College of Micronesia-FSM

Follow-Up Report

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

October 15, 2017

Follow-Up 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

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

Signatures:

_____

Joseph M. Daisy, EdD, President, College of Micronesia-FSM   (date)

_____

Tulensru E. Waguk, PhD, Chairperson, Board of Regents   (date)

_____

Frankie L. Harriss, EdD, Vice President for Institutional Effectiveness and Quality Assurance, ALO
                                                                                                                                  (date)

_____

Sylvia Henry, President, Faculty/Staff Senate   (date)

_____

Joseph Habuchmai, Vice President for Administrative Services   (date)

_____

Karen Simion, Vice President for Instructional Affairs   (date)

_____

Joey Oducado, Vice President for Enrollment Management and Student Services   (date)

_____

Christian Yarowe, Student Body Association President   (date)

Table of Contents

Statement of Report Preparation

Discussions and preparation for this report began July 2016, when the Commission *Action Letter* of July 8, 2016, was shared with the college and posted to the college's website. The college community was involved in the process. The Follow Up Report draft was developed through each of the college departments and was shared with the college community in September 2017, for input and dialogue. The draft report was presented to the Board of Regents for review and approval during their September 14, 2017, meeting.

Signatures:

_____

Joseph M. Daisy, EdD, President, College of Micronesia-FSM   (date)

_____

Tulensru E. Waguk, PhD, Chairperson, Board of Regents   (date)

_____

Frankie L. Harriss, EdD, Vice President for Institutional Effectiveness and Quality Assurance, ALO

(date)

Response to the ACCJC, WASC July 2016 Action Letter

Introduction

ACCJC issued seven Recommendations and a Commission Recommendation 1 in a *July 8, 2016 Action Letter*.

While reaffirming the college's accreditation, the *July 8, 2016 Action Letter* requested a Follow-Up Report due in October 2017.

All recommendations are addressed in this *Follow-Up Report*.

This report is divided into three major sections with a detailing of responses to:
- Recommendations to Improve Effectiveness;
- Recommendations to Meet the Standards; and
- Actionable Improvement Plan Implementation Progress.

Recommendations to Improve Effectiveness

Recommendation 1

Human Resources
In order to improve effectiveness, the team recommends that the College ensure that its personnel evaluation processes are sustainable and allow for systematic evaluation of all personnel at stated intervals. These evaluations should assess the effectiveness of personnel and encourage improvement, and actions taken following evaluations should be formal, timely, and documented (III.A.5).

Policy Revision and Implementation
Board Policy No. 6017 *Performance Evaluation* was reviewed and revised to ensure the evaluation processes are sustainable and allow for systematic and timely evaluation of personnel (R1.1). The modified policy was approved by the board of regents in their May 3, 2017 meeting and implemented effective May 3, 2017 (R.1.2).

Changes to Improve Effectiveness

The college having identified the need to change Board Policy No. 6017, revised the policy and implemented it to improve these major areas of concerns:

- ✓ Compliance with timelines of evaluation
- ✓ Systematic evaluation
- ✓ Sustainable evaluation process

Under the revised policy, a manager completes a more reasonable number of evaluations per year having only to evaluate a new employee twice during the first year and six months prior to the end of the employment contract (generally a three-year contract). The elimination of the required annual evaluation of every employee has improved the ability of the college to meet its policy requirement. Further, the evaluation process can be more meaningful because supervisors have more time to plan and carry out a quality evaluation compared to the previous, numerous annual evaluations.

Supervisors now can focus on critical performance management areas and administrative responsibilities. Employees who are eligible for annual step increment will not wait for the annual evaluation to receive their pay increase, and changes in their retirement plan or life insurance as personnel actions are prepared using the most recent evaluations on file. The revised policy also allows for necessary additional formal evaluation when there are identified performance issues while the *Human Resources Manual* provides proper criteria and guidelines for these steps (R.1.3). Training is continuous in this area and on the policy prior to its implementation, and thereafter to guide supervisors through the proper procedures (R.1.4).

Recommendation 1 Table of Evidence

R.1.1	Board Policy No. 6017 Performance Evaluation, May 3, 2017. http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6017
R.1.2	Board Directive May 3, 2017. http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf
R.1.3	Human Resources Manual. http://www.comfsm.fm/hr/manual/HR-Manual-August-2017.pdf
R.1.4	Sample Training Evaluation Summaries. http://www.comfsm.fm/dcr/2017/Sample-Training-Evaluation-Summaries-PDF.pdf

Recommendation 2

Technology Resources
In order to improve effectiveness, the team recommends the College provide appropriate and adequate technology resources at all campuses in order to support the College's mission of being a learner-centered institution of higher education (III.C.1, III.C.2, III.C.3, III.C.4).

Summary

COM-FSM has undertaken ongoing improvements in technology resources available to support teaching and learning at the college. Furthermore, these improvements reflect the effort to ensure that technology resources at each campus are at the highest level that limitations of national and state infrastructure and reasonable budgeting can allow.

Providing Adequate Technology Resources

General IT

For Fiscal Year 2017, all line item technology equipment funds previously funded under individual units has been centralized under the IT Office. This change is part of an effort to streamline, coordinate, and insure properly equipped faculty and staff offices to be better able to serve our mission and our students.

Interactive white boards continue to be installed at various locations on different campuses. IT is installing the units now on hand, with new installations planned at Pohnpei and Kosrae Campuses to supplement or replace existing units.

IT has completed installation of a new primary server room switch. The Aruba 5400R zl2 Switch Series is an industry-leading Smart Rate with multi-gigabit ports for high-speed connectivity for the latest 802.11ac devices (R.2.1). This upgrade brings enterprise-class resiliency, true flexibility, security, and scalability to campus networks. Based on the 6th generation ProVision ASIC, the Aruba 5400R has a high-speed, high-capacity architecture with 2 Tbps crossbar switching fabric with low 2.1μ latency, unprecedented programmability, and leading edge SDN applications. Flexible connectivity options with up to 12-lot compact chassis, support for line rate 40GbE uplinks, up to 96-line rate 10GbE ports (SFP+ and 10GBASE-T), 1GbE, and up to 288 ports of PoE+ with internal power supplies.

This new setup affords several specific benefits:
- It is optimized for the digital workplace with unified management and security tools for resiliency and high availability at the edge allowing highly available router environments in both IPv4 and IPv6 networks.

- It provides redundant management and power systems, with enhanced system availability and continuity of operations. Hot-swappable modules and optional redundant power supply provide uninterrupted power and allows swapping of modules with no impact on the network availability.
- The new switch also includes a robust set of security and quality of services features to build a network that meets ever-changing corporate policies and compliance requirements. Advanced distributed denial of service (DDOS) protection, such as DHCP Snooping, IP Source Guard, and ARP Protection, and flexible traffic controls, such as policy-based routing, QoS, and ACLs, manage end-to-end application priorities.

