

College of Micronesia-FSM

Self Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation

Submitted by:
College of Micronesia-FSM
PO Box 159, Pohnpei, FM 96941



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

December 15, 2015

Institutional Self Evaluation Report – Certification

Page

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

From: Joseph M. Daisy, EdD

College of Micronesia-FSM

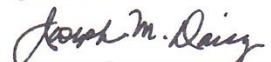
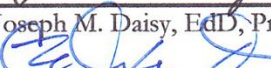
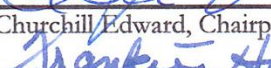
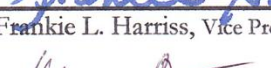
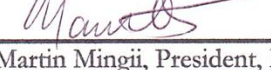
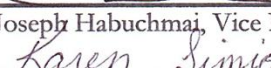
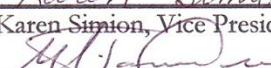
PO Box 159
Pohnpei, FM 96941

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

I certify there was effective campus participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Signatures:

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 _____ Churchill Edward, Chairperson, Board of Regents	14 Dec. 2015 _____ (date)
 _____ Frankie L. Harriss, Vice President for Institutional Effectiveness and Quality Assurance, ALO	14 DEC 2015 _____ (date)
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Introduction

History

Brief History, year of establishment

College of Micronesia-FSM (COM-FSM) is a two-year, English speaking institution of higher education offering 32 certificates and degrees. COM-FSM serves the developing nation of the Federated States of Micronesia (FSM). As a former Trust Territory of the Pacific Islands (TTPI), the FSM maintains a relationship with the US as a Freely Associated State (FAS) and has a [Compact of Free Association](#) that defines the relationship. The FSM is comprised of 607 islands spread across approximately 2 million square miles of the western Pacific Ocean. The nation has a population that has decreased from 107,973 to 102,843 over the last six years through out-migration and lower fertility rates. Despite the small population size, traditional culture is robust with fifteen distinctive cultures and languages.

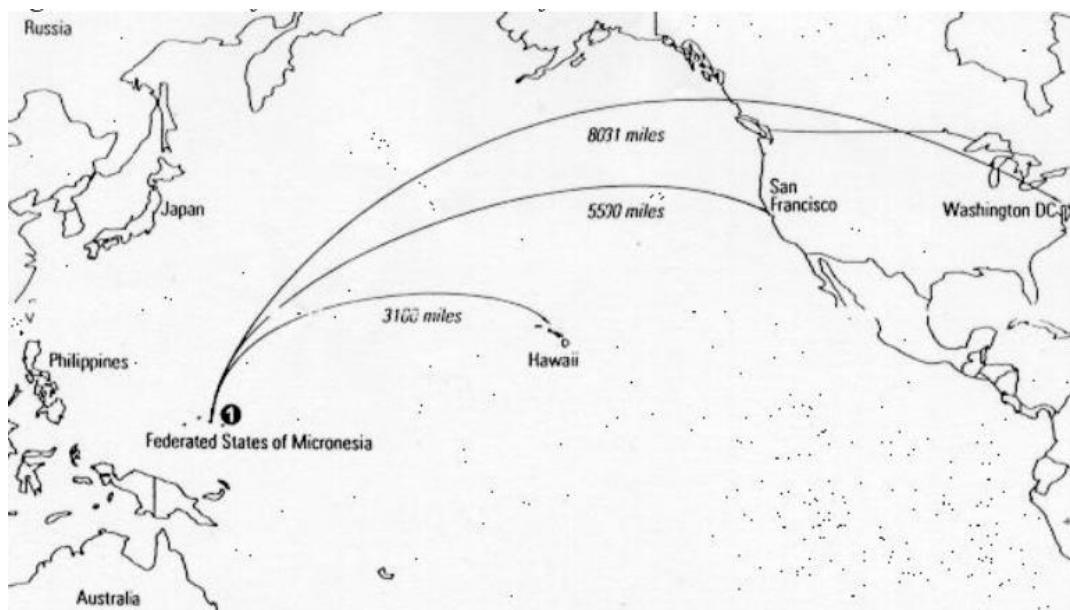


Figure A.1. Location of the Federated States of Micronesia

COM-FSM is a single institution with six campuses located across the four main islands of the FSM, which are Chuuk, Kosrae, Pohnpei, and Yap. The administrative center of the institution is located at the National Campus in Palikir, Pohnpei. Additionally, the National Campus serves all four states as the primary campus for delivery of two-year degree programs. All four states have what is commonly referred to as a “state campus” which ensures access to higher education for citizens of all four states. These campuses are respectively Chuuk Campus, Kosrae Campus, Pohnpei Campus, and Yap Campus. The FSM Fisheries and Maritime Institute is located on Yap Island and is funded by the FSM government.

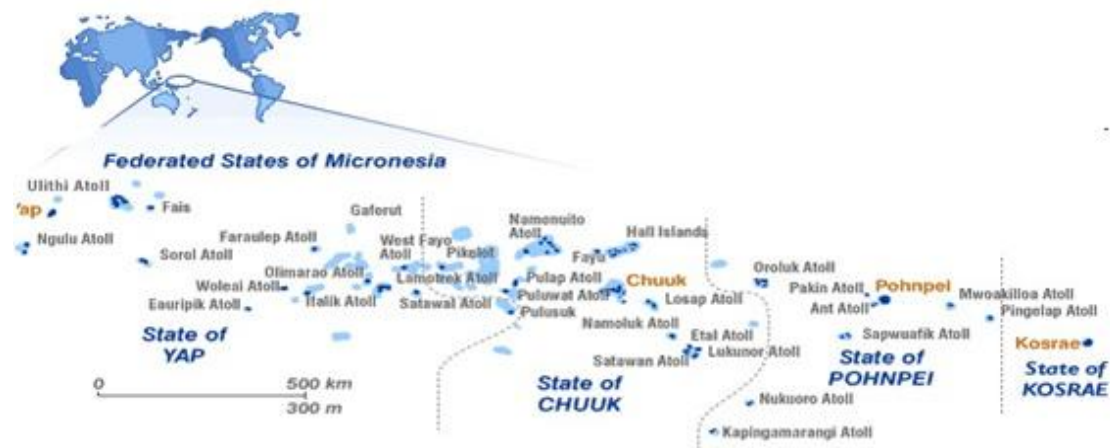


Figure A.2. Detailed map of the Federated States of Micronesia

Chuuk Campus	FSM Fisheries & Maritime Institute	Kosrae Campus	National Campus	Pohnpei Campus	Yap Campus
PO Box 879 Weno, Chuuk FM 96942 Serving approximately 319 students.	PO Box 1056 Colonia, Yap FM 96943 Serving approximately 50 students (capacity is 60) specializing in fisheries, engineering, and navigation.	PO Box 37 Tofol, Kosrae FM 96944 Serving approximately 243 students.	PO Box 159 Palikir, Pohnpei. FM 96941 Housing the central administration and serving approximately 1017 students from across the nation.	PO Box 614 Colonia, Pohnpei FM 96941 Serving approximately 672 students.	PO Box 286 Colonia, Yap FM 96943 Serving approximately 195 students.

Figure A.3. Six campuses of College of Micronesia-FSM located across four island states.

Higher education within the FSM began in 1963 when the TTPI, in collaboration with the University of Hawai'i, developed the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training. In 1969, MTEC shifted from in-service to pre-service teacher education and was retitled the Community College of Micronesia (CCM) in 1970. CCM expanded its program offerings and university involvement was phased out in 1973.

In 1978, the Seventh Congress of Micronesia acted to join CCM with the then Micronesian Occupational Center in Palau and the college's nursing school in Saipan to form the College of Micronesia (COM) as a public corporation governed by a Board of Regents. The institution was accredited by ACCJC, WASC in 1978. Later the nursing school was moved to Majuro and became the College of the Marshall Islands. In 1987, the recently independent

nations of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands signed a treaty affirming continued support for COM. However, in 1991, the three nations signed an agreement to restructure COM allowing for increased national autonomy.

In 1992, the Seventh Congress of the Federated States of Micronesia passed Public Law No. 7-79 establishing the College of Micronesia-FSM as a public corporation under its own Board of Regents. And April 1, 1993, the College of Micronesia-FSM became the federation's national college. Accreditation was awarded in 1978 and reaffirmed in 1982, 1987, 1992, 1998, 2005, and 2013.

During 1994-1998 the college's strategic vision was to create comprehensive community colleges in each of the four island states and to form a four-year baccalaureate institution on Pohnpei. Each of the continuing education centers in the states were renamed state campuses as a result. Subsequent to an assessment of capacity and resources necessary to actualize such a plan, this vision was abandoned and the college remains a single, two-year degree granting institution with six campuses. The National Campus focuses on degree and professional certificate programs, the four state campuses focus on developmental and career and technical education, and the FSM Fisheries and Maritime Institute provides specialized training in navigation, marine engineering, and fishing technology.

Executive Summary

The current president of COM-FSM took office in February of 2012. He arrived at an institution that had been on continuing ACCJC sanction since its 2010 Comprehensive Evaluation and one that faced a number of significant challenges. These challenges affected the ongoing viability of the institution:

- absence of broad based participation in purposeful dialogue and in participatory governance;
- absence of systematic integration of financial resources planning with college plans into a comprehensive *Integrated Educational Master Plan* linked to budget planning;
- the pending JEMCO decrement of \$700,000 over four years cumulative to \$2.8 million;
- lack of a *Facilities Master Plan* that reflects long term educational goals linked to a long-range financial plan;
- lack of an effective *Communications Plan*.

The president's investiture speech on February 6, 2012, articulated the long-term vision for the college, acknowledged challenges, communicated commitment to understanding and embracing accreditation as a process for continuous improvement, and framed aspirations for the college to become a model of best practices.

Transformational Steps

Since 2012 the president has initiated steps to increase the college's effectiveness. The positive results of these initiatives mark the progress of the last four years, and most clearly differentiates the COM-FSM of 2010 from COM-FSM today.

In April, 2012 the president widely disseminated his white paper [COM-FSM Quality, Sustainability and Success: A Framework for Planning and Action](#). This "presidential white paper"

set forth the roadmap for 2012 through 2015 to fully address the issues for which the college was on probation, to demonstrate achievement of the Proficiency Level of Institutional Effectiveness in areas of program review, planning and student outcomes, and to achieve the Continuous Quality Improvement level by December 2013. Additional important steps taken by the president include the following:

Reorganization, Restructuring and Delegation of Authority

In order to ensure smooth operations and allow for the state campus directors to be effective in their overall management of the state campus, the president proposed to the Board of Regents delegating more authority to state campus directors. On May 24, 2012, the Board of Regents approved a revised job description that clearly articulates the essential responsibilities for the campus directors in areas of governance, accreditation, planning and budget, integrity, community engagement, curriculum and instruction, student services, administration, and continuous improvement. To better align these academic and administrative leadership responsibilities with the academic reporting structure, the position was redefined from campus director to campus dean, with a new reporting line to the vice president for instructional affairs (VPIA).

Establishment of the Vice President for Institutional Effectiveness and Quality Assurance

In support of the college's ongoing commitment to embrace accreditation and embed participatory governance, meaningful and purposeful dialogue, culture of evidence, and continuous improvement into the life of the college, and to ensure that this commitment is sustained, the president proposed and the Board of Regents established the position of vice president for institutional effectiveness and quality assurance (VPIEQA). This vice president serves as the college's accreditation liaison officer (ALO) and leads all accreditation efforts, provides leadership that supports the college's goals and strategic plan for institutional effectiveness and quality, and communicates with community organizations, government agencies, state departments of education as it relates to accreditation and quality assurance.

Implementation of the Management Team and Executive Committee

To strengthen broad-based purposeful dialogue that leads to genuine communication and participatory governance, the president implemented two major changes in the structure of the organization: creation of the Management Team and the Executive Committee

The Management Team meets at least twice each month and has been charged with related communications, problem-solving, and non-academic program review responsibilities. Still, it remained clear that there was another gap in the organizational structure that would need to be filled to ensure the administrative and participatory governance functions of the college would be seamless. Through continued dialogue with the Cabinet, Council of Chairs, Faculty Staff Senate officers, and the Management Team came a recommendation to create an Executive Committee. The Executive Committee would bring all of these constituent groups together where important matters of the college could be discussed and where recommendations to address these matters would be decided and presented to the president for review, consideration, and endorsement. To ensure broad representation the Executive Committee includes the president, cabinet, Faculty Staff Senate president, chair of the Management Team, campus deans, and the president of the Student Body Association. The participatory governance process continues to evolve and improve to meet the needs of the college. For example, since the establishment of the Executive Committee there has been much discussion regarding the role, responsibilities, and need for the Council of Chairs. On October 22, 2015, and November 9, 2015, the president met with the Chairs of Standing

Committees to discuss the role of the Council of Chairs and participatory governance. They discussed the role and effectiveness of the Council of Chairs since the establishment of the Executive Committee, and most felt that the council should be eliminated. On November 27, 2015, the Executive Committee endorsed the elimination of the Council of Chairs and the implementation of action items that hopefully will lead to improved communications and effectiveness for the participatory governance system.

These recent changes to the participatory governance process should help keep the committees focused during the year on relevant, important college decisions, processes, plans, priorities, and towards improving institutional effectiveness and student success

Completion of the IEMP linked to Five-Year Financial Plan

Through broad-based participation by representatives from the office of the president, instruction, institutional effectiveness and quality assurance, student services, and administration (human resources, finance, facilities), and CRE Land Grant, the long-range, comprehensive *Integrated Educational Master Plan* linked to the *Five-Year Financial Plan* was completed. This plan informed the development of the FY 2014 - FY 2017 Budgets and informed the strategic planning process.

Completion of COM-FSM Visioning Summit

On August 8-9, 2012, 148 internal and external stakeholders gathered to engage in the first phase of a three-part Visioning Summit. During this first part of the summit the group reviewed and assessed the current mission statement, determined the fulfillment of promises made in the last strategic plan, continued to assess the communications plan, building upon the review conducted in May of [*Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications Plan and ACCJC Recommendation One With Recommendations*](#).

In mid-September of 2012, the summary report from the August 8-9 [*Visioning Summit*](#) was released. The participation of so many internal and external stakeholders contributed to a robust discussion about the mission of the college, its communication with constituents, and its future. The outcomes served to support the work continued in phase II of the Visioning Summit conducted at Chuuk State, Kosrae State, and Yap State campuses in October and November.

The college has held summits and mini summits annually on major areas of focus and work, including the [*Fiscal and Accreditation Summit*](#), August 2014, the Governance Summit rescheduled from August 2015 to January 2016, and will hold the next Visioning Summit in August 2016.

Completion of ACCJC Accreditation On-Line Basics Course and Accreditation Boot Camp for non-English speaking employees

The Accreditation Liaison Officer (ALO) has been providing accreditation training “Accreditation Boot Camp,” across college campuses and this training was completed February 22, 2013. Currently 100% of regents, administrators, faculty and staff have successfully completed the *Accreditation Basics On-Line Course*—an important indicator of this commitment. The Pohnpei Campus and National Campus offered accreditation training for non-English speaking employees. This initiative represented an important step in ensuring that *everyone* who works at the college can understand and embrace accreditation. This effort was highlighted in the [*ACCJC News*](#) Spring 2013 (p.7).

Developed the long-range Facilities Master Plan to inform the IEMP and the next Strategic Plan

The college awaits final approval and funding in support of a *COM-FSM Facilities Master Plan*. This plan was developed in collaboration with [Beca](#), one of the largest engineering and consultancy services organizations in the Asia Pacific Region. The completion of this study and the development of a *Facilities Master Plan* is an essential component of carrying out the *Integrated Educational Master Plan*. In August 2015 JEMCO requested the FSM to submit a revised National Infrastructure Development Plan (IDP). The college's *Facilities Master Plan* is included in the IDP.

Secured continued financial support from the FSM Government

COM-FSM submitted the FY 2017 budget to the FSM government. The budget reflects the needs, goals and objectives articulated in the [Integrated Educational Master Plan](#) and supports ongoing fulfillment of the college's mission. The 2017 budget contains a request for increased funding from the national government so the college can effectively meet the total cost of ownership (TCO), increased utility and maintenance costs and ensure adherence to ACCJC Standard III: Resources Standard III.B: Physical Resources.

Continued financial support for the 2017 budget by the FSM Congress, especially the continued funding of the \$2.8 million decrement of JEMCO funding will be critical to the institution's ability to fully carry out the *Integrated Educational Master Plan* and to meet ACCJC Standards for Accreditation. The college is encouraged by the continuing support from FSM national and state leadership. COM-FSM remains optimistic that the national government will continue to provide an appropriate and reliable level of funding to ensure the college fulfills its mission and meets accreditation standards.

Developed Master Planning Calendar (2013-2017) to align the Strategic Plan with ACCJC evaluation cycles

The college developed a [Master Planning Calendar](#) in September 2013 that guides the work articulated in the president's white paper, aligns with the [Strategic Plan 2013-2017](#) and accreditation cycles.

Established the Friends of the College of Micronesia-FSM Foundation

The college worked with the legal firm of Roha & Flaherty, Washington DC to establish the Friends of the College of Micronesia-FSM Foundation, a 501(c)(3) foundation. The Certificate of Incorporation was issued on April 19, 2013. The college and the foundation executed an MOU on November 23, 2015, which articulates the relationship between the college and the foundation. The foundation will work to support and advance, both in the United States and in the Federated States of Micronesia, the charitable and educational purposes of the College of Micronesia-FSM.

Commitment to Student Success

Focus on Student Success is identified by College of Micronesia-FSM (COM-FSM) as the first of six strategic directions in the *Strategic Plan 2013-2017*. The five additional strategic directions support achievement of the college's strategic direction *Focus on Student Success*. The college mission, vision, *Strategic Plan*, and accreditation process support student success. And, during the August 15, 2014, annual convocation, COM-FSM renewed its commitment to student success. These deductions made *Focus on Student Success* the obvious priority for FY 2016. The college has undertaken several initiatives in support of *Student Success*:

- Four COM-FSM employees consisting of both faculty and staff attended a three-day training from October 22-24, 2014 at Brevard, North Carolina by the John N. Gardner Institute for Excellence in Undergraduate Education.
- On July 14, 2015, the college received notification from the Office of Insular Affairs that its proposal for the Technical Assistance Program Grant was awarded. The college is awarded \$103,160 (USD). With the fund, the college is working with the John N. Gardner Institute for Excellence in Undergraduate Education ([JNGI](#)) to address *student persistence, student retention, and student success* for two years beginning August 2015 to July 2017.
- Additionally, a seven-member team from the college participated in the American Association of Community Colleges (AACC) *High Performance Team Training* in Washington, D.C. The training facilitated COM-FSM actualizing steps to focus on and improve student success. This program was a four-day, focused training that progressed from individual team assessments to managing the team's performance to implementing change management and assessing institutional health. The team re-confirmed *Student Success* as the overarching *goal* for the development of a mini-work plan informed by analytical, conceptual, structural, and social thinking, behavioral preferences, and based on discussions to prioritize the strategic directions. The mini work plan identifies components and measures in support of student success. The mini work plan, and the JNGI FOE initiatives served as the basis for the development of the college's Quality Focus Essay.
- On December 12, 2014, the Executive Committee endorsed a newly established committee called the *Student Success Committee*. The committee has been meeting and is tasked with defining "student success" for the college.

The Road Ahead

The college has made enormous strides in addressing its problems since early 2012. The steps taken to do so are concrete and detailed in this report. The evolution and strengthening of participatory governance and purposeful dialogue has occurred paired with a heightened awareness regarding the expectations of accreditation. COM-FSM is an institution marked by positive change. Readers of this report can note the wealth of evidence to document that change. Yet even the progress of 2012 through 2016 has sparked recognition of the challenges that lie ahead if the college is to sustain the work it has accomplished so far. The mission, governance structure, plans, guiding principles and common vision necessary for that task are in place. Those fortunate enough to visit the institution will find the necessary resolve as well.

Demographics

Socio-economic Data

Service Area

The College of Micronesia-FSM serves the small island developing nation of the Federated States of Micronesia (FSM). The FSM population of 102,843 (2010 Census) is spread over the four island states that compose the nation (Chuuk, Kosrae, Pohnpei, and Yap). The FSM 2010 census showed a 4% decline in the nation's population from the previous census data.

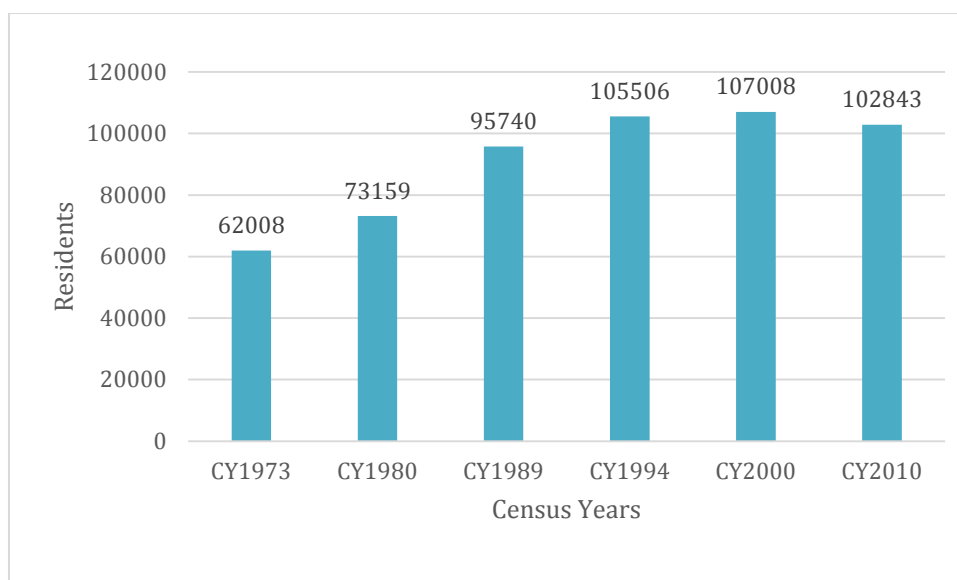


Figure A.4. FSM Population Trends by Census Date

There has been a change in the ratio of populations among the different states. Pohnpei experiences outmigration, but the outmigration is offset by in-migration from other FSM states.

Table A.1. Distribution of the FSM's Population among the Four States

Census Year	Chuuk	Kosrae	Pohnpei	Yap
2000 Census	50.1%	7.2%	32.2%	10.5%
2010 Census	47.4%	6.4%	35.1%	11.1%

Demographic changes in the FSM impact college enrollment negatively as the pool of potential students has declined. The [Summary Analysis of Key Indicators from the FSM 2010 Census of Population and Housing](#) provides a series of factors that are affecting the FSM population and enrollment at the college:

- *Massive migration out of the FSM (net loss of over 4,000 from 2000 to 2010),*
- *Population is growing older (in 1973 median age of the population was 17 increasing to 22 in 2010),*
- *Decline in fertility,*
- *Changes in the population pyramid of the FSM (decreases are seen in the 0-4, 5-9, 10-14, and 15-19 age groups due to outmigration of families),*
- *Decline in the average family size from 7 in 2000 to 4 in 2010, and*
- *Older mean age of first marriage (increasing from 23 in 1973 to 27 in 2010) (Office of Statistics, Budget and Economic Management, Overseas Development Assistance, and Compact Management: [SBOC](#)).*

FSM labor force characteristics are different from norms in the US. According to the 2010 census, there were 37,919 persons available for work. In the week before the census, 83.8% (or 31,789 people) were working full time or part time at a formal job (with or without pay) including subsistence and 16.2% (or 6,130 people) were unemployed. For those who were working, 52.4% (or 16,658 people) were in subsistence work. These data from FSM National are provided in Table A.2.

Table A.2. FSM Labor Force Characteristics

FSM Labor Force Data	FSM	Yap	Chuuk	Pohnpei	Kosrae
Labor Force	37,919	5,181	16,416	14,082	2,240
Employed	31,789	4,271	12,373	12,820	1,725
Subsistence worker	16,658	2,406	7,917	6,000	1,056
Unemployed	6,130	910	4,043	1,262	515
Unemployment rate	16.2%	17.6%	24.6%	9.0%	23.0%

The FSM nominal GDP estimate for 2013 was \$314.6 million with an estimated nominal GDP per capita of \$3,034.

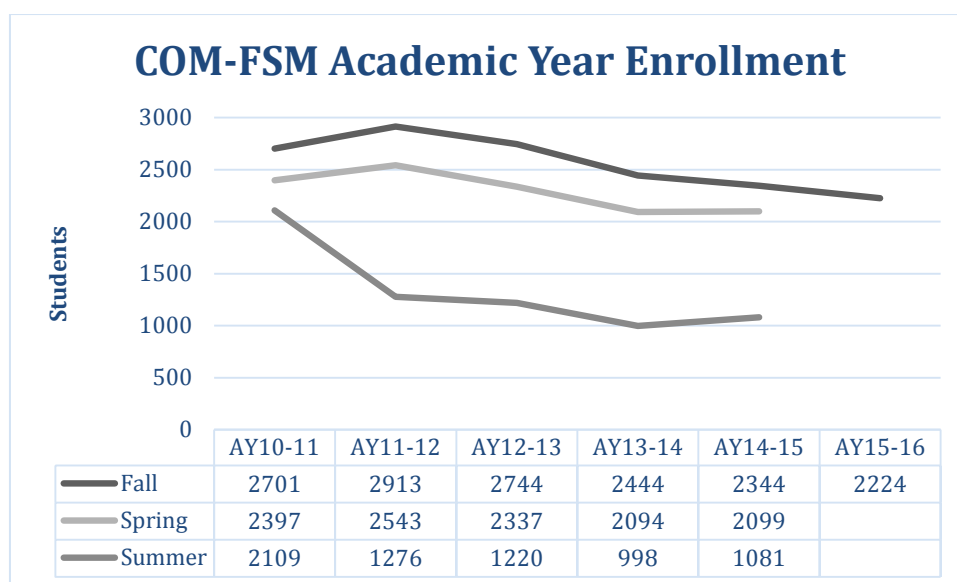


Figure. A.5. COM-FSM Enrollment Trends by Academic Year

From its fall semester enrollment high during AY11-12, the college has seen a 23.7% decline in fall semester enrollments (as of AY15-16). Since summer of AY11-12, summer enrollments have been affected by the availability of year round Pell grants. These enrollment declines are in line with changing demographics in the FSM. Potential students are able to join the nation's migration patterns. The 2010 FSM census showed that 44.5% of FSM families had immediate family members living outside of the FSM.

In addition to factors affecting the overall decline in the FSM population, the college faces increased completion. In Chuuk State, two additional institutions of higher education (IHE) are now operating. Additionally, Micronesians are eligible to join the US Military and do so at a high rate. The Christian Science Monitor reported in 2010 that Micronesia, per capita, leads all American states in military recruiting.

Student's Age

The college's student population is young with approximately 83% under the age of 25; a median age of 20; and a mean age of 22.2 (Table A.3).

Table A.3. Student Age Distribution

Age Group	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Under 18	1.3%	34	1.2%	35	1.6%	45	1.1%	26	1.7%	41
18 to 24	79.6%	2150	81.6%	2376	82.8%	2271	82.7%	2022	81.5%	1911
25 to 39	15.3%	412	14.2%	414	13.2%	362	13.7%	335	13.6%	319
40+	3.9%	105	3.0%	88	2.4%	66	2.5%	61	3.1%	73
Median age	20.0		20.0		20.0		20.0		20.0	
Mean age	22.6		22.3		21.9		22.1		22.2	

Ethnicity

Over 99% of students at the college fall into the IPEDS ethnicity category *Native Hawai'ians or Other Pacific Islanders*, therefore the college tracks FSM State of Origin as an alternative way to view ethnicity (Table A.4). The primary trend of concern is the reduction in the number of Chuukese students from 21.0% of the student population in fall 2010 to 14.6% in fall 2014. Chuuk has been the state most impacted by outmigration, and the presence of two other higher education institutions (HEIs) in Chuuk State has increased competition for the college, and in particular Chuuk Campus.

Table A.4. Ethnicity: FSM State of Origin

Origin	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Chuukese	21.0%	566	20.2%	587	18.2%	499	16.7%	407	14.6%	343
Kosraean	10.1%	274	11.2%	326	12.9%	354	13.1%	319	12.6%	296
Other	0.3%	9	0.3%	9	0.3%	9	0.7%	17	0.6%	14
Pohnpeian	57.0%	1539	56.4%	1643	56.5%	1550	57.3%	1401	59.8%	1401
Yapese	11.6%	313	11.9%	348	12.1%	332	12.3%	300	12.4%	290

The college employee population of each of the six campuses is one that matches the diversity of the respective communities in which they are located and thus the faces and cultures of COM-FSM students (Tables A.4 and A.5). Further, each campus has employees from different cultures which also offers COM-FSM college students the opportunities for developing intercultural knowledge (Table A.5).

Diversity in the FSM is a very different context to diversity in California and the USA in general. The majority of college employees are from the four states of the FSM, and because there are two campuses located in Pohnpei and they are the largest campuses, Pohnpeians thus make up the largest percentage of total college employees (Table A.5). Likewise, Yap has two campuses and thus the second most represented FSM population among college employees. There are five additional employees who represent individuals from the other nations of the Micronesian region (Kiribati, Marshall Islands, Palau, Saipan, and Nauru) and three additional Pacific Islanders from the larger region of Oceania (Samoa and Fiji). Overwhelmingly, college employees are Pacific Islanders. The two other populations most represented in the college are employees from the Philippines (38 total) and the USA (24 total). And, those totals reflect similar ratios of these populations within the expatriate communities of these islands.

Table A.5. COM-FSM Employee Ethnicity: Country or State of Origin

Country/State of Origin	National Campus	Chuuk Campus	FMI Campus	Kosrae Campus	Pohnpei Campus	Yap Campus	College Totals
Chuuk	6	29	2		1		38
Kosrae	1	2		28	1		32
Pohnpei	96				52		148
Yap	7		16		4	23	50
Kiribati	1						1
Marshall Islands					1		1
Palau	1						1
Saipan						1	1
Nauru				1			1
Samoa					1		1
Fiji	1		1				2
Sri Lanka	3						3
Philippines	19	3		4	8	4	38
Austria	1						1
Canada	2						2
China	1						1
India				1		1	2
Japan	1						1
Mexico				1			1
Romania	1						1
USA	16	4			3	1	24

Student Characteristics

Gender ratios have been stable with approximately 54% females and 46% males, and the distribution of students by Student Type and Degree Type have also remained fairly consistent over the past five years. However, there has been a decline in full time versus part time ratios, with a gradual shift toward more part time students (Table A.6).

Table A.6. Student Characteristics

Category	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
College (Headcount)	100.0%	2700	100.0%	2913	100.0%	2744	100.0%	2444	100.0%	2344
Student Type	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Continuing	69.7%	1883	70.1%	2041	70.1%	1924	73.6%	1800	68.8%	1613
New Student	24.1%	650	25.5%	743	25.5%	700	19.7%	481	23.8%	558
Returning Student	6.2%	167	4.4%	129	4.4%	120	6.7%	163	7.4%	173
Campus	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Chuuk	17.7%	479	16.9%	493	14.9%	409	13.1%	319	11.2%	262
Kosrae	8.1%	218	8.8%	257	9.7%	267	9.9%	243	9.5%	223
National	39.1%	1056	37.5%	1092	39.1%	1072	41.7%	1018	41.3%	968

Category	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Pohnpei	27.4%	740	28.9%	843	28.1%	771	27.4%	669	30.0%	703
Yap	7.7%	208	7.8%	228	8.2%	225	8.0%	195	8.0%	188
Full Time versus Part Time	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Full Time	75.0%	2024	71.1%	2071	64.9%	1782	67.0%	1638	68.5%	1605
Part Time	25.1%	677	28.9%	842	35.1%	962	33.0%	806	31.5%	739
Age Group	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Under 18	1.3%	34	1.2%	35	1.6%	45	1.1%	26	1.7%	41
18 to 24	79.6%	2150	81.6%	2376	82.8%	2271	82.7%	2022	81.5%	1911
25 to 39	15.3%	412	14.2%	414	13.2%	362	13.7%	335	13.6%	319
40+	3.9%	105	3.0%	88	2.4%	66	2.5%	61	3.1%	73
Degree Type	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
AAS	3.9%	106	6.2%	180	6.7%	183	6.2%	151	5.4%	127
AA	33.5%	905	38.1%	1109	37.4%	1025	35.4%	866	33.6%	788
AS	26.5%	715	25.2%	735	26.5%	726	25.0%	610	25.2%	591
BA	1.4%	37	1.8%	51	1.6%	43	1.5%	37	0.9%	22
Certificate	30.1%	814	25.0%	729	26.0%	714	28.6%	698	30.5%	715
Third-Year Certificate	4.3%	116	3.7%	107	1.7%	47	2.5%	62	3.9%	91
Unclassified	0.3%	8	0.1%	2	0.2%	5	0.8%	20	0.4%	10
Gender	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Female	53.8%	1452	53.5%	1558	54.4%	1493	51.6%	1262	53.4%	1251
Male	46.3%	1249	46.5%	1355	45.6%	1251	48.4%	1182	46.6%	1093

New Students

The median age of new students is 19 years, with a mean age of 19.3 years. As with the college's overall enrollment, enrollment by new students has gradually declined and particularly for the Chuuk Campus. There has also been an increase in the percentage of new certificate level students, compared to other degree types. A substantial percentage of new students take ESL courses, though this percentage has declined slightly over the past five years.

Table A.7. New Students

Category	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
New Student (Headcount)		650		743		700		481		558
Campus	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Chuuk	19.2%	125	21.9%	163	17.1%	120	11.2%	54	10.4%	58
Kosrae	7.8%	51	5.2%	39	9.3%	65	8.1%	39	7.2%	40
National	20.2%	131	16.4%	122	23.9%	167	21.6%	104	25.6%	143
Pohnpei	44.6%	290	47.8%	355	40.3%	282	46.6%	224	46.6%	260
Yap	8.2%	53	8.6%	64	9.4%	66	12.5%	60	10.2%	57
Full Time vs Part Time	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Full Time	89.2%	580	76.4%	568	74.1%	519	71.3%	343	77.4%	432
Part Time	10.8%	70	23.6%	175	25.9%	181	28.7%	138	22.6%	126
Origin	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Chuukese	20.9%	136	24.2%	180	19.9%	139	13.1%	63	12.5%	70
Kosraean	8.2%	53	6.1%	45	10.7%	75	9.1%	44	8.2%	46
Other	0.6%	4	0.4%	3	0.1%	1	2.1%	10	1.3%	7
Pohnpeian	61.5%	400	58.5%	435	58.4%	409	63.0%	303	67.0%	374
Yapese	8.8%	57	10.8%	80	10.9%	76	12.7%	61	10.9%	61

Category	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Age Group	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Under 18	3.1%	20	2.8%	21	4.3%	30	3.1%	15	5.6%	31
18 to 24	94.2%	612	94.8%	704	93.7%	656	93.6%	450	93.4%	521
25 to 39	2.3%	15	1.9%	14	1.9%	13	2.5%	12	0.7%	4
40+	0.5%	3	0.5%	4	0.1%	1	0.8%	4	0.4%	2
Degree Type	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
AAS	5.2%	34	6.3%	47	4.3%	30	2.5%	12	2.0%	11
AA	32.6%	212	30.3%	225	29.6%	207	24.7%	119	23.1%	129
AS	18.9%	123	24.8%	184	21.6%	151	20.4%	98	19.7%	110
Certificate	42.8%	278	38.4%	285	44.0%	308	48.0%	231	53.8%	300
Unclassified	0.5%	3	0.3%	2	0.4%	3	4.0%	19	1.4%	8
Gender	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Female	54.8%	356	52.8%	392	57.6%	403	48.2%	232	51.6%	288
Male	45.2%	294	47.2%	351	42.4%	297	51.8%	249	48.4%	270
Remedial ESL Course	Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Taking ESL Courses	84.0%	650	84.0%	743	67.0%	700	65.0%	481	77.0%	558

Enrollment by Major

The college offers programs for associate of arts, associate of science, associate of applied science, and certificate programs. The top four programs by enrollment size are Teacher Preparation (AA), Liberal Arts (AA), Business Administration (AS) and Agriculture and Food Technology (CA) programs. The college is undertaking a review of programs to create pathways for transfer and employment.

Table A.8. Enrollment by Major

Major		Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Health Career Opportunities Program	AA	3.9%	104	3.9%	115	5.1%	141	5.5%	134	5.8%	136
Liberal Arts	AA	11.5%	311	13.0%	380	11.7%	320	11.0%	269	10.2%	240
Liberal Arts / Media Studies	AA	0.1%	2	0.0%		0.0%		0.0%		0.0%	
Micronesian Studies	AA	5.0%	136	4.8%	140	4.6%	126	4.5%	109	4.5%	105
Teacher Preparation	AA	13.0%	352	16.3%	475	16.0%	438	14.5%	354	13.1%	307
Building Technology	AA S	1.1%	29	1.3%	37	1.2%	34	0.9%	23	0.7%	17
Electronics Technology	AA S	1.7%	47	2.8%	83	3.2%	87	3.2%	79	2.7%	64
Telecommunications Technology	AA S	1.1%	30	2.1%	60	2.3%	62	2.0%	49	2.0%	46
Ag. & Nat. Res. Management	AS	0.0%		0.6%	17	1.7%	47	1.9%	46	2.3%	54
Agriculture	AS	1.0%	26	1.1%	33	0.3%	7	0.2%	4	0.1%	2
Business Administration	AS	7.2%	195	9.4%	273	8.7%	240	9.0%	219	8.2%	192
Computer Information Systems	AS	7.1%	192	6.8%	198	7.7%	211	6.5%	159	6.0%	141

Major		Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Early Childhood Education	AS	0.2%	5	0.0%	1	0.0%		0.0%		0.0%	
Hospitality and Tourism Management	AS	2.3%	62	2.4%	69	2.6%	72	2.3%	56	2.0%	46
Marine Science	AS	2.4%	66	1.9%	56	2.6%	71	2.1%	51	2.8%	66
Nursing-RN	AS	0.1%	3	0.8%	24	1.4%	39	1.8%	43	2.6%	61
Public Health	AS	0.6%	16	0.7%	21	0.9%	25	1.1%	26	1.0%	24
Teacher Education - Elementary	AS	5.6%	150	1.4%	41	0.5%	14	0.2%	6	0.2%	5
Elementary Education	BA	1.4%	37	1.8%	51	1.6%	43	1.5%	37	0.9%	22
Agriculture and Food Technology	CA	4.2%	114	4.6%	135	5.3%	146	7.1%	174	8.1%	189
Bookkeeping	CA	5.0%	135	7.9%	230	7.8%	215	8.6%	210	7.2%	168
Building Maintenance and Repair	CA	1.2%	32	0.3%	10	0.7%	20	0.5%	12	0.2%	4
Cabinet Making/Furniture Making	CA	0.4%	10	0.7%	21	1.1%	31	0.9%	23	1.2%	27
Career Education: Motor Vehicle Mechanic	CA	0.7%	20	0.5%	16	0.5%	15	0.9%	22	1.1%	26
Carpentry	CA	0.4%	11	0.3%	10	0.6%	17	0.7%	16	0.9%	20
Construction Electricity	CA	0.9%	24	1.0%	29	0.7%	20	1.2%	29	1.8%	43
Electronic Engineering Technology	CA	3.1%	84	3.7%	107	2.8%	77	2.6%	63	2.2%	51
General Studies	CA	9.4%	255	0.1%	3	0.0%		0.0%		0.0%	
Health Assistant Training Program	CA	0.0%	1	0.4%	11	0.6%	17	0.0%	1	0.3%	6
Law Enforcement	CA	0.4%	12	0.3%	9	0.0%	1	0.0%		0.0%	
Nursing Assistant	CA	0.0%		0.0%	1	0.1%	2	0.1%	2	1.4%	33
Public Health	CA	1.2%	32	1.2%	34	1.3%	36	1.4%	35	2.0%	47
Refrigerator and Air Conditioning	CA	0.8%	21	0.4%	12	0.9%	24	0.9%	22	0.7%	17
Secretarial Science	CA	1.6%	43	2.3%	66	2.4%	67	3.0%	73	2.7%	64
Small Engine, Equipment, and Outboard	CA	0.0%		0.0%	1	0.0%		0.0%		0.0%	
Trial Counselor	CA	0.7%	20	1.2%	35	0.9%	25	0.7%	16	0.9%	20
Accounting	TY C	0.4%	10	0.2%	6	0.0%		0.6%	15	0.0%	
General Business	TY C	0.3%	8	0.3%	10	0.0%		0.2%	6	0.8%	18
Public Health	TY C	0.5%	13	0.4%	13	0.4%	12	0.6%	14	0.3%	8
Teacher Preparation - Elementary	TY C	3.1%	85	2.7%	78	1.3%	36	1.1%	27	2.8%	65
Unclassified (not in program)	UC	0.3%	8	0.1%	2	0.2%	5	0.8%	20	0.4%	10

Major		Fall 2010	#	Fall 2011	#	Fall 2012	#	Fall 2013	#	Fall 2014	#
Undeclared (not in program)	UD	0.0%		0.0%		0.0%	1	0.0%		0.0%	
Total		100.0%	270 1	100.0%	291 3	100.0%	274 4	100.0%	244 4	100.0%	234 4

Academic Load

There is variation on academic load (i.e., full time versus part time attendance) across the college by student type, campus, gender, and degree type. A higher percentage of students attend part time the lower they are at the college, with the highest percentage of full time students (i.e., taking 12+ credits). Full time enrollment status is also higher at the National Campus, there 85% of students attend full time, compared to 75% at Chuuk, 46% at Kosrae, 53% at Pohnpei, and 61% at Yap. A higher percentage of females have historically attended full time, compared to male students.

Associate of Arts and Associate of Science students attend full time more often than students enrolled in other programs of study at the college. This trend is also influenced by the campus location at which the program of study is offered. Associate of Arts and Associate of Science programs are primarily offered at the National Campus with certificate programs located at state campuses.

Table A.9. Academic Load

Institution	Load	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%
College	Full Time	2024	75%	2071	71%	1782	65%	1638	67%	1605	68%
College	Part Time	677	25%	842	29%	962	35%	806	33%	739	32%
Student Type	Load	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%
New Student	Full Time	580	89%	568	76%	519	74%	343	71%	432	77%
New Student	Part Time	70	11%	175	24%	181	26%	138	29%	126	23%
Continuing	Full Time	1357	72%	1442	71%	1201	62%	1205	67%	1085	67%
Continuing	Part Time	526	28%	599	29%	723	38%	595	33%	528	33%
Returning Student	Full Time	87	52%	61	47%	62	52%	90	55%	88	51%
Returning Student	Part Time	80	48%	68	53%	58	48%	73	45%	85	49%
Campus	Load	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%
Chuuk	Full Time	353	74%	358	73%	327	80%	237	74%	197	75%
Chuuk	Part Time	126	26%	135	27%	82	20%	82	26%	65	25%
Kosrae	Full Time	123	56%	129	50%	100	37%	77	32%	103	46%
Kosrae	Part Time	95	44%	128	50%	167	63%	166	68%	120	54%
National	Full Time	862	82%	930	85%	851	79%	863	85%	819	85%
National	Part Time	194	18%	162	15%	221	21%	155	15%	149	15%

Pohnpei	Full Time	540	73%	494	59%	386	50%	346	52%	372	53%
Pohnpei	Part Time	200	27%	349	41%	385	50%	323	48%	331	47%
Yap	Full Time	146	70%	160	70%	118	52%	115	59%	114	61%
Yap	Part Time	62	30%	68	30%	107	48%	80	41%	74	39%
Gender	Load	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%
Female	Full Time	1118	77%	1136	73%	996	67%	855	68%	887	71%
Female	Part Time	334	23%	422	27%	497	33%	407	32%	364	29%
Male	Full Time	906	73%	935	69%	786	63%	783	66%	718	66%
Male	Part Time	343	27%	420	31%	465	37%	399	34%	375	34%
Program of Study Type	Load	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%
AAS	Full Time	76	72%	112	62%	97	53%	78	52%	71	56%
AAS	Part Time	30	28%	68	38%	86	47%	73	48%	56	44%
AA	Full Time	771	85%	907	82%	737	72%	660	76%	612	78%
AA	Part Time	134	15%	202	18%	288	28%	206	24%	176	22%
AS	Full Time	549	77%	545	74%	497	68%	487	80%	455	77%
AS	Part Time	166	23%	190	26%	229	32%	123	20%	136	23%
BA	Full Time	24	65%	37	73%	35	81%	31	84%	15	68%
BA	Part Time	13	35%	14	27%	8	19%	6	16%	7	32%
Certificate	Full Time	538	66%	395	54%	385	54%	333	48%	397	56%
Certificate	Part Time	276	34%	334	46%	329	46%	365	52%	318	44%
Third-Year Certificate	Full Time	65	56%	75	70%	31	66%	49	79%	55	60%
Third-Year Certificate	Part Time	51	44%	32	30%	16	34%	13	21%	36	40%

Presentation of Student Achievement Data and Institution-set Standards

Course Completion

The college has seen an overall 3.8% point increase in course completion rates (based on A, B, C, or P grades) to 72.8% in fall 2014 from 69.0% in fall 2010 (Tables B.1 and B.2). The biggest contributor to the increase has been a 12.5% point increase in the course completion rates of new students from 61.5% in fall 2010 to 73.6% in fall 2014 (Table B.1). Over the past four years, pass rates by gender have been within 1% point of each other. Gender has seen a shift, with males having higher course completions rates from fall 2010 to fall 2012 and females being higher in fall 2013 and fall 2014 (Table B.1).

Course completion rates by FSM state of origin and campus follow similar trends with Kosraeans and Kosrae approximately 5% points below the college mean and Yapese and Yap campus approximately 4% to 5% points higher than the college mean (Table B.1). The data that stand out most are the distributions of course completion rates by program category. Basic skills and ESL courses course completion rates are over 10% points lower than CTE and liberal arts/transfer programs (Table B.1). The main program degree types for the college (associate of arts, associate of science and certificate programs) course completion rates are all within 1% point of each other (Table B.1).

Table B.1. Disaggregated Fall Course Complete Rates

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Category	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade
College	69.0% 10072	68.4% 10854	68.6% 9823	70.5% 8806	72.8% 8497
Student Type	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade
Continuing	71.5% 6834	71.5% 7592	70.0% 6774	70.2% 6521	72.3% 5811
New Student	61.5% 2708	58.8% 2865	64.0% 2670	69.1% 1755	73.6% 2146
Returning Student	75.9% 528	79.3% 397	77.0% 379	77.5% 530	74.8% 540
Campus	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade
Chuuk	72.3% 1585	68.2% 1817	66.3% 1562	66.2% 1180	72.2% 985
Kosrae	72.3% 797	68.0% 869	62.6% 840	63.0% 751	67.5% 692
National	70.1% 4120	69.7% 4370	69.7% 4134	69.3% 4002	72.8% 3813
Pohnpei	63.3% 2783	66.0% 2939	68.7% 2564	73.9% 2207	72.4% 2347
Yap	73.7% 787	71.2% 859	74.6% 723	82.1% 666	80.2% 660
Full Time vs Part Time	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade
Full Time	69.0% 8549	68.7% 8779	69.6% 7478	71.6% 6840	73.9% 6744
Part Time	69.4% 1523	67.4% 2075	65.5% 2345	66.5% 1966	68.4% 1753
Origin	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade	ABCP #grade
Chuukese	72.1% 1944	69.2% 2182	65.8% 1904	66.0% 1533	71.7% 1300
Kosraean	74.7% 1023	72.2% 1161	63.6% 1165	64.8% 1047	66.8% 963
Other	80.0% 25	67.6% 34	73.5% 34	84.6% 54	82.6% 48
Pohnpeian	66.5% 5881	67.1% 6139	69.5% 5593	71.3% 5079	73.1% 5133
Yapese	71.4% 1199	70.1% 1338	74.0% 1127	77.7% 1093	77.7% 1053

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Age Group	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade
Under 18	76.5%	149	75.4%	142	72.7%	173	81.1%	96	79.0%	162
18 to 24	67.5%	8257	67.1%	9006	67.1%	8253	69.4%	7341	71.6%	7035
25 to 39	74.8%	1346	73.5%	1417	75.0%	1188	74.2%	1161	76.3%	1093
40+	80.3%	320	81.3%	289	91.4%	209	80.8%	208	87.8%	207
Degree Type	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade
AAS	77.9%	430	78.3%	683	79.9%	662	80.0%	549	80.6%	459
AA	67.1%	3686	67.6%	4413	67.4%	3900	68.5%	3344	72.2%	3040
AS	68.8%	2703	67.5%	2777	65.4%	2645	70.0%	2324	71.0%	2212
BA	74.5%	106	89.3%	122	93.8%	113	92.8%	83	95.7%	47
Certificate	68.0%	2788	63.9%	2479	67.9%	2326	69.2%	2240	71.0%	2412
Third-Year Certificate	86.1%	346	90.3%	380	95.9%	171	85.0%	247	89.0%	317
Unclassified	88.9%	13			100%	5	83.3%	19	0.0%	10
Gender	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade
Female	67.4%	5430	66.8%	5821	68.3%	5364	70.9%	4529	73.2%	4580
Male	71.0%	4642	70.3%	5033	69.1%	4459	70.0%	4277	72.2%	3917
Program Category	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade
Basic Skills & ESL	55.6%	2296	56.6%	1857	55.7%	1499	62.9%	1197	61.1%	1336
CTE	73.7%	2083	70.6%	2575	75.6%	2306	74.3%	2235	78.4%	2091
Liberal Education/Transfer	70.4%	2605	71.2%	2847	67.1%	2584	69.1%	2462	73.3%	2208
Other	74.6%	3088	70.8%	3575	70.6%	3434	71.5%	2912	73.5%	2862

While the spring semester course completions rates tend to be slightly lower than fall semesters, the spring semester data trends are similar to those noted in the fall data (Tables B.1 and B.2).

Table B.2. Aggregated Fall and Spring Course Completion Rates

Term	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Category	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade
College	69.00%	10072	68.40%	10854	68.60%	9823	70.50%	8806	72.80%	8497
Term	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015	
Category	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade	ABCP	#grade
College	68.5%	8928	66.5%	9412	62.8%	8418	69.0%	7487	69.3%	7440

The college also tracks *gatekeeper courses* that affect student progress. The college considers gatekeeper courses to typically be general education courses, those that are required for all degree students, and have been observed to have lower than average pass rates. Additionally, included as gatekeeper courses are three developmental courses (ESL 098, ESL 099, and MS 099) that are required for developmental students to successfully pass prior to moving into college level courses. Table B.3 provides those courses identified as gatekeeper courses. ESL 099, EN 120A, EN 120B, MS 099, and MS 100 were gatekeeper courses selected as a student success priority focus for during the FY17 budget process and are reflected in the approved FY17 budget.

Table B.3. Gatekeeper Courses and Respective Completion Rates

Grades Course	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Grades EN110	327 74.0%	354 66.7%	387 66.9%	240 66.7%	222 69.4%	259 65.6%	290 58.3%	253 49.0%	212 61.8%	205 72.1%
Grades EN120A	223 65.0%	302 64.6%	334 62.6%	274 60.6%	239 67.8%	239 61.5%	318 60.7%	222 51.4%	214 46.7%	171 63.2%
Grades EN120B	227 66.5%	273 62.6%	296 67.9%	315 50.8%	212 67.0%	237 65.4%	303 63.4%	323 55.1%	259 62.5%	190 70.5%
Grades MS100	270 56.3%	314 65.0%	303 58.7%	261 62.8%	245 60.8%	289 53.3%	247 54.3%	311 45.0%	235 48.9%	200 63.0%
Grades MS101	51 60.8%	84 56.0%	81 66.7%	83 62.7%	78 64.1%	57 47.4%	83 47.0%	81 53.1%	64 62.5%	57 70.2%
Grades SC120	105 51.4%	110 40.9%	90 32.2%	83 26.5%	42 33.3%	79 24.1%	95 44.2%	91 38.5%	101 43.6%	101 45.5%
Grades ESL089	182 62.1%	122 59.8%	189 64.6%	190 59.6%	233 57.5%	107 55.1%	90 63.3%	92 56.5%	128 46.1%	109 65.1%
Grades ESL099	176 63.6%	159 55.3%	130 61.7%	119 65.3%	146 59.7%	80 55.0%	79 44.3%	91 48.4%	81 53.1%	83 51.8%
Grades MS099	220 68.2%	187 57.8%	178 54.5%	143 58.7%	151 66.7%	189 48.7%	158 51.3%	109 52.3%	83 61.4%	89 59.6%

Retention

The college's overall retention rate (fall-to-fall for new, full time students) has varied from a low of 55% for fall 2011-to-fall 2012 to its current level of 66% for fall 2014-to-fall 2015. Variation in the rates are seen when these data are disaggregated (Table B.4). State campus retention rates are generally lower than the rates at the National Campus, and the National Campus's rates has always been higher than the overall college rates.

Over the past five years, female retention rates have been slightly lower than males. Females traditionally have high levels of responsibility for siblings and home duties within the family unit. Additionally, if a female student becomes a parent while attending college, they are also less likely to be able to continue their studies as compared to a male student who becomes a parent. Female students who reside in the residence halls, and are either from another island or their family resides on more remote locations of Pohnpei. Thus female residence hall students are at even greatest risk of stopping out if they become pregnant. Those students would no longer be able to stay in the residence hall as a parent, they would have no family locally to provide assistance, and thus return to their home island or remote community

Over the last five years, the retention rates for certificate programs has decreased. Students often enter certificate programs with the aspiration to gain the academic skills necessary to move into a degree program. However, entry-level certificate programs were not designed to

be stacked onto, or as preparation for, a degree program. Dialogue on the design of these certificate programs has begun, as students are not entering them for the reasons they were originally intended. Additionally, students with the lowest entrance exam scores are typically those enrolled on certificate programs.

Table B.4. Disaggregated Retention (fall-to-fall) Rates

Retention (Fall to Fall)	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
New Students (Total)	650		743		700		481		558	
New Students (Full Time)	580	65%	568	55%	519	64%	343	59%	432	66%
Campus	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
Chuuk	119	65%	144	54%	112	48%	47	45%	52	60%
Kosrae	41	59%	27	56%	33	58%	20	40%	28	64%
National	122	84%	120	66%	158	77%	96	71%	138	79%
Pohnpei	249	61%	222	51%	163	64%	140	62%	172	62%
Yap	49	43%	55	49%	53	58%	40	48%	42	45%
Gender	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
Female	322	61%	309	53%	300	65%	166	62%	217	60%
Male	258	69%	259	58%	219	63%	177	56%	215	71%
Origin	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
Chuukese	130	65%	156	56%	130	53%	56	45%	64	64%
Kosraean	43	60%	32	63%	42	60%	23	39%	34	68%
Other	2	50%	3	67%	1	100%	4	0%	5	60%
Pohnpeian	352	67%	308	55%	285	69%	218	67%	284	68%
Yapese	53	53%	69	51%	61	64%	42	52%	45	49%
Age Group	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
Under 18	18	61%	17	53%	24	63%	10	50%	24	71%
18 to 24	547	65%	536	56%	484	65%	323	60%	400	66%
25 to 39	13	46%	12	33%	11	27%	8	13%	3	33%
40+	2	50%	3	33%	0	-	2	100%	2	100%
Degree Type	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
AAS	29	100%	32	56%	21	62%	7	57%	8	75%
AA	204	70%	188	60%	161	69%	86	64%	108	72%
AS	116	61%	148	57%	115	65%	85	62%	95	69%
Certificate	231	79%	200	49%	222	59%	165	55%	221	60%

Persistence

The fall-to-spring semester persistence rate of new, full time students has remained in the 85% to 90% range. As noted above in the section regarding fall-to-fall rates, when the fall-to-spring data is disaggregated, some slight variation in the rate is noted.

Table B.5. Disaggregated Persistence (fall-to-spring) Rates

Fall to Spring	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
New Students (Total)	650		743		700		481		558	
New Students (Full Time)	580	85%	568	88%	519	88%	343	87%	432	90%
Campus	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
Chuuk	119	81%	144	91%	112	83%	47	87%	52	90%
Kosrae	41	83%	27	74%	33	73%	20	70%	28	93%
National	122	93%	120	88%	158	93%	96	91%	138	90%
Pohnpei	249	84%	222	89%	163	90%	140	90%	172	92%
Yap	49	84%	55	82%	53	85%	40	83%	42	83%
Gender	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
Female	322	83%	309	88%	300	86%	166	90%	217	88%
Male	258	87%	259	88%	219	90%	177	85%	215	92%
Origin	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
Chuukese	130	81%	156	90%	130	85%	56	89%	64	91%
Kosraean	43	84%	32	78%	42	76%	23	74%	34	94%
Other	2	100%	3	67%	1	100%	4	75%	5	100%
Pohnpeian	352	86%	308	89%	285	91%	218	90%	284	90%
Yapese	53	89%	69	86%	61	87%	42	79%	45	84%
Age Group	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
Under 18	18	100%	17	82%	24	92%	10	100%	24	92%
18 to 24	547	86%	536	88%	484	88%	323	87%	400	91%
25 to 39	13	108%	12	83%	11	91%	8	75%	3	67%
40+	2	0%	3	67%	0	-	2	100%	2	100%
Degree Type	Fall2010 to Fall2011	%	Fall2011 to Fall2012	%	Fall2012 to Fall2013	%	Fall2013 to Fall2014	%	Fall2014 to Fall2015	%
AAS	29	93%	32	91%	21	86%	7	71%	8	100%
AA	204	83%	188	87%	161	89%	86	97%	108	86%
AS	116	80%	148	87%	115	86%	85	91%	95	92%
Certificate	231	87%	200	89%	222	88%	165	81%	221	91%

Academic Standing

Good academic standing is defined as students with a grade point average (GPA) of 2.0 or higher. While the fall 2014 rate for new students is at 71%, this is below the college's overall rate of 84% for the same time period. There has been a 10% point increase in the good academic standing of new students from fall 2010 to fall 2014.

Table B.6. Students in Good Academic Standing

Academic Standing - All Students	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%
Academic Probation	398	15%	437	15%	397	14%	277	11%	265	11%
Academic Suspension	63	2%	100	3%	60	2%	84	3%	34	1%
Continued Academic Probation	107	4%	120	4%	113	4%	100	4%	76	3%
Good Standing	2133	79%	2256	77%	2174	79%	1983	81%	1969	84%
Academic Standing - New Students	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%
Academic Probation	252	39%	287	39%	267	38%	162	34%	162	29%
Good Standing	398	61%	456	61%	433	62%	318	66%	396	71%

Transfers and Transcripts

The college does not have complete data on students who transfer, but there are sources of information and data available that the institution has identified. There have been lacking past efforts to formalize a system for gathering these data. However, there are now identified means by which the college can and will make improved efforts to annually gather and report these data. Those means are through:

1. Requests for student transcripts that specify college admission as the purpose;
2. COM-FSM graduates who are participating in the University of Guam (UOG) BA program for elementary education that is run in partnership with COM-FSM;
3. Students who enter the San Diego State University (SDSU) online bachelor's or master's programs in coordination with COM-FSM;
4. The FSM Scholarship Office;
5. Within college data on students who enter third-year certificate programs;
6. Collaborative efforts with universities to which COM-FSM students commonly transfer such as University of Hawai'i Hilo;
7. The college's alumni association; and
8. Program faculty who remain in contact with their graduates (though somewhat anecdotal, these data can be verified).

No laws exist that give COM-FSM the legal right to obtain these data from COM-FSM graduates. The college does not have a large state university system within the FSM into which most graduates transfer and thus could be readily tracked. That said, there certainly are identified means by which these data can now be regularly collected. Not all transfer students may be captured, but the figure will certainly be an approximate measure of transfer rates. To ensure on-going, systematic efforts to better approximate transfer rates, they have been included in the college's [*Mission Fulfillment Indicators*](#) (p. 3) and brought to the Board's attention through both the *Mission Fulfillment Indicators* report and the currently low ranking the college has against the National Community College Benchmarking Project (NCCBP). COM-FSM is in merely in the 11th percentile for "full-time students completed or transferred in three years" ([*IEQA Report to the Board*](#), December 15, 2015 (p. 1). COM-FSM has much room for improving graduation and transfer rates, and these are among the *student success* priorities identified in the Quality Focus Essay.

Transcript requests by category for FY13 and FY14 shows a 20.6% increase (from 660 to 796) for transcripts requested for college admission. In addition, the UOG BA partnership program in elementary education has had 123 unique students from COM-FSM who have participated in the program over the past 5-years.

Table B.7. Transcript Requests from COM-FSM Students and Former Students

Transcript Request	FY2013	FY2014
College Admission	660	796
Job Application	114	62
Military	21	18
Other	377	256
Scholarship Application	275	100
Only two years of data are available as prior years' data did not capture the breakdown of transcript requests by purpose.		

Institution-set Standards

The college has established the following institution-set standards with medium (1-3 years) and long-term (5 years) targets for improvement as part of the *Strategic Plan 2013-2017* measures of success for the strategic direction, *Focus on Student Success*.

Table B.8. Institutional Set Standards and Strategic Plan Measures of Success

Measures of success standards	Institutional Set Standard	Measures of Success (1-3 year target)	Measures of Success (5 year target)	Current Data	Performance against standard	Performance against 5-year target
Percent of student enrolled full time (enrolled for 12 or more credits) fall semesters	60.0%	64.6%	66.6%	68.5% Fall 2014		
Percent of students earning 12 or more credits fall semesters	36.0%	38.1%	39.3%	44.8% Fall 2014		
Average student credits enrolled (Fall)	10.3	11.1	11.4	11.6 Fall 2014		
Average student credits attempted (Fall)	9.0	9.9	10.2	10.5 Fall 2014		
Average student credits earned (Fall)	8.0	8.5	8.8	9.5 Fall 2014		
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	72.0%	76.9%	79.3%	84.0% Fall 2014		
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	50.0%	53.4%	55.1%	65.5% Fall 2014 to 2015		
Course completion (Fall) % ABC or P	62.0%	66.3%	68.3%	72.8% Fall 2014		
Per withdrawals (not to exceed)	10.0%	6.6%	6.8%	6.3% Fall 2014		
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	65.0%	TBD	TBD			
Program Student Learning Outcome (PLSO) Completion Rates (General Education)	65.0%	75.0%	80.0%	67.5% Fall 2013		
Persistence rate fall to spring	71.0%	76.0%	78.4%	78.4% Fall 2014 to Spring 2015		
Graduation rate (full	4.0%	3.9%	4.0%	6.1% Cohort 2012		

Measures of success standards	Institutional Set Standard	Measures of Success (1-3 year target)	Measures of Success (5 year target)	Current Data	Performance against standard	Performance against 5-year target
time cohort) 100%						
Graduation rate (full time cohort) 150%	12.0%	12.8%	13.2%	16.1% Cohort 2012		
Color Code: Green – At or above standard or target Orange – Within (-)3 percent of standard or target Red – Below (-)3 percent of standard or target						

The college tracks its progress against institution-set standards and progress toward medium and long-term targets by fall and spring semesters and academic year, as appropriate. The institution-set standards and progress tracking are posted on the college's website. The college's enrollment and achievement trend data is above the institution-set standard, and while there is some annual variation, has met its medium term targets and is progressing towards its 5-year targets. That said, the stretch targets established by IEQA were modest, as the Curriculum and Assessment Committee (CAC) felt doing "no worse" was equivalent to improving, and thus they were opposed to stretch targets.

Summary of major changes and planned interventions based on data

The college has made changes based on data analyses and has developed plans for improvement. A few of the major changes and planned activities:

- Expanding information on potential new students through pilot testing of Accuplacer for comparison against the College of Micronesia-FSM Entrance Test (COMET) and SuccessNavigator to obtain a holistic view of factors that affect student success allowing better selection and placement of new students.
- Developing alternative scheduling (block scheduling, 6-week sessions, etc.) to improve student success and retention.
- Implementing new strategies for tutoring and counseling to enhance just-in-time tutoring, improved communication between faculty and tutors/counselors on student's needs, and early identification of at-risk students.
- Supporting improved tutoring support for development (Accelerating College Excellence) programs, and seeking of additional online resources for ACE labs.
- Implementing of intrusive advising.
- Focusing institutional priorities for the FY17 budget on improving course completion rates of gatekeeper courses that are affecting persistence, retention, and student progress towards graduation.
- Undertaking review of programs and program structures to create pathways for transfer and employment.
- Formalizing an annual process for obtaining and reporting transfer data.
- Reviewing certificate programs for improvement of design and purpose.
- Focusing on student success as articulated in the Quality Focus Essay.

Organization of the Self Evaluation Process

College-wide Accreditation Training and Gap Analysis

To begin the self evaluation process, the vice president for institutional effectiveness & quality assurance (VPIEQA) conducted a college-wide accreditation training January-February 2014 (Kosrae, Pohnpei, and Yap) and April 2014 (Chuuk). During training, personnel across the college reviewed Accreditation Standards in their area of expertise, identified gaps to meet the Standards, or to improve, and began formulating Actionable Improvement Plans (AIPs). Dialogue continued through departments and COM-FSM completed a Standard gap analysis March 2014 against the 2002 Accreditation Standards. AIPs were implemented to close gaps. After release of the 2014 Standards, a revised gap analysis was completed with updated AIPs. The results of the gap analysis and AIP implementation are reflected throughout the narrative where improvements are highlighted and standards met. Those AIPs the college has not yet achieved remain and guide work in the coming years.

To prepare for the 2016 Self Evaluation report and to meet the COM-FSM strategic direction, *Evoke an image of quality*, the vice president for institutional effectiveness & quality assurance (VPIEQA) conducted a college-wide accreditation training August –September 2014 beginning with an *Accreditation Kick-off* at the August 2014 [*Fiscal & Accreditation Summit*](#) (pp. 3-4). Roles, responsibilities, and timelines were discussed. Self Evaluation writing teams were introduced to the newly implemented 2014 ERs and Accreditation Standards. Teams reviewed examples of past institutional reports and critically analyzed responses through a visiting team lens. Teams were able to determine how responses could have been improved in order to thoroughly yet concisely address a Standard.

Unique Self Evaluation Approach

Rather than forming an accreditation committee as recommended in the ACCJC *Manual for Institutional Self Evaluation*, COM-FSM voted to utilize the college's existing administrative structure and participatory governance structure to complete this *2016 Self Evaluation Report*. COM-FSM has rejected the concept accreditation is the responsibility of only the CEO, ALO, and a committee; but rather accreditation involves and is the responsibility of everyone at the college. There are writing team chairs, writing teams, and associated committees who serve as validation groups. The structure of the COM-FSM Self Evaluation process mirrors action research and involves everyone at the college. This serves to strengthen institutional knowledge, institutional best practices, and proactive accreditation compliance. Additionally, the college engaged a technical writer to conduct ongoing training with writing teams to build institutional capacity to generate quality reports. The entire process was designed to involve as many college employees as possible for learning, professional development, and institutional improvement.

Roles and Responsibilities

The following roles and responsibilities were discussed and agreed upon at the August 2014 Summit:

ALO: Accreditation Liaison Officer

ACCJC Policy on the Role of Accreditation Liaison Officers

- “serve as the key resource person in planning the institutional self evaluation process;”
- “prepare the institution for an evaluation team site visit in collaboration with the team Chair and team assistant;”
- “facilitate timely reports to the Commission” (p.118); and
- Overall Team Chair = ALO Team assistant = Assistant ALO

ACCJC. (2014, July). Accreditation Reference Handbook. Retrieved from http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Reference_Handbook_July_2014.pdf

Standard Team Chairs

- Lead authors for the Standard(s) assigned;
- Work with ALO to set a timeline for the Self Evaluation Process;
- Meet all established deadlines without necessity of reminders;
- Responsible for organization of electronic evidence to support assertions;
- Responsible for ensuring integrity of facts and evidence;
- Responsible for preparing accurate, honest, and evidence-supported responses;
- Responsible for editing the assigned Standard for unity of voice, adherence to report writing rules, and functional electronic links;
- Responsible for organizing Standard Writing Team discussions & working meetings to review, validate, and scrutinize text and evidence presented in the text;
- Responsible for organizing Standard Writing Team discussions & working meetings to review, validate, and scrutinize text and evidence presented in the text; and
- In conjunction with the Standard Writing Team, develop Actionable Improvement Plans (AIPs) that are genuinely focused on improvement.

Writing Team Members: Administration & Unit Staff

- Assist team chair(s) with the written responses to the Standard(s) assigned;
- Scrutinize written text for honesty and factual details to ensure integrity;
- Responsible for ensuring accurate, honest, and evidence-supported responses;
- Scrutinize evidence used, identify key evidence that might be missing, and ensure electronic evidence links work;
- Identify editing issues for correction;
- Assist with the development of necessary, effective AIPs (Actionable Improvement Plans);
- Attend all meetings.

Committee Members (validation group)

- Identify a faculty member who is willing to serve as a co-chair (this individual will share responsibilities of the chair);
- Scrutinize written text for honesty and factual details to ensure integrity;
- Scrutinize evidence used, identify key evidence that might be missing, and ensure electronic evidence links work;
- Responsible for ensuring accurate, honest, and evidence-supported responses;
- Identify editing issues for correction;
- Assist with the development of necessary, effective AIPs (Actionable Improvement

- Plans);
- Attend Lunch and Learn Session(s) for assigned Standard (free period);
 - Attend all meetings conducted during professional development/workshop days;
 - Dedicate some regularly scheduled meetings times towards critically analyzing assigned Standard response and provide chair constructive feedback.

Organization

ALO, Overall Chair	Frankie L. Harriss, Vice President for Institutional Effectiveness and Quality Assurance, ALO
Standard I.A	
Chair:	Frankie L. Harriss, Vice President for Institutional Effectiveness and Quality Assurance, ALO
Writing Team:	James Currie, Vice President for Cooperative Research and Extension Grilly Jack, Director Career and Technical Education, Director of Pohnpei Campus Kind Kanto, Dean of Chuuk Campus Nena Mike, Acting Dean of Kosrae Campus Joey Oducado, Acting Vice President for Enrollment Management and Student Services Lourdes Roboman, Dean of Yap Campus Karen Simion, Acting Vice President for Instructional Affairs Universe Yamase, Chief of Staff
Validation Group	Executive Committee
Standard I.B	
Chair:	Jimmy Hicks, Director of Institutional Research and Planning
Writing Team:	William Haglegam, Research Specialist II Francis Alex, Administrative Specialist I
Validation Group:	Focus groups relevant to individual Standards.
Standard I.C	
Chair:	Frankie L. Harriss, Vice President for Institutional Effectiveness and Quality Assurance, ALO (assumed responsibility after originally assigned assistant ALO resigned)
Validation Group:	Cabinet and Director of HR
Standard II.A	
Co-chairs:	Karen Simion, Acting Vice President for Instructional Affairs Maria Dison, Acting Dean of Academic Programs
Writing Team:	Gardner Edgar, Division Chair Trade and Technical Ed., Pohnpei Campus Delihna Ehmes, Division Chair Social Sciences, Professor Joy Guarin, Acting Instructional Coordinator Yap Campus Grilly Jack, Campus and Career and Technical Education Director Resida Keller, Division Chair Languages & Literature, National Campus Nena Mike, Acting Dean Kosrae Campus David Schelter, English Instructor, Pohnpei Campus Gardner Edgar, Division Chair Trade and Technical Ed., Pohnpei Campus
Validation Group:	Curriculum and Assessment Committee (CAC)

Standard II.B	
Co-chairs:	Karen Simion, Acting Vice President for Instructional Affairs Jennifer Helieisar, Director Learning Resources Center
Writing Team:	Karleen Samuel, MITC Coordinator, National Campus Juvelina Recana, Librarian, National Campus Kersweet Eria, Librarian, Chuuk Campus Michael Williams, Library Technician, Kosrae Campus Rihter Hellan, Library Technician, Pohnpei Campus Susan Guarin, Librarian, Yap/FMI Campuses
Validation Group:	Collective LRC personnel
Standard II.C	
Chair:	Joey Oducado, Acting Vice President for Enrollment Management and Student Services
Writing Team:	Jeffery Arnold, Student Services Coordinator, Pohnpei Campus Cecilia Dibay, Student Services Coordinator, Yap Campus Cynthia Edwin, Counselor, Pohnpei Campus Marlou Gorospe, Campus Nurse, Pohnpei Campus; and In-Charge of the Residence Halls, National Campus Arinda S. Halbert, Acting Director of FAO, National Campus Benina Ilon, Campus Nurse, National Campus Mike Ioanis, Counselor, National Campus Arthur Jonas, Student Services Coordinator, Kosrae Campus Yoneko Kanichy, Student Services Specialist, FAO, Pohnpei Campus Bastora Loyola, Secretary to the VP/EM/SS Tandy Marar, Student Services Specialist, OARR, Chuuk Campus Wilson Bisalen, Counselor, Chuuk Campus Ermine Walliby, Peer Counseling Center Coordinator Penselynn E. Sam, Lead Counselor, National Campus Castro Joab, Sports and Recreation Coordinator, National Campus Tetaake Yeeting, SEG Work-Study Coordinator, FAO, National Campus Julie Waathan, Campus Nurse, Yap Campus
Validation Groups:	Recruitment Admissions and Retention Committee Student Success Committee
Standard III.A	
Chair:	Rencelly Nelson, Director of Human Resources
Writing Team:	Marylene Bisalen, HR Rep, Chuuk Campus Regina Faimau, HR Rep, FMI Campus Bundi Fred, Administrative Specialist HRO, National Campus Fidelia Gilmar, Administrative Assistant, Yap Campus Maureen Mendiola, HR Rep & Secretary, Pohnpei Campus Shrue Sahm, HR Rep & Secretary, Kosrae Campus Morehna Santos, Human Resources Specialist, National Campus Lucia Donre,, Professor, National Campus Sylvia Henry, Instructor & Coordinator, National Campus Fidelia Gilmar, Yap Campus Sancharina Salle, Human Resources Specialist, special contract National Campus Pearl H. Olter-Pelep, Human Resources Specialist, special contract National Campus
Validation Group:	Human Resources Committee (HRC)

Standard III.B	
Chair:	Francisco Mendiola, Director of Maintenance and Security, National Campus
Writing Team:	Benjamin Akkin, Maintenance Supervisor, Chuuk Campus Bruno Barnabas, Maintenance Supervisor, Pohnpei Campus Ted Bueno, Maintenance Supervisor, Kosrae Campus Warren Ching, Security & Safety Supervisor, National Campus Eugene Edmund, Administrative Assistance, Maint & Security, National Campus Cavanagh Eperiam, Maintenance Worker II, National Campus Moses Faimau, Maintenance Supervisor, Yap Campus Merlein Johnny, Lead Custodial Worker, National Campus Dannis Lorrin, Journeyman Electrician, National Campus Michael Muller, Chairperson for Facilities & Environment Committee Alfred Olter, Project Manager, National Campus Lihno Panuelo, Utility Worker, National Campus Amirihter Thozaes, Clerk Typist, Maintenance Office, National Campus
Validation Group:	Facilities and Campus Environment Committee (FCE)
Standard III.C	
Chair:	Gordon Segal, Director of Information Technology
Writing Team:	John Dungawin, Systems Specialist, Chuuk Campus Chris Gillemete, Network Administrator, National Campus Winter George, IT Tech, Pohnpei Campus Renton Isaac, Systems Specialist, Kosrae Campus Sherwin Johnny, Systems Specialist, National Campus Petrus Ken, Systems Specialist, National Campus Pius Mirey, Systems Specialist, Yap Campus Hiroki Noda, IT Tech, Kosrae Campus Anita Salik, Assistant Webmaster, National Campus Shaun Suliol, Webmaster, National Campus Ezra Yoror, IT Tech, Yap Campus
Validation Group:	Information Communications Technology Committee (ICT)
Standard III.D	
Co-chairs:	Roselle Tongonon, Comptroller Doman Daoas, Accountant V, National Campus
Writing Team:	Julius Celcilio, General Accountant, National Campus William Haglegam, Data Specialist II, IRPO, National Campus Arthur Jonas, Student Service Coordinator, Kosrae Campus Sinobu H. Lebehn, Executive Secretary to VPAS, National Campus Martin Mingii, Bookstore Manager, National Campus Twyla Poll, AR Accountant, National Campus
Validation Group:	Finance Committee (FC)
Standard IV.A	
Co-chairs:	James Currie, Vice President for Cooperative Research and Extension Universe Yamase, Chief of Staff
Writing Team:	Joseph M. Daisy, President and CEO Norma Edwin, Executive Assistant to the President

	Grilly Jack, Campus and Career and Technical Education Director
Validation Group:	Executive Committee (EC)
Standard IV.B	
Co-chairs:	Joseph M. Daisy, President and CEO Grilly Jack, Campus and Career and Technical Education Director
Writing Team:	James Currie, Vice President for Cooperative Research and Extension Norma Edwin, Executive Assistant to the President Joseph M. Daisy, President and CEO Universe Yamase, Chief of Staff
Validation Group:	Chuuk Campus Management Team
Standard IV.C	
Chairs:	Norma Edwin, Executive Assistant to the President
Writing Team:	James Currie, Vice President for Cooperative Research and Extension Joseph M. Daisy, President and CEO Grilly Jack, Campus and Career and Technical Education Director Universe Yamase, Chief of Staff
Validation Groups:	Board of Regents (BOR) Pohnpei Campus Management Team

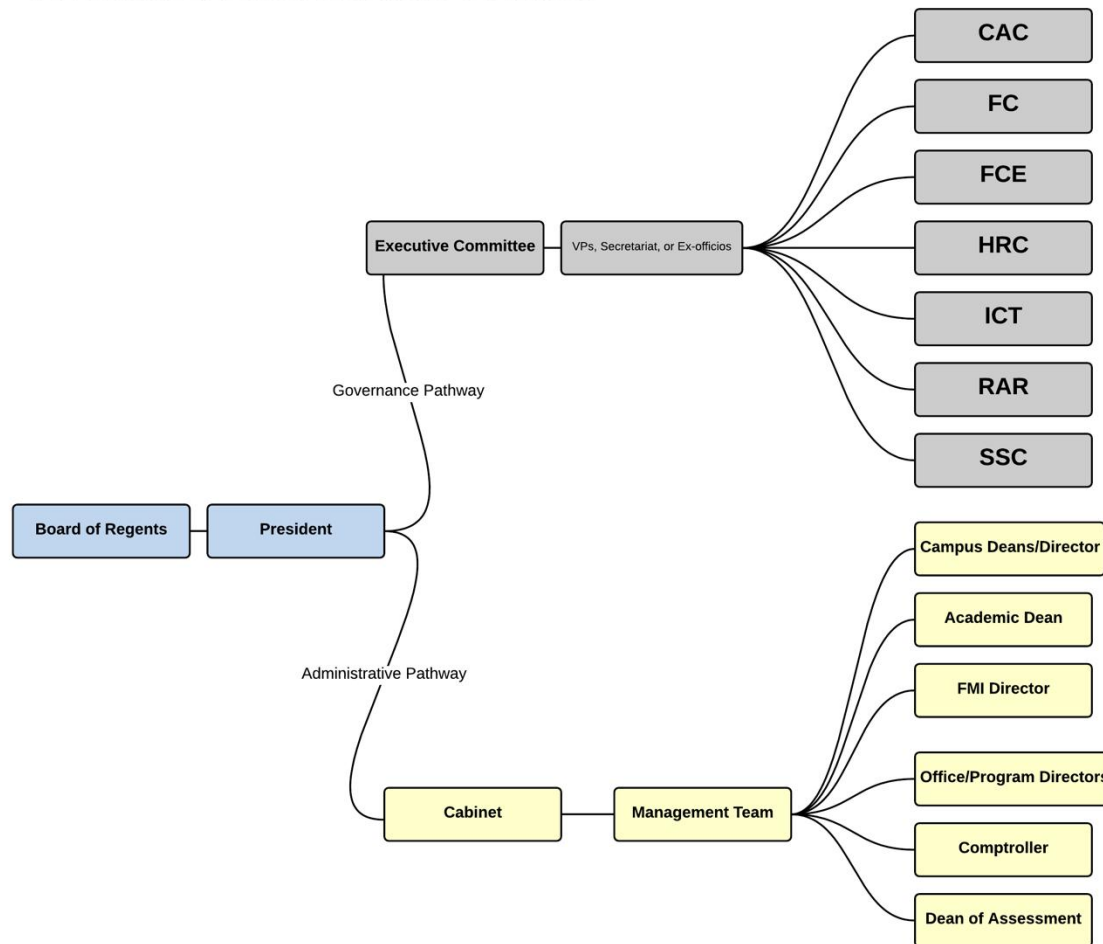
COM-FSM [Self Evaluation Timeline](#)

http://www.comfsm.fm/accreditation/2016/Self_Evaluation/General/Self_Eval_Timeline.pdf

Organizational Information

Organization of College of Micronesia-FSM

Governance/Communication Structure

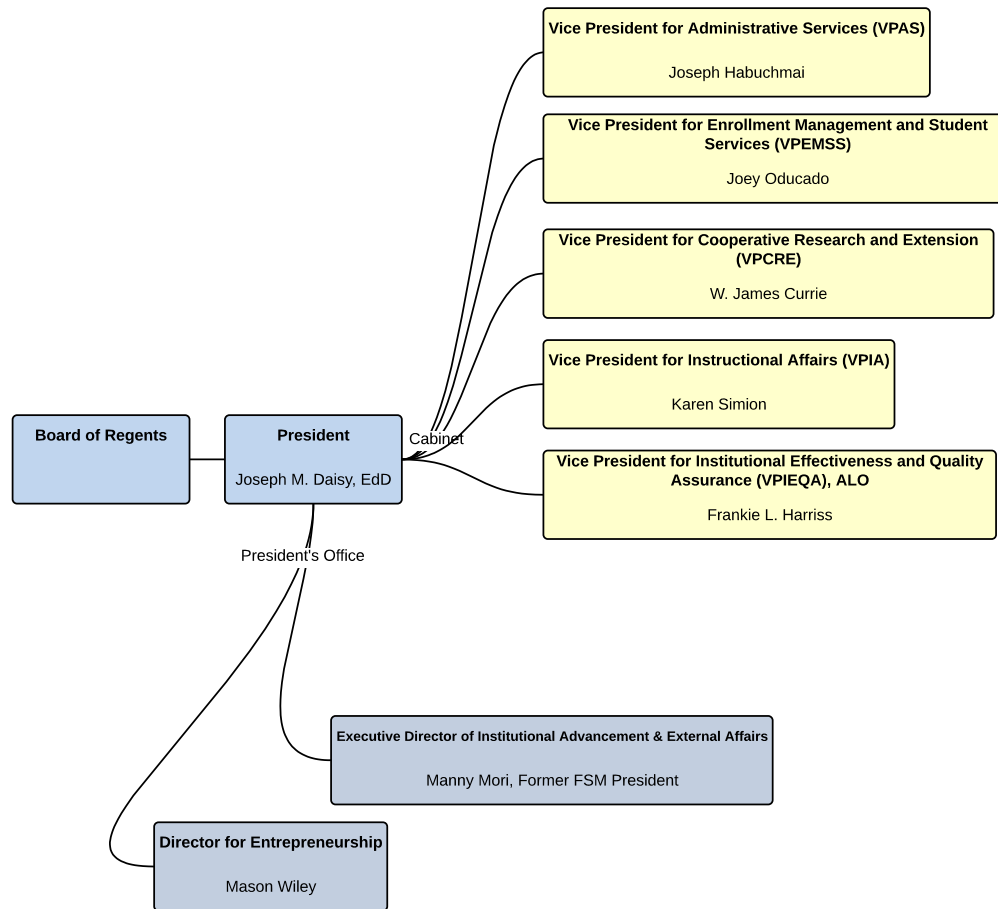


The governance structure at COM-FSM allows for the college community to contribute to decision-making.

