

College of Micronesia-FSM

Mid-Term and 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**

March, 15, 2013

Midterm and 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

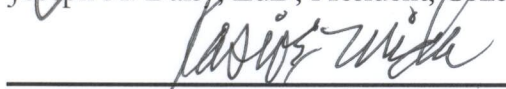
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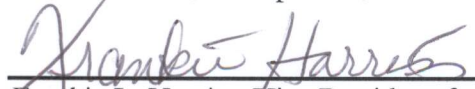
Pohnpei, FM 96941


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

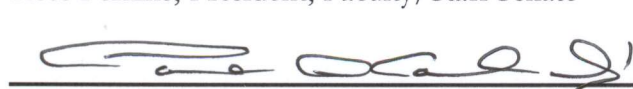
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 Joseph M. Daisy, EdD, President, College of Micronesia-FSM (date)


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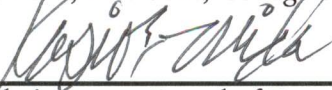
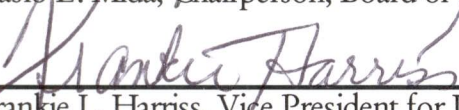
Statement of Report Preparation

Discussions and preparation for this report began July, 2012, when the Commission *action letter* of July, 2, 2012, was shared with the college and posted to the college's website. The Accreditation Liaison Officer met with the college leadership to discuss whether or not the previously existing Accreditation Committee should be used towards preparing this report, however it was decided this approach sends a false message that only a few are responsible for accreditation. Instead, the approach was to use the existing governance structure to ensure collective work and collective responsibility, across the college, towards accreditation. Fifteen working groups were established in accordance with the fifteen recommendations.

College "all campus" meetings, college-wide committee meetings, and accreditation training sessions were used for discussing this report. The Accreditation Liaison Officer worked with college-wide committees and the college administration to ensure attention, response, and resolution of recommendations.

This report was presented to the Board of Regents for review on March 8, 2013. The Board of Regents approved this report at the March 11-13, 2013, meeting.

Signatures:

	03/13/13
Joseph M. Daisy, EdD, President, College of Micronesia-FSM	(date)
	03/13/13
Kasio E. Mida, Chairperson, Board of Regents	(date)
	13 MAR 13
Frankie L. Harriss, Vice President for Institutional Effectiveness & Quality Assurance, Accreditation Liaison Officer	(date)

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

Over the next six months the president initiated steps to increase the college's effectiveness and to direct its responses to the outstanding recommendations of ACCJC. The positive results of these initiatives mark the progress of the last year and most clearly differentiate 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 and beyond to fully address the issues for which the college is 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 included 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

Participatory governance marks an area of significant growth and improvement in the last year. Committees have continued their work and assessment of process which has in turn informed revisions to respective Terms of Reference (TORs), the documents that define each committee's role and responsibility in the participatory governance structure. With the establishment of the Council of Chairs (a committee comprised of the chairs of all standing committees), effective communication among and between committees has greatly improved.

The new structure emerged when the cabinet, Council of Chairs, directors and deans participated in a pivotal meeting which identified a gap in administrative organization beneath the cabinet level. Identifying that gap resulted in creation of the Management Team. The Management Team consists of all the directors and the deans and provides an important forum for sharing information, improving communication, identifying problems and determining potential solutions.

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 Council of Chairs, chair of the Management Team, campus deans, and the president of the Student Body Association.

The Executive Committee considers and takes action on proposals and recommendations from the Cabinet, Council of Chairs, standing committees, Management Team, Faculty/Staff Senate and Student Body Association. The Executive Committee may refer academic, professional, and other campus matters to cabinet, Council of Chairs, standing committees, Management Team, and the

Faculty/Staff Senate, and Student Body Association for review and recommendations. The Executive Committee first convened during the week of November 12, 2012, and meets weekly.

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 Budget and is informing 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, 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.

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. Each day witnesses individual and collective efforts to successfully address accreditation issues as an ongoing process which serves to strengthen the college. Currently 279 individuals, including all regents, administrators, faculty and staff have successfully completed the *Accreditation Basics On-Line Course*—an important indicator of this commitment. Several State Campuses have reported 100% completion. The Pohnpei Campus and National Campus offered accreditation training for non-English speaking employees. This initiative represents an important step in ensuring that *everyone* who works at the college can understand and embrace accreditation.

Combined Midterm and Special Report

The substance of the report that follows reveals the extent to which all segments of the institution have engaged successfully with that effort; and readers of the report will view a COM-FSM on a remarkably different and positive path.

Responsiveness to ACCJC Recommendations

COM-FSM has been on sanction since receiving the June 2010 Action Letter from ACCJC. The college has been mindful of the need to sustain progress on all 15 recommendations that date from 2010, and it reports that progress in this Mid-Term/Follow-Up Report. Nonetheless, readers should note that Commission Recommendations 1, 2, 6 and 8 formed the core basis for the current

sanction; COM-FSM is pleased to highlight some of the major achievements in meeting those recommendations:

Recommendation 1- Improving Institutional Effectiveness and Leadership and Governance.

- This year the President’s Retreat was replaced with the Visioning Summit: a three-phase strategic planning process. The Visioning Summit was prefaced with visioning activities via the college-wide review, discussion, and analysis of the report on *Purposeful Dialogue at COM-FSM: An analysis of the COM-FSM Communications Plan and ACCJC Recommendation One*, conducted May 10-11, 2012. The *first phase* of the Visioning Summit was held August 8-9, 2012, at the National Campus and included representative personnel from all campuses and external stakeholders present on Pohnpei. In total, there were 148 participants to the summit.
- Continuing refinement of the structure of “participatory governance” led to the creation of two new important governance bodies: the Management Team and the Executive Committee. The Management Team filled a gap in which mid-level managers, those at the deans and directors level, had found themselves lacking an adequate forum to participate in college governance. The Executive Committee represents something entirely new at COM-FSM: a broadly representative decision-making body just below the president.
- Continuing discussion of the spring 2012 evaluation of the previous *Communications Plan* led to a conclusion that it was a poor fit with the need to promote purposeful dialogue at the college. That realization led in turn to a decision to revise the COM-FSM *Communications Policy* and implement that new policy in measured stages over the next several years. This policy articulates guiding principles that will be woven into the ongoing *Integrated Educational Master Plan* and the *COM-FSM Strategic Plan: 2013-2017*. The new *Communications Policy* was reviewed and approved by the Executive Committee and then approved by the BOR in March 2013.
- Following accreditation training conducted February 5, 2013, the Pohnpei Campus instructional coordinator, with support from the acting dean at Pohnpei Campus, translated accreditation training slides into the Pohnpeian language. The slides were created to offer accreditation training for the non-English proficient employees during the February, 22, 2013, Professional Development Day. The Maintenance Department at National Campus also conducted accreditation training in Pohnpeian. Both efforts offer excellent evidence of purposeful dialogue and an enthusiasm for the benefits of the accreditation process.

Recommendation 2-Improving Institutional Effectiveness.

As the Commission has noted, the college had struggled for some time to articulate and develop fully an *Integrated Educational Master Plan* (IEMP). In no small part this struggle occurred because the underlying features of “participatory governance” and “purposeful dialogue” were also undeveloped at COM-FSM. As the past year witnessed so much progress in these areas, the college has at last been able to learn and put into practice the principles of truly integrated planning.

- In spring 2012, the college completed a broad-based Program Prioritization for Academic Programs, with recommendations for implementation. The results were used to inform the

Integrated Educational Master Plan. In the 2012-2013 academic year the college has completed a similar Program Prioritization for Nonacademic Programs.

- The college completed an assessment of performance in its previous *Strategic Plan*. That assessment, combined with the Visioning Summits, allowed the college to move forward with an outline and principles of a new strategic plan: COM-FSM 2013-2017. In the future, all the major planning and evaluation cycles will be aligned in a *Master Planning Calendar*.
- The college was able to complete its *Integrated Education Master Plan* by creating a narrative for the IEMP that details exactly how its component plans are conjoined and provide true integration of planning efforts tied to resource allocation. The FY 2014 budget reflects that linkage.

Recommendation 6-Physical Resources

The college has moved ahead on several fronts to significantly improve its ability to evaluate, manage and maintain its physical resources:

- For the first time, the college can use the result of the Total Cost of Ownership Study to allocate sufficient funding under the FY 2014 budget for total cost of facilities ownership. This budget includes cost for utilities, repairs and renovations of facilities at all sites, repairs of college equipment, maintenance and fuel for college vehicles at all sites, back-up generators, and other improvements to the campus environment.
- The college has received approval from the U.S. Department of the Interior's Office of Insular Affairs and the FSM government for a comprehensive space utilization study. The college has arranged with Beca International Consultants Ltd. of New Zealand, one of Asia-Pacific's most respected and leading professional service organizations in the design and management of capital projects, to lead the project, which will be completed in FY 2013. The study will help determine priorities for capital resources and secure funding through a Compact infrastructure sector grant that has been allocated for the college's infrastructure needs at the National Campus, four state campuses, and the FSM Fisheries and Maritime Institute.
- *The Facilities Master Plan* will provide a comprehensive review that evaluates and prioritizes the necessary facility improvements that respond to the college's forward strategic direction and links to the *Integrated Educational Master Plan*. This direction is outlined in the *COM-FSM Quality, Sustainability and Success: A framework for Planning and Action*, April 2012 and the *Facility and Campus Environment Plan*, January 2011 with goals being to:
 - Increase rigor in decision making regarding new facilities construction
 - Ensure adequate maintenance of college facilities
 - Provide grounds and campus environments conducive to learning.
- In January 2013 the BOR approved a *Facilities Use Fee Policy* to help support the necessary costs of ongoing maintenance across all its campuses.

Recommendation 8-Financial Resources

Two key accomplishments in responding to this recommendation were the development of *The College of Micronesia-FSM Five-Year Financial Plan* and defining a Budget Preparation Process for FY14 while aligning both with COM-FSM's *Integrated Educational Master Plan*.

- *The College of Micronesia-FSM Five-Year Financial Plan* was prepared to provide a long-term outlook into the college's financial future. Its financial assumptions were developed after reviewing five revenue scenarios that took into account Compact-based funding, support from the FSM legislature, enrollment trends, and tuition rates. The plan calls for increased funding through FSM governmental appropriations to offset anticipated reductions of Compact funds. The FSM president has actively supported this increase in appropriation and offset funding was approved for FY 2013. A careful review of available financial aid (primarily in the form of Pell grants) supports the viability of increasing the tuition \$10 per credit annually in FY 2014-2016 as part of the plan to offset anticipated decrements in future Compact funding as well.

The expenditure assumptions were based on sustaining support for the Educational and General operations of the college's national campus and four state campuses. Dedicated restricted funding of technology, Fisheries and Maritime Institute, auxiliary enterprises, and grant funded programs were not considered in the plan because they have alternative secured funding sources.

Asset projections show continued, but slower growth of current assets and unrestricted net assets under this plan. Capital assets show a modest decline due to an accumulation of unfunded depreciation. The college has received funding from the U.S. Department of the Interior's Office of Insular Affairs for a comprehensive space utilization study which will be completed in FY 2013 to help determine priorities for capital resources and secure funding through a Compact infrastructure sector grant that has been allocated for the college's infrastructure needs.

- *2014 Budget Preparation Process.* The formulation of the FY 2014 Educational and General operational budget followed budget guidelines to achieve program goals and objectives as approved by the Board of Regents. The timeline was created by the vice president for administrative services and shared with the Finance Committee and the Planning and Resources Committee for review. This 12-stage process is documented and guided by a newly developed *COM-FSM Budget Manual*, which will be distributed to all department heads to serve as a common guide.

To formulate their 2014 budget requests all offices use their assessment plan results and the priorities from the *Integrated Educational Master Plan*. Each respective vice president oversees the process to ensure program, departments, and offices goals, objectives, strategies, and action steps are carried out in accordance with the priorities gathered from the assessment reports. Information on fixed costs such as personnel, total cost of ownership, and communication, has been built into budget templates for each respective department, office, and programs.

Continuity of Effort from the 2010 Comprehensive Evaluation

In institutional terms the Institutional Self Evaluation that COM-FSM underwent in 2009 now seems as if it occurred several generations ago. That effort produced a total of 108 items for its Planning Agendas. Subsequently, any normal regime of follow-through was complicated by numerous factors: changes in leadership and governance structure, staff turnover, the absence of an *Integrated Educational Master Plan*, and the necessity to focus on responding to ACCJC Recommendations on pretty much a continuing basis. Especially during the last year, the positive changes evident throughout this report describe an institution in transition from crisis to rebirth as a true learning organization. Within that transition some items below received only halting attention or were displaced by solutions that better reflect the current level of institutional effectiveness. Nonetheless, readers will find a significant record of progress in meeting the 2009 Planning Agendas. Among the highlights are the following.

Standard I

- The college conducted “Visioning Summits” during fall semester 2012 at all campuses that included a review of the college’s Strategic Plan 2006-2011 with specific emphasis on the college mission.
- The college is implementing institutional assessment software (TracDat) during spring and summer semesters 2013 for improved linkages of improvement activities, assessment and evaluation to strategic goals of the college and its mission.
- Manuals for program review and budget development are ongoing and are to be completed in spring 2013 to provide clarity in how program reviews and the budget are developed and decisions are made.
- Prioritization processes have been completed for academic programs in 2012 and nonacademic programs in 2013. Specific improvement criteria for programs were built into the final recommendations from the reports that have financial implications

Standard II

- The college has undertaken the following initiatives to provide more on-the-job (OJT) opportunities for our CTE programs to build the skills and confidence of our CTE students.
 - The college established an MOU between Pohnpei Department of Education, FSM Telecom and itself on an Apprenticeship training project in September 2010.
 - A CTE graduate tracer survey was completed to identify improvement areas for CTE programs in August 2011
 - The CTE faculty re-wrote all CTE course outlines into the approved SLO format and this undertaking started in December 2011.
 - The college changed the computer course required for the CTE certificate courses in December 2012.
 - The college Electronics program opened a repair shop to provide additional hands on training for students and to assist the community with basic electronic repair needs. This shop was opened in January of 2013.
- The college has completed its *Integrated Educational Master Plan (IEMP)* and it was approved by the COM-FSM Board of Regents on March 12, 2013.
- In 2010-2013 The College of Micronesia Entrance Test, or COMET, has been analyzed in a variety ways to determine effectiveness as per the attached sample COMET data and reports for 2006, 2010, 2011 & 2012. The reports are continually redesigned to better meet the needs of the college, high schools and FSM state departments of education.

Standard III

- The college received \$423,961.00 in February 2010 and submitted another request of \$403,000 in November 2012, funds expected to be allotted in March, 2013. The funding is being used for repairs and renovation of facilities throughout the campuses.
- Every recent COM-FSM strategic plan has had a technology component. Since 2010, a new technology plan has been written and approved and integrated into the current COM-FSM *Integrated Educational Master Plan (2013)*.
- The budget process has been stabilized as of FY 14 and reflects the college's new participatory governance structure and is linked to the *Integrated Educational Master Plan*. As part of continuing capacity-building exercises, three COM-FSM faculty members are documenting the budget development in a new handbook during the spring of 2013.
- The audit for fiscal years 2010 and 2011 were completed on or before the due date of June 30. The summary of Auditors' results provide the following opinion:
 - The Independent Auditors Report on the financial statements expressed an unqualified opinion, the best opinion that an auditor can render in a financial audit.
 - No significant deficiencies in internal control over financial reporting were identified.
 - Instances of noncompliance considered material to the financial statements were not disclosed by the audit.
 - No significant deficiencies in internal control over compliance with requirements applicable to major federal awards programs were identified.
 - The Independent Auditors' Report on compliance with requirements applicable to major federal award programs expressed an unqualified opinion.
 - The audit disclosed no findings required to be reported by OMB Circular A-133.
 - COM-FSM did qualify as a low risk auditee.

Standard IV

- The Board of Regents has consistently reviewed and revised college policies each year from 2010-2013.

Toward 2016 and COM-FSM's Self-Study and Comprehensive Evaluation

The college has come far in the last year and now finds itself in a new, yet increasingly familiar place—engaged in broad-based purposeful dialogue and participatory governance informed by data and assessment. Now the college faces the challenge of building upon and sustaining that progress by embracing accreditation as a process for continuous improvement. At the mid-point in its cycle of evaluation, the institution can point to these major initiatives it will undertake as it prepares for its next ACCJC External Evaluation in 2016:

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

The College awaits final approval and funding for the college-wide space utilization study in support of a college *Facilities Master Plan*. This proposal goes before JEMCO on March 15, 2013. This plan will be 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*.

Secure continued financial support from the FSM Government

COM-FSM has submitted the FY 2014 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 2014 budget contains a modest tuition increase, and a facilities fee 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.

Continued financial support for the 2014 budget by the FSM Congress, especially the restoration of the scheduled \$1.4 million decrement will be critical to the institution's ability to fully carry out the *Integrated Educational Master Plan* and to address ACCJC Recommendations. The college is encouraged by the continuing support from FSM President Emanuel Mori and the national and state leadership. COM-FSM remains optimistic that the national government will provide an appropriate and reliable level of funding to ensure the college fulfills its mission and meets accreditation standards.

Develop Master Planning Calendar (2013-2017) to align the Strategic Plan with ACCJC evaluation cycles, and organizing the work for the next Self-Study

The college will develop a *Master Planning Calendar* by September 2013 that will continue to guide the work articulated in the president's white paper, will align with the *Strategic Plan (2013-2017)* and accreditation cycles. The college will analyze the process used to complete this Mid-Term/Follow-Up Report and then develop and implement strategies to prepare for its next Institutional Self-Evaluation prior to an ACCJC External Evaluation in 2016.

Establish the Friends of the College of Micronesia-FSM Foundation

The college is working 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. Articles of incorporation have been filed and the process should be completed in approximately one year. Future foundation board directors include: Floyd Takeuchi, President; Father Fran Hezel, SJ; Gerard Finin; Jerry Kramer; and Mark Heath. The foundation will work to raise funds for the college's endowment.

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 growth in 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 and 2013 has sparked recognition of the challenges that lie ahead if the college is to sustain the work it has accomplished so far. The 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.

Response to Team Recommendations and Commission Action Letters

Table 1. Summary History of ACCJC 2010 Recommendations 1-15.¹

	ACCJC 2010 Evaluation Team Report	ACCJC 2010 Action Letter	ACCJC 2011 Evaluation Team Report on Follow-Up	ACCJC 2011 Action Letter	ACCJC 2012 Evaluation Team Report on Follow-Up	ACCJC 2012 Action Letter
Accreditation Status		Warning		Probation		Probation
Recommendation 1. <i>Improving Institutional Effectiveness and Leadership and Governance.</i>	Issued	Issued	Issued	Issued	Issued	Issued for Follow-Up
Recommendation 2. <i>Improving Institutional Effectiveness.</i>	Issued	Issued	Issued	Issued	Issued	Issued for Follow-Up
Recommendation 3. <i>Improving Institutional Effectiveness.</i>	Issued	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 4. <i>Instructional Programs Student Learning Outcomes and Assessment</i>	Issued	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 5. <i>Library and Learning Support Services.</i>	Issued	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 6. <i>Physical Resources</i>	Issued	Issued	Issued	Issued	Issued	Issued for Follow-Up
Recommendation 7. <i>Technology Resources</i>	Issued	Issued	Issued	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 8. <i>Financial Resources</i>	Issued	Issued	Issued	Issued	Issued	Issued for Follow-Up
Recommendation 9. <i>Decision-making Roles and Process</i>	Issued	Issued	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 10. <i>Board and Administrative Organization</i>	Issued	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 11. <i>Institutional Mission</i>	Issued as Rec. A	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 12. <i>Student Support Services</i>	Issued as Rec. B	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 13. <i>Student Support Services</i>	Issued as Rec. C	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 14. <i>Student Support Services</i>	Issued as Rec. D	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up
Recommendation 15. <i>Human Resources</i>	Issued as Rec. E	Not Cited for Action	Not Cited for Action	Not Cited for Action	Not Cited for Action	Issued for Follow-Up

¹ COM-FSM understands the obligation to continue monitoring progress on original recommendations throughout the six-year accreditation cycle. Reports on that progress are included in the narrative that follows.