Pohnpei Campus

Work continues to reroute the LAN fiber optics cable to a new NOC location in anticipation of new construction at the Pohnpei Campus (R.2.2). The new location will also allow for the potential to connect the entire campus to a high speed single mode fiber ring that is part of the college's internet service providers network. A fiber link would allow for more options for total connectivity speeds as well as linkages to the National Campus for online services. Work continues to expand WiFi access points at the facility to improve network accessibility.

Chuuk Campus

Work continues to expand WiFi access points on the Chuuk Campus to improve network accessibility. New access points were installed August 2016 and a central access point installation is in the planning stages.

FSM-Fisheries and Maritime Institute (FSM-FMI) and Yap Campus

The FSM-FMI Campus occupies both sides of a main road at its site. Work continues to reroute existing copper cables that connect the two sides and to replace the copper with a fiber optics cable (R.2.3). The new fiber optics cable will allow for improved LAN speeds as well as options to expand levels of service available to the site for online services such as WiFi and server hosted local content. Faster network speed will enhance the quality and effectiveness of instruction by providing improved options of the delivery of education for faculty. Faster network speeds also offer potential to bring dynamic resources into the classroom while promoting improved communication and partnering between faculty and students. Estimated completion date for the fiber cable installation at the site will be during the fall 2017 semester.

Kosrae Campus

The college has taken steps to dramatically improve IT service at the Kosrae Campus.
- Officially requested/secured? an upgrade to our connectivity to one of our campuses and an amendment to our current contract with FSMTC for COM-FSM Kosrae Campus. Add contract details and add signed contract as evidence.
- COM-FSM seeks to upgrade/upgraded? our Business Elite ADSL (1,536/768 kbps) at our Kosrae Campus to a Business Elite B ADSL (5,120/1,024 kbps) connection, and increase of 3584 kbps direct internet download and 256 direct internet upload capability. The requested upgrade will be in effect mid – fall 2017 semester. Delays in equipment delivery by our ISP has pushed this expected date of delivery beyond summer 2017 (R.2.4).

Faster internet speed will enhance the quality and effectiveness of instruction by providing improved options of the delivery of education for faculty. Faster internet speeds offer potential to bring dynamic resources into the classroom while promoting improved communication and partnering between faculty and students.

National Campus

During summer 2017, an expansion of Wi-Fi in both the male and female residence halls occurred (R.2.5). Multiple access points were installed on each floor which now covers all resident rooms. Additionally, Wi-Fi installations were completed outside main classroom locations to improve the in-classroom network range (R.2.6). These efforts promote improved communications to the campus residents for internet research and for online partnering with their instructors and advisors.

Recommendation 2 Table of Evidence

R.2.1	Aruba Switch. http://www.comfsm.fm/accreditation/2017/followup/ito-aruba-switch.pdf
R.2.2	Pohnpei Campus Fiber. http://www.comfsm.fm/accreditation/2017/followup/ito-pohnpei-campus-fiber-run.jpg
R.2.3	FSM-FMI Fiber. http://www.comfsm.fm/accreditation/2017/followup/ito-fmi-fiber-run.pdf
R.2.4	FSM Telecom Contract. Add copy of signed contract.
R.2.5	National Wi-Fi Expansion. http://www.comfsm.fm/accreditation/2017/followup/ito-national-wifi-expansion.pdf
R.2.6	National Wi-Fi In-Class Expansion. http://www.comfsm.fm/accreditation/2017/followup/ito-Wifi-Analyser-Classroom-Building-A.jpg

Recommendation 3

Financial Resources
In order to improve effectiveness, the team recommends the College seek continued commitment and financial support in addition to student tuition to ensure the College's ongoing ability to provide access to higher education for citizen and residents in all states of the FSM. The team further recommends that that College continue efforts to support its long-term operations and future planning identifying additional alternative financial resources to supplement student tuition (III.D.1, III.D.2, III.D.4, III.D9, III.D.11).

Summary

COM-FSM submitted the Fiscal Year (FY) 2018 budget to the FSM Government. The budget reflects the needs, goals, and objectives articulated in the *Strategic Plan 2018-2023* and *Integrated Educational Master Plan* (with the new Strategic Plan, a new IEMP is now being developed and will be completed by May 2018) and supports ongoing fulfillment of the college's mission (R.3.1; R.3.2). The 2018 budget contains a request for 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 IIIB: Physical Resources (R.3.3; R.3.4).

Continued financial support for the 2018 budget by the FSM Congress, especially the continued funding of the $2.8 million decrement of Joint Economic Management Committee (JEMCO) funding supports 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 commitment and support from FSM national and state leadership. COM-FSM remains confident 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.

Financial Stewardship

As part of the president and CEO's report, quarterly financial statements are submitted to the BOR. The college's audit reports show unmodified opinion that the college is in compliance. The college continues to receive unmodified opinion of its audit reports since 1993 (R.3.5).

The college's *Five Year Financial Plan 2018-2022* was prepared and will be linked to the programs and services in the 2018-2023 IEMP to provide a better outlook of the college in the next five years (R.3.6). The IEMP is the basis of all financial planning 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 (R.3.7).

The college provides oversight to its finances by regularly reviewing financial information and reports at different levels including the Cabinet, Board of Regents, Finance Committee, and budget managers' meetings.

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's endowment fund established in 1997 has grown from $2,981,912 in 2012 to $7,238, 721 as of July 31, 2017. Cash reserves invested last year increased from $2, 875,000 to $2,874,965 as of July 31, 2017. The college is solvent and has enough cash to pay its liabilities.

As a result of the ACCJC evaluation team visit in March 2016, the team and the Commission made the following commendation:

> *The team commends the College for fostering a culture of commitment to financial discipline and stability. Savings realized through the effective use of institutional and financial planning integrated with resource allocation have led to increased reserves that enable the College to further invest in student recruitment, success and completion* (p. 5)

Linking Tuition Revenue to Increased Retention

Enrollment
Enrollment is an area of continuing focus. From a fall semester enrollment high during Academic Year (AY) 2011-2012, the college has seen a 23.7% decline in fall semester enrollments (as of AY 2015-2016). And since the summer of AY 2011-2012, summer enrollments have been negatively affected by the availability of year-round Pell grants. These enrollment declines, however, are in line with changing demographics in the FSM. Potential students can easily join the nation's migration patterns, highlighted by the fact that the 2010 FSM census showed that 44.5% of FSM families had immediate family members living outside of the FSM.

Persistence
The fall-to-spring semester persistence rate of first-time, 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 are disaggregated, some slight variation in the rate is noted.

The college's enrollment and achievement trend data had been above the Institution-Set Standards (ISS), and while there was some annual variation, the college met its medium-term targets and was progressing toward meeting its 5-year targets. Though, the ISS were revised in September 2017 (see Commission Recommendation 1).