Faculty and staff communicate their input toward decisions through any of the standing committees for which they are members. The standing committees include the Curriculum and Assessment Committee (CAC), Finance Committee (FC), Facilities and Campus Environment Committee (FCE), Human Resources Committee (HRC), Information Communications and Technology Committee (ICT), Recruitment Admissions, and Retention Committee (RAR), and the Student Success Committee (SSC). Members of the Executive Committee (EC) include the college president, Faculty Staff Senate president, Student Body Association president, Management Team chair, and vice presidents. Committee chairs are able to join EC to present recommendations.

All middle management forms the Management Team (MT) to promote interoffice communication. The chair of this group is a member of the EC. Members of the MT include the campus deans of Kosrae, Chuuk, and Yap campuses, director of Pohnpei Campus, dean of academic programs, dean of assessment, directors of: Fisheries and Maritime Institute, financial aid, human resources, Learning Resource Center, admissions, records and retention, information technology, facilities and maintenance, counseling, student life, institutional research and planning, comptroller, and coordinator of cooperative research & extension. Communications from the MT are sent to the president through the Cabinet.

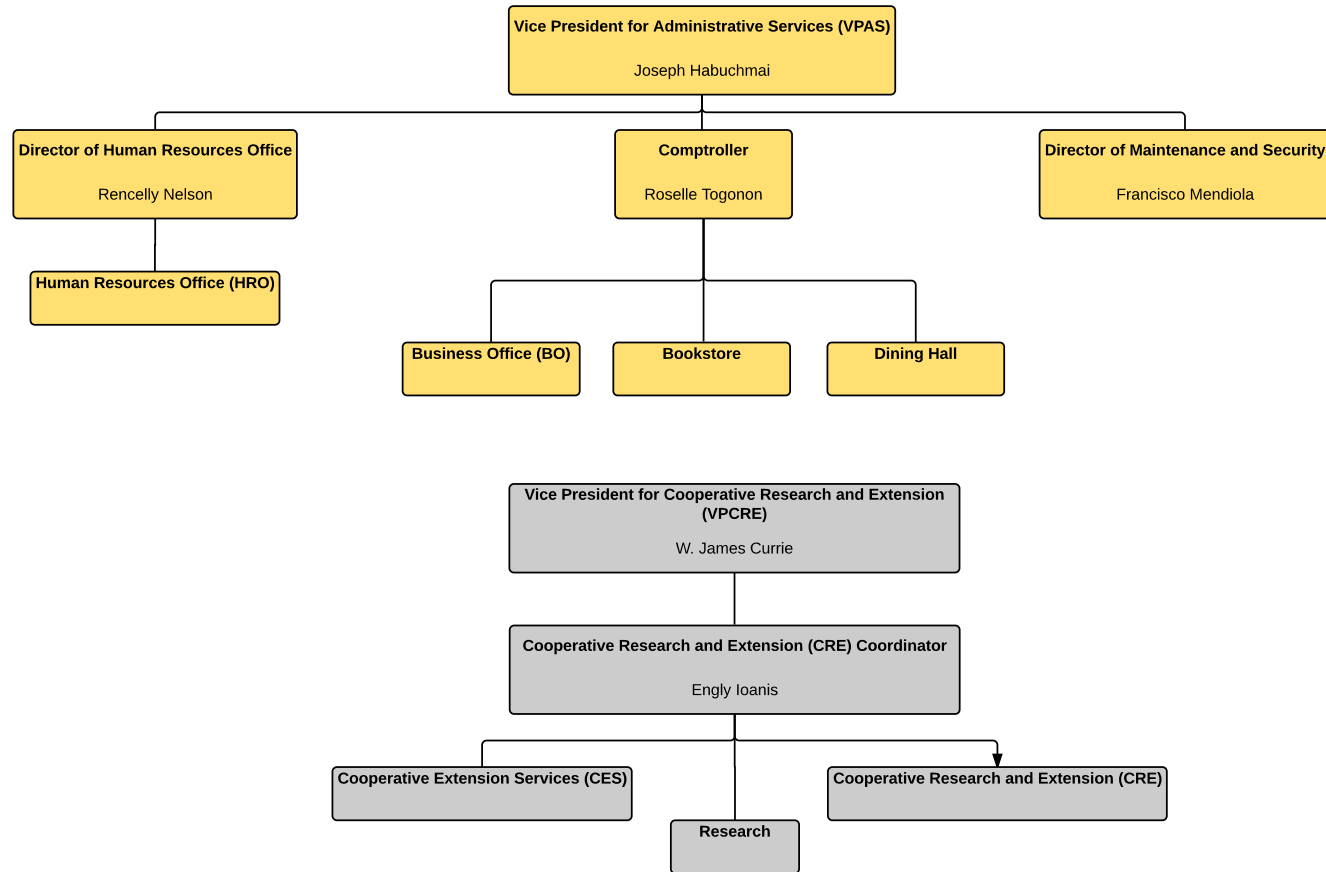
Cabinet and President's Office



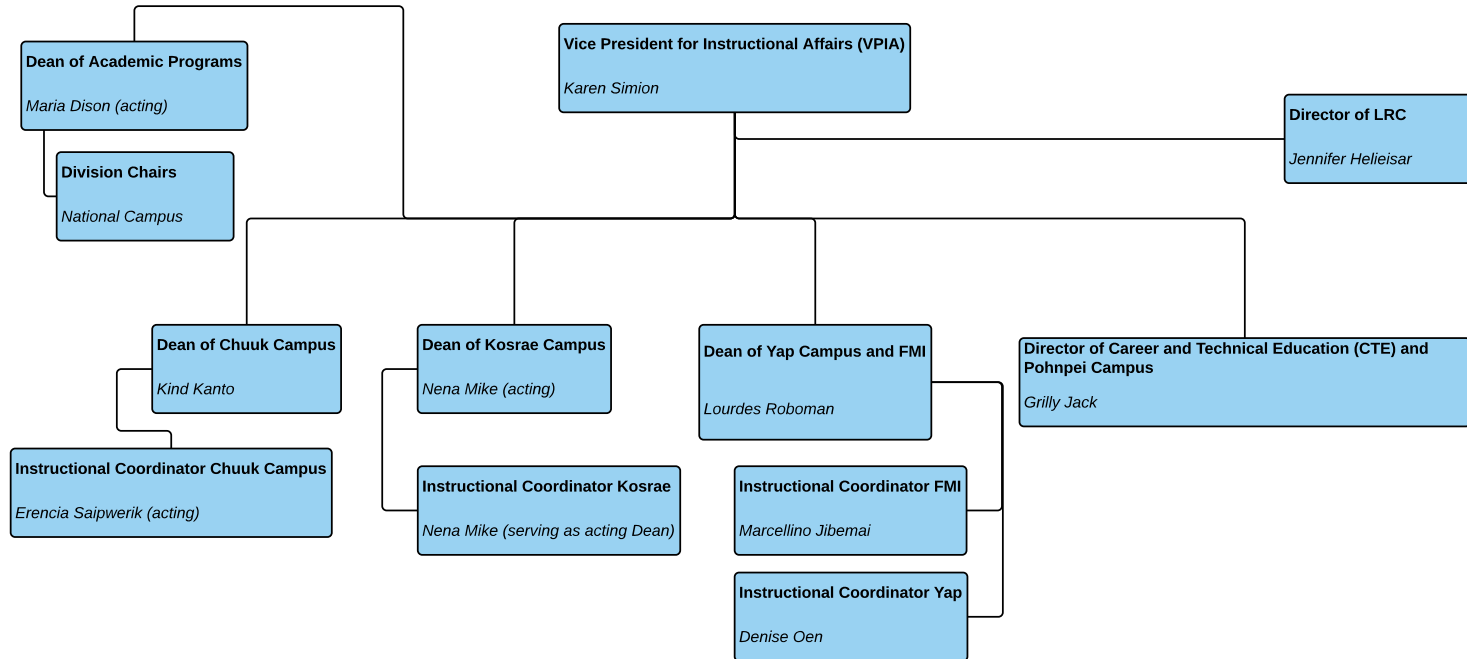
Board of Regents:

Churchill Edward, Chair
Tulensru E. Waguk, Vice Chair
Jesse Salalu, Secretary-Treasurer
Kasio E. Mida
Johannes Berdon

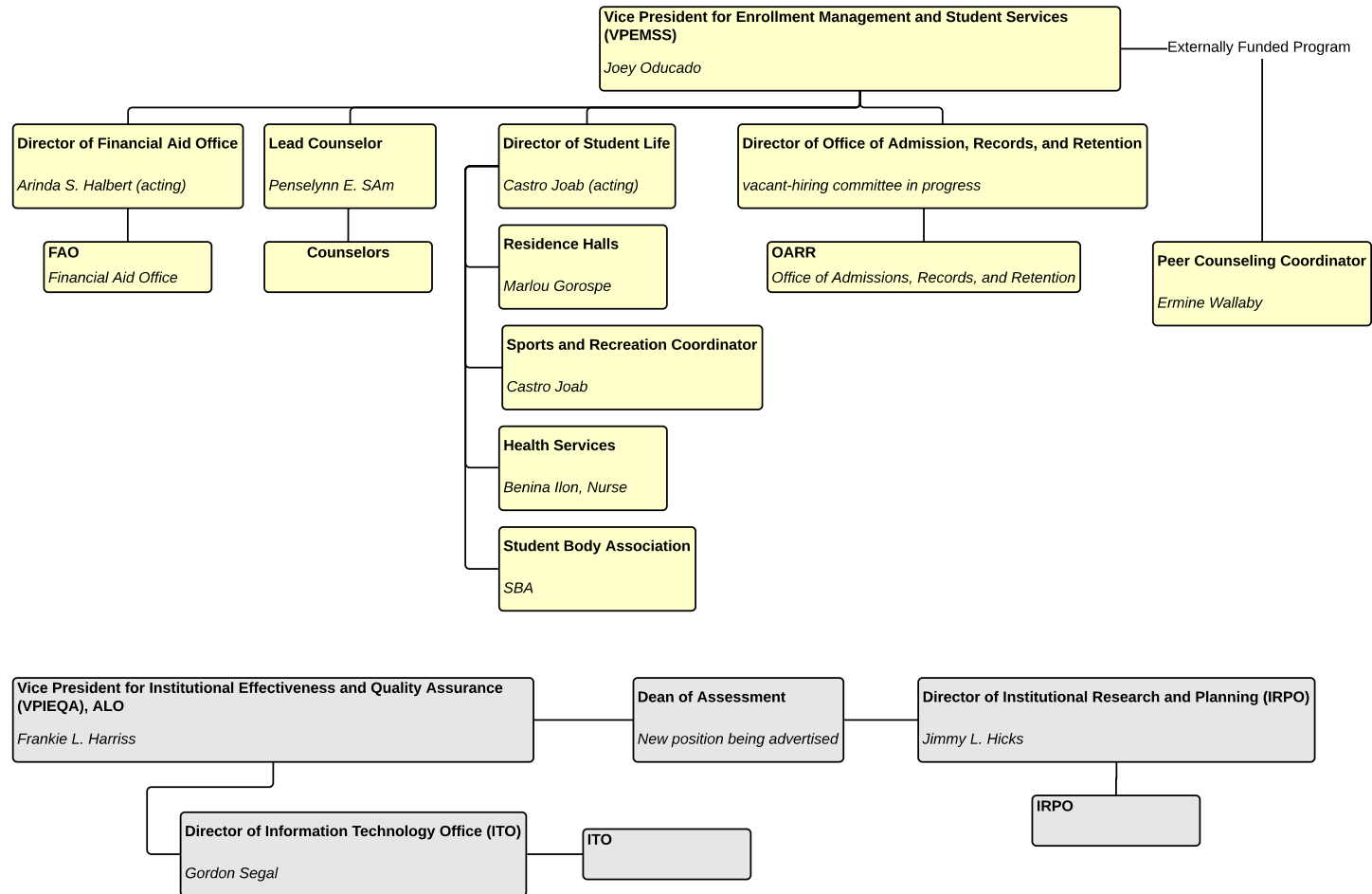
Departments for Administrative Services and Cooperative Research and Extension



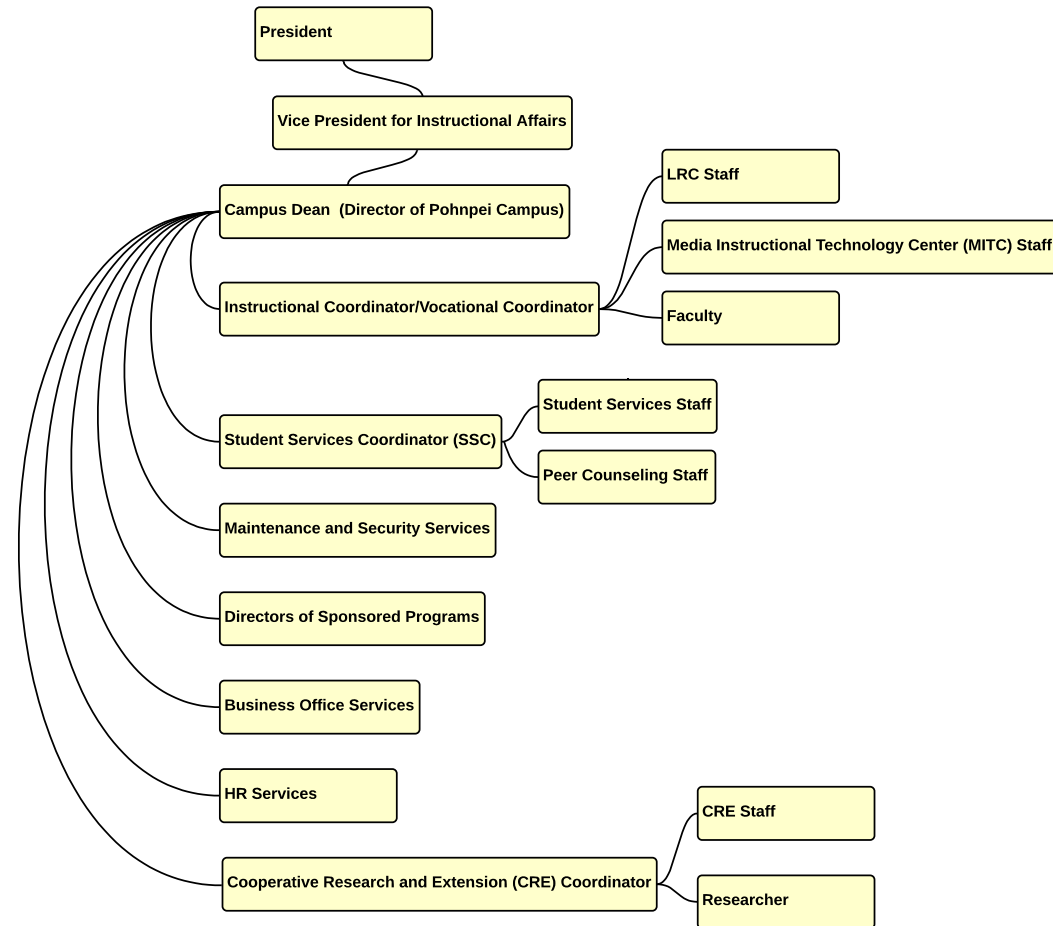
Department for Instructional Affairs



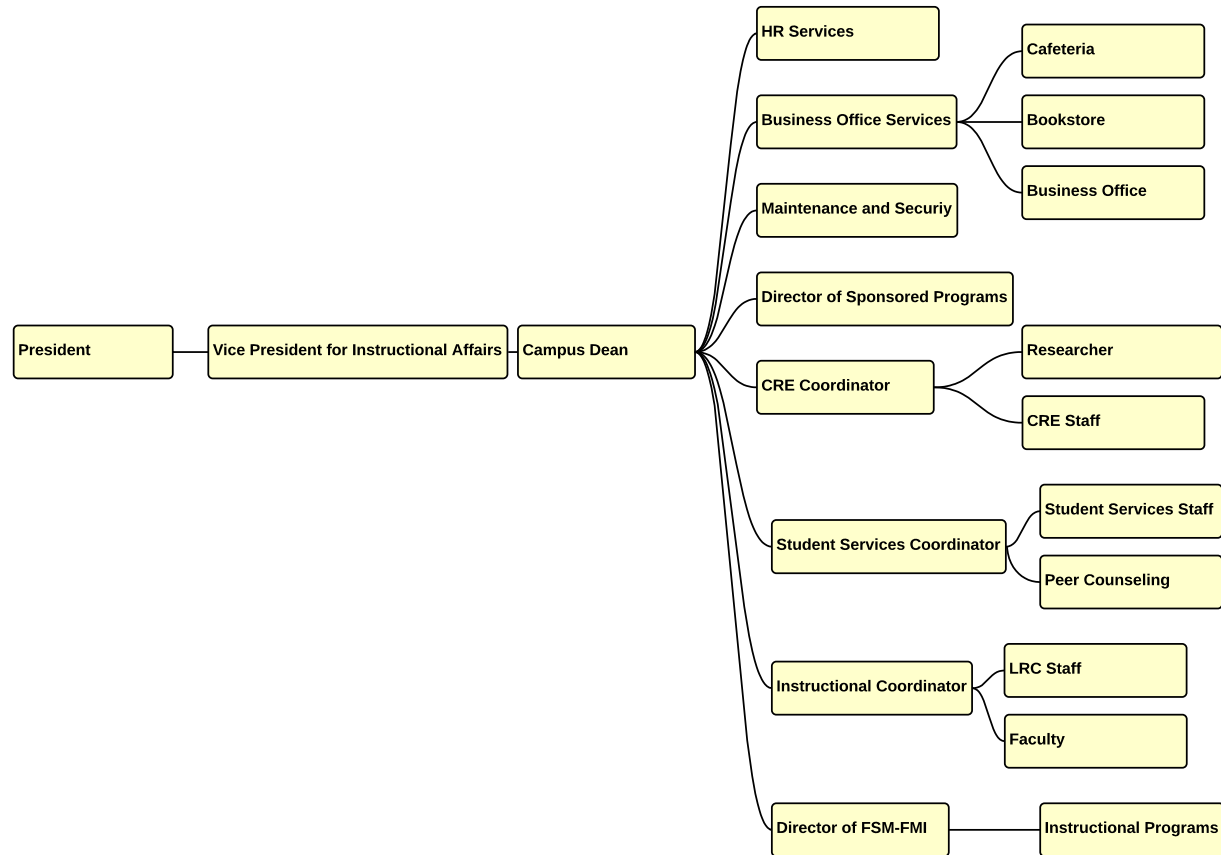
Departments for Enrollment Management and Student services and Institutional Effectiveness and Quality Assurance



Organizational Structure: Kosrae, Pohnpei, and Chuuk State Campuses



Yap State and FSM-Fisheries and Maritime Institute (FSM-FMI) Campuses



Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Since 1992, College of Micronesia-FSM (COM-FSM) is authorized to operate as an institution of higher education and awards degrees and certificates by authority of the Government of the Federated States of Micronesia (FSM) as evidenced by FSM [Enabling Law](#) Title 40, Chapter 7 Section 4 (pp. 3-5) of the FSM Code and reflected in [Board Policy \(BP\) 1001](#). COM-FSM is the national institution of higher education for the FSM and does not operate outside of the FSM.

Section 4. Purposes. It is the intent of this act to establish a post-secondary educational entity to be located within the Federated States of Micronesia to serve the varied post-secondary and adult educational needs of the Nation (p.3).

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

COM-FSM is operational with students actively pursuing degree programs. On the college website, institutional [Program Data Sheets](#) (PDS) are available under each institutional program and include a minimum of three years enrollment and graduation data. From the [homepage](#): Public Transparency & Accountability → Assessment of Student Learning → Click on any program → Data Sheet Tab. See institutional enrollment data in section *A. Introduction*.

The current schedule of classes, listed as [Available Sections](#), is accessible through the [myShark portal](#) and also by the public from the [homepage](#). MyShark is found under the “Quick Access” drop down menu and requires one to login. The public listing is accessed from: Academics (drop down menu) → [Available Sections](#).

3. Degrees

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Table II.A.1-1 *COM-FSM Academic Programs: 2015* provides a complete listing of both associate degree programs and certificate programs offered by the college. There are 35 total programs, of which 14 lead to an associate’s degree, 18 lead to a certificate, and three are non-credit certificates offered through the FSM Fisheries and Maritime Institute. These programs are listed in the online [General Catalog](#), which is updated annually. The most current version, [General Catalog 2015-2016](#), provides a list of degrees and certificates, course credit requirements, length

of study for each degree and certificate program, designation of college level courses (pp. 35-36 and p. 86), requirements for each degree offered (pp. 35-85), general education courses and requirements for each degree offered (pp. 36-37), course descriptions (pp. 86-114) and program learning outcomes. As noted under ER 2, [PDSs](#) are available to the public and are provided for each institutional program (degree and certificate). Each PDS includes three years of enrollment, graduation, and other important data. Additionally and complimentary to manuals issued by COM-FSM, A [Quality Manual](#) is published and updated as required for the FSM Fisheries and Maritime Institute.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose fulltime responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/ system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

On February 1, 2012, the Board of Regents, as per [BP 1210](#) (item 8) and [BP 1211](#), appointed the chief executive officer (CEO) and president of COM-FSM, [Joseph M. Daisy, EdD](#). The president has full-time responsibility to the institution and possesses the requisite authority to administer board policies as per [BP 1220](#). The president serves as an ex-officio, nonvoting, official advisor, and executive agent to the board as per [BP 1220](#) and the [Enabling Law](#), *Section 6: Board of Regents established; Membership, 1c*, p.6. A [certification](#) of the president's full-time responsibility to the institution is signed by the chief executive officer and governing board. President Daisy signed his third contract with COM-FSM on December 14, 2015. He completed, two, two-year contracts and this latest contract is for four-years and specifically covers the time period from February 1, 2016-July 31, 2020.

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

COM-FSM ensures an annual, certified, independent audit is conducted and that the results and management letters are shared with stakeholders, ACCJC, and posted publicly on the college website. Hard copies are distributed to the FSM National Government, College Library, FSM Public Library, College President and Board of Regents. Audits are accessed from the [homepage](#) through the "Our College" (drop down menu) → Administrative Services → Comptroller and Financial Services → [Audit Reports](#). Additionally, the public can access the audit reports from the "Public Reports" (drop down menu) → [Audit Report](#).

Financial aid program review and audits are included as part of these annual, certified, independent audits and thus also publicly available. COM-FSM does not avail federal student loans under the federal aid program. Based on a provision of the Title IV of the Higher Education Act, the students from the Feely Associated States, like Federated States of Micronesia, RMI and Palau are not eligible for student loan programs. Thus, there is no default rate to report.

Past, current, and proposed budget documents are made available to the public on the college website. From the [homepage](#) they are accessed through the “Our College” (drop down menu) → Administrative Services → [Budget](#).

Certification of Institutional Compliance with Commission Policies

Policy on Rights and Responsibilities of the Commission and Member Institutions

During 2013-2014, COM-FSM participated directly in the development of the 2014 Accreditation Standards by twice attending Pacific regional meetings in Honolulu, in conjunction with the Pacific Postsecondary Education Council (PPEC), to offer comments to Commission staff and Commissioners. COM-FSM further participated in this process by hosting Dr. Barbara Beno and the [PPEC](#) on [September 5-6, 2013](#), for the same purpose. During the PPEC meeting, Dr. Beno led a discussion on the draft 2014 Accreditation Standards and PPEC member institutions that were present contributed comments for improving the draft Standards. Some of those comments were incorporated and are reflected in the language of the adopted 2014 Standards. COM-FSM takes both the right and responsibility for participating in this process in earnest.

The COM-FSM ALO has the responsibility for maintaining records of correspondence with ACCJC and the college's accreditation history, including substantive changes. An electronic [Reports Archive](#) has been maintained on the college website since 2003 and is kept current. The college is transparent regarding its accreditation processes and status, and the ALO ensures all communications of non-confidential nature from ACCJC are posted to the college newsfeed within 48 hours of receipt to ensure broad information sharing. This report and the section *Organization of the Process* describes how the college organized the self-evaluation process. That process involved broad and appropriate constituent groups in the preparation of this report, and disclosed and will continue to disclose information required and requested by the Commission and the visiting team while maintaining confidentiality of information when applicable.

COM-FSM maintains records of formal student complaints and grievances in accord with US federal regulations, and has made them available for the Commission and evaluation team upon request. Substantive changes are done in compliance with the *Policy on Substantive Change* and the [Substantive Change Manual](#). Until formally approved, substantive changes are not implemented by COM-FSM.

COM-FSM submits with integrity the annual report and annual financial report as well as other reports that are required by the Commission. When data requests on these reports are ambiguous or written in Californian jargon, the ALO contacts Commission staff for clarity and guidance to ensure data submitted accurately reflect data solicited by ACCJC. COM-FSM submits reports within the timeframe articulated by the Commission and hosts visiting teams as required. Evidence of this is found in the [Reports Archive](#).

Policy on Institutional Degrees and Credits

The policy as printed in the July 2015 [Accreditation Reference Handbook](#) (p. 77) refers to Eligibility Requirements (ER) 8 and 9; however, as confirmed by ACCJC Vice President Jack Pond (email query on 24 November, 2015) this refers to the previously numbered ERs of 8. *Educational Programs* and 9. *Academic Credit* (2002 ERs) rather than the current (2014 ERs) 8. *Administrative Capacity* and 9. *Educational Programs*. The college therefore responds to the 2014 ERs 9.

Educational Programs and 10. *Academic Credit* as intended. The reader is referred to Standards II.A.1, II.A.6, II.A.9, and II.A.10 for compliance with 2014 ERs 9 and 10.

The college has a minimum program length of 60 semester credit hours for an associate's degree and 30 semester hours for certificate programs. The college has policies and procedures for determining program length, academic semester length, academic year length, and for determining a credit hour against commonly accepted academic expectations.

The academic year is divided into two, sixteen-week semester terms, for a total of 32 weeks and in adherence to the Financial Aid defined academic year of at least 30 weeks of instructional time. Students are expected to complete a minimum of 24 credits per academic year. As per [AP 3002](#), a minimum of 48 clock hours of instruction (classes meeting three times per week for one hour must have 48 class meetings for a total of 48 clock contact hours; classes meeting two times per week for 90 minutes must have at least 32 meetings for a total of 48 clock contact hours). Additionally, [BP 3119 Credits](#) specifies minimum required contact clock hours for the courses offered by COM-FSM. Additionally, this policy is under review by the Curriculum and Assessment Committee (CAC) for improvement as part of the regular policy review cycle.

These contact hours exceed US Federal minimum requirements and acceptable academic practice. These policies and procedures have been applied consistently across all courses and programs.

Applicable policies and procedures are as follows:

- [BP 3101 Academic Program Requirements](#)
- [BP 3002 Academic Year](#) and [AP 3002 Academic Year](#)
- [BP 3104 Credit by Examination](#) and [AP 3104 Credit by Examination](#)
- [BP 3119 Credits](#)
- Revised [BP 3119 Credits](#) will be available on the [Instructional Affairs](#) policy page when endorsed by CAC and approved by the Board of Regents. A revised AP 3002 is likely to coincide.

Policy on Transfer of Credit

Students and the public have access to the college's BP 4208 [Transfer Students and Transfer Credit](#) through the college website. Additionally, the policy is articulated in the college's [General Catalog 2015-2016](#) on [p. 118](#) under the section titled *Acceptance of Transfer Credits*. Information is also provided to students on the [Admissions](#) area of the Student Services dropdown menu on the college website under the section titled *Transfer Students*. Additionally, the [Student Handbook 2014-2015](#), also accessible from the Student Services area of the website, provides transfer policy to students under the section titled *Transfer Students* (p. 14).

Policy on Distance Education and on Correspondence Education

COM-FSM does not offer any correspondence education courses. COM-FSM currently offers only one distance education course, *AR 101: Introduction to Art*, and only occasionally as the need arises. This course is offered online, must adhere to the same standards of quality, use the approved course outline with articulated course student learning outcomes (CSLOs) as approved by the Curriculum and Assessment Committee (CAC), and, submit an assessment of student learning report to the dean of academic programs (DAP) for each class conducted, each

semester it is offered. The DAP and vice president for instructional affairs (VPIA) monitor the course to ensure best practices for academic integrity in the online course are met, including verification of student identity and substantive interactions between instructor and students.

AR 101 is periodically delivered as a distance education course in Yap, Chuuk, and sometimes Kosrae, depending on availability of certified instructors in those states to offer the course face-to-face. Distance education in this case is defined as education that uses the internet to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and instructor asynchronously.

The course is set up on the COM-FSM wiki page and assignments are submitted through a Flickr account and email. Students register for the course. ID numbers and emails are sent to ITO by the instructor and students are then given access to the wiki page which requires student log in through their MyShark portal account. There is a facilitator located at each campus where the course is taught. The facilitator meets with students during the first week of each semester to assist with establishing Flickr accounts and gaining access to the wiki page. The facilitator also meets with the students three times during the semester to have the students complete two projects and the mid-term exam in a classroom setting. The facilitator verifies that each student is a registered member of the class.

The instructor establishes closed groups on Flickr. Students join the group only through the invitation from the instructor. The group is not open to or viewed by the public. Students must participate in weekly discussion threads through the Flickr account. Students are also required to complete critiques and work in pairs for some of the assignments. The distance education course has the same SLOs and assessment strategies as the course taught face-to-face.

Policy on Representation of Accredited Status

Compliance and evidence of compliance with sections B and C of this policy are articulated in Standard I.C.1. Section A of this policy is not applicable.

Policy on Student and Public Complaints against Institutions

COM-FSM provides a link directly from the homepage to the [Complaint Process](#) and that link provides direct access to both the Commission [Complaint Policy](#) and [Complaint Form](#). The BP 4903 [Student Complaint Policy](#) is provided to the public through the college's website, and *Grievance and Complaint Procedures* are also provided to students through the website on [pp. 118-122](#) of the [General Catalog 2015-2016](#) and echoed on pp. 31-35 of the [Student Handbook 2014-2015](#). BP 6021 [Grievance Policy](#) for college personnel is available on the college website.

The college has complied with this Commission policy and has fully cooperated with the Commission regarding any complaints received. Commission staff will have provided the team with any complaints received, the college's actions and formal responses, and evidence the Commission indicated satisfactory action by the college was taken to address such complaints.

Any student complaints or grievances and employee grievances to the college, and actions towards complaint resolution, can be shared with visiting team members during their visit.

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

Compliance and evidence of compliance with this policy are articulated in Standard I.C. COM-FSM adheres to this policy by exhibiting integrity and responsibility in advertising, student recruitment, and representation of accreditation status. The college does so by producing documents that are precise, accurate, current, and generated with integrity.

The college does not utilize independent contractors or agents for recruiting purposes. Student recruitment is coordinated through the enrollment management and student services department specifically through individuals whose positions specify this duty. COM-FSM scrupulously avoids the dishonest practices cited in the Policy.

The college accurately lists its accreditation status on its website and any other official publications as required and in compliance with the *Policy on Representation of Accredited Status*. The college publicly posts all accreditation documents (and has done so since 2003) on the college website in the [Reports Archive](#). The college also updates the public with this information through the college's newsfeed.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

COM-FSM has no contractual relationships with non-regionally accredited organizations to deliver programs and services in the name of COM-FSM, and has no plans to do so.

Policy on Institutional Compliance with Title IV

As articulated in Standard III.D.15, COM-FSM does not avail federal student loans under the federal aid program. Based on a provision of Title IV of the Higher Education Act, the students from the Freely Associated States (FAS), like Federated States of Micronesia (FSM), Republic of the Marshall Islands (RMI), and Republic of Palau are not eligible for student loan programs.

Structure of the Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communications. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

I.A.1.

The Mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER6)

Evidence of Meeting the Standard

Table I.A.1-1. Mission Statement Criteria

College of Micronesia-FSM Mission Statement	
The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices. (March 22, 2014)	
Mission Statement Criteria	Alignment to Criteria
The mission describes the institution's:	
Broad educational purposes	...committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs...
Intended student population	...the Federated States of Micronesia...
Types of degrees and other credentials it offers	...by providing academic, career and technical educational programs...
Commitment to student learning and student achievement	...learner-centered institution of higher education...programs characterized by continuous improvement and best practices.

As President Daisy stated in his 2012 [White Paper](#), the college must, “serve the FSM by providing an educated citizenry to ensure the nation’s quality, sustainability, and success” (I.A.1, p. 1). The College of Micronesia-FSM (COM-FSM) is the only national college for the Federated States of Micronesia (FSM), and therefore must be relatively broad in educational purposes, and proudly commits to serving the nation as the intended student population. There have not been multiple, accredited higher education institutions (HEIs) within the FSM allowing COM-FSM

the simplified option of a narrow, niche focus. Currently, many COM-FSM students will not have the option of becoming more specialized with transfer to a four-year college. For at how many other institutions must their students be willing to leave their home island and nation to further pursue their educational goals? COM-FSM recognizes the challenge that its remote location poses to its students and to decisions for programs that will contribute to the success of the FSM. Only recently has Chuuk State had two additional colleges begin operations, and it is unclear under what authority they are operating within the FSM.

Because these islands are remote, for many students, COM-FSM is their only initial point of access to higher education. This situation is little different than a US college listing its intended student population as those individuals residing within the boundaries of one average-sized US city or one rural county. To serve an entire nation as its *intended student population* may seem a daunting task; however, the national population is merely 102,843 (2010 Census Data) and not showing signs of growth. The population is shrinking through out-migration and lower fertility rates (Office of Statistics, Budget and Economic Management, Overseas Development Assistance, and Compact Management ([SBOC](#)): Federated States of Micronesia). The college presently serves fewer than 20 total students who are not originally from the FSM (see Ethnicity Data in *Section A. Introduction*). Therefore, through six campuses, with a presence in each of the four main island states of the FSM, COM-FSM feels this is a manageable intended student population.

Analysis and Evaluation

The college meets this Standard by articulating a mission statement in accordance with the required criteria. These criteria have guided the college to articulate what it does, whom it serves and how it does so.

Actionable Improvement Plan

None.

I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The college previously used multiple indirect measures to affirm mission fulfillment. The college now utilizes specific mission fulfillment indicators to determine how effectively it is accomplishing its mission. These twenty indicators were developed fall 2015 by the department for institutional effectiveness and quality assurance (IEQA) in collaboration with the Cabinet and Executive Committee (EC). The need for fulfillment indicators was identified in a Standards gap analysis and thus were developed as a result of the self-evaluation process. These indicators and their respective measures of success have been selected to further ensure COM-FSM's mission directs institutional priorities to meet the educational needs of students.

Table I.A.2-1. Mission Fulfillment Indicators

College of Micronesia-FSM Mission Statement The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	
Mission Statement Aspects	Measures of Success
The College of Micronesia-FSM is a learner-centered institution of higher education	- Indicators measuring SLO attainment at the course level and program level; 100% of faculty will complete an assessment of student learning for each course taught for every semester they teach; - Student faculty interaction benchmark (CCSSE¹); - Support for learners benchmark (CCSSE); - Percent credit hours taught by full time faculty (NCCBP²); - Average credit section size (NCCBP); and - Percent full time students (NCCBP)
that is committed to the success of the Federated States of Micronesia	- College provides higher education (HE) access to all four states of the FSM; - Number of students annually graduating (completing programs) from career programs prepared for workforce; - Percent of students that completed a career program and are employed in related field; and - Programs linked to FSM developmental priorities as specified in the FSM Infrastructure Development Plan (IDP).
by providing academic, career and technical educational programs characterized by continuous improvement and best practices .	- Active and collaborative learning benchmark (CCSSE); - Academic programs and support services will create structured and coherent guided pathways to student end goals, with built-in progress monitoring feedback, and ongoing support at each step along the pathway with the outcome to increase graduation and transfer rates-- thus measures of success are: - Guided pathways, - Graduation rates, and - Transfer rates; - Fall to fall persistence rate; - Percent full-time, first-time students that completed in 3 years (150%); - Institution-wide credit grades success rates-completion rates (NCCBP); - Institution-wide credit grades success rates (NCCBP); and - Meeting or exceeding Accreditation Standards.
Achievement of each individual indicator is measured relative to a range based on a corresponding threshold level and represented by achievement status. Green is achieved; yellow is minimally achieved; and red is not achieved. COM-FSM is considered to be fulfilling its mission provided no more than six (30%) of the 20 total indicators are at the red level so that the college attains at least 70% of its indicators within the achieved (green) or minimally achieved (yellow) range.	

¹ [CCSSE](#): Community College Survey of Student Engagement² [NCCBP](#): National Community College Benchmark Project

The first [College of Micronesia-FSM Mission Fulfillment Indicators](#) report was presented to the BOR during their [December 15-16, 2015](#), meeting (also enhancing Board compliance with Standards IV.C.7-8). Currently, COM-FSM has achieved, or minimally achieved, 80% (16/20) of its mission indicators exceeding the required 70% (14/20) necessary for mission fulfillment ([I.A.2](#); [I.A.3](#)). These indicators will be reviewed again during the August 2016 Visioning Summit when the mission review process is next scheduled.

The mission statement directs institutional priorities towards meeting the educational needs of students by specifically committing the college to being learner-centered and providing programs characterized by continuous improvement and best practices. Seven indicators are assessed for “learner-centered” and nine indicators are assessed for “programs characterized by continuous improvement and best practices” ([I.A.2](#)).

Table I.A.2-2. Tally of Benchmark Indicator Types

Mission Aspects	Local Benchmark Indicators	Regional Benchmark Indicators	National Benchmarks Indicators	Total Indicators
The College of Micronesia-FSM is a learner-centered institution of higher education	2	0	5	7
that is committed to the success of the Federated States of Micronesia	4	0	0	4
by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	5	3	1	9
Total Indicators	11	3	6	20

The mission directed the *Strategic Plan 2013-2017* where two strategic directions, *Focus on Student Success* and *Evoke and Image of Quality*, also drive the college to be learner-centered and focused on continuous improvement and best practices. The Quality Focus Essay (QFE) shows further evidence the mission directs institutional priorities to meet educational needs of students. For brevity, Standards I.A.3, I.B.3, I.B.5, I.B.7, I.B.9, II.A.1, II.A.10, II.B.2, II.C.1, and II.C.4 elaborate further on how mission directs priorities to meet the educational needs of students.

Analysis and Evaluation

The college has improved by developing and implementing specific mission fulfillment indicators to more directly and reflectively assess mission accomplishment. The college will continue to provide the BOR and college community quarterly reports on achievement of mission fulfillment indicators. The mission statement itself requires the college be learner-centered and engaged in best practices. Consequently, the college is now regularly evaluating 16 mission indicators that are directly indicative of institutional priorities for meeting the educational needs of students and four indicators that evidence commitment to the success of the FSM.

Actionable Improvement Plan

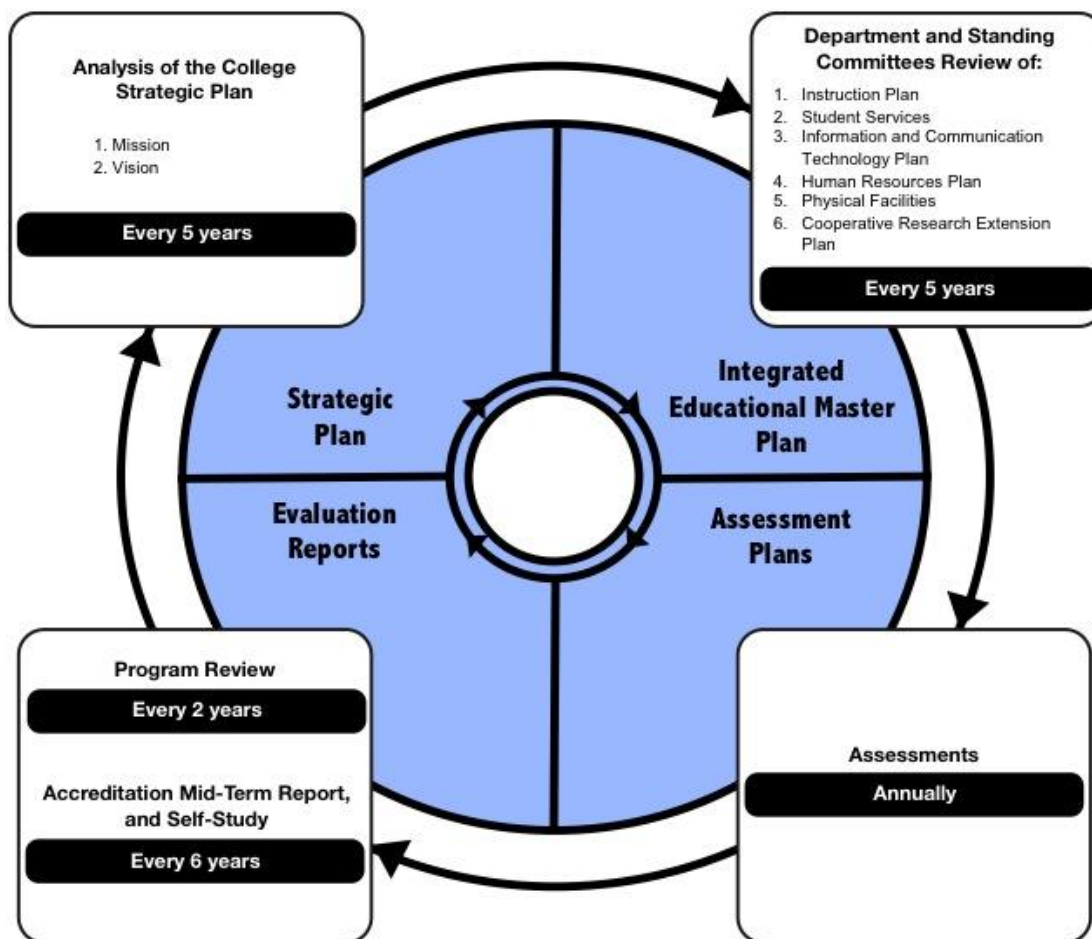
None.

I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The college's [Integrated Educational Master Plan](#) (IEMP) describes COM-FSM's Planning Cycle (Figure I.A.3-1) and how the institution's mission guides strategic and integrated planning (pp. 2-9) and the allocation of resources (pp. 9-13) ([I.A.4](#)).



COM-FSM's Planning Cycle

Figure I.A.3-1. COM-FSM's Planning Cycle

COM-FSM is on a five-year planning cycle that begins with a review of the mission, vision, and strategic plan which are then used to lead development of the new IEMP. The current assessment cycle ends summer 2016 and the next assessment cycle begins with the August 2016 summit. By summer 2017 the process for mission, vision, strategic plan, and IEMP review and revision will be completed for implementation. Both the [Strategic Plan 2013-2017](#) and the [IEMP](#) echo the mission's focus on students, the nation, and continuous improvement ([I.A.4](#); [I.A.5](#)).

During the biennial program review process, each academic program and non-academic program unit must articulate how it supports the college's mission (for an example see Table I.A.3-1). Mission delivery of each program and unit has also been reviewed during an academic program prioritization process (twice conducted) and a non-academic program prioritization process (completed once). The program prioritization process is further discussed in Standards I.B and II.A.

Table I.A.3-1. Example of IEQA Mission Supporting College Mission.

College Mission	Institutional Effectiveness & Quality Assurance Mission
The College of Micronesia-FSM is a learner- centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	<i>Institutional Effectiveness & Quality Assurance</i> (IEQA) assesses and supports the capacity and extent to which the college fulfills and maintains its mission; while fostering and embedding a college culture of sustainable continuous quality improvement and collaboration at all institutional levels. At the core of effectiveness and ongoing quality improvement is a focus on student learning and student success. Leadership and guidance are provided to the college community to ensure accountability as accreditation and regulatory standards are understood and met, and/or exceeded at all times.
IEQA has a direct responsibility to assess mission fulfillment, to support student learning and success, and a commitment to continuous quality improvement and best practices through leadership and guidance provided to the college.	

All units have developed a mission and goals that align to the institutional mission, vision, strategic plan, IEMP, and Accreditation Standards. The department for **IEQA** was created summer 2012 to strengthen compliance with Standard I. Both annual program assessments (in TracDat) and biennial program reviews evidence the influence of mission and these processes are described in the [Program Assessment and Program Review Procedures Manual \(I.A.6\)](#). Through the budget process, all programs must complete their annual program assessment to justify resource allocations for improvement implementation.

Allocations are justified by ability to enhance achievement of existing institutional plans and priorities, which are derived from the institutional mission. For example, the college mission articulates that COM-FSM is learner-centered. The Strategic direction, *Focus on Student Success*, emphasizes best practices for a learner-centered institution. The QFE plans emphasize student success as an über college priority, and student success has formed the overarching budget priority for FY16 and FY17 resource allocations. For example, in FY17, a college **budget priority** (p. 2) is to allocate resources to increase course completion rates for **gateway** courses ([I.A.7](#)).

For brevity, Standards II.A, II.B, and II.C elaborate on how COM-FSM delivers on its mission through the types of degrees, credentials, and services provided to students. Additionally, Standards I.A.3, I.B.3, I.B.5, I.B.7, I.B.9, II.A.1, II.A.10, II.B.2, II.C.1, and II.C.4 elaborate upon how the mission guides institutional decision-making, planning, and resource allocation to inform institutional goals for student learning and achievement.

Analysis and Evaluation

The college requires all programs to specifically articulate how the program and its respective services are aligned with the COM-FSM mission. The mission serves as the foundation upon which institutional plans are constructed and for which resources are allocated. Because the college mission articulates the required commitment to student learning and achievement, and the college uses data to measure that achievement; the mission thusly guides decisions and plans, and informs goals for student learning and achievement.

Actionable Improvement Plan

None

I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Widely published

The mission statement is read at the outset of each Board of Regents meeting as evidenced on page one of each set of [Board of Regents Minutes](#) and as item two, *Reading of the Mission Statement*, on each [Board of Regents Agenda Listing](#) (I.A.8; I.A.9). Beginning [September 25, 2015](#), the president's Cabinet began reading the mission statement at the outset of each meeting, and on [October 2, 2015](#), the Executive Committee began the same practice (I.A.10; I.A.11; [Cabinet minutes](#); [EC minutes](#)). Subsequently, on [October 8, 2015](#), the department for enrollment management and student services (EMSS) implemented reading of the mission statement and encouraged the Student Body Association (SBA) to adopt this practice for their events ([SBA Induction Ball](#)) (I.A.12; I.A.13).

The mission is published in additional locations including the [college website](#), [General Catalog 2015-2016](#) (p. 18), [Student Handbook 2015-2016](#) (p. 2), institutional documents such as the [Integrated Educational Master Plan](#) (IEMP) (p.3), and is physically posted at numerous locations on each campus (I.A.14; I.A.15; I.A.16; I.A.4).

Periodically Reviewed and Updated

The college mission and vision are reviewed at least every five years in accordance with COM-FSM's *Planning Cycle* (IEMP, p. 5) (I.A.4). In the most recent cycle, a *Visioning Summit* and visioning process was conducted May 2012-May 2013. Visioning activities prefaced the Visioning Summit and included a college-wide meeting to review, discuss, and analyze the report

on [Purposeful Dialogue at COM-FSM: An analysis of the COM-FSM Communications Plan and ACCJC Recommendation One](#) on May 10-11, 2012 (I.A.17). Phase one of the [Visioning Summit](#) was held August 8-9, 2012, at the National Campus with 148 total participants composed of representatives from all six campuses and external stakeholders. Summit outcomes were to:

- Review the college's existing Strategic Plan;
- Review the college mission and values;
- Review and make recommendations on the College's [Integrated Educational Master Plan](#) (IEMP) to better align the plan for impact on improving student learning and achievement; and
- Review and discuss the assessment of the college's Communication Plan [Purposeful Dialogue at COM-FSM: An analysis of the COM-FSM Communications Plan and ACCJC Recommendation One](#) (I.A.18; I.A.4; I.A.17).

Previous Mission Statement

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institution 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.

Phase two of the Visioning Summit was conducted by repeating the summit activities in [Chuuk](#) (November 9, 2012), [Kosrae](#) (November 20, 2012), and [Yap](#) (November 15, 2012). These were also referred to as *mini-summits* and were designed to ensure the most broadly inclusive visioning process possible (I.A.19; I.A.20; I.A.21). Phase three of the Visioning Summit involved the Board of Regents beginning their own visioning work [August 8-9, 2012](#) and completing that exercise on [January 9-11, 2013](#) (I.A.22; I.A.23). A Strategic Planning Working Group (SPWG) concluded the work by reviewing summit documents, identifying themes, and proposing a revised mission, vision, and strategic plan for endorsement by the Executive Committee and the Board of Regents. This mission review process was detailed in the [Combined Mid-Term and Follow-Up Report](#) March 15, 2013, (pp. 31-33) and the [Supplemental Report](#) May 15, 2013, (p. 5).

The college pursued the first step in the substantive change process by contacting ACCJC staff member Dr. Susan Clifford on March 6, 2014. On March 10, 2014, Dr. Clifford replied,

The new mission statement seems to address Standard I.A: Target population, purpose and commitment to student success in the same way as the former statement, and therefore may not need a substantive change review. This communication could be included in the Third Year Certificate in Teacher Preparation Substantive Change Proposal.

As advised, the communication and the *Substantive Change Proposal: Change in Mission Statement*, April 1, 2014, were inserted as Appendix D (p. 28) in the [Substantive Change Proposal: Extension of the Third Year Certificate in Teacher Preparation to the state campuses](#). The [Action Letter](#) of May 19, 2014, notes approval was obtained but was not explicit regarding the necessity of formal substantive change for the college mission statement. Clarity was sought, and Dr. Clifford responded,

...the changes in the COM-FSM revised mission statement still meet Accreditation Standard I.A and reflect the same components that the existing mission does. That's why I did not request that the College

submit a separate Substantive Change Proposal for the mission statement revision. The Third Year Certificate in Teacher Preparation is addressed in both the 'academic' and 'career' educational programs elements which exist in both statements, and the Committee on Substantive Change's review did not raise a question about requiring a Substantive Change Proposal for the revised mission statement. The addition of "...characterized by continuous improvement and best practices" will be beneficial for monitoring and assessing institutional effectiveness (May 20, 2014).

As per the [Master Planning Calendar](#), the next college-wide Visioning Summit and mission review is scheduled for August 2016 ([I.A.24](#)).

Approved by the Governing Board

The Board of Regents approved the revised mission statement at their May 6-7, 2013, meeting as indicated in their [Actions And Directives](#) (item 2) and [Minutes](#) (p. 8, item c. Revised mission statement) ([I.A.25](#); [I.A.26](#)). However, errors of syntax were recognized in the mission statement after this approval. The errors were corrected, and a further revised mission statement was presented to and approved by the Board of Regents on March 22, 2014, as evidenced in their [Actions and Directives](#) (item 2) and [Minutes](#) (p. 3, item 7.a.) ([I.A.27](#); [I.A.28](#)).

Analysis and Evaluation

The college regularly reviews and revises its mission statement as necessary through a highly inclusive process. The mission has been approved by the Board of Regents and is widely published.

Actionable Improvement Plan

None.

Standard I.A Table of Evidence

I.A.1	White paper: COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action (2012). http://www.comfsm.fm/irpo/visioning-summit/White-Paper.pdf
I.A.2	College of Micronesia-FSM Mission Fulfillment Indicators report (Fall 2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardI/COMFSM_Mission_Indicators_04DEC2015.pdf
I.A.3	Board of Regents Agenda (2015, December, 15-16). http://www.comfsm.fm/?q=bor-agenda-12-2015
I.A.4	<i>Integrated Educational Master Plan</i> (2015, October 13). http://www.comfsm.fm/vpia/misc/IEMP.pdf
I.A.5	The College of Micronesia-FSM Strategic Plan 2013-2017 (2013). http://www.comfsm.fm/strategic-plan/brief-strategic-plan.pdf
I.A.6	College of Micronesia-FSM Program Assessment and Program Review Procedures Manual (2013). http://www.comfsm.fm/publications/handbook/Program-Assessment-and-Program-Review-Procedures-Manual.pdf
I.A.7	Budget 2017 Meeting Summary of Discussion (2015, Sept, 4). http://www.comfsm.fm/vpa/budget/2017/Budget2017-Summary-of-Discussion-Meeting-2015-09-04-Friday.pdf
I.A.8	Board of Regents Minutes (2015). http://www.comfsm.fm/?q=bor-minutes
I.A.9	Board of Regents Agenda Listing (2015). http://www.comfsm.fm/?q=bor-agenda-12-2013
I.A.10	Cabinet Minutes (2015, September, 25) http://www.comfsm.fm/cabinet/pdf/2015/Cabinet-09-25-15.pdf
I.A.11	Executive Committee Minutes (2015, October, 2). http://www.comfsm.fm/executive/minutes/EC-10-2-15.pdf
I.A.12	Department of Enrollment Management and Student Services Minutes (2015, October, 8).

I.A.13	http://www.comfsm.fm/vpss/minutes/2015/SS-Management-Meeting-October-8.pdf SBA Induction Ball (2015, October, 16). http://wiki.comfsm.fm/@api/deki/files/4240/=SBA_Induction_Ball_10%253a16%253a2015.pdf
I.A.14	College website (2015). http://www.comfsm.fm/?q=mission-statement
I.A.15	COM-FSM 2015-2016 General Catalog (2015). http://www.comfsm.fm/catalog/2015-2016/general-information.pdf (p.18). http://www.comfsm.fm/catalog/2015-2016/Catalog-2015-2016.pdf (p.18).
I.A.16	COM-FSM 2015-2016 Student Handbook: Committed to Student Success (2015). http://www.comfsm.fm/publications/handbook/2015-2016-Student-Handbook.pdf
I.A.17	<i>Purposeful Dialogue at COM-FSM: An analysis of the COM-FSM Communications Plan and ACCJC Recommendation One</i> (2012, April, 21.) http://www.comfsm.fm/accreditation/files/5-15/Purposeful-Dialogue-at-COM.pdf
I.A.18	College of Micronesia-FSM Visioning Summit (2012, August, 8-9). http://www.comfsm.fm/irp/Reports/Summits/2012/Visioning-Summit-2012-REPORT.pdf
I.A.19	ChAWG Report on Chuuk Mini-Summit (2012, November, 27). http://www.comfsm.fm/accreditation/2013/midterm-report/MiniSummitRpt_Chuuk.pdf
I.A.20	Kosrae Mini-Summit Attendance (2012, November, 20). http://www.comfsm.fm/accreditation/2013/midterm-report/Visioning%20Summit%20participants.pdf
I.A.21	Mini-Visioning Summit: Yap Campus (November 15, 2012). http://www.comfsm.fm/accreditation/2013/midterm-report/mini_summit_program_Yap.pdf
I.A.22	Board of Regents Workshop Summary (2012, August 8-9). http://www.comfsm.fm/accreditation/2013/midterm-report/COM.BOR.Workshop.Summary.8.8.2012.pdf
I.A.23	Board of Regents Strategic Institutional Outcomes and Input for the COM-FSM Vision (2012, January, 9-11). http://www.comfsm.fm/accreditation/2013/midterm-report/COM_Strategic_Institutional_Outcomes_2013.pdf
I.A.24	COM-FSM Master Planning Calendar (2013). http://www.comfsm.fm/irp/Master_Planning_Calendar/Master_Planning_Calendar_(trifold)-Working.pdf
I.A.25	Board of Regents Actions and Directives (2013, May 6-7). http://www.comfsm.fm/bor/directives/Directives-13-05-6-7.pdf
I.A.26	Board of Regents Minutes (2013, May 6-7). http://www.comfsm.fm/bor/minutes/2013/13-05-6-7.pdf
I.A.27	Board of Regents Actions and Directives (2014, March, 22). http://www.comfsm.fm/bor/directives/Directives-14-03-22-24.pdf
I.A.28	Board of Regents Minutes (2014, March, 22). http://www.comfsm.fm/bor/minutes/2014/14-03-22.pdf

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The college regularly examines and discusses data and information regarding students' learning and uses this information to improve students' experiences at the college. This work is guided by the college's [Strengthening Purposeful Dialogue](#) handbook; supported by the adoption of an Academic Quality Model; informed by disaggregated data analyses; and carried out by structures and opportunities throughout the college ([I.B.1](#)).

Sustained, Purposeful Dialogue

In August 2013, the college's Executive Committee approved a [Strengthening Purposeful Dialogue](#) handbook that provides structure for sustained, substantive, and collegial dialogue at the college. The handbook includes a definition of purposeful dialogue; guiding principles with illustrative stories; and protocols and strategies that place sustained dialogue in the context of a multi-cultural, multi-campus college situated across a broad expanse of the western Pacific Ocean ([I.B.1](#)). The contents of the handbook are not only referenced in the college's communication and participatory governance policies, but also in procedures that guide dialogue at the college.

Academic Quality Model

Utilizing the structures provided in the college's [Strengthening Purposeful Dialogue](#) handbook, during AY14-15 the college identified the need for an academic quality model. This model, adopted from [AGB](#) and outlined in the diagram below, was approved by the Executive Committee on September 19, 2014 ([I.B.1](#); [I.B.2](#)).



Figure I.B.1-1. Educational Quality: Sources of Evidence

Model Obtained from the Association of Governing Boards (AGB) of Universities and Colleges ([Chaffee, 2014, January/February, p.16](#)).

Data-Informed Decision Making

Within the context of the academic quality model, the college has developed indicators of educational quality to guide dialogue of academic quality of its programs and services. These indicators are known as the college's [Institution-set Standards](#) (Table B.8), [Mission Fulfillment Indicators](#) (see Standard I.A.2), and Strategic Plan Measures of Success. These provide mission fulfillment thresholds, institution-set standards, and medium (1-3 years) and long-term (5-year) targets for success. The set standards not only include traditional institutional performance measures such as course completion, quarter-to-quarter persistence, and graduation rates; but also more student-focused measures, such as General Education Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs) completion rates.

Within the Set Standards, the college can disaggregate measures to examine student success and equity by demographic variables (i.e., gender, age, campus location) and over time (by identifying trends in longitudinal data). Disaggregated data, reports, and evidence are available on the college's website, and examples of this information are shown in the table below.

Table I.B.1-1. Dialogue Topics and Evidence

Dialogue Topics	Evidence, reports, and data
Student outcomes	COM-FSM Institutional Student Learning Outcome Academic Assessment Report Academic Year 2013-2014 Program reviews Program assessment (TracDat) Course level assessment (TracDat) Program data sheets Student scorecard
Student equity	Student enrollment and achievement reported by campus, gender, state of origin, and degree type Enrollment management indicators

Dialogue Topics	Evidence, reports, and data
	Community College Survey of Student Engagement (CCSSE) College surveys (orientation, registration, program specific surveys)
Academic quality	See model for academic quality and related indicators.
Institutional effectiveness	Institution-set Standards & Strategic Plan Measures of Success Community College Survey of Student Engagement (CCSSE) Student Scorecard Student enrollment and achievement reported by campus, gender, state of origin, and degree type National Community College Benchmark Project (NCCBP)
Continuous improvement	Institution-set Standards & Strategic Plan Measures of Success Student Scorecard Trend data in student enrollment and achievement

Structures and Opportunities for Dialogue

In order for sustainable, purposeful dialogue to occur, structures and opportunities must be established. Several examples of structures and opportunities for dialogue around student success and equity that exist at the college are outlined in the table below.

Table I.B.1-2. Structures and Opportunities for Dialogue

Structures and Opportunities for Dialogue	Illustrations
Policies and procedures	Policy on Policies (BP 2001), Communication Policy (BP 2100), Participatory Governance Policy (BP 2200), Curriculum and Assessment Handbook (I.B.3 ; I.B.4 ; I.B.5 ; I.B.6)
Principles, stories, protocol and strategies for purposeful dialogue	Strengthening Purposeful Dialogue Handbook (I.B.1)
Governance structure	The governance structure (chart provided in Organizational Information) for the college provides a venue for dialogue on topic-specific issues related to an area of responsibility. An example of dialogue in terms of governance structure is the recommended establishment of a Student Success Committee by the Council of Chairs.
Program assessments	Academic and non-academic program assessments are available in TracDat
Program review (academic and non-academic programs)	Program Assessment and Program Review Procedures Manual , program reviews for academic and non-academic programs on college website (I.B.7). http://www.comfsm.fm/?q=program-assessment http://wiki.comfsm.fm/Non-Academic_Programs
Academic Assessment Reports	Annual reports including academic program summaries that detail work done and dialogue regarding program student learning outcomes. AY12-13 (I.B.22) AY13-14 (I.B.8) AY14-15 (I.B.9)

Structures and Opportunities for Dialogue	Illustrations
Program prioritization (academic and non-academic programs)	Program prioritization reports Academic Program Prioritization • 2012 (I.B.16; I.B.17) • 2014 (I.B.19) Prioritization of Non-Academic Programs • 2013 (I.B.18)
All campus meetings	The president and campus deans conduct monthly all campus meetings . The all campus meetings provide the college community opportunity for dialogue (I.B.10).
President's monthly message	The monthly President's Message to the Community provides an overview of major activities, status of programs, plans, and activities, and general information to update the college community. While this is a one-way communication, it does provide information on the major activities and projects at COM-FSM (I.B.11). http://www.comfsm.fm/?q=messages-to-community
Annual Summits and Mini-summits	Summit and Mini-Summits conducted annually. The August 2014 Summit where the college community examined data from a fictional college (with data and context similar to COM-FSM's) to collectively develop critical skills for reviewing institutional data and developing interventions (I.B.12). Breakout groups discussed and analyzed trends in enrollment, student outcomes and achievement, student equity, and overall effectiveness. Groups used this information to rate strengths and weaknesses, and developed and budgeted possible interventions. The Fiscal & Accreditation Summit 2014 Report provides the overview activities for the summit and potential recommendations for improvement at the college (I.B.13).
National/International initiatives regarding measuring the institution's effectiveness	Participation in the National Community College Benchmark Project (NCCBP) and the Community College Survey of Student Engagement (CCSSE). For the CCSSE, the college has calculated its benchmark scores for each campus location in order to determine if student engagement levels differ among the college's campuses and to highlight which aspects of student engagement are higher/lower at these campus (I.B.14; I.B.15). In fall 2014, the college began partnering with the John N. Gardner Institute (JNGI) to increase direct linkages between college data information and design; implementation and evaluation; and program improvements. The initial focus has been on designing a first year college experience program to improve retention, persistence, and academic success through the JNGI Foundations of Excellence (FoE) Program. Updates on the FoE are provided monthly in the President's Message to the Community.
Fiscal reporting structures	The Fiscal Year 2017 budget development (starting in late summer and fall 2015) shows a structure for discussion and dialogue around planning, data trends, assessment, and developing priorities and outcomes based on the ripple effect (solving a critically placed problem area can ripple out and effect related problems). Discussions were based on data presentations and review of planning documents. Vice presidents

Structures and Opportunities for Dialogue	Illustrations
	presented a summary of their department's strengths and weaknesses based on results of program assessment, program reviews, and what those analyses revealed about necessary priorities.

Analysis and Evaluation

Due to the geographic nature of the college, with a multi-cultural, multi-site college community separated by over 2,200 km; prohibitive travel costs; and varying internet services among the four states of the country, the simplest forms of communication can be challenging. For these reasons, over the past four years the college has spent much dedicated time discussing and determining cost-effective, practical methods for engaging in purposeful dialogue.

The college has developed a framework for effective communication and dialogue through its *Strengthening Purposeful Dialogue* handbook, which outlines strategies and protocols to address the barriers previously mentioned. In addition, dialogues addressing student success, equity and institutional effectiveness are driven by data regarding student outcomes, equity of services provided to and experienced by students.

Finally, the college has put in place structures and opportunities that promote communication and dialogue. Board of Regents approved policies and procedures for communication and governance exist and are utilized. Standing committees, as well as the college's Management Team, meet regularly to promote sustained, substantive, and collegial dialogue on student success. Annual academic and non-academic program assessments; biennial program reviews (academic and non-academic alternate years); and academic and non-academic program prioritization processes all lend to dialogue on student learning outcomes, as well as individual program performance. Budget development provides a stage for discussions on institutional effectiveness, refinement of institutional priority drivers, and institutional learning outcomes that guide development of outcomes and resources allocation at program, office, and campus levels.

Taken together, all of these approaches provide the college with a comprehensive approach to effective communication within the realities of the college's environment. While the college's comprehensive framework and structures are in place to sustain substantive and collegial dialogue, that dialogue can be improved through training, especially through training in information literacy (i.e., how to better understand data and use it to inform decision making). Additionally, while dialogue is documented in multiple venues (e.g., committee minutes, summit reports, program assessments, program reviews, and program prioritizations) the college could improve its documentation to more accurately capture the essence of conversations.

Actionable Improvement Plan

Improve dialogue through training around information literacy (i.e., how to better understand data and use it to inform decision making; and improve college documentation by making it more robust (i.e., accurately captures the essence of conversations).

I.B.2.

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The college has defined student learning outcomes and assesses them on a regular basis. Outcomes are in place for academic programs and courses and for student learning support services. In addition, the [College Status Report on Student Learning Outcomes Implementation](#) was submitted to ACCJC in March 2013 ([I.C.20](#)).

Definition of Student Learning Outcomes**Definition of Instructional/Academic Outcomes**

The college has defined and publishes in its [General Catalog 2015-2016](#) (p. 19) student learning outcomes (SLOs) at institutional, program, and course levels for all academic programs ([I.C.21](#)). The college refers to these outcomes in the following ways:

Institutional Student Learning Outcomes = ISLOs

Program Student Learning Outcomes = PSLOs

Course Student Learning Outcomes = CSLOs

The college's ISLOs have been derived, with permission, from the *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, [VALUE Rubrics](#) by the Association of American Colleges and Universities (AAC&U).

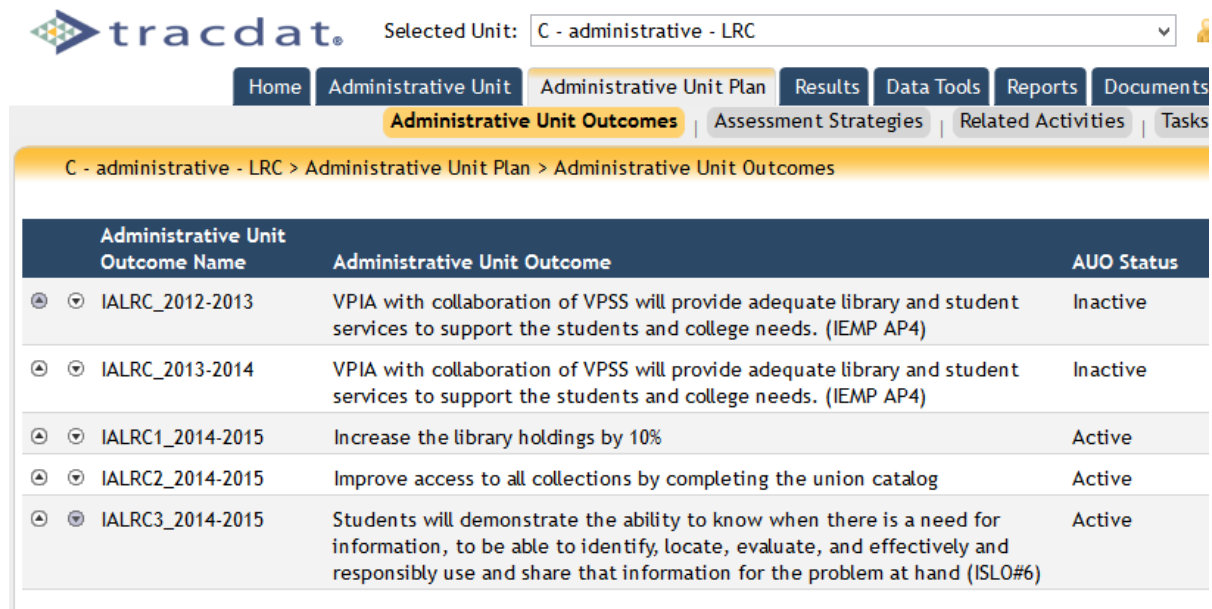
All instructional programs (including certificates, degrees, association third year programs, general education, and ACE program) have PSLOs. All PSLOs are stated in the respective areas of the college's catalog and are provided to students during advising sessions.

CSLOs are defined on [course outlines](#) and provided to students on syllabi that are distributed during the first week of class sections during each academic semester as supported by BP 3206 and BP 3309. [BP 3206](#) requires faculty use the official course outlines with the defined CSLOs and associated assessment strategies ([I.B.23](#)). [BP 3309](#) requires faculty prepare a course syllabus that includes the learning outcomes from the officially approved course outline for each course taught and that the syllabus be distributed to students during the first day of class and a copy provided to the dean of academic programs ([I.B.24](#)). This information is reiterated in the [Faculty Handbook 2015](#) ([I.B.25](#); p. 14). In addition, faculty members can discuss CSLOs with students during advising sessions, during class sessions, and/or on class assignments.

Definition of Student and Learning Support Services Outcomes

The college has developed learning outcomes for six student and learning support services: Offices of the (1) Vice President for Enrollment Management and Student Services which includes the Student Services at the State Campuses; (2) Student Life which includes the Residence Halls, Sports and Recreation, Health Services, and the Peer Counseling Office; (3) Admissions, Records, and Retention, (4) Financial Aid; (5) Counseling Services; and (6) Learning Resources Center.

Note that the college refers to these outcomes as Administrative Unit Outcomes (AUOs) in its data systems and assessment reports. These outcomes are developed on an annual basis and are stored in the college's TracDat system. As an illustrative example, Figure I.B.2-1 is a screenshot of the Learning Resource Center's outcomes for 2012-2013, 2013-2014, and 2014-2015.



Administrative Unit Outcome Name	Administrative Unit Outcome	AUO Status
IALRC_2012-2013	VPJA with collaboration of VPSS will provide adequate library and student services to support the students and college needs. (IEMP AP4)	Inactive
IALRC_2013-2014	VPJA with collaboration of VPSS will provide adequate library and student services to support the students and college needs. (IEMP AP4)	Inactive
IALRC1_2014-2015	Increase the library holdings by 10%	Active
IALRC2_2014-2015	Improve access to all collections by completing the union catalog	Active
IALRC3_2014-2015	Students will demonstrate the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand (ISLO#6)	Active

Figure 1.B.2-1. TracDat Screen Shot Displaying the Learning Resource Center's Outcomes

Assessment of Student Learning Outcomes

Assessment of Instructional/Academic Outcomes

ISLO Assessment

While the college has eight ISLOs, it chooses to assess one or two annually. For AY12-13 and AY13-14, the college focused on assessing ISLO 1-Effective oral communication. For AY14-15 the college assessed ISLO 5-Information literacy and ISLO-8 Quantitative Reasoning. As stated, the college's ISLOs are derived from the AAC&U *VALUE Rubrics* which are designed for four-year institutions. Therefore, the college has set an expectation that its graduates will attain milestone 2 and/or three out of four (i.e., 3 out of 4) total milestones ([I.B.8](#); [I.B.9](#); [I.B.22](#)).

The college's assessment of ISLO 1 is detailed in the [Institutional Assessment Report AY 2013-2014](#) and included information from eight different programs with a focus on one course from each program where a CSLOs for the course calls for demonstrating competence in oral communication. Figure I.B.2-2 (from p. 10 of the Institutional Assessment Report) shows that average student performance for AY12-13 and AY13-14 against the AAC&U rubric was above the milestone 2 target.

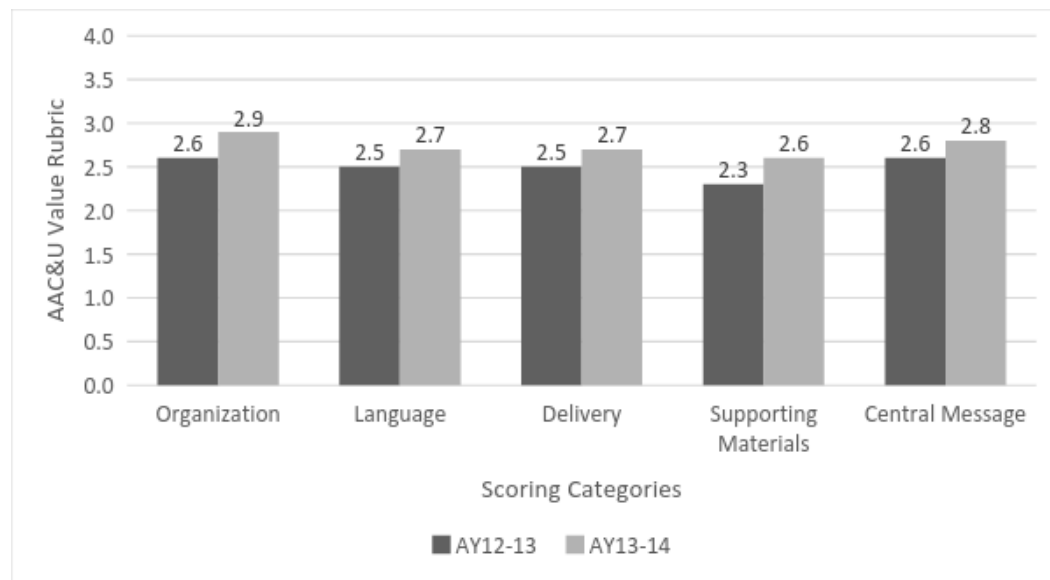


Figure I.B.2-2. Student Performance Levels ISLO 1 Oral Communication

PSLO Assessment

PSLO assessment is conducted annually for all academic programs and academic program reviews are completed biennially. For example, program reviews were conducted in AY13-14 and covered AY11-12 and AY12-13.

The college purchased TracDat in AY12-13, and all PSLO assessments since then have been reported in TracDat. More specifically, the college uses TracDat for compiling annual assessment and for tracking trends in assessment for all of the college's instructional programs. The college also annually publishes [Program Assessment Summaries](#) (PAS) that articulate in plain language what was assessed and implications for improvement (See response to I.C.3). TracDat tracks the PSLOs; assessment strategies and targets; results; improvements; and follow-up. Figure I.B.2-3 is a TracDat screenshot showing this information for one of the college's instructional programs:

Public Health AS AY2014-2015
College of Micronesia - FSM
A - instruction - Public Health (AS)

Mission Statement: PHTP endeavors to provide students of varied educational background the opportunity to pursue comprehensive and high-quality training in public health, and to provide the Federated States of Micronesia and surrounding Pacific Island nations with a workforce of capable public health professionals."			
Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Public Health (AS) - ASDPHPLO 1 - Recognize, describe and discuss the basic public health science facts and principles PSLO Assessment Cycle: 2014 - 2015 Start Date: 08/19/2014 PSLO Status: Active	Assessment Strategy: Progressive quizzes/exams in the form of multiple choice and direct short answer questions. Assessment Type: Exam/Quiz - In Course Target: Successful completion of this outcome will be indicated by more than 80% of students passing courses related to this PLO	05/16/2014 - More than 80% of students who are taking courses related to this PLO have successfully passed the course. Target Met: Yes Reporting Period: 2013 - 2014	05/16/2014 - A comprehensive exam will be developed to further assess the success of students in this PLO
	Assessment Strategy: Students are assigned topics related to the courses which are to be reported among their peers and mentors. Grading is done using a rubric. Assessment Type: Project-Individual Target: Must be able to present their reports among peers and mentors and must received a passing grade based on a specified rubrics	06/01/2013 - 87% of the students taking courses related to this PLO have a grade of C or higher Target Met: Yes Reporting Period: 2012 - 2013 12/16/2014 - Students who are taking courses related to this PLO were able to present their oral reports and was given a passing grade based on a specified rubric Target Met: Yes Reporting Period: Fall 2014	01/13/2015 - Tutoring services specific for PH courses 05/16/2014 - A comprehensive exam will be developed to further assess the success of students in this PLO Follow-Up: 04/26/2015 - Comprehensive exam not yet develop due to issues on the staff who was assigned to develop

Figure I.B.2-3. Public Health TracDat Screenshot

Outside of the system itself, some [TracDat reports](#) have been extracted and posted on the college's website. Prior to purchasing TracDat, the college utilized a [WIKI](#) to collect and report PSLO assessments and program review data. Via an [Assessment of Student Learning](#) link from the college homepage, annual *Program Assessment Summaries* (PAS) and *Program Data Sheets* (PDS) for all academic programs are organized on the college website. The *Assessment of Student Learning* link has been expanded from its original PAS and PDS to include additional tabs containing past assessment reports and program reviews. This improvement is occurring to simplify location of these data and to build an archive.

Academic Program Prioritization

In 2012 and 2014, COM-FSM conducted academic program prioritizations using a model from Dickeson's, *Prioritizing Academic Programs and Services*. The 2014 prioritization activity divided programs into three categories (Top, Middle, and Low) with general and specific recommendations for improvement and fiscal implications ([I.B.16](#); [I.B.19](#)).

CSLO Assessment

Course level assessment of student learning (CSLOs) is submitted each semester, by every faculty member (full time and part time), for every course taught. This practice has been in place the duration of this last six-year accreditation cycle. These reports are submitted to the dean of academic programs (DAP). The DAP can provide years of evidence of these reports. Some examples are provided in the [College Status Report on Student Learning Outcomes Implementation](#) and this requirement is articulated in the [Faculty Handbook 2015](#) ([I.B.25](#); p. 14).

The college deems course level assessment significant and through its [mission fulfillment indicators](#) (which reflect on institutional academic quality) requires 100% of faculty to complete an assessment of student learning for each course taught for every semester they teach as a measure of success. The “minimally achieved” threshold is 95%-98% of faculty meeting this requirement, and “achieving” this threshold requires 98% or greater performance.

Assessment of Student and Learning Support Services Outcomes

Since AY12-13, student and learning support services (as well as administrative units) conduct annual assessments that are documented in TracDat and included in reports extracted from the TracDat system, such as on pp. 54-144 of the [COM-FSM TracDat Report 2013-2014 \(I.B.26\)](#). Each of these learning and support services areas has specific annual targets to meet, documents results, and lists improvement directly related to each of their outcomes (Administrative Unit Outcomes, or AUOs). Figure I.B.2-4 provides an example for one of the college’s student and learning support services:

Counseling Services (national) AY2013-14
College of Micronesia - FSM
C - studentServices - Counseling Services

Mission Statement: The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues.			
Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Counseling Services - 2013-2014 Counseling Services Outcome 1 - Students who utilized the tutoring service will pass the course tutored by the end of the semester. AUO Assessment Cycle: 2013 - 2014 AUO Status: Inactive	Assessment Strategy: 1) Provide one training per semester on effective tutoring services to all tutors to ensure efficient and quality services. 2) Coordinate and collaborate with faculty and other support services staff by conducting at least one meeting per year in order to develop, improve and implement effective tutoring services including timely referrals of academically at-risk students for appropriate interventions. 3) Provide routine advertisements and other similar forms of announcements about the tutoring services by posting either electronic or print forms of media for increased awareness of the stakeholders. Assessment Type: Descriptive Statistics Target: 25% Of students who utilize tutoring services will pass the course tutored.	07/15/2014 - A total of 173 students availed themselves to the tutoring services. Of these 173 students 63% passed their courses tutored with A,B, or C grades. 37% of these students received D,F, or W for their courses tutored. In collaboration with faculty and other student services staff, the tutors conducted a Test Taking Tip Workshop to help students to pass course final exams. This workshop provided participants techniques and skills to improve study habits that will therefore help them to do well on their final exams. Of the 12 student participants in the workshop 11 students took the pre/post test and the results are as follows: 60% passed the pretest and 90% passed the post-test, which shows an increase in knowledge of 30%. Target Met: Yes Reporting Period: 2013 - 2014	07/28/2014 - Improving the logging system of students seeking tutoring services is needed in order to avoid duplication of students that will lead to inaccurate data.

Figure I.B.2-4. Counseling Services AUO TracDat Screenshot

Analysis and Evaluation

The college has defined ISLOs, PSLOs, and CSLOs for all of its academic programs and courses. The ISLOs and PSLOs are published in the college catalogue and CSLOs are found in the individual course outline on the college website, and are provided to students on all course syllabi. The college has also defined outcomes for its learning and student support services, which the college refers to as administrative unit outcomes (AUOs). These outcomes are annually added to the college’s TracDat system.

The college regularly assesses and documents assessment of all of its outcomes. The [Follow-Up Evaluation Report of March 2013](#) commended the college on its robust assessment of student

learning (pp. 8-10), and an excerpt of this team's response was placed on the ACCJC website for over a year as a case study for what student learning assessment should look like.

Actionable Improvement Plan

None.

I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Establishing Institutional Set Standards

As indicated in the response to I.B.1, the college has established indicators of educational quality to guide dialogue of academic quality of its programs and services. These indicators are known as the college's [Institution-Set Standards](#) (Table B.8) and Strategic Plan Measures of Success, and they provide intuitional standards and medium (1-3 years) and long-term (5-year) targets of success. The Set Standards not only include traditional (for a community college) institutional performance measures such as course completion, quarter-to-quarter persistence, and graduation rates; but also more student-focused measures, such as General Education Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs) completion rates. An example of six measurements included in the college's Set Standards is provided in Table I.B.3-1).