Overview

The Team Evaluation Report that COM-FSM received in 2010 listed 15 recommendations. At various stages all except Recommendations 1, 2, 6 and 8 ceased to be cited in Commission Action Letters. The college's responses to those four were deficient enough to result in an extended period of sanction, currently Probation. The Commission's Action Letter of July 2, 2012 required that the college submit a single combined report: a Mid-Term Report and a Follow-Up Report that documents progress on all 15 of the 2010 recommendations. No model or specification existed for such a combined report, so the college has crafted a chronological narrative. What follows is a history of each recommendation and then the blended Follow-Up Report that updates the progress in responding to each recommendation. For ease of recognition and reading, that Follow-Up Report appears as a shaded text table.

Recommendation 1

Improving Institutional Effectiveness and Leadership and Governance. To fully meet this standard, the team recommends the college evolve its communication efforts to ensure broad-based participation and encourage purposeful dialogue in which all stakeholders participate in the exchange of different points of view and reflections that lead to genuine communication and participatory governance (I.B.4, IV.A.3).

2010 Warning
Status Issued

2011 Probation
Status Issued

2012 Continued
on Probation

With regard to Recommendation 1, the Commission **requires** that COM-FSM also regularly evaluate the effectiveness of its participatory governance system in helping the institution to achieve its educational mission and to provide quality educational services.

Major Conclusions from Evaluation Team Report from 2010 Comprehensive Evaluation

- 1) "The college leadership has made good progress toward improving communication, but too often the college community at-large views the resulting existing communication as more one-way information-sharing than true interactive dialogue".
- 2) "The team reviewed a 2009 systemwide [sic] satisfaction survey, and the results show that only 30 percent of faculty characterized communication as good or very good, indicating that further work is needed. In interviews the team found a frequent comment that communication was, for the most part, one way—with information transmittal being mistaken for meaningful communication".
- 3) "As of the team visit, in March 2010, the Vice President for Administration completed a communication improvement plan addressing these issues. The communication improvement plan is being circulated for comment prior to implementation and is scheduled for evaluation at the one-year mark (I.B.3-4)".
- 4) "The team found that buy-in from some constituent groups is negatively affected by their belief that the committee structure and the organization structure itself result in a perceived lack of opportunity for meaningful input from the various key internal stakeholders".
- 5) "A good example referenced in the self-study and confirmed in team meetings on site is the organizational change that excludes State Campus Directors from agenda-setting and voting on president's cabinet items. The exclusion of the State Campus Directors from the

decision-making is seen as contrary to promoting meaningful involvement and institutional effectiveness (I.B.4).”

Highlights from the COM-FSM 2011 Follow-Up Report

In-depth Governance Policy Evaluation Completed.

A sub-committee was formed to formally review the college’s committee structure and participation. An online survey for the governance policy was conducted in October 2010 and results and recommendations were provided in the *Governance Policy Evaluation Report* November 2010 ([Doc. 86](#)).

Improvements to COM-FSM Internet Services and Communications Capacity

- The National Campus was connected to the new fiber-optic ring on Pohnpei, allowing for greatly increased capacity in internet bandwidth and improved delivery of internet services enhancing communication pathways between campuses.
- COM-FSM purchased increased bandwidth at all state campuses. Bandwidth capacity was doubled from 512 KB per second to 1 MB per second for each state campus.
- Communication was improved by implementing methods to promote meaningful dialogue, encourage different points of view, and foster interaction among all stakeholders. Actions included:
 - Purposeful dialogue among college stakeholders at the President’s Retreat, facilitated by establishing a specific time for departments to meet, allowing faculty, staff and students from all campuses, as well as outside stakeholders, the chance to come together to have purposeful dialogue on key issues specific to that department ([Doc. 130](#); [Doc. 132](#)).
 - Broader dialogue around integrated plans, along with the college’s Master plan development began at the President’s Retreat ([Doc. 130](#)).
 - State campus directors had agenda setting and voting rights on the President’s Cabinet restored.
 - During the December 2010, Board of Regents (BOR) *Reflection* session, it was agreed regents would take efforts to proactively communicate with upper-level stakeholders of the college. Regents delivered the approved minutes from the September BOR meeting to the leadership of their respective state and used the opportunity to dialogue.
 - Increased communication with alumni and the community was encouraged. In the November-December 2010 college newsletter, an online survey for alumni was advertised and conducted ([Doc. 131](#); p. 3). A total of 35 alumni responded to the online survey. Alumni survey results – 94.4% of respondents would recommend the college to family members or friends; 50% of respondents rate the college as moderate to high, with respect to college community presence; and 42.8% rate the college as high to significant, for the college’s online environment and news.
 - In August 2010, in effort to evolve communications efforts, the college set-up a Facebook account to increase communications with students, alumni, and the community. The alumni group now has 304 members. Many students and alumni are using this social media sight. Pictures of college events and news about upcoming events are posted.

President’s Retreat, September 22-24, 2010

Over 140 faculty, staff, students, and outside stakeholders attended the three-day President’s Retreat. A common theme for the retreat was opportunities for the college community and stakeholders to share views and thoughts regarding critical issues facing the college. Breakout

sessions were held to discuss the current mission, values and objectives of the college and changes considered best for the college's future. Additional sessions were devoted to action steps needed to meet accreditation concerns and to develop a comprehensive master plan for the college. A rough outline of the Academic Master plan was achieved, as well as rough outlines of plans such as Finance, Facilities, and Technology. The main outcome achieved was the participative dialogue amongst stakeholders and their input into the framework of the integrated plans of the college ([Doc. 130](#); [Doc. 132](#)).

Major Conclusions from Team Evaluation Report from 2011 Follow-Up Report

- 1) "The college has partially addressed Recommendation 1: Improving Institutional Effectiveness and Leadership and Governance and Standard 1: Institutional Mission and Effectiveness".
- 2) "The college has implemented several changes in order to improve broad-based participation in decision-making processes, as well as to encourage purposeful dialogue. Essential to identifying new improvements and informing college decisions is the evaluation of the effectiveness of processes, policies and organization achieved through an ongoing and systematic cycle of evaluation. The Communication Plan dated February 2010 is past due for its one-year evaluation of effectiveness. The team recommends that the Communication Plan be evaluated and used to inform college decisions leading to further improvements and an updated plan of action".

Highlights from the COM-FSM 2012 Follow-Up Report

Adopting an Accreditation Culture

The College of Micronesia-FSM has begun a process of embedding accreditation into all areas of college operations such that meeting and exceeding standards is second nature. We do this not merely for the benefit of maintaining accreditation, but because we truly want to offer quality education and services to our students at all times – we do this with pride in our institution. The college is committed to identifying and resolving concerns proactively, rather than waiting for Commission sanctions to drive action. We have accomplished the following:

Committee Structure and Shared Governance Changes

On July 26, 2011, the committee structure of the college was reevaluated in the President's Cabinet. The Cabinet approved a major revision of the committee structure on August 2, 2011 ([Doc. 61](#); [Doc. 62](#)). The *Governance Policy Evaluation* (2011, January) was used to aid decision-making ([Doc. 86](#)).

- In order to facilitate genuine participation of all campus sites and to improve information management, a recommendation was passed to reduce the number of standing committees from eighteen to nine ([Doc. 61](#); [Doc. 62](#); [Doc. 73](#); [Doc. 76](#), [Doc. 86](#)). The nine committees are: President's Cabinet, Financial Aid Committee, Curriculum and Assessment Committee, Human Resources Committee, Finance Committee, Facilities and Campus Environment Committee, Information and Communications Technology Committee, Planning and Resources Committee, and Recruitment, Admissions, and Retention Committee.
- The existing committee structure is to be utilized for decision making, as much as is possible, with reliance on ad hoc, sub-committees, and working groups minimized ([Doc. 61](#); [Doc. 62](#); [Doc. 73](#); [Doc. 76](#)).
- All college committees were chaired by campus administrators, giving many the impression committees did not truly offer faculty and staff authentic shared governance opportunities ([Doc. 63](#); [Doc. 86](#)). Because of a lack of buy-in, many committees struggled to make

quorum, as one state campus faculty member explained, “...we make a point not to participate, specifically ensuring quorum is not reached.” The faculty handbook states, all faculty, “serves and participates on at least one standing committee” (Doc. 64; Doc. 73). In reality, the majority of faculty were not allowed to participate in standing committee membership (Doc. 66).

- When diverse, talented faculty and staff are not more heavily engaged in the institution, both faculty and institutional success are hindered. Consequently, a recommendation for all committee officers, including committee chairs, to be a member of the faculty or the staff, was approved (Doc. 61; Doc. 62; Doc. 63; Doc. 65; Doc. 76). Administrators were removed as committee officers and as voting committee members, though they remain responsible for directing work through committee chairs and can serve as ex officio members. Administrators are to use their associated committees for purposes of broad-based participation and genuine shared governance (Doc. 67).

Communication Logistics

- Due to logistics associated with connecting all sites via technology, committees have only elected Pohnpei based committee officers for this academic year. Committees will evaluate this practice and recommend changes for increased opportunity for the upcoming academic year.
- Despite challenges, the college has begun implementing practices resulting in increased participation in the committee structure by representatives from all six sites. Each site has a quiet, comfortable meeting space with necessary supporting technology, as per the *Governance Policy Evaluation* major recommendations (Doc. 86).

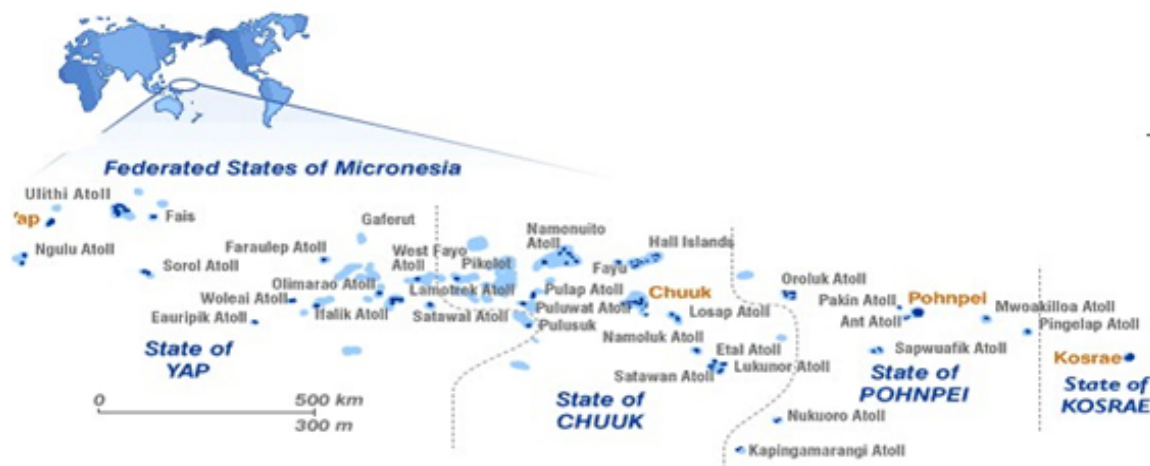


Figure 1. Map of the Federated States of Micronesia.

- A choice was made to assign a specific day and time for each standing committee to meet so that all campuses could adjust schedules accordingly (Doc. 68). This is additionally

important for sites having only one meeting room, and one phone line, as no two meetings can run concurrently without generating conflicts.

- The college recognizes the potential value of a common meeting time across all sites, and has asked the Curriculum and Assessment Committee to evaluate the options, and offer a recommendation to the Director of Academic Programs and the Vice President for Instructional Affairs.
- All faculty were asked to select a committee upon which they could serve, without conflict to their class schedule ([Doc. 67](#); [Doc. 68](#); [Doc. 69](#)). At least one staff representative, for each committee, from each site, was selected for committee service by campus directors or by the staff senate ([Doc. 67](#); [Doc. 68](#); [Doc. 69](#)). All Student Body Association (SBA) chapters were extended an invitation to participate on all committees ([Doc. 70](#); [Doc. 71](#); [Doc. 72](#)).
- The only two committees retaining administrative chairmanship and select members are the President's Cabinet and the Financial Aid Committee ([Doc. 61](#); [Doc. 62](#); [Doc. 65](#)). All other standing committees were tasked to revise their Terms of Reference for adoption into the revised Governance Plan. The administration is still responsible for setting policy, but committee recommendations are to be weighed heavily in decision-making.
- Council of Chairs (defined below) decided, when necessary, committee recommendations would pass from the committee to the most logical administrator for action (the most relevant director or vice president, dependent upon necessary level of authority), and would only move up the chain of command, as necessary, for approval purposes. The protocol for this process is defined in each committee's Terms of Reference located in the revised Governance Policy ([Doc. 65](#)).
- To facilitate timely dissemination of information, committees would approve their own minutes, without the necessity of the college president's approval.
- To facilitate communications between the committees and the president, a recommendation was passed for a once monthly meeting between committee chairs and the president – a Council of Chairs ([Doc. 61](#); [Doc. 62](#); [Doc. 73](#); [Doc. 74](#); [Doc. 75](#); [Doc. 76](#)).
- Recognizing no form of technology can replace the value of face-to-face meetings (Jay, 1999), a recommendation was passed requiring campus directors at each state campus, and the president of the college, situated at the National campus, to hold an *All Campus Meeting* once monthly, where everyone in the college community is brought together (administration/faculty/staff/ students) for purposes of information sharing and two-way dialogue ([Doc. 61](#); [Doc. 62](#); [Doc. 73](#); [Doc. 75](#); [Doc. 76](#)).
- Committee chairs and officers received training on utilization of “Elluminate Live!” technology for committee meetings, primarily for purposes of document sharing ([Doc. 84](#); [Blackboard Inc., 2012](#)). State sites found their internet capacity too minimal to make this technology useful.
- Committee chairs were also instructed on the use of a Voice Over Internet Protocol (VOIP) system, but this technology also proved ineffective. These technologies were a continuing experiment, as per the *Governance Policy* major recommendations, yet despite improvements to internet service, they offered little value to committee communications outside Pohnpei-based campuses.
- September 2011, College of Micronesia-Land Grant made a donation to COM-FSM of \$25,000 towards accreditation. A decision was made to utilize these funds towards system-wide telephone conferences. Though the cost of teleconferencing is high, it is presently the best, simplest solution towards uniting all sites in one synchronous meeting forum.

- Until a better system could be designed and agreed upon, committee chairs were asked to circulate approved committee minutes to the college community via email, for purposes of information sharing, during the fall 2011 semester.
- To facilitate asynchronous dialogue, that does not require use of email, and to improve access to information, the college established a wiki through the college home page ([Doc. 67](#)). Committee chairs and faculty received training on how to access and utilize the wiki ([Doc. 85](#)). These actions also addressed *Communication Plan* outcome CP2.1, strategies CP1.2.3 and CP3.3.2 in addition to major recommendations of the *Governance Policy Evaluation* ([Doc. 14](#); [Doc. 82](#); [Doc. 86](#)).
- The President's Cabinet minutes are current and available through the administrative link on the college website ([Doc. 83](#)).

Increasing Engagement of Stakeholders

- The Board of Regents agreed to hold a “town hall” style meeting as part of each quarterly Board of Regents meeting, to update stakeholders (internal/external) on college events, answer stakeholder questions (internal/external), and gather external stakeholder data ([Doc. 74](#); [Doc. 75](#); [Doc. 78](#); [Doc. 79](#); [Doc. 80](#); [Doc. 111](#); [Doc. 113](#); [Doc. 114](#)). Meetings were held on September 9, 2011, in the state of Pohnpei, January 9, 2011, in the state of Kosrae, and March 8, 2012, in the state of Yap.
- To better inform stakeholders, quarterly Board of Regents minutes, and minutes of special sessions, are made available through the administrative link on the college website ([Doc. 21](#)).
- On August 24-26, 2011, the annual President's retreat was held ([Doc. 89](#)). The retreat is a larger forum allowing opportunity for representatives from all college sites to come together and review college issues. In addition, external stakeholders are invited to attend. There were over 140 participants and agenda topics included: the college mission, accreditation, program prioritization, new budgeting procedures, and USA Compact fund decrements for the college. Department-level break-out sessions allowed personnel from across the college to work together, in a face-to-face forum.
- The ALO visited all college sites to update the college community on current accreditation status, committee participation, improvements necessary to meet standards, the need to promote changes in college culture, and to solicit campus feedback ([Doc. 70](#); [Doc. 11](#); [Doc. 85](#); [Doc. 89](#); [Doc. 106](#); [Doc. 107](#); [Doc. 108](#)).
- A new college president, Joseph M. Daisy, EdD, was invested on February 6, 2012 ([Doc. 31](#); [Doc. 100](#)). The college invited external stakeholders, in addition to all internal stakeholders present on Pohnpei, for the ceremony.
- President Daisy's investiture speech was placed on the college website ([Doc. 97](#)) along with his message for the college community ([Doc. 35](#)). The investiture speech was also widely disseminated throughout the region ([Doc. 104](#); [Doc. 105](#)).
- During his first two weeks at COM-FSM, President Daisy generated and adhered to a comprehensive meeting schedule with both internal and external stakeholders as well as campus tours of both National and Pohnpei campuses ([Doc. 91](#); [Doc. 98](#)). In March-April, President Daisy will be traveling to all other campus sites, completing campus tours, and conducting continued meetings with all internal and key external stakeholders ([Doc. 117](#)).

COM-FSM Branding and Website Overhaul

In effort to strengthen and develop other avenues of improved communications, the college has initiated a restructuring of its website to promote easier and broader two-way communication with all stakeholders.

- Part of this initiative is a reconsideration of the COM-FSM brand including brand mark (college logo), brand promise/values (college mission), and brand and brand mark elements. The Development and Community Relations, IT, and Institutional Research and Planning offices are participating in the branding review ([Doc. 93](#); [Doc. 94](#)).
- A college news contributor scheme was devised for purposes of expanded news coverage throughout the college. A four-paragraph template for news stories was developed, and English instructors at all college campuses were recruited to assign news stories to their students as part of their normal coursework ([Doc. 92](#); [Doc. 96](#)).
- Training is scheduled for photographic submissions, focusing on image and subject appropriateness, and on guidelines and procedures for submitting, publishing, and posting of stories and documents to the college website ([Doc. 92](#)).
- The college currently maintains a news feed syndicate (<http://www.comfsm.fm/myShark/feed>) displaying news items on the college website, the student portal (myShark), and on the information panels where installed. Contributions to news feeds are made possible through the college's Student Information System (SIS).
- The college IT office identified a content management system (CMS) that will allow faculty and staff without training in HTML software to add and edit content on the site. The CMS will also allow users from remote locations to add and edit content, not just at the National campus as is now the case. The IT office is actively completing the final testing phase.
- Deployment of the CMS is under investigation via a testing server (<http://www.comfsm.fm/drupal/>) established by the IT System Administrator and Webmaster. The primary function of the testing server is to assess the functionality of the college's webmail and wiki. Additionally, Drupal (<http://10.209.12.98/drupal>) is installed to configure back-end and support modules.
- Additional efforts toward college branding will include videos of our students, articulating their aspirations, and COM-FSM's role towards meeting individual student goals ([Doc. 50](#)). This is an effort to further communicate with our internal and external communities. An initial video is presently available on our website (Retrieved from <http://www.comfsm.fm/>, March 14, 2012) and was produced to show at the March 2012 JEMCO meeting.
- Addressing the "need to assure the confidentiality of electronic student personal information and provide extensive training for the advising and support staff who will utilize student records in their routine daily work" (ACCJC Visiting Team Report, March 2010) the college has detailed levels of security in place with the Student Information System (SIS) and database system. Further, all staff utilizing the SIS have received training ([Doc. 112](#)).

