 - Institutional level assessments
 - Organizational structure
 - FMI
 - Student services program rubrics
 - COMET essay scoring rubric
 - Communications Surveys
 - Faculty staff satisfaction survey
 - Student satisfaction survey
 - Employer survey
 - LRC surveys
- President's Retreats materials and summaries

Standard III

- Human Resources
 - Trip reports to state campuses
 - Summary of supervisors' training
 - HR Unit's Assessment Report
 - Institutional key indicators document
 - Sample hiring package and guidelines
 - Relevant Personnel Committee minutes
 - Personnel Committee appointment memorandum
 - Personnel Committee Terms of Reference
 - Personnel Committee - Policy Development Plan
 - Relevant Staff Development Committee minutes
 - Staff Development committee-sample activity evaluation summary
 - Listing of employees completing degrees
 - Job audit information document
 - Relevant Planning and Resources minutes
 - Relevant Board reports
 - Sample monthly reports
 - 2011 budget planning documents
 - 2009-2011 College Catalogue

- Public Law No.7-79
- Section VI Employment
- Section VIII Compensation Policies and Practices
- Section XV Employee Discipline and Protection
- Section XVIII Outside Employment
- Section XIV Termination
- Section XII Incentive Program
- Section X Employment Benefits
- Policy 002 Faculty Workload
- Policy 4 Extended Benefits
- Appendix A 10-Month faculty salary schedule
- Appendix B 12-Month faculty salary schedule
- Appendix J Performance Evaluation for classified and professional staff
- Appendix N Instructional faculty evaluation form
- Appendix K Employee Progress Report for management staff
- Physical Resources
 - FY 2009 4th Quarter Report
 - Compact Infrastructure Grant Funding
 - Annual Average KWH usage 2002-2009
 - Crime Statistics Report
 - Cabinet Meeting Minutes
 - Chuuk Campus Inventory
 - Comments from Vocational Education Instructors
 - Epic Resolution
 - Facilities Committee Meeting Minutes
 - Facilities Inventory Summary
 - Fall 2009 schedule without classes
 - FSM-FMI Inspection
 - IDP Budget Schedule
 - OIA Concurrence and Public Laws
 - PPD Kosrae LRC
 - Student Services Committee Minutes
 - Topographic Surveys
 - Site Visit Reports
- Technology Resources
 - COM-FSM Technology policy
 - COM-FSM Technology plan
 - Refer minutes of Board meeting
 - Minutes of TAC meeting
 - Internet Protocol Telephony (VoIP)
 - Student Information System (SIS)
 - Enrollment Management Indicator
- Fiscal Resources
 - Finance Committee minutes
 - Sample budget guidelines
 - Audit Reports from 04-09
 - BOR Minutes pertaining to changes due to audit findings.
 - Samples of periodic budget reports.
 - Fund balance policy
 - Examples of use of fund balance since policy.
 - Quarterly & Annual Reports
 - (see auditor's opinion relating to the administration of U.S. DOE/DOI grants)
 - Policy manual
 - Finance Committee minutes
 - State campus director email input to the Finance Committee.

Standard IV

- Response to Previous Recommendations
- Follow-Up Report 3/09
- Communication – BOR Diversity
- Resume for the Board of Regents members
- Self Study Survey – BOR members
- Self Evaluation – BOR members
- Comments & Survey Results – Faculty, Staff, Students, Parents, Governments, Business Community, Others
- Minutes of Meetings -10/2/08-10/26/09
- Standard IV Write-Ups – 12/09
- Standard IV Members – Contact Info and Write-up Assignments
- Progress Report -4/05
- Self Study Manual – 8/07
- Guide to Evaluating Institutions – 8/07