Table I.B.3-1. Institution-Set Standards & Strategic Plan Measures of Success

	Institutional Set Standard (benchmark)	Measures of Success (1-3 year target)	Measures of Success (5 year target)	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010
Measures of success standards - fall semesters								
Percent of student enrolled full time (enrolled for 12 or more credits) fall semesters	59.9%	64.6%	66.6%	67.8%	66.6%	66.6%	69.2%	74.6%
Percent of students earning 12 or more credits fall semesters	35.4%	38.1%	39.3%	45.0%	41.1%	36.5%	37.4%	44.6%
Average student credits enrolled (Fall)	10.3	11.1	11.4	11.5	11.4	11.4	11.7	12.0
Average student credits attempted (Fall)	9.2	9.9	10.2	10.5	10.3	10.2	10.4	10.5
Average student credits earned (Fall)	7.9	8.5	8.8	9.4	9.1	8.8	9.1	9.5
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	71.4%	76.9%	79.3%	84.0%	81.2%	79.3%	77.2%	75.9%

Assessing Institutional Set Standards

The college's Institution-set Standards are assessed annually and are included in the January 2015 [Strategic Plan 2013-2017 Evaluation Report](#), which was posted on the college's website, disseminated to the college community via email, and discussed during Cabinet and Board meetings. Information and recommendations in the strategic plan evaluation influence college priorities and resources allocations and allow the college to work toward continuous quality improvement (particularly since the Institution-set Standards are assessed against long-term targets of success).

Analysis and Evaluation

The college has established Institution-set Standards and medium (3-year) and long-term (5-year) targets. Progress against the standards are updated at least annually. The Institution-set standards are posted on the college website and are included in the annual strategic plan evaluation.

While the college has established Institution-set Standards and Strategic Plan Measure of Success, training around information literacy (i.e., how to better understand data and use it to inform decision making) is needed to ensure that college employees' decisions are guided by information learned from examining the status of the measures in the Standards. This training is addressed already in the AIP for I.B.2. In addition, the college could develop, regularly update, and post on the college's website a dashboard showing the status of the set standards.

Actionable Improvement Plan

The college will develop, regularly update, and post on the college's website a dashboard showing the status of the Institution-set Standards.

I.B.4.

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Assessment Data and its Uses

The college uses a wide range of institutional data and information (quantitative and qualitative) as the basis for setting targets for assessing, maintaining, and improving students' learning and achievement. This institutional data includes, but is not limited to, the following:

- Institution-set Standards (as described in the responses to I.B.1 and I.B.3), which include assessment of student learning outcomes.
- Quantitative data extracted from the college's Student Information System (SIS) database, which can then be disaggregated to examine measures of student access, equity, and success (e.g., course completion, program completion, graduation, course and section, longitudinal trends, and other related information).
- Information from the college's participation in national benchmarking efforts, such as the National Community College Benchmark Project (NCCBP) and the Community College Survey of Student Engagement (CCSSE). Both of these efforts allow the college to compare itself against other community colleges in areas that affect student learning and student achievement.
- Other college surveys that are administered during orientation, registration, graduation, and during the academic year in order to measure student satisfaction and utilization of services and programs that the college offers.

Institutional Processes to Support Student Learning and Student Achievement

The college has organized its governance structures and operational processes in order to infuse use of assessment data to support program improvement and resource allocation. Institutional data is used by instructional programs and by non-academic units in their annual assessments, which are stored in TracDat. TracDat is a system that allows for easy access, updating, monitoring, and reporting by the college's programs, and examples of reports from TracDat are provided in I.B.3.

For brevity, the institution's assessment and planning cycle is discussed in I.A.3 and is illustrated in Figure I.A.3-1. The cycles focus on improving student learning and achievement. Figure I.B.4-1. Shows planning cycles use data-informed evaluation questions to guide annual program assessments and biennial programs reviews.

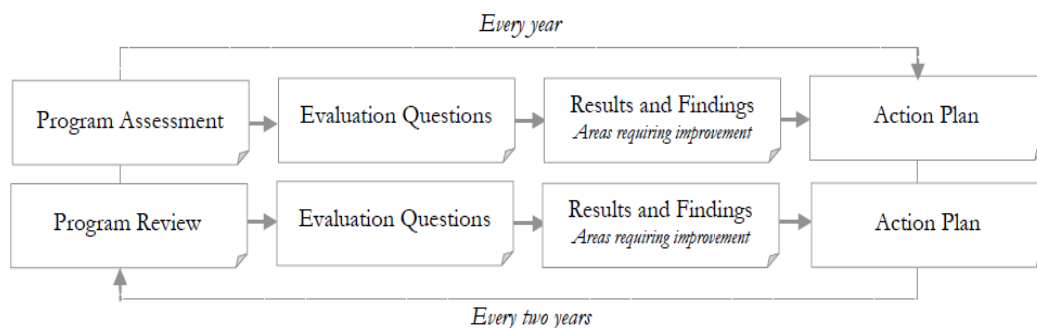


Figure I.B.4-1. Assessment and Review Cycle

Within these cycles, the following actions take place:

- Assessments are directly based on the annual assessment of selected program outcomes.
- The strategic plan is evaluated annually with emphasis on determining whether the college is meeting its medium and long-term measures of success targets for student learning and achievement. A comprehensive review and analysis of the Strategic Plan is conducted at the end of the strategic planning cycle.
- College departments, standing committees, and the management team review the various plans of the college.

The college's planning cycle diagrams (from above) are further explained on pp. 11-13 of the college's [*Program Assessment and Program Review Procedures Manual*](#) (I.B.29).

Analysis and Evaluation

The college has a data rich environment and provides both quantitative and qualitative data for program assessment and program review. Program assessments and program reviews are completely regularly and in accordance with established cycles. Institutional processes are guided by the overall college planning cycle, which includes both operational elements of the college and the college's governance structure. Assessments completed through the planning cycle focus on student learning and student achievement and are tracked against the college's set standards.

In 2014, through a gap analysis, the college recognized it had an over-abundance of data, and in particular assessment and evaluation data. Where the college had fallen short was in setting aside

the time necessary for more focused dialogue with reflective analyses on those existing data, and targeted commitments to improvement developed through program faculty consensus.

The college has undergone many cycles of assessment, but for too many programs those were discrete cycles. For example, areas for improvement were identified, but may not have resulted in collective commitments from program faculty to implement changes for improvement. And, thus follow-up for improvement implementation, and impact of implementation were not examined on the next assessment cycle. Instead, more data and areas for improvement were likely to be identified.

The 2014-2015 [Academic Assessment Report](#) shows the college's commitment and efforts towards closing that improvement implementation gap. The focus is not on simply collecting more assessment data but using the wealth of institutional data we already have to focus on impact for improving student learning ([I.B.9](#)). And, through dialogue, program faculty collectively agree to implement recommendations for improvement to ensure that positive impact on student learning is sought through more earnest efforts.

The elevation of a previous *assessment coordinator* position to a *dean of assessment* is another effort to provide necessary authority and responsibility to an individual who will be responsible for leading a shifting focus beyond gathering data and completing assessment to actively using those data in reflective dialogues, involving all program faculty, for greater improvement commitment and impact.

The recent [budget cycle for FY17](#) is another example of where the college has worked to close this gap by using existing college data, including the results of program assessments and reviews, and the existing strategic plan to focus on student success. Time was dedicated for dialogue on improving student success by targeting a few areas for improvement that are supported by all units across the college. For example, all college departments have a role towards improving course completion rates for five gatekeeper courses (ESL 099, EN 120A, EN 210B, MS 099, and MS 100) in FY17. Gatekeeper courses are discussed in section B and presented in Table B.3 with their respective completion rates.

Actionable Improvement Plan

The college will continue its shift from a quantity to a quality assessment process by committing the necessary time for more reflective, collaborative implementation efforts that are designed to more broadly and positively impact student learning. Through training around information literacy, assessments completed throughout the college's planning cycle will be more robust and meaningful.

I.B.5.

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

As stated in response to I.A.2, the college has defined indicators and thresholds by which the college can measure mission fulfillment. As explained in response to I.A.3 and I.B.4, the college's planning cycle describes how the college's mission guides strategic and integrated planning and focuses on improving student learning and student achievement. As stated, annual evaluations of the strategic plan, annual program assessment, and biennial program reviews are part of this planning cycle, and each of these assessments utilize disaggregated quantitative and qualitative data. This cycle has been described in the responses to I.B.1 and I.B.3, and the process for program assessment and program reviews are addressed extensively in I.B.2 and I.B.4 as well as Standards II.A and II.C.

College of Micronesia - FSM			
A - instruction - Public Health (AS)			
Mission Statement: PHTP endeavors to provide students of varied educational background the opportunity to pursue comprehensive and high-quality training in public health, and to provide the Federated States of Micronesia and surrounding Pacific Island nations with a workforce of capable public health professionals.*			
Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Public Health (AS) - PH 112 - Introduction to Epi-Info and Computing for Public Health- PH112SLO2 - Utilize COM-FSM resources and other on-line databases for information searching (Created By A - instruction - Public Health (AS)) CSLO Assessment Cycle: 2014 - 2015 (Fall 2014) Start Date: 08/12/2014 CSLO Status: Active	Assessment Strategy: Practical demonstration to be graded according to a specified rubric Assessment Type: Project-Individual Target: 80% of students must be able to demonstrate how to utilize COM-FSM resources for information searching	12/16/2014 - 9 out of 9 students were able to demonstrate their skills in utilizing COM-FSM resources to research Target Met: Yes Reporting Period: Fall 2014	05/29/2015 - Add HINARI and Pub-Med in data source
A - instruction - Public Health (AS) - PH 112 - Introduction to Epi-Info and Computing for Public Health - PH112SLO4 - Operate Epi-Info program for data collection and management in surveys and health research. (Created By A - instruction - Public Health (AS)) CSLO Assessment Cycle: 2014 - 2015 (Fall 2014) Start Date: 08/12/2014 CSLO Status: Active	Assessment Strategy: Skills checklist Assessment Type: Project-Individual Target: 80% of students must be able to demonstrate proper skills in operating the Epi-Info program for data collection and management in surveys and health research during check-off	12/16/2014 - 9 out of 9 students were able to show their skills in using Epi-info to generate health research data report Target Met: Yes Reporting Period: Fall 2014	05/29/2015 - To start Statistical Package for Social Science software with Epi-Info

Figure I.B.5-1. Screenshot of Academic Program Example from TracDat

Regarding data and information included in program assessments, the college collects, disaggregates, analyzes, and publishes quantitative and qualitative data from its SIS, external benchmarking initiatives (such as CCSSE and NCCBP), and [internal surveys](#) (such as orientation, registration, graduate exit survey, and program specific surveys for bus transportation, health surveys, committee self-evaluations, workshop evaluations, etc.). Enrollment and achievement data is presented for at least five years and is disaggregated by the following variables/categories (see data in the Introduction):

- campus location
- student type (continuing, new, returning)
- full time versus part time attendance
- FSM State of Origin (which the college uses in place of ethnicity due to the fact that 99+% of students are Native Hawaiians or Other Pacific Islanders as defined by IPEDS)
- age group
- degree type
- gender.

- program category (basic skills and ESL, CTE, liberal education/transfer, and other).
- mode of instruction, noting that the primary mode of delivery utilized by the college is face-to-face. (The college currently offers only one course online, AR101 Introduction to Art, and evaluations are conducted annually to help determine equitable student achievement via distance learning for compared to the face-to-face sections of this course).

These disaggregation categories have been selected based upon institutional research that has shown that these categories are where differences in student achievement and outcomes most likely will occur. For example, the percent of students receiving a passing grade from the AR101 class offered by distance learning was merely 46.15% and placed COM-FSM below the 10th percentile compared to other NCCBP member institutions (see Figure I.B.5-2).

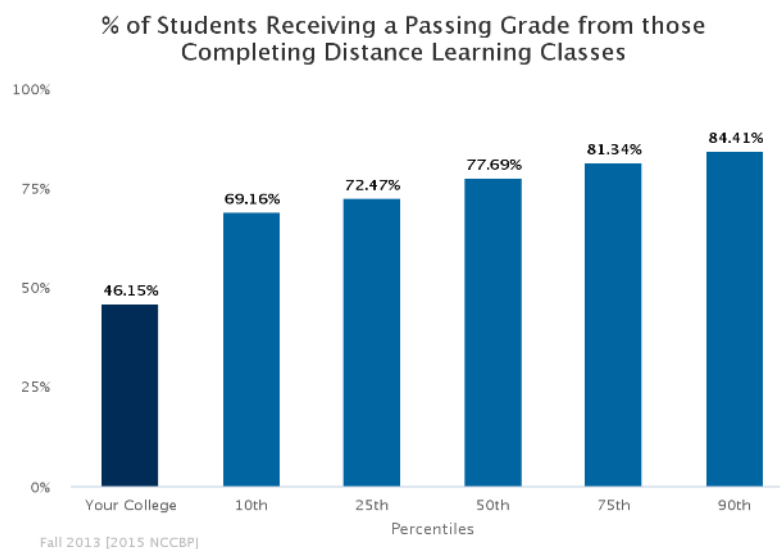


Figure I.B.5-2. COM-FSM NCCBP Ranking for Percent of Students Receiving a Passing Grade from those Completing by Distance Learning Classes.

Upon examination it was noted many students withdrew themselves or the instructor withdrew them due to lacking participation. The rest had Ds/Fs. Beginning spring 2014, the instructor took the following steps to increase student achievement and minimize withdraws:

- Instructional Coordinators (ICs) ensure advisors carefully inform students of the demands for the class before allowing them to register.
- Class lists are reviewed for students at risk, such as first semester students, who are advised not to register for the course.
- An introductory email is sent to all students prior to the first week of class with initial assignments articulated. If there is no response from a student during the first week, the facilitator contacts that student and helps get the student organized with the technology for the class.
- If a student does not submit an assignment, an email is sent to the student, the student's advisor, and the facilitator to proactively determine the barriers to success and help

remove them.

- If a student continues to be nonresponsive, the IC is included in the emails to facilitate a meeting with the student and to get the student back on target.
- All assignments are graded with rubrics which are available to the student at the beginning of each assignment. The student has to rate each of his/her own projects so the instructor knows the student reads the rubric.

So far, in some cases these efforts have made a difference, and at the end of this AY the college hopes to see an improvement in the overall percentage of students receiving a passing grade in this distance learning course and against NCCBP member institutions.

As another example, disaggregated data for course completion shows limited variation by gender. In fall 2014, overall course completion rates were 73.2% for females and 72.2% for males. Larger variation is seen between campuses with a high of 80.2% at Yap Campus and with a low of 67.5% at Kosrae Campus (fall 2014). It is also noted that Yap and Kosrae are the smaller campuses in the college. Efforts exist at Yap Campus, such as intrusive advising, that might be scaled up, and are especially applicable for the similarly small campus in Kosrae.

Analysis and Evaluation

The college assesses accomplishment of its mission in a variety of ways, including evaluation of its strategic plan; program assessments; program reviews of instructional and non-academic programs; and tracking the status of college-defined mission fulfillment indicators

College data is disaggregated using a wide variety of lenses, and these different views are utilized by assessments that are part of the college's planning cycle. While the college has robust, disaggregated qualitative and quantitative data available for assessments that are conducted as part of the college's planning cycle, the college is still formulating strategies for directly linking assessment data on SLOs to individual student information collected in the college SIS. Options being considered are a new module in the SIS or an SLO grading system that can be linked to the SIS.

Actionable Improvement Plan

Evolve the SIS for the collection of individual student SLO achievement data at the course (CSLO), program (PSLO), and institutional (ISLO) levels.

I.B.6.

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

As reported in I.B.4, the college's SIS database provides linkages between student demographic data and student achievement and allows for data to be disaggregated into [5-year trends of enrollment and achievement data](#). Categories by which data are disaggregated are reported in I.B.5. Also as reported in I.B.2, disaggregated data are provided to instructional programs to assist with annual program assessment and biennial program reviews. These data also lend support for program prioritization reviews.

These assessments, which are completed in TracDat, reflect program changes that have been made as a result of data-informed decisions to address noted student performance gaps. The format of TracDat allows for reporting results against assessment strategies and to determine if assessment strategy targets have been met. Any gaps identified when comparing data against assessment strategy targets are addressed in the "improvement and follow up" section of TracDat.

The college's budgeting system reflects resource allocation based on assessment and evaluation. An extensive data review process was a component of the [FY 2017 budget development process](#). This review led to establishment of institutional and department priorities and criteria for decisions on resource allocations.

Analysis and Evaluation

The college's SIS provides linkages between student demographics and student achievement (course completion, graduation, progression, retention, etc.) that allows disaggregation of data by multiple categories of importance to the college. The college provides disaggregated five-year trend data for enrollment and student achievement.

The college also collects extensive student learning outcomes data at the program and course levels. These data are recorded in TracDat. Multiple strategies are used to identify gaps in student achievement and learning outcomes for improvement. Results of PSLO and CLSO data in program assessment are directly linked to improvement and follow-up activities in TracDat. Program reviews identify findings and recommendations for improvement based on student achievement and learning outcomes. The FY17 budget process reviewed student achievement data, program assessments, and program reviews to identify priorities for institutional improvement and the allocation of resources. Program budget outcomes also become the assessed outcomes in TracDat, thus providing a direct link between assessment and resource allocation.

As identified in I.B.5, while the college has robust, disaggregated qualitative and quantitative data available for assessments that are conducted as part of the college's planning cycle, the college is formulating strategies for directly linking assessment data on SLOs to student information that is collected in the college SIS. This improvement will be made in order to more effectively allow for disaggregation of SLO data by the same categories currently used for enrollment and student achievement data. Options being considered are a new module in the SIS or an SLO grading system that can be linked to the SIS

Actionable Improvement Plan

Same as for I.B.5.

I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Evidence for this Standard is also addressed in Standards I.C.5, I.C.8, IV.A.2, IV.A.3, IV.A.4, IV.A.7, IV.C.5, and IV.C.7. IV.C.7 in particular addresses the five-year review cycle for college policies and the Board of Regents Five Year Master Calendar 2013-2018.

Publication of Policies

Prior to March 2013, college policies existed primarily in hard copy form and were kept in ring binders in the offices of a handful of institutional administrators. As years elapsed, and administrative positions turned over, few had diligently updated these binders when new policies were approved. There was no single, central repository for policies.

[BP 2100](#), the *Communications Policy*, was approved March 13, 2013, along with the associated [AP 2100](#) that set the goal for ensuring all COM-FSM policies and procedures were accessible, current, and clearly presented to all stakeholders to whom they apply no later than 2016 ([I.B.4](#); [I.B.30](#)).

In order to achieve that goal, the college has reviewed and posted all policies and associated procedures on its [website under the Board of Regents section](#) in the categories as shown in Figure I.B.7-1. Having ready access to all policies and procedures ensures all stakeholders have an on-going opportunity to review these BPs and APs for the purposes of compliance, evaluation, and recommendations for improvement.



Figure I.B.7-1. Screenshot of Board Policies and Administrative Procedures Webpage

Review of Policies

As a result of this recent two-year process reviewing policies and procedures, many improvements resulted. The college identified over 350 existing policies and many had gone longer than a decade since they were last reviewed. Many of the previously existing policies were in fact, not policies at all, and thus eliminated. Many other policies were no longer relevant, and also eliminated. Of those policies remaining, the majority had embedded administrative procedures; which meant changing a procedure would require Board approval. Thus, much work was done to separate policy from procedure, which also helped to clarify Board roles and responsibilities from those of the college's administration.

Going forward, to prevent confusion around what constitutes a COM-FSM policy, on February 19, 2015, the Board of Regents established a *Policy on Policies* ([BP2001](#)) ([I.B.3](#)). In addition to what constitutes a COM-FSM policy, BP 2001 also describes the characteristics of an effective college policy and who can write, revise, and approve college policies. BP2001 sets criteria for evaluating new policies or revisions to existing policies to ensure that the policies support the college mission and ensure academic quality by alignment with the college's strategic directions.

February 19, 2015, the college reviewed and revised its *Participatory Governance Policy* [BP 2200](#) and on March 6, 2015, revised the associated [AP 2200](#). After completing annual committee self-assessments and a biennial college-wide participatory governance evaluation during spring 2015, dialogue was facilitated by the ALO on August 14, 2015. The ALO, Council of Chairs (CoC), and Faculty Staff Senate president reviewed results and dialogued about improvements. Further dialogue occurred between the CoC and the college president. This dialogue resulted in further improvements and these are reflected in a recent revision to AP 2200.

Analysis and Evaluation

The college's *Communications Policy* ensured that all policies are centralized and accessible by all college stakeholders. And, through the process of centralizing policies, all college policies and procedures have undergone a recent review process for improvement to ensure Standard compliance.

The college's *Policy on Policies* outlines a formal process for regular review and evaluation of college policies. The Policy on Policies also set criteria for review of policies to ensure they are aligned with the college mission, accreditation standards, applicable FSM and U.S. Federal Laws, health and safety of students and employees, fiscal stability, and guided by the college's strategic directions to ensure academic quality. The BOR established a five-year, regular review cycle (discussed in Standard IV.C.) to ensure there is no further lapse in institutional policy review. When the institution reviews college policy, it also reviews the associated administrative procedures, thus adhering to a five-year review cycle.

The college set and fulfilled an immediate timeline for review of all college policies and procedures by 2016 and established a five-year review cycle moving forward. While the college believes it currently meets the Standard, in order to maintain compliance, the college needs to establish and publish a detailed timeline for future reviews of college policies and procedures. Certainly, the [*BOR Five Year Master Planning Calendar, 2013-2018*](#) helps ensure college policies are regularly scheduled for review (I.B.31). However, this timeline does not specifically articulate the policies that will be reviewed in a given quarter, and thus leaves some room for improvement to ensure that administration sets a mandatory review period for a given set of policies. This will also ensure relevant committees in the governance structure and college units are aware of timelines for making recommendations for policy and procedural improvement in their respective areas to the BOR and Cabinet respectively.

This could be accomplished by adding a mandatory review period section to each of the college's existing policies/procedures to ensure that each policy is reviewed on a regular basis, for example. Should this be done, then the college could develop a "tickler system" to remind vice presidents of policies that are coming due for review and, if needed, revision.

Actionable Improvement Plan

The college will establish and publish a detailed timeline for future reviews of college policies and procedures to ensure on-going adherence to the established five-year cycle.

I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Communication of Assessment and Evaluation Activities

The college documents and makes accessible its assessment and evaluation results on its website, including, but not limited to, the following:

- the college's strategic plan;
- annual academic and non-academic program assessments (in TracDat);
- biennial program reviews; and
- biennial program prioritizations.

In addition to posting information regarding assessments and evaluation on the website, results are also disseminated to appropriate committees, programs, and offices. This is done through the following methods:

- Newsfeeds and short, [Did you know...](#) posts acquaint the college and external community as to when new information is posted and where it can be found. *Did you know...* is also used to present data in small doses to increase general college awareness of trends and ideally stimulate dialogue.
- Spring 2014, faculty workshops across the college focused faculty on program data trends. Faculty analyzed program data and shared areas for improvement that they identified from a brief analysis of those data. From that activity, faculty also identified college-wide program trends.
- Fall 2014, the National and Pohnpei campuses combined faculty workshop included discussions and sharing by selected instructional programs and their assessment strategies, findings, and recommendations for improvement.
- [Monthly Presidential updates](#) and the college's annual [Summits](#) at the National Campus and mini-summits at state campuses provide an avenue for acquainting the college community and stakeholders with critical data and assessment and evaluation results affecting the college.

Setting Priorities Based Upon Assessment and Evaluation Results

The college disseminates assessment, evaluation, and survey results/data. This information supports decision making regarding program improvement, post-activity reviews, and planning for improvement. The results also influence decisions on training programs, capacity building, and professional development opportunities at the college.

In addition, for the FY17 budget development process, the college specifically stated how assessments and evaluation affect and influence resource allocation priorities. The FY17 budget, assessment findings, and recommendations were used to emphasize resource allocations for efforts that focus on language and mathematics courses that have been shown to be barriers that impede timely student progression toward graduation (gatekeeper courses). This example was discussed in I.B.4. The [minutes](#) of the budget discussions are available on the college website.

Also, in its annual strategic plan evaluation, the college includes a brief annual summary of its strengths and weaknesses, how those strengths and weaknesses have changed over time, and how those changes (coupled with new data) affect its priorities.

Analysis and Evaluation

The college broadly communicates and makes accessible its assessments and evaluations through varied methods, and the college's budget development process references and utilizes assessment and evaluation results to set institutional and department priorities and allocation resources. In addition, assessment and evaluation results are central to the college's academic and non-academic program prioritization process. An example of the impact of this prioritization process was that the third-year business programs were in danger of being eliminated, but the process led to a decision to maintain the programs and request the business division to communicate more actively with existing students and to recruit a sufficient number of new students into the programs.

Actionable Improvement Plan

None.

I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Systematic, Broad-based Evaluation, Assessment and Planning

As explained in the response to I.A.3 and I.B.4, the college's planning cycle describes how the college's mission guides strategic and integrated planning and focuses on improving student learning and student achievement. Also, annual evaluations of the strategic plan, annual program assessment, and biennial program reviews are part of this planning cycle.

The process for program assessment and program reviews are addressed extensively in I.B.2 and I.B.4. The [Curriculum and Assessment Committee \(CAC\)](#) is mandated to review program assessment and program reviews. The [Management Team](#) reviews non-academic program assessment and program reviews. Program prioritizations have been conducted biennially with instructional and non-instructional programs in alternate years. Annual assessment of the Strategic Plan addresses how well the college is meeting its mission, and the mission fulfillment indicators (developed fall 2015) have been designed to strengthen future mission assessments.

Annual program assessment recorded in TracDat provides a direct linkage between results and improvement and follow-up from one-year to the next year's cycle of assessment. Program reviews address student learning and achievement as well as looking at broader program issues such as enrollment and relevancy of the program. Both program assessment and program review findings and recommendations guide improvement planning at the program level. Program assessment and program reviews also affect development of the college's Institutional Outcomes for the FY17 budgeting and resource allocation period.

Planning Addresses Short- and Long-term Institution Needs

The college's *Strategic Plan 2013-2017* provides long term planning for the institution. The strategic plan is [evaluated](#) on an annual basis, and it is supported by an [Integrated Educational Master Plan \(IEMP\)](#) that provides in-depth strategies, activities and targets for instructional and non-instructional programs ([I.B.33](#)). The Integrated Education Master Plan (IEMP) provides year-by-year planning and includes components on technology, human resources, physical resources and financial resources. Technical plans address facilities overview and specific plans for each campus as well as five-year financial projections.

The COM-FSM [Strategic Plan 2013-2017](#) and Institution-set Standards are currently being reviewed and assessed in preparation for the next planning cycle ([I.B.32](#)).

Detailed [planning](#) is available for ([I.B.34](#)):

- FSM Space Utilization and Facilities Master Plan Study:
 - National Campus ([I.B.36](#))
 - Chuuk Campus ([I.B.37](#))
 - Kosrae Campus ([I.B.38](#))
 - Pohnpei Campus ([I.B.39](#))
 - Yap Campus ([I.B.40](#))
 - FSM-FMI Campus ([I.B.41](#))
 - Appendix, Common ([I.B.42](#))
- Five Year Financial Plan ([I.B.43](#))
 - Assumptions of Five Year Financial Plan ([I.B.44](#))
- [Master Planning Calendar](#) ([I.B.35](#))

Analysis and Evaluation

The college has a comprehensive planning and evaluation system. Long term planning is guided by the college's strategic plan. Short-term planning is provided in the IEMP that provides linkages between instructional programs and priorities, learning support services, human resources, technology and administrative services. The strategic plan, IEMP and associated institutional and mission indicators provide the framework for decision making and reporting on college progress towards meeting its mission, tracking and monitoring of institutional effectiveness and academic quality.

Nationwide surveys such as CCSSE, NCCBP, and IPEDS provides data on the college's strengths and weaknesses compared to other community colleges and in combination with internal data analyses from the SIS provides the detail needed for identification of priorities and target setting as shown in the FY 2017 budget development process.

Actionable Improvement Plan

None.

Standard I.B Table of Evidence

I.B.1 Strengthening Purposeful Dialogue College Handbook (2014, February, 3).
http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIB/Strengthening_Purp

	oseful_Dialogue.pdf
I.B.2	Executive Committee Minutes (2014, September, 19). http://www.comfsm.fm/executive/minutes/EC-9-19-14.pdf
I.B.3	Policy on Policies BP 2001 (2015, February, 19). http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2001.pdf
I.B.4	Communications Policy BP 2100 (2013, March, 13). http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2100.pdf
I.B.5	Participatory Governance Policy BP 2200 (2015, February, 19). http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2200.pdf
I.B.6	<i>Curriculum and Assessment Handbook</i> (2013, May, 8). http://www.comfsm.fm/publications/handbook/CAC-compressed.pdf
I.B.7	Program Assessment and Program Review Procedures Manual (2013, June, 7). http://www.comfsm.fm/publications/handbook/Program-Assessment-and-Program-Review-Procedures-Manual.pdf
I.B.8	Institutional Student Learning Outcomes Academic Assessment Report AY 2013-2014 (2014, December, 29). http://www.comfsm.fm/assessment/Institutional_Assessment_Report_2014_Final-1
I.B.9	Academic Assessment Report AY 2014-2015 (2015, August, 31). http://www.comfsm.fm/assessment/IAR_AY2014-2015_FINAL.pdf
I.B.10	All campus meetings (2015, August). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIB/All-Campus-Meeting.pdf
I.B.11	President's monthly message (2015, September). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIB/President's_Message_to_the_Community_August_17_2015.pdf
I.B.12	Visioning summits and mini-summits (2014, October). http://www.comfsm.fm/?q=irpo-summits
I.B.13	Fiscal & Accreditation Summit 2014 Report (2014, October). http://www.comfsm.fm/irp/Reports/Summits/Fiscal_&_Accreditation_Summit_2014_Report.pdf
I.B.14	CCSSE Benchmark Category Scores COM-FSM (2013). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIB/Spring-2013-COM-FSM-CCSSE-benchmarks-category-v2.pdf
I.B.15	CCSSE Analysis by Campus COM-FSM (2013). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIB/COM-FSM-2013-CCSSE-analyses-campus.pdf
I.B.16	Academic Program Prioritization Report (2012). http://www.comfsm.fm/accreditation/files/Program_Prioritization_Process_Report.pdf
I.B.17	Academic Program Prioritization Recommendations (2012, March, 2). http://www.comfsm.fm/accreditation/files/3-5/Program_Prioritization_Report_Recommendations.pdf
I.B.18	Prioritization of Nonacademic Programs (2013, February, 28). http://www.comfsm.fm/accreditation/2013/slo-report/Prioritization_Nonacademic_Programs_2013.pdf
I.B.19	Academic Program Prioritization Report and Recommendations (2014). http://wiki.comfsm.fm/@api/deki/files/3935/=Academic_Program_Prioritization_2014_REP_ORT.docx
I.B.20	College Status Report on Student Learning Outcomes Implementation (2013, March, 5). http://www.comfsm.fm/accreditation/2013/slo-report/Status_Report_on_SLO_Implementation_COMFSM_Final.pdf
I.B.21	General Catalog 2015-2016 (2015). http://www.comfsm.fm/catalog/2015-2016/Catalog-2015-2016.pdf
I.B.22	COM-FSM Assessment Report AY2012-13 (2015, January). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIB/AY-2012_13.pdf
I.B.23	Course Outlines BP 3206 (2015, April, 30). http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/3206-Course-Outlines.pdf

I.B.24	Course Syllabus BP 3309 (2015, December, 15). http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/COM-FSM_BP3309.pdf
I.B.25	Faculty Handbook 2015 (2015). http://www.comfsm.fm/publications/handbook/faculty-handbook-2015.pdf
I.B.26	COM-FSM TracDat Report 2013-2014 (2015, July, 3). http://www.comfsm.fm/irp/Reports/TracDat/COM-FSM_TracDat_Report_2013-2014.pdf
I.B.27	Institution-set Standards (2015). http://www.comfsm.fm/bor/notebook/12-15/11-j-Institutional-Set-Standards-Fall2015-Report-to-BOR.pdf
I.B.28	Strategic Plan (2013-2017) Evaluation Report (2015, January). http://www.comfsm.fm/irp/Planning/Strategic_Plan_Evaluation/Strategic_Plan_Evaluation_Fall_2014_Final-1_JAN_26_2015.pdf
I.B.29	Program Assessment and Program Review Procedures Manual (2013, June, 7). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIB/Program-Assessment-and-Program-Review-Procedures-Manual.pdf
I.B.30	Communications Policy Procedures AP 2100 (2013, March, 13). http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-2/COMFSM_AP2100.pdf
I.B.31	Board of Regents Five-Year Master Planning Calendar, 2013-2018 (2013). http://www.comfsm.fm/bor/notebook/03-14/10.a-Master-Planning-Calender.pdf
I.B.32	Strategic Plan 2013-2017 (2013). http://www.comfsm.fm/strategic-plan/brief-strategic-plan.pdf
I.B.33	Integrated Educational Master Plan (2013, March 11). http://www.comfsm.fm/vpia/misc/IEMP.pdf
I.B.34	Plans (2015). http://www.comfsm.fm/?q=plans
I.B.35	Master Planning Calendar (2013). http://www.comfsm.fm/?q=master-calendar
I.B.36	Facilities Master Plan: National Campus (2013, November, 28). http://www.comfsm.fm/president/plans/All-combined-College-of-Micronesia-10-FSM-Facilities-Master-Plan-Part-3-Detailed-Report-for-the-National-Campus.pdf
I.B.37	Facilities Master Plan: Chuuk Campus (2013, November, 28). http://www.comfsm.fm/president/plans/All-combined-College-of-Micronesia-30-FSM-Facilities-Master-Plan-Part-3-Detailed-Report-for-the-Chuuk-Campus.pdf
I.B.38	Facilities Master Plan: Kosrae Campus (2013, November, 28). http://www.comfsm.fm/president/plans/All-combined-College-of-Micronesia-20-FSM-Facilities-Master-Plan-Part-3-Detailed-Report-for-the-Kosrae-Campus.pdf
I.B.39	Facilities Master Plan: Pohnpei Campus (2013, November, 28). http://www.comfsm.fm/president/plans/All-combined-College-of-Micronesia-40-FSM-Facilities-Master-Plan-Part-3-Detailed-Report-for-the-Pohnpei-Career-and-Technical-Education-Center.pdf
I.B.40	Facilities Master Plan: Yap Campus (2013, November, 28). http://www.comfsm.fm/president/plans/All-combined-College-of-Micronesia-50-FSM-Facilities-Master-Plan-Part-3-Detailed-Report-for-the-Yap-Campus.pdf
I.B.41	Facilities Master Plan: FSM-FSM Campus (2013, November, 28). http://www.comfsm.fm/president/plans/All-combined-College-of-Micronesia-51-FSM-Facilities-Master-Plan-Part-3-Detailed-Report-for-the-FSM-FMI-Campus.pdf
I.B.42	Facilities Master Plan: Appendix, Common (2013, November, 28). http://www.comfsm.fm/president/plans/All-combined-College-of-Micronesia-FSM-Facilities-Master-Plan-Part-2-Appendix-common.pdf
I.B.43	Five Year Financial Plan (2012, May, 23). http://www.comfsm.fm/president/plans/IIID1b_5YFP.pdf
I.B.44	Assumptions of Five Year Financial Plan (2012, May). http://www.comfsm.fm/president/plans/IIID1b_5YFP_assumptions.pdf

Standard I.C. Institutional Integrity

I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons of organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The college no longer produces a printed catalog. For the years of 2011-2013 an online catalog version was offered in addition to a printed version. The printed catalog covered a two-year period of time; however, the college found that because so many changes were occurring during that two-year time period, the printed catalog contained too much outdated, inaccurate information. Printing an annual catalog was not cost effective, and with the pace of institutional change, it was determined the best way to provide accurate information to students and the public was through an annual online catalog. Beginning with academic year 2013-2014, only the online catalog was produced.

The College's online [General Catalog](#) provides descriptions of the college's mission, institutional and program SLOs, programs of study, and student support services ([I.C.1](#)). For the [General Catalog 2015-2016](#) the [General Information](#) section provides the mission (p.18), Institutional Student Learning Outcomes (p. 19), programs of study (p. 20), and student support services (pp. 21-26) ([I.C.2](#); [I.C.3](#)). Program SLOs are also articulated within the programs section of the catalog (pp. 35-83).

[Board Policy \(BP\) 2000](#) designates the online catalog as the official catalog of the college and requires that the catalog be revised annually ([I.C.4](#)). When substantive changes occur during that year, BP 2000 further requires those changes be published on the college website under the area titled "[Updates to the Catalog](#)" ([I.C.5](#)). BP 2000 requires the college make every effort to provide the most accurate, up-to-date information possible in the online catalog.

In fall 2013, the Communication Policy Working Group (CPWG) was established to conduct an analysis of the publications and communication products of the college. The goal was to generate and assess a *Publications & Communications Products Inventory* to make strategic and tactical decisions about how well those products serve to strengthen "purposeful dialogue" at COM-FSM. The first goal was to create a tabulation of all public disclosure products. The second goal was to complete an inventory in order to determine the scope, volume, and frequency of communication products at COM-FSM. Next, each communication product was reviewed and analyzed against the following five criteria:

- Can you view the whole inventory list and place the products under one of these three categories: Critical and essential, supportive and useful, or redundant and unnecessary? The placement should reflect the degree of criticality of the product in strengthening purposeful dialogue in that unit.
- Given the time period stated, are the primary and secondary audiences receiving this product when it is most helpful? Placement should reflect whether the products arrive in

- time to be read and acted on, too early to be retained and acted on, or too late to allow comprehension and action.
- Are there groups or individuals who should be among the primary or secondary audiences for these products, but are not currently listed? If critical groups are absent, you might note them in your comments.
 - Are the media used for producing and distributing these products the appropriate ones to reach the primary and secondary audiences who should receive them? Placement should reflect whether the media and distribution methods used are currently appropriate for the audiences, not appropriate for the audiences, or there is too much uncertainty to determine whether they are appropriate for audiences.
 - Are methods for assessing the effectiveness of these products currently in place and being used?

Results of the CPWG analysis were reviewed and the [Table of COM-FSM Public Disclosure Communications](#) was generated. An additional team, the Publications Standards Group, was formed to (I.C.6):

- Develop a working definition of “college publications” and assess the impact of the new [BP 2100 Communications Policy](#) on that definition (I.C.7).
- Use the *Communication Products Inventory* to determine the overall scope and volume of college publications.
- Determine publication priorities and appropriate lead times and publication media.
- Construct a draft publications calendar.
- Assess the legacy version of college publications standards and determine the role of that document going forward.
- Define the scope and use of a publications standards manual at the college, as well as how to maintain and distribute such a manual.
- Schedule development, review and approval of a new publications standards manual.

As a result of this work, on January 20, 2014, a [COM-FSM Publications Standards Manual](#) was developed. Additionally, a revised [COM-FSM Publications Standards Manual](#) was released on November 2015, with a new section titled [Content Updates](#) (I.C.8; I.C.9). This section was developed to assure the clarity, accuracy, and integrity of information provided to stakeholders through a formal, annual review process.

Department heads have ongoing responsibility for content integrity and are to monitor content that needs to be changed, to ensure appropriate information is provided, and that changes made through college publications are accurate, as intended, and in compliance with accreditation standards. The Information Technology Office (ITO) leads a website update period each September through October for release November of the same year. ITO oversees publication integrity and removes content from official publications when departments are out of compliance (G. Content Updates; I.C.9).

The college communicates accurate information about its accreditation status by posting the general status at the bottom of every COM-FSM webpage as per the [ACCJC Policy on Representation of Accredited Status](#) (pp. 107-108). Additionally, the ALO ensures the college publishes all memos and reports sent from ACCJC to the college Newsfeed and updates the

Accreditation section of the homepage. The *Accreditation* section contains a [Reports Archive](#) where all accreditation reports and *Action Letters* since 2003 are archived ([I.C.10](#)). The college's accreditation status is also communicated in the college *General Catalog* under [General Information](#), Accreditation (p. 16) ([I.C.3](#)).

Analysis and Evaluation

The college produces an annual online catalog rather than the previously printed biennial college catalog. When substantive changes are made during that academic year, and subsequent to the release of the online catalog, they are highlighted in the “[Updates to the Catalog](#)” section of the catalog page on the college website ([I.C.5](#)). The developed and revised [COM-FSM Publications Standards Manual](#) guides the accuracy and clarity of additional published information ([I.C.8](#)). The *Communication Products Inventory* was generated to review and streamline college communications and thus minimize inaccuracies in those documents and the college website through annual review of the [Table of COM-FSM Public Disclosure Communications](#). Additionally, the process articulated in G. [Content Updates](#) of the revised [COM-FSM Publications Standards Manual](#) further assure the clarity, accuracy, and integrity of information provided to stakeholders ([I.C.8](#); [I.C.9](#)).

Actionable Improvement Plan

None.

I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

As articulated, the college provides an annual, online [General Catalog](#) that is continuously updated with precise, accurate, and current information as supported by [BP 2000](#) and [AP 2000](#) and with all components required by ER 20 ([I.C.1](#); [I.C.11](#); [I.C.12](#)). The process and responsibility for ensuring compliance with this Standard is articulated in the revised [COM-FSM Publications Standards Manual](#) under [Content Updates](#) ([I.C.8](#); [I.C.9](#)). The ITO leads this process annually during the months of April through May and an edited catalog is released in June of the same year.

Table I.C.2-1. Eligibility Requirement 20: Required Components to the General Catalog and Integrity in Communications with the Public

ER 20 Components	Catalog Location
General information	
Official Name, Addresses, Telephone Numbers, and Website Address of the Institution	General Catalog p.ii General Information pp. 13-15
Educational Mission	General Information p. 18
Representation of accredited status with the ACCJC and with programmatic accreditors, if any	General Information p. 16 There is no programmatic accreditation.

ER 20 Components	Catalog Location
Course, Program, and Degree Offerings	General Information pp. 20-21 Requirements pp. 35-114
Student Learning Outcomes for Programs and Degrees	General Information Institutional Student Learning Outcomes p. 19 Requirements Program Learning Outcomes pp. 35-85
Academic Calendar and Program Length	Calendars (Each state has different state cultural holidays) Chuuk 2015-2016 : Chuuk Campus Kosrae 2015-2016 : Kosrae Campus Pohnpei 2015-2016 : National & Pohnpei Campuses Yap 2015-2016 : Yap Campus
Academic Freedom Statement	General Information Faculty Academic Freedom Statement p. 21 Student Academic Freedom and Responsibility p. 21
Available Student Financial Aid	General Information p. 22 Also available in the Student Financial Aid Handbook 2015-2016 .
Available Learning Resources	General Information pp. 23-24
Names and Degrees of Administrators and Faculty	Personnel Listing pp. 130-146
Names of Governing Board Members	Personnel Listing pp. 130
Requirements	
Admissions	Requirements pp. 26-30
Student Fees and Other Financial Obligations	Requirements pp. 33-34
Degree, Certificate, Graduation and Transfer	Requirements pp. 34-85 Transfer p. 28 Course descriptions 86-114
Major Policies Affecting Students	
Academic Regulations, including Academic Honesty	Major Policies pp. 115-125 Academic Honesty p. 115 Academic Standards pp. 115-116
Nondiscrimination	Major Policies p. 118
Acceptance of Transfer Credits	Major Policies p. 118
Transcripts	Major Policies p. 117
Grievance and Complaint Procedures	Major Policies pp. 118-119
Sexual Harassment	Major Policies p. 122
Refund of Fees	Major Policies p. 125 Also available in the Student Financial Aid Handbook 2015-2016 .
Locations or Publications Where Other Policies may be Found	
Catalog or other public documents which serves that purpose	Major Policies p. 125 lists where student relevant policies are additionally located. All COM-FSM policies are located at http://www.comfsm.fm/?q=board-policies Acceptance of Transfer Credits: http://www.comfsm.fm/?q=articulation-table Student Guide: http://www.comfsm.fm/publications/handbook/Student-Guide-2015.pdf Student Handbook:

ER 20 Components	Catalog Location
	http://www.comfsm.fm/publications/handbook/2015-2016-Student-Handbook.pdf Student Financial Aid Handbook: http://www.comfsm.fm/publications/handbook/FAO-Handbook-2015-2016-Final.pdf

Analysis and Evaluation

The college meets the standard by publishing an annual, online *General Catalog* that provides students and prospective students with precise, accurate, and current information including all required components of ER 20 (I.C.1). The process for assuring compliance is articulated in BP 2000, AP 2000, and the *COM-FSM Publications Standards Manual* (I.C.8). When catalog information must be updated prior to the regularly scheduled annual process, those updates are published to the *Updates to the Catalog* area of the *General Catalog* webpage (I.C.1; I.C.5).

Actionable Improvement Plan

None.

I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The college publishes program assessment and program review results as well as key program performance data on the college's *Assessment of Student Learning* webpage (I.C.12). Clicking on the individual program links, one can access these reports and data. Under the *PSLO* tab, programs are required to post *Program Assessment Summaries* (PASs) that are written in a manner that students, prospective students, and the public can quickly evaluate program assessment results. Program Student Learning Outcomes (PSLOs) are provided and an overview is structured to show: *What we looked at*, *What we found*, *What we are planning to work on*, and *Recommendations for students*. The college began completing and posting PASs in AY12-13 and updates them annually. The three-year PASs history is provided under each program *PSLO* tab.

Since spring 2014, the college also provides a *Data Sheet* tab for Program Data Sheets (PDSs). PDSs provide key program student achievement data to the public for each program so that program performance is transparent. The PDSs are updated annually and show the last three year's history. Previous PDSs are also accessible under the *Data Sheet* tab so that as the college continues reporting, these longitudinal program data are readily available to all stakeholders.

The *Program Review* tab displays the text for the latest program review completed and past program reviews are also currently being archived under this tab. During 2011-2014, program reviews and assessment were posted to the college [wiki](#). Previously, academic program reviews were conducted every three years, in 2012 they were changed to biennial reviews. The *Assessment*

Report tab provides results from program assessment as reported in TracDat. TracDat was implemented for AY 2013-2014. Additionally, beginning AY 2013-2014, the college began producing and publishing an annual *Academic Assessment Report*. The links to the last two years reports ([AY 2013-2014](#); [AY 2014-2015](#)) are also found at the top of the [Assessment of Student Learning](#) webpage ([I.C.12](#); [I.C.13](#); [I.C.14](#)).

Student success and achievement data are communicated through the [Student Success Score Card](#) on the college website ([I.C.15](#)). These success and achievement data are periodically presented during public Board of Regents meetings. Since 2013, with the implementation of an [electronic agenda](#) for Board meetings, these data are also archived for public access ([I.C.16](#)). And, when Board meetings are scheduled, the agenda is released to the public through the college newsfeed.

The college also communicates these data to internal stakeholders for evaluation and improvement. For example, a faculty training was conducted spring 2014 during which faculty were provided a fictitious cosmetology PAS and a PDS to assess program performance. The fictitious cosmetology PAS showed a poorly designed and poorly written assessment plan of suspect quality. The fictitious cosmetology PDS showed concerning program student achievement data trends that needed immediate attention. The sequence of cosmetology courses and overall design of the program was not congruent with recommendations the fictitious faculty should have made. The cosmetology case study allowed COM-FSM faculty to be critical of program performance and the quality of program assessment with a neutral, non-existent program as the focus.

The exercise was followed by COM-FSM program faculty examining their own PDSs to identify and share concerning trends in current program student achievement data for immediate attention. As an example, most faculty were surprised to learn students in their two-year programs were taking four years to graduate. The exercise was designed to focus faculty on the importance of regularly evaluating program data instead of waiting to do this during program review which occurs only every two years. IEQA made sure data were presented in a form more useful and accessible to faculty and the public by the addition of the PDSs for this purpose. Additional examples are provided in I.B.8, II.A.16, and IV.C.1, IV.C.5, and IV.C.8 narrative.

Analysis and Evaluation

The college meets the Standard by providing transparent public access to student learning assessment and student achievement data to honestly reflect the academic quality of college programs. Though the college meets the Standard, some program assessments, program assessment summaries (PASs), and program reviews are lacking in quality and timely submission by established deadlines for website publication. Additionally, data and analyses are not always presented in a manner readily understandable by prospective students and the public. A newly created Dean of Assessment position will have responsibility to work directly with program faculty to improve the quality and timeliness of these efforts and ensure results are communicated in a manner readily understood by prospective students and members of the public.

Actionable Improvement Plan

Improve the quality and timeliness of all academic program assessment plans, PASs, and program reviews; ensure that results presented to the public minimize jargon and enhance understanding of student performance at COM-FSM.

I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The college describes its certificates and degrees in terms of their purpose, content, course requirements, and expected program learning outcomes in the online [General Catalog](#), [General Catalog 2015-2016](#) (pp. 35-86) ([I.C.1](#); [I.C.2](#)). Additionally, [Course Outlines](#), provided under the *Academics* drop down menu on the college website, articulates both program and course student learning outcomes ([I.C.17](#)). Further, program student learning outcomes are provided with the PASs as previously described under the [Assessment of Student Learning](#) section of the website ([I.C.12](#)).

Analysis and Evaluation

The college meets the standard by ensuring this information is provided in each publication of the annual online [General Catalog](#) ([I.C.1](#)).

Actionable Improvement Plan

None.

I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The review process for institutional policies is described in Standard IV.C.5, follows [BP 2001 Policy on Policies](#), and all policies and associated administrative procedures (APs) are published on the college website under the *Our College* (drop down menu) → *Board of Regents* → [Policies](#) ([I.C.18](#); [I.C.19](#)). When policies are reviewed following the established schedule, APs are also reviewed. As noted in BP 2001, though there is an established schedule for policy review, “COM-FSM may revise, review or delete policies as needed based on changing circumstances or regulatory or legal requirement” and the same principle applies to APs (p. 1).

Additionally, the [COM-FSM Publications Standards Manual](#) articulates the process for ensuring board policies, administrative procedures, and college publications in general evidence integrity ([I.C.8](#)). During annual evaluation led by the ITO, any publications that fail to exhibit integrity in all representations of its mission, programs, and services are eliminated. This has also been addressed under Standard I.C.1.

Analysis and Evaluation

The college meets the Standard by articulating and adhering to a review process for board policies, administrative procedures, and publications through [BP 2001](#) and the [COM-FSM Publications Standards Manual](#) ([I.C.8](#); [I.C.18](#)).

Actionable Improvement Plan

None.

I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College accurately communicates the total education cost for current and prospective students through the [Financial Aid](#) webpage [Net Price Calculator](#) and the [COM-FSM Student Financial Aid Handbook 2015-2016](#) (p. 9), the tuition and fees section of the [General College Catalog 2015-2016](#) (pp. 33-34), and the Gainful Employment (GE) webpages for Career and Technical Education (CTE) programs ([I.C.2](#); [I.C.20](#); [I.C.21](#); [I.C.22](#)). New students are also provided a hard copy of the [COM-FSM Student Financial Aid Handbook 2015-2016](#) (p. 9) ([I.C.22](#)). Additionally, when the college progressively raised tuition and fees over the last four years, multiple public forums and *All Campus Meetings* were conducted by administrative services to share that information and answer questions.

Analysis and Evaluation

The college meets the Standard by providing means by which current and prospective students are accurately informed of the total cost of education. Additionally, when tuition and fees were scheduled to progressively increase over the previous four years, the college ensured public forums were held at each campus to inform students and parent, to explain the rational for those increased costs, and to answer questions.

Actionable Improvement Plan

None.

I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College publishes and uses policies on academic freedom and responsibility on the college's website. Publications on the website include [BP 3116](#), the [General Catalog](#) (p.21), [Faculty Handbook](#) (pp. 21-24), [Student's Guide](#) (p.1), [BP 3120](#), [Student's Handbook 2015-2016](#) (p. 21), and [AP 3120](#) ([I.C.2](#), p.21; [I.C.24](#), p.24; [I.C.25](#); [I.C.26](#); [I.C.27](#); [I.C.29](#), p. 21). The *Code of Ethics* [BP 6029](#) also contains the *Faculty Statement of Professional Ethics* and *Faculty Code of Ethics*, both of which are also provided in the *Faculty Handbook* and state clearly faculty responsibility to academic freedom, integrity, and inquiry ([I.C.31](#)).

To ensure all faculty are aware of and practicing the *Code of Ethics*, they were asked to sign the [Faculty Statement of Professional Ethics](#) in January of 2014 ([I.C.32](#)). The decision to sign this statement resulted from a faculty working session where Standards I.C.7, I.C.8, and I.C.9 were evaluated by faculty for compliance. Dialogue focused on how the college might strengthen its evidence for application of these policies, and for I.C.7 focus was on the word "uses."

Analysis and Evaluation

The college has clear policies and responsibilities to support the pursuit of academic freedom for faculty and students. These policies are found on the college website and in publications provided to both students and faculty. The *Academic Freedom and Responsibility Policy for Students* ([BP 3120](#)) is a more recent policy drafted by instructional administration in collaboration with the Curriculum and Assessment Committee (CAC) and the Student Body Association (SBA) on February 13, 2013, and approved by the BOR [March 12-13, 2013](#) ([I.C.28](#)). The policy is adopted from the American Association of Colleges and Universities (AAC&U) approved policy on student academic freedom ([I.C.26](#)). These policies and responsibilities are published and offer a supportive atmosphere for intellectual freedom, based upon AAC&U recommended policy.

The college has a *Code of Ethics* for all employees and [BP 6029](#) makes clear faculty roles and responsibilities for academic freedom ([I.C.31](#)). The *Code of Ethics* is also provided in the [Faculty Handbook](#) and to emphasize the importance of this code, all faculty were required to read and sign the [Faculty Statement of Professional Ethics](#) January of 2014 ([I.C.32](#)).

Actionable Improvement Plan

None.

I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and consequences for dishonesty.

Evidence of Meeting the Standard

The college has a published *Academic Honesty Policy*, [BP 3116](#) and associated [AP 3116](#) ([I.C.23](#); [I.C.30](#)). The policy is also published in the [General Catalog 2015-2016](#) (p. 115) and in the [Student's Guide](#) (p.2) ([I.C.2](#), p. 115; [I.C.25](#); [I.C.30](#)). The policy 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 a 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 *Code of Ethics* policy [BP 6029](#) is published in the [Faculty Handbook 2015](#) (pp. 22-23) supports academic honesty, and further articulates faculty responsibility to promote honesty ([I.C.24](#), pp. 22-23; [I.C.31](#)). As noted in I.C.7, all faculty signed the [Faculty Statement of Professional Ethics](#) January of 2014 ([I.C.32](#)). The policy for *Employee Discipline and Protection* [BP 6019](#) also promotes honesty and states, employees

...may be subject to suspension, demotion, dismissal or reassignment or other appropriate disciplinary action. Reasons for disciplinary action include, but are not limited to...dishonesty (item 6, p.1) ([I.C.33](#)).

Analysis and Evaluation

The college has published a policy on *Academic Honesty*, [BP 3116](#), and that policy is made available in multiple locations for students ([I.C.23](#)). Through this policy, students are made aware that they are liable to dismissal or suspension from the college for academic dishonesty. The [Faculty Handbook 2015](#) (pp. 22-23) through a *Code of Ethics* emphasizes faculty's role towards fostering academic honesty in students ([I.C.24](#)). And, all faculty signed the [Faculty Statement of Professional Ethics](#) to affirm awareness of responsibility.

However, [BP 3116](#) should use stronger language than, "encourages academic honesty" which is not congruent with consequences that are as severe as suspension and dismissal from the college. The college feels [AP 3116](#) also needs improvement and should be reviewed by the CAC and SBA in collaboration with the instructional affairs administration ([I.C.30](#)).

[BP 3116](#), [AP 3116](#), and the *Code of Ethics* focuses on the student's responsibility for academic honesty, and faculty responsibility to promote academic honesty in students, but these do not apply to all institutional constituencies. However, the policy for *Employee Discipline and Protection* [BP 6019](#) promotes honesty in all employees and thus policies exist that apply to all constituencies and includes specifics relative to each ([I.C.33](#)).

Actionable Improvement Plan

The college's *Academic Honesty* policy [BP 3116](#) and associated administrative procedure [AP 3116](#) should be reviewed by the instructional administration, CAC, and SBA for improvement. And the Executive Committee and Human Resources Committee (HRC) should work to ensure that the *Code of Ethics* policy [BP 6029](#) and *Employee Discipline and Protection* policy [BP 6019](#) are improved to provide a more specific academic honesty policy that applies to college employees.

I.C.9

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

Evidence of Meeting the Standard

As already noted in I.C.7 and I.C.8, the [Faculty Handbook 2015](#) contains a *Code of Ethics* that is comprised of both the *Faculty Statement of Professional Ethics* (p. 22) and the *Faculty Code of Ethics* (p23) ([I.C.24](#); pp. 22-23). This *Code of Ethics* is part of [BP 6029](#) and makes clear each faculty member's responsibility to practice intellectual honesty, academic freedom, foster freedom of inquiry, and to respect and defend the free inquiry of their associates and students ([I.C.31](#)). As discussed, faculty were asked to sign the [Faculty Statement of Professional Ethics](#) to reinforce the necessity for distinction ([I.C.32](#)). This distinction for faculty on personal conviction is further extended for consideration when faculty members are outside the classroom and college.

As members of their community, faculty members have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their disciplines, to their students, to their profession and to their institution. When they speak or act as private person, they avoid creating the impression that they speak or act for the college. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to public understanding of academic freedom.

Academic supervisors evaluate full time faculty annually and all part time faculty semesterly. These can be verified through the HR office. A component of this evaluation includes a classroom observation which gives supervisors the opportunity to note any concerns for violation of this Standard. Students complete a *Student Evaluation of the Instructor* for each of their classes and thus have the opportunity to express concerns for violation of this Standard.

Analysis and Evaluation

The college meets this Standard by a *Code of Ethics* that is provided to faculty in BP 6029, the *Faculty Handbook*, and by requiring faculty to sign the *Faculty Statement of Professional Ethics*. Both supervisors and students conduct regular evaluations of faculty that provides on-going opportunity to safe guard against Standard violation. However, neither the *Faculty Evaluation Forms* nor the *Student Evaluation of the Instructor* forms have a specific assessment item for this best practice.

Actionable Improvement Plan

To directly assess whether faculty present data and information fairly and objectively, and distinguish between personal conviction and professionally accepted views in a discipline, both the *Faculty Evaluation* form and the *Student Evaluation of the Instructor* form will be improved to include assessment of this best practice.

I.C.10

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

Evidence of Meeting the Standard

For brevity, the *Code of Ethics* BP 6029 has been discussed in Standards I.C.7, I.C.8, and I.C.9. Additionally, all new employees attend an orientation during which they must sign to confirm

they have received a copy of the Human Resources Policies, which includes BP 6029. And, this policy is published on the college website.

COM-FSM does not seek to instill specific beliefs or world views and takes care to avoid doing so as discussed in the response to Standard I.C.9.

Analysis and Evaluation

The college meets this Standard by providing clear prior notice of the *Code of Ethics* BP 6029 to all new employees during employee orientation and by ensuring the policy is also published to the college website. As discussed the policy is also repeated in the *Faculty Handbook* and faculty were required to sign the *Faculty Statement of Professional Ethics*.

The college does not seek to instill specific beliefs or world views and takes care to avoid doing so as discussed in the response to Standard I.C.9, and thus portions of this Standard are not applicable to COM-FSM as a public institution operating in a secular nation.

Actionable Improvement Plan

None.

I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

COM-FSM does not, nor does it have any intentions to, operate in foreign locations.

Analysis and Evaluation

Because the college does not operate outside of the FSM, nor does it have any plans to do so, this Standard is not applicable.

Actionable Improvement Plan

None.

I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard

For brevity, this Standard has already been addressed in Standard I.C.1, Section E. *Certification of Continued Institutional Compliance with Eligibility Requirements*, through all the Standards within which

the ERs are now embedded, and Section F. *Certification of Continued Institutional Compliance with Commission Policies*. Prior visiting teams, the current visiting team, and ACCJC staff can affirm compliance. The *Accreditation* section of the college's homepage provides further evidence of compliance.

Analysis and Evaluation

The college complies with ERs, accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the college responds to meet requirements articulated by the Commission. And, the institution always discloses information required by the Commission. The college operates with upmost integrity in regard to this Standard because it values the peer reviewed accreditation process.

Actionable Improvement Plan

None.

I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

COM-FSM does not have a partnership with any additional accrediting agencies, and its honesty and integrity with ACCJC and the ACCJC Commission has already been articulated in multiple locations throughout this report as listed in I.C.12.

Institutional advocacy of honesty and integrity were addressed in Standards I.C.7, I.C.8, and I.C.10 and apply to all constituencies. Thus, regardless of to whom a college employee is providing information, honesty and integrity are required and disciplinary action will result if one is dishonest. The college operates in compliance with regulations and statutes, communicates its accredited status immediately, publicly, and accurately on the college website. There are no complaints against the college for a failure to advocate and demonstrate honesty and integrity with any external agencies to whom the college reports.

Analysis and Evaluation

The college meets this Standard through transparent practices, lack of corruption, and the highest professional Standards for honesty and integrity. Our Strategic Plan 2013-2017 emphasizes a strategic direction to *Evoke an Image of Quality*, part of which is achieved through Strategic Plan Goal 6.1. *Achieve recognition as a best practices institution by: exhibiting quality, excellence, and integrity through employees, students, and graduates.*

Actionable Improvement Plan

None.

I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

COM-FSM is a public institution whose mission clearly states it is *learner-centered* and provides *academic, career, and technical educational programs characterized by continuous improvement and best practices*. Standard I.A offers evidence to support fulfillment of this statement and directs the reader to the many other relevant Standards where academic quality is addressed. The Quality Focus Essay evidences specific COM-FSM commitments to educational quality, student achievement, and student learning. Institutional plans discussed in all Standards evidence detailed commitments.

COM-FSM has no investors for whom it would generate financial returns. COM-FSM has no related or parent organizations with whom it is affiliated. And, thus COM-FSM supports no external interests.

Analysis and Evaluation

The intent of this Standard is more relevant to private institutions, and because COM-FSM is a public institution (see response to ER 1), most of this Standard is not applicable. However, the college has provided evidence in Standard I.A on its commitments to academic quality.

Actionable Improvement Plan

None.

Standard I.C Table of Evidence

I.C.1	College of Micronesia-FSM General Catalog (2014, October). http://www.comfsm.fm/?q=catalog
I.C.2	College of Micronesia-FSM General Catalog 2015-2016 (2015). http://www.comfsm.fm/catalog/2015-2016/Catalog-2015-2016.pdf
I.C.3	College of Micronesia-FSM General Catalog 2015-2016: General Information (2015). http://www.comfsm.fm/catalog/2015-2016/general-information.pdf
I.C.4	College Catalog Policy BP 2000 (2013, January 15). Retrieved from http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2000.pdf
I.C.5	Catalog Updates (2015). http://www.comfsm.fm/?q=catalog-updates
I.C.6	Table of COM-FSM Public Disclosure Communications (2013, December,17). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardI/Public_Disclosure_Communications.pdf
I.C.7	Communications Policy BP 2100 http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2100.pdf
I.C.8	COM-FSM Publications Standards Manual (2015, November). http://www.comfsm.fm/?q=publications-manual
I.C.9	COM-FSM Publications Standards Manual: Section G: Content Updates (2015, November). http://www.comfsm.fm/?q=content-updates
I.C.10	COM-FSM Accreditation Reports Archive (2015). http://www.comfsm.fm/?q=reports-archive

- I.C.11 College Catalog Policy BP 2000 (2014, March, 22). http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2000.pdf
- I.C.12 Assessment of Student Learning webpage (2015). <http://www.comfsm.fm/?q=program-assessment>
- I.C.13 College of Micronesia-FSM Student Learning Outcomes: Academic Assessment Report: Academic Year 2013-2014 (2014, December, 29). http://www.comfsm.fm/assessment/Institutional_Assessment_Report_2014_Final-1
- I.C.14 College of Micronesia-FSM Academic Assessment Report: Academic Year 2014-2015 (2015, August, 31). http://www.comfsm.fm/assessment/IAR_AY2014-2015_FINAL.pdf
- I.C.15 Student Success Score Card (2015). <http://www.comfsm.fm/?q=scorecard>
- I.C.16 Board of Regents Agenda Listing (2015). <http://www.comfsm.fm/?q=bor-agenda-listing>
- I.C.17 Course outlines (2015). <http://www.comfsm.fm/?q=node/180>
- I.C.18 Policy on Policies BP 2001 (2015, February, 19). http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2001.pdf
- I.C.19 Board Policies and Administrative Procedures (2015). <http://www.comfsm.fm/?q=board-policies>
- I.C.20 Financial Aid (2015). <http://www.comfsm.fm/?q=financial-aid>
- I.C.21 Net Price Calculator (2015). <http://www.comfsm.fm/fao/NetPriceCalculator/npcalc.htm>
- I.C.22 College of Micronesia-FSM Student Financial Aid Handbook 2015-2016. <http://www.comfsm.fm/publications/handbook/FAO-Handbook-2015-2016-Final.pdf>
- I.C.23 Academic Honesty BP 3116 (2014, March, 24). <http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/3116-Academic-Honesty.pdf>
- I.C.24 Faculty Handbook (2015). <http://www.comfsm.fm/publications/handbook/faculty-handbook-2015.pdf>
- I.C.25 Student's Guide (2015). <http://www.comfsm.fm/publications/handbook/Student-Guide-2015.pdf>
- I.C.26 Academic Freedom and Responsibility (Students) BP 3120 (2013, March 13). http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/COM-FSM_BP3120.pdf
- I.C.27 Academic Freedom and Responsibility (Students) AP 3120 (2013, March 13). http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-3/COM-FSM_AP3120.pdf
- I.C.28 Board of Regents Actives and Directives (2013, March 12-13). <http://www.comfsm.fm/bor/directives/Directives-13-03-12-13.pdf>
- I.C.29 Student's Handbook 2015-2016 (2015). <http://www.comfsm.fm/publications/handbook/2015-2016-Student-Handbook.pdf>
- I.C.30 Academic Honest AP 3116 (2014, March, 24). http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-3/COM-FSM_AP3116
- I.C.31 Code of Ethics BP 6029 (2015, April, 30). http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6029
- I.C.32 Faculty Statement of Professional Ethics Signature Form (2014, January). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardI/Faculty_State_Prof_Ethics.pdf
- I.C.33 Employee Discipline and Protection BP 6019 (2015, April, 30). http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6019

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A. Instructional Programs

II.A.1.

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College of Micronesia-FSM mission reads as follows:

The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.

COM-FSM addresses its mission by offering programs that serve the nation's human resource development needs. In concert with that effort, the current COM-FSM Integrated Education Master Plan 2013-2017 (IEMP) is aligned with the FSM Strategic Development Plan (SDP) and Fiscal Procedures Agreement (FPA) ([II.A.1](#); [II.A.2](#)). As a recipient of Compact of Free Association funds from the FSM government, the college must link all activities and expenditures to the FSM SDP and FPA through the college's six strategic directions to "allow FSM students to complete postsecondary education to assist in the economic development of the FSM." Agriculture, fisheries, hospitality and tourism, environment, health, and education remain priorities in the FSM.

Programs of Study

In its 2015-2016 General Catalog (p. 20), the College of Micronesia-FSM offers both two-year academic and career and technical education degree programs ([II.A.3](#), p20). The college also offers several one-year certificate programs, including career and technical education. The college has one campus in Kosrae, two in Pohnpei, one in Chuuk and two in Yap. All programs are delivered in the traditional classroom setting. One course, Introduction to Art, is offered

electronically as needed at Chuuk, Yap or Kosrae State Campus. Table II.A.1-1 lists current programs of study by degree or certificate level and location.

Table II.A.1-1. COM-FSM Degree and Certificate Programs by Location.

Degree	Campus	Certificate	Campus
1. Liberal Arts	NC	1. 3rd-yr Accounting	NC
		2. 3rd-yr General Business	NC
2. Liberal Arts/Health Career 3. Opportunities Program	NC	3. 3rd-yr Specialist in Public Health	NC
4. Micronesian Studies	NC	4. 3rd-yr Teacher Prep.-Elem.	CC, KC, NC, YC
5. Pre-Teacher Preparation	CC, KC, NC, YC	5. Agriculture and Food Tech.	KC, PC
6. Agriculture and 7. Natural Resources	NC	6. Bookkeeping	CC, PC, YC
8. Business Administration	NC	7. Community Health Assistant Training	YC
9. Computer Information Systems	NC	8. Basic Public Health	CC, KC, NC, YC
10. Hospitality and Tourism Management	PC	9. Secretarial Science	CC, PC, YC
11. Marine Science	NC	10. Building Maintenance and Repair	PC
12. Public Health	NC	11. Trial Counselor	NC
13. Nursing	NC	12. Cabinet Making/Furniture Making	PC
14. Building Technology	PC	13. Motor Vehicle Maintenance	PC
15. Electronic Technology	KC, PC, YC	14. Carpentry	PC
16. Telecommunications Tech.	PC	15. Construction Electricity	PC
Campus Abbreviation Key: CC=Chuuk Campus; FMI=Fisheries Marine Institute; KC=Kosrae Campus; NC=National Campus; PC=Pohnpei Campus; YC=Yap Campus. *The Fisheries and Maritime Institute in Yap offers <i>non-credit</i> programs in Navigation, Fishing Technology and Maritime Engineering. Students are awarded a certificate of completion.		16. Electronic Engineering Tech.	KC, PC, YC
		17. Refrigeration and Air Conditioning	PC
		18. Nursing Assistant	CC, KC, NC, YC
		*Navigation	FMI
		*Fishing Technology	FMI
		*Marine Engineering	FMI

Some examples of the college offering [programs in alignment with the college mission](#) are the Refrigeration and Air Conditioning certificate, the public health programs, and the nursing programs ([II.A.4.](#)).

Student Learning Outcomes and Program Approval

The college has in place the processes and procedures for approval of programs, courses, and non-credit course modules to assure they are consistent with the college mission and appropriate

to higher education. [Student learning outcomes](#) are identified for each [course](#), program and for the [institution](#) (II.A.5; II.A.6; II.A.7). [Assessment](#) of student achievement on those outcomes occurs at the course, program and institution level (II.A.8). Curriculum and Assessment Committee minutes of [April 30, 2012](#), [May 9, 2012](#), [October 7, 2013](#), [September 22, 2014](#), [item #3](#) and [May 13, 2015](#) reflect discussion and decision on linking course level learning outcomes to program level learning outcomes and finally to Institutional Student Learning Outcomes (ISLOs) (II.A.9; II.A.10; II.A.11; II.A.12; II.A.13; II.A.14). ISLOs are linked to the college mission as discussed and recommended in the Executive Committee (II.A.15; II.A.16). The revised mission with the ISLOs linked were approved at the May 2013 Board of Regents meeting (II.A.17, p. 8).

The process for approval of new programs is outlined in the in the figure below.

[COM-FSM Curriculum and Assessment Handbook, p. 23](#) (2015) (II.A.18).

[Enrollment](#) shows a decline over the past five years in both head count and FTE (II.A.19). Education, nursing, health career opportunity program, public health, agriculture, marine science, and several career and technical education courses have increasing enrollments. All other programs are on a downward trend. Complete data on COM-FSM enrollment trends appears in Section A of this report.

[Program assessment summaries](#) begun AY12-13 provide information on the student learning outcomes assessed, the results and the improvement plans (II.A.8). Degrees and certificates are awarded based on achievement of institution and program student learning outcomes. The table of [SLO Attainment Information-5 Years](#) indicates which program learning outcomes were assessed each year and if the target for that program learning outcome was met (II.A.21). Details of assessment reports are located at [Academic Programs](#) for 2010-2012 assessment reports, [2013-2014 Institutional Assessment Report](#), and 2014-2015 [Institutional Assessment Report](#) (II.A.22; II.A.23; II.A.24).

The current institutional set standard for graduation at 100% is 4% and 150% is 12%. The table below shows both 100% and 150% rates.

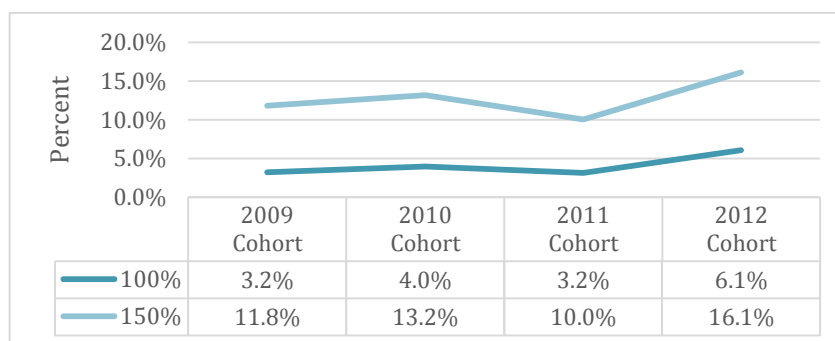


Figure II.A.1-1. COM-FSM Graduation Rate for New Full-time Students at 100% and 150%.

Students transfer to Pacific universities and universities in the U.S. mainland and China. The college reported 130 students of 259 graduates transferring in AY2013-2014 in the [2015 Annual SLO report](#), 17b (II.A.25,17b). Employment opportunities are limited in the Federated States of

Micronesia, but students find employment in the areas of education, health care, private sector businesses, and government offices as reported in the [VPIA Board of Regents Report, 2015 August 6-7, \(pp. 4-8\)](#). (II.A.26, pp. 4-8).

Analysis and Evaluation

Student learning outcome achievement data is more accurate with the implementation of TracDat to manage program assessment. Efforts to improve program assessment continue as evidenced by the revised course outlines which establish linkages between course, program and institutional learning outcomes and with development of embedded assessment assignments as evidenced in the 2014-2015 [Institutional Assessment Report \(II.A.24\)](#).

Enrollment at the college has been on a steady decline for the past five years. Students have more options with online program accessibility and other institutions moving into the area. Graduation rates are increasing, but fewer new students are entering the college leading to a decline in total number of enrolled students.

Transfer and employment data were collected through a variety of surveys conducted by individual program faculty. Numbers reported could be low due to the number of responders to the surveys. The college needs to improve methods of data collection for transfer and employment.

The college offers certificate and degree programs consistent with the mission statement and appropriate to higher education evidenced through linkage of student learning outcomes to strategic directions and the college mission. Degrees and certificates culminate in achievement of student learning outcomes, graduation and transfer or employment. The college believes it meets this Standard except for having systematic tracking of student transfer and employment data.

Actionable Improvement Plan

Collecting valid transfer and employment data remains a challenge and the college must develop and implement a systematic way to collect these data. Create and adhere to a schedule for updating articulation agreements.

II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Faculty are responsible for writing, assessing and revising course outlines. All faculty must follow the approved course outline. [Board Policy 3206](#) and [Administrative Procedure 3206](#) state course outlines are reviewed at least every five years or as needed due to assessment results ([II.A.32](#); [II.A.33](#); [II.A.34](#), #3, p.2; [II.A.35](#) E, p.2). The course outline process includes a section on the modification page that explains all faculty who teach the course have reviewed the outline before submission to the Curriculum and Assessment Committee (CAC) to ensure content and methods of instruction meet generally accepted academic and professional standards and

expectations ([II.A.36, item 4c](#)). Course level assessments are completed each semester. Faculty indicate improvements for the course which are implemented the next semester and re-assessed to determine gains in student learning ([II.A.37](#); [II.A.38](#); [II.A.39](#)).

All course outlines were updated to a new format in AY11-12 ([II.A.40, item #1, bullet 3](#)). The new format included assessment strategies for each course SLO. In 2014, CAC established a schedule for reviewing course outlines ([II.A.41, item #3c, p2](#)). CAC again revised the course outline format to include links to institution and program learning outcomes and make assessment strategies authentic, formative and summative ([II.A.42, item #3, pp. 2-3](#)). The college maintains articulation agreements with area colleges as seen in the [articulation table](#) ([II.A.43](#)).

Program reviews are completed every two years and include yearly program assessment ([II.A.44](#); [II.A.45](#); [II.A.46](#); [II.A.47](#)). Recommendations for improvement in curriculum and programs are a result of these reviews. ([II.A.48](#)). Program reviews were submitted in [2011](#) and again in [2013](#) ([II.A.8](#)). Yearly program assessments are reported in the *Institutional Assessment Reports*, [2013-2014](#) and [2014-2015](#) ([II.A.23](#); [II.A.24](#)).

[Board Policy No. 6009 \(p. 3, #4a.\)](#) states all faculty, including part time, must have a master's degree to be certified to teach ([II.A.49, p. 3, #4a.](#)). Faculty are provided a variety of opportunities for professional development to keep current on academic best practices leading to student success.

Professional development opportunities for faculty members include:

- 20 Minute Monday Morning
- Mentor Series – Magna Publications
- Faculty Professional Dev. Day (every spring semester)
- Faculty workshop 1st day of spring semester
- Best Practices Training – TESOL Trainers
- Webinars
- Faculty Workshop Week in August
- Off-island conferences and workshops
- Faculty monthly meeting “What’s Working”

([II.A.50](#); [II.A.51](#); [II.A.52](#); [II.A.53](#); [II.A.54](#); [II.A.55](#); [II.A.56](#)).

Evaluations of workshops indicate general satisfaction depending on topics. Suggestions for improvements are provided in a general comments section of each evaluation. ([II.A.52](#); [II.A.57](#); [II.A.58](#))

The college has current institutional memberships to the National Association of Developmental Education (2007-present) and the American Association of Community Colleges (2013-present) that provide access to professional journals. The college joined the John N. Gardner Foundations of Excellence in 2014, which is an interdisciplinary approach to the first year experience and student success.

Faculty continually work to promote student success. One example is the annual Career and Technical Exhibit held on [Pohnpei](#) and [Yap Campuses](#) each spring ([II.A.59](#); [II.A.60](#)). The

faculty work with students to prepare posters and demonstrations of learning outcomes for each program. High school students are invited to the open house where COM-FSM students are responsible for the demonstrations and explanations.

Another example of promoting student success is the 2014 and [2015 Convocations](#) held at the college. Themes for both events centered on student success. The theme for 2014 was “Student Success”. The interim vice president for instructional affairs presented a [speech](#) focused on challenging students ([II.A.61](#)). The theme for 2015 was “Student-centered + Student Learning = Student Success.” Success for students was described in the speech given by the [student body association secretary](#) ([II.A.62](#)).

Student success is measured in several ways. One measurement is the success rate on the Teacher Competency Exam which is administered to third year education students. In 2010 only 53% were passing the exam as reported in the 2011 Education Program Review ([II.A.65](#)). The [2013 Education Program Review, #16](#) reports percentage passing as 89% ([II.A.66](#)). The increase in number of students passing is due to completion of a practice manual, training and study sessions with students.

The College of Micronesia-FSM now engages and participates in the annual administration of the Community College Survey of Student Engagement (CCSSE) to identify and to continually find ways to meet the diverse needs of the students it serves. With the publication of recent survey results (Table II.A.2-1), the college will now be able to make decisions regarding student engagement and learning needs in order to provide appropriate program and course modifications for students to progress and achieve learning outcomes in their respective program of study. The [2014 CCSSE Survey](#) (p. 6) results show the college rates slightly higher than other small colleges and exceeds the CCSSE benchmark score of 50.0 ([II.A.67](#), p. 6).

Table II.A.2-1. Community College Survey of Student Engagement-College of Micronesia-FSM³

Benchmark	Your College	Small Colleges		2014 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	64.0	51.4	12.6	50.0	14.0
Academic Challenge	50.7	50.4	0.3	50.0	0.7
Student-Faculty Interaction	51.0	52.4	-1.4	50.0	1.0

The [2014 student satisfaction survey](#) of each major indicates students are generally satisfied ([II.A.68](#)). The most frequent dissatisfaction is with advising and student-faculty interaction.

³ (2014 Benchmark Scores Report [Weighted] – Main Survey Comparison Group: Small Colleges in the 2014 Cohort 2014 Administration)

The [Institution-set Standard](#) for course completion rates is 62%. Actual course completion rates for the past five years indicate the college exceeds this standard overall ([II.A.69](#)).

Deeper analysis indicates that [course completion rates for individual courses](#) vary depending on the campus and sometimes the instructor ([II.A.70](#)). 100 level math and English writing just meet or fall below the institutional set standard. Table II.A.2-2 shows the total number of course sections offered by campus and for each fall semester. The number of sections is decreasing which coincides with the decline in enrollment. However, the course completion rates show an increase with the decrease in number of sections.

Table II.A.2-2 Total Number of Course Sections Fall Semester

Campus	2010	2011	2012	2013	2014
Kosrae	53	52	51	46	47
Pohnpei	137	140	126	118	114
National	186	198	194	201	198
Chuuk	92	87	82	70	65
Yap	45	50	41	43	42
TOTAL	513	527	494	478	466

Source: IRPO.

The Institution-set Standard for fall-to-fall retention is 49.6%. Actual retention rates for the College are well above this standard (Figure II.A.2-2).