Communication Plan Evaluation

Though the college has made many important changes towards improved communications and broad-based participation, this recommendation is especially focused on the capacity to complete cycles of evaluation towards continuous quality improvement. These changes need to be adequately assessed to further inform decision-making.

- The Communication Plan Evaluation (2012) is an admittedly flawed document with limitations around useful data, data validity, and reliability ([Doc. 101](#); [Doc. 102](#); [Doc. 103](#)). When the visiting team arrives, the college will evidence a revised, secure, mixed-methods

communications survey ([Doc. 109](#)). Data will have been analyzed against the Communications Plan, and provided to college-wide committees for review and recommendations towards updating and improving the existing Communications Plan.

Major Conclusions from Team Evaluation Report from 2012 Follow-Up Report

- 1) “The team’s conclusion is that college participants are now actively engaged in planning work being conducted during committee meetings. Communication problems previously noted as a barrier to progress in the development of plans and an integrated planning process have been resolved”.
- 2) “College personnel from all constituency groups are engaged in planning activities but the actual plan documents that show results of planning activities have not been prepared. As a result, although portions of the planning process appear to be complete, until the product of the planning activities is generated in the form of a plan that is supported by evidence and based upon data the team cannot conclude that the College meets the requirements of Standard I.B.4”.
- 3) “The team concludes that there is broad participation in the committees as a result of assigning faculty members to the Chair position on the committees. These committees are involved in the planning activities of the college and the team found evidence of broad participation by committee members during the meetings where planning activities were occurring”.
- 4) “What remains to be completed are the plan documents that would show the proposed courses of action, the data analysis used to arrive at the proposed course of action, and measurable goals and objectives that can be evaluated so the college can verify how its planning processes have resulted in actions that improved the effectiveness of the college”.
- 5) “The team concludes that the communication improvements and the direct involvement of faculty and staff who are now running committees that are part of the participatory governance process are sufficient to conclude that the portion of the Recommendation 1 addressing broad campus wide dialogue and broad based participation has been implemented. Moreover, the various constituency groups are knowledgeable of their roles in the planning process”.
- 6) “What has not yet been accomplished is the creation of measurable goals and objectives that provide a mechanism to assess performance and to serve as a pathway of activities necessary to achieve the desired vision of the plan”.
- 7) “The college has resolved previously reported problems with communication and the top down decision making style that was a concern in the past. The planning activities conducted during the committee meetings is based on information, data and program review information developed at the department level”.
- 8) “Once the plans are completed they will then progress through other relevant committees until reaching the President and the Board of Regents who bear ultimate responsibility for approval. Planning work is occurring but it was not finalized into plan documents by the time the team arrived. The team notes that without actual plans the evaluation process cannot occur”.

Highlights from the COM-FSM May 2012 Supplemental Report:

In addressing Recommendation 1, since early April the college has completed the evaluation of its existing Communications Plan, held a college-wide review of that evaluation, and assessed its new governance and committee structures. In addition, the President has published an overarching

document, *COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action* ([Doc. 128](#)), which will define the college's path in the years ahead. President Daisy asserts, "We must assess and continuously improve our institution's quality and work to achieve greater success of our students."

Communication Plan Evaluation Completed

The college has improved both communication efforts and governance structure by ensuring broad-based participation and purposeful dialogue across the institution. The piece remaining was to close the assessment loop by evaluating the existing communications plan and effectiveness of changes made to college governance. The levels of participation in these activities validate that effort as being genuinely participatory and inclusive. Data collected and analyzed, as well as campus-wide input will result in development of a revised communications plan and further improvements to governance structure to be implemented August 2012.

- In April 2012 the college conducted a secure, valid communications plan survey to evaluate the existing communication plan and college-wide perceptions of efforts towards resolving ACCJC recommendation 1. Across the college, 63% of employees completed an electronic survey and 30% of students completed a paper survey. Survey data were supplemented with interviews, focus groups, and meetings. An analysis of these data was conducted and recommendations put forward in a report on *Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications Plan and ACCJC Recommendation One* ([Doc. 118](#)). Results indicate, "a shared feeling that broad-based participation in college governance is the new normal at the college" (p. 9).
- On May 10th for Yap and Kosrae campuses and May 11th for all other campuses, a session was conducted with 191 employees to review and discuss the results, analysis, and recommendations of the report on purposeful dialogue. The Institutional Research and Planning Office compiled input from those sessions ([Doc. 119](#), [Doc. 120](#), [Doc. 121](#), [Doc. 127](#)). That input will further inform the effort to revise the communications plan. This initial effort in sharing these data represents a commitment to engage stakeholders in a continuing cycle of dialogue. A college-wide visioning summit will be conducted during the President's Retreat in August 2012.
- A revised governance policy was completed by Council of Chairs on May 10, 2012 ([Doc. 122](#)). Both the President's Cabinet and the Council of Chairs agree there is a need to facilitate broader and more purposeful communications and to bridge a gap that has emerged between the administration and the standing committees. To that end, the governance policy will undergo further revisions for approval and implementation by August 2012.
- To assess perceptions on the changes in committee structure effective since August 2011, an electronic survey on participatory governance was conducted May 7-9, 2012. Across the college 58% of employees completed the survey ([Doc. 123](#)). Results of the communication plan survey, the participatory governance survey, dialogue in the Council of Chairs, dialogue in all committees, and recommendations in the revised governance policy are being used to inform continued changes/improvements to the revised governance policy for the upcoming academic year. The Council of Chairs will make recommendations to the President's Cabinet by August 2012, and the President's Cabinet will put forward their recommendations to the BOR at the August/September 2012 meeting for adoption.
- Previously, the college had not collected data on website visitor traffic and consequently was unable to assess the level of use and reach of the site. Beginning April 10, 2012, the college

installed Google Analytics to the site's back-end as an industry standard tool capable of measuring key metrics for website traffic and an initial assessment has been conducted ([Doc. 126](#)). The college will continue to use these data for on-going improvements in communications and website effectiveness. This is especially important as 84% of college employees indicated in the Communication Plan survey that the, "website is their primary way of learning about news at the college" ([Doc. 118](#), p. 7).

- Dr. Joseph M. Daisy completed his tour of all campuses with a visit to Kosrae campus May, 4-8, 2012. Dr. Daisy met with all internal stakeholders, local and Federal government leaders, and held an open forum with the public ([Doc. 124](#)).
- The college continues to improve upon engagement of external stakeholders in dialogue, and is conducting another community meeting with the Board of Regents and the college administration in Pohnpei on May 24, 2012 ([Doc. 125](#), p. 16).

June Commission Hearing Highlights

- April 2012, the president published a White Paper, *COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action* ([Doc. 1](#)).
- April 2012, the college evaluated the existing communications plan and current communication practices, and generated recommendations. ([Doc. 2](#))
- May 2012, the college assessed the new governance structure and standing committee structure ([Doc. 6](#); [Doc. 7](#))
- May 2012, the college conducted an initial web site assessment ([Doc. 133](#))

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At COM-FSM, the last year has demonstrated over and over that the two core tenets of Recommendation 1—“participatory governance” and “purposeful dialogue”—have proved utterly essential to the process of transforming the institution. The college’s responses to Recommendation 1 may be seen as key to the responses of all the ACCJC recommendations. The July 2012 Action Letter from ACCJC left Recommendation 1 in place because it felt the college had more work to do for “participatory governance” and “purposeful dialogue” to be fully woven into the fabric of the institution. The evidence presented here suggests that both tenets are now part of the new normal at COM-FSM.

Adopting an Accreditation Culture

In the 2012 Follow-Up Report, the college stated it began a process of embedding accreditation into all areas of college operations (p. 7). The college strengthened this effort by creating the position, vice president for institutional effectiveness and quality assurance (VPIEQA) June 1, 2012 ([Doc. 134](#)). Subsequently, the department for Institutional Effectiveness and Quality Assurance was configured to include the offices of Institutional Research and Planning, Information Technology, and Development and Community Relations ([Doc. 149](#)).

Online Accreditation Basics Course

Through meetings, training sessions, and the college newsfeed, the VPIEQA has encouraged that all members of the college community should successfully complete the ACCJC *Online Accreditation Basics Course* ([Doc. 135](#)). This action is in response to the evaluation team's (2012) comment they were, "concerned about the institution's mastery of the requirements of the standards" (p. 5). To date, 279 college personnel have successfully completed the course with Yap, FMI, Chuuk, and Kosrae Campuses having obtained 100% completion ([Doc. 136](#); [Doc. 137](#); [Doc. 138](#); [Doc. 139](#); [Doc. 140](#)). Further, all five regents of the board of regents have successfully completed the course.

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The college strives for 100% organizational completion for the June 2013 Commission hearing.

Accreditation Boot Camp

The VPIEQA has conducted college-wide training sessions on accreditation, sessions referred to by President Daisy as the *Accreditation Boot Camp* at the June 2012 Commission hearing. ([Doc. 141](#); [Doc. 142](#); [Doc. 143](#); [Doc. 144](#); [Doc. 145](#); [Doc. 146](#); [Doc. 147](#); [Doc. 148](#)). Trainings were designed to foster purposeful and reflective dialogue on accreditation, the accreditation process, and where we are as an organization. The specific outcomes were: Demonstrate basic knowledge on our accreditation status.

- Demonstrate basic knowledge on the accreditation process.
- Discuss the SLO rubric and your perceptions of where we are towards proficiency.
- Be able to define, discuss, and offer specific examples of authentic assessment.
- Commit to authentic assessment.
- Demonstrate understanding of faculty roles and responsibilities towards the SLO report and midterm report.

Participants across the college indicated they enjoyed accreditation training, and that they felt training should be conducted more regularly. Typical comments included these:

“I just think we should be given more training and workshops about accreditation. They’re good information and I think a lot of staff/faculty/students don’t know/understand about accreditation (like me)”.

“Have more time on training”

“We should have a 2x a year workshop.”

“Love this workshop. Let’s do more!”

Purposeful Dialogue

Following accreditation training conducted February 5, 2013, the Pohnpei Campus instructional coordinator, with support from the acting dean at Pohnpei Campus, translated accreditation training slides into the Pohnpeian language. The slides were created to offer accreditation training for the non-English proficient employees during the February, 22, 2013, Professional Development Day ([Doc. 54](#); [Doc. 55](#); [Doc. 56](#)). The Maintenance Department at National Campus also conducted accreditation training in Pohnpeian. Both efforts offer excellent evidence of purposeful dialogue and an enthusiasm for the benefits of the accreditation process.

This year the VPIEQA will continue training for departments and offices focusing on the *ACCJC Rubrics for Evaluating Institutional Effectiveness*, accreditation standards, organizing evidence for reporting, preparing follow-up reports, and preparing for the next self-evaluation. The goal is to build capacity and leadership around accreditation standards at all levels to ensure sustained constructive engagement.

Island Chat-Yap

While conducting accreditation training in Yap, the VPIEQA worked with Martina Reichhardt at V6AI radio in Yap to create a segment on accreditation. The show’s focus was designed to educate the community on both accreditation and the accreditation process; and to provide information to

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the community on the college's accreditation status ([Doc. 162](#)). The VPIEQA used and referred listeners to the ACCJC/WASC *Twelve Common Questions and Answers About Regional Accreditation*. The recorded show aired twice per day at 0900 and 1400, for two weeks beginning February 25, 2013.

Committee Structure and Shared Governance Changes

Last year, COM-FSM made substantial and successful changes to the standing committee governance structure in order to ensure broader-based participation from faculty and staff across the six-campus institution. Committee officers for AY 2012-2013 were elected and the Council of Chairs worked with the vice president for instructional affairs (VPIA) to set protocols for committee service for the year ([Doc. 59](#); [Doc. 178](#)). And, though there were improvements, college assessment of committee changes indicated a gap had formed, reducing mid-level management roles in the governance process.

Though the Commission *Action Letter* of July, 2, 2012, notes, "recent improvements to college communication and governance are impressive and increased staff participation in designing and implementing plans for improvement are also an important accomplishment;" the college demonstrated continued improvement through assessment and additional changes (p. 1).

Management Team

Directors and office heads expressed concerns over the changes in the governance structure made in fall 2011; and though some concerns were merely misunderstandings rectified through dialogue, or signals for necessary committee training, the most salient concern was that mid-level management felt excluded from the participatory governance process ([Doc. 43](#); [Doc. 44](#)). A pivotal meeting, *Joint Cabinet, Directors, and Committee Chairs Meeting*, between the council of chairs and the college administration was held on June 29, 2012. The purpose of the meeting was to discuss the existing governance process, to clarify misconceptions, and to encourage ideas towards improvement and ultimately resolution of concerns ([Doc. 60](#)). As a result, it was determined a Mid-level Management Team would be formed (renamed the Management Team) to resolve the identified gap in the participatory governance structure ([Doc. 38](#)).

The Management Team, consisting of all campus deans and directors, held their first meeting during the Visioning Summit on August, 9, 2012 ([Doc. 150](#)). Many of the institutional silos and turf or lines-of-authority issues have existed between campus deans and office directors (Who makes decisions and controls personnel?). The college hopes this committee will greatly facilitate horizontal communications between offices, departments, and campuses and promote a more collaborative organization ([Doc. 150](#)). As the president noted in an address to the community this should be a, "forum for sharing information, improving communication, identifying problems, and determining solutions" ([Doc. 38](#)).

Executive Committee

Last year dialogue began around the concept of an Executive Committee. The president noted such a committee would, "ensure the administrative and participatory governance functions of the college would be seamless" ([Doc. 38](#)). On November 16, 2012, the Executive Committee held its first official meeting and was constructed to bring major constituent groups together ensuring further broad-based participation ([Doc. 152](#)). The composition of the Executive Committee includes: the President's Cabinet (president and vice presidents), the campus deans, chair for the Council of

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Chairs (CoC), chair for the Management Team, the Faculty/staff senate president, and the Student Body Association (SBA) president ([Doc. 38](#); [Doc. 151](#); [Doc. 152](#)). At the same time, the *President's Cabinet* was reconfigured to include only the president and the vice presidents, and will focus more on organizational management. The *Executive Committee* will serve as a higher-level decision making body with broad representation ([Doc. 38](#); [Doc. 153](#)).

Participatory Governance Policy

The *Participatory Governance Policy* has been updated and revised since last May 2012 ([Doc. 154](#)). However, with the addition of the Management Team and the Executive Committee, another update will need to occur, as this policy originally only addressed the Council of Chairs and the standing committees who feed into the Council of Chairs ([Doc. 157](#)). The Management Team and Executive Committee have developed their Terms of Reference (TORs) and these are to be incorporated into the *Participatory Governance Policy*. The Management Team and Executive Committee also discussed that the *Participatory Governance Policy* was not in the typical policy format; consequently, a draft is under construction for approval ([Doc. 155](#); [Doc. 156](#)).

Further, the SBA and the state campus committee structure hasn't yet been considered for inclusion and incorporation into the policy and larger manual, and the SBA needs to revise and approve a TOR. Work, dialogue, and review will continue on the policy and larger manual. It was determined in Executive Committee the college would allow six months for this evolution ([Doc. 157](#)). Both the Management Team and the Executive Committee also noted the previously proposed chart was not adequate, and a more comprehensive draft chart is under construction for approval ([Doc. 38](#); [Doc. 156](#)).

Though it is ideal to have policies in place to reflect organizational changes, the college feels this process of dialogue, thoughtful reflection, and experimentation towards a more ideal governance structure is more critical than merely the products alone, and is essential to the learning organization. Having everyone engaged in the process adds time towards the outcomes and has meant changes have outpaced the latest policy. However, evidence is clear the college is actively engaged and working towards a revised *Participatory Governance Policy* that will be up-to-date and inclusive of all changes. And, due to the continued changes this year, another assessment of the participatory governance process will need to occur in May 2013.

Communications Logistics

The college is still using teleconferencing as the means for uniting all campuses for committee meetings. This option is still the most effective means for communicating across all six campuses, though the IT office continues to experiment with alternative meeting technologies such as, *GoToMeeting*, and is currently working with FSM Telecom to expand internet capacity for the college once again. Regardless, teleconferencing is still the most fail-safe, productive means for synchronous meetings at present.

Committees still place minutes of meetings on the wiki and email minutes to the college community ([Doc. 67](#)). The Management Team has been added to the wiki and one can also access their minutes via the wiki ([Doc. 150](#)). The Executive Committee and its meeting minutes are located on the college's main web page under the "our college" drop down menu ([Doc. 151](#); [Doc. 152](#)). Additionally, this year all departments began listing their minutes on the college website under the

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“our college” drop down menu:

- [Administrative Services](#)
- [Instructional Affairs](#)
- [Institutional Effectiveness and Quality Assurance](#)
- [Student Services](#)
- [Cooperative Research and Extension](#)

Wiki and Google Doc Training

Faculty at the National and Pohnpei campuses received wiki training last year. Because the wiki is heavily used, the VPIEQA conducted wiki training for the other campuses this year ([Doc. 142](#); [Doc. 143](#); [Doc. 162](#)). As a result, the state campuses have also begun utilizing the wiki for their own purposes and benefits. Though asynchronous dialogue does not seem to be the primary use for the wiki, it has become a convenient repository for documents that need to be shared by multiple constituents and the college. The college webmaster has also conducted wiki training sessions for college constituents and made training documents available via the wiki ([Doc. 176](#); [Doc. 177](#)).

Committees, offices, and departments are more frequently utilizing Google Docs as a means to complete collaborative projects and to share documents where group comments can readily be captured. To ensure increased success with endeavors to utilize this technology effectively, the VPIEQA also conducted Google Doc training for the campuses in Chuuk, Kosrae, and Yap ([Doc. 142](#); [Doc. 143](#); [Doc. 162](#)).

Common Meeting Time

The meeting times for college-wide standing committees can be found on the wiki ([Doc. 68](#)). There are not to be any other college-wide meetings scheduled simultaneous to the standing committee meetings because state campuses have only one meeting room and teleconference phone system. This arrangement facilitates scheduling but still left a gap in potential for college-wide meetings for faculty (faculty senate or program assessment dialogue) and students organizations, such as the Student Body Association. As a consequence, a *common time* for meeting across the college was proposed and implemented as per a major recommendation in the January 2011 *Governance Policy Evaluation* ([Doc. 86](#)). Effective spring 2013, during the hours of 1300-1400 Kosrae/Pohnpei and 1200-1300 Chuuk/Yap there are to be no classes scheduled. The alternate times are due to a one-hour time zone difference.

All Campus Meetings

The *All Campus Meetings* are still being conducted on each campus to ensure a forum for campus-wide information sharing and opportunities for more purposeful dialogue ([Doc. 16](#); [Doc. 17](#); [Doc. 25](#); [Doc. 34](#); [Doc. 35](#); [Doc. 45](#); [Doc. 50](#); [Doc. 51](#); [Doc. 52](#); [Doc. 182](#); [Doc. 183](#); [Doc. 184](#)). Campus deans for state campuses have the responsibility to ensure these meeting are scheduled and occur at least once monthly while the president retains this responsibility for the National Campus.

Increasing Engagement of Stakeholders

The college continues to hold *community meetings* (originally termed town hall meetings) during the Board of Regent’s quarterly meetings, and the minutes are made available on the college website ([Doc. 49](#); [Doc. 163](#); [Doc. 164](#); [Doc. 165](#); [Doc. 166](#); [Doc. 167](#)). The meetings are advertised on the college newsfeed, via the local radio station, by banner, and advertisements are placed at key

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locations ([Doc. 24](#)).

President's messages to the community

Each month the president publishes a message to the college community on the website newsfeed. These messages help to keep constituents apprised of important college information ([Doc. 10](#); [Doc. 27](#); [Doc. 30](#); [Doc. 32](#); [Doc. 38](#); [Doc. 42](#)). The president also publishes messages to the students on the website newsfeed ([Doc. 26](#)).