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

- The college has implemented a pilot study using SuccessNavigator for high school students from Pohnpei State in June and August 2017. The test will help the college in identifying at-risk students by providing a holistic view of factors that influence incoming students. Further, the test assesses non-cognitive skills or behaviors, beliefs and skills that directly facilitate academic success, commitment to achieving success, self-management in dealing with stress, and social support for the student.
- Student engagement, including extra-curricular activities, has a positive impact on student academic performance. Thus, as part of its initiatives to promote student success, the college continues to provide tutoring and counseling, peer and advisor mentoring, including an array of co-curricular workshops and extra-curricular activities, financial aid and scholarships, and others.
- The college's counseling services continue to collaborate with instructors in efforts to promote student success through intrusive advising, and providing just-in-time interventions to at-risk students. For examples, ten instructors at the National Campus have a tutor attend class(es) to provide tutorial services. Addition efforts include e-mail referrals of students and panel discussions between instructors and counselors addressing student success and timely support or assistance for at-risk students.
- The college's new student orientation is a critical step toward promoting student success. As such, the college has expanded the orientation program by providing (a) regular orientation each fall, spring, and summer terms, and (b) extended orientation sessions for student cohorts (or groups).
- The college has piloted compressed schedules for selected gateway courses (MS 100 College Algebra) as part of its Gateways to Completion (G2C) initiatives in partnership with the John N. Gardner Institute for Excellence in the Undergraduate Education; resulting in: (a) increase in course pass rate from 74% to 92%; completion rate from 82% to 94%; and attendance rate from 88% to 93%.
- Focusing institutional priorities for the FY 2018 budget on improving course completion rates of gatekeeper courses that are affecting persistence, retention, and student progress toward graduation.
- Undertaking review of programs and program structures to create pathways for transfer and employment.
- A pilot program has been implemented to train faculty on Problem Based Learning (PBL) and use of Open Education Resources (OER) to improve student success.

In its FY 2018 budget preparation, the college action plan will help the college address the decline in revenue by focusing on Student Retention. The FY 2018 Budget Guidelines were established so that all areas will be considered in the implementation of new strategies to improve enrollment (R.3.3; R.3.4).

As part of its bad-debts recovery plan, the college seeks the assistance of the FSM Government to pay-off the debts of students who graduated from the college. Last September 30, 2016, the

President of the Federated States of Micronesia approved the budget for FY2017. This budget includes the $260,000.00 appropriation made by the 19th Congress to address the outstanding balances of graduated students and is Public Law 19-117 (R.3.8, p. 24 of 28). This amount is in addition to the congressional scholarship they offered to continuing students.

The Financial Aid Office has become proactive and very effective in reaching students to comply with their Pell Grant requirements, thus increasing the awards for AY 2016-2017. The increase in Pell-awards lowered the college's net receivable from $4.342M in FY2015 to $3.208M in FY2016 because more students were able to pay their tuition fee (*Financial Statements and Independent Auditor's Report 2016 and 2015*; R.3.9). The college addressed the effects of declining enrollment by helping students in their Pell Grant application; therefore, the revenue collection is not affected (Table 3.1).

Table 3.1. COM-FSM: Three-Year Academic Year (AY) History of Pell Grant Data

Academic Year	Term	Enrollment	No. of Pell Awards	% of Students Receiving Awards	Total Pell Revenue ($)	% of Total Revenue
2014-2015	F.	2,344	1,889	81	3,178,687.50	97
	Spr.	2,096	1,853	88	2,795,500.00	96
	Sum.	1,081	598	55	446,125.00	67
		AY Total 5,521	**AY Total 4,340**		6,420,312.50	94
2015-2016	F.	2,221	1,517	68	3,131,325.00	95
	Spr.	1,858	1,659	89	2,651,535.00	96
	Sum.	981	294	30	388,125.00	58
		AY Total 5,060	**AY Total 3,470**			92
2016-2017	F.	2,092	1,862	89	3,059,910.00	95
	Spr.	1,747	1,566	90	2,572,762.50	96
	Sum.	968	505	52	390,015.00	58
		AY Total 4,807	**AY Total 3,933**			

FSM Government Support

The college continually asks the support of the FSM-Government to provide the financial assistance necessary to ensure quality education for the nation. The FSM Government extends the usual support every year to the operation of the college and to the direct scholarship program given to their constituents. The FSM Government was also able to allocate funding for the infrastructure projects of the college starting FY2017.

Based on FY 2017 budget (Public Law 19-117) for FSM-National Government, the college continually receives a $3,800,000.00 subsidy (R.3.8, p. 20 of 28) (Table 3.2).

Table 3.2. FSM Government Subsidy: FY2013-FY2017

Fund Source	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013
FSM Government subsidy (Compact Fund-ESG)	1,000,000.0	1,000,000.0	1,700,000.00	2,400,000.00	3,100,000.00
FSM Government subsidy (Local Fund)	2,800,000.00	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**	**3,800,000.00**

Other Non-Tuition Revenue Sources

The college continually seeks financial assistance from outside in order to improve its operation. With the help of *Micronesian Registration Advisors Inc*., the college was able to established the Center for Entrepreneurship whose function is to provide services, training programs and activities in support of the entrepreneurial activities of the students (R.3.10). The Center was also able to secure additional funding thru grants that help students develop their entrepreneurial skills (Table 3.3).

Table 3.3. COM-FSM Center for Entrepreneurship Funding Sources 2014-2018

Agency	Dates	Amount ($)
Micronesian Registrations Advisors Inc.	August 2014-2018	280,000
US Department of Commerce, Economic Development Assistance	September 2016-2018	25,000
US Department of Interior, Office of Development Assistance	July 2017	36,000
Global Greengrants (for Future Farmers Club of COM-FSM Students	April 2016	5,000
Global Greengrants (for Hydroponics of the Pacific, a business owned by COM-FSM student	February 2017	5,000
Total		**71,280**

Institutional Advancement

To strengthen external relationships and promote institutional advancement, the Board of Regents approved on August 8, 2014, the establishment of an *Institutional Advancement Office* (IAO) (R.3.11). The office engages in activities that enhance the college's visibility and reputation locally, regionally, and internationally. The office manages the college's operational fundraising program, alumni relations, communications and marketing, and foundation relations to support the College of Micronesia - FSM goals and mission.

U.S. Federal Grant Funding

COM-FSM has sustained a history of substantial grant funding from the U.S. Government. These grants directly support the instructional and student support services of the college, as well as its infrastructure and ongoing operations. Table 3.4 summarizes the recent history of this support and a _Federal Grants_ excel document offers a complete and detailed history (R.3.12).