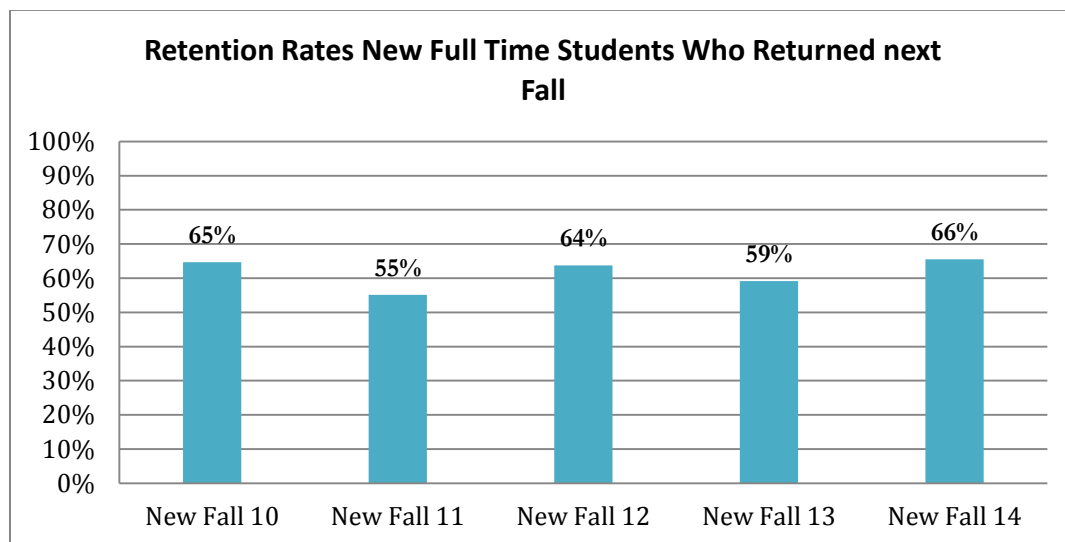


Figure II.A.2-2. COM-FSM Five-Year Fall-to-Fall Retention Rates: AY 2010-AY 2014

Analysis and Evaluation

Course outlines are reviewed at least every five years by the CAC. Courses are assessed each semester and programs each year. Program reviews are completed every two years. While some program faculty have used program review indicators for program assessment and grades as indicators of learning outcome achievement, the quality of program assessment and program

review can be improved. The result of yearly workshops on assessment and improvements in the [2014-2015 Institutional Assessment Report](#) indicate efforts to correct assessment weaknesses (II.A.24). Regular professional development opportunities are provided at the college with attendance rates ranging from 37% to 100%. Yap and Chuuk Campuses have the highest attendance rates while Pohnpei and National Campuses have the lowest. Faculty members are now being held accountable for missing mandatory trainings. However, data collection on attendance and evaluations of trainings are irregular and needs improvement. Faculty members continue to promote student success with a variety of strategies. However, 2014 CCSSE results show faculty need to consider more ways to challenge students and engage students outside the classroom. Course completion and retention rates meet or exceed institution-set standards. Nonetheless, the college must find ways to help students complete general education core courses. Student success in completing core writing and mathematics courses is an area for improvement.

Faculty conduct regular assessment of student learning at the course and program level. These assessment results are used to improve teaching strategies and student success. Faculty members have opportunities for professional development to keep current in the field of expertise. The college believes it meets this standard based on the evidence provided.

Actionable Improvement Plan

Faculty professional development will focus on best practices for teaching math and writing. Faculty will implement new methodologies and assess student learning. College will develop and implement a plan to systematically collect and store attendance and evaluation of trainings.

II.A.3.

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Assessment of learning outcomes for courses, programs, certificates, and degrees is an ongoing process of purposeful dialogue and planning for improvement at the college. Faculty members conduct course level assessment every semester and program assessment every academic year as indicated in the college's program and course assessment schedule and [Faculty Handbook \(2014\), p. 14 \(II.A.71, p. 14\)](#). All assessment reports are maintained in TracDat, the assessment software for the college. Program Assessment Summaries (PAS) and student learning assessment results for AY12-2013, AY13-2014, and AY14-2015 are also published on the college website. The assessment coordinator and assistant accreditation liaison officer coordinates institutional SLO assessment and general education SLO assessment. These two assessments are conducted each year with the report due before the end of the spring semester.

Every program and course at the college has SLOs that indicate to students what they should know or be able to do by the end of the course or program ([II.A.32](#)). By measuring the results of student progress against these SLOs, faculty gather information on how the [program](#) or [course](#)

is doing and make adjustments to the course or the teaching environment if necessary ([II.A.24](#); [II.A.72](#)). Course outlines are reviewed within a five-year cycle. All course outlines were updated to a new format in 2011. The new format included assessment strategies for each course student learning outcome. The college's [2013 SLO implementation status report](#) (p. 3), showed 100% of the 286 officially approved courses with defined SLOs and ongoing assessment ([II.A.73](#), p. 3). The report further indicated all of the 32 certificates and degrees, and other programs at the college are defined with SLOs and undergo ongoing assessment. In fall 2014 semester, the CAC started the new cycle for course outline review and modification by reviewing 25% of each program's courses ([II.A.74](#)). These assessment results are used for improvement in strategies. In 2013, CAC established a schedule for reviewing course outlines ([II.A.41](#)). CAC again revised the course outline format to include links to institution and program learning outcomes and to make assessment strategies authentic, formative, and summative ([II.A.12](#)).

Faculty prepare a course syllabus based on the most recent course outline for each course taught and distributes to students on the first day of class ([BP 3309](#)). The [2014 Faculty Handbook, page 14](#), lists the required information that faculty must include in all course syllabi ([II.A.71](#)). This list includes program and course learning outcomes and assessment strategies. Faculty also provides a copy of the syllabus to the division chair or to the instructional coordinator at state campuses who then send copies to the dean of academic programs for review and data collection. Toward the end of every semester and for each course taken, students complete [evaluation of instructors and courses](#), which includes questions on clarity and completeness of course syllabi and related student learning outcomes ([II.A.76](#), pp. 37-38).

Analysis and Evaluation

The college sets forth procedures for periodic evaluation of courses, programs, certificates, and degrees to ensure their currency and that they include officially approved learning outcomes. The college's established policies ensure that these processes are implemented accordingly. However, the college has encountered challenges implementing these processes and policies. Examples of the challenges include delays in the revision of course outlines as experienced by CAC. Alignment of ISLOs and CSLOs, alignment of CSLOs and assessment strategies, formative and summative assessment, and authentic assessment were essential issues that CAC needed to resolve before continuing with the course outline revision. These issues were finally resolved in fall 2015 and CAC has set a deadline for the submission of a final revised set of 42 outlines from last year's work for September 16, 2015. The college through its division chairpersons will continue to address the remaining course outlines submitted last year before submitting additional outlines to CAC for revision.

The college is also challenged with gathering information from students on the efficacy of the course syllabus. Information provided by students is questionable as students tend to mark the evaluation forms without giving serious thought to the intent of the questions.

Through established institutional procedures and systematic assessment, the college has kept its courses current that include student learning outcomes with linkages to institution and program learning outcome. Faculty ensure that each student receives a course syllabus that includes learning outcomes from officially approved course outlines during the first day of class. Faculty also review the course syllabi with students. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

II.A.4.

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

COM-FSM offers a series of developmental courses called Achieving College Excellence (ACE) for students who do not place directly into degree programs. The college also offers three levels of developmental math and one level of developmental English reading and writing for students placed directly into degree programs but still needing to build college level skills. Figure II.A.4-1 illustrates information provided in the [2015-2016 Catalog \(pp. 35-36\)](#) ([II.A.77](#), pp. 35-36)

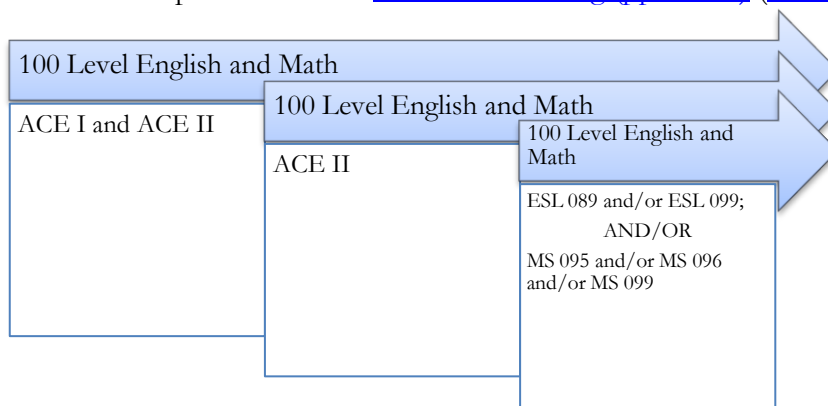


Figure II.A.4-1. Pathway to College-Level Courses

Developmental and ACE courses are designated by course number 0XX. ACE is a series of courses focused on developing English and math skills, with weekly life skill seminars. Students pursuing an academic degree but who are placed into ACE from the College of Micronesia Entrance Test (COMET), must master student learning outcomes of ACE before taking college level courses. ACE consists of two levels of English courses and two levels of math courses for a maximum of 16 credits.

Once a student enrolls in ACE, COMET scores determine if the student must take level one and two in English and math or just level two. Each level of ACE is a six-week session with evaluation at the end. Students must achieve mastery in both the course modules and the exit evaluation. Exit standards are the same as the entrance standards for 100 level college courses. If a student places into ACE level two, the student also registers for one designated 100 level course and receives tutoring to complete that 100 level course. The designated courses are Computer Literacy, History of Micronesia, or Micronesian Cultural Studies. Tutors are hired specifically for ACE through the Student Services tutor program. Counseling organizes the life skill seminars. ACE courses are scheduled to use computer labs for independent, self-paced work. ([II.A.78](#); [II.A.79](#); [II.A.80](#)).

ACE courses began in fall 2010. Enrollment and course completion rates are provided in Tables II.A.4-1 and II.A.4-2. The goal set when ACE started was a completion rate of 60%.

Table II.A.4-1. ACE Program Enrollment and Completion Rates

ACE Course Completion Fall Semesters English and Math Courses							
Program	Term	Students	Stud-grades	Passed	Withdrawn	%Passed	%Withdrawn
Achieving College Excellence (ACE)	Fall 2010	249	910	381	17	41.9%	1.9%
Achieving College Excellence (ACE)	Fall 2011	353	966	521	49	53.9%	5.1%
Achieving College Excellence (ACE)	Fall 2012	217	556	268	47	48.5%	8.5%
Achieving College Excellence (ACE)	Fall 2013	124	283	184	24	65.0%	8.5%
Achieving College Excellence (ACE)	Fall 2014	110	262	139	18	54.1%	7.0%

ACE students have course completion rates in the 100 level courses similar to the overall course completion rates of students in 100 level courses.

Table II.A.4-2 ACE Cohort Graduation & Course Completion in 100-level Courses

ACE Summary Graduates and Number Passing 100 Level Courses																
Term	ACE Students	Graduates*	Unique Degrees	#Certificate	EN110 #	EN100 Pass	EN110 %	EN120A #	EN120A Pass	EN120A %	MS100 #	MS100 Pass	MS100 %	MS101 #	MS101 Pass	MS101 %
Fall 2010	115	27	25	4	50	33	66%	38	22	58%	42	23	55%	4	0	0%
Fall 2011	195	31	29	7	82	36	44%	72	41	57%	74	35	47%	10	6	60%
Fall 2012	128	9	9	2	62	32	52%	56	37	66%	55	28	51%	5	1	20%
Fall 2013	77	0	0	0	44	28	64%	32	22	69%	51	24	47%	6	4	67%
Fall 2014	66	0	0	0	21	14	67%	10	7	70%	22	14	64%	1	0	0%
* graduates vary based on numbe of semesters since student entry data into college																

ACE students have a retention rate 74% (Table II.A.4-3) which is well above the Institution-set Standard of 49.6%, but slightly lower than the average for new students.

Table II.A.4-3 ACE Persistence and Retention Rates

ACE Students Progression 2 years										
Students	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
ACE_2010_3	115	89	71	55						
ACE_2011_3			195	169	110	97				
ACE_2012_3					128	95	72	58		
ACE_2013_3							77	62	48	41
ACE_2014_3									66	54
ACE Students Progression 2 years										
Students	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
ACE_2010_3	100%	77%	62%	48%						
ACE_2011_3			100%	87%	56%	50%				
ACE_2012_3					100%	74%	56%	45%		
ACE_2013_3							100%	81%	62%	53%
ACE_2014_3									100%	82%

Table II.A.4-5. ESL 089 & ESL 099 Course Completion Rates

ESL089 & ESL099 Pass Rates New Students						
	ESL089#	ESL089Pass	ESL089_CC	ESL099#	ESL099Pass	ESL099_CC
New_2010_3	113	69	61%	113	58	51%
New_2011_3	134	80	60%	125	68	54%
New_2012_3	164	97	59%	111	65	59%
New_2013_3	153	96	63%	79	56	71%
New_2014_3	184	121	66%	106	60	57%

Students placed into degree programs may take up to six credits of developmental English and or 15 credits of developmental math. Students must achieve at least 70% on the learning outcomes of each course to move to the next level or into college level courses. Support services for these students include tutoring provided at each campus by student services and faculty and the writing center at National Campus. Course completion rates for new students in English are provided in Table II.A.4-5. These students have a slightly higher course completion rate than ACE students.

Yap Campus provides an example of excellent support for students provided by the college. This campus created tutoring for all students. The campus determines specific days where all students are invited to meet with advisors and tutors. Topics discussed with students include problem areas identified by instructors such as not completing homework, not preparing for class or attendance. The [2015 September report](#) from Yap Campus provides details of this year's events and assessment results from last year's support ([II.A.81](#)). This idea was shared with the other campuses during the [2014 March Dean's](#) meeting for the purposes of scaling up these practices ([II.A.82](#)).

Analysis and Evaluation

Developmental courses are distinguished from college level courses by a course number which begins with zero. The college catalog provides information on placement into pre-collegiate courses and how a student progresses towards college level courses. The college provides support to students in pre-collegiate courses through tutoring, weekly seminars and self-paced lab work.

ACE students have a course completion rate below the Institution-set Standard of 62%. Some of the challenges have been making sure tutors are available from the first week of instruction. This is critical since ACE is an intensive six-weeks. The other challenge is finding appropriate software and self-paced options to be used during the lab time. The college believes that it meets the Standard, but can improve in this area to better achieve its Mission.

Actionable Improvement Plan

Instructional affairs department will collaborate with student services to provide “just-in-time” interventions.

II.A.5.

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, and time to completion and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard

The college awards associate degrees to students who complete a prescribed two-year program of study and certificates of achievement to students who complete a prescribed one-year program. The time is extended for students who need to complete developmental classes before beginning the degree or certificate program. Students who begin with one major then wish to change majors must wait until the required sequence of courses in the new major is offered. They may have to wait as long as a year.

Specific completion requirements for the various [programs](#) are detailed in their individual development plans ([II.A.83](#)).

The number of semester credits that a student carries is called the credit load. An average load is 15 credits during the regular semester and six credits during the summer session. Students are limited to a maximum load of 18 credits per regular semester and six credits per summer session. Additional courses can only be taken with permission by the vice president for instructional affairs. ([II.A.84](#), p.32) The unit credit at COM-FSM is the semester credit, as can be seen in Table 1. (Hours per week x number of weeks = total hours) (Total hours/divisor = semester credits). Policy 3119 on Credits is currently an item to be discussed in the CAC.

Table II.A.5-2 COM-FSM Formula for Unit Credits earned for courses, per BP Policy 3119.

	Hours per week	No of weeks	Total hours	Semester credits
Lecture	3	16	48/16	3
Laboratory				
Workshop				
Study				
Total semester credits	3			

The course outlines provide a good reference to the course expectations in terms of breadth, depth, and rigor. The consistency in the structure of course outlines is followed in reference to [Policy 3206 \(II.A.32\)](#).

All programs follow the same structure to ensure appropriate breadth of programs. The framework includes major requirements, general education core courses which are math, English, humanities, social science, science requirements, and other electives. All of these components are listed in the degree completion or the Individual Development Plan (IDP) for

students, as reference to inform students the scope of their chosen programs. Both the college catalog and the [Individual Development Plan](#) outline the number of credits prescribed for the various programs ([II.A.83](#)). It should also be noted that there is a variation in total number of credits for the different programs ranging from a total of 62 credits to about 70 credits. Such variations are seen the [Liberal Arts Programs](#), which carries a total of 62 credits and the [Pre Teacher Preparation Program](#) with a total of 70 credits ([II.A.85](#); [II.A.86](#)). Students must also meet program criteria for completion per [BP 3101](#), a degree is awarded upon several requirements with at least 60 semester credits ([II.A.87](#)).

Every program and course at the college has course student learning outcomes (CSLOs) and program students learning outcomes (PSLOs) that dictate what students should know or be able to do by the end of the course or program. By measuring the results of student progress against these CSLOs and PSLOs, faculty members gather information on how the program or course is doing and make adjustments as needed.

On-going assessments are seen across campuses and programs. Yearly assessments can be seen in [Program Assessment Summaries](#) (PASs) that are submitted to VPIA office, every end of school year ([II.A.8](#)). The following assessments reflect the on-going process of the work being done in all programs. The [Third Year Certificate in Teacher Preparation-Elementary program for example](#), assessed program student learning outcome (PSLO) #5: *Comprehension and application of learning theories and principles, human development, language development, educational foundations, socio cultural issues, technology and strategies for teaching students with special needs* ([II.A.88](#)). Here, students were administered the FSM Teacher Competency Examination (TCE), including comprehension and application of learning theories and principles, human development, language development, educational foundations, socio cultural issues, technology, and strategies for teaching students with special needs. The target for passing was set at 90%. The faculty who teach ED 300-level courses, continue to offer study sessions using the TCE Preparation Manual in the weeks prior to the administration of the TCE to pending third-year graduates. The Education division is also considering raising the minimum expected performance for PSLOs 1-4 from 70% to 80% of the students, as cited in their [Third Year Certificate in Teacher Preparation-Elementary program](#) assessment for 2014-2015 ([II.A.89](#)).

According to the [Institutional Assessment Report](#) 2014-2015, the new approach, "...is the more focused and tightly integrated approach to assessing learning outcomes" ([II.A.24](#)). Program courses, through current review of [course outlines](#) are also modified to link outcomes at the course, program, and institutional levels ([II.A.32](#)). In its [May 13, 2015 meeting](#), CAC recommended that outcomes be linked as deemed appropriate for each course outline ([II.A.13](#)). The recommendation further noted that at least one ISLO was assessed in each course outline. Outcomes are then assessed, using assessment tools as proposed by each program, where student performance is also assessed at introductory level, demonstration level, or mastery level. The matrices also indicate how courses scaffold learning of key theories and practices for synthesis of learning. Finally, evidence of mastery in a course is also expected from students and this is at the capstone courses in some programs.

- The [Hotel and Tourism Management Program](#) (HTM) used ([\(HTM 250\) Facilities Management and Practicum](#) where students' performances were evaluated at work site for food services, lodgings, and tourism/travel ([II.A.92](#); [II.A.93](#)). Students produced a

brief summary of work experience in correspondence to time sheets and supervisor's evaluation form.

- The [Micronesian Studies Program](#) used the SS280 Directed Study class, to assess students' ability to perform research and write papers relevant to Micronesia using different methods and technologies ([II.A.47](#)). The assessment was done, using final research papers. The rubric used also assessed the following criteria: Thesis formulation, reliability of sources, analysis, synthesis, and process. Much emphasis is also placed on authentic assessments to gain evidence of introductory, demonstration, and mastery level performance. Instructors are encouraged to conduct authentic assessments in their courses every semester. In the newly [revised course outline](#), pp. 12-14 assessment strategies dictate at least one authentic assessment that relates student's abilities to real world contexts ([II.A.94](#)). It was recently recommended in the CAC [August 24, 2015 meeting](#) that course outlines need to have at least one authentic assessment ([II.A.95](#)).

Analysis and Evaluation

Every program at the college has a set of requirements that align to their mission or goal. Such requirements can be seen from the perspective of the following components: required total number of credits, required courses, and length of program completion, course expectations, and the list goes on. All programs have a prescribed set of courses that also determine the required number of credits towards degree or certificate completion. Every five years the college reviews course outlines to ensure that courses and programs remain valid and relevant. Parallel to that, academic programs continue to engage in assessment of SLOs, where results are used to determine trends in strong or weak areas student performances. Alternatively, policies and procedures are being reviewed and recommended to guide the college curriculum. Such is seen in the college's effort to link outcomes at the course, program, and institutional levels. These efforts have shown the way for programs to re-assess their assessment strategies to ensure that outcomes are better measured and achieved. A new development is the implementation of authentic assessment for courses at the college.

The college should maintain its effort in assessing and reviewing degree and certificate programs. Although there is variation in total number of credits for the programs, the college still aims to ensure that courses within these programs remain relevant, with on-going assessments. All programs have prescribed courses toward completion, where course-level outcomes are assessed continually on a semester basis. Another on-going assessment process involves the PSLOs, which are assessed every cycle or for one school year. The recent linking of outcomes at the course, program, and institutional levels helps gauge the depth of courses. The implementation of linking outcomes and authentic assessments are only a few of the new paths that programs are using to assess performance. From this perspective, student performance can mean whether a student is introduced, able to demonstrate, or able to master an outcome. Programs assessment summaries give evidence to the fact that the college assesses student performance. The college believes that it meets this Standard.

Actionable Improvement Plan

None.

II.A.6.

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

Courses in various [majors](#) are offered in sequence on a semester basis with a regular course load of 12-18 credits ([II.A. 96](#)). Students are required to declare a major in order to graduate. Students are limited to a maximum load of 18 credits per regular semester, and six credits per summer session. Additional courses can only be taken with permission from the vice president for instructional affairs ([II.A.97](#)).

Once students declare a major, they are advised to take prescribed courses relevant to their subject area. The college *Catalog* outlines [suggested schedules](#) for degree and certificate *programs* ([II.A.98](#)). The suggested schedules outline college-level courses that students are expected to take within a program, as can be seen in these schedules.

Implementing early registration after midterm of each semester has also been helpful in getting students to make decisions about courses that lead to degree completion in a timely fashion. For example, when students register early, they are guaranteed courses. Early registration has allowed ample time for each division to schedule the course(s) in demand. Since the enactment of early registration, the department of instruction has been able to work with instructors to determine which courses are in demand and at the same to ensure that students who need certain courses are accommodated upon regular registration.

Furthermore, in fall 2014, the college introduced online registration. Online registration can only be completed by a student upon authorization from an academic advisor. Online registration has been instrumental in helping students. At the time of writing, no formal evidence exists to assess the impact of online registration on completion. However, anecdotal evidence from students who have used the online service appears favorable, and also suggests that travelling long distance will not necessarily prevent students from taking courses. In the past, students have been delayed in their programs if they did not return in time to register into required courses. Furthermore, the Student Information System (SIS) database or MyShark portal has made it easier for students to electronically view available courses for each semester for better planning.

A recent effort is the course-offering within a 6-week period. To ensure that students meet the 48 contact hours of coursework for 16 weeks in a semester, a 6-week course meets five times a week for the prescribed 85 minutes. ED/PY 300 Education Psychology was offered in Fall 2013, on a daily basis from 3:30-4:55 p.m. that lasted 6 ½ weeks. The remaining 14 of the 15 students, who enrolled in the course, commented on the course-scheduling as part of their end-of-course reflection papers. The comments suggested that students were overwhelmingly in favor of the course being offered on a six-week basis. Details of the comments are summarized in the ED/PY 300 Course Level Assessment report ([II.A.99](#)).

Note that although every program has a suggested sequence of course offering by semester, it is still unlikely that students in all programs will complete on time. The challenge is where scheduled courses had to be closed either as a result of low enrollment or unavailability of instructors. Third-year programs for both education and business have experienced this

challenge. [Third Year Certificate in Teacher Preparation-Elementary](#) at the state campuses continues to experience low enrollment ([II.A.100](#)). The trial counselor certificate program, fully reliant on part-time instructors, is another that faces the same challenge. However, instead of the issue on low enrollment that is seen for both Education and [Third Year Certificate in General Business](#) programs, this program faces unavailability of instructors ([II.A.101](#)).

Analysis and Evaluation

All programs have a sequence of suggested course offerings. However, not every student who enters this college begins with college level courses, as first courses taken are proposed based on the COM-FSM Entrance Test (COMET). The variation in entrance scores can lead to changes made in the sequencing of courses. The college recognizes this challenge and recommendations will involve finding ways to better meet the needs of students who come in at the remedial levels and ensuring that they reach completion within the prescribed time. The third-year education program does not always follow the sequence from the *Catalog* since it has three different student-admissions – fall, spring, and summer. Students are basically admitted in cohorts. Having three in-takes affects the level of enrollment in these courses each semester. (See enrollment trends for 3rd year Education and General business).

The college continues to address shortfall in students completing their programs within the expected time frame. The implementation of early registration, online registration, and six-week sessions already has created positive impacts. A recommendation can include piloting courses, using the six-week sessions from across majors and campuses at the college to see how this approach can help students graduate within the prescribed time.

Programs who encounter low enrollment might create outreach with high schools to promote their programs. If problem result from other factors, these programs can track and survey student-cohorts to identify areas that need improvement. In cases where classes are closed because of a shortage of instructors, the instructional department can work closely with the Human Resources office to identify where the gap is in recruiting and retaining instructors.

Actionable Improvement Plan

The college will develop and implement strategies to reduce time to graduation.

II.A.7.

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

COM-FSM instructors provide a variety of delivery modes and teaching methodologies to reflect the needs and learning styles of its students. Although most classroom instruction is delivered in the traditional mode (face-to-face in a classroom) and is delivered in the usual methodology (lecture and demonstration), often instructors include alternative delivery modes and teaching methodologies.

Many instructors keep websites where students can go for assignments, explanations, examples and solutions, and more, such as the faculty of the Business Administration Division ([II.A.102](#)). Often, textbooks offer companion websites that can be used for assignments, quizzes, and more ([II.A.103](#)). Websites such as Schoology.com are common among instructors for creating quizzes and assignments. For example, one science and math instructor, along with an education-instructor colleague, utilized technology in their courses, having much of what students need to respond to on line ([II.A.104](#)).

The Business Administration Division has designed a [collaborative assessment project](#) that requires students to synthesize learning from several courses ([II.A.105](#)). The collaborative activity used to assess PLSO 1 required students to perform the skills they learned from management, marketing, economics, finance, and accounting. The BU101 and BU260 students were required to develop a simple business plan, BU270 students were required to develop a marketing plan, while students of EC220 were asked to collect data needed to record the transactions and prepare basic financial statements. The success of the collaboration between the students emphasized the importance of each course in the organization and important for achieving the organization's objectives.

Much of the college's instruction is delivered in a laboratory setting (electronics), and in shop areas (air con/refrigeration; auto mechanics; carpentry). The Agriculture and Food Technology program at the Pohnpei campus has its own outdoor garden. Some courses are taught as practicums or internships, on campus and out in the community with local businesses. The HTM program has the [Blue Plate Café](#), a learning kitchen and restaurant, as well as students placed at local restaurants and hotels, travel agencies and airlines, tourist organizations, etc. ([II.A.106](#)). The Electronic Technology program has students working in the field alongside professionals.

The college assesses delivery modes and methods of instruction through a regular schedule of faculty classroom observations by supervisors. These are later presented to, and discussed with, each instructor as part of his or her regular review. Student evaluations of instructors are also conducted each semester for all instructors and classes; these include information related to an instructor's use of teaching methodologies and are presented to the instructors for their own use. Further, the [COM-FSM Faculty Handbook \(pp. 22-23\)](#), which is provided to all faculty upon hire, includes sections that direct faculty to improve scholarly and teaching competence, to be intellectual guides for students, and to prepare students for success ([II.A.107](#), pp. 22-23). Further, COM-FSM instructors are required to hold at least five (5) office hours per week, which compliments student-faculty interaction.

COM-FSM participates in the Community College Survey of Student Engagement (CCSSE), which is administered every two years. Survey results include information regarding instructors' use of [CCSSE defined effective educational practice](#) ([II.A.108](#), pp. 5-6).

Table II.A.7-1. Benchmarks of Effective Practice

Benchmark	COM-FSM	Small Colleges	Difference	2014 Cohort	Difference
1. <i>Active and Collaborative Learning, p.6</i>	64.0	51.4	+12.6	50	+14.0
2. <i>Student Effort, p.7</i>	63.4	51.0	+12.4	50	+13.4
3. <i>Academic Challenge, p.8</i>	50.7	50.4	+0.3	50	+0.7

Benchmark	COM-FSM	Small Colleges	Difference	2014 Cohort	Difference
4. <i>Student-Faculty Interaction, p.9</i>	51.0	52.4	-1.4	50	+1.0
5. <i>Support for Learners, p.10</i>	68.9	52.1	+16.8	50	+18.9 ⁴

1. Develops skills for handling situations in the workplace, the community, and in their personal lives.
2. Completing readings and assignments before class (COM-FSM = less likely); using peer/other tutoring services (COM-FSM = more likely).
3. Nature/amount of academic work, complexity of cognitive tasks, faculty standards for evaluation (COM-FSM = high on number of written papers and reports).
4. Interaction leads to effective learning and persistence toward educational goals; allows instructors, as problem-solving experts, to become role models, mentors, and guides.
5. College support to help students succeed, help students cope with non-academic responsibilities, provide career counseling and academic advising/planning (COM-FSM = high).

Learning support services include: free tutoring services at each campus, library collections, library space, other library services and seminars. As well, free to the student, support services include instructor advisors and peer counselors who assist students with educational and vocational goals, as well as personal counseling for social or personal issues. They also include computer laboratories, and shuttle service by bus between the Pohnpei State Campus and the National Campus.

Analysis and Evaluation

The CCSSE report includes a section called [CCSSE defined effective educational practice \(II.A. 108, pp. 5-6\)](#). These survey items consider “institutional practices and student behaviors that promote student engagement.” In 3 out of 5 categories, COM-FSM scored well above other small colleges. These benchmarks include helping students cope with non-academic responsibilities (work, family, etc.), providing support that students need to thrive in the workplace, the community, and in their personal lives. They also include providing students with instructors as role models, mentors, and guides. With the publication of these survey results, the college is well informed regarding student engagement and student learning needs in order to consider appropriate program and course modifications for students to progress and achieve learning outcomes in their respective programs of study.

Current policies, procedures, and learning support services effectively produce an educational environment available to the diverse and changing needs of the college’s students. Delivery modes and methodologies, as well, are varied to facilitate equity in success. Finally, current monitoring and review processes ensure vigilance and continuous improvement.

⁴ COM-FSM CCSSE Report, October 2014, p.5

Actionable Improvement Plan

None.

II.A.8.

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

At present, the institution does not employ department-wide course and/or program examinations, nor are such examinations part of the capstone courses.

Analysis and Evaluation

Because there is no use of department-wide course and/or program examinations, this part of the standard does not apply.

Actionable Improvement Plan

None.

II.A.9.

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

The college awards course credits, certificates and degrees according to [BP 3101 \(II.A.87\)](#). This process is reflected on pages 37-38 in the college 2015-16 [catalog \(II.A.109, pp. 37-38\)](#). Approved college course outlines are developed based on the Carnegie Unit as prescribed by policy ([BP 3119](#), II.A.110). Actual contact hours of college courses have divisors to determine course credit, which is available on page 18 of [Curriculum and Assessment Handbook \(II.A.111, p. 18\)](#).

Analysis and Evaluation

The college awards degrees according to the prescribed completion requirements on page 37 of the 2014-15 catalog and as shown in Figure II.A.9-1.

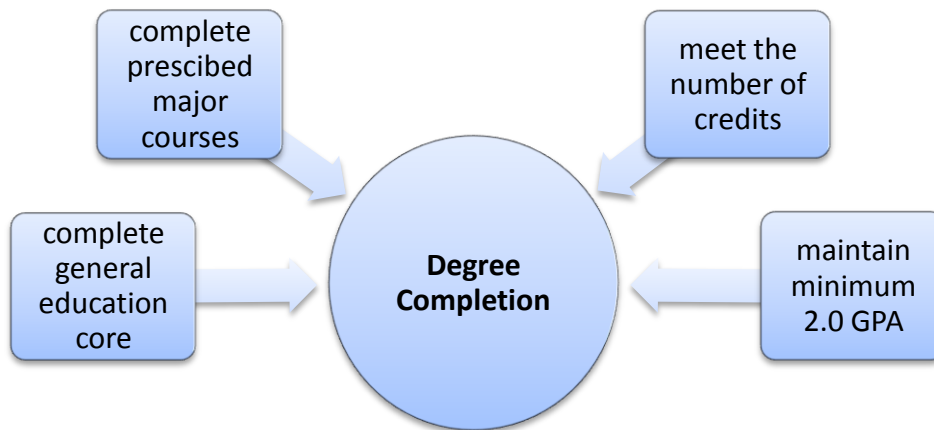


Figure II.A.9-1. COM-FSM: Requirements Leading to Degree Completion.

A certificate of achievement is awarded based upon successful completion of the requirements prescribed on page 38 of the catalog and by Figure II.A.9-2. Specific requirements for the completion of respective certificate programs are detailed in the program descriptions on page 61-85 of the 2015-16 [catalog \(II.A.112, pp. 61-85\)](#).



Figure II.A.9-2. COM-FSM: Requirements Leading to Certificate Completion.

The new college course outline format revised on Sept 18, 2014, requires the developer to show the linkage between CSLO, PSLO, and ISLO and to identify the assessment strategies to assess student performances of these SLOs. The new format is on page 13 and 14 of the *Curriculum and Assessment Handbook*. The new course outline format includes how credits are determined which is reflected on the sample cover page (p. 18) of the [Curriculum and Assessment Handbook \(II.A.111, p. 18\)](#). The general education assessment [report](#) shows how students are meeting their PSLO [\(II.A.113\)](#).

With the combination of the policy on awarding credits, certificates, and degree and the processes reflected in the 2015-16 catalog, and *Curriculum and Assessment Handbook* for determining number of credits, the general education assessment report, the college believes it meets this Standard.

Actionable Improvement Plan

None.

II.A.10.

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.

Evidence of Meeting the Standard

The transfer-of-credit is detailed in [Board Policy 4208](#) and on page 28 of the 2015-16 [catalog](#) ([II.A.114](#); [II.A.115](#), p. 28). Transfer students must earn a minimum of 30 credits at college to graduate. The VPIA, in collaboration with the registrar, determines if a course's SLOs for transferred courses are comparable to the learning outcomes of a COM-FSM course.

The college has articulation agreements with other institutions. The [articulation table](#) is available on the college website for students and public view ([II.A.43](#)).

Analysis and Evaluation

The college accepts students to transfer from other US accredited colleges or universities. Transferred courses are determined collaboratively by the VPIA and the Registrar based upon analysis of the transcript. Credits earned with course grades of "C" or better in other colleges or universities may be transferred if the courses are substantially equivalent to offerings at this college. The Office of Admissions and Records (OARR) must receive an official transcript directly from the previous institution(s) in order to consider transfer of the credits. Transfer credits are also awarded on a course-by-course basis according to established articulation agreements between COM-FSM and the transferring institution. Students transferring from other institutions must earn at least 30 credits of the major at COM-FSM. A transfer student is required submit to the Office of Admissions, Records and Retention (OARR) the following:

1. Complete application for admission.
2. Pay \$ 10.00 admission application fee.
3. Submit official high school transcript (new students).
4. Submit official transcript from college or university previously attended (transfer students).

COM-FSM has the "Acceptance of Transfer Credits" as published in the 2015-16 [catalog](#) (p. 118) that provides: "The College has established articulation agreements with several institutions in the region and the U.S. mainland. Students planning to transfer to these colleges should plan their program here to optimize transfer of their COM-FSM credits to the articulating institution ([II.A.116](#), p. 18)."

Students planning to transfer to another institution should consult with their academic advisors or counselors for transfer purposes and further information on relevant colleges. Students may

also transfer credits earned at the college with grades of “C” or better. All other courses that are not covered by these agreements are reviewed on a case-by-case basis. Transferable courses are identified by the college’s [articulation table \(II.A.43\)](#). Through the transfer of credit process on page 28 of the 2015-16 catalog, the articulation table, and the acceptance of transfer credit on page 118 of the 2015-16 catalog, the college meets the Standard.

Actionable Improvement Plan

None.

II.A.11.

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All of the programs offered at the college have program student learning outcomes (PSLOs) as evidenced on p. 38 of the [COM-FSM General Catalog 2015-2016](#) and also on the [Assessment of Student Learning link](#) on the college website where each program is listed with their program student learning outcome ([II.A.117](#), p. 38; [II.A.8](#)). These PSLOs are achieved through the student learning outcomes of each course (CSLOs) within each individual program ([II.A.118](#); [II.A.5](#)). To ensure that PSLOs are at appropriate levels and are meeting the mission of the program and the institution, a systematic review process of all programs is conducted by the program faculty every two years ([II.A.119](#)). Specific responsibilities of the CAC in relation to this review process as well as the procedures for the review processes of programs including PSLOs are also available in [The Curriculum and Assessment Handbook](#) (pp. 5-7 and pp. 51-57) ([II.A.120](#), pp.5-7 & 51-57). Samples of the program reviews are also available via the [Assessment of Student Learning link](#) on the college website to show what each individual program is doing to improve and to achieve PSLOs and CSLOs ([II.A.8](#)).

The course outlines for each course within a program shows the link that each course has with the program SLOs as well as the institution’s ISLOs. If one looks at these course outlines, the link between these different level SLOs show how completion of the course can lead to students gaining communication, information, quantitative, analytic inquiry, ethical reasoning competencies as well as the ability to engage diverse perspectives. Furthermore, course content and activities done within individual courses engage students so that they are meeting competencies and gaining skills specific to and necessary for each respective program.

In addition to the CSLOs and its linkages to the PSLOs and ISLOs, each course outline also lists teaching methodology, assessment strategies, and content that are being utilized while individual course syllabi lists activities that students will be engaged in to meet the CSLOs and gain the above competencies. To further ensure that students demonstrate the above competencies, all students are required to take 29 credits of General Education core courses as outlined on pages 36-37 of the [COM-FSM General Catalog 2014-2015 \(II.A.121, pp. 36-37\)](#).

Analysis and Evaluation

The college has processes in place to ensure that all of the SLOs presently listed for each program, course, and the institution are consistently evaluated and implemented. The CAC members and division chairs, along with program faculty are responsible for implementation of the review processes to ensure that each programs' SLOs leads to specific competencies for students with in the program. The college is maintaining a process of systematic review to ensure that PSLOs are consistent with the levels of the program, aligns with the ISLOs, and follows best practices as is appropriate to the needs of the student population. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

Students of all degree programs are required to take selected courses that make up the General Education core requirements of the college. These General Education courses listed on page 37 of the [COM-FSM General Catalog 2014-2015](#) have been identified and selected from the college's program offerings ([II.A.121](#), p. 37). In order that they demonstrate a level of mastery of PSLOs as well as competencies appropriate to the degree level, all students take the General Education courses alongside with their major courses. The [General Education matrix](#) available through the college's wiki page shows linkages between specific PSLOs to the General Education goals as well as the Institution's ISLOs ([II.A.122](#)). These linkages illustrate that, after completing a program, students will be prepared to do the following:

- participate in their societies;
- possess skills needed for continued learning in life;
- be equipped with a knowledge base and skills from the humanities, arts, natural sciences, mathematics and social sciences.

The General Education core requirements do include a variety of courses and electives from each of these areas so that students can demonstrate competencies in these general areas. Depending on the program, the general education course options recommended for each student consist of courses: a) relevant to their field of study; b) likely to enhance and supplement knowledge and skills gained from their major core requirements. To ensure that the General Education program is current, relevant and appropriate, systematic evaluation and assessment of the general education courses are done every year and coordinated by the assessment coordinator/assistant ALO in conjunction with the faculty teaching these courses ([II.A.123](#)).

The General Education program philosophy states that “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”(II.A.121, p. 36). This philosophy guides the general education program to ensure that students are continuously engaged in activities that will help them gain field-specific knowledge and understanding, and acquire life-long learning skills. The General Education coordinator initiated a wiki discussion to gather faculty input on the idea of aligning General Education goals and SLOs to the Institutional SLOs (see [General Education program on Wiki](#) and comments) so that assessment can be better aligned at all levels of the college and faculty can better track the competencies of the students within their respective programs (II.A.124).

Analysis and Evaluation

Outcomes of the faculty dialogue and discussion on the alignment of General Education SLOs with the Institutional SLOs is still pending. Should this dialogue result in better alignment between the General Education goals and the ISLOs, that step would better ensure that students gain needed skills and that reporting of student performance is more manageable. General Education assessment is driven by faculty and with assessments needing to be done consistently at all levels; better alignment will ensure that assessment is integrated into what faculty are already doing at the course level. A review of the General Education core requirements shows that students are provided many opportunities to demonstrate their skills and apply their knowledge of the specific content areas of arts and humanities, the sciences, mathematics, and social sciences, with the exception of the area of civil responsibility. Many of the courses at the college teach students about ways they can participate in civil society yet it is not a required part of any course and needs to be included in some of the General Education courses so that students will not only hear and learn about it but be engaged actively in performing civic responsibility.

The college’s General Education program provides a solid foundation for student learning; however, regular assessment of the General Education program should be strengthened so that linkages between these core requirements and the skills/knowledge that students gain will be relevant to changing student needs in society upon leaving the college. To better utilize the expertise of the faculty, more faculty need to be involved in the dialogue of general education goals and alignment, assessment of general education courses, and in the review of the general education program.

Actionable Improvement Plan

The college will conduct more meaningful assessment of the General Education program through increased faculty involvement and strengthened core alignment to relevant contemporary societal competencies/knowledge.

II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Based on its mission statement, the college is committed in providing academic, career, and technical education programs. All degree programs at the college are designed to focus on one area of inquiry or in an established interdisciplinary core as illustrated in the *COM-FSM General Catalog* ([II.A.112](#), pp. 61-81). All programs have requirements including program description, mission statement, goals, and PSLOs, and listing of majored required courses ([II.A.117](#)). According to [BP 3102](#), “The program in which students plan to earn their degree or certificate is the major subject area. Every student is required to declare a major in order to graduate ([II.A.126](#)).”

The course outlines contain specific SLOs linked to the PLOs. Specific content covering key theories and practices are identified in the course outline ([II.A.94](#)). Program alignment matrices indicate where students’ master key theories and practices required for the appropriate degree level. Narratives of each CSLO further explain the linkage to the PSLOs ([II.A.127](#)). Moreover, [course level assessment reports](#), which are reported every semester, show how each CSLO, PSLO, and ISLO are linked ([II.A.128](#)).

Analysis and Evaluation

Through its processes of program development, program review, and program assessment (*Curriculum & Assessment Handbook*), the college will continue to maintain program design to be focused on one area of inquiry or in an established interdisciplinary core.

BP 3102 requires all degree programs to have a focused study in at least an area of inquiry or in an established interdisciplinary core and through a systematic approach and process of program development, program review, course development and review, and institutional, program, and course level assessments, the college believes that it meets the standard.

Actionable Improvement Plan

None.

II.A.14.

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification

Evidence of Meeting the Standard

The college continues to improve the quality of all courses and programs to meet employment and other applicable standards and preparation for external licensure and certification through the following efforts and means:

- Conducting [employer surveys](#) on [graduates](#) and students ([II.A.129](#); [II.A.130](#)).
- Utilizing curriculum and coursework that meet internationally recognized industry certification to validate the quality of all programs or courses.
- Continue to offer a cooperative education course that provides students with on-the-job training (OJT) in the local workforce.

- Collaborating with other agencies in developing and facilitating skills development and technical training and workshops.
- Conducting career & technical education annual exhibit to showcase program student learning outcomes.
- Continue to maintain and improve partnerships with the local establishments or business through the CTE (Career & Technical Education) community services scheme.

All career & technical education programs or courses adopted and utilized training curriculum and instructional resources that are recognized in the industry including NCCER, NEC, Cisco, NIDA, and ETA-I ([II.A.131](#)). Instructors have been certified prior to offering these courses ([II.A.132](#)). These training curriculums prepare students for external licensure and certification. Currently, there is only one course that offers a third-party certification upon successful completion which is the Cisco IT Essentials as part of the Electronic Technology program. Since its inception in fall 2007, 150 students out of the 175 students enrolled met the requirements to obtain their Cisco IT Essentials certificates ([II.A.133](#)). There is an ongoing effort to acquiring similar third-party certifications for other CTE programs and courses.

The college continues to conduct its annual CTE exhibit to provide programs, students, and graduates the opportunity to showcase program student learning outcomes and skills competencies to the local community and workforce. According to the event surveys, over 90% of the participants agreed that college's CTE programs are very useful to the development of the local workforce in the FSM and believe that the COM-FSM should continue to provide training in these areas ([II.A.134](#)). That annual exhibit averages over 500 people annually including students, educators, government officials, and local businesses and workforce community members. The 2015 year event marked its 8th anniversary.

The college collaborates with other institutions and agencies in developing and facilitating technical trainings and workshops that will improve skills competencies of CTE programs to continue meeting employment standards. Examples include the following:

- U.S. Embassy/COM-FSM Arts Envoy Woodworking Workshop – a professional furniture maker from Boston Massachusetts (USA) trained instructors and students with woodworking techniques used by professionals in the US ([II.A.135](#); [II.A.136](#)).
- Carpentry students constructed a typhoon-proof wooden house through collaboration with USAID. Construction design and materials were based on standards that support FEMA projects([II.A.137](#)).
- USAID (VOCTEC) – collaboration with University of Arizona in providing training on Solar PV installation. ([II.A.138](#); [II.A.139](#))
- Refrigeration and Air Conditioning (RAC) program has established a partnership with FSM Office Environment & Emergency Management on training and capacity building for the management of ozone and depleting substances and best practices for reinforcing the Montreal Protocol. Latest development of this effort has modified the existing RAC program to reflect best practices and recommendations to support technical skills as required by the Montreal Protocol. ([II.A.140](#))
- The college continues to conduct and support the United States Department of Labor (US DOL) Apprenticeship program by providing the classroom training portion through the existing CTE programs. Since the establishment of this effort in 2004 COM-FSM,

- PUC, and FSM Telecom individuals have completed the program earning their journeyman certificate from US DOL ([II.A.141](#))
- Since fall of 2010, the college has been collaborating with Pohnpei State Department of Education and sponsored employers (FSM Telecommunication Corporation and COM-FSM Maintenance division) in conducting an apprenticeship project. The project enables 5 out of 8 apprentices in completing the on-the-job training and classroom training requirements in obtaining Journeyman licensures ([II.A.142](#)). The college is currently in the process of securing another round of this project that will allow eight more students to earn their Journeyman licensures. The college continues to work closely with FSM Education Division in developing and implementing the nations CTE career guide program ([II.A.143](#)).

The college is introducing CTE Servicing that will provide students the opportunity to apply learned skills in an actual working environment and to establish partnerships with the local businesses, leading the stakeholders and college programs in strengthening program ownerships through advisory councils. Members of advisory councils play a critical role in providing recommendations for improvement in program deliveries, specifically in ensuring graduates of CTE programs to demonstrate technical competencies that would meet the needs of the workforce ([II.A.144](#)).

Several CTE programs offer cooperative education courses that provide the opportunity for the college to work closely with the local workforce community in placing students in an actual working environment. Work objectives for the students and the responsibilities of the participating companies are stated in the learner/employer agreement. At the end of the courses, students' work performances are evaluated by the employers' site supervisors ([II.A.145](#)).

Analysis and Evaluation

The college continues to track graduates and conduct surveys to rate the graduates' overall educational preparation received at the college in relation to their current job requirements.

In its 2014-2015 efforts in tracking and conducting an employer's satisfaction surveys for its graduates, data show that the technical skill competencies of a significant portion of graduates, who have found employment, are satisfactorily meeting the employment standards ([II.A.146](#))

The college demonstrates that its vocational programs meet industry expectations.

- Data show that technical skill competencies of a significant portion of graduates, who have found employment, are satisfactorily meeting the employment standards.
- All career & technical education programs or courses adopted and utilized training curriculum and instructional resources that are recognized in the industry including NCCER, NEC, Cisco, NIDA, and ETA-I.
- Several CTE programs offer cooperative education courses that provide the opportunity for the college to work closely with the local workforce community in placing students in an actual working environment.
- Collaboration occurs with other agencies in developing and facilitating skills development and technical training and workshops.

Actionable Improvement Plan

Although the college believes it meets the standard, it should continue the following in order to strengthen Mission fulfillment:

- Administering and advocating apprenticeship training program.
- Conducting career & technical education annual exhibit to showcase program student learning outcomes.
- Maintaining and strengthening partnerships with the local establishments or businesses through the CTE (Career & Technical Education) community services scheme.
- Increasing the number program courses with third-party certifications.

II.A.15.

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.

Evidence of Meeting the Standard

COM-FSM informs students ahead of time of changes in program requirements or if a program is to be eliminated. Program assessments and reviews are the basis for changes to program requirements ([II.A.147](#)).

The pathway for program deletion as illustrated in the COM-FSM *Curriculum and Assessment Handbook* is as follows:

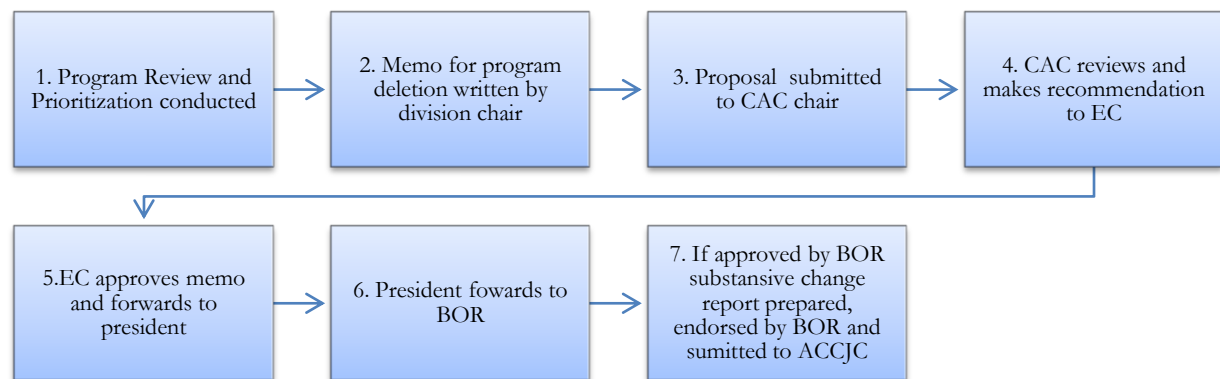


Figure II.A.15-1. COM-FSM: Pathway for Program Deletion.

Source: *COM-FSM Curriculum and Assessment Handbook* (2015), page 56-57 ([II.A.148](#), pp. 56-57)

Step 2 requires the division chair/campus dean prepare a deletion memorandum and submit it to chair of CAC using information gathered from the program review, program prioritization, and other pertinent information. The memorandum should have the following attached to it:

- Justification for program deletion
- Plans and implementation date for phasing out this program

- “Teach-out” plans for students currently enrolled in the program, if there are any students currently enrolled.

Instructional faculty who also serve as academic advisors are directly involved in the program review and assessment processes therefore they are well informed of the impending program changes and are able to advise students accordingly. Although the college’s Student Information System (SIS) allows for online registration, students on teach out status are required to seek advice from academic advisors and for signatures on course selection forms, and approval for online registration.

For instance, the Associate of Science in Agriculture program review indicated that the program was not viable and required significant changes. Hence, in 2008 COM-FSM submitted a substantive change proposal and ACCJC approved to delete the program from its offerings and replace it with the Associate of Science in Agriculture and Natural Resource Management (ANRM) program. The college informed students of the change and assisted students who were just starting in the old program with selecting courses required by the new changes in the program. While the program was deleted, specific courses remained as active and allowed students who had completed a substantive part of the old program requirements to continue on a teach-out basis ([II.A.147](#)). Since the implementation of the ANRM program in fall 2011, all but one student has completed their matriculation and graduated.

In addition, when the Associate of Arts degree in Pre-Teacher Preparation was to replace the Associate of Science in Teacher Education – Elementary, students who were just starting their first semester, were advised of the change and therefore were assigned classes required by the new program. The transition from AS to AA started in Fall 2010 ([II.A.149](#)). There were some disruptions, but program coordinators took steps to remediate the transition process for students semester by semester. By the end of spring 2015, all except one student in the AS Teacher Education-Elementary had completed their matriculation and graduated.

Analysis and Evaluation

Through its academic advisement process and student support services, the college assists students who are partially through a program with selecting courses to ensure timely completion of program requirements. Non-traditional or part time students who are working full time jobs usually take one or two classes each semester so they tend to need more time to complete program requirements. The college’s current [catalog limitation policy](#) allows a maximum of eight calendar years to fulfill degree requirements, thereby accommodating students such as those described above ([II.A.150](#)). In addition, the college’s current course [substitution policy](#) allows for substitution of a course that a student may need to graduation ([II.A.151](#)).

Through its program prioritization process, the college continues to streamline programs and services to meet changing enrollment and educational needs. The process gives consideration for which programs and services to maintain, eliminate, or significantly change. The college adheres to the processes and procedures established in its [Curriculum and Assessment Handbook \(p. 67\)](#) and policies for program elimination or significant changes to minimize impact on students ([II.A.148](#), p. 67). The college believes that it meets the Standard.

Actionable Improvement Plan

None.

II.A.16.

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Systematic evaluation occurs at the college through assessment of courses and programs, and program reviews. Course assessment is completed every semester while program assessment happens on a yearly basis and program reviews occur biennially. Based on the results of the assessments and program reviews, program supervisors develop improvement plans for courses and programs for the next improvement cycle. The program review cycle is illustrated in the college's *Curriculum and Assessment Handbook* (2015), page 51.

Division chairpersons in collaboration with faculty conduct academic program review biennially. Program review includes two years of SLO assessment data, student achievement data, and program viability data. The college's *Curriculum and Assessment Handbook*, p. 56-57, outlines the [rubric for program review \(II.A.152, pp. 56-57\)](#).

All campuses completed the assessment and review processes which include improvement and implementation plans for every program offered at the respective campuses. Program assessment and review results for AA Liberal Arts, Micronesian Studies, AS Public Health, Third Year Certificate in Education, Certificate of Achievement in Refrigeration and Air Conditioning, and Achieving College Excellence are a few examples ([II.A.118](#)).

Examples of the college's effort toward continuous enhancement of learning outcomes and achievement for students as stated in program reviews:

- To combine certain programs where the course requirements are similar or duplicates as a single program.
- Redesigning programs that were designed a few years ago and student and community needs have changed.
- Consider relevancy of programs and if the programs are providing a career path or transfer.

Analysis and Evaluation

Systematic evaluation occurs regularly at the college through program review and course assessment processes, which ensures quality and currency of all programs offered by the college and achievement of stated student learning outcomes. There are challenges faced by the college in implementing these processes. The two-year cycle for program review has proven to be a great challenge for program faculty to develop a comprehensive program review inclusive of required program key indicators. With this time frame, program faculty have had difficulty in meeting deadlines creating inconsistencies in reporting assessment results

Given the challenges mentioned above, Division Chairpersons have recommended during their [August 26, 2015](#), meeting to propose a four-year cycle for program reviews([II.A.153](#)). The plan is to have program assessments every academic year for four years followed by the program review inclusive of the results of progress from the yearly assessments. This proposed cycle would provide time to collect and analyze data and develop and implement improvement plans.

Another challenge the college has encountered is in the systematic storage and maintenance of program assessment and review work and results so that they could be easily located. The [Assessment of Student Learning](#), Program Assessment area has been established to overcome this challenge and to serve as a single repository.

The college has followed the assessment cycle schedule for all programs and courses since the assessment process was institutionalized through adoption of policies and processes. The college through these policies and processes is committed to excellence and the ongoing improvement of student learning outcomes by using data and analysis in a systematic cycle of evaluation, integrated planning, implementation, resource allocation, and re-evaluation of its programs and services at all levels, wherever offered, and by whatever means of delivery. The college has also identified improvements for program assessment and review cycles.

Actionable Improvement Plan

None.

Standard II.A Table of Evidence

II.A.1.	Integrated Education Master Plan (2013, March). http://www.comfsm.fm/?q=Integrated-Educational-Master-Plan
II.A.2	FSM Strategic Development Plan and Fiscal Procedures Agreement (2004-2023). http://www.google.fm/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCQQFjAB&url=http%3A%2F%2Fwww.mra.fm%2Fpdfs%2Fnews_StrategicPlan.pdf&ei=kuf8VJ3cLOawmAXeqYDYBg&usg=AFQjCNG9ZtL5PsFgOTTp2i7yU-YfzneDEA&sig2=Jh8vI55uqHXFdxOBymeNkQ&bvm=bv.87611401,d.dGY&cad=rja
II.A.3	COM-FSM General Catalog, p. 20 (2015-2016). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Programofferings_2015_2016_Catalog
II.A.4	Examples of Program Alignment to Mission Statement. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Program_alignment_Mission.pdf
II.A.5	Student Learning Outcomes. http://www.comfsm.fm/?q=node/180
II.A.6	HTM 110 Introduction to Hospitality and Tourism. http://www.comfsm.fm/?q=HTM-110-Introduction-to-Hospitality-and-Tourism-Management
II.A.7.	Institutional Student Learning Outcomes. http://www.comfsm.fm/?q=Institutional-Student-Learning-Outcomes
II.A.8.	Assessment of Student Learning Outcomes. http://www.comfsm.fm/?q=program-assessment
II.A.9	Curriculum and Assessment Committee Minutes (2012, April 30). http://wiki.comfsm.fm/@api/deki/files/1922/=CAC_2012_04_30_minutes.pdf
II.A.10.	Curriculum and Assessment Committee Minutes (2012, May 9). http://wiki.comfsm.fm/@api/deki/files/1923/=CAC_2012_05_09_minutes.pdf
II.A.11	Curriculum and Assessment Committee Minutes (2013, October 7). http://wiki.comfsm.fm/@api/deki/files/2729/=CAC_2013_10_07_minutes.pdf
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Standard II.B. Library and Learning Support Services

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Learning Resources Center (LRC) supports the college's mission by providing informational resources and services that support and enhance the curricula of the college and meet the educational needs and interests of the college community. The LRC includes collections in general, reference, audio-video, Pacific archives, and government depository. Informational resources include the print and non-print materials in the library collections and electronic resources. Services include circulation, reference, computers, and library instruction. The LRC is made of all the campus libraries at the National Campus and in each of the state campuses in Kosrae, Pohnpei, Chuuk, and Yap.

The college currently employs 17 full-time staff for all the campus libraries. Following is a breakdown of number of library staff at each campus.

Table II.B.1-1. COM-FSM Library Staffing

Campus Library	Number of Staff	Enrollment (F14)
Chuuk	2	262
Kosrae	2	223
National	11	968
Pohnpei	1	703
Yap	1	188

The library is open for services 64 hours per week, on Mondays to Fridays and on Sundays ([II.B.1](#)).

Pacific Collection

The Pacific collection houses more than 12,000 materials that includes books, articles, news clippings and microfilms as well as journals, magazines, and newspapers published about Micronesia and the Pacific. Publications from the Secretariat of the Pacific Community (SPC) are also included. The Pacific collection also houses archival materials from the Trust Territory of the Pacific Islands (TTPI) era. These materials include memos, reports, studies, newsletters and other publications created during the TTPI administration.

Table II.B.1-2. COM-FSM Pacific Collection Usage Statistics

	2010	2011	2012	2013	2014	TOTAL
Patron Usage	20097	17793	16127	22799	22892	113744
Materials Circulated	4868	3935	2015	3157	2206	17425
Reserves	3261	2414	1723	563	160	8123
Donations	50	422	506	86	76	1286

Source: Learning Resources Center

In July 2015, Barbara Smith through Brian Diettrich donated two books, one monograph record, and 26 CDs of traditional musical recordings of the states of Yap, Chuuk, Pohnpei, and Kosrae dating back to the early 1960s. The donation was turned over to the college library in the New Zealand Reading Room, with the signing of the deed to the materials by President Daisy, with Interim VPIA Simion, LRC Director Helieisar, and Pacific Librarian Robert in attendance [\(II.B.9\)](#).

Library Collections

As of December 2014, there are 99,302 total volumes for all the campus libraries with 20,160 added, 9,835 volumes purchased, and 4,781 volumes withdrawn during SY2010-2014. See figures below

Table II.B.1-3. COM-FSM Library Collection Statistics. As of 12/14

	Library Holdings	Enrollment
2011	77108 ⁵	5310
2012	97471	5287
2013	96979	4782
2014	99302	3938

⁵ Library holdings were not reported by Kosrae and Pohnpei campus in 2011. Director requested that all began reporting total holdings/volumes for their libraries beginning in 2012.

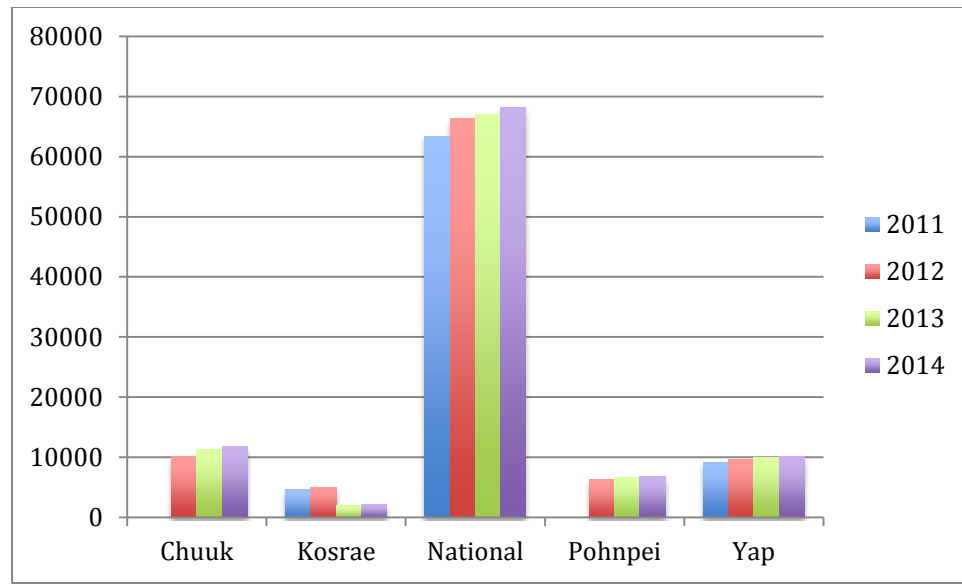


Figure II.B.1-3. COM-FSM Library Collection Statistics by Campus

Source: Learning Resources Center

In support of the mission of the college, the library provides print, non-print, electronic resources, and subject specific databases. These databases provide access to thousands of articles and reference materials in digital content.

Electronic Resources

Subscriptions were acquired during the AY12-13, which included *Pacific Affairs*, *Patient Education Reference Center* (PERC), *eBook Community College Collections*, and *World and I Journal*. In 2014, the LRC subscribed to Cengage Learning with access to the *Academic OneFile* database, which includes resources on computer database, fine arts, music, gardening, landscaping, horticulture, and other general topics. Access to the *EBSCO* database is provided through the Pacific Resources for Education and Learning (PREL). The college contributed \$5,000 in 2014 for continued access to the database. *The Pacific Digital Library* (PDL) is an ongoing digital project that is continually updated with the support of Jane Barnwell, *Pacific Islands Association of Libraries, Archives and Museums* (PIALA), Bob Stauffer, and Ruth Horie. The PDL provides digitized local materials authored by citizens of the Pacific affiliated Islands and that can be accessed online ([II.B.2](#); [II.B.3](#); [II.B.6](#); [II.B.7](#); [II.B.4](#); [II.B.5](#); [II.B.26](#)).

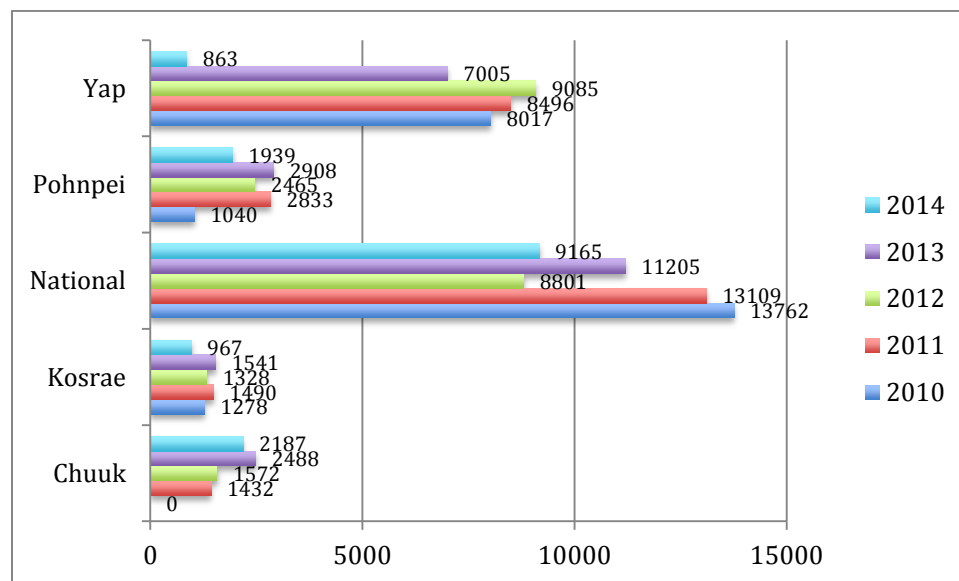
Circulation of Materials

Circulation of materials is another major service and support that the library is continually providing to the college community. Over the past three years, LRC has circulated more than 20,000 materials to its patrons.

Table II.B.1-4. COM-FSM Library Circulation History

	Circulated	Enrollment
2010	24097	5,181
2011	27360	5,310
2012	23251	5,287
2013	25147	4,781
2014	15121	3,938

Source: Learning Resources Center

**Figure II.B.1-5. COM-FSM Library Circulation History by Campus**

Reference Service

Reference service is another crucial component of the library instruction program and is provided through one-on-one assistance, phone, or email. In AY10-14, librarians answered 9,636 questions, which categorized into three categories: student support, basic reference, and advanced reference query. Instruction was also delivered through technical support for software applications and assistance in connecting to the Internet. In AY10-14, 11,072 students were assisted with technical support and software applications. See Figures below for campus data on Reference transactions and Technical assistance.

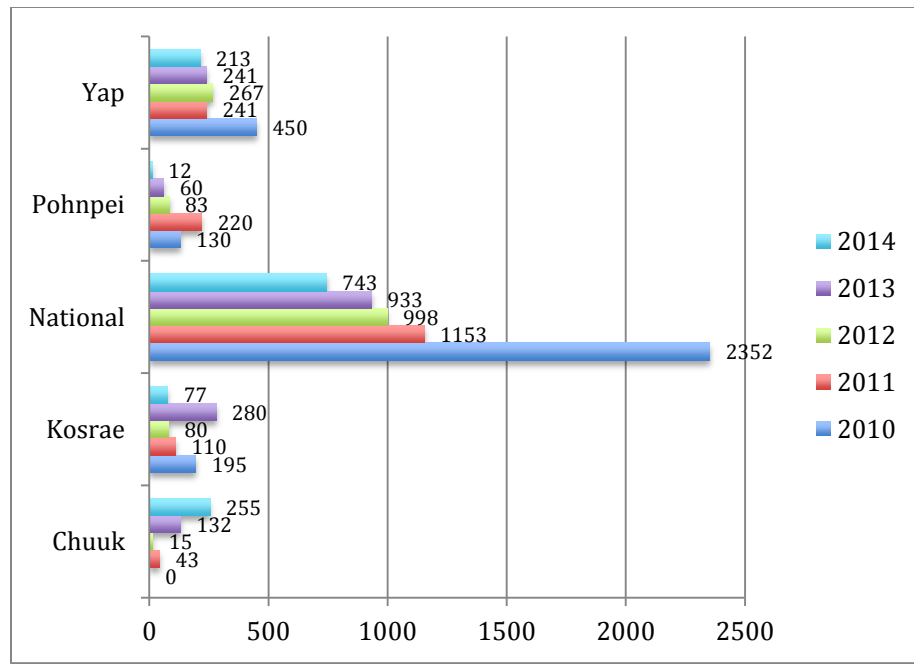


Figure II.B.1-6. COM-FSM Library Reference Transactions

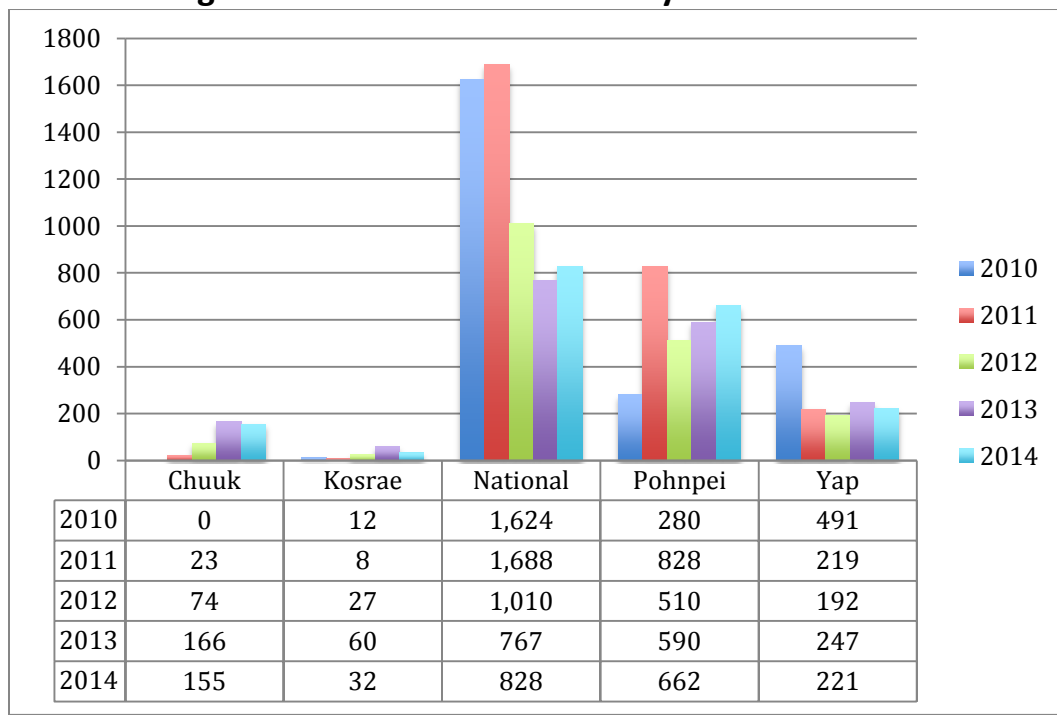


Figure II.B.1-7. COM-FSM Library Technical Assists⁶

Computers

Computers are available for academic use and access to the library's online catalog. Library users can access information about library materials through the library's Online Public Access Catalog (OPAC) on computer terminals as well as through the library website. The table below shows the number of student computers compared to OPAC terminals that are available at each campus library.

Table II.B.1-8. COM-FSM Library Computer Resources

Library	# of Computers	OPAC terminals	Enrollment (F14)
Chuuk	13	1	262
Kosrae	35	Use Web OPAC	223
National	40	3	968
Pohnpei	4	1	703
Yap	14	Use Web OPAC	188

Only four computers are available at the Pohnpei campus library due to its small size. The need for more computers in the Pohnpei campus library is accommodated by access to the computer lab that is located adjacent to the library. In addition, the college's shuttle bus schedule provides continuous services between campuses, giving students access to resources and computers at the National Campus library. Figure II.B.1-5 shows statistics of computer use ([II.B.8](#)).

⁶ Chuuk did not report any technical assists for 2010, thus the "0".

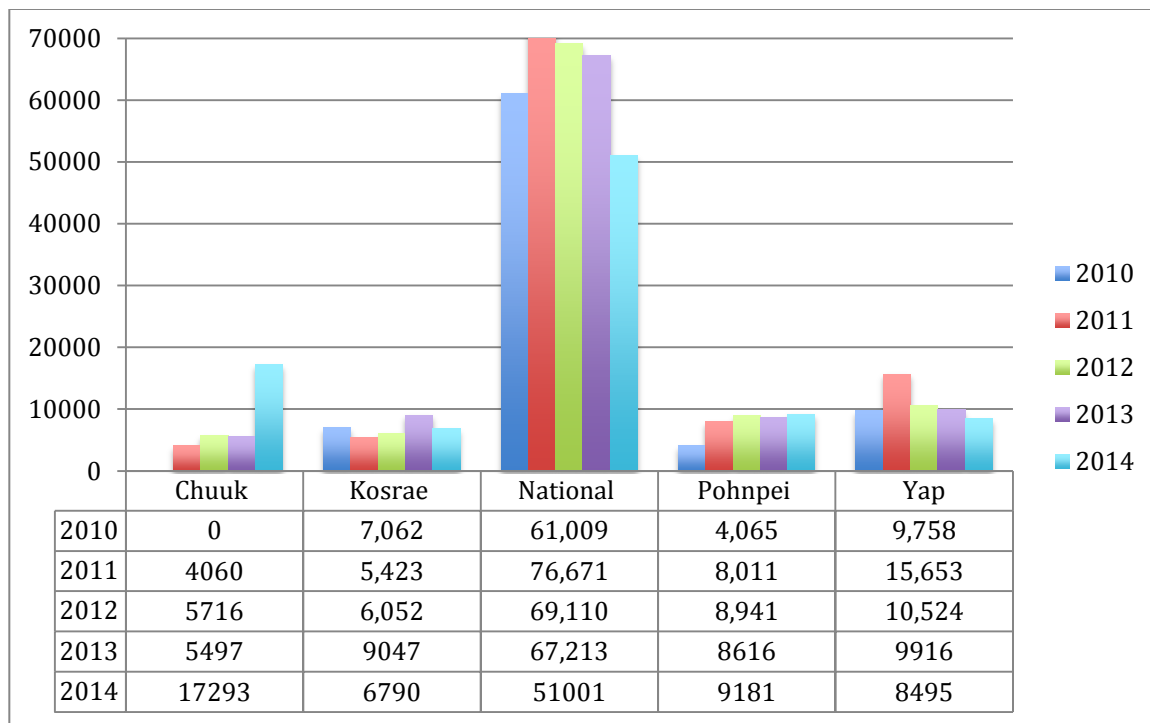


Figure II.B.1-8. Computer Use at COM-FSM Libraries

Library Instruction

The LRC strives to develop students' information literacy skills in relation to research and information seeking. The library instruction program consists of individualized assistance at the reference desk, reference services, computer assisted instructional support, library orientation and library instruction classes to help students develop the lifelong learning skills that are critical to their success in their academic careers. The library instruction classes are usually delivered in the MITC room, English Lab, or LRC computer lab where active learning is supported to perform hands-on practice with the library online catalog and research databases.

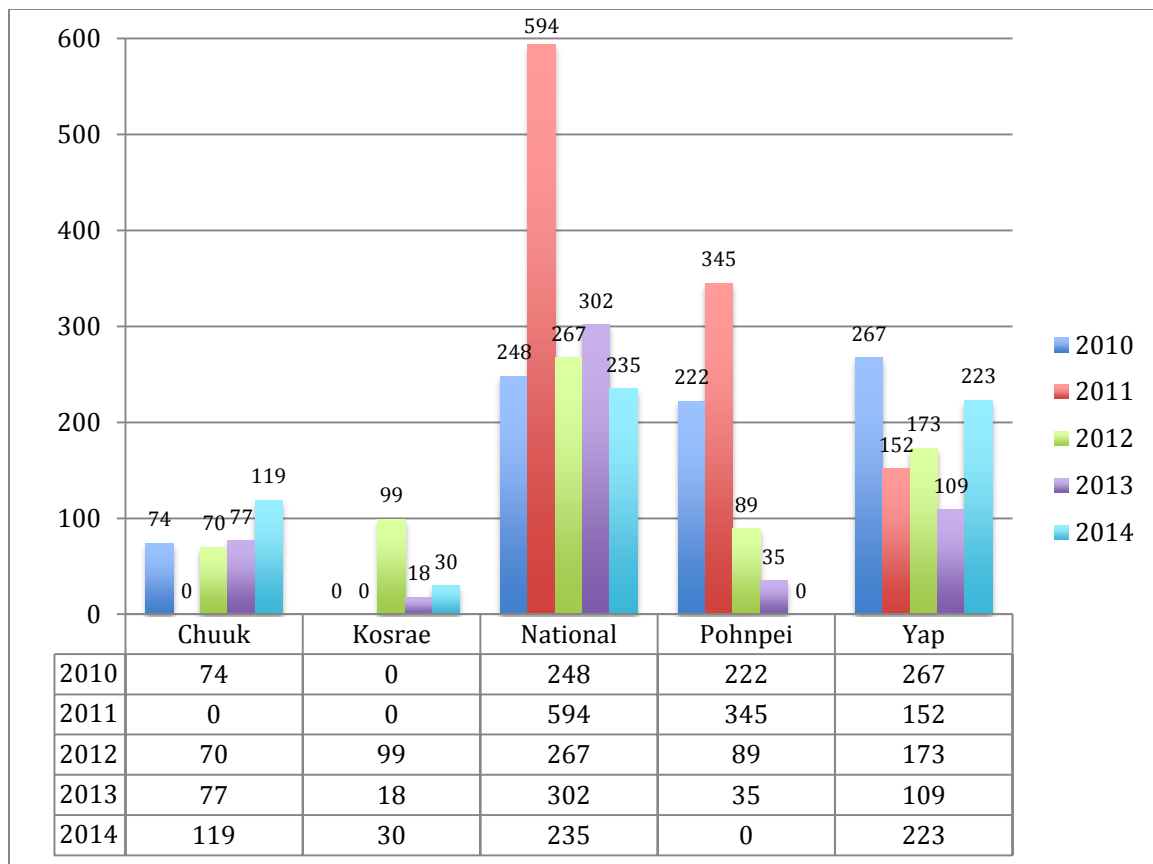


Figure II.B.1-9. Library Instruction by Student at COM-FSM Libraries⁷

Table II.B.1-10. Library Instruction by Course at COM-FSM Libraries

COURSES	Chuuk	Kosrae	National	Pohnpei	Yap
ACE					3
BU					3
ED456-Building Strategies			7		1
EN110A-Advanced Reading					2
EN120A-Expos I	6		15	1	2
EN120B-Expos II	4		50		1
EN205-Speech Com			6		
ESL079-Study Skills					12
NU123-Writing Research			2		
PH211-Public Health Research	1		2		

⁷ The “0” for Pohnpei Campus in 2013-2014 reflects a non-reporting of library instruction due to the sudden resignation of the library technician. The replacement did not possess the skills to deliver library instruction during that period.

COURSES	Chuuk	Kosrae	National	Pohnpei	Yap
SC-Natural Science					2
SS195-Micronesian Studies			2		
SS200-Research Methods			11		4
SS280- Directed Studies			7		
Library Skills	7	19	2	4	35
Orientation		1	1	7	6
Total	18	20	105	12	69

Analysis and Evaluation

Creating an interactive on-line tutorial is another method of instruction delivery that the library would like to implement. Students are provided with another mode of instruction that aids in their library information skills, with the purpose of improving their success rate in learning. Instruction can also be provided through means of mini workshops to target students who are not included in the mandatory library instruction classes. Based on the evidence presented here, the college believes that it meets the Standard.

Actionable Improvement Plan

The LRC will develop a tutorial for the use of databases to be posted on the library website by spring 2016, coordinated by the reference librarian with media services, with the aim of providing another mode of library instruction through online access to improve student success in learning.

II.B.2

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.

Evidence of Meeting the Standard

The LRC provides a well-balanced collection of print and multimedia materials to support the educational and research needs of its users. The LRC encourages faculty participation in the selection and acquisition of materials. Librarians collaborate with faculty members to provide recommendations in their area of expertise for titles to be acquired for instructional purposes. At the beginning of each semester, faculty members seek the assistance of the library in providing library skills instruction to students in their courses. The library also requests faculty for their input in the acquisition of materials that relates to their courses and the information needs of the students.

Within funds available and on a needs basis, librarians determine priority materials requested. The libraries also reserve the right to select and acquire materials not specifically requested by faculty or students.

The LRC continues to welcome gifts of books, manuscripts, other materials that are deemed to be within the scope of its collection and welcome gifts of money toward the purchase of library materials and equipment for the improvement of its programs. In AY10-14, COM-FSM libraries accepted 4,610 volumes and added to the library holdings. Also accepted were gifts of books, periodicals, and audiovisual materials that were added to the collections to support the mission of the library services programs. Gifts to the COM-FSM libraries are considered as the property of the library (Figure II.B.2-1).

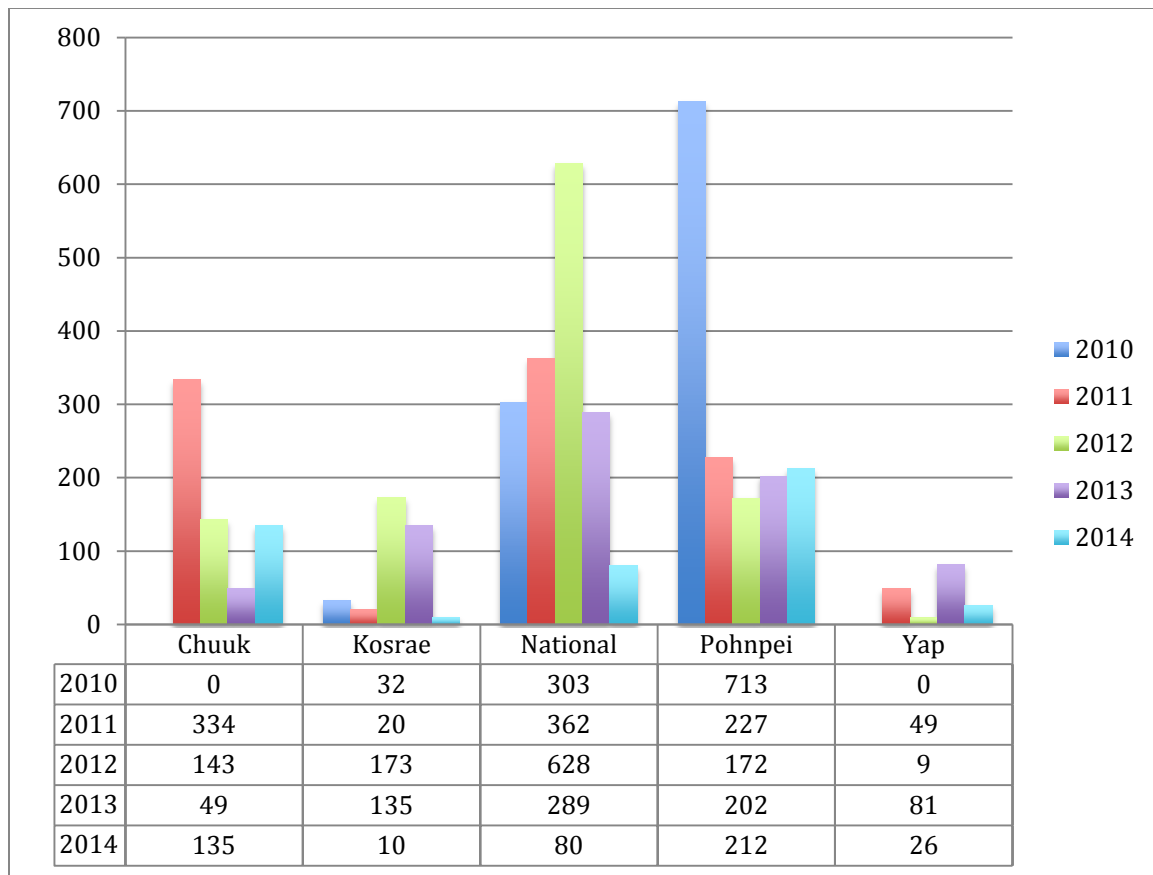


Figure II.B.2-1. Materials Donated at COM-FSM Libraries

The COM-FSM libraries evaluate both print and non-print materials on a continuous basis to ensure its ongoing relevance to the mission of the college curriculum and student learning. The LRC develops and maintains the collection through the replacement of outdated and duplicate titles. Materials are reviewed and replaced, or withdrawn from the collection, using the following criteria: poor physical condition, no longer meets the current objectives and goals of the college, obsolete and outdated editions, and non-circulation for ten years ([II.B.25](#)).