Hearings and Presentations for FSM Leadership

The college administration has appeared before the FSM Congress on several occasions this year and has provided information, both written and oral, to the FSM Congress to keep them abreast of the college's accreditation progress, work, and status ([Doc. 8](#); [Doc. 9](#); [Doc. 23](#); [Doc. 41](#)). In one session the VPIEQA gave a brief presentation to a congressional committee on the accreditation process for greater collective understanding. The president has also made presentations to the FSM leadership at their conference fall 2012 ([Doc. 8](#); [Doc. 9](#); [Doc. 23](#); [Doc. 41](#)).

Visioning Summit and Visioning Process

This year the President's Retreat was replaced with the *Visioning Summit*: a three-phase strategic planning process. The Visioning Summit was prefaced with visioning activities via the college-wide review, discussion, and analysis of the report on *Purposeful Dialogue at COM-FSM: An analysis of the COM-FSM Communications Plan and ACCJC Recommendation One*, conducted May 10-11, 2012 ([Doc. 2](#); [Doc. 4](#); [Doc. 5](#)).

The *first phase* of the Visioning Summit was held August 8-9, 2012, at the National Campus and included representative personnel from all campuses and external stakeholders present on Pohnpei ([Doc. 168](#)). In total, there were 148 participants to the summit. The purpose of the summit was to:

- Review the college's existing Strategic Plan to ascertain what was accomplished and to make recommendations on aspects of the plan still relevant;
- Review the current college Mission and Values in view of changing conditions and determine what might still be pertinent in developing and/or revising the Mission and Values of the college;
- Review and make recommendations on the college's *Integrated Educational Master Plan (IEMP)* to better align the plan for greater impact on improving student learning and achievement, and;
- Review and discuss the Assessment of the College's Communication Plan: *Purposeful Dialogue at COM-FSM*.

Because only a few personnel from the state campuses were ever able to attend the President's Retreats of the past, the retreats came to be viewed somewhat negatively, as individuals felt excluded from critical organizational dialogue and decision-making processes. For this reason, the term President's Retreat was abandoned; and for this reason the summit was designed to be multi-phased.

For *phase two*, designated personnel from each of the states (and present during phase one) participated in facilitation training. The Visioning Summit was then repeated in the states of Chuuk (November 9, 2012), Kosrae (November 20, 2012), and Yap (November 15, 2012), led by the trained facilitators ([Doc. 15](#); [Doc.18](#); [Doc. 19](#); [Doc.169](#)). These summits were termed *mini-summits*

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and for the first time generated the opportunity for inclusive college and external stakeholder participation across all four states. All summit activities were summarized via reports and the reports were used to inform decisions on *phase three* of the Visioning Summit ([Doc. 15](#); [Doc.18](#); [Doc. 19](#); [Doc.169](#)).

Phase three of the visioning summit has involved the Board of Regents, a Mission Statement Working Group, and a Strategic Planning Working Group. The Board of Regents have undergone a visioning exercise. The regents began their visioning work August 8-9, 2012, and completed their visioning exercise January 9-11, 2013 ([Doc. 46](#); [Doc. 47](#); [Doc. 48](#)).

The Mission Statement Working Group completed a review of the mission statement and provided their recommendations to the Strategic Planning Working Group ([Doc. 171](#); [Doc. 174](#)). The Strategic Planning Working Group is a subcommittee of the Executive Committee, established on November 16, 2012, and co-chaired by the VPIEQA and the vice president for instructional affairs (VPIA) ([Doc. 170](#)). The Strategic Planning Working Group has the task of reviewing summit documents, identifying themes, and proposing a strategic plan supported by continued organizational dialogue and the Board of Regents visioning work.

The Strategic Planning Working Group has, through the Executive Committee, ensured ongoing dialogue by sharing options and results of analyses with all major constituents for input. From November 16 thru December 18, 2012, the working group carried out a SWOTC analysis (strengths, weaknesses, opportunities, threats, and challenges) on the draft mission statement, the current mission statement, and the institution. The group used a Society for College and University Planning (SCUP) tool to evaluate the existing mission, and completed an analysis of external factors, trends, and implications to the institution. Results were grounded in summit report themes and the Board of Regents visioning work to generate a draft document ([Doc. 162](#)).

For example, a common theme from all summits was that the Strategic Plan not be called the *Wasabn Kamarain Strategic Plan* because there are many languages in the FSM, and a Pohnpeian title was not understood by everyone. The preference was to retain English titles to college plans and documents to ensure effective communication.

Whether or not a strategic plan is successful, one of the most valuable benefits is the process of listening to constituents and encouraging the input of excellent ideas from all levels within the organization, and from stakeholders. Some groups have indicated they feel the final phase of the visioning process has been rushed due to the pace of activities this year. For that reason, the Strategic Planning Working Group presented to the Board of Regents during the March 13, 2013, meeting, options for Mission, Vision, Strategic Directions, Core Values, and Institutional Student Learning Outcomes only (Unofficial Minutes of this meeting can be provided to the visiting team). ([Doc. 172](#)). The Strategic Planning Working Group wanted to touch base with the Board of Regents to ensure all are in collective agreement on the direction of the institution. And the working group will validate results through a college-wide review of the draft.

The Strategic Planning Working Group will build from the Board of Regent's decisions in order to develop the Strategic Directions into supporting organizational Strategic Goals and to determine specific measures of success. The work will be again shared with the college for dialogue, input, and

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validation. The final Strategic Plan will be ready for the May 2013 Board of Regents meeting ([Doc. 173](#)).

The *Assessment of the 2006-2011 College of Micronesia-FSM Strategic Plan* noted the plan had “siloing” in the design of the strategic goals, “thus unintentionally hampering the integration of each siloed area’s operational plans” (p. 5). And, noted, “no formal method for regularly assessing the plan” was evident (p. 4). Integrated planning has occurred through the college’s Integrated Educational Master Plan (IEMP) and specific measurements with targets will be set so that the college can assess goal attainment regularly, and regularly report results to constituents. The only regular assessment of the previous strategic plan was through quarterly reporting of office and department activities under respective goals. Because there were no clear targets, the college was unable to report to constituents if the plan was being successfully met. These mistakes will not be repeated, and recommendations under the *Assessment of the 2006-2011 College of Micronesia-FSM Strategic Plan* will be implemented.

The college recognizes that it is not ideal to first complete an *Integrated Educational Master Plan* followed by a *Strategic Plan*; however the history of the institution leading to the current situation cannot be undone. As the *Strategic Plan* is completed, adjustments will likely need to be incorporated into the *Integrated Educational Master Plan*, and presented along with the completed *Strategic Plan* at the May 2013 Board of Regents meeting.

Further, the college understands the mission cannot be altered at this time; however the mission was due for a critical review during this visioning process. Should the Board of Regents be in favor of a revision to the college’s mission statement, implementation of such a revision could not occur until accreditation is reaffirmed, and in adherence to the ACCJC Policy on Substantive Change.

COM-FSM Branding and Website Overhaul

Noted in the 2012 Follow-Up Report was a *news contributor scheme* devised for the purposes of expanded news coverage for the college. In fall 2012, the director of development and community relations and the webmaster conducted joint training sessions on each campus of COM-FSM. Individuals on each campus were identified to serve as local points of contact for adding news content directly into the Student Information System (SIS). This is an effort to facilitate communications and news from all of our college campuses, as previously news was heavily weighted towards National Campus events only. Allowing local input of news content also ensures the stories are timely and appealing to a larger audience across the college. The training focused on photographic submissions, image and subject appropriateness, and guidelines and procedures for submitting, publishing, and posting of stories and documents to the college website ([Doc. 175](#)). Additional improvements include refreshing website photos each Monday to keep the site fresh and appealing; and attempts are made to add photos to all news stories.

Communication Plan Evaluation

Last April 2012, the college completed an evaluation titled, [Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications plan and ACCJC Recommendation one](#). The survey revealed a shift in organizational perceptions that broad-based participation was occurring, which was a substantial achievement for the college in such a brief period of time. The survey also revealed most

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individuals were not aware the college had a Communication Plan.

Implementing Evaluation Recommendations

- Completing a new Communications Plan no later than December 2012: Through dialogue, it was determined having a separate communications plan could lead to the same outcome as the previous plan, which seemed to be an “orphan document,” that was not linked effectively to other college plans and practices, and thus disappeared from institutional use. The Communications Plan was neither understood nor embedded in the organizational culture. The college decided it was best to ensure an explicit strategic plan goal focused on participatory governance and purposeful dialogue as evidenced by the draft Strategic Plan and the Integrated Educational Master Plan ([Doc. 173](#)). As the draft Strategic Plan moves to the final phase of construction and review, the following strategic goal will be proposed for organizational review and endorsement:

GOAL: Achieve and strengthen purposeful dialogue by

- Embedding appropriate communication practices and guiding principles in the objectives of each college program, governance body and administrative office;
- Adopting a continuous improvement model to measure progress in these communication practices and guiding principles within the college’s ongoing assessments;
- Ensuring that college communications are accessible, accurate, timely, clear, and understood by their intended users;
- Developing technology to improve communications among all campuses of the college;
- Developing and maintaining a centralized database of college policies and procedures;
- Some language referring specifically to students and their families.

- “...the college should assess and revise the current BOR Policy on Communication to reflect the same values” (p. 3). The College Board of Regents approved a new *Communications Policy* on March 12, 2013, which had first been endorsed by the Executive Committee on February 6, 2013 ([Doc. 53](#); [Doc. 172](#)).
- “Before October 2012, the college should undertake a capacity-building exercise to revise at least one major procedure document to reflect best practice in usability design and principles of localization that may be appropriate in its particular mix of high-context and low-context cultures. The IAP Handbook would be a good candidate for this work” (p. 4). The college is replacing the IAP Handbook with the design of three, user-friendly manuals: the CAC Handbook, the Program Assessment and Program Procedures Manual, and the Budget Handbook ([Doc. 158](#); [Doc. 159](#); [Doc. 160](#)). These manuals are also clear evidence of capacity building and the development of leadership within the organization. Consultant David Adams of Sandy Pond Associates provided two separate training events around procedure document writing for ten faculty and administrators. The first training occurred in September 9-10, 2012, and the second training event was conducted February 14-18, 2013 ([Doc. 118](#); [Doc. 129](#); [Doc. 179](#)). Five trainees are applying skills development and

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evidencing capacity growth by leading the direct development of the three procedures manuals ([Doc. 158](#); [Doc. 159](#); [Doc. 160](#)).

Planning Processes

The college has evidenced broad-based participation, a robust participatory governance system, and salient efforts towards purposeful dialogue. The college is working to continuously improve upon and strengthen purposeful dialogue, and the college anticipates the approval of the strategic supporting goal, *Achieve and strengthen purposeful dialogue*, as specified above, in the May 2013 final strategic plan. However, this recommendation is inextricably linked with Recommendations 2, 6, and 8.

What remained to be completed were the plan documents as noted by the April 2012 Team Evaluation. Since that time the college has completed a [Five Year Financial Plan](#), a [Total Cost of Ownership](#), an integrated [Facilities Master Plan](#), and an [Integrated Educational Master Plan](#). Plans were evidenced, with broad-based participation, in both a May 2012 Supplemental Report to the ACCJC and at the June 2012 ACCJC Commission hearing. Further evidence is found under the sections for Recommendations 2, 6, and 8. ([Doc. 57](#)).

Evidence for Recommendation 1

Doc. 1	Daisy, J. M. (2012, April). <i>COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=193/mod=20:24:23
Doc. 2	Adams, D, & Mulik, J. (2012, April 21). <i>Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications Plan and ACCJC Recommendation One</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-15/Purposeful-Dialogue-at-COM.pdf
Doc. 3	COM-FSM. (2012, May 11). <i>Spring Semester Faculty Workshop</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/Faculty%20training%2011MAY12.pdf
Doc. 4	IRPO. (2012, May). <i>Improving Communications at the College of Micronesia-FSM: Summary of Campus Workshops Held May 10 & 11, 2012</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/Improving-Communications-at-COM-FSM-SUMMARY.pdf
Doc. 5	Yap Campus. (2012, May 10). <i>Improving Communication at the College of Micronesia-FSM: Yap Campus Responses to Communication Plan Evaluation</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/Communication%20Plan%20Goal_Complete_Yap.pdf
Doc. 6	Council of Chairs. (2012, May). <i>Participatory Governance Policy</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-15/Participatory-Governance-Policy.pdf
Doc. 7	PRC. (2012, May). <i>Committee Governance Structure Survey Assessment Results</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/Committee%20Governance%20Structure%20Survey.pdf
Doc. 8	Daisy, J. M. (2012, November, 9). <i>COM-FSM status report: States and national leadership conference (SNLC)</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/SNLC-Presentation-by-Dr-Daisy.pdf
Doc. 9	Daisy, J. M. (2012, November, 14). <i>COM-FSM president's goals presented to FSM Congress</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Presidents-presentation-to-Congress.pdf
Doc. 10	Daisy, J. M. (2012, November, 16). <i>Message to the community</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=363/mod=20:24:48
Doc. 11	COM-FSM. (2012). <i>Organizational chart</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Org_Chart.pdf
Doc. 12	COM-FSM. (2012). <i>Parent orientation evaluation form</i> . Retrieved from

	http://www.comfsm.fm/accreditation/2013/midterm-report/Parent%20Orientation%20Evaluation%20Form.pdf
Doc. 13	Council of Chairs. (2012, December, 7). <i>Council of chairs minutes</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/15COCMINUTES20121207.pdf
Doc. 14	VPIA. (2012, November, 27). VPIA 19NOV12-24NOV12 Trip Report. Retrieved from http://www.comfsm.fm/accreditation/2013/slo-report/VPIA-trip-Report-Nov-19th.pdf
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Recommendation 2

Improving Institutional Effectiveness. To fully meet this standard, the team recommends that the various plans of the college be integrated into the development of a comprehensive long-range educational master plan that is linked to and includes a long-range budget plan (I.B.4, III.D).

2010 Warning Status Issued

2011 Probation Status Issued

2012 Continued on Probation

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “The college has partially addressed Recommendation 2 and Standard I.B. Improving Institutional Effectiveness”.
- 2) “The college is in the process of developing and using plans, data collection, and evaluation”.

- 3) “The team found that the college is not yet operating at the proficiency level of implementation of the Commission Rubric for Evaluating Institutional Effectiveness – Part II: Planning. The missing characteristics of institutional effectiveness in planning include:
- A fully developed comprehensive educational master plan that fully integrates all components of resource planning and long-term budgeting to achieve broad educational purposes
 - A fully developed use of ongoing and systematic evaluation and planning to refine institutional key processes and improve student learning
 - A fully developed culture of reflective dialogue about institutional effectiveness that is ongoing, robust and pervasive
 - A fully developed continuous review and adaptation of evaluation and planning and budgeting processes”.

Highlights from the COM-FSM 2011 Follow-Up Report

The college’s new Instructional Master Plan provides the framework for improvement of instruction and its impact on learning. The instructional master plan is the critical component for driving decisions at the college for finances, facilities, IT, etc. All plans are now linked as part of the master plan.

- The plan addresses the need for improving the quality and impact of instruction in a time when both internal and external factors are affecting the college.
- Program reviews are an important part of the college’s master plan. Program reviews link into the various plans of the college and are evaluated and analyzed by the appropriate committees. Program reviews are occurring on a yearly basis.
- Implementation of the college master plan and its components are based on the concept of work planning and performance evaluation based on key performance indicators. Components of the master plan are analyzed for what must occur in the upcoming year and work planning and key performance indicators are established for Vice Presidents.
- This plan and its components are assessed using the college Institutional Assessment Plan (IAP) process (see appendix 2B). Program reviews link into the Instructional Master plan via the college’s Assessment Committee. Assessment plans developed from the annual work plans for supervisors will be developed and either formative or summative evaluation reports will be prepared and distributed to the college community and key stakeholders annually. Full details of the assessment plan are found at the college Institutional Planning and Research [sic] web site at <http://www.comfsm.fm/irpo/assessment.html>
- Instructional Master Plan ([Doc. 77](#)).

Major Conclusions from Team Evaluation Report from 2011 Follow-Up Report

- 1) “The college has partially addressed Recommendation 2 and Standard I.B. Improving Institutional Effectiveness”.
- 2) “The college is in the process of developing and using plans, data collection, and evaluation”.
- 3) “The team found that the college is not yet operating at the proficiency level of implementation of the Commission Rubric for Evaluating Institutional Effectiveness – Part II: Planning. The missing characteristics of institutional effectiveness in planning include:

- A fully developed comprehensive educational master plan that fully integrates all components of resource planning and long-term budgeting to achieve broad educational purposes
- A fully developed use of ongoing and systematic evaluation and planning to refine institutional key processes and improve student learning
- A fully developed culture of reflective dialogue about institutional effectiveness that is ongoing, robust and pervasive
- A fully developed continuous review and adaptation of evaluation and planning and budgeting processes”.

Highlights from COM-FSM 2012 Follow-Up Report

The college recognized the existing plans had not been developed in an ideal manner. It is clear, when reading the existing college plans, they were authored in silos, and consequently, alignment is difficult to ascertain. Plans were developed in a rushed manner, without ideal supporting data, and for purposes of meeting standards rather than developing truly useful products. Additionally, the college has since faced Joint Economic Management Committee (JEMCO) resolutions calling for a decrement in current US Compact funding support ([Doc. 9](#)). The college must adjust to reductions of at least \$700,000 annually, over the next four years, until current funding of \$3.8 million is reduced to \$1 million dollars per annum ([Doc. 9](#); [Doc. 19](#); [Doc. 20](#)). Because plans were flawed, disconnected products, and because the college would need new strategies towards offering quality programs and services with a significantly reduced operating budget, it was deemed prudent to first conduct a program prioritization process and utilize program reviews towards developing an integrated educational master plan.

Program Assessment and Reviews

- The ALO worked with faculty across the college, explaining the importance of completing program assessments and program reviews towards continuous quality improvement, and submitting reports by deadlines -- accountability ([Doc. 8](#); [Doc. 51](#); [Doc. 52](#)).
- At a January 3, 2012, faculty workshop for all Pohnpei-based faculty (69 out of 99 total faculty, and 17 out of 17 total program coordinators), the faculty worked with their respective program coordinators to discuss their current program assessment plans ([Doc. 8](#); [Doc. 30](#)).
- Groups had productive discussions on improving their assessment process, increasing dialogue with colleagues across the college, and defining roles for the program coordinator and supporting faculty. Issues as simple as identifying one’s program coordinator, program colleagues across the college, where to find assessment plan forms, and how to complete assessment plan forms were discussed, along with more complex issues such as levels of responsibility for data collection, usefulness of both qualitative and quantitative data, data analyses, and how to improve meaningful dialogue ([Doc. 15](#)).
- As faculty engaged in discussions, the importance of the dialoguing process became self-evident. Faculty also expressed awareness of the need to begin dialoguing across departments, “grouping could have been mixed instead of homogeneous...so it gives opportunity to learn from other divisions”. Many faculty stated the dialoguing session was the most enjoyed activity of the workshop, “I enjoyed private discussions with folks in my program where we hammered out and nailed down what we were going to do in the future” ([Doc. 31](#)).