Table 3.4. COM-FSM U.S. Federal Grant Support Summary: FY 2012-FY2016 ($US)

Grants Source*	Funding Type	2012	2013	2014	2015	2016	Total
U.S. Dept. of Agriculture	Pass-Through FSM Govt.	206,670	192,158	125,448	238,874	181,773	**994,923**
U.S Dept. of Interior	Direct Grant	-	-	-	-	82,895	**82,895**
	Pass-Through FSM Govt.	4,539,949	4,082,230	3,049,540	2,349,036	1,817,242	**13,488,457**
U.S. Dept. of Education	Direct Grant	13,360,794	12,536,612	11,238,850	10,763,781	11,997,071	**59,897,108**
	Pass-Through FSM Govt.	352,406	259,877	238,931	221,930	355,705	**1,428,849**
U.S. Dept. of Health and Human Services	Pass-Through Univ. of Guam	304,769	168,904	143,969	197,652	122,222	**937,516**
	Pass-Through FSM Govt.	-	-	78,234	66,109	70,912	**215,255**
U.S. National Science Foundation	Pass-Through Univ. of Hawaii	-	-	-	15,821	30,520	**46,341**
U.S. Agency for International Development	Direct Grant	-	-	-	4,218	144,316	**148,534**
Annual Totals of Federal Grant Support		**18,767,767**	**17,202,834**	**14,874,972**	**13,895,368**	**14,686,462**	
Five-Year Totals of Federal Grant Support							**79,427,401**
*Includes multiple grant programs from within these grant sources.							

Scholarship Programs

Aside from the operation support, the FSM Government, through the different states, has provided scholarships to students whose Pell Grant is not enough to cover the cost of their education.

A history of that support for the last two academic years (AY) appears in Table 3.5.

Table 3.5. Summary of FSM States Scholarship Support: AY2015 and AY2016

SCHOLARSHIPS FOR AY 2015-2016			SCHOLARSHIPS FOR AY 2016-2017		
Fall 2015			**Fall 2016**		
State	**No. of recipients**	**Amount ($)**	**State**	**No. of recipients**	**Amount ($)**
FSM-National	28	29,070.00	FSM-National	51	52,430.00
Chuuk	36	24,800.00	Chuuk	38	24,885.25
Kosrae	16	8,000.00	Kosrae	31	15,500.00
Pohnpei	3	1,500.00	Pohnpei	0	0
Yap	39	43,645.00	Yap	31	30,725.00
Total Recipients/ Total Amount	**122**	**107,015.00**		**151**	**123,540.25**
Spring 2016			**Spring 2017**		
FSM3.5-National	35	35,017.00	FSM-National	43	42,500.00
Chuuk	47	33,100.19	Chuuk	32	19,900.00
Kosrae	11	5,500.00	Kosrae	21	10,500.00
Pohnpei	2	1,000.00	Pohnpei	0	0
Yap	34	32,150.00	Yap	30	30,450.00
Total Recipients/ Total Amount	**129**	**106,767.19**	**Total**	**126.00**	**103,350.00**

Infrastructure

The FSM Government is also committed to provide funding to the infrastructure needs of the college. The initial Five-Year Infrastructure Development Plan of the college cost $24.74M. This infrastructure plan is part of the *FSM Strategic Development Plan of 2004-2023*. Below is the FSM Government commitment to the infrastructure needs of the college

Table 3.6. COM-FSM Infrastructure Plan Funding: 2017-2018.

Year	Funding Level	Appropriation Source
2017	8,545,500	Public Law No. 19-117
2018	3,000,000 4,252,250	Chuuk State Law No. 13-16-09 (R.3.13)[1]
Total	**15,797,750**	

---

[1] This operational budget is not yet approved by the FSM Government. Approval usually occurs by the end of September.

Five-Year Financial Plan

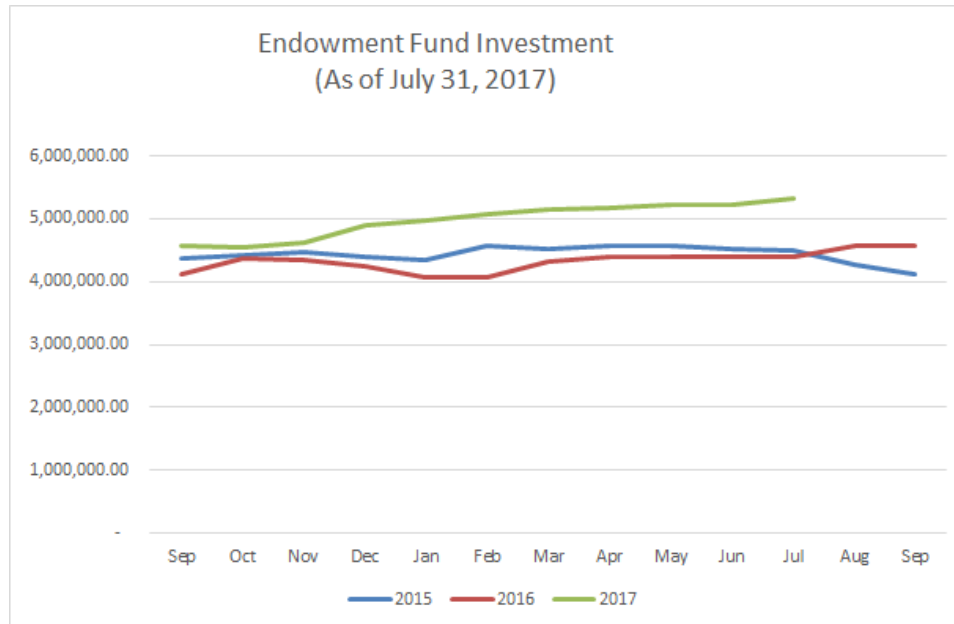The college developed a new five-year plan that will address its sustainability.

Endowment

Figure 3.1. COM-FSM Endowment Fund Investment History: 2015-2017.

Recommendation 3 Table of Evidence

R.3.1	Strategic Plan 2018-2023. http://www.comfsm.fm/accreditation/2017/followup/COM_FSM_Strategic_Plan_2018_2023.pdf
R.3.2	Integrated Educational Master Plan.
R.3.3	FY2018 Budget Meeting Minutes. http://www.comfsm.fm/vpa/budget/2018/FY18-Budget-Meeting-Minutes-092016.pdf
R.3.4	FY2018 Budget Guidelines. http://www.comfsm.fm/vpa/budget/2018/FY2018%20budget%20guidelines%2029%20August%202016-1.pdf
R.3.5	Audit Reports. http://www.comfsm.fm/?q=businessoffice-reports
R.3.6	Five Year Financial Plan 2018-2022. http://www.comfsm.fm/accreditation/2017/followup/Five_Year_Financial_Plan_2018_2022
R.3.7	Budget Procedures Handbook. http://www.comfsm.fm/publications/handbook/Budget_Handbook_MAY14_2013.pdf
R.3.8	Congressional Public Law 19-117. http://cfsm.fm/ifile/19th%20Congress/LAWS/PUBLIC_LAW_19-117(1).pdf
R.3.9	Financial Statements and Independent Auditor's Report 2016 and 2015. http://www.comfsm.fm/busOffice/reports/2016/COM-

	FSM_fs16%20%5BFinal%20June%2029%202017%5D-1.pdf
R.3.10	Micronesian Registration Advisors, Inc. MOU with COM-FSM. http://www.comfsm.fm/accreditation/2017/followup/MOU_MRA.pdf
R.3.11	BOR August 8, 2014 Actions and Directives. http://www.comfsm.fm/bor/directives/Directives-14-08-08-1.pdf
R.3.12	Federal Grants Detailed. http://www.comfsm.fm/accreditation/2017/followup/Federal_Grants.xlsx
R.3.13	Chuuk State Law No. 13-16-09. http://www.comfsm.fm/accreditation/2017/followup/CSL_13_16_09
R.3.14	
R.3.15	
	http://www.comfsm.fm/bor/notebook/08-15/8.a.ii-Outstanding-Board-Directive.pdf

Recommendation 4

Academic Quality and Instructional Programs
In order to improve effectiveness, the team recommends the College develop ways to engage in systematic analysis of and collegial dialog concerning the large volume of data generated through course-level outcomes assessment in order to use these data more effectively in support of continuous improvement of student learning (I.B.1, I.B.4, II.A.3, II.A.16).