In AY12-13, comprehensive reviews were conducted for the library collections, with a special focus on the general and reference collections to update the library holdings by subject area. National Campus faculty from the divisions of public health, education, and languages and literature were involved in the weeding of materials that were outdated. To complete the weeding projects of all campus libraries, National Campus LRC provided assistance to Pohnpei

and Chuuk Campus libraries in the assessment of their collections and in acquiring current and updated materials in support of their academic offerings. Continued weeding projects have helped to increase shelving capacity by approximately 20-30%.

Recently, National Campus LRC provided a follow-up assessment and re-arranging of books for space purposes. Weeded materials were given to other public libraries or public institutions, including high schools in the area, or exchanged with other libraries in the region (Figure II.B.2-2).

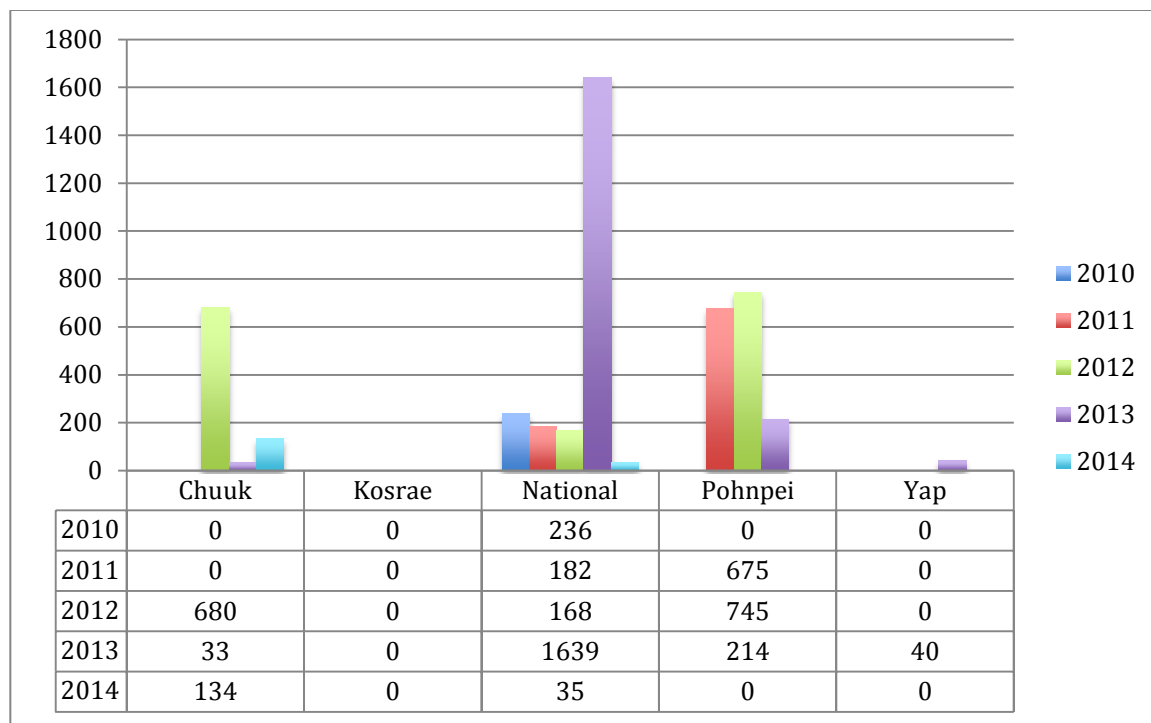


Figure II.B.2-2. COM-FSM Libraries: Statistics on Withdrawn Materials

Analysis and Evaluation

Improvements can be made on collaborating with faculty on selection and acquisition of resources and equipment to meet instructional needs. In past years, the library was represented in the Curriculum Committee (now the Curriculum and Assessment Committee) and had its own Library Committee. Restructuring of the committees eliminated the library committee and removed the library representation on the Curriculum Assessment Committee. Based on the evidence presented here, the college believes that it meets the Standard.

Actionable Improvement Plan

Starting fall 2016, the LRC will determine the resource materials needed for supporting the curriculum by accessing the course outlines and working with faculty to obtain their course syllabi. The LRC will also acquire a single copy of each text of the programs offered to provide students access to the materials during library hours. The existence of a library committee in the

past years provided a venue for faculty and librarians to dialogue and collaborate on library instructional issues. The college may need to assign a library representative on the college's Curriculum and Assessment Committee.

II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

To assess the library's goals and outcomes regarding the resources and services offered, surveys are conducted. Surveys include library user surveys and library instruction. Library surveys are administered annually to patrons and faculty members of the college community. Results from those are tabulated and used to inform decisions on improvement of resources and services. Library instruction services are linked to the administrative unit outcome of the LRC, which is derived from the college's *Integrated Educational Master Plan* (IEMP) and linked to the college's Institutional Learning Outcome (ILO) #6 on information literacy skills.

For continued development of the services and the collection, the LRC conducts annual surveys from students and faculty to solicit feedback on what resources they want to enhance and support curriculum. Print surveys were administered to students in the library and to the faculty ([II.B.18](#); [II.B.19](#)).

A survey was distributed in spring 2013 to National Campus (293 students & 16 faculty), Pohnpei Campus (209 students and 10 faculty), and Yap Campus (80 students and 5 faculty) participated in this semester survey. The survey included the *collection development and services assessment* to determine whether the library is meeting the needs of students for all courses that they are taking.

Survey results for the general services rated by faculty as follows: (*UserSurvey Spring 2013-items #8*).

- 50% of National Campus faculty rated "Always" that the online databases provides efficient access to information and resources while Yap Campus rated "Always" with 100% responses for the efficient access of online database. (Source: *UserSurvey Faculty Spring 2013-items#7* category #6)
- Most of the faculty in all campus libraries responded "Yes" if they ever recommend purchases for the LRC. (Source: *UserSurvey Faculty Spring 2013-#8*)

For the collection development, survey results were as follows:

- Top three subject areas in which library users would like to see the collection improved were the Education, General references, and the History/Geography collection for National Campus; Education, Health/Medical Arts/Music, and

Romance for Pohnpei Campus while for Yap Campus are Education/Romance, History and Geography (Source: *UserSurvey Spring 2013*-items #8)

- Quality of collection was rated *Excellent* by 35% of respondents for National Campus, while rated “Good” for Pohnpei Campus with a 42% respondents and 43% respondents for Yap Campus. (Source: *UserSurvey Spring 2013*-items#9 category #8)
- Top three collections rated *Very Satisfied* by the faculty were the Pacific collection with 43.75% responses followed by Online Resources and Reference Collection with 37.5% for National Campus while for Yap Campus, audiovisual collection with 100% responses, and General collection with 80% responses and lastly the Reference Collection with 80% responses. (Source: *UserSurvey Faculty Spring 2013*-items #9)
- The Survey also determined which collections could be expanded or further enriched if funding were available. The top three collections for National Campus were the Audio-Visual with 56% responses followed by *eBooks and e-journal* collection. For Yap Campus, Audio visual collection, General Collection and eBooks/e-journals collection. (Source: *UserSurvey Faculty Spring 2013*-items #11)

Analysis and Evaluation

Library surveys alone may not be sufficient to make improvements in the operations of the LRC. Not all students take the survey whether it is administered in person or online. Thus other means of evaluating the library may need to be explored. Based on the evidence presented here, the college believes that it meets the standard.

Actionable Improvement Plan

A program review for the LRC was submitted to the Management Team in June 2015. The LRC will use this tool to assess their resources and services currently provided and make improvements where needed.

II.B.4

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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The library works with other institutions in the Pacific for information resource needs and documents those collaborations through a memorandum of agreement on services.

Inter-Library loan (ILL) is a service that helps the college community patron obtain material(s), which are not readily available in the library collections or system libraries across the six campuses. The ILL office facilitates and collaborates with other institutions in lending/borrowing services for its materials. Since June 2012, the college has been using Dropbox as a mean of document delivery format to send and receive files for ILL users.

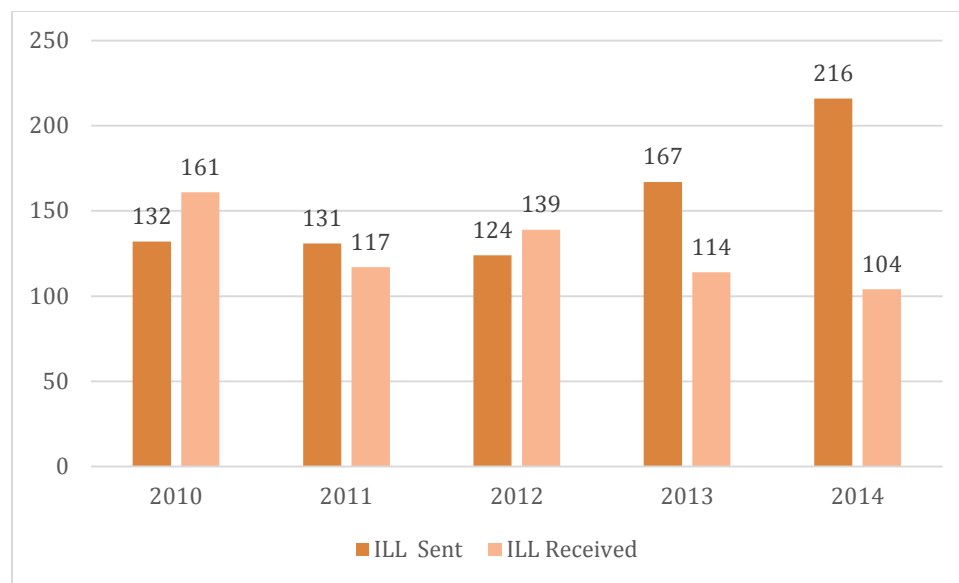


Figure II.B.4-1. Five-Year History of COM-FSM Inter-Library Loan Statistics

Currently, the college is in dialogue with [University of Guam](#) and [University of Hawai'i](#) for Memorandum of Understanding (MOU) for ILL. One has been drafted with RFK Library at the University of Guam and is currently being reviewed with UOG representatives. Dialogue has also begun with University of Hawai'i at Manoa and with American Samoa Community College for the same purpose ([II.B.22](#); [II.B.21](#)).

The LRC conducts an annual inventory of its library holdings to ensure the accuracy of its records, to replace all missing items, and to evaluate the condition of materials on the shelves. The library automation system is backed up daily from 3PM-5PM to ensure records are maintained and secured in case of server crashes. Materials are maintained in a controlled environment with air conditioning and appropriate lighting.

Database subscriptions come with licensing [agreements](#) and are maintained by password access to ensure that only currently registered students have access to subscription databases ([II.B.23](#)).

All computer and information system security is maintained by the Information Technology Office (ITO). ITO is responsible for computer systems security application and operating systems software and Internet access.

Security officers clock in at the library during their rounds to ensure safety of the staff and library users. LRC staff and work-study students walk the entire library as often as possible to monitor and ensure protection of the materials and student safety.

To protect the library collection, 3M security strips in conjunction with 3M security gates provide the staff with an alert if a patron tries to remove the material that she/he has not properly checked out.

Analysis and Evaluation

The library takes adequate measures to protect and maintain its collections and equipment to support its services and users. Collections and equipment are maintained in an environment with adequate lighting and temperature. The college meets the Standard. Issues with the security gate have been addressed with the assistance of the college's Career and Technical Education department at Pohnpei Campus. The library continues to work with the security office in monitoring and safeguarding the materials and safety of the library users.

Actionable Improvement Plan

None.

Standard II.B Table of Evidence

II.B.1	COM-FSM Library Hours. (2012). http://www.comfsm.fm/?q=lrc-hours
II.B.2	Pacific Affairs. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Pacific_Affairs.pdf
II.B.3	EBSCO Patient Education Reference Center. (2014). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/PERC.pdf
II.B.4	Cengage Academic OneFile. (2015, Mar). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Academic_OneFile.pdf
II.B.5	EBSCO Database. (2011). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/EBSCO.pdf
II.B.6	EBSCO eBook Community College Collections. (2014). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/eBook.pdf
II.B.7	WorldandI Journal. (2012). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/World_and_I.pdf
II.B.8	COM-FSM Fall 2015 Bus Schedule. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Bus_Schedule.pdf
II.B.9	LRC July 2015 Monthly Report. (2015, Aug). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/LRC_Report_July.pdf
II.B.10	Library Circulation Statistics, 2010-2014. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Circulation.pdf
II.B.11	Library Computer Usage Statistics, 2010-2014. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Computer_Usage.pdf
II.B.12	Library Donated Materials, 2010-2014. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Donations.pdf
II.B.13	Library Holdings, 2011-2014. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Holdings.pdf
II.B.14	Library Instruction by Course Statistics, 2010-2014. (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Instruction_Course.pdf
II.B.15	Library Instruction by Student Statistics, 2010-2014. (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Instruction_Student.pdf
II.B.16	Pacific Collection Usage Statistics, 2010-2014. (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Pacific_Usage.pdf
II.B.17	Reference Transaction Requests, 2010-2014. (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Reference.pdf
II.B.18	Library Survey for Faculty. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Survey_Faculty.pdf
II.B.19	Library Survey for Users. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Survey_User.pdf

II.B.20	Withdrawn Materials Statistics, 2010-2014. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Library_Withdrawn.pdf
II.B.21	Draft Inter Library Loan Memorandum of Understanding, University of Hawaii at Manoa and College of Micronesia-FSM. (2014). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/ILL_MOU_UH.pdf
II.B.22	Draft Interlibrary Loan Memorandum of Understanding, Robert F. Kennedy Library, University of Guam and College of Micronesia-FSM. (2014) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/ILL_MOU_UOG.pdf
II.B.23	Cengage License Agreement. (2014). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Cengage_License_Agreement.pdf
II.B.24	Library Computer Assists Statistics, 2010-2014. (2015). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Computer_Assists.pdf
II.B.25	Draft LRC Acquisitions Policy. (2012). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardII/Draft_LRC_Aquisitions.pdf
II.B.26	Pacific Digital Library. (2015). http://pacificdigitallibrary.org/

Standard II.C. Student Support Services

II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The college offers a wide variety of services that support student learning and enhance accomplishment of its Mission. The Department of Student Services supports the following:

- Admissions, registration, and records
- Financial aid, work-study, and scholarships
- Guidance and peer counseling including tutoring services
- Health services
- Sports and recreation
- Residence halls
- Student activities, clubs and organizations

Evaluation

At COM-FSM, the Department of Student Services evaluates the quality of its programs through the following:

- Annual assessment;
- Biennial program reviews;
- Program prioritization;
- CCSSE and local surveys.

All student support services conduct annual assessments to: (a) evaluate quality of their services; (b) identify strengths and areas for improvement including what and how they can contribute to student learning and development; and (c) inform program enhancement (II.C.1; II.C.2; II.C.3; II.C.4; II.C.5; II.C.6; II.C.7; II.C.8; II.C.9; II.C.10; II.C.11; II.C.12). In 2011-2012, student support services included the evaluation of student learning in their annual assessments in addition to assessing operational outputs and outcomes. As such, each area has established student learning and operational outcomes that reflect the college's [mission](#), and are aligned with appropriate ACCJC standards, [Strategic Directions and Strategic Plan Goals 2013-2017](#), [Integrated Educational Master Plan](#), and [institutional student learning outcomes](#) (II.C.13). All annual assessments of student support services are documented in the college's [TracDat](#). The college's [Management Team](#) reviews annual assessments of nonacademic (administrative) units which include student support services. Results of the annual assessment are used to inform yearly budget allocation and reallocation.

In the spring of 2012, the college conducted its first prioritization of nonacademic programs. In April 2014, all student support services completed their first program reviews. The [report](#) on that prioritization review of nonacademic programs was completed in February 28, 2013. The major motivations for the prioritization of nonacademic programs included: (a) concern over

across the board cuts to address budget reductions; (b) concerns by faculty and others that too much is being spent for administration; and (c) desire for improving effectiveness and efficiency of operations by determining possibilities for streamlining services and operations (II.C.14). In April 2014, all student support services completed their first program reviews (II.C.25; II.C.26; II.C.27; II.C.28; II.C.29; II.C.30; II.C.31; II.C.32; II.C.33; II.C.34; II.C.35). With reference to the [COM-FSM Planning Calendar AY2013-2014 to AY 2017-2018](#) and in support of the college's strategic plan, student support services along with other nonacademic (administrative) units will undergo programs prioritization review this fall 2015 (II.C.15).

The college also uses surveys to evaluate the quality of its student support services. In spring 2013 and 2014, it participated in the [Community College Survey of Student Engagement \(CCSSE\)](#). With respect to "support for learners," it received weighted score of 68.9 which is higher by 16.8 and 18.9, when compared to weighted scores received by other small colleges and the 2014 CCSSE cohort, respectively (II.C.16). The college's Institutional Research and Planning Office (IRPO) regularly conducts satisfaction surveys, such as those administered during orientation and registration, and on campus activities aimed at measuring the satisfaction level as perceived by the students (II.C.36).

Results of these surveys are used to inform service improvements. For example, the Office of Admissions, Records and Retention (OARR) received a positive rating of 58.95% (time involved in completing the registration process) in the fall 2009 registration survey administered to a non-randomly selected sample of 516 students which was below the 75% criterion for success. During spring 2010, OARR streamlined the registration process from seven to five sequential steps. In the spring 2011 registration survey, OARR received a positive rating of 76.28% in terms of time involved in completing the registration process (II.C.17; II.C.18; II.C.19).

Results of the registration survey informed improvement to OARR's registration processes. To reduce at a manageable level the long queue of students awaiting the processing of their registration papers, OARR took the following action steps: (a) increasing the number of staff in-charge of step one of the registration process; (b) coordinating with business office to increase number of staff in-charged of handling step two of the registration process; and (c) expanding the early registration to accommodate returning students. OARR received a positive rating of 79.73% with respect to "time involved in completing the registration process" in the [fall 2014 student registration survey](#) administered to a non-probability sample of 620 students (II.C.20).

Evaluation and Analysis

The college has implemented a budget scheme where results of annual assessments are used to inform yearly budget allocation. As such, budget timeline and guidelines for developing the [FY 2015](#) and [FY 2016](#) budgets required the use of prior year's assessment results and priorities from the TracDat (or unit's annual assessments) and the *Integrated Educational Master Plan* to develop goals, objectives, and strategies for the ensuing year. For examples, FY16 budgets of the college's [financial aid office](#) and [counseling services](#) (II.C.21; II.C.22; II.C.23; II.C.24).

Results of biennial program reviews are used as critical points for the prioritization of academic programs and nonacademic (administrative) units in the development of its five-year strategic plan. Student support services including other nonacademic (*administrative*) units at the college will undergo prioritization review in 2015.

Annual assessments and biennial program reviews have played crucial roles in evaluating the quality of student support services to ensure that they support student learning and enhance accomplishment of the college's mission. All student support services conduct annual assessments that involved the assessments of both operational and student learning outcomes (II.C.1; II.C.2; II.C.3; II.C.4; II.C.5; II.C.6; II.C.7; II.C.8; II.C.9; II.C.10; II.C.11; II.C.12; II.C.13).

In April 2014, all student support services completed their first program reviews (II.C.25; II.C.26; II.C.27; II.C.28; II.C.29; II.C.30; II.C.31; II.C.32; II.C.33; II.C.34; II.C.35). Additionally, surveys are also used to evaluate the quality of student support services. These surveys include the CCSSE, satisfaction surveys regularly administered by the college's Institutional Research and Planning Office (IRPO) during orientation and registration including on campus activities (II.C.36; II.C.16).

In the [2014 CCSSE](#), the college received a weighted score of 68.9 with respect to "support for learners" which is higher by 16.8 and 18.9, when compared to weighted scores received by other small colleges and the 2014 cohort, respectively. [Results](#) of the 2014 CCSSE showed the positive perceptions of the students about the college especially in terms of providing them support essentials to learning (II.C.16; II.C.63).

The college's IRPO also regularly conducts [satisfaction, orientation, and registration surveys](#) (II.C.36). Orientation surveys are administered to students in order to measure the knowledge they have learned primarily based on their perceptions as results of participating in the orientation sessions; while registration surveys are aimed at determining the perceived satisfaction level of the students (II.C.36). For examples, [results](#) of the fall 2014 orientation survey showed an overall positive rating of 89.42%, with 8.79% and 1.79% of the 226 students surveyed signifying neutrality and disagreement, respectively. The results also indicated that students perceived the college's orientation program effective especially in terms of acquiring knowledge (or awareness) about the college, its academic programs and student support services, policies and procedures, and available facilities (II.C.58).

To ensure consistency in both content and delivery, student support services had begun designing and developing syllabi for sessions that they have been tasked to facilitate during the orientation including other workshops and trainings. For examples, [LRC new student orientation syllabus](#), [OARR 101](#), [career week](#) sponsored by the counseling services, [peer advisor training](#), and [peer coaches training](#).

The college's management team reviews nonacademic assessments; while, its curriculum and assessment committee (CAC) reviews academic assessments and evaluations (II.C.60; II.C.61; II.C.62).

The college provides an array of student support services that are regularly evaluated through annual assessments and biennial program reviews consistent with its planning and program review structures. Assessments of these student support services reveal that they support the needs of its student population, complement a supportive learning environment, and enhance accomplishment of the college's Mission. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The college offers a wide variety of services that support student learning and enhance accomplishment of its mission. Student support services are regularly evaluated through annual assessments, surveys, and biennial program review to: (a) systematically evaluate the quality of services; (b) identify strengths and areas for improvement, what and how they can contribute to student learning, growth and development; and (c) drive program improvement (II.C.25; II.C.26; II.C.27; II.C.28; II.C.29; II.C.30; II.C.31; II.C.32; II.C.33; II.C.34; II.C.35).

The college's student support services have identified [operational and student learning outcomes](#) that are regularly evaluated using a variety of means and measures, such as annual assessments and biennial program reviews, CCSSE and local surveys to assure effectiveness. Results of these assessments are used to inform improvement of student support services that includes allocation and reallocation of resources, streamlining processes of support services to increase efficiency, and others.

In 2012, all student support services started to include the assessment of student learning outcomes in the student services in addition to operational outcomes. Student learning outcomes in addition to operational outcomes as identified and assessed by the college's student support services during the 2012-2013, 2013-2014, and 2014-2015 assessment cycles ([II.C.13](#)).

In April 2014, all student support services have completed their first biennial program reviews (II.C.25; II.C.26; II.C.27; II.C.28; II.C.29; II.C.30; II.C.31; II.C.32; II.C.33; II.C.34; II.C.35). Referenced to the college's [Mission](#), and [2013-2018 COM-FSM Planning Calendar](#), student support services will be submitted to a second nonacademic program prioritization review along with other nonacademic (or administrative) units. The [first prioritization review](#) of nonacademic programs was undertaken in late fall of 2012 and early spring of 2013 (II.C.15; II.C.14).

As discussed in II.C.1, the college also uses surveys to evaluate the quality of its student support services, and to ensure that appropriate services are provided crucial to achieving established outcomes (II.C.16; II.C.36). In spring 2013 and 2014, the college participated in the [Community College Survey of Student Engagement \(CCSSE\)](#). With respect to "support for learners," it received a weighted score of 68.9 which is higher by 16.8 and 18.9, when compared to weighted scores received by other small colleges and the 2014 CCSSE cohort, respectively. The [results](#) of the 2014 CCSSE showed the positive perceptions of the students about the college especially in terms of providing them support essentials to learning (II.C.16; II.C.36).

Annual assessments and biennial program reviews including surveys have played crucial roles in evaluating the quality of student support services to ensure that they support student learning and enhance accomplishment of the college's mission. Results of these assessments are used to inform improvement of student support services that includes allocation and reallocation of resources, streamlining processes of support services to increase efficiency, and others. For examples, FY16 budgets of [FAO](#) and [Counseling Services](#) (II.C.23; II.C.24).

Students engaged in assessment

To foster a culture of evidence, the department engaged the Student Body Association (SBA) and recognized student clubs in assessments and assessment dialogue. Beginning 2013, the SBA and recognized student clubs conduct assessments of their sponsored or hosted activities. Using of a standardized form, SBA and recognized student clubs write learning outcomes, create an assessment tool, collect and analyze data, and submit a brief report for each sponsored activity. These assessments are linked to foundations and skills for life-long learning, critical thinking, and problem solving ILOs. Some examples of these assessments include the RHO's [February 7, 2015](#) welcoming party, the SBA's [November 14, 2014](#) social night participated by 219 freshmen and new students, YSO's [September 9, 2014](#) acquaintance party, NUKAP's [October 30, 2015](#) community outreach, and the Chuu Chok Organization's [August 15, 2015](#) excursion (II.C.37; II.C.38; II.C.39; II.C.40; II.C.41; II.C.42). Additional examples of assessments by SBA and recognized student clubs are available in the student clubs assessment reports [wiki page](#).

Student

support services have identified operational and student learning outcomes. These outcomes are linked to the institutional student learning outcomes (ISLOs). Student support services assess the following ISLOs: critical thinking, intercultural knowledge and competence, problem solving, information literacy, and foundations and skills for life-long learning II.C.13).

Evaluation and Analysis

The college employs local surveys to evaluate quality of its student support services. However, most of these surveys relied too heavily on non-probability and/or convenient sampling methods because they are inexpensive and convenient; and they are useful when descriptive comments about the sample itself are desired. As such, to further improve data collection using surveys, the college's student support services will begin using by fall 2015, probability sampling to ensure representativeness and reliability of survey results. Additionally, survey instruments will be developed where questions are written to provoke respondent perceptions.

The college's student support services have identified operational and student learning outcomes that are regularly assessed and evaluated. By using results of these assessments and evaluations to inform enhancement and improvement of its student support services, the college engages in continuous improvement, which ultimately, enhances the student experience and supports the college's mission. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

II.C.3

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.

Evidence of Meeting the Standard

The college strives to ensure equitable access to all of its students by providing appropriate, comprehensive, and reliable student support services to students available at each campus location. Under the department of student services, these services are intended to support student learning and accomplishing the college's Mission. They include:

Table II.C.3-1. Student Support Service Units by Campus

Areas or Units	Campuses				
	National	Pohnpei	Kosrae	Chuuk	Yap/FMI
Admissions, registration and records	x	x	x	x	x
Financial aid, work-study, and scholarships	x	x	x	x	x
Guidance and peer counseling including tutoring services	x	x	x	x	x
Health services	x	x	x	x	x
Sports and recreation	x	x	x	x	x
Residence halls	x				x
Student activities, clubs and organizations	x	x	x	x	x

*Note that only National Campus and the FSM FMI in Yap have residential students. While the campuses of Kosrae, Chuuk, and Yap do not have sports facilities like the FSM-China Friendship Sports Center at the National Campus, and the CTEC-Pohnpei gym in Kolonia, sports and athletic activities are still provided to students through state government owned facilities.

Admissions, registration, and records

The Office of Admissions, Records and Recruitment (OARR) supports student learning with essential improvement to the registration process including other services. OARR satellite offices are available at each campus location to ensure services are accessible to students, faculty and staff, and external stakeholders. These services include: admission and registration, student information system, academic transcripts, student education records, enrollment and graduation verification, U.S. veterans enrollment certification, and others.

OARR continues to embrace new technologies consequently job functions become less clerical in nature. In 2010, access to the MyShark was extended to (a) faculty academic advisors as a tool essential for effective and data-informed academic advising; and (b) students allowing them online access to academic information such as grades, transcripts, available courses, degree

completion, and others. In spring 2013, [online registration](#) was implemented resulting in significant changes in the registration processes and functionality while still maintaining its face-to-face (or assisted) registration option. The Student Information System (SIS) was also upgraded allowing: (a) students to view mid-term grades via their [MyShark student portals](#), and (b) instructors to submit their [mid-term and final grades online](#) via their [MyShark faculty portals](#). Working with the college's department of instructional affairs, and information technology division, OARR piloted the online submission of mid-term and final grades by instructors through their MyShark portals during summer 2015 (II.C.43; II.C.44; II.C.46).

The OARR [webpage](#) in the college's website lists its services, relevant policies, procedures and processes, and forms in downloadable portable document format (pdf). It also publishes yearly online versions of [Student's Guide](#) available in the college's webpage for manuals and handbooks. The guide provides information about the Family Educational Rights and Privacy Act (FERPA), the Statement of Equal Opportunity, academic regulations, and some procedures.

OARR conducts annual assessments and surveys in collaboration with the college's IRPO to measure quality, and uses results to inform improvement of its services (II.C.36). For example, informed by the results of its 2009 assessment, OARR streamlined the registration process from seven to now only five sequential steps resulting to a higher positive rating received in the subsequent survey conducted (II.C.17; II.C.18; II.C.19; II.C.20).

Financial aid, work-study, and scholarships

To help students pay for their educational expenses, Financial Aid Office (FAO) administers all financial aid programs, federal or local, in compliance with applicable law and regulations and maintaining integrity, accuracy and timeliness in the delivery of financial assistance to all eligible students admitted at the college. The types of financial assistance available to students include:

- Federal Pell Grant
- Supplemental Education Grant (SEG)
- SEG work-study program
- US Veterans Affairs work-study program
- FSM national and state scholarships
- Other scholarships

The FAO [webpage](#) in the college's website provides information about its services, types of financial assistance available to eligible students, and relevant policies and procedure. It also publishes yearly a *Student Financial Aid Handbook* that provides general information about policies and procedures relating to financial aid (II.C.80).

FAO satellite offices are available at each campus location to ensure services are accessible to students of various categories, such as low income and/or first generation students, dependent students with non-working parents, dependent students with working parents, non-working independent students, working independent students, and Veterans Affairs students. In the 2014 CCSSE, 91% of the 540 students who responded to CCSSE Item 9f signified that the college provide them "very much," "quite a bit," and "some" financial support they need to afford

education. The rating is higher if compared to 82.4% and 79.1% received by other small colleges and the 2014 cohort, respectively (II.C.16; II.C.63).

An exhibit of 2011-2014 data on head counts of students who received financial aid distributed by type of financial assistance can be found here: [II.C.47](#).

Guidance and peer counseling including tutoring services

Counseling services are available at all campuses to assist students in establishing or clarifying appropriate educational and vocational goals, and to assist them with challenges (or problems) of academic, social or personal nature. Counseling services also provides information and materials to students for career educational planning. Table below shows 2011-2014 data on frequency counts of counseling visits by campus:

Table II.C.3-3. Summary of COM-FSM Counseling Visits: AY2011-2014

Campus	2011	2012	2013	2014
National Campus	1,681	1,457	3,077	1,246
Pohnpei Campus	868	678	755	383
Chuuk Campus		132	93	81
Kosrae Campus	100	840	429	318
Yap Campus	764	652	383	412
Total	3,413	3,759	4,737	2,028

Source: Counseling Services Logs

In the 2014 CCSSE, 95.4% of the 541 students who responded to CCSSE Item 9b signified that the college “very much,” “quite a bit,” and “some” support they needed to help them succeed at the college. While the rating is lower by only 0.3%, if compared to other small colleges; it slightly higher than the 95.3% rating of the 2014 cohort (II.C.16; II.C.63).

Free tutorial services are made available to students throughout the year. Students come in to receive the additional help they need on assignments or to receive supplemental work to develop their academic weaknesses. Some students come in on their own while academic advisors or instructors refer others. Achieving College Excellence (ACE) instructors work closely with the counselor and tutors to plan weekly tutorial sessions for their students. For example, 31 (or 69%) of the 45 students had enrolled for the second session of ACE at the Career and Technical Education Center (CTEC) in Pohnpei successfully passed prescribed ACE course and were advanced to degree-level.

Counseling Services are provided by three counselors at the National Campus, two counselors at CTEC in Pohnpei, and one counselor at Chuuk Campus.

Table II.C.3-4. Hours and Staff Credentials of Counseling Services by Campus

	National	Pohnpei	Chuuk	Kosrae	Yap/FSM FMI
Counselor, <i>in headcount</i>	3	2	1	1	1
Hours	8 hours/day	8 hours/day	8 hours/day	*	*
Credential	Graduate Degree	Baccalaureate Degree	Baccalaureate Degree	Graduate Degree	Associate Degree

*Counseling is part responsibility of the Student Services Coordinators at Kosrae and Yap/FMI campuses.

Funded by Title X Family Planning Program, and the Behavioral Health and Wellness Program, Peer Counseling Centers (PCC) are available at all campuses to promote a positive collective experience through facilitating [workshops](#) and related health activities in collaboration with other student support services units, and other external programs. Topics and/or themes for workshops and activities include Kick Butts Day (KBD), World No Tobacco Day (WNTD), Valentines' Day Skits (VDS), and Substance Abuse. The PCC also trains the peer educators (II.C.48).

Health Services

The clinics with a full-time registered nurse are also available at all campuses that provide primary and preventive health services including emergency care, such as basic first aid care, clinical treatment for illnesses, health screenings, immunizations, family planning, referrals for needed services and others. In a client satisfaction survey conducted by the health services at the National Campus last April 26 to May 7, 2013, 82.92% of the respondents expressed that they felt the clinic provided adequate services in meeting their basic health needs.

The college's health services organize on-campus health-related activities in collaboration with the division of Health Science program, other student support services units, and external agencies. Among these activities are annual health fair, World Diabetes Day, World Aids Day, and others ([II.C.49](#); [II.C.50](#); [II.C.51](#); [II.C.52](#); [II.C.53](#); [II.C.54](#)). A satisfaction survey is conducted for each sponsored activity to assessment effectiveness, and inform improvement. For example, in a survey administered to a sample of 182, 94.47% indicated that the health fair is very informative, and 97.26% expressed satisfaction about the activities during the health fair.

Sports and Recreation

Sports and Recreation unit provides a variety of activities for all students with a wide array of schedules. The [services](#) are provided to enhance skills and knowledge on a daily basis as students engage in the various [sports and recreational activities](#). The college hires qualified staff to assure the students' personal development and good health. The National Campus in Palikir monitors and manages the usage of its campus sports facilities, which open on daily basis from 9:00AM to 9:00 PM. The Pohnpei Campus opens from 9:00 AM to 5:00 PM except on weekends and holidays (II.C.55; II.C.56).

Residence Halls

The college offers a non-coed student housing at its National Campus in Palikir, Pohnpei. It has a residence hall for men and a separate one for women. The residence halls are two-story buildings with twenty-seven rooms which can accommodate 212 students, restrooms and showers on both floors, TV lounges, computer lab, study rooms, and laundry rooms. Rooms are available on a space-available basis to full-time students.

Students from off island are given priority to live in the residence halls. Upon acceptance into the residence halls, a student signs a housing agreement in which he/she agrees to pay room charges for the entire semester regardless of whether he/she moves out of the residence halls at any time during the semester. Residence hall is also available for students attending the college's Fisheries and Maritime Institute (FSM-FMI) in Yap.

Student activities, clubs and organizations

To meet the educational support needs of its student population and complement a supportive learning environment, Student Life provides a variety of co-curricular and extra-curricular activities to prepare students to be active and productive members of their communities. Students participate in programs, events, competitions, and community activities/service, both on and off campus. Some of these activities and programs include: annual Founding Day, intramural sporting events, cultural performances, social and acquaintance parties, fundraiser events, holiday events, and various multicultural activities. These activities are conducted by engaging the college's Student Body Association, recognized student clubs and organizations. Student experiences through these activities foster intellectual, ethical, and personal development while promoting individual and civic responsibility and a greater awareness and sensitivity to diversity.

Student leadership is developed through the Student Body Association (SBA), recognized student clubs and organizations. All full-time students are members of the SBA which is led by a student council. Additionally, [clubs](#) are a vital components of the total educational experience at the college. Students may participate in programs that enhance their educational and career training or social activities that reflect special interests including cultural events, community service projects, and others. Membership in clubs and organizations is open to all students without regard to race, sex, religion, disability, island of origin, or sexual orientation which is consistent with or in compliance with applicable U.S. Federal regulations and local state laws.

A calendar of co- and extra-curricular activities available for students are published online. The calendar provides succinct descriptions of the activities that include intended their intended outcomes.

Student Success Committee

On March 6, 2015, the college's Board of Regents approved [BP 2200](#) that includes the establishment of the [Student Success Committee](#) as one of the standing committees at the college. The committee's functions include: (a) draft or revise policies and/or procedures assigned to or identified by the committee relating to student life, counseling, tutoring, and collaborations between instructional, student support, student services, and other units in support of student success; (b) review and provide input on all major documents relating to student life, counseling, tutoring, and other areas of student support; (c) review and provide

input on metrics such as retention, course completion rates, graduation rates, time to graduation, and other measures of student success; and (d) review and provide input on major programs, projects, and initiatives related to student success and retention (II.C.82; II.C.83).

Evaluation and Analysis

Except for its residence halls that are available only at the National Campus and FSM-FMI in Yap, the college provides all student support services (see Table IIC.3-1) at each campus location. However, while counseling services are also available across campuses, these functions are delegated as one of the functional responsibilities of the student services coordinators at the college's campuses in Yap and Kosrae in lieu of full-time counselors (see Table IIC.3-4).

Additionally, three of its full-time counselors have undergraduate credentials, and the student services coordinators for its campus in Yap and the FSM-FMI, an associate degree.

By fall 2016, the college will require three of its full-time counselors to pursue earning a graduate degree in counseling (or the equivalent) through staff development.

The college provides services that are intended to support student learning and accomplishing its Mission. Students are able to access these services at all of the college's campuses. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The college's counseling services organize a variety of workshops and activities to enhance students' educational experiences. These [workshops and activities](#) are organized and coordinated in collaboration with instructional affairs and other units on campus including external government and private agencies or programs (II.C.57). The topics range from test-taking tips, managing test anxiety, resume writing and job interview skills to career day. Additionally, the college also hosts forum lectures and other similar activities covering a variety of topics. For examples, the April 4, 2014, forum lecture on [Collembola Expedition to FSM](#), poetry book launching by David Adams, [How to start a business in the FSM](#) held last October 8, 2014, [Psychological Traumas](#) held last January 16, 2015, the June 25, 2015, [Pohnpei FSM Congress At-Large Forum](#) hosted by the college's Micronesian Studies program, and many others.

While the college does not have athletics programs, it offers intramural and recreational sports activities as a constituent of the out-of-classroom experience for the students. Coordinated by the sports and recreation unit of the college's student support services, these activities enhance the students' experience by enabling them to pursue athletic and scholarly aspirations. They

include individual, dual and team recreational sports for men and women, such as soccer, volleyball, softball, basketball, beach volleyball, table tennis, badminton, wrestling, weight-lifting, and others (II.C.55; II.C.56). Additionally, the sports and recreation unit also provides opportunities for students to engage in coaching and officiating clinics, and participate in sports and other athletic competitions at multiple levels (state, national, invitational, and regional).

The health services organize and coordinate in collaboration with the college's division of health sciences, other non-academic units, private and public agencies (or programs) health events, educational and outreach activities throughout the year. These activities enhance student learning, and provide opportunities that promote social interactions and foster a greater awareness of individual civic responsibility. They include World Diabetes Day, World Aids Day, college health fair, and others. Additionally, health services also facilitate presentations on various health issues and problems ([II.C.49](#); [II.C.50](#); [II.C.51](#); [II.C.52](#); [II.C.53](#); [II.C.54](#)).

Evaluation and Analysis

The students' [attendance](#) in the sports competitions and recreational activities fluctuates based on the semester and the programs available. Intramural games are conducted every fall semester where more teams register in team sports; while, founding games held during spring semesters with participations limited to student clubs and state organizations. Nevertheless, these sports competitions and recreational activities are successful in providing pathways or opportunities for students to participating in sports and other athletic competitions by representing their states in national, regional, and invitational games.

The health services contribute and support students' development and success by providing a wide variety of reliable and quality support services aimed at meeting the individual learning needs of a diverse student population. They coordinate activities that facilitate experiential learning opportunities outside of the classroom and support personal well-being and promote social interactions and foster individual and civic responsibility.

The college provides activities that supplement what students learn in the classroom. These activities include workshops and trainings facilitated by the college's counseling services, intramural sports competitions and recreational activities, health events, forum lectures, and others. The college believes that it meets the Standard

Actionable Improvement Plan

None.

II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling services are available at all campuses. The unit strives to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues.

Counseling services assist students to focus on their academic studies by providing access to individualized tutoring, personal, career and academic, and a variety of workshops. Counselors also collaborate with instructors in Achieving College Excellence (ACE), a program that serves students who need to improve their English and Math skills and foster a college-going culture for students.

The counseling office leads the student services in orientation of new students every fall semester. The orientation includes an introduction to the colleges programs, services, and students' clubs. It is to ensure that students are aware of what the college has to offer for a successful completion of their academic goals.

The college views academic advising as a continuous process of clarification and evaluation. It defines *academic advising* as “a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an advisor.” The objectives of the college’s academic advisement are: (a) to ensure that students are aware of their program requirements; and (b) with the help of their advisor, follow the sequence of courses for their program to insure timely graduation. The dean of academic programs or designee assigns students to advisors who are either a faculty member or a counselor (II.C.64, p.31). Academic advisement is primarily the responsibilities of the college’s department of instructional affairs, and is carried out by the faculty and in some campuses, by student support services staff. The college has adopted in July 2009, an [Advisement Handbook](#) that provides academic advising standards and guidelines, and a [Faculty Handbook](#) revised in January 22, 2014 (II.C.65; II.C.66).

In support of the college’s academic advisement, student support services provide tutoring and supplemental education services to students. Tutoring is available in math, reading, writing, study skills, homework help, test prep, and more at National, Pohnpei, Kosrae, Chuuk, and Yap campuses. Tutors are committed to developing confident and competent students with improved educational results by providing individualized learning plans that build skills, habits, and attitude for success and accomplishment of their academic and personal goals. For example, in the 2014-2015 annual assessment of counseling services at the college’s National Campus in Palikir, Pohnpei, the unit reported that:

A total of 120 students availed themselves to the tutoring services. Of these 120 students 74% passed their courses tutored with A, B, or C grades. 26% of these students received D, F, I, or W for their courses tutored (II.C.67).

In collaboration with faculty, counselors and tutors conducted test-taking skills workshops to help students to pass course final exams. These workshops provided participants techniques and skills to improve study habits that will therefore help them to do well on their final exams ([II.C.68](#); [II.C.69](#)).

Evaluation and Analysis

Counseling and tutorial services are provided for all students. Collaboration with instructors has begun with e-mail referrals of students, and a panel discussion with instructors during the March 13, 2015, workshop for faculty addressing Student Success and “Just in Time Intervention” (II.C.70, p.4). A channel through the instructors, counselors, and tutorial services is ongoing to further improve counseling and tutorial services. With this, the counseling and tutorial services will further improve by instituting in fall 2015, a *just-in-time alert response system* especially for at-risk students, and by fall 2016 further strengthening advising for all students especially assisting them in a pathway to graduation using a common application software ([II.C.71](#)).

Counseling is an essential component of the college’s student support services. The college’s counseling services unit provides counseling and educational services to deal with personal, interpersonal, professional, and academic issues. To support student development and success, free tutorial services are provided to students throughout the year. Students come in to receive the additional help they need on assignments or to receive supplemental work to develop their academic weaknesses and to ensure they receive the basic fundamentals to complete their educational requirements successfully. Tutors assist students by conducting individual or group tutoring. Access is based on referral and student initiated requests.

The college has also an academic advisement program to ensure that students are aware of their program requirements; and with the help of their advisor, follow the sequence of courses for their program to insure timely graduation. Each student is assigned to an academic advisor (II.C.64, p.31).

The college is a facility recognized by the U.S. Department of Veteran Affairs. It has an average enrollment of only 18-20 student veterans per regular semester. However, neither of the college’s counselors has the specialized training that meets the unique needs and complex challenges of student veterans (or former service members). As such, the lack of counseling services for veterans is currently a challenge. The college believes that it meets the Standard.

Actionable Improvement Plan

By fall 2016, the college will require one of its counselors to participate in training on how to better serve student veterans needs. Also by fall 2016, the college will provide a support program for student veterans that includes specialized orientation programs, helping student veterans connect with one another, training faculty and staff on challenges student veterans face, and counseling on financial aid.

II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The college's [general admission policy](#) was established by the Board of Regents in April 1, 1993, and reviewed on March 24, 2014. Administered by the president of the college through the Committee on Recruitment, Admissions, Retention (RAR), the policy provides that:

“Admission is based primarily upon evidence of the student’s ability to profit from the educational programs of the college”

The college’s general admission policy is consistent with its mission that articulates its commitment to the success of the Federated States of Micronesia by providing “academic, career and technical educational programs characterized by continuous improvement and best practices.” The mission is published in the college’s webpage on [board policies and administrative procedures](#), the general catalog, and other online and print publications, such as [OARR webpage](#), the *Student Handbook* (e.g., [2014-2015 Student Handbook, p. 12](#)) issued to new students at the beginning of each fall semester, and [OARR brochures](#) issued to prospective students and to the community. Additionally, the college’s general admission requirements and procedures also published in multiple formats and/or media to ensure transparency and awareness within the college community, more so, the external community ([II.C.64](#), p. 26-30).

The diagram below illustrates the college’s admission criteria and procedure:

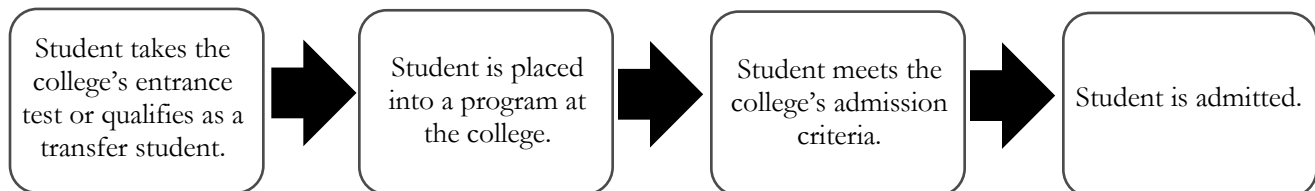


Figure II.C.6-1. Schematic of the Admission Process at COM-FSM

The college has also established policy for admitting transfer students that applies to students who have earned satisfactory grades from another U.S. accredited college or university, and that they may be given advanced standing at the college upon submitting to the college’s OARR required documents. This policy and its procedure including the college’s policy on transfer credits, and its existing [articulation agreements](#) are published in a variety of format or media to ensure transparency and public awareness.

Other admission-related policies including procedures are also primarily published in the college’s [General Catalog](#), [board Policies for student services](#), [OARR webpage](#), and in other online and print publications ([II.C.64](#), pp. 26-30; [II.C.73](#)).

During orientation, the college’s OARR provides orientation sessions to incoming first-time in college freshman students, transfer new students, and returning students on the registration process including academic regulations, graduation requirements, and others. These sessions are aimed at providing students clear understanding of existing policies and procedures, and pertinent requirements. As such, they are able to meet their goals while upholding college’s policies.

Each student is assigned to an academic advisor, and is given access to [myShark](#), a portal where students are able to access their education records including degree audit progress report. Counseling services also provide information and materials to students for career educational planning, relevant workshops, i.e., career week, etc. These are all to ensure that all students receive assistance and services essential to providing them clear understanding of pertinent policies, their program requirements, transfer goals, and others.

Evaluation and Analysis

The college has adopted policies and procedures related to admitting students consistent with its Mission. These policies and procedures were established by the college's Board of Regents, and are administered by the president through the Committee on Recruitment, Admissions, and Retention (RAR) (II.C.72). The college's OARR is primarily in-charge of functional areas related to admissions, registration, and records, and ensures that they are carried out in strict compliance with established policies and procedures (II.C.74).

The general admission policy including other admission-related policies and procedures of the college are primarily published in its *General Catalog* (II.C.64, p. 26-30). However, they are also published in a variety of formats or media to ensure that public transparency about the college's admission policies and procedures, and program requirements. These online and print publications include the [OARR webpage](#), the *Student Handbook* (e.g., [2014-2015 Student Handbook, pp.12-19](#); [2015-2016 Student Handbook](#), pp.10-14) issued to new students at the beginning of each fall semester. The OARR's [Student Guide](#) that is published annually also provide supplemental information about the admission and registration procedures including other relevant academic regulations at the college.

Students are given appropriate assistance to ensure clear pathways to complete their degrees, certificates, and transfer goals. Each student is assigned to an academic advisor, and is given access to myShark, a portal allowing them to access their education records, such as registration, grades, and degree audit progress report. The [degree audit progress report](#) basically provides them the requirements needed to complete their chosen degree or certificate programs.

The current Student Information System (SIS) has been upgraded allowing retro-posting of pre-1994 and/or pre-SIS student education records. The SIS is designed for records under the semester system. However, the college's OARR began in August 2014, [digitizing](#) archival education records of students with 177 digitized records completed to date.

The college has adopted policies and procedures related to admitting students. These policies and procedures were established by the college's Board of Regents, are consistent with its mission, and are administered by the president through the Committee on Recruitment, Admissions, and Retention (RAR). The wide publication of these policies and procedures is sufficient to inform the college community, prospective students and their families and the general public.

The college believes that it meets the Standard.

Actionable Improvement Plan

None

II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The college uses the [College of Micronesia-FSM Entrance Test \(COMET\)](#) to assist it in making decisions about admitting students to the college, and allow it to gather some information about how well prepared and “college-ready” prospective students are in English writing and reading, and in mathematics. The COMET is also used to place students who are admitted into an appropriate COM-FSM academic degree, developmental educational courses, and vocational and technical certificate programs.

Since its inception as the College of Micronesia-FSM in 1993, the set of admission and placement evaluation instruments have undergone three major changes.

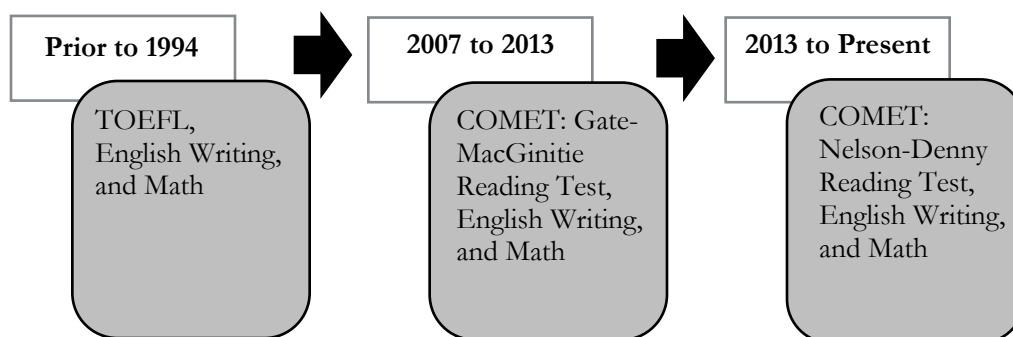


Figure II.C.7-1. Evolution of COM-FSM Entrance Test (COMET)

The COMET was designed as an entrance test for the college’s internal use. It is used to determine if a student has the potential to be successful at the college level. Neither was it designed to be used as a measure of performance nor to be compared to U.S. nationally standardized tests such as SAT and ACT.

The COMET has seen constant revisions to improve the instrument. The college first used the COMET in 2004, then scored by using a α score established after combining the English reading comprehension, vocabulary, and essay scores. The top 400 students were invited into degree programs. The essay counted for 50%, reading comprehension 25%, and reading vocabulary 25%. The math score was used for placement only. In 2007, the reading comprehension and vocabulary sections of the test were changed to the Gates-MacGinitie Reading Test from an in-house test. The math section is updated yearly by faculty members who teach math.

In spring 2011, the college revised its entrance criteria. The previous criteria were based upon evaluating the COMET by using the *z score* after combining the English reading comprehension, vocabulary and essay scores, and inviting into degree programs the top 400 students. The new set of criteria are published in the college's General Catalog (see [general requirement](#), p.27)and also appear in the [COMET FAQ page](#) (II.C.64, II.C.75).

In 2013, the reading test was changed to Nelson-Denny Reading Test (NDRT) after a [pilot study](#) conducted fall 2012, with 200 first-year students (II.C.76). The current COMET instrument has three sections: (a) the essay, (b) the reading comprehension, and (c) the math sections. The essay section takes 40 minutes where the students are given a writing task and asked to write an essay of at least 250 words that includes an introduction, a body, and a conclusion. The reading section of the COMET is the Nelson Denny Standardized Reading Test (NDRT) which has a vocabulary section and a separate comprehension section. The NDRT vocabulary section has 80 items, and students are given 24 minutes to complete the session using the extended time for ESL students. The NDRT reading comprehension section has seven reading passages with 38 questions. Students are given 32 minutes to complete the comprehension section using the extended time for ESL students. Finally, the math section takes one hour, and includes 40 items with multiple-choice answers. The math section tests basic math, algebra, geometry, and problem solving (II.C.75).

The COMET's reading comprehension and math sections are machine scored; while the essays are corrected by a team of faculty members at the college who are trained to read and score the essay based on an established scoring "[rubric](#)." The rubric has five categories worth 0-5 points for each category for a possible overall total of 25 points. Every essay is read and scored separately by two essay readers. The scores from the two readers are then added together for the final "essay score." The final combined essay scores range from 0-50 points (II.C.75).

The college is currently in the process of hiring a [dean academic assessment](#). Under the college's department of instructional affairs, one of the functional responsibilities of this dean will be analyzing COMET testing data and placement.

The college's committee on recruitment, admission and retention validates the reliability of the COMET, and makes recommendations to the president through the vice president of enrollment management and student services (VPEMSS) (II.C.74).

Evaluation and Analysis

The college had conducted a comprehensive evaluation of the admissions and placement instruments, the COMET that is administered every spring of the preceding year. The objective is to evaluate prospective students' scores and gather information about how well prepared and "college ready" they are in English writing, reading, and math. The results are clear-cut and they appropriately place students in English and math subjects coherent to the three levels of admissions: (a) degree, (b) Achieving College Excellence, and (c) certificate.

Since its inception as the College of Micronesia-FSM in 1993, the set of admission and placement evaluation instruments have undergone three major changes (Figure IIC.7-1). COMET consists of a math section, reading section and an essay. The faculty from the division of math and natural sciences developed the math section in-house. The current reading test used

is the Nelson Denny Standardized Reading Test. The faculty of the Languages and Literature division each year provide sample essay topics, and the college's committee on recruitment, admissions, and retention select the topics from the samples. The essay is graded with an analytic rubric. Essay scorers meet together prior to reading the essays and run a calibration exercise to make sure each scorer is using the rubric in the same way. Two readers then read each essay. If there is a difference of 5 or more in the two scores, then the essay is read by a third reader.

However, there are questions concerning COMET since parts were developed in-house. As such, the college's department of instructional affairs conducted in fall 2014 a [small study](#) about the COMET and the ACCUPLACER to determine whether students are placed about the same using COMET as they did using a standardized placement test such as Accuplacer. The study involved 86 new freshmen were given the paper based Accuplacer Companion Tests for ESL English and math. 81 of the students placed into degree programs at COM-FSM, 4 students placed in Achieving College Excellence (COM-FSM developmental courses) and one student was a certificate student as placed by COMET. They took the COM-FSM entrance test (COMET) during the spring 2014 semester of their senior year in high school. The students were divided into 4 groups of twenty-five each. Each group was assigned one test proctor. Each proctor was trained prior to the administration of the tests. COMET and ACCUPLACER are different tests, so the comparison of these two tests is based on placement. Nevertheless, results of the study showed: (a) the COMET reading test placed 79 of the 86 students into degree program as compared to 66 of the 86 students using ACCUPLACER; and (b) the COMET math test seems to place students higher than the ACCUPLACER test, i.e., 43 students placed into college level math compared to four students using ACCUPLACER (IL.C.77).

The RAR validates the reliability of the COMET, and makes recommendations to the president through VPEMSS. The college believes that it meets the Standard.

Actionable Improvement Plan

None

II.C.8

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.

Evidence of Meeting the Standard

The college adheres to the provisions of the Family Educational Rights and Privacy Act of 1974. The FERPA information is published the *General Catalog* (p. 124), and other publications, such as the *Student Handbook*, student guides including application for admission. The college has adopted [BP 4800](#) that outlines the guidelines from maintaining security and confidentiality student records to access and disclosure of student records.

All student education records are centrally stored in the Office of Admissions, Records and Retention (OARR) at the college's National Campus. Student education records are shelved in [locking file cabinets](#) located in an office section accessible and restricted only to the director of OARR and the assigned staff member (*Clerk II*). Additionally, window access has a roll down,

locking metal enclosure, and the outer door has two separate locks to guarantee utmost security and safeguard from possible physical breach (II.C.78; II.C.79).

The web-based student information system (SIS) was implemented in 2008. Access to the SIS is extended only to administrators and support services staff in which they have legitimate educational interest to student education records. Essentially, legitimate educational interest is necessary for employees to carry out their responsibilities in support of college's educational mission and essential to carrying out their job responsibilities related to education. The SIS is secured at both front and back end. On the front end, approved user must login with a user name and password in order to access the SIS production database. Each login is tracked as to who, where, and when the login 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 the director of information technology receive daily notification regarding the backup.

Students are given password-protected electronic access to their myShark portals where they can view their class schedules, unofficial transcripts, degree audit progress audit, and register classes online. Likewise, faculty members have password-protected electronic access to their myShark portals where they can view academic records of their advisees.

OARR has started developing an electronic archive of hard copies of student records.

Evaluation and Analysis

The college maintains hard and electronic copies of student permanent records in a secure and safe environment to protect them from breach of confidentiality. The college adheres to the Family Educational Rights and Privacy Act (FERPA) with information about this federal law is published the college's general catalog, and other publications, such as *Student Handbook*, student guides including application for admission. Additionally, the college has adopted [BP 4800](#) that outlines the guidelines from maintaining security and confidentiality student records to access and disclosure of student records.

Only approved staff at each campus location have password-protected access to the college's web-based student information system (SIS) maintained by its division of information technology. Students and faculty members are given password-protected electronic access to their myShark portals. The SIS is backed up nightly by a root-access-only server that is physically located in a different building from the main SIS.

The college enforces security measures to protect the privacy and confidentiality of student records and safeguard them from accidental damage, destruction, and/or deliberate alteration. Although published in the college's *General Catalog*, the college's OARR also disseminate guidelines from maintaining security and confidentiality student records to access and disclosure of student records. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

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Standard III. Resources

Standard III.A. Human Resources

III.A.1.

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The college values ethical and self-driven personnel who have completed sufficient training and academic achievement in their field of employment. The college has created policies and allocated resources to support additional training and degree attainment. These steps ensure that administrators, faculty and staff stay current in their field, have opportunity to establish and maintain memberships in professional organizations and networks and develop professional relationships with those in the same fields within the region and beyond. While the distance between campuses drives the college to be purposeful in its planning of resource allocation, personnel staffing levels and professional development, the above steps enhance the college's ability to achieve its mission and to prioritize continuous improvement of programs and services.

Supporting the Mission

For its six campus sites, the college maintains a core of twenty-six [\(26\) administrators](#) to manage program and services, ninety-nine [\(99\) faculty members](#) to teach the average [2,629 students](#) and [229 staff](#) to support and provide services.(III.A.1; III.A.2) Considering the politics, geographic, diverse need of each state and population size, one would expect COM-FSM to have more personnel than single campus sites in the Pacific region.

Appropriate Education, Training and Experience

Selection of personnel follows [Board Policy No. 6007](#) located in the [Personnel Policy Manual](#) (April 2015) on the college website while hard copies are distributed to personnel. (III.A.3) The one hundred forty-seven (147) non-teaching positions each has an established minimum qualification; degree level and field, work experience and skills and/or software programs. Minimum qualification for faculty is published in the [Board Policy No. 6009](#). (III.A.4)

When a position is available in the budget, the following steps occur:

- Personnel requisition form will be completed by the immediate supervisor noting the title of the position, period needed by, duties and qualification.
- The vice president of the vacant position and/or second tier administrator reviews for accuracy of need stated, relation to institutional mission and priorities.
- The Human Resources Office (HRO) will review the title, qualification, duties, compensation level, benefit, staffing level and certify correctness and availability of the position in the system.

- The Business Office will review and certify budget availability within the advertising year and subsequent budgets.
- Once the form is completed successfully by all the relevant offices, HRO will then advertise the position on the college website and related media locally and abroad. Selected media beyond the region are used for faculty, management and professional positions requiring bachelor's degree and beyond to ensure a good pool of qualified candidates and to satisfy diversity requirement.

Upon the closing of the position, an ad hoc committee of at least five (5) is required by [Board Policy No. 6007](#) and they are selected by HRO in consultation with immediate supervisors to ensure selected members are familiar with the position and area of work as well as the hiring process. (III.A.3). A representative of the Human Resources Office is often present in ad hoc meetings to explain the process, answer questions and coordinate the interview process. HRO will review the selection process described in the hire recommendation letter from the committee and verify against the established steps, verify qualifications of candidates selected online and through previous/current employers and references, advising the candidates on the requirement of official hard copies of transcripts and evaluation of foreign credential. After certifying qualified and ablest candidates recommended by the committee against the qualifications in the advertisement, the hire packet will be forwarded to the president through the vice president of the vacant position.

There are instances when the college hires without the degree required being met; [Board Policy No. 6009](#) section 4 allows the hiring of Micronesian faculty with bachelor's degree in the field of work. (III.A.4)

Divisions with less than fifty percent (50%) Micronesian faculty members may hire Micronesians with bachelor's degrees in the field of work from institution accredited by a U.S. Department of Education-recognized accrediting commission.

Faculty members hired under this policy will enter into staff development agreement with the college after the one year probationary period, and then will enter into a master's degree program in acceptable field available online or on site. Over the span of a little more than ten (10) years, the college was able to bring [thirty-one \(31\)](#) faculty members up to meet its requirement of master's degree in the academic area. (III.A.5) Through [Board Policy No. 6027 Tuition Waiver and Reduction](#) and [Board Policy No. 6015 Professional Development Program](#), 16 administrators and support staff completed an additional degree during their employment with the college. (III.A.6; III.A.7) There are three (3) more who are currently working on additional degree to meet their job requiring or for professional growth. Both policies and practices demonstrate the college's commitment to providing a learner centered work place and improving the quality of programs and offerings.

Table III.A.1-1. COM-FSM 5 Year Academic Faculty Qualification Summary

Year	No. of Academic Faculty with Master's Degree.	No. of Academic Faculty with Master's Degree NOT in primary discipline.	No. of Academic Faculty with Bachelor's Degree in primary discipline.
2014	68	7	7
2013	75	9	9

Year	No. of Academic Faculty with Master's Degree.	No. of Academic Faculty with Master's Degree NOT in primary discipline.	No. of Academic Faculty with Bachelor's Degree in primary discipline.
2012	69	5	5
2011	74	4	4
Total	359	34	34

Source: Human Resources Office

The college maintains sufficient and qualified vocational instructors who meet its established minimum qualification listed in [Board Policy No. 6009 Compensation Policies \(III.A.4\)](#). These instructors teach in the field of trade and technology, hospitality, tourism and management, agriculture, and maritime. Degree requirements in these areas for faculty working on a ten or twelve months schedule are established at the entry level as associate degree and eight years of related work experience. A five year summary of faculty number at the college in this area is showed in table III.A.1-3 below.

Table III. A. 1-2. COM-FSM Five-Year Vocational Faculty Number and Qualification Summary

Year	Total No. of Vocational Faculty	Qualifications		
		Master's	Bachelor's	Other
2015	24	7	8	9
2014	24	6	9	9
2013	23	8	8	10
2012	26	7	8	10
2011	25	8	7	10
Total	114	36	40	48

Source: Human Resources Office

Analysis and Evaluation

The college is able to hire and maintain the core required qualified administrators, faculty and staff who provide and support its programs and services on all its six sites despite their challenging geographical locations, political and cultural diversity and developing economies. The transparency of the specific processes and practices assure integrity and quality of the hiring process and qualifications of candidates.

1. Published qualifications of candidates of vacancies;
2. Hiring policies are posted on college website and given to *ad hoc* hires;
3. Detailed review process of vacant positions before advertising and after.

One hundred percent of the vocational faculty members meet the minimum qualifications in their positions while 99% of the academic faculty members have master's degree. Although only 91% of the academic instructors hold master's degree in their primary field of work, only 9% hold a bachelor's in the primary fields.

High level positions such as president, vice president, and comptroller are advertised using the media sources above in addition to *Chronicle of Higher Education* and *Honolulu Star-Advertiser* to reach as many potential candidates beyond the Pacific Region. The college will continue to

employ these methods because they meet our needs and the standards in this area. Through policies, practices and data comparisons between the COM-FSM and other Micronesia intuitions, the college believes it is meeting this Standard.

Actionable Improvement Plan

None.

III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

In March 2009, the college established and made clear minimum qualifications for academic faculty members. These qualifications are detailed in the *Personnel Policy Manual* and in [Board Policy No. 6009](#) as having *a master's degree in the field of work from an institution accredited through any of the of the U.S. Department of Education recognized accrediting commissions.*" (III.A.4) That 2009 decision was made to elevate the credentials and capabilities of faculty, especially in considering the reading and writing level of students that enter the college.

For the trade and technology programs, the entry level for an instructor is a *high school graduate or equivalent with earned journeyman certificate in the occupational teaching area or related field and eight years of full-time equivalent related occupational work experience or four years of full time teaching at the post-secondary level* while the maximum entry level requires an *earned doctorate degree from an accredited institution and four years of full time equivalent related occupational work experience or two years of full time teaching at the post-secondary level.*

[Board Policy No. 6026](#) *Faculty Workload* forms the basis for position description for faculty; page one list these duties of faculty which include learning assessment, curriculum development and review. (III.A.8)

- Teaching 12 to 15 contact hours per week with one to four preparations
- Teaching classes in accordance with the goals and objectives of the course as described in the course outline
- Maintaining accurate records of student attendance and student learning outcomes/grades, in accordance with COM-FSM regulations
- Submitting records to chairperson after the end of the semester/session
- Keeping at least 5 office hours per week
- Participating in one standing committee; may be asked to participate in ad hoc committees
- Advising students
- Participating in special college functions such as graduation
- Participating in Division activities. This includes meetings, curriculum development and developing procedures for improving current classes.

- Participating in assessment activities
- Participating in professional development
- Attending to additional needs of the College or the community as agreed upon by the faculty member in consultation with their supervisor.

Each position description specifies the field of discipline, experience, skills, scholarly activities and opportunities to contribute to student success through recommended modifications to course outlines, student learning outcomes (SLOs), textbooks, and curriculum. Upon the successful hire of a faculty member, a copy of the position description is then placed in the faculty's file for easy access by the employee and supervisor. The position description is the basis for evaluating a qualified candidate in the screening and approval process. Published and accessible electronically via the college website under *public reports*, the *Faculty Handbook* lists on page 29 these duties for part time faculty.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Instruct classes as they appear on the term schedule in accordance with the approved course outline; • Prepare course syllabi and lesson plans to assist in the development of effective classroom instructions; • Maintain at least one office hour each week per course taught; • Keep daily attendance and accurate scholastic records; • Submit early warning and mid-term deficiency lists, final grades, class level assessment and other reports as required by the college to appropriate offices; • Instruct classes as they appear on the term schedule in accordance with the approved course outline; • Prepare course syllabi and lesson plans to assist in the development of effective classroom instructions; | <ul style="list-style-type: none"> • Maintain at least one office hour each week per course taught; • Keep daily attendance and accurate scholastic records; • Submit early warning and mid-term deficiency lists, final grades, class level assessment and other reports as required by the college to appropriate offices; • Compile, administer, and grade final examinations; • Prepare and incomplete contract for a student who has a legitimate reason for not completing the requirements of a course; and • Schedule and hold make-up sessions for all canceled classes. |
|---|---|

The minimum qualifications for faculty are published in the [Board Policy No. 6009\(pages 3&7\)](#) while [Board Policy No. 6026](#) lists the duties of faculty that include development, review of curriculum and assessment of learning (III.A. 4; III.A.8). Both qualification and duties are also listed in the faculty handbook material maintained by the vice president of instructional affairs (VPIA) and given to new faculty and division chairs. Other factors of qualifications are developed for each type of position within its field and posted on every position description when advertised.

Analysis and Evaluation

The college finds the two policies; [Board Policy No. 6009](#) and [6026](#) are sufficient to address the faculty qualifications essential to the mission of the college. (III.A. 4; III.A.8) Duties of faculty are relatable to offerings of the college at any of its six sites. These policies, coupled with the *Faculty Handbook* provide good sources and guidelines for faculty to affect changes at course, curriculum and program level.

Position descriptions are developed initially by supervisor of vacant position and approved by their vice president and the Human Resources Office to ensure they reflect the mission and meet human resources needs and procedures. This process consulted the key indicators, established organizational charts, mission and institutional directions. Policies and practices in place ensure faculty position descriptions are updated regularly and as needed. Through the college's policies, practices, and data sources, the college believes it is meeting this standard.

Actionable Improvement Plan

None.

III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The college assures the quality of personnel managing the educational programs by hiring the most qualified, ablest and suitable candidates through [Board Policy No. 6007](#) on employment and [Public Law 7-79](#). (III.A. 3; III.A.9). Through two policies, the college is also assuring the diversity of its personnel. In cases where the minimum qualification is not available in the pool of candidates, president will consider the recommendation from vice presidents and ad hoc committees to offer conditional employment to a local candidate to fill a vacancy. In such cases an appropriate degree program will commence once the candidate has completed the one year probationary period successfully. Some positions are hard to fill because the skills and qualifications required are not available or the candidates with the proper qualifications are not a good fit. The college provides funding support and other opportunities for on the job training and short-term professional development throughout the careers of such individuals to ensure they remain updated in their field of assignments and are efficient.

Twenty-one administrators and other employees are responsible for college's principal educational degree programs throughout the campus sites, from the president to the division chairs. These employees are complemented by the other twenty-five administrators and staff who are responsible for educational services designed to support the degree programs and student success. [Table III.A. 3-1](#) lists the 45 administrators and staff responsible for educational programs and services, while [Table III.A.3-2](#) lists those that do not possess the degree requirement in their positions while they possess sufficient work experience and continuously learn their job requirements through departmental sharing and training, individual short term training, professional participation in relevant organizations and through working and networking with each other at the college and beyond. (III.A.10; III.A.11). The college

continuously strives to bring about in its administrators and staff the desire to be lifelong learners who actively and continuously seek learning opportunities. For example, the dean of FMI and Yap campus continues to pursue an advanced degree though she meets the degree requirement and has more than ten years of work experience.

Table III.A.3-3 demonstrates the college's continuous commitment to provide as much as possible opportunities for administrators, faculty and staff to remain updated in their fields, make connection with their peers in other institutions and learn specific changes and updates in their work areas fulfilling the college's mission.

**Table III.A.3-1. COM-FSM Employee Training Overseas by Classification:
2011-2014**

Fiscal Year	Faculty	Administrators	Classified	Professional	Board	Total
2014	22	14	2	13		51
2013	48	20	8	16	4	96
2012	18	32	7	31		88
2011	14	21	13	23		71
Total	102	87	30	83	4	306

Source: Business Office

Table III.A.3-3 above reveals college planning and financial support for short-term, off-island travel for personnel who are approved to attend specific trainings overseas in their direct responsibilities. This support funding includes members of the Board of Regents, vice presidents, directors/coordinators, faculty members, professional and classified staff members who provide direct assistance to programs and services that support student success.

Through Board Policy No. 6015 *Professional Development Program*, the college creates a variety of intentional opportunities in critical areas of improvement for the college that are cost effective and support group trainings where funds are used to bring a consultant to the island, and once a year launches its own on island professional development program on all campus sites during the spring semester. (III.A.7). Examples of these programs from this year include:

- March –July 2015 Training with Security Consultant Timothy Fenlon on campus sites on these topics:
 - Security Risk Assessment- all campuses
 - First Response/Duties- 3 campuses
 - Crime Science Preservation- 3 campuses
 - Reporting and Recording- 3 campuses
- February 24- 26, 2015 Training with Watson and Development Training Company on these topics:
 - Developing Performance Goals and Standards
 - Building a High Performance Work Team
 - Improving Internal Customer Service
- April 8-9, 2014 Training with Watson and Development Training Company on these topics:
 - Setting and Communicating Performance Expectations
 - Deciding How to Handle Performance Problems

- Improving Employee Work Habits

Analysis and Evaluation

The college invests in its personnel each year by implementing its policy on professional development across campuses and by sending individuals or groups to selected identified programs off islands and on island. The college finds that these policies and practices encourage effectiveness and quality of programs through careful hiring and development of personnel. By the virtue of their programs, the staff members of the TRIO programs attend training in their area in the U.S., where they work directly with their program officers. Others participate in similar trainings in their area off island and on campus. Funding for staff requiring training outside the region is built into relevant budgets per year to ensure learning takes place and quality is maintained.

Actionable Improvement Plan

None.

III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Through [Board Policy No. 6009 Compensation Policies](#) the college maintains this standard by defining requirements for foreign credentials be accepted only if the degree is so interpreted by an independent professional organization that provide such service and the college will only accept degrees from institutions accredited by a U.S. Department of Education –recognized accrediting commission. (III.A.4) The burden of proof rests with the employee. These and similar statements throughout contain the same requirements. Each vacancy announcement that requires a degree starting with an associate of arts contains similar language. Candidates with foreign credentials as noted on resume submitted were advised right away about the foreign degree requirement along with the link to the evaluating agency of choice; world education services (WES).

In most cases, candidates with foreign credentials are hired only upon received of confirmation of equivalence reports from WES in hard copies. When the college had to fill critical positions right away, such as the comptroller and accountant iv, conditional job offers were made requiring the WES equivalence reports to be received on the last day of the semester they will begin in the positions. Since the candidates were made aware of these requirements early on, the official hard copies of WES reports were received at HRO before they began in the positions. The college took this route when current or previous employees who attended the same institutions were successful in completing the same requirements.

Analysis and Evaluation

The college will continue to enforce its policies and practices to maintain this standard. Both are found to be reasonable and realistic; employees at the college whose positions require a degree is either from a US accredited college or from a foreign school where transcripts have been equated. The particular approach the colleges uses when critical and urgent positions must be filled happens only once in a while and only when the college finds that such schools were previously attended by other personnel before whose credentials were successfully equated. Through existing policies and procedures, the college finds that they sufficiently ensure this standard is maintained. The college will continue to implement and maintain the policies and practices and update them as necessary. The college believes it meets this Standard.

Actionable Improvement Plan

None.

III.A.5

The Institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution established 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 and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The college recognizes the benefit of performance evaluation of its work force, as well as linkages to established professional development philosophies and goals. The college builds and maintains specific policies that govern these areas to provide guidelines, timelines and outcomes of evaluations that support employment decisions such as promotion, demotion, reassignment, professional development, salary increments, or contract extension. [Board Policy No. 6017 Performance Evaluation](#) requires performance evaluation to be completed six months from date of hire, annually thereafter and maybe submitted three months prior to the end of the employment contract. (III.A.12) There are three performance tools use to evaluate employees; each tool maintains standards relevant to employee classification and position types.

- [Appendix E Performance Evaluation for support staff \(III.A.13\)](#)
- [Appendix F Employee Progress Report for administrators \(III.A.14\)](#)
- [Appendix G instructional faculty evaluation form for full time teaching faculty \(III.A.15\)](#)

These tools appear in the *Personnel Policy Manual*. They are located on the college's website and are given in hard copies to personnel at the time of hire. This manual was updated on April 30, 2015. The Human Resources Office issues via email and/or hard copies annual reminders to supervisors through the vice presidents.

The performance evaluations are completed by supervisor and employee; then transmitted to relevant vice president in each of the five departments to review and endorse too before human resources implements the outcome of the evaluation which may be, a step increment, contract

extension, etc. All parties to the process will be issued a copy of the evaluation consistent with the policy while business office receives copies of personnel action for payroll processing.

The college recognizes that not all performance evaluations will be completed at stated intervals, and provides assurance to employees in the form of [Board Policy No. 6009 Compensation Policies](#) section 3 that allows for salary increments to be made retroactive to the effective date to make sure employees are not penalized for administrative delays. (III.A.4)

Should granting of an employee's salary increment be delayed beyond its effective date due solely to administrative reasons, the salary increment shall be made retroactive to the effective date.

Although [Board Policy No. 6017 Performance Evaluation](#) requires systematic evaluation of personnel at specific intervals, for the most part, the college tends to complete evaluations outside of the timelines as reflected in Table III.A.5-1 below. (III.A.12)

Table III.A.5-1. COM-FSM College-Wide Performance Evaluation Figures

Year	Evaluated 1 to 3 months PRIOR to Evaluation Due Date	Evaluated WITHIN 1 year of Evaluation Date	Evaluated 1 year AFTER Due Date	Evaluated AFTER more than 1 year of due date	Total Employees
2014	37 [11%]	107 [32%]	53 [15%]	136 [42%]	333
2013	43 [12%]	127 [38%]	77 [23%]	85 [27%]	332
2012	34 [10%]	138 [43%]	57 [17%]	90 [30%]	319
2011	35 [11%]	181 [54%]	40 [12%]	81 [23%]	337

Source: Human Resources Office

Figures disaggregated by campus can be found here [Table III.A.5-2 \(III.A.31\)](#)

Analysis and Evaluation

Although performance evaluations are not completed 100% at stated intervals, through meetings and day-to-day interaction informal feedback from supervisors are conveyed throughout the year. When the evaluation paper work is finally completed, employees are not surprised with the results. This assertion is supported by the fact that such results of late performance evaluations are trusted and have supported decisions that have led to step increments, promotion, contract renewals, and termination. What employees sought most from Human Resources Office is a reminder to supervisors to complete these evaluations, especially when a salary increment maybe due for a particular year, or when an employee is making a bank loan and needs the contract renewal. This need is fulfilled with employment verifications provided by HRO multiple times during the year when the evaluation is late.

The performance evaluations yield recommendations for major improvements, disciplinary actions and or shortened contract extensions that are most often completed on schedule. This is because supervisors understand the importance of notifying employees in a timely manner for necessary changes in their performance. The college recognizes its ability to fully meet this standard can be strengthened by making necessary changes to its timelines in policies and practices and continuous training of managers who are responsible for conducting performance

evaluation. The college will review its policies in this regard and its practices to implement a realistic and reasonable timetable that meets this Standard.

Actionable Improvement Plan

The college will comply with its own policies. The college will make necessary changes to timelines in its policies and practices and provide training for managers who are responsible for conducting performance evaluations. The college will review its policies and practices to implement a realistic and reasonable timetable that meets this standard. And, the college will ensure actions taken following evaluations are formal, timely, and documented.

III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

The college maintains 21 academic administrators listed in Table III.A.3-1 and 99 faculty members and division chairs that are responsible for student learning whose. The college demonstrates its commitment to continuous improvement in the way it uses the results of performance evaluation of these personnel to affect the changes required to improve learning and teaching at any of its campus site. There are four evaluation tools use to assess personnel:

- [Appendix F Employee Progress Report for administrators \(III.A.14\)](#)
- [Appendix G instructional faculty evaluation form for full time teaching faculty \(III.A.15\)](#)
- [Appendix C Student Evaluation of Instructors and course for full and part time faculty](#)[Faculty Handbook 1/22/14] (III.A. 16)
- [Instructor Classroom Observation Form](#) for full and part time faculty (III.A.17)

Full-time faculty members are evaluated annually using [Appendix G](#) and [Appendix C](#) each term. Both tools specify criteria on learning outcomes as part of the assessment process; results of these assessments are used to inform necessary changes to the learning environment or teaching methodology for the instructor. (III.A. 15; III.A.16) Part-time faculty members are evaluated per semester using Appendix C and the [Instructor Classroom Observation Form](#); learning and teaching are assessed and form the basis for re-employment for subsequent semesters. (III.A.17) Academic administrators such as the instructional coordinator, deans or the director of academic programs are evaluated on the same forms whenever they teach. Division chairs who supervise an academic division are themselves full-time faculty members and are also evaluated on the same forms each term and year.

The college has improved 100% its practice regarding consistent evaluation of part-time faculty members since 2010. Although the core part time faculty members continue to teach from year to year by issuing semester employment contracts, the college requires assurance of quality performance in the form of a classroom observation for each spring and fall they teach. Contracts are not processed without the documented confirmation of satisfactory performance. When a supervisor failed to provide such paperwork, they provide a summary of the student assessment of each faculty member with their own observation and recommendation. Table

III.A.6-1 below demonstrates this improved practice with the sampling of a four-year fall semester summary.

Table III.A.6-1. Part Time Faculty Performance Evaluation

Semester	Part Time Faculty Number	% of Faculty who were evaluated
Fall 2014	45	100%
Fall 2013	42	100%
Fall 2012	47	100%
Fall 2011	48	100%

However, the college recognizes that one group of personnel responsible for student learning who are not formally evaluated and no evaluation tool was developed yet at the time of this writing: the tutors. The student services coordinators however make general observations of the tutors in the way they conducted sessions, hours they commit to helping students and grade reports students received when working with such tutors. Although these observations are not recorded formally consistently, they support the services being provided to students who are referred and/or sought tutoring assistance.

Analysis and Evaluation

The current policies and practices provide the criteria and procedures necessary to assure quality teaching and learning environments where academic administrators, faculty, and other staff strive to make improvement. The link between performance, salary increment and contract extension work. The college will continue to employ these policies and practices to maintain this standard while make improvement in the evaluation of tutors to be as formal and in consistent. Although the college is not formally evaluating the tutors (who are often students), their subsequent employment is based on their academic achievement at the college, informal feedback from students, and informal observation made on their commitment to the task in the reports they submit, attendance of meetings, and compliance with scheduled tutorial sessions with students.

Actionable Improvement Plan

To maintain the integrity of programs, student learning, and quality of services, the college will formalize the evaluation of tutors.

III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The college maintains the standard by employing a core of faculty both full and part time per semester to teach its courses and meet students' needs anywhere in the college. The 99.25% average full time faculty for the four (4) year period demonstrated ability to maintain a higher

percentage of full time faculty; assuring consistency and quality of instruction. Considering the size of the student population, location of campuses and the number of course offerings, the full time core faculty is sufficient to assure program delivery, quality and completion. This is well demonstrated by the tables below where fulltime faculty is two times the number of part time faculty who teach more than half of courses each term.