- Faculty within a program were to ensure all course outlines have been modified and approved in the new format, which includes measurable student learning outcomes accompanied by specific assessment strategies ([Doc. 17](#); [Doc. 32](#)).
- All learning outcomes for a course are also tied into program learning outcomes ([Doc. 17](#); [Doc. 32](#)).
- Faculty were asked to generate a program matrix, ensuring students are scheduled to master all program learning outcomes before graduating ([Doc. 18](#)).
- Potential uses for the college wiki were discussed, especially as communications by email are cumbersome and difficult to manage over longer periods of time ([Doc. 1](#)).
- The Human Resources Committee, Curriculum and Assessment Committee, and Faculty Senate were all asked to make recommendations on the duties and responsibilities of a program coordinator and release time to ensure college-wide consistency of practice ([Doc. 29](#); [Doc.33](#)).
- Currently, program assessments are completed each year while program reviews are conducted every three years. Program reviews were due May 2011, but deadlines were extended until late August 2011 as necessary program health indicator data were not made available until mid-August. The college must take specific action to ensure all longitudinal data, which include program health indicators as listed in “Appendix T” of the Curriculum Handbook, are updated each semester, and in a timely manner ([Doc. 6](#); [Doc. 14](#)).
- Fall 2011, the Curriculum and Assessment Committee first finished its task of reviewing/approving 240 outlines converted to the new format, aided by a rubric and facilitated by reader teams ([Doc. 25](#); [Doc. 34](#); [Doc. 35](#); [Doc. 36](#); [Doc. 37](#); [Doc. 57](#)). The process is currently under evaluation for improvement.
- Spring 2012, the Curriculum and Assessment Committee developed a consistent process for evaluating program reviews, by using a program review feedback form ([Doc. 4](#); [Doc. 5](#); [Doc. 57](#)).
- By completing program assessments and reviews, coordinators learn how to improve upon assessment efforts and the feedback indicates areas of continuous improvement ([Doc. 7](#)). Assessment processes should encourage continuous improvement, not only for courses and programs, but also for our processes.
- The Curriculum and Assessment Committee identified general trends as all program reviews were analyzed ([Doc. 6](#)). All program feedback forms and these general trends were given to the Director of Academic Programs and the Vice President for Instructional Affairs to be incorporated into both the program prioritization process and the integrated educational master plan ([Doc. 6](#); [Doc. 7](#)).

Program Prioritization Process

- On August 5, 2011, during a National campus faculty workshop, 40 participants (40 out of 99 total faculty) viewed a webinar, “Prioritizing Academic Programs and Services” ([Doc. 12](#)).
- During the President’s Retreat, August 24, 2011, the Director of Institutional Research and Planning gave a presentation on program prioritization ([Doc. 21](#); [Doc. 22](#)). The attendees were then asked to complete a worksheet ranking ten criteria from Dickeson (2010, p. 66) in order of most to least important, and submitted the results for collation (see Table 1; [Doc. 21](#); [Doc. 24](#)). Only the top five criteria were reported (see Table 1).

- On October 3, 2011, the Director of Institutional Research and Planning and the Director of Academic Programs gave a presentation to the Curriculum and Assessment Committee on program prioritization ([Doc. 23](#)).
- The Curriculum and Assessment Committee then worked with the Director of Academic Programs and the Director of Research and Planning to develop and approve a process for prioritizing academic programs using Dickeson (2010) as the framework ([Doc. 2](#); [Doc. 3](#); [Doc. 39](#); [Doc. 56](#)). The Curriculum and Assessment Committee was asked to rank Dickeson’s (2010) ten criteria in order of importance (see Table 1), identify potential data sources, offer a system to rate criteria selected, and define classification of programs once ranked ([Doc. 2](#); [Doc. 3](#); [Doc. 11](#); [Doc. 56](#)).
- The CAC preferred to use all ten criteria, and not merely the top five reported from the President’s Retreat ([Doc. 3](#); [Doc. 26](#)). For that reason, the Curriculum and Assessment Committee ranking was given higher priority over that obtained via the President’s Retreat (2011).

Table 1. Dickeson’s (2010) ten criteria for program prioritization ranked, in order, from most to least important by the larger college community at the President’s Retreat and by the Curriculum and Assessment Committee. Only the top five criteria were reported from the President’s Retreat (2011).

		Dickeson’s (2010) Ten Criteria for Program Prioritization	
	Most Important	President’s Retreat Ranking	Curriculum and Assessment Committee Ranking
		Quality of outcomes	Quality of outcomes
		Impact, justification, and overall essentiality of the program	Impact, justification, and overall essentiality of the program
		Revenue and other resources generated by the program	Size, scope, and productivity of the program
		External demand for the program	External demand for the program
		Quality of program inputs and processes	Internal demand for the program
			Revenue and other resources generated by the program
			Costs and other expenses associated with the program
			History, development, and expectations of the program
			Quality of program inputs and processes
		Opportunity analysis of the program	
Least important			

- During the February 2012, FSM State National Leadership Conference, presentations on the program prioritization process were made, and comments were solicited from external stakeholders regarding programs at the college ([Doc. 44](#)).

Program Prioritization Training

- The acting Vice President of Instructional Affairs, on November 25, 2011, requested permission from the Interim President to form an initial working group for the program prioritization process ([Doc. 13](#)).

- Administrative meetings began February 27, 2012, with all vice presidents, directors, and campus directors ([Doc. 45](#); [Doc. 47](#)). During the first meeting, integration of plans was discussed and a schematic illustrating linkages, adopted from San Diego Miramar College, was generated ([Doc. 45](#); [Doc. 48](#); [Doc. 50](#)).
- On February 28, 2012, the working group reviewed the college's existing strategic plan ([Doc. 46](#)). In light of JEMCO resolutions, the college must take major decisions on operations and programs towards long-term financial stability. Developing a new strategic plan to face these challenges will take time. Consequently, the working group determined it was best to utilize the existing strategic plan as the focal point towards developing the integrated educational master plan, with the understanding financial constraints will force adjustments.
- The group modified a schematic from the existing strategic plan to reflect the integrated planning, evaluation, and resource allocation process ([Doc. 49](#); [Doc. 54](#)). A tentative general timeline for completing and implementing the integrated educational master plan was generated ([Doc. 47](#)).
- The new president has shown strong support for the process of planning and recognizes this is a learning experience for the institution. Additional expertise is being sought to assist in the planning process and to aid capacity building for the college.
- The college is presently exploring a contract with a consulting group that has experience in the region. Deliverables and a timeline for this work are currently being negotiated with the expectation of sharing with you the principals, their deliverables, and a timeline for this work by March 27, 2012.
- The college acknowledges this recommendation requires development, implementation, and evaluation of our integrated educational master plan – closing the loop. We do not evidence, in this report, an integrated educational master plan, and one will have just been generated by the time the Commission visiting team arrives. However, the college is fully committed to adhering to the underlying principles of the accreditation process whereby shared governance and evidence-based decision making drive our planning process. The college will conduct an evaluation of the integrated educational master plan December 2012, as part of the college's on-going review cycle.

Major Conclusions from Team Evaluation Report from 2012 Follow-Up Report

- 1) "A Facilities and Campus Environment Plan (2011) has been updated with an ongoing maintenance schedule and was supplemented with a list of projects and renovations that were recently completed. A total cost of ownership study has been completed. Several scenarios including closing some of the sites has been discussed within the committee, but will be brought to a wider audience."
- 2) "The Comptroller has been proactive, independently working on identifying strategies to deal with the JEMCO decrement to have the college be financially sustainable. Without a complete Master plan and defined timeline, the integration of the Master plan to a long range budget plan cannot be aligned".
- 3) "Standard III.D requires there be sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. Additional requirements of this standard are that resources support the development, maintenance and improvement of the College's programs and services; that resources are managed to ensure the College is financially stable on both the short term and long term basis; that the amount of financial resources provide a reasonable expectation of short and long-term financial stability.

Standard III.D requires that financial resources be integrated with institutional planning with high priority objectives driving resource allocation decisions”.

- 4) “The college has partially implemented Recommendation 2. Plans have been developed in some cases but there is no overarching Educational Master Plan that integrates the individual plans into a comprehensive plan that supports all aspects of the College's operations.”

Highlights from the COM-FSM Supplemental Report

The college has built greater appreciation and capacity for planning such that the processes and products are valued equally. Over the last six weeks the college has completed an assessment of its Strategic Plan: 2006-2011, with numerous follow-on activities, including capacity building exercises in sharing data and information. The college has integrated existing plans into an Educational Master Plan and begun to assemble data to determine COM-FSM's status in terms of the ACCJC Rubrics.

- The college has closed the assessment loop on the 2006-2011 Strategic Plan by completing an evaluation of the existing Strategic Plan, including an assessment of progress towards resolving Commission recommendations on planning ([Doc. 60](#)). The findings indicate a need to develop formal methods of regular plan assessment, improved methods of tracking actual annual expenses, annual discussions on institutional effectiveness relating to the nine strategic goals, and a need to break down silos for shared communications and responsibilities. Utilizing the results of this assessment, a new Strategic Plan will be developed next fall, beginning with the visioning summit conducted during the August 2012 President's Retreat as outlined in the President's "White Paper," *COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action* ([Doc. 58](#)). The existing Strategic Plan was utilized towards development of the integrated Educational Master Plan as per recommendation #1a of the Strategic Plan Assessment ([Doc. 60](#), p. 6).
- Strategic Plan indicator trends have been identified and will be utilized in future planning efforts ([Doc. 61](#)). Specifically, these help the college address recommendation #1c in the Strategic Plan Assessment, where it was suggested these indicators trends might prove useful towards setting targets for each Strategic Plan goal ([Doc. 60](#), p. 6).
- Following recommendation #3a of the Strategic Plan Assessment, to facilitate meaningful planning dialogue, free from silos, the various, separate college plans were placed in a common template, or clearinghouse, on GoogleDocs ([Doc. 60](#), p. 7). All constituents simultaneously reviewed the various parts of the plan, linkages were readily made, and redundancies located and eliminated in creating an integrated Educational Master Plan ([Doc. 62](#)).
- In this initial framework, linkages have been established and estimated expenses are under expected revenues ([Doc. 62](#), [Doc. 65](#), [Doc. 68](#)). The framework and linkages were developed by a working group consisting of the President's Cabinet, Director of Human Resources, Director of Information Technology, Director of Academic Programs, Director of Career and Technical Education, Director of Admissions, Records, and Retention, Director of Learning Resources Center, and the Comptroller, with guidance from consultant James Mulik.
- The GoogleDocs link was shared with the Planning and Resources Committee and Curriculum and Assessment Committee to increase broad-based dialogue efforts. Broad-based dialogue will continue and be considered in the further development of the integrated plan/ongoing integration. This action also facilitates Strategic Plan Assessment

recommendation #3d where the Planning and Resources Committee should be charged with “annually assessing the strategic plan and the various plans of the college” ([Doc 60](#), p. 7). The ongoing dialogue and review of the integrated Educational Master Plan in preparation for approval and subsequent implementation includes the following questions: Do the goals/objectives enhance student learning, do the goals/objectives advance the effectiveness of the institution, is the goal really a priority for the college, does the goal advance the 9 strategic goals of the college, does the estimated cost of accomplishing the goal justify pursuing the goal, does the goal have a solid assessment plan, can any goals and/or objectives of the various plans be combined so that work is not done in silos, and is the goal and/or objective data informed?

- May 10-11, following recommendation #1d of the Strategic Plan Assessment, the college conducted a survey with 124 respondents to obtain baseline data in order to gauge where the institution currently resides on the ACCJC Rubrics for Evaluating Institutional Effectiveness. COM-FSM will ensure it moves to and remains at “sustainable continuous quality improvement” ([Doc. 63](#)). This survey will be repeated fall 2012, spring 2013, and annually thereafter.
- As of May 15, 2012, a total of 84 college employees have completed the ACCJC Online Accreditation Basics Course ([Doc. 66](#)). Participation in this course has been voluntary, but towards the larger goal of instilling the use of standards in daily decision-making by all college employees.
- As part of his President’s Report to the Board of Regents, Dr. Daisy has submitted, for approval, a proposal to elevate the position of ALO to that of Vice President for Institutional Effectiveness and Quality Assurance (VPIEQA). Rationale offered was, “to advance the integration and adherence to the Standards for Accreditation...to ensure the college stays the course to address the issues for which the college is on sanction, and to guarantee long-term compliance and quality assurance” ([Doc. 67](#)).
- On May 10 for Yap and Kosrae campuses and May 11, 2012, for all other campuses, 80 faculty participated in a workshop on the ACCJC SLO rubric, continued training in program assessment, and engaged in discussions on program assessments ([Doc. 59](#), [Doc. 64](#)). The training facilitated completion of another cycle of assessment for all programs. These data will be used to inform the assessment of the integrated Educational Master Plan.

June Commission Hearing Highlights

- April 2012, the president published a White Paper, *COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action*, and scheduled an August 2012 Visioning Summit ([Doc. 58](#)).
- May 2012, the college completed assessment of 2006-2011 Strategic Plan ([Doc. 60](#)).
- May 2012, the college developed an integrated Educational Master Plan which was endorsed by the Board of Regents ([Doc. 62](#); [Doc. 78](#); [Doc. 79](#)).
- May 2012, the college developed a Five-Year Financial Plan integrated with the Educational Master Plan and the Board of Regents endorsed plan ([Doc. 80](#); [Doc. 81](#)).

Follow-Up Report to June 2012 Action Letter

As the Commission has noted, the college had struggled for some time to articulate and develop a fully Integrated Educational Master Plan (IEMP). In no small part this struggle occurred because the underlying features of “participatory governance” and “purposeful dialogue” were also undeveloped at COM-FSM. As the past year

Follow-Up Report to June 2012 Action Letter

witnessed so much progress in these areas, the college has at least been able to learn and put into practice the principles of truly integrated planning. While the progress may not have taken place in a normal sequence, readers of this report will discover that individuals and offices across the institution have demonstrated the capacity to conjoin its various planning and evaluation activities and move this institution towards a cycle of continuous quality improvement. That progress occurred in several specific areas.

Program Assessment and Reviews

Last year the college made improvements and offered continuous training in completing program assessments and program reviews. This year, training efforts on assessment continued and were heavily evidenced in the [College Status Report on Student Learning Outcomes Implementation](#). All program assessments and reviews have been placed on the college wiki ([Doc. 83](#); [Doc. 84](#); [Doc. 85](#)).

Program Prioritization Process

In spring 2012, the college completed a broad-based, participatory Program Prioritization for Academic Programs with recommendations for implementation ([Doc.53](#)). The results were used to inform the *Integrated Educational Master Plan*. In the 2012-2013 academic year the college has completed a similar *Program Prioritization for Nonacademic Programs*. The department for institutional effectiveness and quality assurance ordered a SCUP webinar, *Prioritizing Administrative Programs and Activities*, to explore options for completing such a prioritization process effectively ([Doc. 72](#)). The CD was ordered because viewing the webinar would be difficult for our campuses located in Chuuk, Kosrae and Yap due to poor state internet capacity. Representatives from the Institutional Research and Planning Office facilitated sessions on the recorded webinar for all of our campuses during fall 2012 ([Doc. 71](#)).

The newly formed Management Team was tasked with designing and implementing a program prioritization process for the college's nonacademic programs, building upon the suggestions offered by Robert Dickeson and Larry Goldstein's work (SCUP webinar: [Prioritizing Administrative Programs and Activities](#)). The Management Team formed a working group who first met on December 6, 2012 ([Doc. 75](#)). The working group designed forms in order to collect data on each of the college's offices. The forms were distributed with instructions and offices were asked to return the forms by December 20, 2012 ([Doc. 69](#); [Doc. 70](#); [Doc. 87](#)).

This new process quickly became an example of a "learning organization" at work. After the deadline, the working group reviewed submissions, and initially found some to be lacking in quality or not yet submitted. Subsequently the working group selected a few ideal examples, or templates, and submitted those to college offices for review. The deadline for submission was extended to January 31, 2013, to allow time for identified offices to improve upon their submission. As January 31, 2013, was the original target date for completing the prioritization process, the completion deadline was extended to February 26, 2013. The working group again reviewed submissions, completed a ranking process and published the results in a report to the college ([Doc. 86](#)).

The report identified areas for programs to improve and has identified process issues for improvements in the next cycle of nonacademic program prioritization. For the next phase, the report recommends, "supervisory review must be conducted prior to submission" to "certify or endorse the forms as a true reflection of the status of the program" (p. 7). The report also recommends formal training be conducted for programs, "to ensure completeness and accuracy of

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information without being overly wordy” (p. 7). And, finally, the report recommended increased credibility of conclusions via a “calibration of the ratings” (p. 7).

A key area of concern noted in the report was the limited time frame for thoughtful reflection prior to completion. Though the college certainly does not wish to return to a state where years elapse prior to work being completed, the college also recognizes the importance of dedicating, “time, energy, and resources necessary to foster critical reflection and experimentation towards institutional improvement” as per the March 2013 Board of Regents-endorsed Strategic Plan draft document (p. 1) and the endorsed Integrated Educational Master Plan narrative (p. 3), on becoming a learning organization.

From this point forward the college would like to ensure adequate time for both ideal participatory governance and critical reflection. Doing so requires meeting and exceeding accreditation standards at all times. To alleviate some concerns, such as minimal time on critical reflection and the potential for discrepancies between the IEMP and subsequent draft strategic plan, the college has emphasized that plans are living documents and the planning process is ongoing, seeking to achieve a state of continuous improvement. However, in order to reach such a state, well-informed and integrated plans must first be in place. These completed plans are a starting place from which continued critical reflection and engagement will occur.

Integrated Educational Master Plan (IEMP)

As noted previously, the college completed an assessment of the existing Strategic Plan ([Doc. 60](#)). The Integrated Educational Master Plan was completed and approved by the Board of Regents in May 2012 ([Doc. 62](#); [Doc. 78](#); [Doc. 79](#)). And, the college developed a Five-Year Financial Plan, integrated with the Educational Master Plan, supported through Board of Regent’s endorsement ([Doc. 80](#); [Doc. 81](#)). What remained to be accomplished was a broad-based assessment of the IEMP and this was accomplished via the fall 2012 Visioning Summit as described in detail under Recommendation 1.

During the Visioning Summit phases one and two the IEMP was assessed across all six college campuses and all four states. The five visioning summits asked participants to review and make recommendations on the college’s Integrated Educational Master Plan (IEMP) to better align the plan for greater impact on improving student learning and achievement. The results of the summit were used to inform the continued development of the IEMP ([Doc. 73](#); [Doc. 74](#); [Doc. 89](#); [Doc. 90](#); [Doc. 91](#); [Doc. 92](#)). A working group, for the continued development of the IEMP, was led by the vice president for instructional affairs ([Doc. 82](#)). Growing capacity, talent, and leadership was a focus of this continued integrated planning process, and consultant James Mulik of Sandy Pond Associates guided this group towards development of a narrative specific to the story of COM-FSM, constructed by individuals at COM-FSM.

The working group described the planning cycle for COM-FSM and conducted a data-informed environmental scan utilizing both external and internal data as specified in the plan narrative (p. 5, & 6-7). The [Integrated Educational Master Plan](#) also reflects the results of the January 2013 board of regents visioning process while the college finalizes its new Strategic Plan for board approval in May 2013.

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The college is in a unique situation where the IEMP was completed prior to a new Strategic Plan. However, the planning cycle specified in the IEMP notes this issue will be rectified for future years. This year the college has had to, “put the cart before the horse” in order to be in full compliance with accreditation standards and to be on the continuous quality improvement level of the *ACCJC Institutional Effectiveness Rubric for Planning*.

The five points of focus used to guide the plan are:

1. Emphasize academic offerings in service to national needs.
2. Focus on student success.
3. Be financially sound, financially responsible, and build resources in anticipation of future needs.
4. Invest in and build a strong capacity in human capital.
5. Be a learning organization that exemplifies participatory governance.

Additionally it is noted the plan is, “aided by the college’s new participatory governance structure; improved levels of participation on college wide committees; the creation of a [Board two-year action agenda](#); refinement of plans for a number of different college areas; improvements in telecommunications and information technology; completion of first phase of program prioritizations; improved engagement of external stakeholders; and the establishment of a physical resources contingency fund” (p. 4) ([Doc. 88](#)).

The narrative notes the IEMP was, aided by the following steps:

1. Analysis of the college’s most recent Strategic Plan (2006-2011)
2. Department review and standing committee review of all college plans to determine what is still relevant; what is not relevant; and what should be changed or improved.
3. Completion of an external and internal environmental scan.
4. Visioning summit in order to obtain feedback from stakeholder groups.
5. Compilation of an [IEMP matrix](#) that links annual program assessment and program review results to the other plans of the college” (p. 4) ([Doc. 88](#)).