Summary
Text.

Header
Text.

Recommendation 4 Table of Evidence

R.4.1	
R.4.2	
R.4.3	
R.4.4	
R.4.5	
R.4.6	
R.4.7	
R.4.8	
R.4.9	
R.4.10	
R.4.11	
R.4.12	
R.4.13	
R.4.14	
R.4.15	

Recommendation 5

Library and Learning Support Services
In order to improve effectiveness, the team recommends the College implement assessment methods in the area of library services that more effectively measure how these services contribute to the attainment of student learning outcomes (II.B.3).

Summary

The Learning Resources Center (LRC)at COM-FSM has taken two specific measures to improve its ability to assess the services it provides. First, the LRC has set measurable Administrative Unit Outcomes and defined strategies to achieve them. These outcomes will be part of the unit's regular Administrative Unit Program Review. Second, the LRC has defined specific Student Learning Outcomes by which it will assess the effectiveness of its critical services. Both these steps describe a more rigorous and sustainable assessment regime than had existed previously

Library Contribution to Achieving Student Learning Outcomes

The college's Learning Resources Centers (LRC) has an overarching goal to provide services and resources to the students, faculty, and staff of the college and to the public. To help achieve that goal, the LRC has established administrative unit outcomes for 2016-2017 that state the following (Table 5.1): (TracDat)

Table 5.1. COM-FSM LRC: Administrative Unit Outcomes & Strategies.

AUO	Strategies
• Increase the library holdings at campus libraries by 10%	✓ Allocate funds to purchase more titles to add to Kosrae Campus library ✓ Complete all acquisition orders by spring 2017.
• 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 information for the problem at hand (ISLO#6 Information literacy)	✓ Develop and implement library workshops inclusive of pre- and post-tests.
• Improve access to all collections by migrating data into the KOHA system by September 2017.	✓ Import Follett data for each campus library into the KOHA system by September 2017.

In its effort to gather college-wide support and review of its services and data to be used for improvement, the LRC requested the inclusion of a representative on the Curriculum Committee as part of its actionable improvement plan. In April 2017, the Curriculum Committee voted to

approve the request with having a representative on the committee beginning in fall 2017 (R.5.1). With this in place, the LRC will have a more systematic and broader input on improvements of services, development of policies, and recommendations on the acquisition of instructional materials.

In its last program review, the LRC reported data for the National Campus. At its May 3, 2017, meeting, the college's Board of Regents approved revisions to the Instructional Program Review (BP 3202) for every 4 years for the associate programs and 2 years for the certificate programs. This will mean more time for the LRC to gather data from all the state campus libraries and make improvements where recommended (R.5.2; R.5.3).

Library SLOs

Library orientations are provided at the beginning of each new school year, specifically in the fall semesters, and throughout the semester as requested by faculty members. The library orientation provides a basic introduction to the resources and services that are offered in the library. In fall 2015, the LRC, in collaboration with Enrollment Management and Student Services (EMSS), developed a syllabus with related outcomes and strategies for that activity (R.5.4).

In fall 2016, library instruction sessions were modified to include a pre- and post-test instrument that targets the information requests made by faculty to meet the student learning outcomes of the courses taught by those faculty, and to meet the learning outcomes developed by the LRC in the following three major areas (Table 5.2):

Table 5.2. COM-FSM LRC: Student Learning Outcomes.

Finding Sources	Evaluating Sources	Citing Sources
SLO 1: The student will be able to use the library resources (use the library catalog (OPAC), find books on library shelves, and use electronic resources to find journal articles.)	**SLO 2:** The student will be able to evaluate information and its sources critically.	**SLO 3:** Students will be able to cite sources using APA/MLA formats.

The majority of the requests received for library instruction deal with the basic searching for sources located in the library and searching for sources online via the subscription databases, sometimes requested separately and sometimes combined. The pre- and post-test instruments are developed based on those requests (Table 5.3).

Table 5.3. Library Instruction Pre- and Post-Test Scores for Fall 2016 and Spring 2017.

Library Instruction			SLOs Met
Fall 2016, n= 57	Avg Scores	Percentage	SLO#1, SLO#3
Pre-test, 13 items	5	38%	
Post-test	8	62%	
Spring 2017, n= 62	Avg Scores	Percentage	
Pre-test, 13 items	5	38%	
Post-test	7	54%	

Supplemental handouts and research guides are available on the library website to be used as a tool for online research and library orientation (R.5.5).

Recommendation 5 Table of Evidence

R.5.1	Curriculum Committee Minutes. http://www.comfsm.fm/accreditation/2017/followup/Curriculum_Minutes_2017APR26.pdf
R.5.2	Board Actions and Directives May 3, 2017. http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf
R.5.3	BP 3202 Instructional Program Review. http://www.comfsm.fm/accreditation/2017/followup/3202_Instructional_Program_Review.pdf
R.5.4	LRC Syllabus for Student Orientation. http://www.comfsm.fm/accreditation/2017/followup/Library_Orientation.pdf
R.5.5	LRC Research Tools Guide. http://www.comfsm.fm/accreditation/2017/followup/LRC_Research_Guide.pdf

Recommendations to Meet the Standard

Recommendation 6

Human Resources
In order to meet the Standard, the team recommends that that College ensure that evaluations of all faculty (including part-time faculty), academic administrators, and other personnel who are directly responsible for student learning outcomes include, as a component of those evaluations, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning (III.A.6).

Evaluations of Personnel Responsible for Student Learning

The *Instructional Faculty Evaluation Form, Appendix G* is for faculty members and is found to be sufficiently addressing how well they use the assessment of learning outcomes to improve their teaching and the learning environment. It will be reviewed for changes to formatting to allow for places where faculty members can provide evidence of activities on the actual form (R.6.1).

The *Employee Progress Report, Appendix F* used for evaluation of managers, including academic administrators was revised, approved by the Executive Committee, and made effective May 9, 2016. The revised form included an additional item of assessment that considers how these managers and academic administrators use the results of assessment of student learning outcomes to improve teaching and learning (R.6.2; R.6.4).

The *Performance Evaluation (for classified & professional staff), Appendix E* was revised, approved by the Executive Committee, and made effective May 9, 2016. The new form included number item14 to consider how other employees responsible for student learning outcomes use the results of student learning outcomes to improve teaching and learning. Such personnel include counselors, librarians, and library technicians (R.6.3; R.6.4).