Table III.A.7-1. COM-FSM Full Time Faculty vs. Part Time Faculty-2010-2014

Semester	Full Time Faculty Number	Part Time Faculty Number	Combined Total Faculty	% of Full Time Faculty
Fall 2014	93	45	138	67%
Fall 2013	100	42	142	70%
Fall 2012	100	47	147	68%
Fall 2011	104	48	152	68%

Sources: IRPO

Table III.A.7-2. COM-FSM Class Sections Distribution between Full Time and Part Time Faculty: 2010-2014

FT or PT	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Full Time	438	466	439	418	407
Part Time	85	97	92	75	73
Total Sections	523	563	531	493	480

The college determines sufficient faculty members based on the [Enrollment Key Indicators](#) (2006) that provides the ratio of personnel to students. (III.A.18) Student ratio is 1 faculty per 17 students. In cases where additional sections of courses are required by students who need to graduate or pending hiring of a full time position, qualified part time instructors from the college community and at large are hired each semester. The instructional department maintains a pool of qualified and certified part time instructors.

Analysis and Evaluation

The current practices and enrollment key indicators are sufficient for the college to provide the sufficient faculty and assurance of support services to achieve the institutional mission and purpose. The college believes that it meets this Standard.

Actionable Improvement Plan

None.

III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The college recognizes the value added to the quality and quantity of instruction by the part time faculty members who teach on a semester basis semester after semester. The college maintains policy manuals and handbooks for personnel, numerous sections of which address part time faculty members in regards to their duties, compensation, benefits and opportunities of professional development.

Table III.A.8-1. COM-FSM Board Policies Related to Human Resources

Board Policy No.	Title
Board Policy No. 6009	<i>Compensation Policies 6.a. & b.</i>
Board Policy No. 6012	<i>Social Security</i>
Board Policy No. 6015	<i>Professional Development Program</i>
Board Policy No. 6020	<i>Sexual Harassment</i>
Board Policy No. 6021	<i>Grievance Policy</i>
Board Policy No. 6022	<i>Employee Organization</i>
Board Policy No. 6029	<i>Code of Ethics</i>
Board Policy No. 6031	<i>Human Resources Record Access & Confidentiality</i>
Board Policy No. 6032	<i>Controlled Substance & Alcohol Free Workplace and College Premises</i>

Under the instructional department, these procedures and practices are provided to guide their assimilation into the college and to govern the management of their classes, performance evaluation and orientation.

- [*Faculty Handbook* \(1/22/14\) pages 28-32 \(III.A.19\)](#)
- [*Curriculum Handbook* \(5/2015\) \(III.A.20\)](#)

While the college employs a core group of part time faculty of 42 to 48 between fall 2011 to fall 2014 who have been with the college for a number of years; most of whom hold full time jobs in the community but respond to the college's needs to teach a few credits per semester when their schedules allow. Current administrators and professional staff are included in the core group; when their schedule permits, they teach in their field of expertise. In this way, the core part-time faculty members are very familiar with the college, its policies and practices and how to go about getting support/services to aid their classes

Analysis and Evaluation

Having served the college in this way for many years, these part-time faculty are very familiar with programs and the nature of things with the college and instructors they work with. They are comfortable seeking information from any unit and know where to find things. In their involvement in development activities; through assessments, they input into the improvement of programs and functions. Having college email addresses provides them access to important notices and announcements. Likewise, the division chairs share information with them as needed and respond to their needs when advised. The college believes that it meets this Standard.

Actionable Improvement Plan

None.

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The college employs a sufficient number of qualified personnel that ensure effective educational, technological, physical and administrative operations. The 261 administrators and staff are sufficient to support six campus sites over a span of ocean with different local governments and cultures and a fall average total student population of 2,629 compared sister institution in the region who have smaller staff level and student population and located in a single location; one culture and government. For a campus this size, 360 full-time personnel is sufficient and necessary.

Though not 100% of the administrators have the stipulated academic credential, they have sufficient informal training and extensive work experience at the college (and prior to the college). They participate in on-island and off-island professional training continuously from their first year on the job. The longer one holds a position, the more opportunities for professional development on an individual basis through professional organizations in their fields of assignments overseas or through the annual group development opportunities held on each campus and designed by an established committee.

To date, there are four current administrators without a bachelor's degree which is the minimum degree level for their jobs; though two of them have been taking online courses in bachelor's degrees. The remaining two have associate's degree with 20 to 25 years of work experience at the college. Performance evaluations indicate that they are efficient in the work they do and will continue to attend training in their field of work to remain updated their area of work and maintain networks with other professionals within and outside of the college.

Analysis and Evaluation

The staffing level in this regard is supported by the [job audit](#) completed in 2010 and the ongoing evaluation/restructuring of the management positions and services in the college. (III.A. 21). The college takes a creative approach to meeting its personnel need when possible by combining responsibilities, sharing personnel between campuses and offices and strengthen linkages between campuses by assigning college wide duties to personnel residing on the state campuses. Only when it is supported by a careful review and resource study, the college will create necessary positions to promote efficiency to services and increase quality of programs.

Evidenced by the [series of actions](#) taken beginning with the job audit study carried out in 2010 and implemented in 2011, the college is constantly making improvement in its distribution of human resources and responsibilities to get the most out of them but with quality. (III.A.34). Comprehensive review of vacant positions at the cabinet level, made effective May 2014, allows for a thorough comparison of needs within the college, realignment of priority areas and equity.

Personnel in positions that support the effective educational, technological, physical, and administrative operations of the institution have access to annual professional development to keep them updated in their fields. Evidenced by the four (4) year data on the number of college personnel attending professional development from 2011 to 2014 in table III.3-3 demonstrated

the college's commitment to ensure quality happens daily and in the absence of academic degree. The college believes that it meets this Standard.

Actionable Improvement Plan

None.

III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The college holds that the forty-two (42) administrators per table III.A.10.1 are sufficient and necessary to carry out the mission of the college despite the spread of the six campus sites and compared with other institutions in the region. The administrators are defined as those holding a managerial position that is recognized in the organizational chart of the college as having executive authority in program direction and development and is head of an office unit. Then there are twenty-three (23) academic administrators with appropriate preparation and expertise providing continuity and effective administrative leadership and services at the college.

The college employs sufficient administrators qualified by appropriate education and training and responsible for leading the college to meet its mission as demonstrated in Table III.A.10-2 below.

Table III.A.10-1. COM-FSM Professional Qualification for Administrators

Educational Programs- Administrators	Academic Credentials
1. President 2. VPIA 3. Director of LRC 4. Director of Academic Programs 5. Division Chairs of: a. Languages and Literature b. Math and Science c. Public Health/Nursing d. Education e. Social Science f. Business Administration	President – EdD VPIA – MA Director of LRC – MA Chair of Language and Literature – MA Chair of Math and Science – MA Chair of Public Health/Nursing – MD Chair of Education – MA Chair of Social Science – MA Chair of Business Administration - MA
6. Director of Campus and CTE 7. Coordinator of Instructional 8. Division Chairs a. Trade and Technology b. Hospitality & Tourism Management	Director of Campus and CTE- AS + BA ongoing (online) Coordinator of Instructional –MA Chair of Trade and Technology- BA Chair of Hospitality & Tourism – MA
9. Dean of Campus 10. Instructional Services	Dean of Campus (vacant) Coordinator of Instruction - MA
11. Dean of Campus 12. Coordinator of Instruction	Dean of Campus - BA + MA ongoing (online) Coordinator of Instruction – PhD

13.	FMI campus Director	FSM-FMI Director - BA
14.	Dean of Campus	Dean of Campus – MA
15.	Instructional Coordinator	Coordinator of Instruction(temporary appointment) - MA

Analysis and Evaluation

The college is aware of its staffing levels appear larger than those of sister institutions in the region. Given COM-FSM's multiple campus sites the college is satisfied that the administrators are sufficient in numbers and credentials to fulfill its Mission. The college continues to provide professional development annually. Within a span of four (4) years, the college sent 102 faculty and 87 non-teaching administrators overseas for professional development, per table III.A.14-2.

And each year, all personnel at each campus are given a full day of professional development on-island coordinated by a small committee, which was jointly planned with the cabinet until 2013. When the cabinet took charge of professional development planning in 2014, more purposeful resource allocation and cohesive planning happened. In this way, the administration ensures that training plans reflect skills development necessary in the day-to-day management of each unit.

Through review of data through IPEDS and informal exchanges with sister institutions in the Pacific region, the college is satisfied with the number and performance of its staff. While the college continues with its continual assessment of its staffing through IPEDS and informal exchanges with counterparts in the region, staff levels will continue to reflect the needs of the institution. The college believes that it meets the Standard.

Actionable Improvement Plan

None

III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The college maintains a host of policies and procedures governing eight (8) major areas at the college; all are published on the college's website for easy access while hard copies are kept at unit offices. Administrators offer advice on policy and procedure matters when further questions arise.

Formal review and discussion of revision and creation of personnel policies take place in committees and are channeled through the relevant governance structure. The Human Resources Committee maintains an annual policy development plan that tracks the policies submitted for review and is regularly updated each time a policy is implemented. Individual employees, supervisors, administrators and committees may request the committee to review a current policy or recommend one through the [Board Policy No. 2001 Policy on Policies](#). Such a comprehensive review process assures participatory governance takes place and relevant administrators, faculty and committees have adequate time to review and comment. (III.A.22)

Implementation of personnel policies and procedures are communicated in a formal memorandum from the human resources director and sent to college alias email addresses, campus deans, vice presidents, president and campus human resources representatives for distribution to all employees on each campus and unit. Personnel policies apply to all employees on all campuses. Actions and decisions rendered by supervisors and others relating to personnel matters are reviewed with HRO to ensure compliance, accuracy, and consistency.

The college started in February 2015 to upload its policies and procedures into a new and simpler template and separate the two. Improvement is sought in any facet of the college to improve overall programs and services to the college and to meet its mission to keep the college student centered using best practices.

The college acknowledges that there is one specific policy that has not been fully implemented for a number of years; [Board Policy No. 2006](#) regarding limited term appointment of temporary staff in the area of security and maintenance. (III.A.32). Over the years, personnel were hired to fill meet human resources need with one contract at a time from October to September to coincide with the budge year. This way, the human resources need is met but this practice does not guarantee the staff will remain year after year given the type of contract offered. While it is cost effective for the college to hire on a one year contract without benefits, the individuals over a long period could not afford to live on such limited employment. The college having acknowledged this area as problematic, has taken steps to resolve the issue by studying the budget against the key enrollment indicators in the area to make available full time positions and eliminate hiring personnel on limited term appointment in these areas. Cabinet approved in their [November 6, 2015](#) meeting to open the needed positions in these areas as full time regular positions. (III.A.33) This step recognizes the value of the individuals serving in this area and the need to address quality, consistency and equity. The said positions are now opened and will be closed December 18 and 29. They are expected to be filled by January 31, 2016.

Analysis and Evaluation

Through current policies and practices, the college establishes and adheres to [written policies](#) electronically available on its website. (III.A.35) Updated policies and processes for policy development and review is well documented and supported in the formal minutes of each committee and groups where policies are channeled prior to transmittal to the Board of Regents for approval. The availability of the policies and procedures online enable personnel at anywhere in the college and while outside of the region easy access and consistent application. The college believes it meets this Standard.

Actionable Improvement Plan

None.

III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

While the Federated States of Micronesia consists of four unique island states, the country is not an ethnically diverse nation in the terms normally used in the United States. At the College of Micronesia-FSM, 99.4% of students and 72% of employees are Micronesian or other Pacific islanders. Accordingly, the college is deemed a minority institution and is recognized as eligible to apply for Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grants.

The college however acknowledges that while the State of Chuuk represents more than 47% of the population of the FSM, Chuuk students represents less than 15% for fall 2014, a steady decline from 21% in 2010. Regardless, the college continues to create and maintain policies and practices to keep its personnel engaged and provided for including these examples:

1. Whenever a management position becomes vacant, current personnel familiar with duties are assigned to temporary carrying out the functions of that position. This provides additional on the job training and offers an opportunity to affect changes and work with groups they wouldn't otherwise have the opportunity for.
2. From year 2011 to 2014, 56 personnel enrolled in college courses throughout the campuses while working full time as showed in III.A. 14-3. Employees enroll each semester without cost to them in the college's own academic courses to enhance their skills and expand their knowledge beyond their work requirement. They are able to better themselves in a way that they would not have otherwise able to do on their own and have gone on to complete degree programs in the Associate of Science Program, Teacher Preparation Program, and the Bachelor's degree program.

Through the Human Resources Office (HRO), the college regularly assesses its employment equity and diversity to ensure practices facilitate the accomplishments of mission and goals. Such reports are provided directly to management and/or publish in the quarterly reports.

Analysis and Evaluation

The college finds the current policies and practices to be sufficient to meet this Standard.

Actionable Improvement Plan

None

III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The college demonstrates its commitment to upholding a professional code of ethics in the work place that policies were developed to guide personnel in the matter and complement it with policies that govern disciplinary actions for non-compliance to protect personnel and students.

The college maintains a written code of professional ethics for all personnel as [Board Policy No. 6029](#) *Code of Ethics*, available online and in hard copies that are given to all personnel. (III.A.25)

In this policy [Board Policy No. 6019 Employee Discipline and Protection](#) are references as a controlling mechanism for noncompliance. (III.A.26). The college also ensures students are protected by additional policies and procedures if and when a staff or faculty would lodge a complaint against them through [Board Policy No. 6021 Grievance Policy](#). (III.A.27)

Analysis and Evaluation

The college finds the current policies and practices effective and provide for professional working environment and support learning and the mission. The college will continue to employ current policies and practices and make revisions when necessary to exceed this Standard.

Actionable Improvement Plan

None.

III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The college values its employees' continued professional development and makes available a host of opportunities supported by policies and practices. On an annual basis, employees earn degrees at the college or at other accredited colleges supported by purposeful arrangements and agreements with the administration. Its philosophy is summed up in these following statements per [Board Policy No. 6015 Professional Development Program](#). (III.A.7)

1. *Allowing participation in professional activities which not only serve to develop or revitalize the employee but also provide benefits to the college;*
2. *Providing opportunities for staff to remain current in their fields, improve their technique/ skill, and maintain intellectual vigor;*
3. *Encouraging individual personal growth. Such activities focus on improving the individual personally with the assumption that a better person makes a better employee;*
4. *Fostering organizational development. Such activities focus on increasing management effectiveness, developing better understanding of the college's mission and goals among all staff, and increasing effectiveness in the day-to-day operation of the college; and*
5. *Continuing training of indigenous staff/faculty towards an advanced degree.*

Once a year, the college holds a one-day professional development day on each campus during the spring semester. Training programs are developed by a committee charged with coordinating such activities, while working with administration and managers of each campus to develop the training priority for each year. Training topics are considered gaps in a campus's ability to meet some parts of the mission and/or goals. Cabinet eliminated the "staff development committee" and instead appointed the VPs to assume responsibilities for determining training needs within their department. The decision was made to bring forth a cohesive plan that is linked to college-wide priorities and goals to ensure consistency and achievement of the mission. The decision also encouraged on-the-job training within units and departments that must be ongoing and

targeting work functions and gaps. The vice presidents who regularly travel to the state campuses presented workshops of critical nature and priorities as well as other midlevel directors with college wide responsibilities such as:

- Director of Human Resources
- Comptroller
- Director of Learning Resources
- Director of Financial Aid Office
- Director of Office of Admission, Recruitment and Retention
- Director of Maintenance and Security

The cabinet reviews all group and individual professional development requests and sets college-wide training priorities. Requests and plans are channeled through immediate supervisor and up to the vice president in each department. If the vice president endorses such a plan, he/she will take it to cabinet to discuss with the other vice presidents and president. If the vice president does not endorse the plan, the request will return it to the supervisor with explanations. Not all plans are approved; the cabinet has to look at each individual plan and review it against the college's policy, strategic directions, expected outcome of the plan, linkage to annual priorities, relevance to field of work and availability of resources. Although the cabinet now leads the professional development planning, coordination and logistic rests with the small ad hoc committees at each state campus and Human Resources Office at the national campus. The ad hoc committees at the states campuses are led by the representative of HRO on each site who communicate with Human Resources Office at the National regularly on these issues and attend a once a month electronic meeting.

Appropriate Opportunities for Continued Professional Development

The once a year training is assessed by participants and committees and HRO collects and summarizes the assessments and discusses them in the monthly meetings and shares with the cabinet for improvement of subsequent events. The college finds these assessments to be very useful to improve processes and learn what and how employees learn and find valuable from the events. It was through these assessments that the once a day professional development day at the National and Pohnpei campuses is changed; faculty had a separate day than non-faculty where the event is shorter than one day and very focused department's priorities.

Non-faculty selected by vice presidents in each in each department attend short on island professional development program. Attendance is taken of each event and shared with the cabinet. The results of the assessments from 2014 and 2015 of the events in Pohnpei proved increased attendance to 100% for the duration of the event compared to the previous one day events where almost half of the participants didn't return after lunch to the training or to work stations.

Table III.A.14-1. COM-FSM Personnel Completed Professional Degree on Educational Leave or via Distance Education: 2005-2014

YEAR	Bachelor's Degree	Master's Degree	PhD Degree	Grand Total
2014		2	3	5
2013	2	6		8
2012		1		1
2011	1	2	1	4
2010		3		5
2009		4		4
2008		8	1	9
2007	2	1		4
2006		2		2
2005		3		3
GRAND TOTAL	5	32	5	45

Source: Human Resources Office

Table III.A.14-2. Personnel Who Attended Professional Development Off-Island: 2011-2014

FY	No. of Faculty	No. of Administrators	No. of Classified	No. of Professional	No. of Board	Total
2014	22	14	2	13		51
2013	48	20	8	16	4	96
2012	18	32	7	31		88
2011	14	21	13	23		71
Total	102	87	30	83	4	306

Source: Human Resources Office.

The college maintains [Board Policy No. 6027 Tuition and Waiver and Reduction](#) benefits both employees and their dependents by enrolling at any of its campuses with reduced tuition and no tuition for employee for a maximum of two courses per semester (III.A.6). Table III.A.14-3 below reflects the number of employees taking courses in academic courses from 2011 to 2014. These activities demonstrated purposeful planning, resources allocation, priorities of the college and its commitment to building a proficient human capital.

Table III.A.14-3. Personnel Who Attended COM-FSM While Employed: 2011-2014

Year	Classified	Professional	Faculty	Total Number
2014	9	3	1	13
2013	9	1	1	11
2012	9	4	1	14
2011	12	5	1	18
Total #	39	13	4	56

Source: Human Resources Office

While the college continuously makes decisions and implements policies and practices that support on going professional development of personnel annually, its annual budget as reflected in the table below demonstrates the savings the college has realized from its Cabinet-led professional development that links priorities with budget while increasing the number of staff attending such programs.

Table III.A.14-4. COM-FSM Four-Year Budget for Professional Development

FY	Budget (USD)	Expenses (USD)
2014	70,200.00	39,061.03
2013	60,100.00	42,085.42
2012	107,012.35	88,747.72
2011	104,782.57	106,213.01

Table III.A.14-4 above shows a trend in budget and actual spending in providing professional development opportunities. The college instituted priorities for traveling to attend training overseas; they must be addressing critical established priorities, linked to accreditation and respond to identified gaps in a specific area. The college has also encouraged the team training whether on island or off-island. The on-island development program is the most cost effective and [rated](#) very well by personnel; a trainer delivered on [site training](#) to 19-41 per seating. (III.A. 28; IIIA.9). When an individual travels out to the US Mainland to attend similar training, it will cost the college from \$ 8,000 to \$12,000 depending on the location.

Analysis and Evaluation

The college is very serious in its intention to invest in its human resources and human capital by the numerous opportunities presented to personnel and policies maintain that govern such practices and the generous funding allocated for such professional developments. From 2005 to 2014, 45 faculty and staff who have completed academic degree online and on site through the college by providing funding, reduced loads for faculty and administrative support. The table III.A.14.4 above paints clearly how serious the college in managing its financial resources and professional opportunities. Through the numerous opportunities created through polices and supported by practices, the college maintains this Standard.

Actionable Improvement Plan

None.

III.A.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The college assures the security of personnel records and provides policies and practices that are accordance with law. Prior to March 13, 2013, the college operated in understood unwritten rules to manage personnel records that are consistent with other HRO in the region. But the college made a conscious decision to adopt a formal written policy to govern the security and

confidentiality of personnel records to ensure personnel records are handled properly and access is documented and legal. The college implemented [Board Policy No. 6031 Human Resources Access and Confidentiality](#) that provides procedures, measures of security and access to personnel files. (III.A.30) Individual file maintains a record of each request made by employee or administrators to view or make copies of documents. At the same time, HRO through this policy assures correct individuals only can access such file and document. In spring 2015, HRO included in each new file a form that lists the documents in each personnel file to make sure the correct documents are maintained in the file and those that should not be included are not added.

Analysis and Evaluation

The cabinets that store the personnel files are individually locked and opened daily by HRO staff. They are located in the interior office of the human resources staff, access is limited to the full time personnel in the office. Each day, the cabinets are opened for access and closed again at the end of the day. When employee or an administrator requests a document from their or supervisees' file, they file a form first and only view the file in the office and in the presence of the HRO staff. Copies of any document are made by HRO staff only. No employee has filed a complaint about the process or been denied access to his or her file. The college believes that it meets this Standard.

Actionable Improvement Plan

None

Standard III.A Table of Evidence

III.A.1	26 Administrators http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/26_College_Administrators.pdf
III.A.2	Fall Semester Enrollment by Student Type (2010-2014) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Fall_Semester_Enrollment_by_Student_Type.pdf
III.A.3	Board Policy No. 6007 Employment http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6007
III.A.4	Board Policy No. 6009 Compensation Policies http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6009
III.A.5	31 Faculty Completed Master's Degree under the Professional Development Policies http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/31_Faculty_Completed_Mas%27s_Degree_under_the_Professional_Development_Policies.pdf
III.A.6	Board Policy No. 6027 Tuition Wavier and Reeducation http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6027
III.A.7	Board Policy No. 6015 Professional Development Program http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6015
III.A.8	Board Policy No. 6026 Faculty Workload http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6026
III.A.9	FSM Public Law 7-79 http://www.comfsm.fm/bor/misc/PL-7-79.pdf
III.A.10	COM-FSM Current Distribution of Academic –Related Administration and staff http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Table_III_A_3_1docx.pdf
III.A.11	Table III.A.3-2 Personnel Perusing Degree Programs Outside COM-FSM-2015 http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Personnel-Perusing-Degree-Programs-Outside-of-COM.pdf
III.A.12	Board Policy No. 6017 Performance Evaluation http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6017

III.A.13	Appendix E Performance Evaluation http://www.comfsm.fm/hr/appendices/Appendix-E-Development-Plan-Performance-evaluation.pdf
III.A.14	Appendix F Employee Progress Report http://www.comfsm.fm/hr/appendices/Appendix-F-Employee-Progress-Report%28Management%29.pdf
III.A.15	Appendix G Instructional Faculty Evaluation Form http://www.comfsm.fm/hr/appendices/Appendix-G-InstructionalFaculty-Evaluation.pdf
III.A.16	Appendix C <i>Student Evaluation of Instructors and course for full and part time faculty</i> [Faculty Handbook 1/22/14] http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/AppendixC.PDF
III.A.17	Instructor Classroom Observation Form http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Instructor-Classroom-Observation.pdf
III.A.18	Enrollment Key Indicators, 2006 http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Enrollment_Management_Campus_Standards_Key_Indicators.pdf
III.A.19	Faculty Handbook (1/22/14) pages 28-32 http://www.comfsm.fm/publications/handbook/Faculty-handbook.pdf
III.A.20	Curriculum Handbook (5/2015) http://www.comfsm.fm/publications/handbook/CAC-compressed.pdf
III.A.21	Job Audit Study, 2010 http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Job-Audit-Study-2010.pdf
III.A.22	Board Policy No. 2001 Policy on Policies http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2001.pdf
III.A.23	Board Policy No. 6006 Kinds of Positions and Appointments http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6006
III.A.24	Cabinet Minutes of November 6, 2015 http://www.comfsm.fm/cabinet/pdf/2015/Cabinet-11-6-15.pdf
III.A.25	Board Policy No. 6029 Code of Ethics http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6029.pdf
III.A.26	Board Policy No. 6019 Employee Discipline and Protection http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6019
III.A.27	Board Policy No. 6021 Grievance Policy http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6021
III.A. 28	Sample Assessment Results http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Sample_Assessment_Results.pdf
III.A.29	Sample Participant and Evaluations 2014 http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Sample_Participant_and_Evaluation2014.pdf
III.A.30	Board Policy No. 6031 Human Resources Record Access and Confidentiality http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6031
III.A.31	Figures Disaggregated by Campus http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Table_III_A_5_2.pdf
III.A.32	Board Policy No. 6006 Kinds of Positions and Appointments http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6006
III.A.33	Cabinet Minutes of November 6, 2015 http://www.comfsm.fm/cabinet/pdf/2015/Cabinet-11-6-15.pdf
III.A.34	Series of Actions Taken for Improvements http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/a/Series-of-Actions-Taken-for-Improvements.pdf
III.A.35	Written Policies http://www.comfsm.fm/?q=board-policies

Standard III.B. Physical Resources

III.B.1.

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and healthful learning and working environment.

Evidence of Meeting the Standard

The college believes it meets this standard by adopting and implementing facilities safety standards, by developing an enrollment management indicator to monitor and regulate enrollment numbers to assure sufficiency of facilities, by continuously improving accessibility on campus, and providing campus security services.

Geographic Locations and Resources

COM-FSM is committed to providing quality, safe physical resources to support the mission, goals, strategic direction, and institution's programs and services. The six campus sites of COM-FSM are located in the four Federated States of Micronesia (FSM) Island States of Pohnpei, Kosrae, Chuuk, and Yap. These islands are spread across nearly 1,700 miles of the Pacific Ocean. This distance creates challenges in sustaining equitable support services for students, faculty and staff. A list of all [college properties](#), their size location and ownership status is available here. ([III.B.44](#)).

Table III.B.1-2. COM-FSM: Summary of Facilities by Campus

Campus	Location	No. of Buildings	Replacement Value in Millions (USD)	Enrollment Fall 2014	No. of Classrooms
National Campus	Palikir, Pohnpei	15.0	48.76	968	15
Pohnpei Campus	Kolonia, Pohnpei	18.0	19.07	703	20
Chuuk Campus	Weno, Chuuk	11.0	5.83	262	8
Kosrae Campus	Tofol, Kosrae	10.0	7.18	223	6
Yap Campus	Ruul, Yap	9.0	5.78	188	7
FSM-FMI Campus	Tamol, Yap	4.0	6.47	53	3
Totals					

A link to photos of [campus footprints and building directory](#) appears here.

Note that the Division of Facilities and Safety at the National Campus oversees maintenance and security programs at each state campus. Programs and services implemented at any campus are then replicated on other campuses, with modifications based on individual campus needs ([III.B.43](#)).

The college has been conducting a yearly preventative maintenance workshop, involving state campus maintenance and security supervisors to ensure uniformity in delivery of programs and

services, since 2010. The workshop is also a program for training of supervisors in facilities and accreditation standards.

As a result of the workshops, two types of college wide facilities and equipment preventative maintenance programs have been developed and implemented: The annual preventative maintenance program provides scheduled maintenance activities within the year while the five years plan addresses [*major repairs and renovations*](#) (III.B.28).

Building Standards

In the absence of the National, State, and Local building codes in the FSM, the college has adopted the following standards and codes to assure safe and sufficient facilities across the campuses:

- American Institute of Architects (AIA) graphics standards
- International Building Code 2012 edition (most current version) and
- The US Americans with Disability Act Standards (ADA) 2010 version.
- US National Electric Code 2014 version.
- The International Plumbing Code (2012 version).

Recent construction of the Yap Campus [*Student Center and the classroom*](#), and computer lab buildings in 2013 are samples of recent projects using the standards above (III.B.1). These standards are also used while remodeling and renovating facilities. Reference projects include the recent renovation and extension of building “M” at the National Campus, which added 2 toilets for the disabled, and the construction of an access ramp in front of the Learning Resources Center. ADA standards requiring wheel chair lifts and elevators are occasionally waived. The college provides service to the disabled where access is not available. Similarly, fire safety standards such as fire alarms and sprinklers are only installed where practical.

Fire Alarms and Safety

The college has developed and replicated a [*preventative maintenance program*](#) across the campuses to assure that the facilities and equipment are safe and functioning properly (III.B.2). Since 2012, the [*fire alarm system*](#) was rehabilitated in the residence halls buildings “D & E”, the dining hall building “C”, the bookstore and dispensary building “K”, the administration building “G” and the learning resources center building “H” (III.B.3). Other improvements included the replacement of emergency exit doors for the residence halls. Due to frequent power outages at the National Campus, three standby [*generators*](#) were installed including one to supply power to the residence halls, dining hall, dispensary and bookstore building. (III.B.45) The following are the types and sizes of generator units:

- Station-1, Classrooms and Faculty office: Denyo 100 KVA
- Station-2, Administration, LRC and Faculty Office: Denyo 200 KVA
- Station-3, Residence Halls, Dining Hall, Dispensary: Kohler 100 KVA

Emergency Response Plan

The college emergency response plan has been revised and update in 2012 and is available on the college website. To test the revised version of the emergency response plan, the college conducted a [*simulation exercise*](#) on May 2, 2012, focusing mainly on anticipated typhoon (III.B.4). On May 08, 2015, the emergency response plan was [*activated*](#) for the first time in

response to typhoon Dolphin that hit Pohnpei State with winds gusting up to 50 miles per hour causing damages on Pohnpei ([III.B.5](#)). The simulation exercise played an important role in preparing the emergency management team to execute the plan accordingly. During debrief, several concerns were raised and noted for further improvement.

Fire and Emergency Evacuation Drills

Every campus has implemented annual fire drills and emergency evacuation exercises while the National Campus conducts additional fire drills for the [residence halls](#) at least once per semester ([III.B.6](#)). Due to the size of the National Campus, fire drills are conducted for individual facilities ([III.B.7](#)). As an additional safety feature, an [emergency phone](#) has been installed at National Campus classroom building A to improve the emergency response on campus ([III.B.8](#)).

Security Services and Campus Crime Reporting

Security service coverage is 24/7 at all the campuses with diverse numbers of officers based on the campus size, local conditions, and surrounding community environment ([III.B.9](#)). The capacity of local public safety agencies' response times to emergencies also plays an important role for criteria in determining the number of officers needed per shift. The National Campus has the highest number of officers due to the number of resident students living on campus, the area of coverage, and the difficulty of local public safety and law enforcement agencies to respond to emergencies in a timely manner.

The college has been fulfilling its requirement in submitting campus [crime statistics](#) to the US Department of Education in compliance with the Jean Clery Act. As an external review, the college has contracted a security consultant, Timothy Fenlon, to review the college's level of compliance with Title [IV](#), [IX](#), and the Jean Clery Act and to assess the security operations, and to provide trainings where needed ([III.B.10](#); [III.B.11](#); [III.B.12](#)).

Residence Halls Safety Inspection

When the college security office receives information or suspects possible threats involving resident students, the campus security office conducts safety inspection in the residence halls to ensure no dangerous weapon are hidden in the residence halls. On the morning of September 14, 2015, the college received information from a college community member of a possible threat aimed to students from a particular state. The security office immediately contacted student officers from the state and interviewed the students. Following the interview, a general assembly of resident students was held during dinner in the dining hall. After the meeting a safety inspection was conducted following the requests for students to voluntarily turn-in possible items that may be considered dangerous weapon. The items confiscated from the safety inspection were items regarded to be safe and authorized, while all items considered to be dangerous were voluntarily turned in.

Adoption of Local Traditions

The college has been practicing a [traditional apology process](#) to help resolve disputes between the college and its neighboring communities ([III.B.13](#)). The apology process involves the use of the Kava plant "Sakau" known to be a sacred plant that is used in other special Pohnpeian traditional ceremonies such as one seeking marriage, family and community feasts, and when offering tributes to the paramount chiefs. In the apology process, heads of families or section chiefs are involved on both parties. Messages of apology from the parties are exchanged

following the initial Kava (Sakau) ritual. Heads of the family or chiefs delivers final resolutions, disputes are settled and directives are given to both families and community members to maintain peace.

In 2004, a fight broke out off campus between a resident student and a member of the nearby community that resulted in retaliation by a mob from the community who entered the campus and injuring innocent bystanders. The situation was defused with the assistance of the local and state public safety officers. With tension still building from both sides, the Director of Maintenance and Security immediately formed a group consisting of members of the National Campus maintenance, security, faculty and administrators to execute the traditional apology practice/ceremony to avoid future retaliation and maintain peace and harmony. The ceremony was held with positive outcome. The head of the family from the community accepted the apology and gave specific instruction to all family and community members to avoid any further actions against the college community. In Pohnpei, words of the head of the families or section chiefs are binding and not to be questioned by any member of the family or community.

This practice has been exercised on several occasions, with one most recent on September 16, 2014. Several maintenance, security, residence hall, and college staff, and including resident students from other FSM States, participated in the apology ceremony that took place after a campus resident student injured an individual from the nearby community.

Sufficiency of Facilities

To assure its ability to provide sufficient facilities to support the Mission, the college contracted BECA, to complete the [*College of Micronesia-FSM Space Utilization and Facilities Master Plan Study \(III.B.14, pp.34\)*](#). This work was completed in February 2013. The *Facilities Study* consists of three work streams the *condition assessment and asset management plan*, an *energy audit* and a *space utilization study*. The space utilization study finding No. 1, which indicates the effective facilities use rate for the six campus system, stands at a “high moderate” range within the five-year period of the study.

Construction of Facilities

The *Facilities Master Plan Study* evaluates and prioritizes capital resources that respond to the college’s forward strategic direction, which is linked to the *Integrated Educational Master Plan*. Most importantly the *Facilities Master Plan Study* provides a *facilities condition assessment and asset management plan*, which informs the College about the facilities needing immediate replacement and a need for new facilities to meet educational priorities. In addition to the facilities improvements plans, the *Facilities Master Plan Study* also included new [*campus layouts*](#) to improve accessibility, campus learning and working environment [*\(III.B.15\)*](#).

The COM-FSM Facilities Study Phased Implementation Plan in short ([*Facilities Implementation Plan*](#)) has been resubmitted to new National Government leadership on May 27, 2015, for consolidation with other FSM projects for the JEMCO meeting in August 2015 [*\(III.B.16\)*](#). However, the infrastructure projects for the FSM were not discussed during the JEMCO meeting in August 2015. The FSM National government is still processing consolidation and prioritization of the projects for next ten years for the entire FSM states including the college’s ten years Facilities Implementation Plan. Upon completion and endorsement by the FSM

Congress, the infrastructure development plan for the FSM will be resubmitted for approval by JEMCO at their next meeting early 2016.

Healthy Campus Environment

Janitorial services are provided at every campus to ensure a clean and healthy campus environment. In March of 2012, the National Campus hired three additional janitorial staff to improve sanitary conditions in the residence halls and in the gym. The supervisor conducts weekly sanitary inspections of residence halls. In addition, the director of maintenance and security conducts unannounced inspections to ensure continuous cleanliness. Periodic satisfaction [surveys](#) with the occupants of the residence halls are conducted at least once a year to determine the quality of services provided. Result of the service satisfaction survey for janitorial services was rated at 89% ([III.B.17](#)).

Facilities Inspections

October 2014, the director of maintenance and security [inspected](#) the Yap Campus and FSM-FMI Campus facilities and found deficiencies at the FMI facilities, including unsanitary restroom and shower facilities, broken plumbing fixtures, leaking roofs, faulty electrical wiring and the need to replace old and inefficient AC units ([III.B.18](#)). These matters were reported verbally to the Yap Campus Dean who took immediate action to have the facilities cleaned and repaired. An estimated amount of \$368,000 was requested by the college to the FSM National Government to fund the repairs of major deficiencies noted.

The Pohnpei Environmental Protection Agency conducted unannounced inspections of the National Campus dining hall facility and provided a grading system with [recommendations](#) for improvements ([III.B.19](#)). In August 2014 and April 2015, inspections were conducted that resulted in improvements of the facility, including the installation of ½ in. mesh screens on all windows and doors to minimize and seal open areas.

Accessibility of Facilities

The college is continuously focusing on improving accessibility on campus, while at the same time being mindful of costs associated with complete compliance to the American Disability Act (ADA) requirements. Future plans for improving accessibility includes [walkways](#) connecting the existing and new buildings at the Yap Campus, covered [walkways and ramps](#) at Pohnpei Campus and walkways at the National Campus ([III.B.20](#); [III.B.21](#)).

Analysis and Evaluation

Based upon the special review section of the facilities study (part-2, page 34), the college believes that the facilities are sufficient to support programs and services. However, safety and accessibility can further be improved. These improvements include the replacement of the Pohnpei Campus Building “K” and Yap Campus vocational building that are among the projects listed in the facilities implementation plan.

While the College is waiting funding, it will concentrate on smaller projects to continuously make improvements and repairs necessary to upgrade and address safety and accessibility issues on all campus. These will include Pohnpei Campus ramps and fire alarms system, and Yap Campus walkways.

Although a preventative maintenance program has been implemented throughout the system, the program needs further improvements in areas relating to funding, reporting, and assessment. Maintenance supervisors need to collect and submit data on a regular basis for analysis to ensure constant improvement.

Though the college has been successful in implementation of fire drills and emergency evacuation drills annually at every campus, improvements such as the designating an emergency preparedness and awareness week is another step forward in ensuring a safer campus environment. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

III.B.2

The institution plans, acquire or builds, maintains, and upgrade or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard III.B.2

The college believes to have met this standard by completing the *Facilities Master Plan Study* that provides facilities short and medium term planning, by having developed and implemented an annual and five year preventative maintenance program, by upgrading and replacing its equipment to more effective and efficient units, and by having annual workshops to continuously improve maintenance programs and services. The college has secured medium term land leases for all campus sites and has purchased land for the new Chuuk Campus site.

Plans

In 2005, the first [Capital Improvement Project Budget Plan](#) (CIPBP) was developed which resulted in the initial allocation of funds that lead to the construction of the Yap [Classroom and Student Center](#) buildings ([III.B.22](#); [III.B.1](#)). To create a linkage between college mission and resource allocation, the accreditation Commission recommended for the development of a comprehensive master plan noted in the commission's [Recommendation No. 6 \(III.B.23\)](#). In response to the recommendation, the college contracted Beca Ltd. to conduct a *Facilities Master Plan Study*, which was completed in February 2013. The *Facilities Master Plan Study* informs the College of its current and future facility needs, which are linked to the *Integrated Educational Master Plan* (IEMP) ([III.B.24,pp.24](#); [III.B.25,pp.25](#)). The construction plans are phased in five years segments to allow for review and amendments due to changing conditions.

Short and medium term planning occurs during the college annual budget process where departments and offices prepare budgets and align them to the annual goals and objectives. For its final approval, the [budget process](#) requires reviews by department heads, the Finance Committee, the Executive Committee, the president, and finally the Board of Regents. This process assures budget allocations support the mission, strategic goals and objectives of the college ([III.B.26](#)).

Acquire and Build

The college has recently completed a Student Center and a Classroom building at the Yap Campus. Both projects were funded under the Compact Infrastructure Sector Grant and they are part of the facilities implementation plan. The first five years facilities implementation plan by Beca has been resubmitted to the [FSM National Government](#) and JEMCO for approval of funding in August 2015 ([III.B.27](#)). In 2010, the college acquired a classroom building from the Kosrae State Government and renovated the building to house the Kosrae Campus library, computer Lab, electronics classroom and lab, and the carpentry shop. The National Campus renovated its fitness center and is constructing a new soccer field in support of the “Project for Prevention of Non-Communicable Disease in Sokehs Municipality, Pohnpei State”. The Embassy of Japan provided a grant of \$120,569 USD for the project.

Major Repairs and Renovation

A five year major repairs and renovation [plan](#) has been developed to inform the college of its short and medium term facilities repair needs and to inform annual budget planning and funding allocations ([III.B.28](#)). The plan is updated annually to reflect accomplished and deferred repairs. The director of maintenance and security regularly visits the state campuses to assist in maintenance programs, inspection of facilities, planning and coordination of projects, and training.

Preventative Maintenance Program

In 2012, system wide [preventative maintenance](#) programs were developed and implemented to guide the maintenance activities ([III.B.2](#)). The program assures the effective and efficient use of facilities and equipment to support the programs and services of the college. Annual preventative maintenance workshops for the maintenance supervisors have also been conducted since 2012. Every campus has its maintenance staff respond to urgent maintenance and minor repair needs, and delivery of services. Request for services are either requested by phone or email to respective maintenance offices.

Training on Accreditation Standard III.B

September 2014, visits were made to Chuuk and Yap Campuses to provide training on Accreditation Standard III.B and to initiate the translation of standards into the [vernacular](#), which will help enhance the understanding of the Standards at all levels of the workforce ([III.B.29](#)). National and Pohnpei Campus had its training sessions in December 2014.

Upgrades

Replacement and upgrading of air conditioning systems to reduce energy use and address global environmental issues has become an ongoing annual activity. [Pohnpei](#), National, and [Chuuk](#) Campuses have been replacing and upgrading AC units by using R410A, an environmentally friendly and more efficient cooling agent ([III.B.30](#); [IIIB.31](#)). An LED lighting plan has been developed to replace existing lighting fixtures to help reduce energy use and cost of operations. The National Campus has purchased 150 LED tubes to [install](#) in buildings F and I ([III.B.32](#)).

Equipment Replacement

In 2013, the National Campus developed a [vehicle replacement cycle](#) to assure the reliability of its transportation fleet ([III.B.33](#)). The college is currently practicing a five year turnover of its

vehicles. Minor repairs and inspections are conducted monthly on campus while major repairs are referred to the local shops.

Analysis and Evaluation

Delays in funding have resulted in delaying essential college projects. Pohnpei Campus Vocational Center, and the classroom building, the Kosrae Campus Multi-Purpose Center building are amongst the projects listed in the facilities implementation plan.

The college has estimated a more accurate Total Cost of Ownership (TCO). It has implemented a facilities fee to supplement the funding for maintaining, upgrading, and replacing its facilities. There is still a need for better allocation of the facilities fee to address maintenance budget needs at the state campuses.

Due to insufficient funding, the preventative maintenance programs have not been effectively implemented throughout the college. However, since the establishment of the TCO, National Campus has increased its building maintenance budget, which resulted in the accomplishment of the following projects:

- Renovation and extension of the Fitness Center building “M” in January 2015.
- Renovation of the Maintenance Office building “N” in April 2014.
- Painting of roofs at Buildings A, B, C, D, & E in February 2015.
- Purchase of AC units for Pohnpei Campus in August 2014 and Chuuk Campus in February 2014.
- Construction of restrooms at Pohnpei Campus in July 2015.
- Rehabilitation of fire alarm systems at buildings D&E in Jan. 2013, C&K in Nov. 2014, G&H in March 2015.
- Sub-metering of electrical meters at Pohnpei Campus in September 2014.
- Installation of security camera and emergency phone in 2013.

Actionable Improvement Plan

None.

III.B.3

To assure the feasibility and effectiveness of 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.

Evidence of Meeting the Standard

The college believes to have met this standard by collecting and analyzing data such as class schedules, transportation logs, service satisfaction surveys, energy consumption reports, fuel usage reports, and fire drill reports on a regular basis. Results are used to adjust its operations and schedules accordingly to assure effective utilization of facilities and equipment.

Effective Utilization of Facilities

The *Space Utilization Study* and *Facilities Master Plan Study* ([Facilities Master Plan Study](#)), which included an effective use of instructional facilities revealed a “high moderate” rate at 68% ([III.B.14, pp.34](#)). Class [schedules and classroom assignment](#) are developed every semester to assure classrooms are sufficiently allocated for the instruction ([III.B.34](#)). These schedules are used in monitoring sufficiency and effectiveness of the instructional facilities. The [enrollment management indicator](#) is another document that is updated regularly which compares enrollment levels to support facilities ([III.B.9](#)).

The preventative maintenance program is the primary instrument that guides the activities needed to assure that facilities and equipment are safe and functioning properly to support programs and services. This program is [reviewed annually](#) during the supervisor’s preventative maintenance program workshop and it is also monitored and updated regularly throughout the year ([III.B.2](#)).

Monthly & Quarterly Reports

Monthly and quarterly reports include updates of the preventative maintenance programs, [electricity consumption reports](#), and equipment maintenance and [transportation logs](#) ([III.B.35](#); [III.B.36](#)). These reports allow for periodic reviews of the effectiveness of facilities equipment and activities.

Electricity Consumption Report

The electricity consumption reports allow the college to monitor its monthly usages and prepare energy conservation and energy reduction programs. These programs include: changing and upgrading AC units to more efficient units, replacing light fixtures, improving insulation, tinting of windows, and the sealing off of the rooms with AC units. [Power outage reports](#) in 2011 (125 outages) and 2012 (110 outages) led to the installation of backup generators in 2013 ([III.B.37](#)).

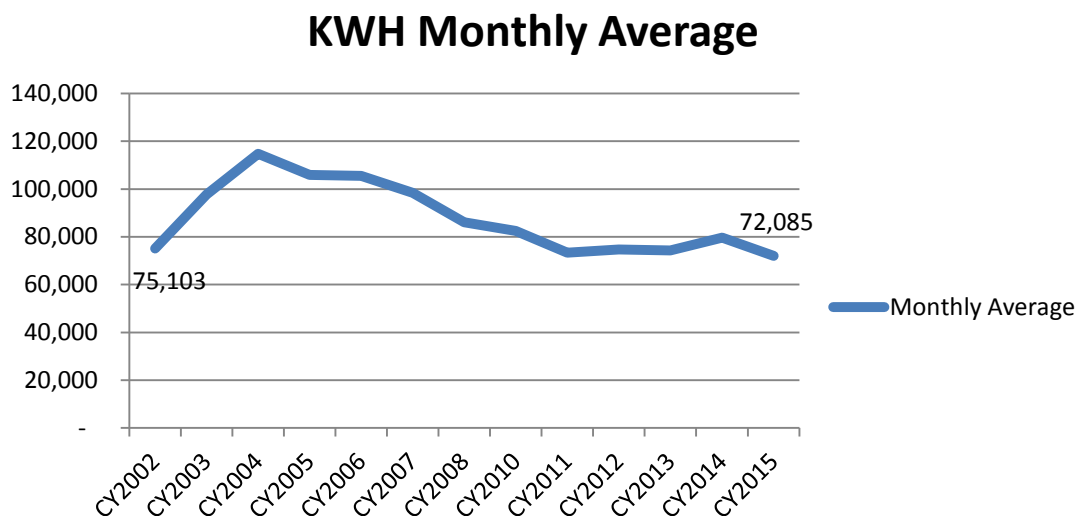


Figure III.B.3-1. National Campus Energy Use Chart

Source: COM-FSM Utility Statements.

Inconsistency of energy usage reports from the state campuses does not allow close monitoring of usage and initiation of energy conservation plans.

Fuel Usage Report

Vehicle [fuel usage reports](#) are used monitored to evaluate the effective use of the vehicles and for budget preparations purposes ([III.B.38](#)). The vehicle replacement plan and maintenance records help the college to determine which vehicles to dispose of from its inventory.

Assessment of Fire Drills and Emergency Evacuation

Fire drills and emergency evacuation exercises are means for testing and evaluating the effectiveness of emergency equipment, including fire alarm systems, fire hoses, fire hydrants, fire pumps, and the communication system ([III.B.7](#)). Personnel involved in the emergency response are evaluated and provided with training where needed. Through this process, deficiencies are identified and addressed by the observer conducting the drill. Follow-up training and repair of fire safety apparatus is based on the observer's [report](#) ([III.B.6](#)).

Service Satisfaction Survey

Service [satisfaction surveys](#) are conducted annually with faculty, staff and students to inform management of areas needing improvements ([III.B.39](#)). Of the 120 survey forms distributed only 58 were collected and consisted of 38 from students, 12 from staff and 8 from the faculty. The average of satisfaction is seventy percent (70%), unsatisfied is (15%) and unsure is thirteen percent (13%). The areas of service being surveyed included ground maintenance, building maintenance, janitorial services, security services, air conditioning and electrical services, transportation services, mail and cargo services.

Analysis and Evaluation

The college continues to collect data and improve the effectiveness of services and the use of resources. Improvement of college wide implementation of data collection still remains an important goal. Additionally, maintenance supervisors require continuous training to effectively implement data collection and reporting. Increased workload involving data collections, recording, and reporting may require additional staff. The director of maintenance and security and the maintenance supervisors will review the workload involved in data collection and reporting. If necessary, make recommendation for additional staff by fiscal 2017 or reduce workload for the maintenance supervisors. The college believes that it meets the Standard.

Actionable Improvement Plan

None

III.B.4

Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The college has addressed this standard in its March 7, 2014 [Follow-Up Report](#) to the ACCJC, following the Commission's [recommendation No. 6](#) ([III.B.40](#); [III.B.23](#)). The *Follow-Up Report*

addressed the completion of the *COM-FSM Space Utilization and Master Plan Study* and its link to the *Institutional Education Master Plan*, obtained funding from the FSM National Government to supplement the reduction in funds under the Compact of Free Association, and the facilities fee policy to generate revenue to supplement the TCO.

Subsequent to the Follow-Up Report, the college has accomplished the following:

- Has re-submitted the *Facilities Implementation Plan* to the [FSM National Government](#) for funding in March 27, 2015 ([III.B.27](#)).
- The college has installed individual electric meters for each building at Pohnpei Campus in September 2014, and has begun to read and collect data on its energy usage.
- In January 2015, developed a [plan](#) to replace florescent light fixtures with LED lights to reduce energy use and cost of operations ([III.B.41](#)).
- Generated revenues of \$1,166,511 from the facilities fee from fall 2014 to summer 2015.

Table III.B.4-1. Revenue Generated from the COM-FSM Facilities Fee (USD)

FY2014	Fall 2013	Spring 2014	Summer 2014	FY2014 Total	Estimated TCO in 2011	Difference
Revenue	\$283,650	\$240,190	\$38,635	\$562,475	\$1,800,000	\$(1,237,525)

FY2015	Fall 2014	Spring 2015	Summer 2015	FY2015 Total	Estimated TCO in 2011	Difference
Revenue	\$322,741	\$281,295	\$42,190	\$646,226	\$1,800,000	\$(1,153,774)

In addition a [contingency fund policy](#) implemented in 2012 allocates \$50,000 annually from the college fiscal resources for the purposes of funding unforeseen facilities repair needs, urgent improvements and for emergencies and natural disasters expenses ([III.B.42](#)).

The college's fund balance is another monetary source that is used in the event of urgent needs for major repairs and renovation of facilities, and the procurement of major equipment such as generators, which impacts the college's ability to deliver its programs and services.

The Maintenance and Security Office has proposed an amendment to the facilities fee policy to assure building maintenance funding needs are accommodated. The policy has been endorsed by the Facilities and Campus Environment Committee and is being routed to other committees and offices for further review and endorsement.

Analysis and Evaluation

Based on the *Facilities Master Plan Study* and the college's own analysis of its facilities and equipment available within the six campus sites, the college has been able to deliver its programs and services successfully. However, safety, accessibility, and the high cost of maintaining the old facilities remain as challenges due to delays in the implementation of the college's *Facilities Implementation Plan* throughout the system.

Furthermore, the total cost of ownership for the current Chuuk Campus is very high due to the land lease agreement. The absence of a college's comprehensive master plan has been one major contributing factor in the delaying of the funds to support the college's development facilities plan. Having completed the *Facilities Master Plan Study* and the submission of the *facilities implementation plan*, the college believes it has met the requirements by the JEMCO. Because the FSM did not submit its infrastructure development plan during the August 2015, approval of projects by JEMCO has been delayed until early 2016.

The allocation of funds to support facilities has increased slightly, but not sufficiently to accommodate the deferred maintenance primarily at the state campuses. Given all these factors, the college believes that it meets the Standard.

Actionable Improvement Plan

None.

Standard III.B Table of Evidence

III.B.1	Yap Campus Student Center Classroom Buildings (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.a-Yap-Campus-Student-Center-Classroom-buildings.pdf
III.B.2	National Campus Annual Prev. Maintenance Report (2015, May) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.b-NC-Annual-Prev-Maint-Report.pdf
III.B.3	Certificate of Substantial Completion fire alarm bldgs.(2015, March) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.c-Certificate-of-Substantial-Completion-fire-alarm-bldgsG&H.jpg
III.B.4	Simulation of Emergency Response Plan (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.e-Simulation-of-Emergency-Response-Plan.jpg
III.B.5	Emergency Declaration (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.f-Emergency-Declaration.jpeg
III.B.6	Fire Drill Report (2015, June 14) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.g-Fire-Drill-report-on-June142015.jpg
III.B.7	Fire Drill at Yap Campus (2014) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.h-Fire-drill@Yap-campus2014.jpg
III.B.8	Emergency Phone at Building A (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.i-Emergency-Phone@BuildingA.jpg
III.B.9	Enrollment Management Indicator (2015, June) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.j-Enrollment-Management-Indicator-June2015.pdf
III.B.10	Campus Crime Report (1998) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.k-Campus-Crime-Reporting.pdf
III.B.11	Compliance Status Table Title IV (2008) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.l-Compliance-Status-Table-TitleIV.pdf
III.B.12	Compliance Status Table Title IX (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.m-ComplianceStatus-Table-TitleIX.pdf
III.B.13	Traditional Apology (2015)

	http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/Apology-Ceremon-2014.pdf
III.B.14	Facilities Study Part2, Page 34 (2004-2008) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.o-Facilities-Study-Part2-Page34.jpg
III.B.15	Proposed Campus Layout (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.p-Proposed-campus-layout.pdf
III.B.16	Facilities Implementation Plan (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.q-Facilities-Implementation-Plan.pdf
III.B.17	Maintenance Services Satisfaction Survey (2014) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.r-Residence-Hall-Survey2014.pdf
III.B.18	Inspection Report for Chuuk (2014, October 2) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.s-Trip-Report-Sept2014-Chuuk-and-Yap.pdf
III.B.19	Pohnpei EPA Inspection Report (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.t-Pohnpei-EPA-Inspection-report-2015.jpeg
III.B.20	Yap Walkway Plan (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.u-Yap-Campus-Walkway-Plan.pdf
III.B.21	National & Pohnpei Campus Access Ramps (2015, March) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.v-National&Pohnpei-Campus-Access-Ramps.pdf
III.B.22	Capital Improvement Project (2009) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.a-CIPBP-2006-2013.png
III.B.23	Recommendation No.6 (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.b-ACCJC-Recommendation-No.6.png
III.B.24	Integration to IEMP pg.24 (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.c-Integration-to-IEMP-Page-24.png
III.B.25	Integration to IEMP Page-25 (2006-2011) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.d-Integration-to-IEMP-Page-25.png
III.B.26	Budget Procedure (2013, May 13) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.e-Budget-Procedure.png
III.B.27	Letter to President Christian (2015, May 27) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.f-Letter-to-President-Christian.pdf
III.B.28	Five Years Major Repairs and Renovation Plan (2010-2014) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.g-Five-Years-Major-Repairs-and-Renovation-plan.pdf
III.B.29	Accreditation Standard III.B in Vernacular (Pohnpeian & Chuukese) (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.i-Standard-IIIB-2014-in-Pohnpeian.pdf
III.B.30	AC Unit Purchase Orders for Chuuk Campus (2014, Nov 17) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.j-AC-unit-purchase-orders-for-Chuuk-Campus.jpeg
III.B.31	AC Unit Purchase Orders for Pohnpei Campus (2014, Aug. 29) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.k-AC-unit-purchase-orders-Pohnpei-Campus1.jpeg
III.B.32	LED Tube Installation (2015)

	http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.l-LED-Tube-Installation.JPG
IIIB.33	Vehicle Inventory and Replacement Plan (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.2.m-Vehicle-Inventory-and-Replacement-Plan.pdf
IIIB.34	National Campus Class Schedule Table (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.3.b-2014-3-Class-Schedule_Table_NC2.pdf
IIIB.35	KWH Readings (2014) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.3.e-KWH-Readings.pdf
IIIB.36	Transportation Log (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB-3-f-Transportation-Log.pdf
IIIB.37	Power Outage Report (2011-2014) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.3.g-Power-Outage-Report.pdf
IIIB.38	FY 2015 Fuel Report (FY2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.3.h-Fuel-Report-August-FY2015-3-Fuel-ReportFY15.pdf
IIIB.39	Service Satisfaction Survey (Fall 2014) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.3.l-Service-Satisfaction-Survey-Fall2014.pdf
IIIB.40	Follow-Up Report (2014, March 7) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.4.a-Follow_Up_Report_MARCH2014_FINAL.pdf
IIIB.41	LED Lighting Plan (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.4.c-LED-Lighting-Plan.pdf
IIIB.42	COMFSMBP7005 Contingency Fund Policy (2011, July 31) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.4.f-COMFSM_BP7005-Contingency-Fund-Policy.pdf
IIIB.43	Campus Footprint link & Directory (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/Campus-Foot-Print-Directory.pdf
IIIB.44	COM-FSM Campuses and Land Properties (2014-2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/COM-FSM-Campuses-2015.pdf
IIIB.45	Generators for the College (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/b/IIIB.1.d-Photo-of-Generators.pdf

Standard III.C. Technology Resources

III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard.

The College of Micronesia-FSM (COM-FSM) technology services exist to support the college's mission for faculty, administrators, and staff in their professional work in preparing students for success ([III.C.1](#); [III.C.2](#)).

COM-FSM provides technology support for the National, Pohnpei, Kosrae, Chuuk, Yap and FMI campuses through the Information Technology Office (ITO), part of the Department for Institutional Effectiveness and Quality Assurance (IEQA). The ITO manages networks, Internet connectivity, network security, access to databases, college wide technology support, software licensing, and technology helpdesk functions ([III.C.3](#)).

The ITO provides systematic planning and deployment of technology as well as addresses technology needs as they arise to ensure system-wide technology support. The Information Communication Technology Committee (ICT) provides oversight and evaluation of technology employed at COM-FSM by working closely with ITO and providing feedback on issues at scheduled meetings. ICT committee membership is selected at the beginning of each academic year, and includes staff and faculty members along with a student representative ([III.C.4](#)).

COM-FSM has set up and currently maintains more than 400 computers for student use in 18 main computer labs ([III.C.9](#)). The college provides high speed internet connectivity through a wide area network (WAN), and local area networks (LAN) (Figure III.C.1-1) that includes managed wireless (wifi) (Figure III.C.1-2) access at its main campuses. Technologies such as Voice over Internet Protocol (VoIP) telephony, and a central Student Information Database System (SIS) (Figure III.C.1-3) serves the entire college in real time at all locations ([III.C.5](#)).

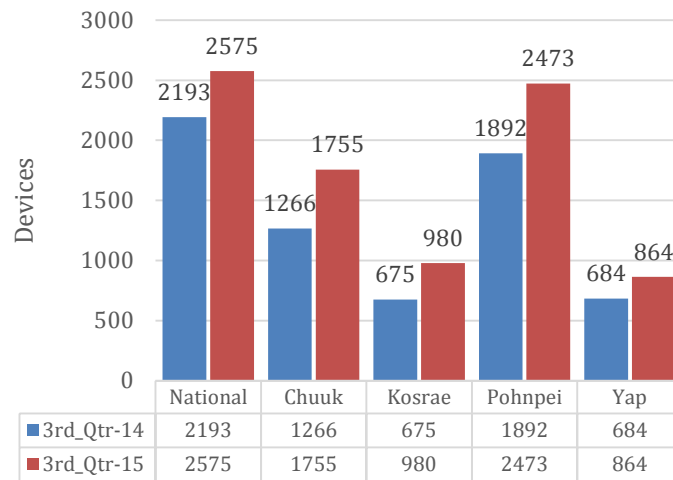


Figure III.C.1-1. Devices Connected to College Network.

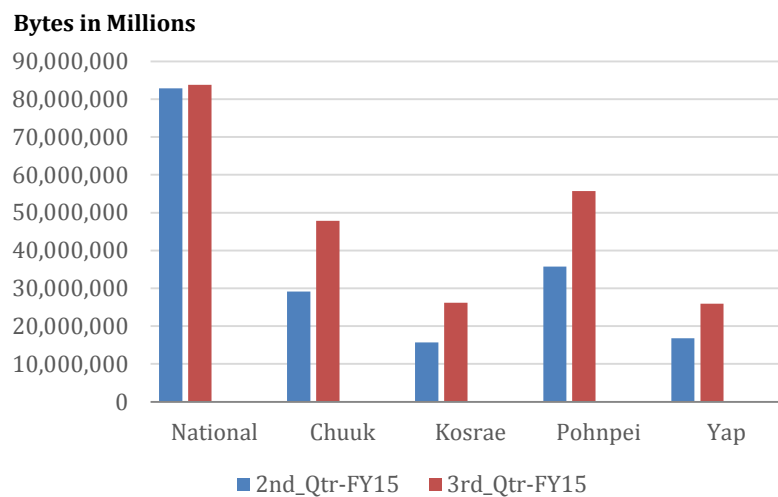


Figure III.C.1-2. MySQL WiFi Database Usage in Bytes

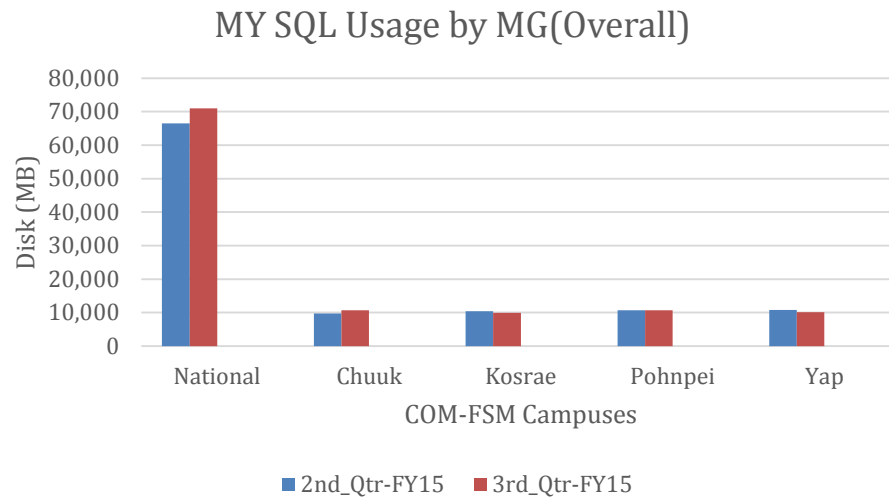


Figure III.C.1-3. Overall Database Usage by Campus.

COM-FSM provides all faculty members with appropriate technology and ITO approved technology tools based on need, and in order to perform their assigned instructional activities. ITO currently maintains more than 370 computers for faculty and staff use with a goal of providing an individual computer to all faculty and for those members of staff whose job functions and responsibilities necessitate one.

In support of college administrative and operational functions, the ITO manages technology support for the COM-FSM Student Information System (SIS), the Abila MIP fund accounting system (MIP), and all licensing for all software officially used by COM-FSM. The ITO through established monitoring systems closely monitors all security access and usage to said services ([III.C.6](#)).

The ICT committee makes recommendations to ITO on major purchases and on the distribution and utilization of technology resources. All other technology decisions are the responsibility of the director of information technology through IEQA. The ICT committee is responsible for the following areas:

- Develop or revise policies and/or procedures assigned to or identified by the committee;
- Recommend on specific request for usage of technology fee funds;
- Assist to 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 ICT support personnel;
- Recommend the information communications technology resources required to implement the college's strategic plan;
- Review and recommend a preferred vendor list for technology purchases for the college; and

- Review assessments/evaluations of information technology services and make recommendations.

The diverse membership of the ICT committee and the openness to all college divisions and units to take part in IT planning allows for multiple points of view.

Analysis and Evaluation

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's administrative and operational functions, academic programs, teaching and learning, and support services. Since 2012, as technology options became available, bandwidth levels have been systematically increased from 1 mbps to at least four times at state campuses and up to 100 mbps at the national campus.

All technology services provided at the college are appropriate and adequate to support the institutions current academic and operational functions. ITO strives to ensure these services remain adequate through updates in bandwidth, hardware, and software as technology and needs change. The College of Micronesia-FSM provides technology support for the National, Pohnpei, Kosrae, Chuuk, Yap, and FMI campuses through the ITO which is part of the IEQA Department.

The ICT committee provides guidance to ITO, as well as a technology plan incorporated into the [Institution Education Master Plan \(IEMP\)](#). This plan ensures that technology is fully integrated with institutional planning. The technology plan is an effective instrument that COM-FSM uses to guide the college in issues relating to procurement and planning for future technology needs ([III.C.1](#)).

COM-FSM provides professional IT staff guided by plans to support technology services in support of institutional goals.

Actionable Improvement Plan

None.

III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services

Evidence of Meeting the Standard

The Technology Plan exists within the IEMP and allows ITO to systematically plan, acquire, maintain, upgrade, and/or replace its technology infrastructure and equipment to meet institutional need; through a two-tiered process that involves college stakeholders represented by the ICT committee and the ITO represented by the director of the ITO

Through the assessment of curriculum needs and of on-site assessments of field technicians, hardware and software are regularly upgraded.

The college has set a minimum standard ratio of computers in computer labs to number of students of 10 to 1 (ten students per computer). The college has 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. Instruction and support for use of this technology is provided through various methods of instruction, short trainings, and oversight of usage by the institution.

The college maintains a Windows Server Update Services (WSUS) to insure continuous updates to workstations. The college ensures continuous updates to its enterprise level anti-virus software ([III.C.7](#); [III.C.8](#)).

ITO strives to have a minimum of one technology specialist and one system specialist at each campus. They are responsible for maintaining all computers, networked printers, routers and other peripherals used by faculty, staff and students at their campus. ITO also has one system specialist to provide server and network support to all campuses; as well as funds for "special contracts" to temporarily employ specialists for specific projects such as the SIS project.

There are two primary processes for procurement and replacement of technology:

- Each 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;
- A technology fee is assessed to 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 campuses."

Hardware and software may be procured through grants, some has, but not regularly and not consistently. Grant purchased equipment is not considered a replacement for regularly replaced equipment, rather as supplemental. Computers removed from student and educational laboratories are refurbished and redistributed by the ITO under the direction of the ICT committee. ICT committee evaluates the requests and prioritizes the redistribution of the refurbished computers.

Using Grants to Supplement Technology

Grants often provide funding for equipment for specific programs and projects. Equipment is then integrated into the college's system network and wireless system to allow for full interoperability. Since grant funded equipment is focused on specific outcomes, other services to allow the equipment to function are provided for by COM-FSM as all grants are then considered affiliated. Grant purchased equipment remains the property of the grantor and is treated as such within existing asset management procedures. An example would be a recent purchase of laptops from a Teacher Corp Grant that provided a computer cabinet to keep the laptops as well as WiFi access and software licensure by COM-FSM. The units were considered supplemental, they were incorporated into COM-FSM infrastructure, but they were not replacements for anything.

Analysis and Evaluation

ITO works with the ICT committee and department heads to systematically plan, acquire, maintain, upgrade, and/or replace its technology infrastructure and equipment to meet the institutional needs of students, faculty and staff. The systematic approach utilizes a combination of technology fee funds, budgeted operational funds and grant monies funding in the acquisition of COM-FSM technology and associated equipment. COM-FSM contributes to the process through its membership of the ICT committee members and the ITO. In the past five years ITO has completed numerous infrastructure projects such as computer lab replacements, server purchases, computers for offices, presentation equipment for classrooms and meeting facilities, networking and switch equipment ([III.C.9](#)).

At the end of every semester ITO personnel perform maintenance on all computers, network equipment, and software and hardware upgrades for all student computer labs. ITO ensures that the computer count meets academic demands to ensure curriculum needs are met ([III.C.10](#)).

ITO continuously assesses, recommends, and requires changes based industry best practices and internal security requirements to determine needs on college owned equipment ([III.C.11](#)). Introduced in 2002 and revised in 2009, the technology fee assessed to students has been very effective in generating funds to replace computers in the computer labs at all campuses. These funds were originally designed to replace the computer labs on a five-year cycle. Due to a decrease in the cost of computers, the computer labs have been turned over on a two-year cycle or as needed. Through regular assessment and linkages to the technology plan and IEMP, ITO provides for current and adequate technology equipment and services.

Actionable Improvement Plan

None.

III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

[BP 8200](#) defines “computing resources” and how these resources can and cannot be used by students, faculty and the community.

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 ([III.C.13](#)).

COM-FSM assures that technology resources at all its locations are maintained through its ITO. Through its staff and equipment, ITO is responsible for ensuring reliable access and maintaining security of the system. Nightly backups are taken of all primary servers and systems such as SIS and accounting systems. The backup location was rebuilt in 2012 in order to make it a more

secure location with secure walls and an elevated floor. A high speed fiber connection has been active between the backup location and the main server room since 2009, the high speed connection is a gigabit link and its intended purpose was to accommodate the nightly system backups. Systems at all campuses are monitored to assure functionality. ITO has the ability to monitor all aspects at any hour of the day and systems produce daily reports ([III.C.14](#)).

The information technology director informs the ICT committee of all relevant issues involving technology services, hardware, and software used by the college. ICT committee is charged with the responsibility of providing advice to the director on all essential professional support needed to enhance the operation and effectiveness of the college. Technology is used in two main applications at the college, student instructional activities and operations support. Services access, safety, and security are paramount considerations for all technology deployments.

ITO has a technology specialist and a system specialist at each campus to maintain all computers, networked printers, routers and other peripherals used by faculty, staff, and students at their campus. ITO also has one system specialist to provide server and network support to all campuses; as well as funds for "special contracts" to temporarily employ specialists for specific projects such as the SIS project.

- The college has Microsoft Licensing to support its academic and operation goals ([III.C.15](#)).
- The college maintains 18 main computer laboratories spread out at each campus to maintain a minimum student to computer ratio of 10/1. Of these main computer labs, there are five computer laboratories at the National Campus, four at the Pohnpei Campus, two each in Yap and Kosrae, three at Chuuk, and one at FMI.
- The ICT committee and ITO also work closely with all COM-FSM departments inclusive of student services, administrative services, financial aid office, and admissions office to maintain and improve the use of technology services in support of college operations that include the following:
 - The Financial Aid office (FAO); EdExpress, EdConnect
 - The Business Office (BO); MIP fund Accounting.
 - The Learning Center (LRC); Follett
 - The Student Information System (SIS), an application developed for the use of many college units. Inclusive of Instructional Affairs scheduling, OAR Functions, FAO Functions, Business office A/R, Student Portal, and Faculty Portal.

Analysis and Evaluation

The ITO is currently supporting MS Windows® Servers and Linux servers at the National Campus. The Linux servers run core network and database services supporting all COM-FSM campuses. The Financial Aid Office runs on a Windows Server with its eight clients. The ED-Express database for FAO is mapped locally and only accessible to through Windows username and password authentication. The Business Office's accounting system is supported by a MS Windows® server. Its MIP Fund Accounting software is centrally accessed by 10 clients over a secure 100 mbps connection using Windows username and password authentication.

The Learning Resource Center runs with a Windows server, its multiple users include LRC staff and its patrons all accessing Follett through this server. Cataloging of books and other media is stored on the Follett database on this server on each campus.

ITO is running a Windows server for various network services, WINS, DNS, and network antivirus and spyware control through AVG Internet Security Network Edition. The IT server also stores most of the computer laboratories profiles for the National Campus ([III.C.16](#)).

ITO manages Multiple Linux-based systems at the National Campus. Two are responsible for connectivity through-out the college WAN. A Network Attached Server has been installed and is located at a secure storage facility/office on the National Campus, 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 via its secure MySql database.

The college maintains 18 main computer laboratories spread out at each campus to maintain a minimum student to computer ratio of 10/1. Of these main computer labs, there are five computer laboratories at the National campus, four at the Pohnpei campus, 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 campus 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 webpages 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

All data rights are accessed through LDAP username/password authentications. Such authentication allows improved data security by allowing additional access restrictions to be provided with data retrieved from the server based on user access rights. [Access rights](#) are determined by an individual's role in the system. Students primarily get webmail, student portal, and wireless access. Faculty and staff get the same access as students, with the addition of various other rights that allow them to perform their work. The wireless servers have built in traffic monitoring software that detects malicious activities, or other activities prohibited by college policy ([III.C.17](#)).

SIS secure access enables the following:

Table III.C.3-1. SIS Capabilities and Secure access

SIS Module	Capabilities
Accounts Receivable Module	• Student account (non-term specific) • Refund check batch entry and printing • Cashiering session management, with reports of transactions by cashier

SIS Module	Capabilities
	• 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	• Directory Access Protocol for secure Authentication
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 • 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) • View current holds

The college employs user level restrictions and authentications that limit user rights based on their role in the system ([III.C.17](#)). The college network is monitored daily. Network peripherals installed through the network help identify trouble areas that allows immediate assessment and deployment of personnel for resolution ([III.C.14](#)). The wireless infrastructure also monitors traffic in real time for malicious activity and behaviors that pose security issues ([III.C.18](#)).

Actionable Improvement Plan

None.

III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Faculty and staff throughout COM-FSM use a variety of Microsoft, Apple and/or other mobile operating systems for their technology systems. Individual departments and offices are responsible to supply their own employees with appropriate technology relevant to their duties. All technology procurement is vetted through the ITO to ensure interoperability and functionality through COM-FSM supported systems and networks. Usage of networks is closely monitored by ITO to ensure consistent operability.

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 the ITO through the ICT committee. Software employed in teaching labs is based on approved curriculum approved by the Curriculum and Assessment Committee (CAC)

The Learning Resources Center (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 ITO, in conjunction with ICT committee and faculty, develops workshops for the annual Staff Development Day. They have provided training for MS Word, Excel, PowerPoint and MS Access. They have also provided workshops in developing online course support and web page creation. The effectiveness of these efforts are gauged by surveys from students and staff collected after trainings or class evaluations.

ITO staff does continuous [research](#) and [trains](#) each other. Staff also participate in collaborative and [formal training](#) opportunities ([III.C.19](#); [III.C.20](#); [III.C.21](#); [III.C.22](#)). ITO is involved with freshmen orientation workshops performing mini *How-to* workshops on basic internet usage at the college. ITO offers Help Desk services for all members of the college community. ITO provides support and response to all college assets, and provides best practices advice to the college community ([III.C.23](#)).

Analysis and Evaluation

ITO will continue to provide on-site training when needed, and develop its own capacity through staff development opportunities.

Human Resources Office (HRO) in collaboration with Cabinet will continue to evaluate training needs and provide as much training as resources allow, throughout the year.

- ICT committee will continue to evaluate and make recommendations for training needs.
- ITO will continue to conduct on-site training when needed and provide collaboration and support for computer labs, libraries, and all other computer training facilities.
- As new technologies are deployed, ITO provides on-site training as needed.

The college through linkages to the technology plan and IEMP continues to maintain and upgrade technology and provides training where applicable. ITO maintains on-site assessment and training on a daily basis to ensure college goals are met.

Actionable Improvement Plan

None.

III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The college has 14 BOR approved policies related to technology. ITO is responsible for generating technology policies for Board approval. ITO is responsible for ensuring adherence to board policies and administrative procedures for information technology. And, the ICT committee is responsible for reviewing technology policies and making recommendations for improvement. For academic uses ITO sets minimum computing specifications based on approved curriculum. For example,

The director of IT will determine best recommended computer specifications based on currently available technology, suitability to specified purpose, and compatibility with existing systems. Therefore:

- The director of IT reserves the right to request information on the purpose of the purchase and information regarding specified equipment.
- Those requesting purchases must submit with the purchase order a justification specifying the need and the purpose of the item.
- Director of IT can decline to approve a purchase request that lacks adequate justification. Typically, a disapproval may be resubmitted after providing necessary justification.

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 that are examined by the director of IT and/or ICT committee before allocations of technology resources are made ([III.C.24](#)).

Analysis and Evaluation

To determine that technology needs in program and service areas are met, requests from division chairs and/or campus directors are weighed against the possible available technology solutions and reviewed by the director of IT, if need be, with solicited advice from the ICT committee. ICT committee then makes recommendations to the director of IT. The ITO is also responsible for researching available technology for implementation into the existing technology infrastructure when needed, appropriate, and/or possible.

The technology policies provide for guidance and procedure on all matters related to technology. For needs related to instruction, the technology policy stipulates the use of technology fee in support of learning and teaching. The technology fee is assessed to every student each semester, and is a revolving fund that allows for 10:1 ratio to be met, as well as keeping the equipment and software up to date and relevant to academic needs.

The college has established technology policies and procedures and continues to monitor its application to fit the academic and technological environment.

Whenever suitable premises along with funding permit, acquisition of technological resources are obtained to equip campuses to be able to improve their work capabilities to achieve goals previously set as institutional priorities.

Actionable Improvement Plan

None.

Standard III.C Table of Evidence

<u>III.C.1</u>	Integrated Educational Master Plan (IEMP) (2013, March 11). http://www.comfsm.fm/?q=Integrated-Educational-Master-Plan-technology
<u>III.C.2</u>	Institutional Learning Outcomes (ILO) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/All_Program_matrix.pdf
<u>III.C.3</u>	ITO Organizational Chart (2015) http://comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/IT_Org_Chart.docx
<u>III.C.4</u>	ICTC Terms of Reference (2012, March 15). http://wiki.comfsm.fm/Committee_Terms_of_Reference/INFORMATION_COMMUNICATIONS_TECHNOLOGY_COMMITTEE
<u>III.C.5</u>	VoIP Directory (2015, August). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/VOIP_Directory.pdf
<u>III.C.6</u>	IDB Usage graph (2015, September). http://comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/IDB.png
<u>III.C.7</u>	Windows Server Update Services (WSUS) (2015, September). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/WSUS.png
<u>III.C.8</u>	AVG Anti-Virus Updates (2015, September). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/AVG_Update_Path.png
<u>III.C.9</u>	Computer Labs and Network Switch Equipment (2015, September). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/lab_and_switch_equipment.pdf
<u>III.C.10</u>	SpiceWorks Closed Ticket of Lab Cleaning (2014, May). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/Spiceworks_BET_CLEANING_Closed_Tickets.pdf
<u>III.C.11</u>	SpiceWorks Operating Systems (OS) Audit Report (2015, September 10) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/Spiceworks_OS_versions.pdf
<u>III.C.12</u>	ICTC Meeting Minutes (2013, October 22). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/ICTC_2013_10_22_Minutes.pdf
<u>III.C.13</u>	Board Policy No. 8200: Computing Resources (2014, May 28). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/COMFSM_BP8200.pdf
<u>III.C.14</u>	Logwatch : Daily Systems Log Report (2015, September 10). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/Shark_Logwatch_09_09_2015.doc
<u>III.C.15</u>	Microsoft Licensing Invoice (2014, September 18). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/Microsoft-Licensing.PDF
<u>III.C.16</u>	AVG Anti-Virus Receipt (2015, October 21). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/avg-reciept.pdf
<u>III.C.17</u>	SIS Access Rights (2015, September). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/screenshot-user-access-rights.jpg
<u>III.C.18</u>	Wireless Violations Report (2015, August). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/packet_fence_violation_view_08_2015.xlsx
<u>III.C.19</u>	Christopher Gilimete Trip Report (2013, September) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/Chris-Gilimete-Trip-Report-Sep-2013.pdf
<u>III.C.20</u>	Christopher Gilimete Trip Report (2014, June). http://www.comfsm.fm/it/evidence/Chris-Gilimete-Trip-Report-05-27-06-08-2014.pdf
<u>III.C.21</u>	Jim Currie Trip Report (2014, October). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/Jim-Currie-trip-report-RLO.pdf

<u>III.C.22</u>	Renton Isaac CSU-Global Acceptance Letter (2014, June 2). <u>http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/renton-isaac-csu-acceptance-letter.pdf</u>
<u>III.C.23</u>	SpiceWorks Closed Tickets Report (2015, September 8). <u>http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/spiceworks_report_closed_tickets_2015_09_08.xlsx</u>
<u>III.C.24</u>	ICTC Committee Minutes (2014, April 15). <u>http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIII/c/ICTC_2014_04_15_Minutes.pdf</u>

III.D. Financial Resources

III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Planning

Evidence of Meeting the Standard

Financial resources for the operations of the college are mainly derived from tuition and fees, and subsidy from the FSM National Government.

**Table III.D.1-1 COM-FSM Revenue, Budget & Expenditures History
(USD in 000's)**

	Projected	Projected	Actual	Actual	Actual
Fund Source (Revenue)	FY 2016	FY 2015	FY 2014	FY 2013)	FY 2012
FSM Government subsidy	1,000	1,700	2,400	3,100	3,800
ESG (Compact Fund)					
FSM Government subsidy	2,800	2,100	1,400	700	0
(Local Fund)					
Tuition and Fees	8,402	on going	7,954	7,299	8,225
Other operation Fees	220	on going	224	184	4112
Totals	12,422	3800	11,978	11,283	12,437
Operation Expenditure Budget	12,422	11,263	12,195	10,607	11,140
Difference from Revenue	0	on going	-217	676	1297
Operation Expenditures Actual	N/A	on going	10,668	10,234	10,392
Difference from Revenue	N/A	on going	1,310	1,049	2,045

The table above shows that the college's revenues have been sufficient to cover expenditures from FY2012 to FY2014. The college monitors actual revenues against budget through the Business Office providing budget variance reports to budget managers and the Comptroller discussing this information at the cabinet and campus meetings. If there is a probability that projected revenues will not be achieved based on actual enrollment and other circumstances, the college will implement measures to control spending and reduce costs.

The college enrollment decreased in AY2012, AY2013, and AY2014. Such decreases could have potentially affected revenue needed to achieve the college mission. To meet this challenge, the

COM-FSM Board of Regents in May 2012 approved a tuition fee increase of \$10 per year starting fall 2013 through fall 2015. The FSM National Government also provided a recurring subsidy to insure that operational goals are still met.

Table III.D.1-2 Revenues (USD in 000's)

	Actual	Actual	Actual
Fund Sources (Revenues)	FY 2014	FY 2013)	FY 2012
Tuition Fees	6,455	6,554	7,212
Facility Fees	563		
Other Fees	936	745	1,013
Total	7,954	7,299	8,225

The college has secured a grant that will be used to study student persistence, student retention and student success. This study could help address the declining enrollment which could potentially increase the college revenue source.