The college has developed and implemented an *Integrated Educational Master Plan*. The college has completed a *Five Year Financial Plan* with integration into the IEMP.

To achieve the strategic plan, which includes five of the board of regent’s strategic institutional outcomes (directions), the college has generated a cohesive Integrated Educational Master Plan that has effectively linked all the various plans of the college. The IEMP links the resource and capacity plans (human, physical, technology, and financial) of the institution. The IEMP is linked to the college’s Five Year Financial Plan, which is based upon the delivery of existing programs and services on maintaining the current structure of the college. Additionally, the IEMP includes the Instructional, Student Services, Human Resources, Facilities and Campus Environment, Administrative Services, and Cooperative Research and Extension (COM-Land Grant) plans of the college. The IEMP serves as a roadmap for the college to effectively utilize its financial, human, physical, and technology resources to achieve its broad educational purposes, including stated student learning outcomes.

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Recommendation 3

Improving Institutional Effectiveness. To fully meet this standard, the team recommends that the college advance the institution's movement towards proficiency in the cycle of continuous improvement by completing the development of the student information system and providing for additional research design, analysis, and reporting (I.B.6, IV.B.2).

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) "...the team found that the communication of evaluation and research findings to all stakeholders is a matter that needs some attention. Too often employers, possible employers,

the FSM Department of Education, parents, primary and secondary school leaders and others are not included in dialogue about student demographics and student learning. The college has done a good job internally in gathering data and preparing reports, and now it must develop a plan to make sure valuable information is broadly communicated to constituents that are both internal and external to the college, including each of the state campuses”.

- 2) “...the team found the college website is frequently outdated or inaccurate, with links missing or empty, which negatively impacts research, access to information, and communication (I.B.3-6)”.
- 3) “The college partially meets the requirement of Standard I.B. Improving Institutional Effectiveness”.
- 4) “While the planning aspect of the Institutional Research and Planning Office is strong, the research aspect is weak. Evaluation processes, survey design, and overall analysis are not at a level that allows the institution to make data-driven decisions (IV.B.2.b)”.

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The college has continued to develop its student information system (SIS) and is adding to the institution’s capacity for robust, deeper institutional analyses by implementation of TracDat software summer 2013. As a common theme, and as part of the institutions strategic direction, the college is investing in its human capital by building capacity for quality institutional planning, research, and data analysis. Several of the documents evidenced in this report offer testament to organizational growth and initial efforts towards capacity building. Evidenced heavily in [Recommendation 1](#), is the college’s commitment to “participatory governance” and “purposeful dialogue.” Communication and evaluation of institutional data, results of data analyses, reports, and organizational planning processes and plans are among the evidence presented.

Student Information System (SIS)

The college’s Student Information System (SIS) core modules (student records, accounts receivable and financial aid) were completed and have been a stable system since April 2008. The college reviewed a number of major programs, including Banner, for potential purchase, but due to connectivity issues in Micronesia, a decision was reached to develop a “home grown” system that could be designed to accommodate conditions in Micronesia ([Doc. 3](#)).

As with other major software systems, whether locally developed or purchased, there is a continual process of upgrades and development, or purchase of new features, as they become necessary. The college’s SIS is following this model with both a series of upgrades and development of enhancements and new modules. Examples of current enhancement of the SIS include developing an online registration module (in progress) and upgrades to mail and news delivery systems. Individuals working with student records on the SIS have received training ([Doc. 1](#); [Doc. 2](#)).

The SIS is providing a core data source for the college’s assessment and program review system ([Doc. 4](#); [Doc. 7](#); [Doc. 8](#)). The college has also purchased TracDat (December 2012) and is currently in the process of setup and data entry. Implementation of TracDat will allow enhanced analysis and reporting of college assessment data and program review findings and recommendations.

Follow-Up Report to June 2012 Action Letter

Table 1. Brief Overview of TracDat Rollout

Date	Action
January 2013	Purchase of TracDat
January 2013 – April 2013	Initial training sessions with TracDat representative for TracDat Working Group with focus on configuration of software for COM-FSM, procedures for data entry, and set up of user accounts.
February 2013 – March 2013	Recruitment of Assessment Coordinator
February 2013 – beginning May 2013	Basic population of data for course, programs (all) and higher level linkages (ILOs, WASC standards, etc.)
February 2013 – September 2013	Training (Initial): <ul style="list-style-type: none"> · Introduction to TracDat National Campus – Staff Development Day (February 2013) · Administrators, Institutional Program Coordinators and Faculty (May 2013) · Nonacademic program coordinators (June 2013)
May 2013	Data entry for 2012/2013 instructional assessment plans and results
June – July 2013	Data entry for 2012/2013 nonacademic assessment plans and results
August 2013	Initial TracDat data report for 2012/2013
September 2013	Review/modification of COM-FSM TracDat prior to full roll out
Fall 2013	Full roll out of TracDat for real time data entry into course and program level assessment plans and results sections

The Office of Intuitional Research and Planning (IRPO) carries a wide range of information, data and analyses on its web site (<http://www.comfsm.fm/irpo/>). News items and data updates are included on the college's website and distributed through the Office of Development and Community Relations through social media ([Doc. 9](#); [Doc. 10](#); [Doc.11](#); [Doc. 12](#)). The semester enrollment and student achievement report has been revamped beginning fall 2012 and widely distributed to internal and external stakeholders. Additional research on the college's entrance test and student success was distributed internally and externally to national and state departments of education.

For spring 2013, the college is participating in the *Community College Survey of Student Engagement* (CCSSE) and the *Community College Faculty Survey of Student Engagement* (CCFSSE) and will be using the CCSSE and CCFSSE data sets for additional research and analysis beyond the basic reports and comparisons ([Doc. 5](#); [Doc. 6](#)). Basic CCSSE and CCFSSE results will be widely distributed to internal and external stakeholders. Because the initial survey will serve as a baseline for measures of success, targets will be set for continuous improvement as part of the college's strategic plan. The college will repeat these surveys in spring 2014 and bi-yearly thereafter, widely reporting performance to stakeholders.

The Development and Community Relations (DCR) office produces the college's newsletter as well as posting the latest news and information about the college on the college's website (<http://www.comfsm.fm/?q=publications> and www.comfsm.fm).

The *News & Information* links from the website are being shared to the college's Social Media pages such as Facebook. The College has a following that is close to 700 members on its Alumni and COM-FSM Official Facebook page.

Evidence for Recommendation 3

Doc. 1	University of Arizona. (2011). <i>University of Arizona FERPA web course</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/FERPA-Basics.pdf
Doc. 2	Oducado, J. (2012, September). Trip report on September 4-22, 2012: <i>Site visits to Chuuk, Yap and Kosrae campus</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/SAM_1030.JPG
Doc. 3	BOR. (2006, October 17). <i>BOR initial funding for SIS</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/BOR_SIS_initial_funding.pdf
Doc. 4	Segal, G. (2012). <i>COM-FSM SIS project history and summary</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/COMFSM_SIS_Project_summary.pdf
Doc. 5	IRPO. (2013). <i>CCSSE and CCFSE timeline for spring 2013</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/CCSSE_FSSE_2013.pdf
Doc. 6	COM-FSM. (2012). <i>College to participate in CCSSEE and CCFSE in spring 2012</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=376/mod=00:37:12
Doc. 7	COM-FSM. (2013). <i>Academic programs wiki</i> . Retrieved from http://wiki.comfsm.fm/Academic_Programs
Doc. 8	COM-FSM. (2013). <i>Nonacademic programs wiki</i> . Retrieved from http://wiki.comfsm.fm/Non-Academic_Programs
Doc. 9	IRPO. (2012). <i>Spring 2012 enrollment and achievement data summary</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=267/mod=20:50:38
Doc. 10	IRPO. (2012). <i>Did you know...</i> Retrieved from http://www.comfsm.fm/myShark/news/item=296/mod=08:46:03
Doc. 11	IRPO. (2013). <i>Did you know...</i> Retrieved from http://www.comfsm.fm/myShark/news/item=425/mod=02:26:06
Doc. 12	IRPO. (2013). <i>Did you also know...</i> Retrieved from http://www.comfsm.fm/myShark/news/item=435/mod=03:52:26

Recommendation 4

Instructional Programs Student Learning Outcomes and Assessment. To fully meet this standard, the team recommends that the college develop a plan and schedule in order to reach the proficiency level by 2012 for student learning outcomes assessment by aligning its course SLOs with degree and certificate SLOs; by identifying and practicing multiple methods of assessment practices of SLOs for all courses, programs and degrees; by preparing comprehensive assessment reports that are completed on a regular basis; and by providing evidence of student awareness of goals and purposes of courses and programs in which they are enrolled (II.A, II.A.1, II.A.1a, II.A.1c, II.A.2, II.A.2a-b, II.A.2e-i, II.A.5).

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “Although the college is working systematically to ensure the careful review of data collected through different methods in order to achieve a more accurate and valid estimate of qualitative results for SLO assessment data is presented by each instructional program, much work remains to be done to actualize this laudable goal”.

- 2) “The overall emphasis on a triangulated strategy is a good one, but much work remains to be done to complete the consistent deployment of assessment practices across all programs and campus sites (II.A, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.g)”.
- 3) The addition of a General Education Assessment Coordinator in the near future will be an aid to the overall process of providing direction to SLO assessment. However, much work remains to be done to establish these positive developments by 2012 when colleges are expected to be at the proficiency level in SLO assessment. (II.A, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.g).

Follow-Up Report to June 2012 Action Letter

The College of Micronesia-FSM has submitted [the College Status Report on Student Learning Outcomes Implementation](#) to the ACCJC on March 5, 2013. The report contains a wealth of compelling evidence the institution has met all seven outcomes on the rubric for proficiency level and is well on its way to sustainable continuous quality improvement. For the sake of brevity, the report is presented here as evidence of resolution and continued institutional efforts under Recommendation 4.

Evidence for Recommendation 4

Doc. 1	COM-FSM. (2013, March, 5). <i>College status report on student learning outcomes implementation</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/slo-report/Status%20Report%20on%20SLO%20Implementation_COMFSM_Final.pdf
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Recommendation 5

Library and Learning Support Services. To fully meet this standard, the team recommends that the college evaluate and ensure the adequacy of the quantity and currency of its Library collections and ensure that there is reliable access to all library resources, both print and electronic (II.C.1, II.C.1c).

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “The college partially meets the requirements of Standard II.C. Library and Learning Support Services. The librarians and staff are dedicated to delivery of services to faculty, staff, and students; however, the resources at each campus are insufficient in depth, variety, and currency to support the institution’s educational goals”.
- 2) Furthermore, the lack of reliable Internet connectivity during core operational hours (9 a.m.-4 p.m.) to web-based resources, including to the National Campus’ web catalog and Ebsco host journals and periodicals, severely limits the college’s ability to deliver resources to students and faculty. The collections at all campuses are considered to be insufficient to meet instructional needs (II.C.1, II.C.1c)”.

Follow-Up Report to June 2012 Action Letter

2010-2011

Chuuk Campus Learning Resources Center (LRC)

The library assistant, continued to add to the Pacific Digital Library (PDL) Project by collecting and digitizing Pacific materials to be posted on the website for Pacific information. This project is an ongoing project. The LRC staff conducted two presentations: one on the PDL and one on Disaster Planning during faculty workshop. The LRC received five boxes of donated reading books from U.S. Ambassador Prahar. For staff development, library assistant, Ms. Kokis, attended a PDL training held in Saipan and also started her online master's program at the University of North Texas in Library and Information Science.

Kosrae Campus LRC

A total of 197 (111 purchased + 86 donations) materials such as books and DVDs were received and cataloged during this reporting period. Kosrae Campus library staff, with the assistance of the Rose Mackwelung library staff, scanned pre-selected materials and added them to the Pacific Digital Library (PDL). The college libraries' Online Public Access Catalog (OPAC) was operational and Internet connectivity to the 17 serviceable computers in the LRC had uninterrupted service delivering continuous access to online resources.

Pohnpei Campus LRC

At the beginning of each semester, the Pohnpei campus library staff provided new students presentations on how to research using the EBSCO host and provided hands-on training for finding library materials using the Online Public Access Catalog (OPAC). Two turnover computers were provided by the IT division to replace both the Follett and the OPAC computers. The LRC received several duplicate books from the general and Pacific collections from the National Campus.

Yap Campus LRC

There was continuous acquisition of library materials. As of September 30, 2011, the total library collection was 9,032 volumes. There was an increase of 630 volumes or 7.4 % to the 8,406 volumes in September 30, 2010. Periodical subscription also increased from 28 to 36 titles. The collection per FTE has increased from 39 in Fall 2009 to 43 in Fall 2010. Computer usage increased, and to meet this demand, the LRC added 2 iMacs for a total of 10 computers. All twelve computers have Internet access via Wi-Fi (yap wireless).

Library orientations and instruction were continuously offered to students and classes. There were two topics for the orientations/instruction, namely:

1. General library orientation, which introduces the students to the library resources and services, policies, procedures, use of the OPAC, general conduct and;
2. Information and library literacy, which focuses on research skills including the responsible use of the internet and the online resources such as the EBSCO databases.

In fall 2010, a total of 190 students were given the orientation; in spring 2011, there were 109 students; and 28 students in summer 2011. In addition, fifteen (15) Upward Bound freshmen attended a general library orientation session. It is noteworthy to mention that the instructors for the courses and tutors were involved in the orientations. Moreover, as part of the library literacy program, during the annual Yap Campus Staff Development Seminar/Workshop on Feb. 18, 2011, Susan Guarin, the librarian, gave a presentation on "Information Literacy" ([Doc. 10](#)).

In-Library surveys were conducted in Fall 2010 and Spring 2011 to evaluate the library services and obtain feedback on how to improve the library services. In the Fall Semester, data were gathered from 47 respondents: 41 students and 6 members of the faculty. Results show that for students: thirty-four (34) or 83 % of the respondents visited the library more than once per week; and the remaining 7 or 17 % visited weekly; for faculty, 5 (83.33%) visited the library more than once a week and the other 1 (16.67 %) visited weekly. Overall, library services were rated as “*excellent*” by both students and faculty; and on a scale of 5, the general weighted mean averages were 4.31 and 4.59, respectively ([Doc. 11](#)).

For spring 2011, surveys were conducted from April 27 to April 30, 2011. There were 63 respondents (57 students and 6 members of the faculty/staff). Results showed that 43 (88.25%) of the respondents visited the library more than once per week; 1 or (1.59%) visited weekly; and 2 (3.17%) come in less often. Overall, library services was rated “*excellent*”, with a general weighted mean average of 4.58 on a 5.0 scale ([Doc. 12](#)).

2011-2012

Chuuk Campus LRC

Outdated books were removed from each collection and replaced by new materials. A Strategic Learning Community training workshop conducted by Jane Barnwell, Pacific Resources for Education and Learning (PREL) Program Director, was held at the LRC in summer 2012. LRC Director Jennifer Hainrick and Reference Librarian, Juvelina Rempis visited Chuuk LRC and trained staff on removal of outdated materials and selection of new materials for collection update. They also trained the staff members on how to use the barcode scanner ([Doc. 5](#)). During the fall 2012 semester, Media and Instructional Technology Center (MITC) and LRC staff members worked together to complete the placement of barcodes on student IDs.

Kosrae Campus LRC

Kosrae campus library continued acquisition of new library materials in various formats during this reporting period. A total of 291 new acquisitions were received and added to the library collection. The library technician with the assistant of the Rose Mackwelung Library staff, and a part time staff hired by Pacific Resources for Educational Learning (PREL) scanned materials for the PDL project. The library technician, with the help of LRC director and MITC staff, began converting library materials from the Dewey to the Library of Congress (LC) classification system in preparation for the relocation into a renovated building that will be the new Kosrae Campus LRC ([Doc. 2](#); [Doc. 13](#)).

Pohnpei Campus LRC

During orientations, library staff did presentations on the rules and regulations of the LRC, as well as what the LRC has in terms of collections and services. The staff also did a PowerPoint presentation on the OPAC and provided new students with needed LRC information.

Yap Campus LRC

Continuous acquisition of updated and relevant library materials remained the thrust of the LRC. September 30, 2012, the total library collection was at 9,506 volumes. There was an increase of 474 volumes or 5.2% to the 9,032 volumes in September 30, 2011. Ninety six per cent, or 457 volumes of these materials were acquired through purchase while the remaining 4% or 17 volumes were donations. The average collection ratio per student for Academic Year 2011-2012 is 56. This figure is 15 volumes more than the collection ratio in FY 2010-2011. The collection ratio per student in

Yap met and even surpassed the College's target collection ratio of 30 volumes per student as presented in the [COM-FSM Self Study Report 2010](#) (page 171).

In recognition of the library's need to continuously update and upgrade its resources and services, the Office of the vice president of instructional affairs appropriated an additional \$12,000 from the SEPPIE fund to purchase learning resources (books and manipulatives) and equipment (one scanner and two laptops) for the Special Education program. The two laptops are used not only for class/LRC PowerPoint presentations but also as additional access to the Internet.

Library orientations and instruction were continuously offered to students and classes. For AY 2011-12, 16 classes were given the orientation, and students were provided individual instruction on the use of the OPAC, WebOPAC, and EBSCO databases. The library user's guide supplemented these orientations.

In-Library surveys were again conducted in Fall 2011 and Spring 2012. In the Fall Semester, using convenience sampling, data were gathered from 55 students, which represented about 25% of Yap campus enrollment. Results showed that thirty-eight or 69.09% of the student respondents visited the library more than once per week; fourteen or 25.45% visited weekly, and three or 5.54 % visited monthly. Overall, library services were rated "excellent", with a general average weighted mean of 4.67 on a scale of 5.0. ([Doc. 14](#))

The LRCs across the college used a new survey instrument in spring semester, 2012. The purpose was not only to measure the satisfaction rating of library users but also to solicit input for library collection development. Through a healthy email exchange between and among librarians, two survey instruments were developed, namely:

1. library user survey, which is intended for students and staff and;
2. faculty user survey.

There were ninety-three (93) students, which represented 42% of the student population, who participated in the survey. The LRC scored a general average weighted mean of 4.21 or an "excellent" satisfaction rating for its resources and services. There were ten (10) respondents to the faculty survey: four (4) full-time and six (6) part-time faculty. Overall, faculty were "very satisfied" with the LRC services. ([Doc. 15](#), [Doc. 16](#))

2012-2013

Chuuk Campus LRC

Wi-Fi was installed, and new computers were installed in the LRC. The budget contained funds to order new materials to increase collection volumes. In December 2012, Mr. Akius Herman was hired on a 6-month contract to assist Media and LRC staff. September 2012, Chuuk Campus: Jayleen Kokis trained 95 students on the use of the EBSCO and Pacific Digital Library (PDL) ([Doc. 1](#)).

In fall 2012, the Kosrae campus library moved into a newly renovated building housing 23 computers for student use and space for shelving of library materials ([Doc. 2](#)). In 2012, the library website was re-launched, however, to continue improvement of the site and resources, the LRC director is working with the webmaster in adding more features and information useful to the academic community.

The LRC has acquired online subscriptions to the following databases to cater to the information needs of users seeking more resources in eBook format and resources in the Public Health and Nursing fields of study ([Doc. 4](#)).

1. EBSCOHost eBooks Community College Collection
2. Patient Education Reference Center (PERC)

In spring 2012, all campus libraries conducted usage surveys for faculty, students and staff. The library staff has used the information from the surveys to acquire more resources in subjects covering the Pacific, in the Curriculum Resources Center collection, and references in education ([Doc. 3](#)).