The College Believes that it Meets the Standard

The revisions to the performance evaluation forms bring into focus and upfront the activities each employee performs and articulates the evidence clearly to both the employee and supervisor that such action is thoughtfully planned and analyzed and resulted in improvement and/or maintenance of the standard in a work area. The focused discussion between the employee and

supervisor in the evaluation process is based on facts and helps the employee stay on target and may also support future activity planning and budgeting. Supervisors when seeing actual evidence of good performance in this area will be supportive of additional future ideas and can better articulate budget needs.

Essentially, with the revisions to the forms, supervisors can assure that teaching and student learning are continuously sustained and necessary adjustments made.

For the changes from 2016, point to examples of improvements made as a result of the evaluations. Results of one year's evaluations become part of the next year's evaluation. That is contained in the PE form, stress that here.

Recommendation 6 Table of Evidence

R.6.1	Instructional Faculty Evaluation Form, Appendix G, May 9, 2016. http://www.comfsm.fm/hr/appendices/Appendix-G-InstructionalFaculty-Evaluation.pdf
R.6.2	Employee Progress Report, Appendix F, May 9, 2016. http://www.comfsm.fm/hr/appendices/Appendix-F-Employee-Progress-Report(Management).pdf
R.6.3	Performance Evaluation (for classified & professional staff), Appendix E, May 9, 2016. http://www.comfsm.fm/hr/appendices/Appendix-E-Development-Plan-Performance-evaluation.pdf
R.6.4	Executive Committee Meeting Minutes, April 22, 2016. http://www.comfsm.fm/executive/minutes/4-22-16%20EC%20Minutes.pdf
R.6.6	

Recommendation 7

Human Resources
In order to meet the Standards, the team recommends that the College establish, publish, and adhere to written personnel procedures that are widely available for information and review (III.A.5, III.A.11).

Summary

The college established and published in September 2017 the *COM-FSM, Human Resources Manual* of written personnel procedures, process diagrams, and HR forms (R.7.1). The *Human Resources Manual* is widely available electronically and in print forms for information and review. During development of this manual its design and content were tested with various COM-FSM constituencies.

Development and Review Process

The college consulted a technical writer to help the HR Director create the *Human Resources Manual*. The governance structure was used to test the readability and usability of the format used; specifically, the consultant and HR Director met with the Management Team, Human Resources Personnel, Human Resources Committee, and the Management Team at Pohnpei and National Campuses and gathered input from all parties. In its Appendices, the *Human Resources Manual* also contains a set of the most widely-used HR forms that can be filled-in online. The manual was approved by Cabinet during their August 30, 2017 meeting (R.7.2). And, a memo was sent to the college community on August 31, 2017 (R.7.3).

Changes Made to Meet the Standard

The *Human Resources Manual* is written using simple, everyday language and easy to follow steps and diagrams to appeal to different reading and learning abilities of personnel. Location on the college website provides easy access for personal in all the six locations and even for potential employees and stakeholders who wish to understand and know the college in this regard. The manual can be located from www.comfsm.fm → Public Reports → HR Manual.

For the first time, personal have access to all procedures for the 32 Human Resources Board Polices in one centralized location and forms that are formatted appropriately for direct down load and online completion. This further reduces the frustrations and time spent reformatting forms to complete electronically and locating specific sections of the procedures, especially for staff at remote campuses. The benefit of having this manual, in its set-up and location, is the expected reduction in the volume of phone calls and emails requesting procedures and asking questions about forms. The manual will allow the HR staff to focus on important tasks rather than answering the same inquiries from multiple personnel from across the campuses at the same time.

Having a simple and well written manual promotes the consistency of application of policies in the HR area. It is expected that completion of the usually problematic forms will be improved because of the way the forms are set up and because sample forms are provided in the manual to guide users who maybe filling out the forms for the first time. The availability of the frequently asked questions section at the beginning of each chapter leads the users in a focused direction, having answered the initial usual questions personnel ask HR staff.

As the procedures are now separated fully from the policies, updating the manual will become very simple and manageable. In addition to helping readers understand HR administrative procedures, when changes are recommended, approval of the Executive Committee only is required making the process easy and faster (Board of Regents approval is not required). When changes are approved, the manual will be electronically updated on the website and personnel in all the campuses will have access immediately. The manual is expected to be updated quickly whenever there are changes to existing policies or when new policies are created.

Recommendations to the manual are channeled through the Human Resources Committee from each campus through the campus representatives and HR office staff. During the first year from implementation, more recommendations and comments are expected and these results will be reviewed for further improvements and update to the manual.

Recommendation 7 Table of Evidence

R.7.1	Human Resources Manual. http://www.comfsm.fm/hr/manual/HR-Manual-August-2017.pdf
R.7.2	Cabinet Meeting Minutes, August 30, 2017.
R.7.3	HR Memo, August 31, 2017. http://www.comfsm.fm/accreditation/2017/followup/Memo_HR_Manual.pdf

Commission Recommendation 1

In order to improve, the College should re-evaluate its institution-set standards and provide evidence showing that standards and measures of success are appropriate for its student population, reflect improvement, and support its stated mission (I.B.3).

Summary
Text.

Process
Text.

The College Believes it Meets the Commission Recommendation
Text.

Commission Recommendation 1 Table of Evidence

CR.1.1	
CR.1.2	
CR.1.3	
CR.1.4	
CR.1.5	
CR.1.6	
CR.1.7	
CR.1.8	
CR.1.9	
CR.1.10	
CR.1.11	
CR.1.12	
CR.1.13	
CR.1.14	

Actionable Improvement Plan Implementation Progress

These Actionable Improvement Plans (AIPs) were discussed within the Standard narratives in the *Institutional Self Evaluation Report 2015*, but are provided here as a summary. The majority of these 21 AIPs had brief timelines for completion and/or implementation. The timelines were established in a manner that was realistic and was 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
	Progress Concise text…..		
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
	Progress Concise text…..		
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
	Progress Concise text…..		