Supporting and Sustaining Learning Programs and Services

Part of the budget process is for offices or programs to submit their budget proposals for consolidation and budget hearing and approvals. Each office is tasked or given the responsibility to prepare their budget to follow the [budget guidelines \(III.D.1\)](#). The budget guidelines provide a brief summary of the fiscal year's budget objectives and priorities, budget process, projected revenues, how the resources will be allocated, and direction that budget and initiatives should support and align to strategic goals/broad educational purposes and linked to SLOs. Each department's budget worksheet contains allocation for administrative unit outcomes or student learning outcomes. Each department's goals are aligned to the departments' mission and goals which are further aligned to the overall mission and goals of the college.

Improving Institutional Effectiveness

Institutional goals are being achieved through the budgets allocated to each campus, department, divisions and offices and monitoring of their actual performances. Budget managers and department heads are given the responsibility to ensure that their goals are met and given the flexibility to implement continuous quality improvements activities based on delegated authority.

Distributing Resources

The college is comprised of a national campus, four state campuses and the FSM Fisheries and Maritime Institute (FMI) in Yap. The college budgets for the campuses from operational revenues except for FMI where it is funded by the FSM government under an [MOU](#) signed between the college and the FSM government ([III.D.2](#)).

Figure III.D.1-1 illustrates the FY 2014 operating expenses depicts the college's distribution of resources.

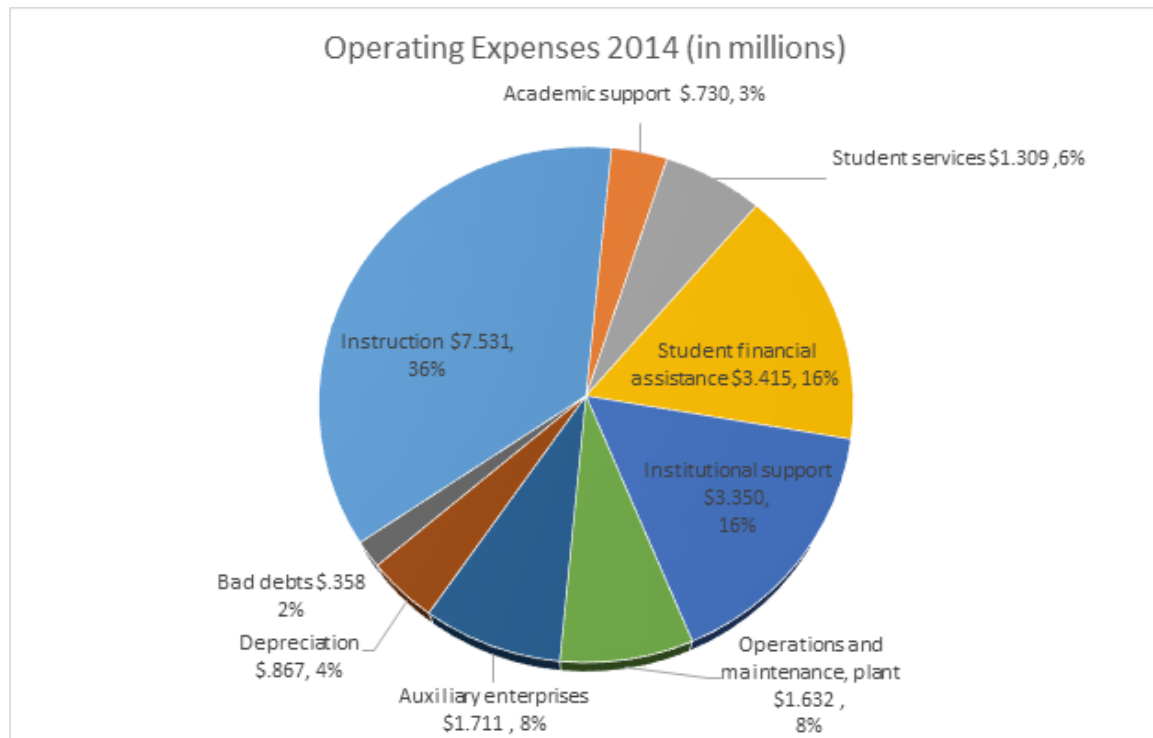


Figure III.D.1-1 [Distribution](#) of COM-FSM Resources: FY 2014 ([III.D.3](#))

The college follows the [budget procedures handbook](#) and [budget guidelines](#) in developing its budget and address priority issues from the college's *Integrated Educational Master Plan* and its individual components ([III.D.1](#) ; [III.D.4](#)).

Planning and Managing to Insure Integrity

The college complies with Federal laws, regulations, and its own institutional policies. The college has been identified as a low-risk auditee and has consistently received unmodified/unqualified audit reports for the past five years including FY2014 on compliance with generally accepted accounting principles and major federal programs of the United States of America. Any internal control deficiencies identified and actions recommended to improve them during the audit were addressed and acted upon.

Planning and Managing to Insure Financial Stability

The college's sources of revenue consist of tuition and other fees (Table III.D.1-1), financial assistance to students from U.S. Federal Student Aid programs, other scholarship awards, and from the annual subsidy from FSM National Government. The subsidy is under the Education Sector Grant of the Compact of Free Association (ESG) between the Government of the United States of America and the Government of the FSM (Compact of Free Association II), and from the local revenue of FSM National Government. As shown in (Table III.D.1-1) the level of support from ESG was reduced by \$700k per year starting FY2013 up to FY2016. The FSM Government provided its commitment to absorb the funding decrements from ESG fund through the local revenue of the FSM. \$700k was provided in FY2013, \$1.4 million in FY2014, and \$2.1 Million was allotted for FY2015. Furthermore, an [FSM President's letter](#) dated February 27, 2014 shows that the FSM government signifies its support to continue funding the

decrement from its domestic revenues in the future (III.D.5). Below is the table that shows the funding from [ESG decrement](#) (III.D.6) and the subsidy from FSM Government to cover for it.

Table III.D.1-3 COM-FSM Subsidy Levels from FSM Government (USD)

Fund Source	FY 2016	FY 2015	FY 2014	FY 2013
FSM Government subsidy (Compact Fund-ESG)	1,000,000.00	1,700,000.00	2,400,000.00	3,100,000.00
FSM Government subsidy (Local Fund)	2,800,000.00	2,100,000.00	1,400,000.00	700,000.00
Total	3,800,000.00	3,800,000.00	3,800,000.00	3,800,000.00

Source: Business Office

In November 1995, notification was received from the U.S. Department of Education that COM-FSM had been selected for a grant under the Endowment Challenge Grant Program authorized by Title III of the Higher Education Act of 1965, as amended. Non-government funds raised for this endowment fund were matched by the U.S. Department of Education on a two-to-one basis.

The college raised \$250,000 and the U.S. Department of Education awarded \$500,000, bringing the total of this endowment fund to \$750,000. The Endowment grant covers a period of twenty years, which is due on 2017.

The college has engaged in specific fund raising activities for the purpose of increasing net position invested the above endowment funds. The college is of the opinion that such investments and related investments income are appropriately classified as nonexpendable restricted net position. Table III.D.1-4 show the recent history of the college's endowment fund.

Table III.D.1-4 COM-FSM Endowment History: 2010-2014⁸

	2014	2013	2012	2011	2010
Ending Balance	4,375,829.00	3,934,929.00	3,438,961.00	2,981,912.00	3,100,271.00
Beginning Balance	3,934,929.00	3,438,961.00	2,981,912.00	3,100,271.00	2,874,388.00
Increase/Decrease	440,900.00	495,968.00	457,049.00	(118,359.00)	225,883.00

Over the past five years the college endowment fund has increased by \$1,501,441.

In December 1997, COM-FSM adopted an investment policy, which guides current investment decisions. The policy provides that investment earnings may not be obligated until the principal has aggregated to a market value of \$20 million. The Board revised Investment Policy at its December 2013 meeting to incorporate the amendments during the March and September 2013

⁸ In January 1994, COM-FSM received an endowment contribution in the amount of \$150,000 from FSM Telecommunication Corporation. The principal is to be maintained inviolate and in perpetuity.

meetings. During the August 2015 meeting, the Board approved the revision to the [Investment Policy Statement-Reserves Fund \(III.D.7\)](#). This revision directed Morgan Stanley to terminate and liquidate the fixed income account managed by Seix Investment Advisor. The proceeds will be invested to cash and cash equivalents in accordance with the revised IPS.

Analysis and Evaluation

The college sources of revenues have been affected by decreasing enrollment and decreasing support from the compact fund ESG compact fund, but the college continues to find strategic ways to maintain financial stability such as ensuring support from the FSM Government through a subsidy, tuition and fees increases, enrollment management activities which the maximizes revenues from tuition, creation of Friends of COM Foundation, and efficient use of resources. The college fund resources are sufficient and the college has sufficiently budgeted its revenues to maintain college stability. The college believes that it meets the standard.

Actionable Improvement Plan

None.

III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

[Budget guidelines](#) are established in order to ensure that the institutional financial planning is done to support the institution's mission and goals ([III.D.8](#)). The [college's budget directive](#) which is depicted in this link is approved by the Board of Regents ([III.D.9](#)). In addition the Board of Regents [minutes](#) further elaborated on actions taken by the board on the budget development of the college ([III.D.10](#)).

The budget process begins by all VPs Budget planning meetings first to review the priorities emerged from respective units assessment plan reports on the Tracdat database. Furthermore, the VPs identified priorities for the next budgeting cycle in line with the college mission and new strategic directions. The college *Five-Year Financial Plan* and the IEMP were used to guide the planning process. The [offices](#) formulate their budget based on their assessment outcomes ([III.D.11](#)). The college has a [five-year long-term financial plan](#) which is link to the *Integrated Educational Master Plan* (IEMP) which is aligned to the [program students learning outcomes \(III.D.12\) \(III.D.13\)](#).

The college has adequate policies and procedures to ensure sound financial practices. These policies are being reviewed for improvements and in compliance with relevant accounting standards. The Business Office provides financial information such as budget variance reports to budget managers, the Cabinet and the Board and other special purpose financial reports.

Analysis and Evaluation

To provide a basis for budget requests and approvals, the college uses its IEMP, Tracdat, Annual Academic Program Assessments and two-year Program Reviews, along with Administrative Unit Outcome (AUO) reviews. All are linked to the institution's mission and goals. The college has adequate policies and procedures to ensure sound financial practices and financial stability, these policies are being reviewed for improving them and to adopt to technology advancements.

The college plans are all in support to its mission and goals and policies are established to ensure sound financial practices and stability. The college commits itself to provide financial information to the college community and all its stakeholders. The college believes that it meets the Standard.

Actionable Improvement Plan

To facilitate dissemination of appropriate financial information on a timely manner, the college is looking into utilizing additional features of the current accounting system (Abila) that will allow budget managers to view their budget and actual expenditures online and anytime.

III.D.3

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.

Evidence of Meeting the Standard

The budget development process used by the college is depicted in the [budget procedures handbook](#) (III.D.4). It shows the detail of financial planning which is carried out annually in the form of the budget process. The process includes the following:

- preparation of budget guidelines approved by the COM-FSM Board of Regents;
- the budget time-line and the budget worksheet;
- inputs by all offices or divisions into the budget worksheets, department budget hearings, and final input into the Budget Preparation System;
- budget presentations to offices and departments;
- endorsements by the standing committees, cabinet and president for approval of the Board of Regents;
- submission to the FSM President. Budget hearings are also done with the FSM congress for their approval.
- The budget is also presented to the college community though out the budget process in the monthly [all campus meetings](#) (III.D.14);
- The budget is also presented to the college community though out the budget process in the monthly [all campus meetings](#) (III.D.14).

Figure III.D.3-1 illustrates the budget process flow chart.

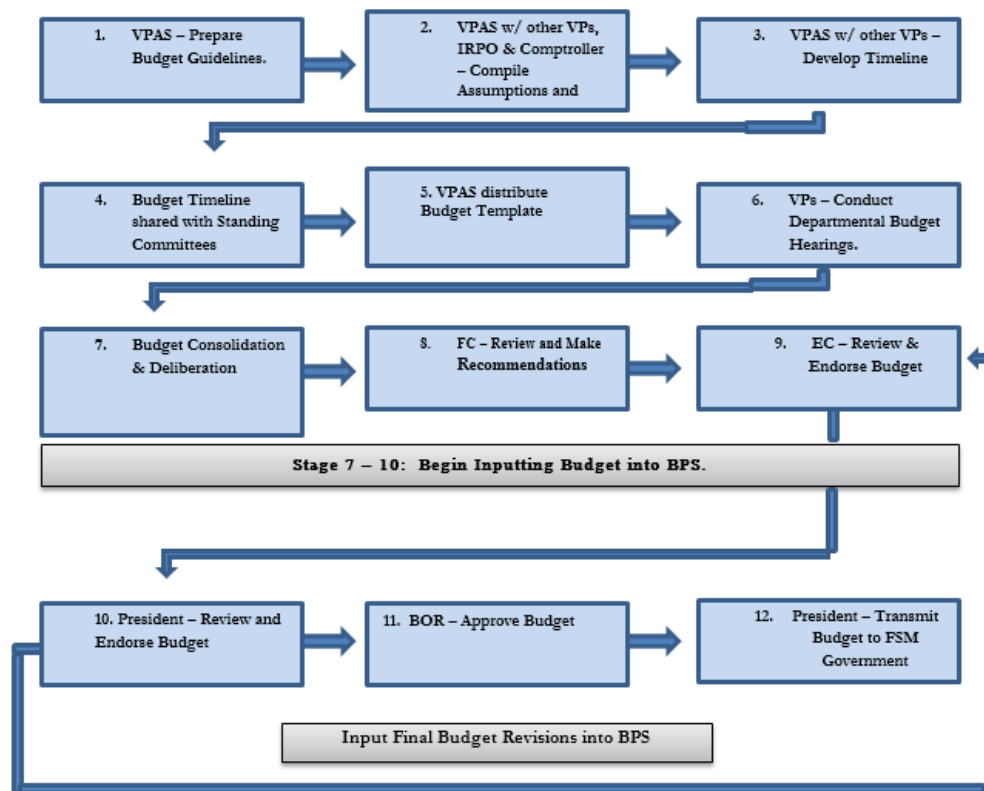


Figure III.D.3-1. COM-FSM: The Twelve Steps of the Budget Process

The college budget uses integrated method of performance, zero-based and economic. Performance items that comes from the results of program reviews and assessments are used together with evaluation of actual expenditures. These performance items are extracted directly from the college T^{rac}dat and the offices allocate their budgets based on the performance items (III.D.15).

Analysis and Evaluation

The institution clearly follows the standards and work on improvements yearly. The college has a process which is being followed for budget planning and guidelines. These plans and guidelines are discussed and reviewed by the vice presidents to ensure that they are clearly defined and being followed. The college believes that it meets the Standard. Nonetheless, to ensure continuous improvement the institution should continue to assess, review and follow its guidelines and processes.

Actionable Improvement Plan

None.

Fiscal Responsibility and Stability

III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Yearly institutional planning enables the college to allocate its resources according to its mission and goals. Through the yearly planning, the college is able to achieve financial stability by allocating resources and investing extra resources (reserve) at an accredited financial institution. . Any surplus fund balance (reserve) is invested at accredited financial institutions. These investments will help the institution generate revenue that will supplement expenditure requirements.

The college regularly evaluates its fiscal policies and internal control mechanism in order to have a sound financial position. Institutional planning, budgeting and clean audit reports for the past ten years reflect how the college was able to achieve fiscal responsibility and stability. The college's financial statements are audited externally by Deloitte & Touche. The consecutive unqualified opinions for the past ten years signify that the college is in compliance with generally accepted accounting principles and presents fairly its financial position and cash flows. Based on this history of [audit reports](#), the college's financial resources can support student learning, programs and services ([III.D.16](#)).

Analysis and Evaluation

Based on the audited financial statements for the past ten years, the college shows fiscal responsibility in managing its financial resources. The yearly planning, fiscal policies and internal control mechanism helps the institution in safeguarding its asset and controlling its expenditures.

The college Comptroller regularly provides cabinet with financial updates on a semester and monthly basis. Additionally, real-time administrator executive view of the overall finance of the college from the MIP database is being sought.

The college was able to achieve financial stability by conducting intensive planning that addressed the proper allocation of financial resources and investment of extra resources for future needs. This financial stability was also achieved by being fiscally responsible through compliance of Generally Accepted Accounting Principles (GAAP) and maintaining internal control system that ensures compliance to fiscal policies and promotes effective and efficient operation of the college. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for

sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The college has [fiscal policies and procedures](#) that ensure the integrity of its financial management practices. The college regularly [review](#) its fiscal policies and internal control mechanisms and use the results to improve them and ensure that the college conforms to accounting standards. Policies necessary to improve internal control are brought to the BOR for approval ([III.D.17](#)) ([III.D.18](#)).

The college has been receiving unmodified opinions on its internal control and compliance for each major federal programs from FY2010 to FY2014 and did not identify any material weaknesses and significant deficiencies in its internal control over financial reporting. The college continues to be a low risk auditee per OMB Circular A-133, as identified by Deloitte & Touche, the college's independent auditors.

Analysis and Evaluation

The college has been a low risk auditee for the past five years and received unmodified opinions on its financial statements and compliance audits. The college continues to identify quality improvements and financial management best practices to strengthen its internal controls. In 2014, the college engaged an external consultant to provide a review and assessment of the Business Office operations and structure. The consultant's report contained recommendations to improve operations and streamline processes that will promote efficiency. As a result of this review, the college is now in the process of centralizing purchasing activities by establishing a procurement office and hiring of a [Director for Procurement and Property Management](#). Furthermore, the consultant has also been engaged to assist the college in implementing these recommendations ([III.D.19](#)).

The college's Business Office experienced lack of personnel with the resignation of the Business Office manager in 2013, retirement of the student accounts clerk and resignation of the comptroller and the general accountant in 2014. These departures left the business office vulnerable to potential internal control weaknesses. To cope with this situation and ensure that internal controls are still in place and risks mitigated, the college appointed an interim comptroller internally; a finance officer of a campus was transferred to the Business Office to assist; and a consultant was engaged to oversee preparation for the annual audit process and provide other accounting services. The recruitment process for the general accountant and comptroller commenced right away and these positions were filled in June 2015 and July 2015 respectively.

With the college's continuous effort in strengthening its internal control structure and the continuous unmodified audit opinions received for the past five years, the college believes that it meets the Standard.

Actionable Improvement Plan

None.

III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The college [budget](#) goes through a series of review and presentation college-wide. The budget worksheets show the allocations of office or divisions budget to their performance, administrative unit or student learning outcomes. The vice presidents also conduct a series of budget reviews for all the departments under their direct supervision and ensure accurate allocation to their program goals ([III.D.20](#)).

Analysis and Evaluation

The college follows the [budget procedures handbook](#) in its budget process. The budget's details are reviewed extensively with each office before consolidation. The consolidated budget goes through reviews and presentations to the college community so that offices can check and reconcile with what they have submitted for consolidation. The budget guidelines show how the process is done ([III.D.4](#)).

The college has the mechanism in place to address financial documents' credibility and accuracy. The college budget documents and minutes of meetings show that these mechanisms are being followed. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The [audit reports](#) are uploaded to the college website for the college and the public to view ([III.D.16](#)). Hard copies of the audit reports are distributed to the FSM National Government, College Library, FSM Public Library, COM-FSM president and Board of Regents. The audit reports and audit findings are shared with the college community and communicated appropriately to the offices directly affected by the findings. Any findings cited are used to improve the institutional effectiveness. After review and planning, the college communicates its resolution and action plan (to the appropriate federal agency).

As a response to an audit finding on procurement procedures and fixed assets management in FY2014, the college created the [Director for Procurement and Property Management](#) position. This internal control weakness was already identified by the college even before the field audit commenced ([III.D.19](#)).

The college submits its audit reports on time to the Federal Clearing House, EZ audit and its accrediting commission (ACCJC).

Analysis and Evaluation

The college has been responsive in addressing any audit findings. The outcomes of the audits are used by the college to improve its internal control and any audit findings are addressed in a timely manner and helped improve the college's operations and fiscal management. As a result, the college consistently receives unmodified opinions on its financial statements and internal control and compliance. The college's FY 2014 compliance audit report shows no material findings and questioned costs identified. The college believes that it meets this Standard.

Actionable Improvement Plan

None.

III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The college has an internal control mechanism embedded in its fiscal policies. These policies are based on the FSM codes and Generally Accepted Accounting Principles of the United States of America. The college contracts an external audit firm through the FSM national government to express an opinion on the colleges' financial statements presentation, internal control and compliance. Any audit findings and recommendations are reviewed and a resolution plan is made to address them.

The college also evaluates its financial systems through a regular review of its currency and identification of any enhancements that will improve processes. The college engages a Systems Consultant for its accounting software package who advises the college of any enhancements and improvements applicable to the college are available. The college also engaged an external consultant who performed an assessment of the business office operations and structure.

Analysis and Evaluation

The college has internal control system which is evaluated through an external annual audit by Delloite & Touche, LLP for potential material weaknesses. The audit reports show that no material weaknesses for the past five years were identified.

The college reviews currency and validity of its financial and internal systems through identification of system enhancements and process improvements, taken into account audit findings and resolutions and independent reviews of external consultants. The college believes that it meets the Standard.

Actionable Improvement Plan

The college will review and identify recommendations on process improvements and accounting system enhancements made by consultants for implementation

III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The college has not incurred any cash flows problems for the past five years and has sufficient reserves which is more than the 5% requirement. Below is the table of the reserve ratio of the college.

Table III.D.9-1. COM-FSM Reserve Ratios: FY2010-FY2014. (USD)

Fiscal Year	Annual Operating Expense	Unrestricted Net Assets ⁹	Ratio
2014	20,544,356.00	9,674,813.15	47%
2013	21,624,351.00	9,649,520.51	45%
2012	22,580,161.00	9,186,660.08	41%
2011	22,566,591.00	9,787,511.76	43%
2010	23,128,155.00	9,255,572.55	40%

Source: COM-FSM Comptroller's Office.

The college has established a [contingency fund](#) to ensure availability of fiscal resources to support total cost of ownership, construction of facilities, procurement of equipment, and fund major renovations and repairs ([III.D.21](#)).

The college regularly renews its insurance cover for *worker's compensation and employer's liability* through Actouka Executive Insurance Underwriters.

In addition, 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 Morgan Stanley for cash management services that provide higher interest yield and adequate insurance coverage.

The table below shows that the college has \$5.82 to cover each \$1 trade liability. This shows that the college has sufficient cash available.

Table III.D.9-2. Liquidity Ratio

Fiscal Year	Cash & Cash Equivalents	Trade Liabilities	Ratio of Cash to Trade Liabilities
2012	6,385,567.00	945,898.00	6.75
2013	6,572,749.00	1,137,251.00	5.78
2014	5,538,735.00	951,863.00	5.82

Source: COM-FSM Comptroller's Office

⁹ Cash, Cash Equivalents and Tuition Receivables.

A number of factors help to explain the variations seen in Table III.D.9-3. The college's unrestricted Fund Balance has increased by \$488,153 over the past three years. The college's long-term liability consists of the long-term portion of accrued annual leave. The college has long-term debt. The restricted fund represents the endowment fund balance which has a goal of growing in size to provide financial stability of the college.

The college *Five Year Financial Plan* (5YFP) guided all financial planning toward achieving a balance budget over the past three years. The total college revenues and other sources of the college since 2012 has experienced a steady decline due to slight decrease in enrollment at Chuuk and Yap campuses. Additionally, the Summer Pell grant and students already at the end of PELL Grant eligibility contributed to the decline.

In order to increase the value of its assets, in 2014 the college invested percentage of the reserve into investment portfolios. In 2014, the college transferred funds from its reserve to the Friends of COM-FSM Foundation in the amount of \$625,000 to be invested on behalf of the college. The college formalized an MOU relating to fund transfer to be used for the college operation. This transfer contributed to the negative fund balance of fiscal year 2014.

Table III.D.9-3. COM-FSM Three-Year History of Financial Trends FY 2012-FY 2014

Revenues	FY 2014	FY 2013	FY 2012
Operating Revenues	20,674,390.00	21,489,848.00	22,029,281.00
Other Sources	351,100.00	463,018.00	409,099.00
Total Revenues & Other Sources	21,025,490.00	21,952,866.00	22,438,380.00
Expenditures			
Operating Expenditures	20,544,356.00	21,624,351.00	22,580,161.00
Other Uses and Transfers Out	625,000.00	—	—
Total Expenditures and Other Uses	21,169,356.00	21,624,351.00	22,580,161.00
Increase/(Decrease) in Net Position/Fund Balance	(143,866.00)	328,515.00	(141,781.00)
Beginning Net Position	23,081,845.00	22,753,330.00	22,895,111.00
Ending Net Position/Fund Balance	22,937,979.00	23,081,845.00	22,753,330.00
Fund Balance Breakdown			
Net Investment in Capital Assets	8,887,337.00	9,497,395.00	10,127,709.00
Restricted/Nonexpendable Fund	4,375,829.00	3,934,929.00	3,438,961.00
Unrestricted Fund Balance	9,674,813.00	9,649,521.00	9,186,660.00
Total Assets	22,937,979.00	23,081,845.00	22,753,330.00
Unrestricted Fund Balance to Total of Outgo	46%	45%	41%
Available Cash & Cash Equivalent	5,538,735.00	6,572,749.00	6,385,567
Available Cash & Cash Equivalent to Total Outgo	26%	30%	25%
Long-Term Liability	336,315.00	302,115.00	303,820.00

Source: COM-FSM Comptroller's Office

Analysis and Evaluation

The college has established policies to fulfill and maintain its financial liquidity and stability. The college has approved an investment policy to help maintain financial stability. The college continues to monitor its cash flows through regular review and establishment of policies in order to maintain its positive cash flows. Revenue projections are regularly assessed and cost saving measures are implemented in the event that projected revenues are unmet. The college has been responsible in maintaining its reserve and making sure that there is enough cash and cash equivalents to maintain liquidity and stability. The college believes it meets this Standard.

Actionable Improvement Plan

None.

III.D.10

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.

Evidence of Meeting the Standard

The college has sufficient controls in place to ensure efficient and effective management of finances. The college has segregated the line of responsibilities in the processes to ensure checks and balance in its financial operations.

The policies and procedures are regularly reviewed and updated to cope with the fast changing environment. For example, the FY2014 audit noted that the college needed to strengthen internal control on procurement procedures. As a resolution to the finding, the college is creating the procurement office and started with recruiting Director for Procurement and Property Management whose primary responsibilities include developing, reviewing and implementing procurement and property management policies and procedures.

Financial reports are provided to budget managers, vice-presidents, the Cabinet, the president and the Board of Regents. These reports include statement of revenues, expenses and changes in net assets, statement of cash flows, budget variance analysis, detailed expenditures analysis with encumbrances and budget available for use and revenue projections.

The accounting system used by the college is Abila's MIP Fund Accounting which allows accounting for the college's financial resources such as, but not limited to grants, auxiliary services, investments and student accounts. It also allows implementation of tight internal control structure and systems. Enhancements to the Abila system has been identified to ensure financial information are available on a timely manner, internal controls are in place and ensure integrity and reliability of financial data.

The college utilizes SIS, a system specifically developed for the college to manage student accounts and records such as financial aid and subjects enrolled and completed. It has been going through stages of upgrading and improvements.

The college foundation's financial statements are presented in the external annual audit of the college which meets the Government Auditing Standards on Foundations. The college and the foundation formulated an MOU signed on November 23, 2015.

Analysis and Evaluation

The college provides oversight to its finances by regularly reviewing financial information and reports at different levels and avenues such as the Cabinet, Board, Committee and budget managers' meetings. The college has established policies and procedures and continuously evaluate them. In fiscal years 2014 and 2015, the college reviewed, revised, and updated its policies to reflect currency and validity. They were also reformatted to distinguish policies from procedures.

The systems used by the college to manage financial resources have embedded internal control systems to ensure reliability and effective oversight of finances. The college has sufficient policies and procedures to ensure the effective oversight of finances as evidenced by the unmodified/unqualified opinion by the external auditor. The college believes it meets this Standard.

Actionable Improvement Plan

The college plans to maximize the use of the ABILA system by utilizing additional modules that will allow provision of real-time financial reports, electronically approving and obligating requisitions and integrating payroll and HR modules. This step will allow for more internal controls, availability of financial reports on a timelier manner and streamlined process.

Liabilities

III.D.11.

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The college short-range financial plans are depicted in the college operations budgets. The college controls and monitors expenditures with approved budgetary accounts. In the event of revenue budget shortfalls, the college considers expenditure budget cuts, postponing procurement of fixed assets until the end of the fiscal year and freezing reprogramming, travel or cutting remaining budgets for supplies, printing and reference materials. Through the monitoring and actions on shortfalls, the college maintains its financial position and solvency. Table III.D.11-1 shows the liquidity of the college.

Table III.D.11-1. Liquidity of COM-FSM in USD

Fiscal Year	Cash & Cash Equivalents	Trade Liabilities	Ratio of Cash to Trade Liabilities
2012	6,385,567	945,898	6.75
2013	6,572,749	1,137,251	5.78
2014	5,538,735	951,863	5.82

Based on the data above, it shows that the college is solvent and has enough cash to pay its liabilities. The college has about [2.9 Million](#) dollars set aside as of FY14 and not being used in the annual operations ([III.D.22](#)). This amount can be tapped in case the need arises for its usage.

The college has an [endowment fund](#) that started in 1997 ([III.D.23](#)). The goal of the fund is to provide financial stability of the College. The endowment fund was managed by the Morgan Stanley Group based in Guam until 2015. When Morgan Stanley left the Pacific market, the college created a new agreement with Raymond James & Associates, Inc. The table below shows the growth of the fund for the past five years.

Table III.D.11-2. College of Micronesia - FSM Endowment Fund Investment (USD)

Fiscal Year	2014	2013	2012
Ending Balance	4,375,829.00	3,934,929.00	3,438,961.00
Beginning Balance	3,934,929.00	3,438,961.00	2,981,912.00
Increase/Decrease	440,900.00	495,968.00	457,049.00

In 2013, the college also organized the [Friends of COM-FSM Foundation](#) to boost the fund raising activities for the college's endowment fund ([III.D.24](#)). The foundation established by the college is a US based 501(c)3 foundation and IRS designated as a public charity.

The college's only long-term liability is the estimated amount for accrued annual leaves that will not be paid within the next fiscal year. The college provides accumulation of annual leave balance, wherein accumulated leave of not exceeding 240 hours shall be paid to the employee upon resignation/termination of employment. The college has no other long-term debt. The estimated amount of the long-term debt is \$336,315.

Analysis and Evaluation

The college has available funds and is flexible in meeting its short term and continue planning to meet long term obligations and activities.

The college continues to [target \\$100,000 to raise yearly](#) to be added to the endowment fund. The fund has shown a steady increase for the past years ([III.D.25](#)). The college has cash flexibility making it liquid in meeting short term and long term obligations and believes that it meets the Standard.

Actionable Improvement Plan

None.

III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standards

The college's only long-term liability is the accrued annual leave which is estimated to be around \$340K and has no debts that have been outstanding for any significant period of time. Liabilities of the college are current obligations from the regular expenditure cycle and are settled within the relevant budget period.

The college has an [optional retirement benefit plan](#) with ASC Trust Corporation wherein the college match 50% of an employee's contribution to the plan but only up to a maximum of 3% of the employee's salary ([III.D.26](#)). The employee and the college contributions are transferred to the trust company regularly after each pay period.

The college provides life and health insurance benefits which are optional to employees. The college share for the life insurance is 64% of the premium. The current premium rate for the life insurance under Individual Assurance Company is 0.49 cents per \$1,000 coverage. The college share for the health insurance is 52% of the premium. Payments for the premiums are made immediately on the week following payday so no liabilities are accumulated.

Analysis and Evaluation

The college does not engage in any long-term obligations such as OPED. The college has enough cash reserves to pay for its long-term obligations and believes that it meets this Standard.

Actionable Improvement Plan

None.

III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standards

The college has no locally incurred debt instruments that can affect the financial condition of the institution.

Analysis and Evaluation

The college maintains sufficient funds and does not need to enter into any debt instruments. The college believes that it meets the Standard.

Actionable Improvement Plan

None.

III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The college maintains two auxiliary services which are the Dining Hall and the Bookstore. The auxiliary services are nonprofit and maintained to provide support services to students. The responsibility for the Bookstore and Dining Hall are directly under the Comptroller's office.

Fund raising activities for the endowment fund have been ongoing since 1997 are accounted for separately in the college accounting system. The Friends of COM Foundation was also established to boost the college's fund raising efforts. It is governed by a different Board and subject to the laws and regulations of 501(c)3 foundations and public charities.

The college receives grants from various sources. The largest grants are received from USDE (Pell, SEOG, Work Study, 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. Below is a table of the Major Federal Awards for the past five years.

**Table III.D.14-1. COM-FSM Schedule of Expenditures of Federal Awards:
FY2010-FY2014 (in USD)**

Grant/Program Title	CFDA #	FY2014	FY 2013	FY 2012
U.S. Department of Agriculture:				
Pass-Through FSM National Government				
Resident Instruction Grants for Insular Area Activities	10.308	125,448	172,423	146,352
Sun Grant Program	10.320			4,225
Cooperative Extension Service	10.500			12,415
Water Quality			18,608	8,032
USDA - OASDFR	10.443		1,127	20,867
USDA-CRE Publications Projects				14,779
Total U.S. Department of Agriculture		125,448	192,158	206,670
U.S. Department of Interior:				
Pass-Through FSM National Government				
Compact of Free Association II, ESG	15.875	2,400,000	3,100,000	3,800,000
Compact of Free Association II, SEG	15.875	639,550	642,844	628,380
Public Infrastructure Sector Grant			220,000	
Operation and Maintenance Technical Assistance	15.875		87,144	90,198
Infrastructure Maintenance Fund	15.875	9,990	32,242	21,371
Total U.S. Department of the Interior		3,049,540	4,082,230	4,539,949

Grant/Program Title	CFDA #	FY2014	FY 2013	FY 2012
U.S. Department of Education				
Direct Programs				
TRIO - Talent Search	84.044	238,547	266,906	245,045
TRIO - Upward Bound	84.047	468,179	491,284	1,056,905
Federal Pell Grant Program ¹⁰	84.063	10,532,124	11,779,422	12,058,844
Pass-Through FSM National Government				
Gaining Early Awareness and Readiness for Undergraduate Program	84.334	238,931	221,930	355,705
Total U.S. Department of Education		11,477,781	12,759,542	13,716,499
U.S. Department of Health and Human Services				
Pass-Through University of Guam				
Areal Health Education Centers Point of Service Maintenance and Enhancement Awards	93.107	143,969	168,904	304,649
Pass-Through FSM National Government				
Family Planning/Peer Counseling Grant	93.217	78,234		
Total U.S. Department of Health and Human Services		222,203	168,904	304,649
Total Federal Awards		14,874,972	17,202,834	18,767,767
<i>Source : Independent Auditor's Report on Internal Control and on Compliance</i>				

Analysis and Evaluation

With regard to the integrity of using the financial resources of the grants, the audit report from 2012 through 2014 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 disclosed by the audit;
- No questioned costs was identified;
- No reportable conditions in internal control over compliance with requirements applicable to major federal awards programs were identified;
- The Independent Auditor's Report on compliance with requirements applicable to major federal award programs expressed an unqualified/unmodified opinion;
- The college did qualify as a low risk auditee as that term is defined in OMB Circular A-133.

¹⁰ The Pell Grant Duration of Eligibility that affects the qualification of some students to get Pell grant scholarship especially during summer. <http://www.comfsm.fm/?q=financial-aid#pell>

The college believes that it meets the Standard.

Actionable Improvement Plan

None.

III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies

Evidence of Meeting the Standard

The college does not avail federal student loans under the federal aid program. Based on a provision of the Title IV of the Higher Education Act, the students from the Freely Associated States, like Federated States of Micronesia, RMI and Palau are not eligible for student loan programs.

Analysis and Evaluation

No federal student loans were availed by the college. The college meets the standard.

Actionable Improvement Plan

None.

III.D.16

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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standards

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 through signed agreement with corresponding offices or divisions who are directly involved ([III.D.27](#)). Major contracts relate to providing and developing non-credit courses; tutoring; training workshops; instructional and student services programs; and related materials, equipment and other services.

Contracts are reviewed and recommended for consideration by relevant stakeholders within the college community before approval by the president and when required, Board of Regents, thus ensuring compliance with college policies and upholding the integrity of the college. Following are some of the college's existing contractual agreements:

- With federal government (USDE and DOI) for the administration of financial scholarship programs (PELL, SEOG, work study) and other 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.
- With Japan International Cooperation Agency (JICA) in providing technical training to Micronesians, dispatching experts and senior volunteers with wide range of technical skills and extensive experiences in their trade.
- With the Office of Environment and Emergency Management (OEEM-FSM) of the National government. The common objective of this MOU is to ensure the FSM citizens and businesses possess the technical capacity and human resources to safely and effectively manage the ozone depleting substances in the refrigeration industry. It is also establish and strengthen a collaborative working relation between COM-FSM and OEEM.
- With World Teach Inc. To provide native English speakers as full-time on-site teachers. To serve as resources for COM-FSM, communities, and liaise with the Pohnpei State Department of Education to bridge the high school curricula with the COM-FSM courses and programs to improve Education and other services critical to the sustainable development of Pohnpei State and lastly, to promote cross-cultural understanding, and in particular to increase awareness of the College of Micronesia-FSM students of the larger world.

Analysis and 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.

The college follows its policies, public laws and regulation and reviews contractual agreements to confirm with the college mission and goals before it agrees to enter a final contract agreement. With this the college believes it meets the Standard.

Actionable Improvement Plan

None.

Standard III.D Table of Evidence

III.D.1	Budget Guidelines for Developing the FY 2016 Budget (2014, August 08). http://www.comfsm.fm/vpa/budget/2budget-guidelines-vpas.pdf
III.D.2	Memorandum of Understanding (1999, August 10) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIIID/FMI-MOU.PDF
III.D.3	Natural Classification of Operating Expenses (2014, June 18) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIIID/Table-OPEX-natural-classification.pdf
III.D.4	Budget Procedures Handbook (2013, May 14) http://www.comfsm.fm/vpa/budget/1Budget_Handbook_MAY14_2013.pdf
III.D.5	FSM President's Letter (2014, February 27)

	http://www.comfsm.fm/accreditation/2014/Mori_to_Daisy_27FEB14.pdf
III.D.6	JEMPCO Adopted Resolutions (2011, September 02) http://www.uscompact.org/files/home/JEMCO_ResBook_FY12.pdf
III.D.7	Investment Policy Statement (2015, August) http://www.comfsm.fm/bor/notebook/08-15/10.f.i.-COM-FSM-Reserves-Fund-IPS-July-30-2015.pdf
III.D.8	Budget guidelines for Developing the FY 2015 Budget (2013, August 13) http://www.comfsm.fm/vpa/minutes/fy2015/2015-Budget-Guidelines-August-13th.pdf
III.D.9	Actions and Directives (2013, December 2-3) http://www.comfsm.fm/bor/directives/Directives-13-12-2-3.pdf
III.D.10	College of Micronesia-FSM Board of Regents Minutes of Meeting (2013, December 2-3) http://www.comfsm.fm/bor/minutes/2013/13-12-2-3-2.pdf
III.D.11	Counseling Office – Performance Per Tracdat (FY2016) http://wiki.comfsm.fm/@api/deki/files/4006/=FY2016_Counseling_Budget-Informed_by_Assessments_and_others.pdf
III.D.12	<i>Integrated Educational Master Plan</i> – Financial Resources (2012, May 23-24) http://www.comfsm.fm/?q=Integrated-Educational-Master-Plan#financial-resources
III.D.13	FAO Program Assessment http://wiki.comfsm.fm/@api/deki/files/4067/=FY2016_FAO_Budget_Informed_by_Assessments_and_Others.pdf
III.D.14	All Campus Meeting (2013, October 23) http://www.comfsm.fm/vpa/minutes/fy2015/ALL-CAMPUS-MEETING-BUDGET-2015.pdf
III.D.15	Tracdat https://comfsm.tracdat.com/tracdat/faces/login.jsp
III.D.16	External Audit Reports http://www.comfsm.fm/?q=businessoffice-reports
III.D.17	Fiscal Policies and Procedures http://www.comfsm.fm/?q=policy-fiscal-affairs
III.D.18	College of Micronesia-FSM Board of Regents Minutes of Meeting (2014, March 22) http://www.comfsm.fm/bor/minutes/2014/14-03-22.pdf
III.D.19	Employment Opportunity – Director of Procurement and Property Management (2015, July 22) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIIID/2015-044-Director-of-Procurement-Property-Management.pdf
III.D.20	Budget http://www.comfsm.fm/?q=2016-Budget
III.D.21	College of Micronesia-FSM Board of Regents Actions and Directives (2011, September 7-9) http://www.comfsm.fm/bor/directives/Directives-11-09-7-9.pdf
III.D.22	College of Micronesia-FSM Board of Regents Minutes of Meeting (2015, February 19-20) http://www.comfsm.fm/bor/minutes/2015/February-19-20-15.pdf
III.D.23	College of Micronesia-FSM Board of Regents Actions and Directives (2012, May 23-24) http://www.comfsm.fm/bor/directives/Directives-12-05-23-24.pdf
III.D.24	MOU The Friends of COM-FSM, Inc. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIIID/MOU-Friends-of-the-College008.pdf
III.D.25	VPAS Report to BOR (2015 February) http://www.comfsm.fm/bor/notebook/02-15/9b-VPAS-Report.pdf
III.D.26	COM –FSM Retirement Plan (2015, January 01) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIIID/ASC-Retirement-Plan.PDF
III.D.27	Independent Audit Report on Internal Control and Compliance (2015, June 18) http://www.comfsm.fm/busOffice/reports/2014/Independent-Audit-Report-on-Internal-Control-&-Compliance.pdf

Standard IV. Leadership and Governance

IV.A. Decision-Making Roles and Processes

IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

The institutional leaders are guided by the college mission, which is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvements and best practices. The college's participatory governance structure provides a platform in which leaders create and encourage innovation guiding to institutional excellence.

In President Joseph M. Daisy's [*Confronting Challenges. Creating Our Future: President Daisy Delivers His Investiture Address*](#) he cited the importance of innovation to the college and charged the entire college community "to bring their talents, skills, knowledge, ideas, resources, and to share responsibility as architects of the college's future ([IV.A.1](#))."

Other institutional leaders have responded to the president's charge to create and encourage innovation leading to institutional excellence.

Table IV.A.1-1. Innovation Activities

Innovation	Initiator	Outcome	Evidence
Implementation of college-wide online accreditation course	President and VP/IEQA	100% completion	Cabinet, 4/20/12,p.2 (IV.A.2)
Public Health Programs (Certificate in Basic Public Health, Associate of Science in Public Health and Third Year Certificate Specialist in Public Health) is recommended to be a regular program	VPIA	Public Health is now a registered program in COM-FSM calendar	Cabinet, 8/3/12,p.3 (IV.A.3)
Adoption of TracDat	Administrators	TracDat is implemented and on-line	Cabinet, 11/16/12,p.1 (IV.A.4)
Participatory Governance Policy endorsed	President	Policy is on-line and governance structure is being followed	Executive, 4/17/13,p.2 (IV.A.5)
Presentation and Endorsement of Publications Standard Manual	Chuuk Dean	Publications Standards now guide all publications from COM-FSM	Executive, 1/23/14,p.2 (IV.A.6)

Innovation	Initiator	Outcome	Evidence
Presentation and Endorsement of “The Handbook for Guiding Principles, Protocols and Strategies”	VPIEQA, VPAS, VPCRE, VPSS Dean of Chuuk Campus, faculty from Pohnpei Campus, staff from Yap Campus, COS, IT Director, assistant ALO		Executive, 2/6/14,p.2 (IV.A.7)
Presentation and Endorsement of CTE Service Plan	Director of Career and Technical Education Center	Program is initiated in some programs such as automotive programs and other technical programs to enhance hands-on skills of students and has resulted in financial accounts being established to provide for activities under these programs	Cabinet, 7/14/14,p.2 (IV.A.8)
Presentation and Endorsement of Foundation of Excellence	President	The Foundation of Excellence® is established and has resulted in the incorporation of the Student Success Committee as a stand-alone Standing Committee	BOR Directives, 8/8/14,p.1 (IV.A.9)
Presentation and Endorsement of Grant Incentive Policy	VPCRE	The Policy is on-line however the procedures have been referred back through the governance structure for further review and clarifications	Cabinet, 12/5/14,p.2 (IV.A.10)
Presentation and Endorsement of Student Success Committee	Faculty	As above in reaction to the Foundation of Excellence® initiative	Executive, 12/12/14,p.2 (IV.A.11)
First FSM Congress Election Forum on 2/25/15 & 2/27/15	Faculty, students, and COS	COM-FSM receives on-going government financial support	President's Message to the Community, 3/26/15,p.1 (IV.A.12)

During fall 2014, the president established a learning community fund of \$25,000 to be part of president's office 2015 budget. In 2015 this investment supported [Strategic Plan Goal 5](#) to become a “learning organization through development of a learning culture guided by learning leaders [\(IV.A.13\)](#).” To foster critical reflection and experimentation towards institutional improvement, college faculty and staff are encouraged to improve the practices, programs, and services in which they are involved.

The [July 17, 2015, President's Message to the Community](#) shared that a team of 13 attended the *Regional Workshop on Student Learning Outcomes and Assessment* on July 14-15, 2015, by ACCJC in Hawaii [\(IV.A.14\)](#)

The college's [Governance Chart](#) illustrates the path in which decisions are made, and information is being shared [\(IV.A.15\)](#). When ideas for improvement have policy or significant institution-wide implications, the [Participatory Governance Policy, Board Policy No. 2200](#), [Administrative Procedure No. 2200](#) and [Policy on Policies, Board Policy No. 2001](#) assure effective planning and implementation [\(IV.A.16\)](#) [\(IV.A.17\)](#) [\(IV.A.18\)](#). An example is the college's work on policy review. A gap analysis on policies was brought to cabinet and the Executive Committee by a representative to ensure broad participation and collective decision-12/15/2015

making prior to the board's review and endorsement. This is evident in the [January 17, 2014, p.2, September 26, 2014 p.2](#), cabinet minutes and [March 6, 2014, p.2, March 20, 2014, p.2](#), EC minutes [\(IV.A.19\)\(IV.A.20\)\(IV.A.21\)\(IV.A.22\)](#).

Analysis and Evaluation

There is support from the Board of Regents and the standing committees as evidenced by the approval of the college initiatives such as the John N. Gardner Institute program and the establishment of the Student Success committee. The mission of the training is to help the college improve the experience for students and achieve student success across all areas of the college. [Table IV.A.1-2](#) provides a timeline for the college's participation in the John N. Gardner training [\(IV.A.121\)](#).

[On September 5, 2014, minutes](#) reflects the preliminary discussions toward forming a student success committee, at the time the group was referred to as the student success working group [\(IV.A.29\)](#). A student representative was involved in the early formation process. Through committee dialogue, the group saw itself as a logical place to house the John N. Gardner program, Foundation of Excellence. The members also shared an interest in focusing on policies and procedures that center on facilitating student success at the college. The college faculty and staff saw the need for a student success and retention committee and came together to propose the Student Success Committee. The chair of Council of Chairs presented the proposal at the Executive Committee meeting on [November 28, 2014, EC minutes](#), pp. 1-2 [\(IV.A.30\)](#). On [December 12, 2014, EC minutes, p.2](#), the Executive Committee endorsed the establishment of the Student Success Committee [\(IV.A.31\)](#). The *Student Success* committee has a [webpage](#) dedicated to their group's work [\(IV.A. 32\)](#).

The chair of Council of Chairs (CoC) is not a member of the Executive Committee. At the [November 27, 2015 p.2, Executive Committee](#) meeting, the president shared the [CoC Summary Memo](#) regarding CoC's role and effectiveness in the Executive Committee [\(IV.A.122\)\(IV.A.123\)](#). The president met with the chairs of the standing committees on October 22, 2015, and on November 9, 2015, to discuss the role of the Council of Chairs and the participatory governance. After long discussions, CoC felt that it should be eliminated from the Executive Committee. In addition to the meeting, the members came up with several action items that will hopefully lead to improved communications and effectiveness for the college's participatory governance system, and recommendations in which standing committees can channel their voice to the Executive Committee.

The college was selected to participate in the American Association of Community Colleges (AACC) High Performance Team Training funded by the Lumina Foundation. The training supports building leadership capacity and designed to sustain high performance of the college leadership team. A team comprised of the president, vice president for institutional effectiveness and quality assurance, vice president for instructional affairs, vice president for student services and enrollment management, and directors of career and technical education and Pohnpei Campus, information technology, and human resources participated and developed a [Mini-Work Plan Student Success](#), an outcome of High Performance Team training [\(IV.A.33\)](#).

Focus on Student Success is identified by College of Micronesia-FSM (COM-FSM) as the first of six strategic directions in the Strategic Plan 2013-2017.

The team recognized the five additional strategic directions support achievement of the college's first priority, *Student Success*, in multiple direct and indirect ways (see Table 1). The college mission, vision, Strategic Plan, and accreditation process support student success. And, during the August 15, 2014, annual convocation, COM-FSM renewed its commitment to student success. These deductions made *Focus on Student Success* the obvious priority for FY 2016 (p.3, Mini-Work Plan Student Success).

The plan was endorsed by cabinet on [February 13, 2015](#), by executive committee on [March 6, 2015, EC minutes, p.2](#), and presented to the board of regents on [March 19, 2015](#) and referenced in the President's Message to the Community on [March 26, 2015 \(IV.A.34\) \(IV.A.35\)\(IV.A.36\)\(IV.A.12\)](#). The [President's Message to the Community](#) dated January 16, 2015 and the AACC [CEO to CEO Newsletter-January 23, 2015](#) (*AACC website*) reported the college's participation [\(IV.A.37\) \(IV.A.38\)](#).

The [President's Message to the Community](#) dated March 26, 2015 provides an example that the college is creating and encouraging innovation by institutional leaders [\(IV.A.12\)](#). Under "Announcement from Vice Presidents" on March 13, 2015, the vice president for instructional affairs shared that Pohnpei and National Campus held a Faculty Development workshop addressing ACCJC Accreditation Standard IIA, Student Success, "Just in Time Intervention" and Authentic Assessment. [Table IV.A.1-3](#) presents the March 13, 2105, Faculty Development Workshop materials [\(IV.A.126\)](#).

The college has a very supportive administrative body that creates and encourages innovation leading to institutional excellence. No matter what their positions staff, faculty and students are by policy able to develop projects and establish groups that are beneficial to the growth of the college community. The list of initiatives presented as evidence suggests that a strong ethos of innovation and improvement is embedded across the college.

The combination of the *Confronting Challenges. .Creating Our Future: President Daisy Delivers His Investiture Speech*, cabinet and executive committee minutes, BOR Directives, President's Message to the Community, the learning community budget, *Strategic Plan 2013-2017*, Governance Chart, Board Policy No. 2200, Administrative Procedure No. 2200, Board Policy No. 2001, College Newsfeed Announcement, *Foundation of Excellence Video*, *COM-FSM Team Presentation*, *Mini-Work Plan Student Success*, *CEO to CEO Newsletter* and the Faculty Workshop provide that the college meets this Standard.

Actionable Improvement Plan

None.

IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Guided by policies and procedures, the college provides a platform in which students, faculty, staff and administrators can voice their concerns, be involved in decision-making, and be informed of college activities impacting the areas of the institution. The institution established and implemented the [Participatory Governance Policy Board Policy No. 2200](#) and the [Participatory Governance Administrative Procedure No. 2200](#), which authorize administrator, faculty, and staff participation in decision-making processes [\(IV.A.16\)](#) [\(IV.A.17\)](#). The Administrative Procedure No. 2200 p.3-5 describes the role of a faculty and staff on standing committees.

The Participatory Governance Policy No. 2200 and the Administrative Procedure No. 2200 provides for student participation and consideration of student views. The Administrative Procedure No. 2200 p.5 states:

- The SBA president is expected to regularly attend and participate on the Executive Committee (EC) and when unable to attend, should send a proxy from the SBA.
- The Student Body Association (SBA) is invited to appoint members to the regular, college-wide standing committees. General experience has shown SBA members are not as interested in regularly attending these meetings, and they are not required to do so.
- Regardless of regular, direct participation of students on college-wide standing committees, all decision-making bodies have an obligation to seek student perspectives when a decision taken will be of direct, reasonable interest to the student population. Advice on how to obtain broad student input can be obtained from the department of Institutional Effectiveness & Quality Assurance (IEQA), the Institutional Research and Planning (IRPO), and the SBA.

One example is the students' participation in the decision-making of the Intercampus Bus Fee Policy proposal. The proposed policy affects students because the proposed transportation fee will be an expense to students who elect the service. [Table IV.A.2-1](#) provides evidence of meetings with students and staff regarding the Intercampus Bus Fee Policy [\(IV.A.127\)](#).

The Board Policy No. 2200 specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special purpose committees. This defines participatory governance at COM-FSM:

Participatory governance is the process through which all members of the college community can engage in purposeful dialogue and share in the development of policies, procedures, goals, plans, and recommendations to improve academic quality, curriculum, integrity, student learning programs and services, institutional effectiveness, financial stability, and mission delivery.

Table IV.A.2-2 displays the college's standing committees in which individuals bring forward ideas and work together on appropriate policy, planning, and special purpose committees.

Table IV.A.2-2. Roster of COM-FSM Standing Committees with Links to Terms of Reference

Standing Committee	Terms of Reference	Standing Committee	Terms of Reference
Executive Committee (EC)	ToR (IV.A.49)	Information and Communications Technology Committee (ICTC)	ToR (IV.A.50)
Curriculum and Assessment Committee (CAC)	ToR (IV.A.51)	Recruitment, Admission, Retention Committee (RARC)	ToR (IV.A.52)
Human Resources Committee (HRC)	ToR (IV.A.53)	Student Success Committee*	ToR (IV.A.54)
Facilities and Campus Environment Committee (FCE)	ToR (IV.A.55)	Finance Committee (FC)	ToR (IV.A.56)

*

One of the challenges identified from the 2010 Comprehensive Evaluation was the absence of broad based participation in purposeful dialogue and in participatory governance, (*College of Micronesia-FSM Mid-Term and Follow-Up Report March 15, 2013, p.7*) ([IV.A.57](#)).

To strengthen broad-based purposeful dialogue that leads to genuine communication and participatory governance, the college implemented three major changes when the current president took office in 2012. The three major changes were the creation of the Council of Chairs, Management Team and the Executive Committee.

Standing Committees were present but there was no platform in which the committees came together and shared information of what was occurring in their areas. Therefore, a committee comprised of chairs of all standing committees was established, which is called the Council of Chairs. The *College of Micronesia-FSM Mid-Term and Follow-Up Report March 15, 2013, p.8* documented effective communication among and between committees greatly improved ([IV.A.57](#)).

Analysis and Evaluation

At this writing, the college is in the process of including annual self-evaluation in all of the Standing Committees' Terms of Reference. The Terms of Reference must reflect Administrative Procedure No. 2200. Standing Committees will have to amend their Term of Reference. The Financial Aid committee does not have their TOR on the college Wiki.

The COM-FSM participatory governance structure of 2015 is clearly more broadly based than the COM-FSM participatory governance structure of 2010. Participatory governance is evolving.

With the present participatory governance in place, information is being shared widely through [All Campus Meeting](#) (monthly), [President's Message to the Community](#) (monthly), the [COM-FSM News](#), and the [executive committee minutes \(IV.A.60\) \(IV.A.61\)\(IV.A.62\)\(IV.A.63\)](#).

The combination of the BP 200, AP 2200, Intercampus Bus Fee Proposal Meeting, Standing Committee ToRs, [College of Micronesia-FSM Mid-Term and Follow-Up Report 2013](#), Committee/Council Self-Evaluation 2014-2015, Executive Council Self Evaluation 2014-2015, All Campus Meeting, President's Message to the Community, COM-FSM News and the executive committee minutes suggest that the college meets this standard.

Actionable Improvement Plan

The college will revise faculty contracts, and subsequently AP 2200, by articulating alternative pathways of service to the college community besides that of merely committee service.

IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relates to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The administrators and faculty have a major role in the decision-making of the college. Administrators and faculty, through the [Participatory Governance Policy, Board Policy No. 2200](#) and the [Participatory Governance, Administrative Procedure No. 2200](#), have a substantive and clearly defined role in institutional governance [\(IV.A.16\)\(IV.A.17\)](#).

Administrators and faculty exercise a substantial voice in institutional policies by the [Policy on Policies p. 2-3](#), which demonstrates “pathways through which new or revised policies could be developed initiated either from a faculty/staff member or vice president [\(IV.A.18\)](#).”

Three significant examples in which administrators and faculty exercised a substantial voice in planning include the following:

- The Visioning Summit of August 8-9, 2012. 148 internal and external stakeholders gathered to engage in the first phase of a three-part Visioning Summit. During this first part of the summit the group reviewed and assessed the current mission, statement, determined fulfillment of promises made in the last strategic plan, continued to assess the communications plan, building upon the review of “Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications Plan.”

In the second phase, two prepared personnel from each of the states (and present during phase one) to participate in the facilitation training to deliver mini summit in their respective state. The third phase involved personnel to return to their respective state and offer the same Visioning Summit to the college community. The Mini-Summit was repeated in the states of Chuuk (November 9, 2012), Yap (November 15, 2012), and Kosrae (November 20, 2012), [\(College of Micronesia-FSM Mid-Term and Follow-Up Report March 15, 2013, p.9 & 31\) \(IV.A.57\)](#).

- The [Integrated Educational Master Plan \(IEMP\)](#). The IEMP has been created to address external impacts that the college has identified and to provide an operation plan to move the college forward toward mission fulfillment and vision attainment. It is a living document, integrates all aspects of the college's operations into specific, measureable actions that each area is set to accomplish over the next 5 years ([IV.A.64](#)).
- [Strategic Plan 2013-2017 \(IV.A.13\)](#). The college has developed six strategic directions in which will help guide the institution to where it will go as an organization over the next five years. The six strategic directions are as follow:
 1. *Focus on Student Success;*
 2. *Emphasize Academic Offerings in Service to National Needs;*
 3. *Be Financially Sound, Fiscally Responsible, and Build Resources in Anticipation of Future Needs;*
 4. *Invest in and Build Strong Capacity in Human Capital;*
 5. *Become a Learning Organization through Development of a Learning Culture Guided by Learning Leaders;*
 6. *Evoke an Image of Quality.*
- The current work the college is undertaking in planning is the Foundation of Excellence initiative. The [President's Message to the Community](#) dated on December 9, 2014 shared this effort ([IV.A.24](#)). This effort is to help improve the experience for students at the college as it is proven by the John N. Gardner Institute's Foundations of Excellence® program to help with student success in all areas of the college. In addition, the college is also undergoing an effort to focus on Student Success as the college's priority for fiscal year 2016. The [Mini-Work Plan Student Success provides an outline](#) for the steps and processes that the college would be taking ([IV.A.33](#)).

Administrators and faculty exercise substantial voice in budget. The vice president of administrative services (VPAS) has provided budget information for both 2015 and 2016 on the college website under [Budget](#) for the college community, students, staff and faculty to view ([IV.A.65](#)). Provided are *Budget-Meeting Minutes*, documents such as [Evidence of Communication](#), [Budget 2015 Assumption and Scenarios](#), [Revenue Analysis 2007-2014](#) under the 2016 Budget, and more which are evidence to employee's role and participation in the budget planning ([IV.A.66](#))([IV.A.67](#))([IV.A.68](#)). Another example is TracDat. It is a software program that the college utilizes to make better use of data in strategic planning, assessment, and program review. It establishes planning as a living process.

Analysis and Evaluation

The Participatory Governance Policy, Board Policy No. 2200 and the Participatory Governance Administrative Procedure No. 2200 provide a clear guidance of how college administrators and faculty have a substantive and clearly defined role in institutional governance. They participate in standing committees.

The Policy on Policies enables committees which include faculty, administrators and students to bring forward policies to the Executive Committee that need to review in areas that require action such as to amend, to eliminate, or to create a new policy. After EC reviews and endorses any type of policy that required action then it goes to the Board of Regents for presentation and approval.

Summits and Mini-Summits have been held annually since 2012 to bring the college community together from the four states to dialogue and evaluate the work in specific areas of the college, and plan on ways the college can improve weak areas of the college in both academic and non-academic areas.

The *Strategic Plan 2013-2017* and the *Integrated Educational Master Plan* guide the college's work. These documents serve help everyone working at the college to understand the objectives and goals of the college and work together to fulfill the *Mission*.

The *Budget Procedures Handbook* is accessible on the college website for faculty, staff and administrators to review. When academic and non-academic programs have to submit their budget for the new fiscal year, they review the *Budget Procedures Handbook* and process to help with their budget preparation.

The combination of the Board Policy No. 2200, Administrative Procedure No. 2200, Policy on Policies, Board Policy No. 2001, *College of Micronesia-FSM Mid-Term and Follow-Up Report 2013*, *Strategic Plan 2013-2017*, *Integrated Educational Master Plan*, President's Message to the Community, *Mini-Work Plan Student Success*, *Budget*, *Evidence of Communication*, *Budget 2015*, *Assumption and Scenarios*, and the *Revenue Analysis 2007-2014* provide clear evidence that the college meets this Standard.

Actionable Improvement Plan

None.

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty and academic administrators, through [Board Policy No. 3202](#), [Board Policy No. 3206](#), [Curriculum and Assessment Handbook](#) and the [Faculty Handbook](#), and through well-defined structure such as the [CAC Term of Reference \(TOR\)](#); have responsibility for recommendations about curriculum and student learning programs and services [\(IV.A.69\)\(IV.A.70\)\(IV.A.71\)\(IV.A.72\)\(IV.A.73\)](#).

On August 3, 2012, the Nursing Program, initially funded by the Area Health Education Center (AHEC) grant, was recommended by the college faculty and academic administrators to the Board of Regents to be a regular program, as the AHEC grant expired and the program is consistent with the need of the country.

On April 4, 2014, an academic administrator submitted a [Substantive Change Proposal: Extension of the Third Year Certificate in Teacher Preparation to the state campuses \(IV.A.74\)](#). This proposal is to establish additional locations geographically apart from the main campus at which the college offers at least 50% of an educational program. Specifically, the college proposes to offer all courses of the Third-year Certificate in Teacher Preparation-Elementary on a needs basis at

Chuuk, Kosrae, or Yap Campuses in coordination with the National Campus Education Division and following the establish third-year admission policies and procedures.

The [Academic Program Prioritization 2014 Report and Recommendations](#) presented in the [February 13, 2015, cabinet minutes p.2](#) addressed the 2nd Round of academic program prioritization for COM-FSM ([IV.A.75](#)) ([IV.A.34](#)). The previous academic prioritization was conducted in 2012. The program assessment and program review process is described in the *Program Assessment and Program Review Procedures Manual* for the college. The manual calls for program assessment each year and program reviews to be conducted bi-annually. The academic prioritization process is to build upon the program reviews and rate individual academic program. The ratings are to assist the college in decision making in what changes might occur in its program offerings in light of changing needs of the nation and the financial condition of the college.

Analysis and Evaluation

The policies, procedures and the defined participatory governance structures such as the Curriculum Assessment Committee, Cabinet and the Executive Committee enable faculty and academic administrators to provide recommendations about curriculum and student learning program and services. There is a clear and well-defined role for faculty and academic administrators to develop and guide the instructional programs and courses at the college. Faculty members are required to participate in the governance of the college and their roles and responsibilities are clearly articulated in available handbooks and committee terms of reference. Examples of the actions and effect of faculty involvement are given in the evidence section.

The combination of Board Policy No. 3202, Board Policy No. 3206, *Curriculum and Assessment Handbook*, *Faculty Handbook*, Curriculum Assessment Committee (CAC) Terms of Reference, cabinet minutes, *Substantive Change Proposal: Extension of the Third Year Certificate in Teacher Preparation to the state campuses*, the *Academic Program Prioritization 2014 Report and Recommendations* provide clear evidence that the college meets this Standard.

Actionable Improvement Plan

None.

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key consideration.

Evidence of Meeting the Standard

The college's board and governance policies guide an effective participatory governance structure. Relevant perspectives are shared and considered; decision-making is aligned with expertise and responsibility; and timely action occurs on institutional plans, policies, curricular change, and other key consideration. Through the Enabling Law, [Section 13](#), and [Board Policy No. 2200](#), the Board of Regents assures appropriate consideration of relevant perspectives ([IV.A.76](#))([IV.A.16](#)). Such assurance is indicated in the [Bylaws Article I. Section 8](#) that "all meetings of the Board shall be open to the public, except those executive sessions authorized by law,

which will be announced by the chairperson [\(IV.A.77\)](#).” In addition, Board of Regents meetings and community meetings are held at different sites to further capture a range of perspectives. The Board makes [courtesy visits](#) to consult state leadership, and also participates in annual summits [\(IV.A.81\)](#).

The [Enabling Law, Section 21](#) and the [Board Policy No. 2200](#) delegate responsibilities to the president to align decision-making with expertise and responsibility and facilitate timely action [\(IV.A.128\)](#) [\(IV.A.16\)](#). Specific examples include:

- The [Board of Regents Five-Year Master Planning Calendar, 2013-2017](#), [Bylaws, Section 2](#), and [Board Policy No. 1310](#) states the Board “holds quarterly meetings to be rotated among the four states [\(IV.A.83\)](#) [\(IV.A.77\)](#) [\(IV.A.84\)](#).”
- [Board Policy No. 2200](#) provides timely action on institutional plans, policies, curricular change, and other key considerations [\(IV.A.16\)](#).
- Through [Board Policy No. 1600](#), [Board Policy No. 2001](#), [Board Policy No. 2200](#), the institutional governance ensures the appropriate consideration of relevant perspectives [\(IV.A.85\)](#) [\(IV.A.18\)](#) [\(IV.A.16\)](#).
- [Board Policy No. 6007](#) is established so the college hires personnel based on the “most qualified and ablest candidate for the position [\(IV.A.86\)](#).” The [Master Planning Calendar Academic Year 2013-14 to Academic Year 2017-18](#) provides timely action on institutional plans, policies, curricular change, and other key consideration [\(IV.A.87\)](#).

Analysis and Evaluation

The evidence provided indicates a clear structure for the governance of the college and opportunity for consideration of a broad range of perspectives and communities of interest. Efforts are made at higher levels of the governance system to maintain connection to the national and state governing bodies and to the communities at large through the community meetings. The Board of Regents meetings are open to the public. The Board meets four times per year including three of the state sites allowing contact with the wide population through courtesy calls and public community meetings. The four meetings plus the option to hold special meetings as required ensures that timely action is taken on all key considerations.

Positions are filled based on approved position descriptions and required education and experience to ensure an appropriate level of responsibility.

The combination of the Enabling Law, Board Policy No. 2200, Bylaws, BOR agenda listing, BOR minutes, BOR community meeting minutes, BOR courtesy visits, *Visioning Summit 2012*, Board of Regents Five-Year Master Planning Calendar 2013-2017, Board Policy No. 1310, Board Policy No. 1600, Board Policy No. 2001 and the Master Planning Calendar Academic Year 2013-14 to Academic Year 2017-18 provide clear evidence that the college meets this Standard.

Actionable Improvement Plan

None.

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The college informs its decision-making by continuously sharing information and practicing purposeful dialogue. The resulting decisions are documented, accessible, and widely communicated across the institution. [Board Policy No. 1312](#), [Board Policy No. 1313](#), [Administrative Procedure No. 2200](#), [Board Policy No. 2100](#), and [Strengthening Purposeful Dialogue: A Handbook of Guiding Principles, Protocols, and Strategies](#) provide the process for decision making and the resulting decisions are documented and widely communicated through [Board of Regents Directives](#) on the college newsfeed; board directives presented at [All Campus meeting](#) ; [board meeting minutes](#); [President's Messages to the Community](#); all standing [committee minutes](#); college standing committees use standard [committee minutes template](#); and [President's Report to board](#) ([IV.A.88](#))([IV.A.89](#))([IV.A.17](#))([IV.A.90](#))([IV.A.91](#))([IV.A.92](#))([IV.A.93](#))([IV.A.79](#))([IV.A.94](#))([IV.A.95](#))([IV.A.96](#))([IV.A.97](#)).

Analysis and Evaluation

Members of standing committees receive training to guide their work in the decision-making process. Policies and procedures are in place to make meaningful decisions and to document the resulting actions through meeting minutes and at the higher level through the Board of Regents secretary. Minutes of committee and Board meetings are posted on-line for community disclosure.

The combination of Board Policy No. 1312, Board Policy No. 1313, Administrative Procedure No. 2200, Board Policy No. 2100, *Strengthening Purposeful Dialogue: A Handbook of Guiding Principles, Protocols, and Strategies*, BOR Directives, All Campus Meeting, BOR meeting minutes, President's Message to the Community, standing committee minutes, committee minutes template, and the President's Report to the Board of Regents suggest that the college meets this standard.

Actionable Improvement Plan

None.

IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

The college regularly evaluates its leadership roles, the governance structures, policies, procedures and processes to assure integrity and effectiveness. These results are widely shared and used as basis for improvement.

[Board Policy No. 1330](#) provides that the Board of Regents assesses its practices and performance annually using the [Criterion 12: Accreditation](#) form ([IV.A.98](#))([IV.A.99](#)). For the evaluation of the chief executive officer, the Board of Regents uses the [Leadership Assessment](#)

Inventory form, this form was revised during the [August 6-7, 2015](#), Board of Regents meeting [\(IV.A.100\)](#) [\(IV.A.101\)](#). The CEO evaluates the vice-presidents annually using the [Employee Progress Report Appendix F](#), which is an evaluation tool used for managers [\(IV.A.102\)](#).

Evaluations are done regularly at the college to assure the integrity and effectiveness of leadership roles. Full-time employees completed an [Assessment of College of Micronesia-FSM Committee Governance Structure Spring 2013](#) [\(IV.A.103\)](#). Across all campuses, 220 respondents out of the approximately 360 full time employees participated in the survey. Subsequently, another survey was sent out to assess the committee governance structure for academic year 2014-2015. Each standing committee completed a 2014-2015 self-evaluation and these standing committees were: the [Curriculum and Assessment Committee](#), [Facilities and Campus Environment Committee](#), [Finance Committee](#), [Human Resource Committee](#), [Information and Communications Technology Committee](#), [Recruitment Admissions and Retention Committee](#), and [Student Success Committee](#) [\(IV.A.129\)](#)[\(IV.A.30\)](#)[\(IV.A.131\)](#)[\(IV.A.132\)](#)[\(IV.A.133\)](#)[\(IV.A.134\)](#)[\(IV.A.135\)](#).

The [Committee/Council Self Evaluation 2014-2015](#) aggregated data results of respondents who were members of the college's standing committees during the 2014-2015 academic year [\(IV.A.104\)](#). The Executive Committee separately performed a self-evaluation of the group, and the data results are captured in the [Executive Council Self Evaluation 2014-2015](#) [\(IV.A.105\)](#). In addition to the board and administration evaluation, standing committees assess themselves as well, thus demonstrating that the college regularly conducts assessment to assure their integrity and effectiveness.

The [Board Policy No. 2200](#) mandates that the college "shall maintain and regularly assess the effectiveness of a participatory governance system that authorizes administrators, faculty, and staff to participate in the decision-making process [\(IV.A.16\)](#)." In keeping with the college's emphasis on evaluating its participatory governance, the next college-wide summit will focus entirely on "governance." This summit will take place on January 4-5, 2016.

Committees receive training annually by VPIEQA in their roles and responsibilities and review their TORs with new members as they enter each year. On August 14, 2014, a [Committee Officer Training](#)¹¹ was held, and on November 5, 2014, a [Committee Secretary](#) training occurred [\(IV.A.109\)](#)[\(IV.A.112\)](#). Following the next year on August 14, 2015, a [Committee Officer Meeting](#) was led by VPIEQA and attended by the standing committee officers [\(IV.A.113\)](#). As the basis point following the restructuring and approval of the Governance Structure Policy No. 1600 in fiscal year 2012, the Institutional Research and Planning Office conducts evaluation of the governance structure and communication structure through survey of the college community. The results of these evaluations are reported to Cabinet and the Board of Regents as well as being posted on the college Wiki page.

Policies are evaluated by the Board of Regents and in the past have been provided hard copy manuals to vice presidents, Human Resources Office, libraries and campus deans. All policies

¹¹ [Committee Officer Training Outcomes](#) and the [Committee Officer Training Assessment](#) [\(IV.A.110\)](#)[\(IV.A.111\)](#)

are posted to the college website under the Board of Regents tab located in [Policies \(IV.A.114\)](#). On the website the policies are cross-referenced to procedures and/or associated policies.

Analysis and Evaluation

During August of 2015, the Board of Regents currently revised the CEO's evaluation tool. The need for and effectiveness of committees is reviewed annually and in some cases has resulted in the recommendation to terminate a committee as it was not needed and may actually deter from effective decision-making.

The Institutional Research and Planning office annually polls the college community on various topics of governance to judge community awareness and concerns. The results of all IRPO surveys are analyzed and the results are shared widely via the Internet and hard copy reports. Decisions are made, changed and at times reversed based on an analysis of the effect of such decisions. An example would be the Cabinet proposal to require direct deposit of paychecks for all staff members. The decision was reversed at the Cabinet Meeting on [November 21, 2014, p.2](#), due to the expression of concern by the staff members who would be most affected by the action supported by evidence from the Business Office [\(IV.A.115\)](#).

The combination of Board Policy No. 1330, *Criterion 12: Accreditation, Leadership Assessment Inventory*, BOR meeting minutes, *Employee Progress Report Appendix F*, Committee/Council Self Evaluation 2014-2015, Executive Council Self Evaluation 2014-2015, Board Policy No. 2200, Board Policy No. 6017, standing committee trainings, policies, cabinet minutes, and the *Academic Program Prioritization 2014 Report and Recommendation* suggest the college meets this standard.

Actionable Improvement Plan

None.

Standard IV.A Table of Evidence

IV.A.1	Confronting Challenges. Creating our Future: President Daisy Delivers His Investiture Address http://www.comfsm.fm/myShark/news/item=144/mod=00:58:20
IV.A.2	Cabinet Minutes (2012, April, 20). http://www.comfsm.fm/cabinet/pdf/2012/20April2012.pdf
IV.A.3	Cabinet Minutes (2012, August, 3). http://www.comfsm.fm/cabinet/pdf/2012/Cabinet-12-08-03.pdf
IV.A.4	Cabinet Minutes (2012, November 16). http://www.comfsm.fm/cabinet/pdf/2012/CABINET-16-Nov-2012.pdf
IV.A.5	Executive Minutes (2013, April, 17). http://www.comfsm.fm/executive/minutes/EC-13-04-17.pdf
IV.A.6	Executive Minutes (2014, January, 23). http://www.comfsm.fm/executive/minutes/EC-14-1-23%20.pdf
IV.A.7	Executive Minutes (2014, February, 6). http://www.comfsm.fm/executive/minutes/EC-14-2-6.pdf
IV.A.8	Cabinet Minutes (2014, July, 14). http://www.comfsm.fm/cabinet/pdf/2014/CABINET-14-JUL-2014.pdf
IV.A.9	BOR Directives (2014, August, 8). http://www.comfsm.fm/bor/directives/Directives-14-08-08-1.pdf
IV.A.10	Cabinet Minutes (2014, December, 5). http://www.comfsm.fm/cabinet/pdf/2014/cabinet-12-5-14.pdf
IV.A.11	Executive Minutes (2014, December, 12). http://www.comfsm.fm/executive/minutes/EC-12-12-14.pdf
IV.A.12	President's Message to the Community (2015, March, 26). http://www.comfsm.fm/myShark/news/item=1191/mod=02:43:40
IV.A.13	Strategic Plan 2013-2017. http://www.comfsm.fm/?q=strategic-plan
IV.A.14	President's Message to the Community (2015, June, 17). http://www.comfsm.fm/myShark/news/item=1249/mod=03:53:07
IV.A.15	Governance Chart. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/a/D_Org_Info_07OCT2015_FH-FA-1.pdf
IV.A.16	Participatory Governance Policy, Board Policy No. 2200. http://www.comfsm.fm/Policy/Board-

	Policy/Chapter-2/COMFSM_BP2200.pdf
IV.A.17	Administrative Procedure No. 2200. http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-2/COMFSM_AP2200.pdf
IV.A.18	Policy on Policies, Board Policy No. 2001. http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2001.pdf
IV.A.19	Cabinet Minutes (2014, January, 17). http://www.comfsm.fm/cabinet/pdf/2014/CABINET-17-Jan-2014.pdf
IV.A.20	Cabinet Minutes (2014, September, 26). http://www.comfsm.fm/cabinet/pdf/2014/CABINET-14-9-26.pdf
IV.A.21	Executive Minutes (2014, March, 6). http://www.comfsm.fm/executive/minutes/EC-14-3-6.pdf
IV.A.22	Executive Minutes (2014, March, 20). http://www.comfsm.fm/executive/minutes/EC-14-3-20.pdf
IV.A. 23	BOR Action and Directives (2014, August, 8). http://www.comfsm.fm/bor/directives/Directives-14-08-08-1.pdf
IV.A.24	President's Message to the Community (2014, December, 9). http://www.comfsm.fm/myShark/news/item=1106
IV.A.25	College Newsfeed Announcement. http://www.comfsm.fm/myShark/news/item=1076/mod=02:04:04
IV.A.26	Foundation of Excellence Video. http://youtu.be/64Lhh3O1i1A
IV.A. 27	COM-FSM Team Presentation. (Evidence to be provided to team).
IV.A.28	College Newsfeed Announcement. http://www.comfsm.fm/myShark/news/item=1281/mod=03:14:29
IV.A.29	SSC Working Group Minutes (2014, September, 5). http://wiki.comfsm.fm/@api/deki/files/3767/=ssc_2014_09_05_discussion.pdf
IV.A.30	Executive Minutes (2014, November, 28). http://www.comfsm.fm/executive/minutes/EC-11-28-14.pdf
IV.A.31	Executive Minutes (2014, December, 12). http://www.comfsm.fm/executive/minutes/EC-12-12-14.pdf
IV.A.32	Student Success Committee webpage. http://wiki.comfsm.fm/Committee_Minutes/Student_Success_Committee
IV.A.33	Mini-Work Plan Student Success. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/Mini_Work_Plan_Student_Success.pdf
IV.A.34	Cabinet Minutes (2015, February, 13). http://www.comfsm.fm/cabinet/pdf/2015/Cabinet-2-13-15.pdf
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IV.A.41	National & Pohnpei Faculty Schedule. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/Nat_PNI_Professional_Development_2015_Mar13.pdf
IV.A.42	National & Pohnpei Faculty PowerPoint. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/Std_IIA_Fac_Dev_Day.pdf
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IV.A.45	National & Pohnpei Faculty Workshop Session #2 Authentic Assessment. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/Authentic_Assessment_Survey_Results.pdf
IV.A.46	Career Technical Education Center Meeting (2015, April, 30). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/a/Screen-Shot-2015-09-01-at-11.25.12-AM.png
IV.A.47	National Campus Meeting (2015, May, 1). http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/a/Screen-Shot-2015-09-01-at-11.25.12-AM.png
IV.A.48	Finance Committee Minutes (2015, June, 1).

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IV.A.49	Executive Committee ToR. http://wiki.comfsm.fm/@api/deki/files/1948/=Executive_Committee.pdf
IV.A.50	Information and Communications Technology Committee ToR. http://wiki.comfsm.fm/@api/deki/files/665/=INFORMATION_COMMUNICATIONS_TECHNOLOGY_COMMITTEE.pdf
IV.A.51	Curriculum and Assessment Committee ToR. http://wiki.comfsm.fm/@api/deki/files/661/=CURRICULUM_AND_ASSESSMENT_COMMITTEE.pdf
IV.A.52	Recruitment, Admission, Retention Committee ToR. http://wiki.comfsm.fm/@api/deki/files/667/=RECRUITMENT%2c_ADMISSIONS_AND_RETENTION_COMMITTEE_(RARC).pdf
IV.A.53	Human Resources Committee ToR. http://wiki.comfsm.fm/@api/deki/files/664/=HUMAN_RESOURCES_COMMITTEE.pdf
IV.A.54	Student Success Committee ToR. http://wiki.comfsm.fm/@api/deki/files/3770/=ssc_2015_01_20_terms_of_reference.pdf
IV.A.55	Facilities and Campus Environment Committee ToR. http://wiki.comfsm.fm/@api/deki/files/662/=FACILITIES_AND_CAMPUS_ENVIRONMENT_COMMITTEE.pdf
IV.A.56	Finance Committee ToR. http://wiki.comfsm.fm/@api/deki/files/2020/=FINANCE_COMMITTEE-Revised_March_2012.pdf
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IV.A.61	President's Message to the Community. http://www.comfsm.fm/?q=messages-to-community
IV.A.62	COM-FSM News. http://www.comfsm.fm
IV.A.63	Executive Committee Minutes. http://www.comfsm.fm/?q=executive-committee-minutes
IV.A.64	Integrated Educational Master Plan. http://www.comfsm.fm/vpia/misc/IEMP.pdf
IV.A.65	Budget. http://www.comfsm.fm/?q=2016-Budget
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Standard IV.B. Chief Executive Officer

IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The responsibility and authority of the CEO for the quality of the institution is derived from the [PL 7-79](#), chapter 7, [Section 21, \(1\)](#) and [Section 21\(2\)](#) (authorizes the CEO to approve the selection and appointment of employees of the college ([IV.B.2](#); [IV.B.3](#))).

The Board of Regent's (BOR) [bylaws](#) cite responsibility of the president for the quality of the institution ([IV.B.1](#)). In section 4 of BOR bylaws it states, "The President shall, as educational and administrative head of the college, exercise a general superintendence over all affairs of the institution, and brings such matters to the attention of the Board as are appropriate to keep the Board fully informed in meeting its policy-making responsibilities."

When Joseph M. Daisy, EdD became the fifth president & CEO of the college on February 6, 2012, the BOR tasked him with seven Challenges and Opportunities, and 17 Duties and Responsibilities. [Presidential Search Announcement](#), [Employment opportunity-2011-050](#) ([IV.B.4](#); [IV.B.5](#)).

The CEO [reports to the BOR](#) on these seven challenges and opportunities, and seventeen duties and responsibilities four times a year since 2012 ([IV.B.13](#)).