Kosrae Campus LRC

The Kosrae campus library relocated to the new library building fall 2012 ([Doc. 17](#)). Seventy-five percent of the library's collection has been converted from the Dewey Decimal Classification System to the Library of Congress Classification System during this reporting period and is ongoing. The library received new library furniture and steel shelving. Twenty-three new computers were installed and connected to the college's increased bandwidth network. An additional nine (7 for the LRC lab, 1 for OPAC use, and 1 for the circulation desk) computers plus one-network printer for student use were ordered. Internet connectivity presently is sufficient for accessing online resources and has been continuously operating at optimal speeds thus far.

Pohnpei Campus LRC

The LRC staff members are organizing a new collection to be added to the LRC collection by March 2013. Staff are relocating materials in the LRC and removing unnecessary materials so students can have enough space to study and conduct their research. In addition, the LRC continues to receive donated books from the faculty here at Pohnpei Campus on different subjects, increasing the library's collections.

Since 2010, improvements in internet connection at the state campuses has resulted in increased accessibility to the library website and the EBSCO database, World & I Journal, and other relevant online resources.

Yap Campus LRC

Acquisition of new and relevant library materials in various formats continued. Since September 2012 to present, a total of 296 materials have been acquired through purchase or donation. Library inventory began mid-December 2012 to re-evaluate the currency, relevancy, and adequacy of the existing library collection. Results of the inventory will be the basis for the removal of irrelevant materials, which will be conducted in Summer 2013.

Internet access has improved with the installation of the COM-FSM Wi-Fi, which has a 9-mile-radius coverage. This improved the wireless connection in the LRC. Aside from the faster connection to the websites such as COM-FSM LRC and the EBSCO database, students are now able to access the Internet using their laptops in the LRC.

Accreditation update reports from the LRC are kept and a few examples are provided here ([Doc. 6](#); [Doc. 7](#); [Doc. 8](#); [Doc. 9](#)).

Evidence for Recommendation 5

Doc. 1	Chuuk Campus. (2012, September). <i>COM-FSM Chuuk campus completed EBSCO and PDL training</i> . Retrieved from www.comfsm.fm/myShark/news/item=297/mod=01:48:03
Doc. 2	LRC Director. (2012, August). <i>Kosrae trip report</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/1364/=2012_Aug_Kosrae_Trip_Report.pdf
Doc. 3	COM-FSM Learning Resources Centers. (2012, May). <i>Library usage surveys</i> . Retrieved from http://wiki.comfsm.fm/Non-Academic_Programs/Instructional_Services/Learning_Resource_Center/Usage_Surveys
Doc. 4	COM-FSM. (2012). <i>Learning Resources Center</i> . Retrieved from http://www.comfsm.fm/?q=lrc
Doc. 5	LRC Director. (2012, March). <i>Chuuk trip report</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/1366/=2012_Feb_Chuuk_Trip_Report.pdf
Doc. 6	LRC. (2012). Yap: <i>Library accreditation update</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/YC_Library_Accreditation_Update.pdf
Doc. 7	LRC. (2012). <i>Library accreditation update</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/NC_LRC_Accreditation_Update.pdf
Doc. 8	LRC. (2012). <i>Library accreditation update</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/KC_Library_Accreditation_Update.pdf
Doc. 9	LRC. (2012). <i>Library accreditation update</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/CC_Library_Accreditation_Update.pdf
Doc. 10	Yap Campus. <i>Yap Campus staff development day 2011 program</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/2185/=Yap_Campus_Staff_Development_Day_2011_Program.pdf
Doc. 11	Guarin, S. (2010). <i>Library user survey results fall 2010</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/2183/=FY2011_IAYCLRC_InLibrarySurvey_fall2010.pdf
Doc. 12	Guarin, S. (2011). <i>Library user survey results spring 2011</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/2184/=FY2011_IAYCLRC_InLibrarySurvey_spring2011.pdf
Doc. 13	Kosrae Campus. (2012, October). <i>Kosrae Campus LRC converting classification system from Dewey to LC</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=325/mod=20:56:07
Doc. 14	Guarin, S. (2012, February) <i>Results of Yap in-library survey fall 2011</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/2163/=FY2012_IAYCLRC_UserSurvey_fall2011.pdf
Doc. 15	Guarin, S. (2012). <i>Library user survey spring 2012 survey results</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/1759/=FY2012_IAYCLRC_UserSurvey_spring2012.pdf
Doc. 16	Guarin, S. (2012, January). <i>Faculty usage survey fall 2012 survey results</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/2157/=FY2013_IAYCLRC_FacultySurvey_fall2012.pdf
Doc. 17	Kosrae Campus. (2012, August). <i>Kosrae Campus dedicates new building</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=271/mod=20:56:07

Recommendation 6

Physical Resources. To fully meet this standard, the college must develop a facilities master plan that reflects the institution's long term educational goals and plans and is linked to an identified, reliable, and ongoing funding that supports the total cost of facilities ownership (III.B.2.a).

2010 Warning
Status Issued



2011 Probation
Status Issued



2012 Continued
on Probation

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “The college partially meets Standard III B. Physical Resources. There is no specific plan that prepares the college for the total cost of ownership of existing or new capital improvements. This constitutes an unfunded future liability in maintenance, operations, staffing, and utilities costs that are evident in the existing buildings and will continue and be exacerbated by the new construction.”
- 2) “The recent allocation for campus maintenance will remedy some of the poor conditions and disrepair, but history does not support the sustainability of this effort”.
- 3) “With a recent history of tropical storms and threat of a tsunami, an emergency preparedness plan should be developed, widely shared, and accompanied with staff training”.

Highlights from the COM-FSM 2011 Follow-Up Report

- Facilities and Campus Environment Plan created ([Doc. 42](#)).
- [Total Cost of Ownership](#) form created.
- Facilities Cost Benefit Analysis form created.
- The Facilities and Campus Environment Plan for the college provides direction in providing the facilities and campus environment that is conducive to student learning.
- Over the period of many months the college developed this plan, along with others, so that they all link to the college’s instructional master plan. Key features of the plan include two new forms: Total Cost of Ownership Calculation Form and Facilities Cost Benefit Analysis form. In a January 2011 Cabinet meeting, it was decided to adopt and use these forms.
- This plan is designed to provide increased rigor in analysis and decision-making regarding facilities needs for new construction and upkeep and maintenance of existing structures and grounds.

Critical issues that are addressed in this plan include:

- Aligning facilities master plan to the instructional master plan
- Determining total cost of ownership of new construction including:
 - Operations (annual costs – additional)
 - Utilities
 - Maintenance
 - Insurance
 - Setup
 - Cost of furniture
 - Cost of equipment
 - Additional costs for setup (wiring, renovation, etc.)
 - Depreciation
- Conducting cost benefit analysis that take into account internal and external trends affecting the college including:
 - Trends in the FSM economy
 - Migration of FSM citizens and impact on population in each state
 - Patterns in FSM ECE - 12 enrollment
 - College readiness of potential students
 - US military recruitment of college age students
 - Graduation, transfer and placement rates
 - Retention rates

<ul style="list-style-type: none"> ○ College enrollment trends

This plan and its components are assessed using the college Institutional Assessment Plan (IAP) process. Program reviews link into the Facilities and Campus Environment plan via the college's Facilities Committee. Assessment plans developed from the annual work plans for supervisors will be developed and either formative or summative evaluations reports will be prepared and distributed to the college community and key stakeholders annually. Full details of the assessment plan are found at the college Institutional Planning and Research web site at <http://www.comfsm.fm/irpo/assessment.html> as part of the over college handbook for Institutional assessment.

Major Conclusions from Team Evaluation Report from 2011 Follow-Up Report

- 1) "The college has partially addressed Recommendation 6, Standard III. B. Physical Resources. The Facilities and Campus Environment Plan was finalized in February 2011. The plan will be monitored and evaluated by the Facilities and Campus Environment Committee. The membership of this committee continues to be underrepresented by faculty, classified staff and students. Furthermore, meeting attendance remains poor, even though a proxy representative may attend. However, until the issues related to geography of FSM are resolved, meeting attendance will remain poor. Nonetheless, the plan is a good beginning to ongoing development".
- 2) "The Plan will benefit from evaluation and on-going improvements to the prioritization of capital projects, scheduled maintenance and long-term funding and budgeting. The greatest impediment to the implementation of the plan is linking it to an identified, reliable and ongoing funding source that supports new capital construction and scheduled maintenance of new and existing facilities, grounds, infrastructure, furniture, fixtures and equipment (III.B.a-b)".

Highlights from the COM-FSM 2012 Follow-Up Report

Facilities and Campus Environment Committee

- The Facilities and Campus Environment Committee is now led by faculty and staff, and works in coordination with the Director of Maintenance and the Vice President for Administrative Services ([Doc. 5](#)).
- Participation from sites other than national campus was lower in the fall, but is improving ([Doc. 5](#)). Participation from all sites has steadily improved over the last few months for all committees, as more faculty and staff understand they have a voice and are capable of affecting change ([Doc. 9](#)).
- Students Body Association officers and proxies, across the college, have been invited to attend all committee meetings, but student participation is still low. The Facilities and Environment Committee has begun investigating strategies for soliciting student input, such as taking questions out to the students over expecting students to join committees. For example, going to the cafeteria or student dorms to gain insight/data from student focus groups.

Physical Resources Contingencies Fund

- On August 16, 2011, the President's Cabinet approved a Physical Resources Contingency Fund policy presented by the Vice President for Administrative Services. The policy called for an initial allocation of \$500,000 from the fund balance and additional deposits of \$50,000

annually. The purpose of the policy is to ensure immediate access to a reliable and ongoing funding source to support facilities issues not funded through the annual operations budget. The policy was presented to, and approved by the Board of Regents on September 9, 2011 ([Doc. 1](#); [Doc 2](#)).

Planning

- In order to ensure facilities across the college exceed standards at all times, a detailed preventative maintenance plan is under development by the Director of Maintenance and review by the Facilities and Campus Environment Committee ([Doc. 3](#); [Doc. 6](#); [Doc. 21](#); [Doc. 22](#)).
- This plan further informs the college on realistic costs associated with total cost of ownership. The plan will be completed by April 10, 2012, and evidenced to the Commission visiting team.
- Facilities across the college have undergone necessary renovations to ensure safe, clean, conducive learning and living environments for our students. The processes identified by the preventative maintenance plan and funds identified through the integrated planning process should assist the college towards exceeding standards indefinitely.
- A comprehensive review of the college's total cost of ownership for all facilities is nearing completion and will be incorporated into the facilities plan and integrated educational master plan ([Doc. 7](#); [Doc. 8](#); [Doc.16](#); [Doc. 17](#); [Doc. 18](#); [Doc. 19](#); [Doc. 20](#)). As discussed previously, the college administration is currently developing an integrated educational master plan, which will include direct linkages to the physical resources necessary for supporting and offering integrity to student learning and services at all locations ([Doc. 10](#); [Doc. 11](#); [Doc. 12](#); [Doc. 13](#); [Doc 14](#); [Doc. 23](#)). This plan will be evidenced to the Commission visiting team in April.
- The college has begun to investigate alternative options for future sustainability, as JEMCO resolutions and decrements necessitate adjustments ([Doc. 24](#); [Doc. 25](#)). The college has been communicating frequently with the FSM National government through public hearings and courtesy meetings since the September 2011 resolutions were passed.
- Unofficially, the college has been informed a request would be sent, from this committee, to the FSM Congress to appropriate \$700,000 in their upcoming session, to be sourced from local revenue, to the college.

Emergency and Disaster Preparedness Plan

- Additionally the college is working to update and revise emergency and disaster preparedness plans ([Doc. 4](#); [Doc. 15](#)). Updated plans will be in place by April, with college-wide training taking place on staff development day, April 3, 2012.

Major Conclusions from Team Evaluation Report from 2012 Follow-Up Report

- 1) "Funding to support development of facilities was not provided during the visit and it is not yet understood how effective the plan that is referred to by the College is since the Educational Master Plan that drives the need for facilities that support instruction has not been prepared".
- 2) "The College has developed several components of a Total Cost of Ownership plan including items such as scheduled maintenance or routine maintenance and repairs. The College has also set money aside from regular operating funds to ensure money is available to complete facility maintenance work that may be required during a budget year".
- 3) "The college has partially addressed Recommendation 6. More work has been completed on the assessment and creation and improvement of facilities of the College but until the

Educational Mater Plan is developed, the College will not be able to prepare a Facilities Master Plan that informs readers of the size and scope of resources needed to support the instructional programs of the College. This Recommendation is partially implemented”.

Highlights from the COM-FSM Supplemental Report

The college has identified an ongoing funding source and developed a Contingency Fund Policy, approved by the Board of Regents in September of 2011, supporting total cost of ownership. The college presented a total cost of ownership document to the visiting team in April 2012. The college had not shown a facilities master plan with linkages to long-term educational goals and the necessary supporting finances.

- The Facilities Master Plan has been integrated such that linkages with the Educational Master Plan and supporting financial resources have been established. ([Doc. 26](#)). Work was conducted as part of the same integrated planning process described under Recommendation 2, and will include similar ongoing dialogue by the described working group, the Planning and Resources Committee, and the Facilities and Campus Environment Committee.
- The college has begun efforts to address future facilities costs by engaging Beca International Consulting Group to develop a proposal for an energy audit, energy plan, solar energy projects, and a space utilization study. President Daisy held an initial meeting on May 2, 2012, where it was determined all work would be completed in three phases. Phase one will include the energy audit and energy plan. Phase two will involve the solar energy project, and phase three the space utilization study. The college will seek external funds to support phase two. The college anticipates a proposal from Beca International Consulting Group by June 30, 2012, and will generate a scope of work once the proposal is accepted.

June Commission Hearing Highlights

- May 2012, the college integrated a Facilities Master Plan with an Educational Master Plan. The Board of Regents endorsed the plan ([Doc. 43](#); [Doc. 44](#); [Doc. 45](#)).

Follow-Up Report to June 2012 Action Letter

2010-2011

Financial Master Plan

Total cost of Facilities Ownership

2011-2012

Integrated Educational Master Plan (IEMP) linked already to financial planning

The Department of Administrative Services plans were incorporated into the IEMP with regard to the activities and were linked to the financial planning. Each division in the department carried out the same exercise with regard to planning and resource allocations.

2012-2013

Total Cost of Ownership

This is the first fiscal year the college is now able to realistically use the result of the [TCO study](#) in terms of allocating sufficient funding under the FY 2014 budget for total cost of facilities ownership.

This budget includes cost for utilities, repairs and renovations of facilities at all sites, repairs of college equipment, maintenance and fuel for college vehicles at all sites, backup generators, and other improvements to the campus environment.

Here are the actions resulting from the TCO study and the assessments from 2011-12:

1. The college has begun to auction out its vehicle fleet beginning with five vehicles in November 2012. The remaining vehicles shall be auctioned during the next few months depending on vehicle replacement.
2. The maintenance crew at the National Campus has been using the Facilities Inspection Form to inspect college facilities ranging from janitorial, electrical, ground, AC units, classroom environment as well as the entire campus environment. Work orders to take care of the findings from the inspections have become a routine of the Maintenance Division. The forms and inspection schedules will be reviewed during the next Preventative Maintenance (PM) Workshop before implementation across all sites.
3. A Preventative Maintenance Workshop took place in 2010, 2011, and 2012 before the visioning summit. The maintenance supervisors first met in 2010 to develop the *All Campus Preventative Maintenance Plan*. The plans for each were reviewed and updated for improvements in 2011 and 2012. This plan contains scheduling for painting of facilities, grounds keeping, replacement of equipment, and facilities inspections to be done at all campuses.
4. The back-up generator for the dormitories, cafeteria, bookstore and the nursing classroom is being constructed and is scheduled for completion before the end of April 2013. A brand new super quiet 200 Kilo Watt Denyo back-up generator for the administration building, Learning Resources Building, and Faculty Office buildings has been received and installed. Efforts to connect the A+ Center building to the new generator are in progress and expected to be completed by April 2013. Plans to connect the well pump to the classrooms and faculty building back-up generator is in progress, additionally. This project will relieve water shortage issues during power outages. This update will provide about 80 percent coverage of back-up electricity to the facilities at the National Campus. The Chuuk Campus back-up generator has been running without problems. Lately, the island power in Chuuk is back to normal providing 24/7 power distribution to the campus. These efforts will help maintain constant power.
5. Using the assessment plan report for 2012, the college was able to prioritize what needed to be accomplished in the department's activities during the 2012 and 2013 fiscal year.
6. During the 2012 preventative maintenance workshop, the state campus maintenance supervisors raised concern about difficulty in accessing computers to perform their work, prepare reports, as well as to communicate to the National Maintenance Office. As a result one laptop computer was purchased for Kosrae Campus and another for Chuuk Campus. Leading to improvements in communication and reporting. The department's [assessment report](#) indicated that the college needs to purchase communication hardware and software for maintenance supervisors at all campuses in order for them to link together with the National Campus for planning, coordination of facilities improvements, and other needs.

Determination of Future Space Needs

The college will determine future facilities and space needs to ensure continuous support for the

institution's long-term educational goals and plans. The college has proposed a *Space Utilization Study* be conducted in the spring of 2013; including but not limited to a spatial review, condition assessment, energy audit, facilities master plan report, and master plan implementation.

The *Space Utilization Study* that will be conducted by BECA consultancy firm will provide a comprehensive integrated assessment of all college facilities and related instructional needs. The study will analyze the ways in which the facilities are currently utilized, and how they could be more efficiently and effectively used to support delivery of educational programs and services. The college will use the results to make clear linkages between planning for current and future facilities use, need for new facilities and at which campuses, and long-term energy usage. The Space Utilization Study will further inform the review, assessment and revision of the Facilities Master Plan through 2023.

The college has received approval from the U.S. Department of the Interior's Office of Insular Affairs, the FSM government, and JEMCO for a comprehensive space utilization study ([Doc. 27](#)). The college has arranged with Beca International Consultants Ltd. of New Zealand, one of Asia-Pacific's most respected and leading professional service organizations in the design and management of capital projects, to lead the project, which will be completed in FY 2013. The study will help determine priorities for capital resources and secure funding through a Compact infrastructure sector grant that has been allocated for the college's infrastructure needs at the National Campus, four state campuses, and the FSM Fisheries and Maritime Instituted ([Doc. 46](#)).

The *Facilities Master Plan* will provide a comprehensive review that evaluates and prioritizes the necessary facility improvements that respond to the college's forward strategic direction and links to the *Integrated Educational Master Plan*. This direction is outlined in the *COM-FSM Quality, Sustainability and Success: A framework for Planning and Action*, April 2012 and the *Facility and Campus Environment Plan*, January 2011 with goals being to:

- Increase rigor in decision making regarding new facilities construction
- Ensure adequate maintenance of college facilities
- Provide grounds and campus environments conducive to learning.

The scope of work under the proposed consultancy is to generally address three work streams:

- Review of all the components that make up the physical environment and how people interact with this environment this includes the building function and form, open space, character and circulation. Identify the condition of the buildings and infrastructure on site. The college will provide initial information on facilities for review by the consultant. Site visits are expected to all college campuses and are expected to include a site inspection and assessment of the existing building condition. The outcomes of this assessment is expected to be linked to the spatial review considering issues such as the life of the building, current and future buildings functions and the building location in the future proposed campus context. The condition assessment is expected to provide input into the development of future campus maintenance programs, plans and costing options.
- Conduct an *energy audit*. This work stream reviews the performance of the site in terms of energy use. The outcomes will feed into the development of the final *Facilities Master Plan*. The energy audit is an input into the development of campus energy optimization options.
- Produce a *Space Utilization Study* to aid the college in identifying its future facilities expansion needs.