No.	Actionable Improvement Plan	Responsibility	Timeline
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
Progress Concise text…..			
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
Progress Concise text…..			
	Standard I.C. Institutional Integrity		
6.	(I.C.3). Improve the quality and timeliness of all academic program assessment plans, PASs, 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
Progress Concise text…..			
7.	(I.C.8) 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.	IA, CAC, SBA	Fall 2016
	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.	HR, IA, HRC, FSS	Fall 2016
Progress BP 3116 was revised to change "encourages academic honesty" to a firmer stance on academic honesty. The Student Body Association endorsed the revised policy on April 5, 2017, Curriculum Committee on April 20, 2017, and the Executive Committee on April 21, 2017. Revised BP 3116 was approved by the Board of Regents on May 3, 2017. BP 6029 was revised to include a specific section on academic honesty for faculty and staff. The wording is similar in presenting a firm stance regarding academic honesty. "Academic integrity is fundamental to the education process and the College of Micronesia-FSM. The college upholds and enforces high standards of academic honesty…." Faculty Staff Senate endorsed the revised policy on April 5, 2017, and the Human Resource Committee on April 6, 2017. The Executive Committee			

No.	Actionable Improvement Plan	Responsibility	Timeline
	endorsed BP 6029 on April 21, 2017. BP 6029 was reviewed by the Board of Regents and adopted at the May 3, 2017 meeting. BP 6019 Employee Discipline and Protection already cites dishonesty as a reason for disciplinary action and outlines the process. This policy was not changed. Evidence: BP 3116 Academic Honesty. http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/3116-Academic-Honesty.pdf Email communication from Student Body Association President (2017 April 05). http://www.comfsm.fm/accreditation/2017/followup/SBA_AcademicHonesty.pdf Curriculum Committee Email (2017 April 20). http://www.comfsm.fm/accreditation/2017/followup/VPIA_professional_dev_documents.pdf Executive Committee Minutes (2017 April 21) Board of Regent Directives (2017 May 03). http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf BP 6029 Code of Ethics. http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6029 Faculty Staff Senate Minutes (2017 April 05). http://wiki.comfsm.fm/@api/deki/files/5011/=Minutes_4-5-17.pdf Human Resource Committee Minutes (2017 April 07). http://wiki.comfsm.fm/@api/deki/files/5094/=HRC_Minutes_4-6-17.pdf. Executive Committee Minutes (2017 April 21). Board of Regents Directives (2017 May 03).		
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 *Faculty Evaluation* form and the *Student Evaluation of the Instructor* form will be improved to include assessment of this best practice.	HR, IA, FSS, CAC, SBA	Fall 2016

Progress
The Faculty Evaluation form was revised to include specific wording in the "Professionalism" rating for presenting data and information fairly and objectively, and distinguishing between personal conviction and professionally accepted views in a discipline. The supervisor is responsible for conducting classroom observations for the evaluation. HR requested that the policy on evaluation (BP 6017) before considering the revised form at the April 06, 2017, meeting Faculty Staff Senate felt the form should be reviewed by supervisors. The draft form was sent to division chairs and instructional coordinators with a deadline of May 5, 2017 for comments. The only comments received were from Yap Campus on April 28, 2017. The Student Evaluation of the Instructor was revised to include a section for the students to rate faculty on the same criteria – "presenting data and information fairly…."
The SBA endorsed the change on April 5, 2017. The Curriculum Committee has yet to endorse the change. The revised Faculty Evaluation will be used immediately upon approval and the Student Evaluation of Instructors will be used beginning Fall 2017, pending approval by the Curriculum Committee.
Evidence: Committee minutes/communications
Human Resources Committee Minutes (2017 April 06)
http://wiki.comfsm.fm/@api/deki/files/5094/=HRC_Minutes_4-6-17.pdf.
Email communication from Yap Campus (2017 April 28)
http://www.comfsm.fm/accreditation/2017/followup/Yap_StudentEvalofInstructors.pdf
Email communication from Student Body Association President (2017 April 20).
http://www.comfsm.fm/accreditation/2017/followup/SBA_StudentEvalofInstructors.pdf

	Standard II.A. Instructional Programs		
9.	(II.A.1). Collecting valid transfer and employment data	IRPO	Spring 2016

No.	Actionable Improvement Plan	Responsibility	Timeline
	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.	IA	Summer 2016

Progress
Concise text…..

No.	Actionable Improvement Plan	Responsibility	Timeline
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.	IA	2016-2019
	College will develop and implement a plan to systematically collect and store attendance and evaluation of trainings.	IA	Spring 2016

Progress
Professional development sessions on best practices for teaching math and writing were held on April 11, 2017, at National and Pohnpei Campuses and in Chuuk on March 24, 2017. Yap conducted a session on "Interactive Teaching" on April 11, 2017. Attendance and evaluation of training documents are stored in TracDat document files for systematic collection and storage. An email was sent to all instructional coordinators explaining the process to submit documentation of professional development.
Implementation of new strategies will be monitored during the fall 2017 semester through classroom observations.

Evidence:
Chuuk Campus Training Agenda (2017March 24)
http://www.comfsm.fm/accreditation/2017/followup/FacultyProfessionalDevelopment_CC.pdf
National and Pohnpei Campuses Training Agenda (2017 April 11).
http://www.comfsm.fm/accreditation/2017/followup/FacultyProfessionalDevelopment_NC.pdf
Yap and FMI Campuses Training Agenda (2017 April 11).
http://www.comfsm.fm/accreditation/2017/followup/FacultyProfessionalDevelopment_Yap_FMI.pdf
Email Communication from VPIA for reminder to collect documents (2017 April 20).
TracDat Document listing.
http://www.comfsm.fm/accreditation/2017/followup/FacultyProfessionalDevelopmentList.pdf

No.	Actionable Improvement Plan	Responsibility	Timeline
11.	(II.A.4). Instructional affairs department will collaborate with student services to provide "just-in-time" interventions.	IA, EMSS	Fall 2016

Progress
Concise text…..

No.	Actionable Improvement Plan	Responsibility	Timeline
12.	(II.A.6). The college will develop and implement strategies to reduce time to graduation.	IA, EMSS	2016-2019

Progress
The college identified two gateway courses (college algebra and developmental reading) to modify and improve course completion rates. The math course is required as part of the general education core and the reading class is required depending on placement but pre-requisite to all 100 level courses. This work is part of the Gateway to Completion project identified in the Quality Focus Essay, p313, of the *Self-Evaluation Report.*

MS 100 was modified to use a compressed schedule of 8 weeks rather than 16 weeks. Course

No.	Actionable Improvement Plan	Responsibility	Timeline
	completion rate increased from 82% to 94% in the pilot sections. Details are reported in the March 08, 2017 Board Report, p3. The reading class was paired with the History of Micronesia course to form a learning community. New, first semester students were enrolled in the learning community summer 2017. Results will be available late July. Evidence: *2015 Self-Evaluation*, p 313. http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15DEC2015.pdf Board of Regent Report, 2017 March 8, p3. http://www.comfsm.fm/bor/notebook/03-17/VP-Report-March-2017.pdf#page=2		
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
	Progress Concise text…..		
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

	Progress
	• The college has demonstrated progress in administering and advocating apprenticeship training programs.
	   o The four apprentices from the Pohnpei Department of Education and COM-FSM arrangement completed their US department of Labor Apprenticeship requirements. The request for completion was approved by USDOL on April 26, 2017. Don't list students just aggregated total
	   o Four Lineman from Yap Utilities registered on May 05, 2017 with US Department of Labor for apprenticeship training.
	• Pohnpei Campus held its annual Career and Technical Education (CTE) annual skills exhibit on March 23 and 24, 2017 to showcase its student learning outcomes (SLO). A survey was conducted to solicit comments for improving this annual event. **Results revealed?**
	• The Career and Technical Education (CTE) programs continue to maintain and strengthen partnerships with local establishments or businesses. Each respective CTE program has an Advisory Council composed of members from our community and their TORs are available on college wiki page. The Automotive, Cabinet Making, Electronics & Telecom, and Refrigeration & Air conditioning have also established byproducts accounts **(give example of**		

