

**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.*