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
Regirstration 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
Maintenan	163	208	111	193	47	34	29	120	905

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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:
  - o Establish cohorts in the SIS for tracking of impact of services on student performance.
  - o Develop a formal review process within the student services department to analyze SIS data for determining priority areas of student needs.
  - o Enhance the completeness and accuracy of reporting on students services across all sites.
  - o 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 1,027.50	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 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
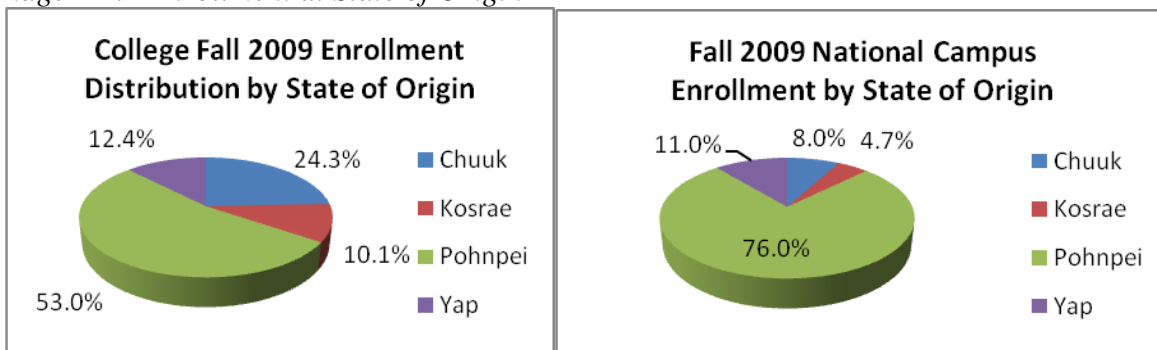
The lack of college courses in FSM languages is also of concern in improving understanding and appreciation of diversity among and between citizens of the different FSM states and island groups. The ability of college students to learn one another's language would assist in improving understanding of 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	AvgTERMGPA	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	
School	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.

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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:
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
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.)

Table IIB.12 Yap Students Service 2nd Improvement cycle

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.

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.