No.	Actionable Improvement Plan	Responsibility	Timeline
	<mark>such an account)</mark> to evidence their interaction and services to the surrounding community. • The college's Electronics and Telecommunication instructor Gardner Edgar was re-certified for *Fiber Optic Installation and Troubleshooting* on January 05, 2017. In support MOU between FSM Office of Environment and Emergency Management title 25 of the FSM code, section 210-part 3.5 supports industry certification for Refrigeration & Air-conditioning work in FSM. Apprentices approved for completion by US Department of Labor (2017, 7 April). http://www.comfsm.fm/accreditation/2017/followup/completed-apprentice.pdf Apprentices registered by US Department of Labor for Linesman apprenticeship training (2017, 5 May). http://www.comfsm.fm/accreditation/2017/followup/registered-apprentice.pdf Pohnpei Campus 2017 annual skills exhibit survey (2017, 24 March). http://www.comfsm.fm/accreditation/2017/followup/Exhibit_Survey_and_Report_2017.docx Automotive By-product account for servicing vehicles from the community (2014, 10 October). http://www.comfsm.fm/accreditation/2017/followup/Automotive-byproduct.pdf Cabinet Making By-product account from selling cabinet and furniture to the community(2016, 15 November). http://www.comfsm.fm/accreditation/2017/followup/Cabinet-Making-byproduct.pdf Electronics & Telecom By-product account for services to the community (2014, 8 October). http://www.comfsm.fm/accreditation/2017/followup/Electronics-and-telecommincations-byproduct.pdf Refrigeration & Air conditioning By-product account for services to the community (2017, 01 May). http://www.comfsm.fm/accreditation/2017/followup/RAC-byproduct-memo.pdf Fiber Optic installer certificate (2017, 05 February). http://www.comfsm.fm/accreditation/2017/followup/FOI_Certificate.jpeg MOU between OEEM and COM-FSM(2014, 6 May). http://www.comfsm.fm/accreditation/2017/followup/MOU_OEEM.pdf FSM Government regulations for compliance with the Montreal Protocol (2012, 21 September). http://www.comfsm.fm/accreditation/2017/followup/cfcs-regulations.pdf		
	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
	Progress Supplemental handouts and research guides are available on the library website to be used as a tool for online research and library orientation. http://www.comfsm.fm/accreditation/2017/followup/LRC_Research_Guide.pdf		
16.	(II.B.2). Starting fall 2016, the LRC will determine the resource materials needed for supporting the curriculum by	LRC, CAC, IA	AY15-16

No.	Actionable Improvement Plan	Responsibility	Timeline
	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.		

Progress

In its effort to gather college-wide support and review of its services and data to be used for improvement, the LRC requested the inclusion of a representative on the Curriculum Committee as part of its actionable improvement plan. In April 2017, the Curriculum Committee voted to approve the request with having a representative on the committee beginning in fall 2017. With this in place, the LRC will have a more systematic and broader input on improvements of services, development of policies, and recommendations on the acquisition of instructional materials.
http://www.comfsm.fm/accreditation/2017/followup/Curriculum_Minutes_2017APR26.pdf

No.	Actionable Improvement Plan	Responsibility	Timeline
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

Progress

In its last program review, the LRC reported data for the National Campus. At its May 3, 2017, meeting, the college's Board of Regents approved revisions to the Instructional Program for every 4 years for the associate programs and 2 years for the certificate programs. This will mean more time for the LRC to gather data from all the state campus libraries and make improvements where recommended.
http://www.comfsm.fm/accreditation/2017/followup/3202_Instructional_Program_Review.pdf
http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf

	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

Progress

The college accepts US Veterans (VA) and their dependents under the educational assistance programs established by the US Federal government. These programs are administered by the college's Office of the Vice President for Enrollment Management and Student Services (VPEMSS). US VA educational assistance programs at the college includes: (a) Montgomery GI Bill or Chapter 30; (b) Post 9/11 GI Bill or Chapter 33; (c) Survivors and Dependents Educational Assistance or Chapter 35; and (d) Veterans Retraining Assistance Program or VRAP.

From 2004 to summer 2017, there were 83 US VA students who enrolled at the college. Of these 83 US VA students: (a) 58 are under Post 9/11; (b) 23 are under Montgomery GI Bill; (c) one under Dependents Education Assistance; and (d) one under Veterans Retraining Assistance. Of these 83 US VA students, 33 had earned their certificate, associate, and third-year certificate of achievements from the college.

No.	Actionable Improvement Plan	Responsibility	Timeline
	The college's VPEMSS is the designated US VA school certifying official (SCO), and serves as the advisor for all US VA students. As advisor, the VPEMSS provides academic assistance and individualized attention to ensure each US VA student's success at COM-FSM. These include, but by no means not limited to: (a) assisting in the development of meaningful educational plans; (b) providing accurate and consistent information relating to program requirements; (b) monitoring academic progress; (c) providing counseling and support to guide career paths, ensure most effective use of VA benefits; and (d) others.		
	The college sent its director for student life to participate in the March 11-15, 2017, NASPA-Student Affairs Administrators in Higher Education (formerly the National Association of Student Personnel Administrators) Conference in San Antonio, Texas. The conference allowed the college's director for student life to participate in training sessions on advising student veterans, engaging and supporting student veterans on campus, working with students with disabilities, financial aid and literacy, Title IX and gender equality, and substance abuse and mental health services administration, evidence-based strategies and resources for college drinking prevention.		

Standard III.A. Human Resources

No.	Actionable Improvement Plan	Responsibility	Timeline
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

Progress
Concise text…..

No.	Actionable Improvement Plan	Responsibility	Timeline
20.	(III.A.6). To maintain the integrity of programs, student learning, and quality of services, the college will formalize the evaluation of tutors.		

Progress
Concise text…..

Standard IV.A. Leadership and Governance

No.	Actionable Improvement Plan	Responsibility	Timeline
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

Progress
The faculty discussed at the Summit in January 2016 the possibility of having alternative choices besides serving on a standing committee. The Facilities and Campus Environment committee drafted a memo to the change requirement of faculty serving on a standing committee mainly because some committees are very large. Faculty should have the option to provide service to the college in alternate ways. The
recommended change is worded as, "Participating in one standing committee or providing alternative services to the college and community, as specified in Administrative Procedure 6026; The procedures then outline how alternative service is approved and what constitutes alternative service. This proposal was reviewed by Human Resource Committee on February 25, 2016, Cabinet on May 27, 2016, and

No.	Actionable Improvement Plan	Responsibility	Timeline
	Executive Committee on September 23, 2016. This policy went into effect immediately upon approval by the Board of Regents on December 1, 2016. AP 2200		

URL prefix: http://www.comfsm.fm/accreditation/2017/followup/