Table IV.B-1. A Timeline of Presidential Initiatives in Planning

Needs	<i>Setting the tone and direction for the future of the college in meeting its mission</i>	<i>Layout framework for planning and action at the college</i>	<i>Provide guidance on enrolment and revenue generation and projection.</i>	<i>Long range operational plan to fulfill mission and vision</i>	<i>Priorities for new facilities and maintenance of facilities.</i>	<i>Align planning with accreditation cycle</i>
Planning document or activity	Investiture speech , (IV.B.6) February 2012	White paper (IV.B.7) April 2012	The Five Year Financial plan 2013-2017 (IV.B.8)	Integrated Educational Master Plan (IEMP 2013-2017) (IV.B.9) Strategic Plan 2013-2017 (IV.B.59)	The Space Utilization and Facilities Master Plan Study 2013-2023 (IV.B.10)	Master Planning Calendar 2013-2017 , (IV.B.11)
Outcomes	Review of 2006-211 strategic plan Review Mission	Establish the frame work for planning and action	Visioning summit, August, 2012 Fiscal and accreditation summit August	Re-affirmation of Accreditation. Established priorities	Development of comprehensive <i>Facilities Master Plan</i> . Submit facility plan to FSM Government,	Visioning summit August 2012 Fiscal summit August 2014

Needs	<i>Setting the tone and direction for the future of the college in meeting its mission</i>	<i>Layout framework for planning and action at the college</i>	<i>Provide guidance on enrolment and revenue generation and projection.</i>	<i>Long range operational plan to fulfill mission and vision</i>	<i>Priorities for new facilities and maintenance of facilities.</i>	<i>Align planning with accreditation cycle</i>
	Establish 2013-2017 strategic plan		2014 Informed budget development for FY 14, 15 and 16	Informs resources allocation.	JEMCO, and Office of Insular Affairs.(OIA) Concept framework paper (IV.B.12) submitted to FSM Government, JEMCO and OIA.	Accreditation Standards gap analysis 2014 Governance summit January 2016 Self Evaluation report January 2016

Analysis and Evaluation

This new reporting structure enables the BOR to gauge the CEO's progress on challenges and opportunities and his duties and responsibilities. The CEO provides quarterly reports to the President of the Federated States of Micronesia. [Report to FSM](#) and shares updates and developments regarding the quality of the institution with the [college community](#) and other stakeholder's [community meeting \(IV.B.14; IV.B.15; IV.B.16\)](#). The president makes reports to the Joint Economic Management Committee (JEMCO) when requested to attend meetings.

In February 2012, in the president's [investiture speech](#), he shared his vision and outlined several initiatives the college would undertake to meet its mission [\(IV.B.6\)](#). In May 2012, the CEO published a "[white paper](#)" *COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action* to guide the way forward [\(IV.B.7\)](#). Since May 2012, the CEO has guided the completion of the following plans.

Table IV.B-2 Calendar of COM-FSM Summits

Summits	Topical area (s)	Outcome
Summit 2012	Visioning	Visioning Summit Final Report 2012 (IV.B.28)
Summit 2014	Fiscal and Accreditation	Fiscal and Accreditation Summit Final Report 2014 (IV.B.30) Accreditation Component power point
Summit 2015	Governance	January 2016

The college's governance chart (see in Organizational Information) illustrates the CEO's authority over the quality of the institution through the administrative and governance structure. This responsibility is articulated in the PL 7-79, [Section 21 \(IV.B.3\)](#). Through the administrative

structure the CEO delegates the responsibility for the quality of the institution to the vice presidents that oversee specific departments of the college.

The CEO annually evaluates the quality of the vice presidents' performance of their respective departments using the employee progress report, [Appendix F \(IV.B.17\)](#).

Table IV.B-3 Delegation of Responsibilities and Duties of Vice Presidents

Vice Presidents	Responsibilities	Duties and Responsibilities delegated by the CEO
Vice President for Instructional Affairs (VPIA)	Quality of instructional programs and services	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 15, 16, 17
Vice President for Administrative Services (VPAS)	Quality of administrative support services	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
Vice President for Enrollment Management and Student Services (VPEMSS)	Quality of student support services	1, 4, 5, 6, 7, 8, 9, 12, 16
Vice President for Institutional Effectiveness and Quality Assurance (VPIEQA)	Quality of accreditation and continuous improvement.	1, 4, 5, 6, 7, 8, 9, 12, 16, 17
Vice President for Community Research and Extension (VPCRE)	Quality of community extension and research programs.	1, 4, 5, 6, 7, 8, 9, 12, 16, 17

The CEO guides the college's annual budget development in accordance with the [budget procedures handbook](#) approved in 2013 ([IV.B.18](#)). The president delegates oversight of the budget process through the office of the VPAS. There are 12 stages in the budget process and these stages are listed on page 2 of the budget manual. This process is illustrated by a flow chart on page 3. These 12 stages are divided into sections:

1. Guidelines, projections, assumption and timeline
2. Resource allocations
3. Trainings, budget preparations, hearing and consolidations
4. Review, recommendation and approval
5. Transmittal

The budget supports the college's mission and reflects the priorities articulated in both the [Strategic Plan 2013-2017](#) and [Integrated Educational Master Plan](#) (IEMP) ([IV.B.59](#); [IV.B.9](#)).

The CEO's authority for selection and developing personnel is derived from PL 7-79, Section 21(2)(e) which states, "...to approve the selection and appoint employees of the college except as otherwise provided by this chapter and to plan, organize, coordinate and control the services of such employees in the exercise of the power of the college under the general direction of the Board."

The president is engaged in the selection process for personnel, reviews recommendations and credentials of finalists, and when appropriate interviews finalists before making the selection. The CEO supports the college's Strategic Plan directions, which include "invest in and build a strong capacity in human capital, and to "become a learning organization through the

development of a learning culture guided by learning leaders”, and by [Board Policy No. 6015](#) the college provides opportunities and resources for personnel development ([IV.B.19](#)). The college provides resources for faculty and staff to take courses, earn degrees, and attend conferences and training that support their development and service to the college.

Table IV.B-4 COM-FSM Personnel Completed Professional Degree on Educational or via Distance Education: 2005-2014

YEAR	Bachelor's Degree	Master's Degree	PhD Degree	Grand Total
2014		2	3	5
2013	2	6		8
2012		1		1
2011	1	2	1	4
2010		3		5
2009		4		4
2008		8	1	9
2007	2	1		4
2006		2		2
2005		3		3
GRAND TOTAL	5	32	5	45

Source: Human Resources Office

Table IV.B-5 Personnel Who Attended Professional Development Off-Island: 2011-2014

FY	No. of Faculty	No. of Administrators	No. of Classified	No. of Professional	No. of Board	Total
2014	22	14	2	13		51
2013	48	20	8	16	4	96
2012	18	32	7	31		88
2011	14	21	13	23		71
Total	102	87	30	83	4	299

Source: Human Resources Office

The CEO established the VPIEQA position to ensure the assessment of institutional effectiveness and continuous quality improvement. The VPIEQA and the Institutional Research and Planning Office (IRPO) are responsible for planning and assessing institutional effectiveness. The first annual strategic plan evaluation report [SPER](#) was presented to the BOR at its April 2015 meeting ([IV.B.20](#)).

At its annual meetings, the BOR evaluates the CEO, which includes effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. As a result of the CEO’s performance evaluation dated January 21, 2013, the BOR offered a contract extension through January 2016. As a result of the CEO’s performance evaluation dated April 30, 2015, the BOR offered the CEO a contract extension through July 31, 2020. During its August 2015 meeting the BOR adopted a new leadership assessment inventory to assess the CEO on personal attributes, leader as changed agent, clarifying the values, creating

the vision, positioning, developing the team, empowering, coaching, communicating and measuring.

Through the authority vested in the CEO by PL 7-79, Section 21(1) and (2)(e), board bylaws, the roles and responsibilities of the CEO, planning initiatives, reporting to the board and community, the governance chart, annual summits, delegation and evaluation of the vice presidents, budget procedures, evaluation of the strategic goals, and board evaluation of the CEO, the college suggests that it meets the Standard.

Actionable Improvement Plan

None.

IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

PL 7-79, Section 21(1), and [Board Policy No. 1220](#) state, "The president shall have full charge and control of the administration and business affairs of the College" ([IV.B.21](#)). The Board of Regent's (BOR) [bylaws](#) Article II, Section 4, state, "The President shall, as educational and administrative head of the college, exercise a general superintendence over all affairs of the institution." ([IV.B.1](#)).

The CEO ensures that the administrative structure is organized and staffed to reflect the college's mission, size and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, and holds individuals accountable.

Analysis and Evaluation

The CEO is responsible for the development of current organizational structure. The current organizational chart is a visual representation of the administrative structure, which is organized to reflect the institution's purpose, size, and complexity.

In May 2012 the administrative structure was reorganized. This improvement initiative [organizational chart](#) established the position of the vice president of institutional effectiveness and quality assurance (VPIEQA), established the position of chief of staff; elevated the campus directors at Chuuk Campus, Kosrae Campus, and Yap Campus to deans to denote priority for academic programs; director of FSM-FMI reports to the dean of Yap Campus; director of career and technical education (CTE) assumed administrative responsibility for the Pohnpei Campus where Career and Technical Education programs are located ([IV.B.22](#)). The deans and director of CTE at Pohnpei Campus report to the vice president of instructional affairs (VPIA).

The position of vice president for student services now includes responsibility for enrollment management. The director of IRPO and director of information technology (IT) report to VPIEQA. The chief of staff (COS) position, established [May 12, 2012](#) assumed many of the

responsibilities for Development and Community Relations (DCR) office which was eliminated ([IV.B.23](#)).

The cabinet, council of chairs, directors and deans identified a gap in the administrative organization beneath the cabinet level. To strengthen broad-based purposeful dialogue that leads to genuine communication and participatory governance, the CEO established a management team and the team held its first meeting on [August 28, 2012](#) ([IV.B.24](#)). The management team consists of directors and deans, and provides for information sharing, improving communication, and problem solving.

The CEO through the administrative structure of the college delegates responsibility to the vice presidents [BOR minutes](#) of January 14-15/ 13 ([IV.B.25](#)). The CEO expects vice presidents to make data-driven decisions and take action on recommendations from the governance structure [EC minutes](#) of November 16/ 12 ([IV.B.26](#)). Through the administrative structure and the performance evaluation process the college, the CEO holds the vice presidents accountable for this delegation with HR form Appendix F ([IV.B.17](#)).

Through PL 7-79, Section 21(1), board bylaws, Article 4, Section 4, BP 1220, and the roles and responsibilities of the CEO, the college suggest that it meets the Standard.

Actionable Improvement Plan

None.

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring the educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

Building on the CEO's [Investiture speech](#), the college held a visioning summit in August 2012, campus mini summits in fall 2012([Visioning summit report](#)) ([IV.B.6](#); [IV.B.27](#)). The college completed the [Integrated Educational Master Plan \(IEMP\)](#) in 2013, developed the strategic plan 2013-2017, and held a [Fiscal Summit](#) in August 2013 and [Mini summits](#) in fall 2013 ([IV.B.28](#); [IV.B.29](#)). The college established the [Master Planning Calendar 2013-2018](#), which established the cycle to ensure the review of values, goals and priorities ([IV.B.11](#)).

The college's [Institutional Set Standards](#) were established to measure its performances in fall 2010 ([IV.B.30](#)). These indicators were set to guide the college as it assesses its performances of its strategic directions. The college completed its first [strategic plan evaluation report](#) (in January 2015 ([IV.B.20](#))). The current strategic plan covers 2013-2017 therefore the college plans to initiate the review process at its visioning summit in January 2016.

The IEMP support the college's strategic directions, which identified student success as its top priority. The IEMP integrated the college's priorities and plans, and guides its budget development and allocation of resources to support student achievement and learning. IEMP enables the college to align activities and enhance collaboration between the different departments on student success.

Development of the IEMP was informed by internal and external environmental scan. This external scan was conducted 2012 [Appendix A \(IV.B.31\)](#). The internal scan was conducted in fall 2012 covering fall enrollment from fall 2004 to 2012 [Appendix B \(IV.B.32\)](#). The TracDat enables the college to align departmental goals to the IEMP, and to link its assessment data to decision-making and resource allocation to address student learning. The college uses the TracDat to generate reports of its assessment of programs and services.

The college participated in the Community College Survey of Student Engagement [CCSSE survey results](#) in spring 2013 and 2014 to inform the college of its performances on teaching and learning ([IV.B.33](#)). The results of the CCSSE survey were used to inform the college of its performances on teaching and learning. The results of the survey were also used to inform decisions on programs and service to stakeholders. The college developed a [Strengthening Purposeful Dialog](#) handbook to facilitate information sharing among its internal and external stakeholders ([IV.B.34](#)).

The college's [Five Year Financial Plan 2013-2017](#) was prepared and linked to the programs and services in the IEMP to provide a better outlook of the college in the next five years ([IV.B.8](#)). Additionally, ACCJC Standards required the college to have a 5-year financial plan as an integral part of the college's IEMP. The IEMP is the basis of all financial planning which will be the documents used to inform development of financial projections for the college in the future. The formulation of the college budget is guided by the [budget procedures handbook](#) developed in May 2013 ([IV.B.35](#)).

The [Space Utilization Study Facilities Master Plan Study](#) were completed in November 2013 to inform and guide the college on decisions regarding facility use and related educational program needs for the next 15 years. In August 2015 JEMCO requested the FSM to submit a revised National Infrastructure Development Plan (IDP). The college's *Facilities Master Plan* is included in the IDP.

This plan was developed in collaboration with Beca, one of the largest engineering and consultancy services organizations in the Asia Pacific Region. The completion of this study and the development of a *Facilities Master Plan* is an essential component of carrying out the *Integrated Educational Master Plan*.

The college has a *Master-Planning Calendar* with established evaluation cycles for continuous improvement. This calendar informs the college of the different timelines and cycles for

assessment and evaluation. The planning cycles include, the 5-year *Strategic Plan*, 5- year *Integrated Educational Master Plan*, annual program assessments and biannual program reviews.

Analysis and Evaluation

The CEO provides a report [*president's report*](#) at every BOR meeting regarding the college's efforts to improve the teaching and learning environment ([IV.B.36](#)). This informs the BOR and supports their responsibility for policy development to assure the academic quality, integrity, and effectiveness of the student learning programs, services and the financial status of the institution.

The [Cabinet](#) meets with CEO bi-weekly to advise on recommendations submitted for administrative action ([IV.B.37](#)). Likewise the [Executive Committee](#) (EC) meets with CEO bi-weekly to provide feedback to inform decisions on improvement of policies and procedures to improve teaching and learning [EC minutes](#) ([IV.B.38](#); [IV.B.39](#)).

The college completed a strategic plan evaluation report, which reflected its performances on the institutional set standards. The college [*visioning summit report*](#) and [*fiscal summit report*](#) and as well as the state campus [*mini summit report*](#) showed the involvement of stakeholders in the establishment of institutional set standards ([IV.B.27](#); [IV.B.28](#); [IV.B.29](#)).

Board directives attest that the college meets the budget development timeline to allow timely submission of the college's budget to the FSM President's Office for review. Board [Actions and Directives, January 8, 2015](#) indicated the support of the board for FY16 budget ([IV.B.40](#)).

In the college's *Mini Work Plan*, student success is identified as the overarching priority of the six strategic directions in the *Strategic Plan 2013-2017*. The college recognized the five additional strategic directions support achievement of the college's first priority in multiple direct and indirect ways.

Based on the series of achievements noted above, the college believes that it meets this Standard.

Actionable Improvement Plan

None.

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

When the CEO assumed office in February 2012 the Board of Regents identified and tasked him with seven Challenges and Opportunities, and 17 Duties and Responsibilities. Included among the duties and responsibilities is to "Retain and maintain full accreditation from ACCJC/WASC."

In the CEO's [investiture speech](#), he stated, "We should fully and completely embrace accreditation as a framework for ongoing self-assessment and improvement [\(IV.B.6\)](#). Affirmation from the Accrediting Commission for Community and Junior Colleges, independently and objectively demonstrates that we not only meet high standards and provide quality higher education for students, but that the college continuously strives to become better."

The CEO established the effectiveness and quality assurance department and shares responsibility with the VPIEQA, [VPIEQA responsibilities \(IV.B.41\)](#). To ensure compliance with accreditation requirements, the VPIEQA provided accreditation training for all campuses. The Office of the VPIEQA also provides a specific report on accreditation on behalf of the CEO.

The cabinet adopted on [April 20, 2012](#) college the goal of 100% completion of the online accreditation basics course by faculty, staff and administrative leaders to ensure they are knowledgeable about Eligibility Requirement and Accreditation Standards [\(IV.B.57\)](#). The college requires all new employees complete the course within the first month of their employment with the college. The 100% percent completion rate includes both full time and special contract employees of the college. BOR also committed to 100% completion of the online accreditation basics course.

Analysis and Evaluation

To ensure that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies, the CEO participates in ACCJC workshops and conferences and has served on a visiting team.

In support of the college's ongoing commitment to accreditation, participatory governance, purposeful dialogue, culture of evidence, and continuous improvement, the position of vice president for institutional effectiveness and quality assurance [VPIEQA responsibilities](#) was established on June 1, 2012 [\(IV.B.41\)](#). This vice president serves as the college's accreditation liaison officer (ALO) and leads all accreditation efforts, provides leadership that supports the College's goals and strategic plan for institutional effectiveness and quality, and communicates with community organizations, government agencies, state departments of education as it relates to accreditation and quality assurance.

The Accreditation Liaison Officer (ALO) provided accreditation training "Accreditation Boot Camp," across college campuses [Chuuk and Kosrae](#), [Pohnpei and National Campus](#), [Yap and FMI](#) these training was completed February 22, 2013 [IV.B.42; IV.B.43; IV.B.44](#)). As a result, all BOR, administrators, faculty and staff have successfully completed the Accreditation Basics On-Line Course—an important indicator of this commitment. Pohnpei Campus and National Campus offered accreditation-training basics for non- English speaking employees [Accreditation Basics in Pohnpeian \(IV.B.45\)](#). Chuuk Campus maintenance division translated Standard III B, physical resource into the [Chuukese language \(IV.B.46\)](#). This initiative represents an important step in ensuring that *everyone* who works at the college can understand and embrace accreditation.

Through the roles and responsibilities of the CEO, the investiture speech and the establishment of the VPIEQA office to provide oversight over accreditation, commitment to 100%

completion of Accreditation Basics online course, Accreditation Boot Camp and translation of the Accreditation Basics course into vernacular, the college suggests that it meets the Standard.

Actionable Improvement Plan

None.

IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The president of the college has full charge and control of the administration and business affairs of the college. The board [bylaws](#), article II, Section 4, provides the president the power, on behalf of the regents, to perform all acts and execute all documents to make effective the actions of the board such or its committees [\(IV.B.1\)](#). Included among the duties and responsibilities of the president is to ensure campus actions and policies are in accordance with decisions officially adopted by the board and information and advice to the board are accurate, complete and timely, and to monitor the efficient and effective uses of the college's resources, safeguard assets, maintain appropriate internal controls and guarantee quality and integrity of all financial and non-financial reporting and disclosures.

The CEO confirms the implementation of statutes, regulations, and the governing board policies by sharing the action and directives of the BOR with the cabinet. BOR actions and directives are published on the college's website. Board actions and directives are also shared with the college's standing committees to guide their discussions regarding improvements that support the college priorities. Members of the cabinet are also responsible for implementing and informing the members of their respective departments and campuses of the actions and directives from the BOR. board actions and directives are shared at campus wide meetings and are available on the college website. The CEO provides a financial report to the BOR that includes the audit report.

Analysis and Evaluation

CEO submits quarterly financial statements to the BOR [Administrative Department Report 08/2015\(IV.B.47\)](#). The college's [audit report](#) shows unmodified opinion that the college is in compliance [\(IV.B.48\)](#). The college's continues to receive unmodified opinion of its audit reports since 1993.

The CEO carefully monitors expenses and takes appropriate action to effectively control the budget. For example, early in his tenure the CEO issued a directive, item 5 of [cabinet minutes of 02/17/2012](#) that limits travel to [\(IV.B.49\)](#):

- Accreditation related business;
- Professional development that is approved and linked to capacity building needs that support the college mission, and;
- Essential college business.

The college, based on recommendation from a financial consultant is hiring a procurement officer to oversee college expenditures. To inform and improve financial planning, the board approved during its [May 2012](#) meeting approved a *Five-Year Financial Plan* and a five-year *Integrated Educational Master Plan 2013-2017* ([IV.B.50](#)).

Based on the evidence provided in this Standard narrative, the college believes that it meets the Standard.

Actionable Improvement Plan

None.

IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

When the CEO assumed office in February 2012 the Board of Regents identified and tasked him with seven Challenges and Opportunities, and 17 Duties and Responsibilities [Presidential Search Announcement](#), [Employment opportunity-2011-050](#) ([IV.B.4](#); [IV.B.5](#)). Included among them is to cultivate a culture of genuine communication, inclusiveness, participatory governance and respect for all, and to maintain a highly visible leadership role in the communities served and develop and maintain strategic partnerships.

The CEO shared his vision for the college at the Investiture Ceremony held in February 2012 [investiture speech](#) at which approximately 600 people representing the various communities and constituents served by the college attended the ceremony ([IV.B.6](#)).

Since the CEO began his tenure, he has convened four convocations during which he shared his continuing vision for the college, acknowledged the college's accomplishment, celebrated the college's 20th Anniversary [20th Anniversary Speech](#) and reaffirmed the college's commitment to student success ([IV.B.51](#)).

The CEO also holds monthly campus-wide meetings [college community](#) where he updates the faculty, staff and students on plans, initiatives, projects, challenges and opportunities ([IV.B.52](#)). Each campus wide meeting includes opportunities for attendees to share information and concludes with a question and answer session.

The CEO has met with the advisory groups for the business division, and for the public health and nursing division. By-Laws are being drafted to support the establishment of a board of visitors comprised of representatives from the stakeholder groups to advise the CEO.

The CEO publishes a [monthly message](#) to the community which is posted on the college's website to ensure it is available to the Chuuk campus, Kosrae campus, Pohnpei campus, Fisheries and Maritime Institute (FSM-FMI) and external stakeholders ([IV.B.59](#)). Since January 2012, the BOR has held ten community meetings, and meetings with state leadership as part of its board meetings, during which the CEO provides updates about the status of the college, and

responds to questions.

The CEO has provided reports and made presentations annually at the state and national leadership conference [SNLC presentation \(IV.B.53\)](#). The CEO regularly communicates and meets with members of the FSM National Government, National Department of Education (NDOE), the FSM Association of Chief State School Officers (FACSSO), members of the diplomatic corps, Joint Economic Management Committee (JEMCO), and Pacific Post Secondary Education Council (PPEC).

Analysis and Evaluation

The CEO updates both the internal and external communities through campus wide meetings held each month and through messages issued from his office. The college posts the CEO's communications on its website for public information. The college also has newfeed that is used to continually provide updates to the community and stakeholders.

The CEO also informs the community through articles and announcements placed on the college's Facebook page and webpage, in the independent newspaper, the *Kaselehlie Press*. The president's investiture speech was published in its entirety. The president's investiture is posted on YouTube and has been viewed over 357 times up to October 21, 2015. Other publications include announcements regarding the appointment of new members to the Board of Regents. The CEO also informs the community through announcements on Island Cable TV (ICTCV).

Since the CEO began his tenure in February of 2012, he has convened four annual convocations.

- The convocation in 2013 celebrating the college's 20th Anniversary was well attended by representatives of the communities served by the college, including CEOs from college members of the Pacific Post Secondary Education Council (PPEC). In addition to the CEO, remarks were offered by His Excellency Emanuel Mori, President of the FSM; The Honorable Dohsis Halbert, Speaker of the FSM Congress; Kasio Mida, Chairman of the Board of Regents; Dr. Barbara Beno President of the ACCJC, and Floyd Takeuchi, President of the Friends of COM-FSM.
- The CEO and the BOR schedule meetings with respective state and national leadership [community meeting minutes](#) when they convene for BOR meetings in each state [\(IV.B.54\)](#). These meetings have provided ways to share information and to respond to questions asked by state and national leaders, and community.
- The presentations by the CEO to JEMCO on September 8, 2014 [JEMCO presentation](#) regarding the progress of the college resulted in the lifting of the freeze on funds to support infrastructure development [\(IV.B.55\)](#).
- Presentations made by the CEO to FSM National Government leaders regarding progress made by the college to address issues, resulted in the decision to fund the JEMCO decrement from domestic fund; \$700,000 in 2013, \$1.4 million in 2014, \$2.1 million in 2015, and \$2.8 million in 2016.

The college continues to partner with the community and the diplomatic corps on functions such as the 8th Micro Games, candidate forum, health fairs, lecture forums, cultural events,

Chinese Opera, Japanese Culture Day, Danger Flow Concert, Globe-to-Globe Hamlet, Pacific Partnership 2015, and UN International Day of the Girl Child.

Monthly messages on the newsfeed, memos on Island Cable Television (ICTCV), articles in the *Kaselehlle Press* (KP), meetings with state and national leadership, community meetings, and collaboration with FSMNOC, embassies, NGOs, state and national agencies all combine to suggest that the college meets the Standard.

Actionable Improvement Plan

None.

Standard IV.B Table of Evidence

IV.B.1	Board of Regent bylaws (2014, March) http://www.comfsm.fm/?q=bor-bylaws
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IV.B.4	Presidential search announcement. (2011) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/Presidential_Announcement_2.pdf
IV.B.5	Employment opportunity-2011-050 (2011, June 11) http://www.comfsm.fm/search/
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IV.B.8	The Five Year Financial Plan (2012, May 13) http://www.comfsm.fm/accreditation/files/5-16/Five-Year-Financial-Plan.pdf
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IV.B.10	The Space Utilization and Facility Master Plan Study http://www.comfsm.fm/accreditation/2014/Master_Plan_PP041014
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- [IV.B.20](#) Strategic Plan Evaluation report (2015, January)
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<http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/Officers-of-the-Board-and-the-President.pdf>
- [IV.B.22](#) Organizational Chart
<http://www.comfsm.fm/catalog/2014-2015/catalog-2014-2015/governance-structure.pdf>
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Standard IV.C. Governing Board

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Federated States of Micronesia [Public Law 7-79](#), also referred to as PL 7-79 or Enabling Law, established the College of Micronesia-FSM (COM-FSM) as a public corporation; thereby creating a Board of Regents as the governing body for the general management and control of the college. ([IV.C.1](#), Section 6, p. 5.) [Sections 19](#)(5), (13), (14), and (16), empowers the board to approve such policies and standards as deemed necessary for the effective operation of the college, approve programs of instruction, annually review and approve long-range plans for the development of the college, and ensure adequate financial resources. ([IV.C.2](#))

To assure academic quality, integrity, and effectiveness of student learning programs and services, the board mandated in August 2014 that all policies be reviewed in [five-year cycles](#). ([IV.C.5](#)) The [Board of Regents Five-Year Master Planning Calendar, 2013-2018](#) approved March 2014 guides agenda development to ensure timely review of policies and strategic documents. ([IV.C.6](#))

Analysis and Evaluation

The Enabling Law clearly establishes the board's authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. [Table IV.C-1](#) provides examples of board actions toward fulfilling this responsibility. ([IV.C.139](#))

The combination of the authority derived from Public Law 7-79, policy on five-year review cycle of policies, *Board of Regents Five-Year Master Planning Calendar, 2013-2018*, and various actions of the board demonstrates the college meets the Standard.

Actionable Improvement Plan

None.

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

PL 7-79, [Sections 14](#), and [20](#), and [Board of Regents Bylaws](#), Section 4, stipulate the board shall act as a whole and that no member or committee created by the board may act in place of the board and committee decisions must be approved by the board. Prior to each meeting, the board holds

[reflections](#) for informal discussions and common understanding. ([IV.C.24](#), [IV.C.24](#), [IV.C.25](#), [IV.C.26](#))

Analysis and Evaluation

The Enabling Law and bylaws specifically require the board to act as a collective entity. Geographical challenges in FSM and quarterly meetings limit interaction among the regents outside of board meetings. The reflection meetings provide the board opportunity outside of formal meetings to discuss and reach consensus on issues, as well as to build camaraderie and engage in free-flowing discussions. In a [survey](#) the regents felt reflections result in a more cohesive board and focused meetings. ([IV.C.27](#)) [Board minutes](#) reveal that most decisions are unanimous. ([IV.C.28](#)) The combination of PL 7-79 and board bylaws, mandating the board to act as a collective entity, reflection meetings, and board minutes demonstrates the college meets the Standard.

Actionable Improvement Plan

None.

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard

[Section 19.8](#) of the Enabling Law empowers the board to appoint and assess the performance of the president/CEO. ([IV.C.2](#)) [BP 1211](#) Appointment of President/CEO, revised April 2015, states the board appoints the president/CEO of the college and also a presidential search committee. ([IV.C.29](#)) [AP 1211](#) Procedures for Selecting the President provides the terms of reference for the presidential search committee. ([IV.C.30](#)) The committee conducts the presidential search, recommends candidates to the board, who makes the final selection and appoints the president. [BP 1212](#) Policy on Assessing the President, revised April 30, 2015, requires the board to review the CEO's stewardship annually and after four years in a more comprehensive manner. ([IV.C.31](#)) [AP 1212](#) Procedure on Assessing the President approved April 2015 provides the procedures for both the annual and comprehensive reviews. ([IV.C.32](#))

Analysis and Evaluation

While the law puts the responsibility of appointing the president on the board, the selection process was not clearly defined. The objectivity of the search process for the current CEO led the board to recommend its adoption as the standard for future searches. At its April 2015 meeting, the board formally revised the policy to include appointment of a presidential search committee to aid the board in the selection process and adopted terms of reference for the search committee as BP 1211 and AP 1212. These actions improve the selection process by eliminating research and process development time and allowing the search to begin promptly.

Regents found the former presidential assessment tool, in use since July 1994, difficult to use because it required observation or information which they did not have. In April 2015, BP 1212

and AP 1212 were approved. The current annual assessment requires a management review statement from the CEO, which is to be used to review the progress of the college and lead to proposed goals and priorities for the following year. The comprehensive review is required every four years and includes interviews with a broad array of individuals and stakeholders leading to a comprehensive written report detailing the college's progress and the CEO's performance. In August 2015 the board adopted the [Leadership Assessment Inventory](#) as the new assessment tool. The new evaluation process will be used during the next assessment of the CEO in December 2015. ([IV.C.34](#))

The combined evidence of PL 7-79, BP 1211, AP 1211, BP 1212, and AP 1212 demonstrates the college meets the Standard.

Actionable Improvement Plan

None.

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

Sections of PL 7-79 on organizing principles ([Section 5](#)), board membership ([Section 6](#)), and powers and responsibilities ([Section 19](#)) speak to the board being an independent, policy-making body that reflects the public interest, advocates for and defends the college, and protects it from undue influence or political pressure. ([IV.C.1](#))

Regents are appointed to represent the four states and the national government. The board tries to rotate its meetings among the four states and then takes the opportunity to [schedule meetings](#) with respective state/national leadership and the community. During these meetings, the college shares accomplishments, highlights, and plans; solicits input from the leadership and community; and listens to concerns. Available board members attend hearings called by the national government and/or Congress. ([IV.C.35](#))

Analysis and Evaluation

The FSM President appoints regents with the advice and consent of Congress. The [regents](#) as representatives of the states and the nation reflect the diverse elements of the population. ([IV.C.39](#)) This process was evident in the recent appointments of the regent from Kosrae, who is the director of education, in October 2014; the regent from Yap, who is an education specialist, in November 2014; and the regent from Chuuk, who is the station manager for the weather service office, in April 2015.

The board advocated for the college when the Joint Economic Management Committee (JEMCO) in September 2011 declared a [decurement](#) of \$700,000 annually for five years to the appropriation from Compact funds, cumulative to \$2.8 million. ([IV.C.41](#)) This loss of revenue would have had a serious impact on the delivery of programs and services. As a result of the

board's efforts, the FSM President [pledged to support](#) the college and requested domestic revenues to provide for the shortfall. [\(IV.C.42\) Congress](#) continues to appropriate \$3.8 million to the college making up the decrement with domestic revenues. [\(IV.C.43\)](#)

PL 7-79, meetings with state and national leadership, community meetings, appearances at congressional hearings, advocacy for the college demonstrate the college meets the Standard.

Actionable Improvement Plan

None.

IV.C.5

The governing board establishes policies consistent with the College/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

To ensure its actions are consistent with the college mission, the [board reads the Mission Statement](#) at the beginning of each meeting. [\(IV.C.44\)](#) PL 7-79, [Section 19](#), empowers the board, among others, to: [\(IV.C.2\)](#)

- clarify the mission of the college;
- be 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;
- ensure adequate financial resources; ensure strong financial management;
- serve as the court of appeal to faculty, students, and staff; approve such policies and standards as deemed necessary for the effective operation of the college;
- approve programs of instruction and research; and
- annually review and approve long-range plans for the development of the college.

[BP 2001 Policy on Policies](#), adopted February 2015, established the following critical criteria in evaluating new policies or revisions to existing policies: [\(IV.C.45\)](#)

1. Conformity with COM-FSM Mission
2. Levels of Risk to the Institution
 - A. Health & Safety of Students and Employees
 - B. Financial Stability
 - C. Compliance with Relevant Fsm and U.S. Federal Laws
 - D. Compliance with Accreditation Polices and Standards
 - E. Institutional Reputation
3. Strategic Directions in the 2013-2017 Master Plan.

[Table IV.C- 2](#) provides examples of recently revised or adopted policies that support improvement of student learning programs and services and provide resources necessary to support them. [\(IV.C.140\)](#)

The board regularly receives information and updates from college administrators to monitor how effectively the college is promoting student learning. As part of the president's report to the board, vice presidents submit reports on their area of responsibility. [VPIEQA's reports](#) include a section on enrollment trends and student achievement data. [\(IV.C.52\)](#) She also briefed the board on the [College Status Report on Student Learning Outcomes Implementation](#), a required Commission report, explaining the process used to substantiate the college is at the proficiency level on the student learning outcomes rubric. [\(IV.C.53\)](#) [VPIA](#) regularly highlights initiatives to achieve student success. [\(IV.C.54\)](#)

[VPAS](#) regularly provides detailed reports on the financial position of the college. [\(IV.C.55\)](#) Through its policies and commitment, the board continues to provide the college with the resources necessary to support educational programs and services. The board's role in the budget process is defined in the [Budget Procedures Handbook](#). [\(IV.C.56\)](#)

PL 7-79, [Section 27\(5\)](#), states, "The Board shall be responsible for ensuring the College develops, implements, and maintains, in accordance with generally accepted accounting principles, accounting and record-keeping, financial reporting, and financial management systems which provide for full disclosure of the results of financial operations, adequate financial information needed in the management of operations, and the formulation and execution of the annual budget adopted by the Board." [\(IV.C. 46\)](#)

Analysis and Evaluation

PL 7-79 confirms the board has ultimate responsibility for setting policies that reflect educational quality, legal matters, and financial integrity and stability.

The board has historically approved policies and taken actions that are recommended by administrators and faculty who are experts in their fields and have knowledge of student programs success and improvement. The "[action page](#)" in board meeting notebooks provides background information on the agenda item including the approval process. [\(IV.C.57\)](#) For example, program modifications are channeled through the curriculum and assessment committee composed of division chairs.

Through the authority vested by PL 7-79, the reading of the mission statement, the criteria for policy development and revisions set by BP 2001, the Enabling Law mandating financial integrity and stability, board actions supporting improvement of student learning programs and services and resources necessary to support them, and regular reporting to the board, the college demonstrates meeting the Standard.

Actionable Improvement Plan

None.

IV.C.6

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

Evidence of Meeting the Standard

The college posts the board bylaws and policies on the college website under the [board's webpage](#). (IV.C.58) [BP 1200](#) Membership and Terms of Office and [BP 1210](#) Powers and Responsibilities specify the board's size, duties, and responsibilities. (IV.C.59, IV.C.60) Article I of the [bylaws](#) specifies the operating procedures and Articles II and IV the structure. (IV.C.25)

Analysis and Evaluation

The board's duties and responsibilities are derived from PL 7-79, [Section 19](#). (IV.C.2) [PL 8-144](#) reduced the size of the board from seven to five regents in April 1995. (IV.C.63) PL 7-79, [Section 17](#), mandates the board to adopt bylaws to govern the conduct of its business and the performance of the powers and duties granted to, or imposed upon it by law. (IV.C.64)

Through posting of board bylaws and policies, BP 1200, and BP 1210 the college demonstrates that meets the Standard.

Actionable Improvement Plan

None.

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

PL 7-79, [Section 19](#)(10) requires the board "to adopt, amend, and repeal bylaws governing the conduct of its business and performance of the powers and duties granted to, or imposed upon it, by law." (IV.C.2) In August 2014, the board directed that all college policies be reviewed in [five-year cycles](#). (IV.C.5) [BP 2001](#) Policy on Policies, adopted by the board February 2015, requires all college policies to "facilitate the institution's ability to fulfill its Mission..." (IV.C.45) Board [development workshops](#) emphasize forging a working understanding of board roles and responsibilities and develop a better understanding of the distinction of its governance role. (IV.C.67) [Board actions](#) are exhibited in the board's actions and directives issued after each meeting and in the official [board meeting minutes](#) posted on the college website. (IV.C.37, IV.C.28) The [Board of Regents Five-Year Master Planning Calendar, 2013-2018](#), adopted in March 2014, regulates assessment of its policies and bylaws. (IV.C.7) The board reads the college mission prior to each meeting to keep it foremost in mind during board meetings.

Analysis and Evaluation

Its development workshops continually touch on the need for the board to act in a manner consistent with its policies and bylaws. Since August 2012, the board attended seven development workshops. The board's planning calendar ensures biyearly assessment of its policies and bylaws. Since adopting the five-year cycle for review of policies and the decision to centralize policies on the college website, departments and offices conducted reviews to identify policies needing revisions, obsolete policies and procedures for elimination, policies that are

really procedures for reclassification, and policies needing no revisions. At its [March 2014](#) meeting, the board reviewed and approved the proposed revisions to its bylaws and policy manual. ([IV.C.68](#)) Administrative services, instructional affairs, and student services presented their policy review reports to the board in [March 2014](#); institutional effectiveness and quality assurance presented technology policies in [May 2014](#), and administrative services presented human resources and maintenance and security policies in [April 2015](#). ([IV.C.69](#), [IV.C.70](#), [IV.C.71](#)) Instructional affairs presented five revised policies for the board's review in [April 2015](#). ([IV.C.72](#))

Through PL 7-79, BP 2001, policy review cycle, *Board of Regents Five-Year Master Planning Calendar, 2013-2017*, board development training, and reading of the mission, the college demonstrates meeting the Standard.

Actionable Improvement Plan

None.

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Enabling Law, [Section 19](#)(16), tasks the board to annually review and approve long-range plans for the development of the college. ([IV.C.2](#)) [BP 1101](#) Strategies, Measures, and Benchmarks, revised March 2014, established a cycle of review of strategies, measures, and benchmarks. ([IV.C.73](#)) [BP 1110](#) Assessment, revised March 2014, establishes a cycle of program evaluation "...to demonstrate and improve student learning and student success." ([IV.C.74](#)) Both the college and board five-year master planning calendars provide for annual review of the assessment of the [COM-FSM Strategic Plan, 2013-2017](#) and the [Integrated Educational Master Plan](#) (IEMP). ([IV.C.76](#), [IV.C.8](#)) A strategic direction in the strategic plan is "focus on student success." The frequency and the depth of reporting are sufficient for the board to perform its oversight role as evidenced in [Table IV.C-3](#). ([IV.C.152](#))

Analysis and Evaluation

At each board meeting, vice presidents report on progress to accomplish the goals for student success and institutional plans for improving academic quality. During the March 2015 meeting, the board received the *Strategic Plan Evaluation Report* ([SPER](#)) for the period from approval in May 2013 to fall semester 2014. ([IV.C.108](#)) VPIEQA also briefed the board on progress to achieve institutional set standards and the measures of success for the six strategic directions and nine strategic plan goals. Institutional standards and benchmarks with medium and long-term targets provide an overview of status and progress on the strategic plan. Standards are set for student learning and achievement as well as student services and financial standards. These reports inform the board's understanding of the college's progress to accomplish the goals for student success and plans for improving academic quality.

Regular reporting of data on student learning and achievement and institutional plans for improving academic quality demonstrates the college meets the Standard.

Actionable Improvement Plan

None.

IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Recognizing that to be effective the board must be knowledgeable about its role as a trustee of the college and that Accreditation Standards require an ongoing training program for board development, the board has [budgeted](#) for professional development since FY 2014. ([IV.C.109](#))

In August 2012, the college contracted [Sandy Pond Associates](#) (SPA) to provide a progressive program of board assessment and board development activities with an ultimate aim of sustaining the mission of the college, maintaining regional accreditation, and improving its service to students and citizens. ([IV.C.110](#)) SPA provided development workshops in August 2012, January and December 2013, May 2014, and February, April, and August 2015. The new regents received [orientation](#) in April 2015. ([IV.C.112](#)) Topics covered included roles and responsibilities of the board, especially the strategic responsibilities of the board as it relates to the CEO, academic quality, fiscal integrity, mission, vision, and strategic planning, and college governance. In August 2015 the board approved the [COM-FSM Board Development Plan, August 2015-July 2017](#). ([IV.C.111](#)) In December 2015, the board announced [a request for proposal for board development](#) to ensure continuation of the program. ([IV.C.151](#))

[Sections 7-9](#) of PL 7-79 provide for continuity of board membership and staggered terms of office. ([IV.C.113](#)) Regents serve three-year terms. To stagger the terms of office, the original board members drew lots to determine who receive two and who receive three-year terms. The Enabling Law requires written notice of upcoming expiration of terms to the FSM President 90 days in advance of the expiration date. Regents may serve beyond the expiration of their terms until their successors are appointed.

Analysis and Evaluation

Budgeting for professional development provides for continuous board development, including orientation for new members. In addition, the board is a member of AGB and ACCT and receives the AGB periodical, *Trusteeship*. Four board members attended a Pacific Postsecondary Education Council sponsored boardmanship workshop in December 2012. The former chairman of the board and CEO participated in the AGB Institute for Board Chairs and Presidents in June 2014. The current chairman attended the 2015 AGB convention in April 2015. A regent attended the ACCT Leadership Congress in October 2015.

The college follows the mechanism for providing continuity on the board as prescribed by law. Appointments were made for the regent from Kosrae in [October 2014](#), the regent for Yap in

[November 2014](#), and the regent for Chuuk in [April 2015](#). ([IV.C.115](#), [IV.C.116](#), [IV.C.117](#)) A fourth regent representing the national government whose term expired in March 2015 is still serving, as an appointment has not yet been made. Continuity is not an issue as regents continue to serve until their replacement is confirmed.

Through the board's development plan, which includes orientation for new members, and statute for continuity of board membership and staggered terms of office, the college believes the Standard is met.

Actionable Improvement Plan

None.

IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Enabling Law, [Section 19](#)(21), mandates the board to assess its performance. ([IV.C.2](#)) [BP 1330](#) Board Self-Assessment, revised August 2015, requires annual assessment using the [COM-FSM Board Self-Assessment Survey](#) in which the board reviews the major areas of board responsibilities. ([IV.C.118](#), [IV.C.119](#))

[AP1330](#) Board Self-Assessment approved August 2015 prescribes the procedure for conducting the assessment which includes recommendations for improvement of the board performance, academic quality, and institutional effectiveness and posting of [assessment results](#). ([IV.C. 120](#), [IV.C.121](#))

Analysis and Evaluation

The board schedules its annual self-assessment during the annual meeting, which usually held in December. While individual members complete the survey, the analysis and resulting recommendations are not always timely. The board endorsed AP 1330 in August 2015 to provide written procedure and timeline to address timeliness and completion of the process. The board utilizes its [Board of Regents Five-Year Master Planning Calendar, 2013-2018](#) to ensure regular review of its practices and performance. ([IV.C.6](#)) Comparison between the calendar and board agenda indicates that the calendar is utilized. During its March 22, 2014, board meeting, the board reviewed [progress on self-assessment recommendations](#). ([IV.C.122](#))

Through BP 1330, AP 1330, the board self-assessment survey instrument, outcomes of its assessment, *Board of Regents Five-Year Master Planning Calendar, 2013-2017*, and the board website, the college demonstrates meeting the Standard.

Actionable Improvement Plan

None.

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Enabling Law, [Section 20](#), calls for the creation of bylaws, which should include a statement of ethical conduct of its members that stipulate prohibition of board members from participating in any action involving a possible conflict of interest or from realizing a financial gain from their position as a board member. ([IV.C.24](#)) The statement of ethical conduct appears in Article V of the [board bylaws](#); Sections 1-5 of the article explain the standard of conduct, disclosure, abstention from voting, employment with the college, and ethical violations. ([IV.C.25](#))

[BP 1301](#) Board Ethical Conduct, revised March 2014, also reflects the statement of ethical conduct from the bylaws. ([IV.C.124](#)) Board members sign a conflict of interest policy and [disclosure form](#) acknowledging they have read the policy and agree to comply fully with the terms and conditions. ([IV.C.125](#)) The disclosure forms reveal board members and their family members are not employed by the college nor do they have ownership or other personal financial interest in the college. Section 5 of the statement of ethical conduct defines how violations of the code are handled and the procedures for resolution of charges.

Analysis and Evaluation

Board adopted its bylaws March 28, 1993, which includes the statement of ethical conduct. Since then the statement has been revised twice to ensure compliance to this Standard. The board in January 2013 revised it to include a clearly defined policy for dealing with behavior that violates this code. The process has not been tested, as charges of violation of the code have not arisen. To evidence that regents adhere to the code, the board again revised the statement to require signing of a disclosure of conflict of interest. At three out of seven board development sessions, the board's responsibility toward high ethical standards was emphasized.

The board's statement of ethical conduct, which includes how violations are handled, signed disclosure forms, and emphasis of high ethical standards during board development sessions suggest the college meets the Standard.

Actionable Improvement Plan

None.

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

PL 7-79, [Section 19](#)(8) and [Section 21](#)(1), charges the governing board with hiring the CEO and Section 21 further gives the CEO full charge and control of the administration and business affairs of the college. ([IV.C.2](#), [IV.C.126](#)) Section 21(2) also provides the ways in which the CEO is accountable to the board. The [board bylaws](#), Section 4, also state that the president is the chief executive officer of the college and official advisor to and executive agent of the board. ([IV.C.25](#)) And as educational and administrative head of the college, the CEO exercises a general superintendence over all affairs of the institution, and brings such matters to the attention of the board as are appropriate to keep the board fully informed in meeting its policy-making responsibilities. It further states that the CEO 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.

Analysis and Evaluation

The board's delegation of full responsibility and authority to the CEO is clearly stated in the PL 7-79. Board [professional development](#) sessions emphasize the role of the board in governance; incidents of the board interfering with the role and responsibility of the CEO have not occurred. ([IV.C.67](#)). During board meetings, the CEO is required to [report to the board](#) on the affairs of the college. ([IV.C.129](#)) He structures his written report with the president's profile and duties and responsibilities in mind, to confirm that the challenges and opportunities as well as the duties and responsibilities for the president remain at the top of his mind. During his [oral reports](#), he highlights achievements and success, challenges, and future plans. ([IV.C.130](#)) The CEO also advises the college of the actions of the board through cabinet and executive committee meetings, messages to the college community, and at all campus meetings. The progress since approval of the revised participatory governance policy in May 2013 illustrates the president exercising his power to make effective the board's directive. Standard IV.A details how the president has guided the changes to put the policy to work.

In addition, the board annually assesses the performance of the CEO. To reflect the importance the board places on this responsibility, the board on April 30, 2015, separated assessing the CEO from BP 1330. The board approved a separate policy, [BP 1212](#) Policy on Assessing the President to include, in addition to the annual review, a more comprehensive review every four years. ([IV.C.31](#)). At the same meeting, the board approved [AP 1331](#) Procedure for Assessing the President. ([IV.C.32](#))

Through PL 7-79, , board bylaws granting full responsibility and authority over the affairs of the college to the CEO, lack of incidents of interference by the board, and the ways in which the CEO is held accountable, the college demonstrates it meets the Standard.

Actionable Improvement Plan

None.

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The administration regularly informs the board about Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status as evidenced by [Table IV.C-4](#). ([IV.C.133](#))

In addition, to ensure the board meets this Standard, the ALO presented accreditation information to the board at its professional development sessions. In September 2013, [ACCJC President Barbara Beno](#) addressed the board regarding proposed changes to Accreditation Standards, especially those related to the board. ([IV.C.134](#))

Where gap analysis revealed need for policies and/or revisions to meet or enhance Accreditation Standards, Table IV.C-5 shows the board's support of the college's effort to improve or excel Accreditation Standards.

Table IV.C-5 [Board Actions](#) Supporting Improving or Exceeding Accreditation Standards

Board Action	Date
Five-year <i>Integrated Educational Master Plan</i>	May 2012
Five-year financial projections	May 2012
Revised board code of ethics	January 2013
Human resources record access and confidentiality policy	March 2013
Academic freedom and responsibility policy for students	March 2013
Revised communication policy	March 2013
Revised mission statement	March 2014
Board development and orientation program	May 2014
Cycle of review for all college policies	August 2014
Policy on policies	February 2015
Revised roles of board officers	February 2015
Revised participatory governance policy	February 2015

([IV.C.135](#))

Regular progress reports on accreditation processes facilitate the board's role of endorsing accreditation reports. The board met in [August 2015](#) with the writing group for Standard IV to review Substandard IV.C and to evaluate its roles and functions in the accreditation process. ([IV.C.136](#)). To ensure the board regularly evaluates its roles and functions in the accreditation process, the board added a [criterion](#) to the board's self-assessment survey in August 2015. ([IV.C.137](#))

Analysis and Evaluation

Since the last comprehensive review in 2012, the president and/or accreditation liaison officer (ALO) reported on accreditation matters at 16 out of 17 board meetings, special meetings included. Table IV.C-4 shows an increase in frequency and depth of accreditation reporting since 2012 which facilitates the board's understanding of proposed and revised policies. This enables the board to support the college's efforts to improve and excel. The board validates its commitment to meeting this Standard when the three new regents took the [Accreditation Basics online course](#) ensuring 100% completion by all regents. (IV.C.138)

Through administration and ALO efforts to keep the board informed about accreditation, 100% of the regents passing the Accreditation Basics on-line course, approving policies to improve the college, and the board's understanding of its roles and functions in the accreditation process, the college demonstrates it meets the Standard.

Actionable Improvement Plan

None.

Standard IV.C Evidence Table

IV.C.1	FSM Public Law 7-79, Section 6, p. 5, (1992, September, 25). http://www.comfsm.fm/bor/misc/PL-7-79.pdf
IV.C.2	PL 7-79, Section 19. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/PL7-79_Section-19.pdf
IV.C.5	Board directives on all college policies are to be reviewed in five-year cycles (2014, August). http://www.comfsm.fm/bor/directives/Directives-14-08-08-1.pdf
IV.C.6	Board of Regents Five-Year Master Planning Calendar, 2013-2018 (2014, March). http://www.comfsm.fm/bor/notebooks/03-14/10.a-Master-Planning-Calendar.pdf
IV.C.24	FSM Public Law 7-79, Section 14 and Section 20. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/PL7-79_Section-14.pdf http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/PL7-79_Section-20.pdf
IV.C.25	Board Bylaws, Section 4. http://www.comfsm.fm/?q=bor-bylaws
IV.C.26	Board meeting schedule of activities including reflections. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/Sample-Board-Meeting-Schedules.pdf
IV.C.27	Survey on the value of reflection meetings. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/VALUE-OF-BOARD-REFLECTIONS-1.pdf
IV.C.28	Board minutes. http://www.comfsm.fm/?q=bor-minutes
IV.C.29	BP 1211 Appointment of the President/CEO (revised 2015, April, 30). http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/BP1211-appointment-of-the-president-ceo.pdf
IV.C.30	AP 1211 Procedures for Selecting the President (2015, April, 30). http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-1/AP1211-appointment-of-the-president-ceo.pdf
IV.C.31	BP 1212 Policy on Assessing the President (2015, April, 30). http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/BP1212-Policy-on-assessing-the-president.pdf
IV.C.32	AP 1212 Procedure on Assessing the President (2015, April 30). http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-1/AP1212-Policy-on-assessing-the-president.pdf

IV.C.34	<i>Leadership Assessment Inventory</i> (2015, August). http://www.comfsm.fm/bor/notebook/08-15/10.j.ii-Leadership-Assessment-Inventory.pdf
IV.C.35	Sample board meeting schedules showing visits to leadership and community meetings. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/Sample-Board-Meeting-Schedules.pdf
IV.C.39	Background of regents. http://www.comfsm.fm/?q=node/141
IV.C.41	JEMCO decrement. http://www.uscompact.org/files/home/JEMCO_ResBook_FY12.pdf
IV.C.42	Mori, M. (2012, November, 15). Memo: Resolution expressing support by the Seventeenth Congress of the FSM on providing local revenue fund for the College of Micronesia-FSM. http://www.comfsm.fm/accreditation/2013/midterm-report/COMFSM_Resolution_Mori.pdf
IV.C.43	Congress appropriation. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/Congress-Appropriation.pdf
IV.C.44	Reading of the mission statement on meeting agendas. http://www.comfsm.fm/?q=bor-agenda-listing
IV.C.46	PL 7-79, Section 27. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/PL7-79_Section-27.pdf
IV.C.52	Sample VP IEQA report. http://www.comfsm.fm/bor/notebook/08-15/8.d.-VP IEQA-Report.pdf
IV.C.53	<i>College Status Report on Student Learning Outcomes Implementation</i> . http://www.comfsm.fm/accreditation/2013/slo-report/Status%20Report%20on%20SLO%20Implementation_COMFSM_Final.pdf
IV.C.54	Sample VPIA report. http://www.comfsm.fm/bor/notebook/08-15/8.e-VPIA-Report.pdf
IV.C.55	Sample VPAS financial status report. http://www.comfsm.fm/bor/notebook/08-15/8.b-VPAS-Report.pdf
IV.C.56	<i>Budget Procedures Handbook</i> (2013, May 14). http://www.comfsm.fm/publications/handbook/Budget_Handbook_MAY14_2013.pdf
IV.C.57	Sample action page. http://www.comfsm.fm/bor/notebook/08-15/10.a-CAin-Refrigeration-and-Air-Conditioning.pdf
IV.C.58	Board webpage. http://www.comfsm.fm/?q=node/141
IV.C.59	BP 1200 Membership and Terms of Office (2006, March). http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/Membership-and-Terms-of-Office.pdf
IV.C.60	BP 1210 Powers and Responsibilities (2006, March). http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/Powers-and-Responsibilities.pdf
IV.C.63	PL 8-144, amendment to Public Law 7-79. http://www.comfsm.fm/bor/misc/PL-8-144.pdf
IV.C.64	PL 7-79, Section 17. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/PL7-79_Section-17.pdf
IV.C.67	Board Development. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/COM-Board-Workshop-COM-4-28-2015-rev.ppt
IV.C.68	Board bylaws and policy reviewed and proposed revisions approved (BOR Actions and Directives March 22-24, 2014, #4 and #5). http://www.comfsm.fm/bor/directives/Directives-14-03-22-24.pdf
IV.C.69	Administrative services, instructional affairs, and student services policy review reports endorsed (BOR Actions and Directives March 22-24, 2014, #6). http://www.comfsm.fm/bor/directives/Directives-14-03-22-24.pdf
IV.C.70	Technology policy review report endorsed (BOR Actions and Directives May 28, 2014, #2). http://www.comfsm.fm/bor/directives/Directives-14-05-28.pdf
IV.C.71	Human resources and maintenance and security policy review reports endorsed (BOR Actions and Directives April 30, 2015, #5 and #6). http://www.comfsm.fm/bor/directives/Directives-15-4-30.pdf
IV.C.72	Five instructional policies revised (BOR Actions and Directives April 30, 2015, #7). http://www.comfsm.fm/bor/directives/Directives-15-4-30.pdf
IV.C.73	BP 1101 Strategies, Measures, and Benchmarks (2014, March).

IV.C.74	http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/Strategies-and-Measures.pdf BP 1110 Assessment (2014, March). http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/Assessment.pdf
IV.C.75	COM-FSM Master Planning Calendar Planning Academic Year Academic Year 2013-2014 to Academic Year 2017-2018. http://www.comfsm.fm/irp/Master_Planning_Calendar/Master_Planning_Calendar_%28trifold%29-Working.pdf
IV.C.76	<i>The College of Micronesia-FSM Strategic Plan 2013-2017</i> (2013, May 30). http://www.comfsm.fm/irp/Planning/Strategic_Plan_2013_17.pdf
IV.C.108	<i>Strategic Plan Evaluation Report (SPER)</i> May 2013 to Fall Semester 2014. http://www.comfsm.fm/irp/Planning/Strategic_Plan_Evaluation/Strategic_Plan_Evaluation_Fall_2014_Final-1_JAN_26_2015.pdf
IV.C.109	FY 2014 - FY 2016 board budgets. http://www.comfsm.fm/bor/misc/Board-Budget-FY2014-FY2016.pdf
IV.C.110	Scope of work for contract with Sandy Pond Associates to provide board development workshops. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/scope-work-sandy-pond-associates.pdf
IV.C.111	<i>COM-FSM Board Development Plan, August 2015-July 2017</i> (2015, August 6-7). http://www.comfsm.fm/bor/notebook/08-15/COM-FSM.BOR.Dev.Plan.8.2015.draft.pdf
IV.C.112	Board orientation workshop April 28, 2015. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/COM-FSM Board-Orientation 4-28-2015-rev.ppt
IV.C.113	PL 7-79, Section 7-9. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/PL7-79_Section-7-8-9.pdf
IV.C.115	Confirmation of appointment of Regent Tulensru Waguk. http://www.fsmcongress.fm/pdf%20documents/18th%20Congress/Resolutions/CR%2018-218.pdf
IV.C.116	Confirmation of appointment of Regent Jesse Salalu. http://www.fsmcongress.fm/pdf%20documents/18th%20Congress/Resolutions/CR%2018-222.pdf
IV.C.117	Confirmation of appointment of Regent Johannes Berdon. http://www.fsmcongress.fm/pdf%20documents/18th%20Congress/Resolutions/CR%2018-255.pdf
IV.C.118	BP 1330 Board Self-Assessment (2015, August). http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/Evaluations.pdf
IV.C.119	<i>College of Micronesia-FSM Board Self-Assessment Survey</i> . http://www.comfsm.fm/bor/notebook/02-15/12a-Board-Self-Evaluation.pdf
IV.C.120	AP 1330 Board Self-Assessment (2015, August). http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-1/COM-FSM_AP1330
IV.C.121	Board self-assessment results. http://www.comfsm.fm/?q=self-assessment
IV.C.122	Progress on self-assessment recommendations. http://www.comfsm.fm/bor/notebook/03-14/9.b-attachment-Self-assessment-survey.pdf
IV.C.124	BP 1301, Board Ethical Conduct. http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/Board-Ethical-Conduct.pdf
IV.C.125	Signed disclosure form. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/BOR-signature-1.pdf
IV.C.126	PL 7-79, Section 21. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/PL7-79_Section-21.pdf
IV.C.129	Sample president's report to the board (2015, August 8). http://www.comfsm.fm/bor/notebook/08-15/8.a.i-Presidents-report.pdf
IV.C.130	Sample board meeting minutes reflecting the president's oral report (2014, May 28, #6). http://www.comfsm.fm/bor/minutes/2014/14-05-28-1.pdf
IV.C.133	Table IV.C-4 Presentations on Accreditation Matters to the Board. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/Table-IV-C-4-Presentations-on-Accreditation-Matters.docx

IV.C.134	Board minutes reflecting Dr. Barbara Beno addressing the board (2013, September 9, #3), http://www.comfsm.fm/bor/minutes/2013/13-09-9-10.pdf
IV.C.135	Board directives (BOR Actions and Directives May 2012, January 2013, March 2013, March 2014, May 2015, August 2014, and February 2015). http://www.comfsm.fm/?q=bor-directives
IV.C.136	Schedule for August 2015 meeting. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/Sample-Board-Meeting-Schedules.pdf
IV.C.137	Assessment criterion. http://www.comfsm.fm/bor/notebook/08-15/10.d.1-Criterio-12-Accreditation.pdf
IV.C.138	Regents' completion of on-line accreditation training. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/certificates.pdf
IV.C.139	Table IV.C.-1. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/Table-IVC-1.pdf
IV.C.140	Table IV.C-2. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/Table-IVC-2.pdf
IV.C.151	Request for proposal for board development. http://www.comfsm.fm/myShark/news/item=1399/mod=03:34:17
IV.C.152	Table IV.C-3. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIV/c/Table-IVC-3.pdf

Quality Focus Essay

The College of Micronesia-FSM was among only a few institutions selected to participate in the American Association of Community Colleges (AACC) first cohort for High Performance Team Training (HPTT), a recent addition to the AACC leadership training suite. The college sent a seven-member team to Washington DC in January 2015 to complete the training. Throughout the training and for subsequent support, COM-FSM was partnered with mentor and coach [Byron McClenney](#). A main outcome of the HPTT was to develop a *Mini-Work Plan* for a self-identified area of college improvement for implementation over the subsequent 18 months. As a result, the COM-FSM team developed the [College of Micronesia-FSM High Performance Team Mini-Work Plan: Student Success](#) (hereafter referred to as the *Mini-Work Plan*). The college shared the *Mini-Work Plan* with the [Cabinet](#), [Executive Committee](#), and the [Board of Regents](#) (Agenda item 6.d, p. 3) for endorsement during the months of February-March 2015. The cabinet then developed a more comprehensive [Mini-Work Plan Timeline](#) for implementation. The *Mini-Work Plan* contains the components required by the Quality Focus Essay (QFE) with the exception that it is not a multi-year plan. However, the focus on student success, and specifically completion and retention, were also priority drivers for the FY 2017 budget development process.

COM-FSM has already been working on this plan which spans fiscal years (FY) 2015-2016 (AYs 2015-fall 2017), and nearly all work identified for months one through nine (the first half of the plan) in the original timeline has now been completed. In other words, COM-FSM already began its own quality focus prior to learning in late April 2015 a quality focus would be required for this Self Evaluation Report. COM-FSM is currently on track with that plan. The impact of this collective *Mini-Work Plan* will be evaluated, and included in the COM-FSM Midterm Report. The college is identifying this *Mini-Work Plan* as part of the QFE because the necessary focus has already been determined by the college and this plan already begun.

At some point in modern time the word priority became plural. And though well intentioned, the college has had a tendency to identify so many priorities that personnel can hardly keep track of them all. The college has pulled itself in so many directions that little was done with the desired levels of effectiveness and impact. The *Mini-Work Plan* was a recognition of this habit and a commitment to narrow focus. The college will continue with its clarity of focus on what matters most, and that is *student success*. Moreover, student success is a focus that will require college-wide engagement and commitment.

Student Completion and Success

Examining performance data for student completion rates and success there is an obvious need for improvement. The course completion rate for students attending COM-FSM is 72.4%. The COM-FSM persistence rate has dropped from 83.8% in fall of 2010 to 78.4% in fall 2014. The COM-FSM retention rate has dropped from 65.4% in fall of 2010 to 59.1% in fall of 2014. The current COM-FSM graduation rate is 13.2% and a comparison with US mean graduation rates for two-year rural small colleges is 33.3%.

COM-FSM participates in the National Community College Benchmark Project (NCCBP) and examination of graduation rates against the over 400 participating US institutions shows COM-FSM to be in the 28th percentile for students completing their degree in two-years, 5th

percentile for completing their degree in three years, and the 21st percentile for completing within six years. A very small percentage of COM-FSM students are graduating within 2-3 years, and an unacceptably low number ever graduate. COM-FSM performs better than some of the regional Pacific institutions, however that is not cause to celebrate.

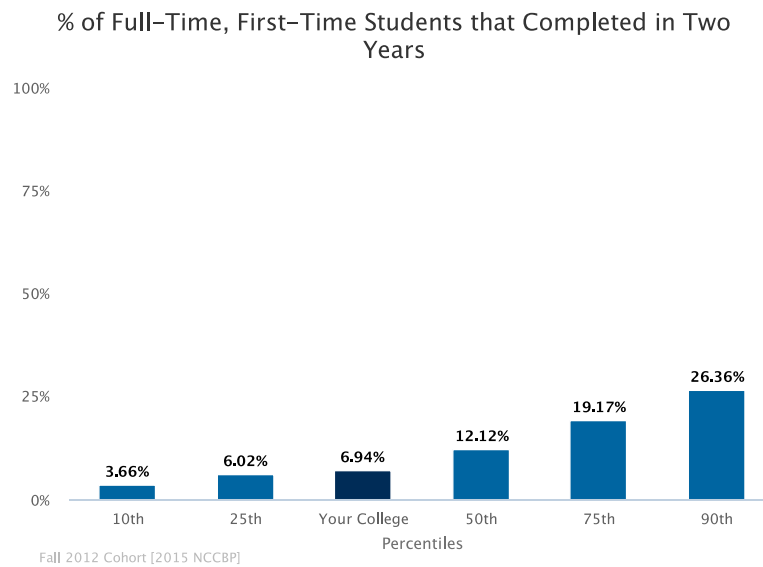


Figure H.1. COM-FSM in 28th Percentile

Compared to NCCBP member institutions, COM-FSM is in the 28th percentile for first-time, full-time students completing their two-year degree on time. In other words, 72% of member institutions had higher rates (Figure H.1).

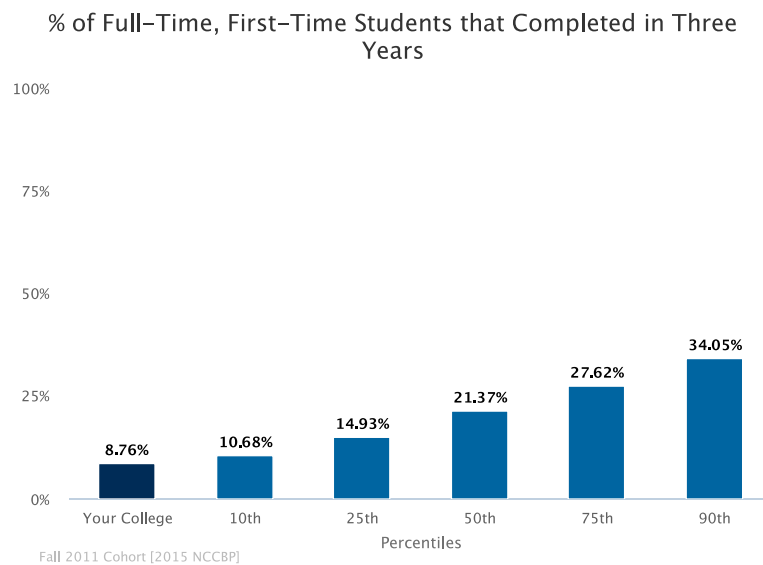


Figure H.2. COM-FSM in 5th Percentile

Compared to NCCBP member institutions, COM-FSM is in the 5th percentile for first-time, full-time students completing their two-year degree in three years. In other words, 95% of member institutions had higher rates (Figure H.2).

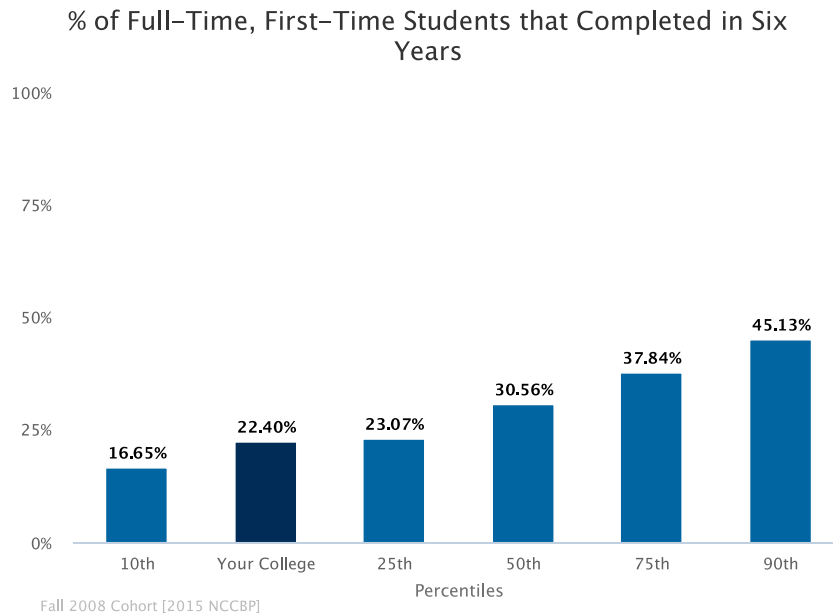


Figure H.3. COM-FSM in 21st Percentile

Compared to NCCBP member institutions, COM-FSM is in the 21st percentile for first-time, full-time students completing their two-year degree in six years (Figure H.3). In other words, 79% of member institutions had higher rates.

COM-FSM set a long-term goal to increase its graduation, course completion, persistence and retention rates. To achieve this goal, the college has developed a planned project and this focus project is composed of three major programs:

1. Student Success Study Program
2. Retention
3. Pathway to Graduation

A study of *student success component* (also referred to as the Student Success Study Program, SSSP) designed to study all aspects of the new student experience and to produce a plan for institutional improvement leading to higher levels of student learning and persistence in the college. The study is to include a structured, evidence-based self evaluation of first year student success using best practice criteria.

A *retention component* to aid COM-FSM to successfully implement the student success study program plan to retain students—an outcome critical to fulfilling institutional mission and maintaining financial stability. The retention component should include elements which create structures that will provide for the ongoing collection and analysis of key data, the

implementation and continuous monitoring of the retention process, and provide for plan refinement and professional development associated with student success.

A *pathway-to-graduation component* which provides a comprehensive institutional approach to identifying and improving student success in high-risk gateway courses. This should be a data-based plan that fosters intentional positive change in gateway courses in a consistent, institution-wide manner using “predictive analytics,” which the American Council of Education’s Center for Educational Attainment and Innovations explains, “takes a deeper look at understanding the tools and course content that correlate to student success, with the goal of informing meaningful interventions.” The pathway-to-graduation component should demonstrate how it will provide COM-FSM faculty and staff opportunities to study, learn, and apply promising practices to improve gateway courses.

This focus project was developed in more detail, based on data, related to mission and accreditation standards, contains measurable outcomes, and was presented to and funded by the Technical Assistance Grant Program (TAP). [*Detailed Project Description*](#)

Early fall 2015, COM-FSM put out a [*Request for Proposal*](#) (RFP) to identify a qualified consultant who could partner with the college in order to achieve the student completion and success goal. The [*John N. Gardner Institute for Excellence in Undergraduate Education*](#) submitted a [*cover letter*](#) and an [*RFP Response*](#) that was accepted by the college. The college in partnership with the John N. Gardner Institute for Excellence in Undergraduate Education signed a [*Memorandum of Understanding*](#) with detailed outcomes, timelines, and associated costs articulated. This detailed two-year plan runs from September 2015 through August 2017.

The additional *Retention Performance Management* (RPM) processes associated with implementing a RPM-generated plan (*Act and Monitor*) will be scheduled for 2017-2018, and the (*Act and Refine*) phase will be implemented in 2018-2019.

For brevity, the detailed quality focus plans, timelines, outcomes, resource allocations, and supporting documents have not been redundantly articulated within the essay.

QFE Rubric Self Assessment AP = Action Projects

QFE Rubric criteria	Evidence of Meeting Criteria
1. The QFE describes two or three areas, Action Projects (AP), coming out of the institutional self-evaluation upon which the institution has decided to act.	<i>Mini-Work Plan: Areas of Emphasis in support of, and integrated with student success:</i> • Measures of Student Success: Course completion, Retention, and Degree Audit (pathway to graduation/completion) • Planning & Resource Allocation, • Accountability, and • Continuous Quality Improvement <i>Focus Project: Long-term goal to increase graduation, course completion, persistence and retention rates through three programs:</i>

QFE Rubric criteria	Evidence of Meeting Criteria
	• Student Success Study Program • Retention • Pathway to Graduation
2. The Action Projects (AP) come out of the institution's examination of its effectiveness in providing student learning and achievement in the context of it's mission.	This is evident. COM-FSM must do better concerning student success. COM-FSM mission requires a <i>learner-centered</i> focus, to provide graduates who can contribute to the <i>success of the FSM</i>, and to offer programs <i>characterized by continuous improvement and best-practices</i>. Current data shows COM-FSM has much room for improvement. Mission Fulfillment Indicators
3. The data and analyses used as a basis for selecting the AP are described.	These are evident from the Self Evaluation Report and supporting documents. Briefly additional evidence is offered within the QFE.
4. The QFE identifies the areas of needed change, development, institutionalization, and/or expansion.	In detail in supporting documents. Mini-Work Plan RFP TAP Grant: Project Description MOU
5. The QFE discusses in detail the AP, and includes the manner of implementation, timelines, and integration with ongoing, integrated planning, resource allocation, and re-evaluation processes at the institution.	Mini-Work Plan and Focus Project each describe implementation. Integrated Planning: • COM-FSM Strategic Plan: Strategic Direction: <i>Focus on Student Success</i> • IEMP (pp. 3-4) builds on Strategic Plan <i>Mini-Work Plan Timeline:</i> • Mini-Work Plan (p. 8) • Timeline <i>Focus Project Timetable</i> • MOU Attachment 2 (pp. 4-9; table pp. 1-4) Funding: • TAP Grant; • Budget priorities already re-aligned to support Mini-Work Plan FY16; • Budget priorities aligned to support student success priority FY17. Re-evaluation occurs per the 5-year Institutional Planning Cycle, Academic Quality Model, and Mission Fulfillment Indicators.
6. The AP activities as described are realistic and will have significance over a multi-year period.	COM-FSM feels these activities are not only realistic, but essential. The college has obtained initial funding support and used <i>student success</i> as a budget development priority driver. Every department across the college has aligned both the FY16 and FY17

QFE Rubric criteria	Evidence of Meeting Criteria
	budget/program outcomes to support this priority. Further, COM-FSM has engaged consulting expertise to ensure and strengthen capacity. An initial detailed two-year plan runs from September 2015 through August 2017. The additional <i>Retention Performance Management</i> (RPM) processes associated with implementing a RPM-generated plan (<i>Act and Monitor</i>) will be scheduled for 2017-2018, and the (<i>Act and Refine</i>) phase will be implemented in 2018-2019. Thus, this is a multi-year project taking COM-FSM through to the scheduled Midterm.
7. The anticipated outcomes and impact on academic quality and institutional effectiveness are detailed for the AP.	These outcomes have obvious potential to positively impact academic quality and IE. Main observable and measurable outcomes are articulated in the next section.
8. The AP outcomes are observable and measurable.	Improve student achievement and success: • Increase course completion rates; • Increase retention rates; • Improve degree audit; • Increase persistence rates; • Increase student learning; • Improve first-year student experience; • Improve passing grade rates (A, B, C, or pass) in gateway courses; • Increase graduation rates and decrease time to completion; • Increase faculty and staff involvement in student success efforts; and • Redesigned gateway courses
9. The AP are related to the Accreditation Standards and are consistent with other portions of the institution's Self Evaluation Report.	The connections to the standards for mission fulfillment, student achievement and success, and academic quality are evident.
10. Overall, the AP demonstrate the institution's commitment to excellence.	COM-FSM feels this is evident especially through evidence of actions already begun to actualize improvements for student success. COM-FSM has moved beyond commitment to engagement.
COM-FSM has at least <i>adequately</i> , if not <i>well</i> , addressed all criteria in its Action Projects, and thus on self-evaluation feels a score of at least 20 points (the minimum required to avoid re-submission within one-year) has been achieved. The college looks forward to any comments and constructive advice the visiting team and the Commission may offer towards the college's <i>Quality Focus</i> .	

Changes and Plans Arising out of the Self Evaluation Process

For brevity, changes made as a result of the self evaluation process have been discussed within the Standard narratives and are evidenced by the many recent changes and improvements provided as evidence to Standard compliance. Highlights are covered within the *Executive Summary* located in the *Introduction*. These Actionable Improvement Plans (AIPs) are also discussed within the Standard narratives, but are provided here as a summary. The majority of these 21 AIPs have brief timelines for completion and/or implementation. The timelines were established in a manner that is realistic and is in consideration where the governance process and purposeful dialogue must be involved. A few AIPs span three years allowing for progressive improvement with training over three assessment cycle iterations.

No.	Actionable Improvement Plan	Responsibility	Timeline
Standard I.B. Institutional Effectiveness			
1.	(I.B.1). Improve dialogue through training around information literacy (i.e., how to better understand data and use it to inform decision making; and improve college documentation by making it more robust (i.e., accurately captures the essence of conversations).	IEQA	2016-2019
2.	(I.B.3). The college will develop, regularly update, and post on the college's website a dashboard showing the status of the Institution-set Standards.	IRPO	Spring 2016
3.	(I.B.4). The college will continue its shift from a quantity to a quality assessment process by committing the necessary time for more reflective, collaborative implementation efforts that are designed to more broadly and positively impact student learning. Through training around information literacy, assessments completed throughout the college's planning cycle will be more robust and meaningful.	IEQA, IA	2016-2019
4.	(I.B.5; I.B.6). Evolve the SIS for the collection of individual student SLO achievement data at the course (CSLO), program (PSLO), and institutional (ISLO) levels.	IEQA, IA, EMSS	Fall 2016
5.	(I.B.7). The college will establish and publish a detailed timeline for future reviews of college policies and procedures to ensure on-going adherence to the established five-year cycle.	Cabinet, IEQA, BOR	Spring 2016
Standard I.C. Institutional Integrity			
6.	(I.C.3). Improve the quality and timeliness of all academic program assessment plans, PASSs, and program reviews; and ensure results presented to the public minimize jargon and enhance understanding of student performance at COM-FSM (also relates to I.B.1; I.B.4)	IEQA, IA	AY16-17
7.	(I.C.8) The college's <i>Academic Honesty</i> policy BP 3116 and associated administrative procedure AP 3116 should be reviewed by the instructional administration, CAC, and SBA for improvement. And the Executive Committee and Human Resources Committee (HRC) should work to ensure that the <i>Code of Ethics</i>	IA, CAC, SBA	Fall 2016
		HR, IA, HRC, FSS	Fall 2016

No.	Actionable Improvement Plan	Responsibility	Timeline
	policy BP 6029 and <i>Employee Discipline and Protection</i> policy BP 6019 are improved to provide a more specific academic honesty policy that applies to college employees.		
8.	(I.C.9). To directly assess whether faculty present data and information fairly and objectively, and distinguish between personal conviction and professionally accepted views in a discipline, both the <i>Faculty Evaluation</i> form and the <i>Student Evaluation of the Instructor</i> form will be improved to include assessment of this best practice.	HR, IA, FSS, CAC, SBA	Fall 2016
Standard II.A. Instructional Programs			
9.	(II.A.1). Collecting valid transfer and employment data remains a challenge and the college must develop and implement a systematic way to collect these data. Create and adhere to a schedule for updating articulation agreements.	IRPO IA	Spring 2016 Summer 2016
10.	(II.A.2). Faculty professional development will focus on best practices for teaching math and writing. Faculty will implement new methodologies and assess student learning. College will develop and implement a plan to systematically collect and store attendance and evaluation of trainings.	IA IA	2016-2019 Spring 2016
11.	(II.A.4). Instructional affairs department will collaborate with student services to provide “just-in-time” interventions.	IA, EMSS	Fall 2016
12.	(II.A.6). The college will develop and implement strategies to reduce time to graduation.	IA, EMSS	2016-2019
13.	(II.A.12). The college will conduct more meaningful assessment of the General Education program through increased faculty involvement and strengthened core alignment to relevant contemporary societal competencies/knowledge.	IA	2016-2019
14.	(II.A.14). Although the college believes it meets the standard, it should continue the following in order to strengthen Mission fulfillment: • Administering and advocating apprenticeship training program. • Conducting career & technical education annual exhibit to showcase program student learning outcomes. • Maintaining and strengthening partnerships with the local establishments or businesses through the CTE (Career & Technical Education) community services scheme. • Increasing the number program courses with third-party certifications.	IA, CTE	2016-2019
Standard II.B. Library and Learning Support Services			
15.	(II.B.1). The LRC will develop a tutorial for the use of databases to be posted on the library website by spring 2016, coordinated by the reference librarian with media services, with the aim of providing another mode of library instruction through online access to improve student success in learning.	LRC	Spring 2016
16.	(II.B.2). Starting fall 2016, the LRC will determine the resource materials needed for supporting the curriculum by accessing the course outlines and working with faculty to obtain their course syllabi. The LRC will also acquire a single copy of each text of the programs offered to provide students access to the materials during library hours. The existence of a library	LRC, CAC, IA	AY15-16

No.	Actionable Improvement Plan	Responsibility	Timeline
	committee in the past years provided a venue for faculty and librarians to dialogue and collaborate on library instructional issues. The college may need to assign a library representative on the college's Curriculum and Assessment Committee.		
17.	(II.B.3). A program review for the LRC was submitted to the Management Team in June 2015. The LRC will use this tool to assess their resources and services currently provided and make improvements where needed.	LRC	AY15-16
Standard II.C. Student Support Services			
18.	(II.C.5). By fall 2016, the college will require one of its counselors to participate in training on how to better serve student veterans needs. Also by fall 2016, the college will provide a support program for student veterans that includes specialized orientation programs, helping student veterans connect with one another, training faculty and staff on challenges student veterans face, and counseling on financial aid.	EMSS	Fall 2016
Standard III.A. Human Resources			
19.	(III.A.5). The college will comply with its own policies. The college will make necessary changes to timelines in its policies and practices and provide training for managers who are responsible for conducting performance evaluations. The college will review its policies and practices to implement a realistic and reasonable timetable that meets this standard. And, the college will ensure actions taken following evaluations are formal, timely, and documented.	HRO,	AY15-16
20.	(III.A.6). To maintain the integrity of programs, student learning, and quality of services, the college will formalize the evaluation of tutors.		
Standard IV.A. Leadership and Governance			
21.	(IV.A.2). The college will revise faculty contracts, and subsequently AP 2200, by articulating alternative pathways of service to the college community besides that of merely committee service.	HRO, IA, EC, FSS	Fall 2016