The deliverables for Education Assessment Components include the following:

1. Review Existing Campus Space Inventory
 - a) Review occupancy requirements: Trend Analysis of 5 year classroom utilization rates by major/program and 5 year projection of classroom needs.
2. Evaluate program requirements
 - a) Review program requirements-review academic and administrative program reviews and provide projections for space utilization needs/analysis of program enrollment trends and dedicated space utilization.
 - b) Review of campus-wide general academic classroom requirements.
 - c) Review credit hour production data.
 - d) Provide an analysis of 5 year historic of trend of credit hour and head count data.
 - e) Provide 5-year projection of academic space needs based upon average class size, specialized program needs, and dedicated space usage.
3. Evaluate Space Requirements
 - a) Define curriculum facility needs
 - b) Evaluate the performance of existing facilities.
 - c) Evaluated the impact of proposed facility improvements.
4. Review and Evaluate previous planning efforts: Provide an analysis of the recommendations from the ten year history of previous facilities planning efforts.

Under the Compact of Free Association, FSM Infrastructure Development Funds will be sought to fund implementation of the study's major recommendations. In addition, a *Facilities Use Fees Policy* has been approved to provide supplemental funding to support the operations and maintenance of college facilities at all campuses ([Doc. 35](#); [Doc. 36](#); [Doc. 41](#); [Doc. 47](#)). Here is the fee schedule:

COM-FSM Fee Schedule (in USD)

	Fall 2013	Spring 2014	Summer 2014
Full Time Student	150.00	150.00	50.00
Part Time Student	50.00	50.00	25.00
	Fall 2014	Spring 2015	Summer 2015
Full Time Student	175.00	175.00	50.00
Part Time Student	50.00	50.00	25.00
	Fall 2015	Spring 2016	Summer 2016
Full Time Student	200.00	200.00	50.00
Part Time Student	50.00	50.00	25.00

This year's work also included a completion of fire drills college-wide, completion of an Emergency Response Plan, and attention to meeting accreditation standards at all times ([Doc. 28](#); [Doc. 29](#); [Doc. 30](#); [Doc. 31](#); [Doc. 32](#); [Doc. 33](#); [Doc. 34](#); [Doc. 37](#); [Doc. 38](#); [Doc. 39](#); [Doc. 40](#)).

Evidence for Recommendation 6

Doc. 1	Board of Regents. (2011, September). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/bor/minutes/2011/11%2009%207-9.pdf
Doc. 2	Vice President for Administrative Services. (2012). <i>Physical resources contingencies fund</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-5/Physical%20Resources%20Fund%20Policy.pdf

Doc. 3	Director of Maintenance. (2012). <i>National pm fy12 february.xls</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 4	Facilities and Campus Environment Committee. (2012). <i>Emergency response plan: Draft</i> . Retrieved from http://www.comfsm.fm/accreditation/files/Emergency%20Management%20and%20Disaster%20Preparedness%20Plan.pdf
Doc. 5	Facilities and Campus Environment Committee. (2012). <i>Minutes of meetings</i> . Retrieved from http://wiki.comfsm.fm/Committee_Minutes/Facilities_and_Campus_Environment
Doc. 6	Director of Maintenance. (2012). <i>PM program status report 020312.xlsx</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 7	Vice President for Administrative Services. (2012). <i>TCO narrative</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/College%20of%20Micronesia%20Total%20cost%20of%20Facilities%20Ownership%20Narrative.pdf
Doc. 8	Vice President for Administrative Services. (2012). <i>Appendix A: TCO</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/Appendix%20A.pdf
Doc. 9	Standing Committee wiki. (2012). Retrieved from http://wiki.comfsm.fm/Committee_Minutes
Doc. 10	Working Group on Master Plan Integration. (2012, February 27). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/accreditation/files/Minutes-of-Working-Group-on-Master-Plans-Integration.pdf
Doc. 11	Working Group on Master Plan Integration. (2012, February 28). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/accreditation/files/MinFeb28EMPpdf.pdf
Doc. 12	Working Group on Master Plan Integration. (2012, February). <i>Integrated educational master plan timeline</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-5/EMPTimeline%5b1%5d.pdf
Doc. 13	Working Group on Master Plan Integration. (2012, February). <i>Integrated educational master plan schematic</i> . Retrieved from http://www.comfsm.fm/accreditation/files/schematics-COM-FSM-plans-linkages.pdf
Doc. 14	Working Group on Master Plan Integration. (2012, February). Retrieved from http://www.comfsm.fm/accreditation/files/Schematics2-Integrated-planning-and-others.pdf
Doc. 15	Sue Moses. (1998). <i>Disaster preparedness plan</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/Disaster-Preparedness-Plan-college.pdf
Doc. 16	Comptroller. (2012). <i>TCO.xls</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 17	Comptroller. (2012). <i>Maint. Plan.xls</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 18	Comptroller. (2012). <i>FY2012 budget maint.xls</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 19	Comptroller. (2012). <i>FY2013 maint personnel.xls</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 20	Comptroller. (2012). <i>TCO_20120221.doc</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 21	Director of Maintenance. (2012). <i>Five years maintplan appendix B.xlsx</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 22	Director of Maintenance. (2012). <i>Monthly work plan (February 2012).xlsx</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-2/
Doc. 23	Comptroller. (2012). <i>Diagrammatic representation of components necessary to inform the educational master plan</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-5/master%20plan%2020120223.pdf
Doc. 24	JEMCO Resolutions. (2011, September). Retrieved from http://www.USCompact.org/files/home/JEMCO_ResBook_FY12.pdf
Doc. 25	Institutional Research and Planning Office. (2012). <i>FY2013 impact on revenue issues and analysis</i> . Retrieved from http://www.comfsm.fm/irpo/files/FY_2013_impact_on_revenue_Issues_and_Analysis.pdf
Doc. 26	COM-FSM. (2012, May). <i>Integrated Educational Master Plan Template</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/COM-FSM%20Education%20Master%20Plan%20Template%202013-2017%20%202012_05_14.pdf
Doc. 27	Daisy, J. M. (2012, December 7). <i>Letter to President Emanuel Mori on BECA consultancy services for development/finalization of a Facilities Master Plan</i> . Retrieved from

	http://www.comfsm.fm/accreditation/2013/midterm-report/IDP_fund_FacilitiesMasterPlan.pdf
Doc. 28	Maintenance. (2012). <i>Fire drill and simulation plan 2012-2013</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Fire_Drill_Plan_2012_2013.pdf
Doc. 29	Mendiola, F. (2012, November, 21). <i>Fire drill report</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Fire_Drill_Report_Nov._2012.pdf
Doc. 30	Mendiola, F. (2012, December, 6). <i>Fire/evacuation drill: observer report: Cafeteria National Campus</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Fire%20drill%20Report%20cafeteria%202012.jpg
Doc. 31	Maintenance. (2012). <i>Photo one of National Campus cafeteria fire drill</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Cafeterai%20FD.JPG
Doc. 32	Maintenance. (2012). <i>Photo two of National Campus cafeteria fire drill</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Cafeteria%20FD%202012.JPG
Doc. 33	Maintenance. (2012). <i>Photo of fire drill officers in action: National Campus cafeteria fire drill</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Cafeteria%20FD%20Officers%20in%20action%202012.JPG
Doc. 34	Maintenance. (2012). <i>Photo of National Campus cafeteria fire drill pre-briefing</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Cafetria%20Pre-Breifing%20Dec.%202012.JPG
Doc. 35	PRC. (2013, October, 18). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/PRC_18OCT12.pdf
Doc. 36	FCE. (2012, October, 19). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/fce_2012_10_19_Explore_Fee.pdf
Doc. 37	COM-FSM. (2012). <i>College of Micronesia-FSM: Emergency Response Plan</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/EmergencyResponsePlan.pdf
Doc. 38	Maintenance. (2012). <i>Photo of fire drill: Yap Campus</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/SAM_1030.JPG
Doc. 39	VPAS. (2012, September, 5). <i>Department of administrative services: Accreditation work checklist update</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Updates_Accreditation_Checklist_AS.pdf
Doc. 40	National Campus. (2012, October, 26). <i>College continues fire drills at National Campus</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=340/mod=21:16:03
Doc. 41	VPAS. (2013). <i>Facilities operation and maintenance fund</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Facilities_maintenance_fund_policy_FCE_input_113012.pdf
Doc. 42	COM-FSM. (2011). <i>College of Micronesia-FSM Facilities and campus environment plan 2011: A component of the College's master plan</i> . Retrieved from http://www.comfsm.fm/irpo/files/masterplan/Facilities-and-Campus-Environement-Plan-CURRENT%202011_02.pdf
Doc. 43	COM-FSM. (2012, May). <i>Integrated educational master plan</i> . Retrieved from http://www.comfsm.fm/accreditation/files/6-1/Integrated-plan-2012-06-01.pdf
Doc. 44	COM-FSM. (2012, May). <i>Total cost of facilities ownership</i> . Retrieved from http://www.comfsm.fm/accreditation/files/6-1/Total-Cost-of-Ownership-2012-reduced.pdf
Doc. 45	COM-FSM Board of Regents. (2012, May, 24). <i>Board of regents actions and directives, May, 23-24, 2012</i> . Retrieved from http://www.comfsm.fm/accreditation/files/6-1/act-directives-May-2012.pdf
Doc. 46	Beca International Consultants. (2012, November). <i>College of Micronesia master plan proposal</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/BECA_COM_Proposal.pdf
Doc. 47	FCE. (2012, July, 6). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/fce_2012_07_06_Request_Fee_Again.pdf

Recommendation 7

2010 Warning
Status Issued



Not Cited in 2011
Action Letter

Technology Resources. To fully meet this standard, the team recommends that the college systematically assess its use and need for technology and use the results to develop a new technology plan that is guided by the college's strategic goals and educational master plan (III.C, III.C.1a-d, and III.C.2).

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) "The college partially meets the requirements of Standard III.C. Technology Resources. The technology resources available at each college campus are used to improve institutional effectiveness and student learning programs and services. For all COM-FSM has done to assure that any technology support it provides is guided by its goals to improve institutional communication and to support student learning, due to no fault of its own, the institution still suffers from an extremely poor Internet connection".
- 2) "The unreliable connectivity frustrates the institution's ability to effectively communicate or to utilize technology support to develop or enhance its education programs and services. COM-FSM has appropriately advocated for improved service and remains hopeful that the new cable to Pohnpei will increase Internet performance by freeing up satellite bandwidth (III.C.1, II.C.2)".
- 3) "With expected better Internet connectivity, the college should continue to build a comprehensive, up-to-date web site that accurately presents the college's programs, activities, services, and contact information designed to enhance programs and service (III.C, III.C.1, III.C.1a-d)".

Highlights from the COM-FSM 2011 Follow-Up Report

The Technology Plan was developed as a sub-plan of the COM-FSM Instructional Master Plan that identifies the technology needs of the institution and suggests strategies for aligning resources to meet those requirements ([Doc. 1](#)). The Technology Plan supports the COM-FSM Instructional Master Plan and also supports and provides links to the facilities, finance, staff development, and all other plans of the college.

- This plan and its components are assessed using the college Institutional Assessment Plan (IAP) process (see appendix 2B). Program reviews link into the Technology plan via the college's Technology Committee.
- Assessment plans developed from the annual work plans for supervisors will be developed and either formative or summative evaluation reports will be prepared and distributed to the college community and key stakeholders annually.
- Full details of the institutional assessment process are found at the college Institutional Planning and Research web site at <http://www.comfsm.fm/irpo/assessment.html> as part of the over college handbook for Institutional assessment.

Major Conclusions from Team Evaluation Report from 2011 Follow-Up Report

- 1) "The college has addressed Recommendation 7, Standard III.C: Technology Resources".

- 2) “The Technology Plan includes action steps that are specific, address identifiable outcomes and resources, have timelines, and are clearly tied to other college plans and priorities”.
- 3) “Technology services, hardware and software are utilized to support operations and institutional effectiveness”.
- 4) “Technology infrastructure and equipment are upgraded and replaced according to institutional plans that support student learning, operations and services and within the limits of financial resources”.
- 5) “The recently landed fiber optic cable to Pohnpei State is expected to increase bandwidth and thereby improve internet connectivity. It is anticipated that improved bandwidth and internet connectivity will facilitate the effective use of technology resources by college employees and students. Internet connectivity and college website content currency, specifically the concomitant impact on institutional communication, remain the two issues related to technology that when resolved will improve institutional effectiveness”.

Follow-Up Report to June 2012 Action Letter

In 2010, the College was cited for partially meeting requirement of Standard III.C. Technology Resources. A recommendation letter from ACCJC was issued then in the form of the 2010 *Action Letter*. The team findings included issues such as:

- Content on the web site is inconsistent, incomplete, and sometimes inaccurate.
- Many links are dead and several pages are empty.
- Content is often dated, in some cases going back to 2003.

As evidenced in Board reports and quarterly update reports from IT since 2010, these specific findings were addressed quickly ([Doc. 3](#); [Doc. 4](#); [Doc. 5](#); [Doc. 6](#)). Quarterly reports from IT specify details of actions taken to address perceived shortfalls, for example: additional staff members were made entirely responsible to the COM-FSM website and priorities set up motion for the acceleration of plans to move into a content management system (CMS) for the COM-FSM. As a direct result of these actions, all of the specific findings with regard to technology resources have been addressed.

Since 2010, a new technology plan has been written and approved and integrated into the current COM-FSM Education Master Plan. Beyond these specifically mentioned areas, and also as mentioned on IT staff trip reports and IT quarterly reports since 2010, the college has addressed these and other issues by making changes to technology systems:

- website design and backend functionality
- discussion forums and wiki's
- electronic information panels
- continuation of SIS modifications and enhancements ([Doc. 2](#))
- a secure integrated authentication Wi-Fi expansion project that is now live
- network security management through smart switch upgrades and monitored through a web interface in real time (<http://rackmon.palikir/cacti/graph>) (<http://rackmon.palikir/nagios/>) *only viewable while on the local college network and only available to IT staff for diagnostics and security reasons.

These, and other modifications and actions, can enhance exchange of information across the college. The goal is to increase satisfaction with use of communications pathways at the college and to

increase overall access to technology. The use and effort to make improvement of technology for learning and communications is vital to the technology system functionality at the college. As evidenced in quarterly reports and Board reports since 2010, the College remains proactive in making changes to computer services to students, faculty and staff; databases; learning support services and other technologies with the goal of efficiency and improved functionality.

Evidence for Recommendation 7

Doc. 1	COM-FSM. (2011, February). <i>College of Micronesia-FSM technology Plan</i> . Retrieved from http://www.comfsm.fm/irpo/files/masterplan/Technology-Plan-CURRENT-2011_02.pdf
Doc. 2	Segal, G. (2012). <i>COM-FSM SIS project history and summary</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/COMFSM_SIS_Project_summary.pdf
Doc. 3	Segal, G. (2012). <i>Board report summary from IT, December 2012</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Board_Report_IT_DEC12.pdf
Doc. 4	Segal, G. (2011). <i>Board report from the COM-FSM IT office</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/IT_Board_12_9_11.pdf
Doc. 5	IEQA. (2013). <i>March 2013 BOR report</i> . Retrieved from http://www.comfsm.fm/bor/notebook/VPIEQAR-Report-to-the-Board-March-2013.pdf
Doc. 6	IEQA. (2012). <i>FY13 first quarter performance report</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/1stQtrrpt_IEQA13.pdf

Recommendation 8

Financial Resources. To fully meet this standard, the team recommends that the college systematically integrate financial resources planning with the various college plans into a comprehensive master plan that is directly linked to the budget, planning, and allocation process (III.D.1a).

2010 Warning
Status Issued

2011 Probation
Status Issued

2012 Continued
on Probation

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “The college partially meets the requirements of Standard III.D. Financial Resources. The overarching recommendation to improve institutional effectiveness, including the effective allocation of all resources—physical, technological, human and fiscal—is referenced in Standard I, Recommendation 2. Institutional Effectiveness. It is recommended that the college integrate all of its various plans into a comprehensive educational master plan and that this integrated plan should be linked to a budget plan”.
- 2) “The institution has made significant progress in its resource planning and budgeting since the last accreditation visit. Many of the standard requirements are in place, and once the full cycle of implementation and assessment is completed and the results are used to develop the next budget that is linked to an integrated comprehensive educational master plan, the college is expected to demonstrate that it fully meets and will sustain compliance with the requirements of this standard”.

Highlights from the COM-FSM 2011 Follow-Up Report

Long-term Financial Plan created.

In the past, the college's financial planning was focused on short-term plans through the development of the annual budget in consideration of the annual institutional priorities. The college developed and implemented a long-term financial plan that is systematically aligned with and linked to the Instructional Master Plan and the Facilities and Technology plans.

- The college's *Long-term Financial Plan* focuses on both the short term (1-3 years) and longer term, 2023, the year provisions of the *Amended Compact of Free Association* expire. As a result, the college long-term goal is to find alternative funding sources ([Doc. 32](#)).
- Short term is to improve tracking of funds; financial reporting; projection of revenues; and linking planning, assessment, and resource allocation as defined in the college's policy on continuous improvement.
- Additional focus is on policies and procedures to allow the college to respond quickly to the workforce and social development needs of the nation in degree/certificate areas, focused, short-term training workshops, and by providing consultant services.
- A major goal of the plan in both the short and long term is to research and develop alternate schemes of financing higher education in the FSM that are less dependent on US funding sources.
- The college is tracking a number of trends that impact the economic condition of the college including: FSM Economy, FSM Migrations Trends, FSM ECE – 12 Enrollment Patterns, College Readiness of Potential Postsecondary Students, US Military Recruitment, and Infrastructure Development Projects (IDP) and JEMCO.
- This plan and its components are assessed using the college Institutional Assessment Plan (IAP) process (see appendix 2B). Program reviews link into the financial plan via the college's Finance Committee. Full details of the institutional assessment process are found at the college Institutional Planning and Research web site (<http://www.comfsm.fm/irpo/assessment.html>).

Major Conclusions from Team Evaluation Report from 2011 Follow-Up Report

1. "The college has partially addressed Recommendation 8, Standard III. D. Financial Resources".
2. "Through the Planning and Resources Committee (PRC), with membership representing each of the collegewide [sic] subcommittees, is the central hub for the merging of institutional planning and budgeting in that this committee reviews resources, data related to programs and outcomes, input from the President's Retreat, and demographic and environmental data in order to prioritize budget requests and to make recommendations to the President's Cabinet".
3. "The various college plans are developed and the college included financial resources planning into the comprehensive institutional Master Plan. It is the Institutional Master Plan that will be linked to the budget planning and allocation process in the next budget cycle".
4. "The FY2012 budget planning cycle commenced several months prior to the introduction of the various college plans. As a result, financial planning is not fully integrated with all college planning at this time".
5. "The college currently has financial resources sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of

resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of short-term financial solvency”.

6. “Due to the dependence on the FSM and U.S. Compact agreement, which includes an annual step down in funding, the college needs to devise action plans in conjunction with its Long-Term Financial Plan to assure long-term financial solvency (III. D. a-b)”.

Highlights from the COM-FSM 2012 Follow-Up Report

FY2013 Budget Process

Joint Economic Management Committee (JEMCO) resolutions significantly reduce COM-FSM’s access to US Compact funds over the next four years and necessitate evaluation of academic programs for long-term sustainability ([Doc. 23](#)). The college is in the process of generating an integrated educational master plan with direct links to physical resources, technology resources, and the necessary supporting financial resources ([Doc. 24](#); [Doc. 25](#); [Doc. 26](#); [Doc. 27](#); [Doc. 28](#); [Doc. 29](#)).

- The comptroller conducted two budget-training sessions where department heads, committee chairs, division chairs, Planning and Resources Committee members, and Finance Committee members were invited ([Doc. 9](#); [Doc. 20](#)).
- The comptroller then led the FY2013 budget cycle in conjunction with those stakeholders and this was the first time in recent memory COM-FSM has attempted an integrated planning process.
- There were notable shortcomings:
 - The process was conducted under extreme deadline pressure, as the college was required to meet the FSM National Government’s budget deadline of January 15, 2012.
 - The college was unable to adjust its budgeting planning process to incorporate the projected impact of the JEMCO resolutions of September 2011. However, as noted elsewhere, the college is preparing an integrated plan detailing not only the impact of the JEMCO reduction, but also how it plans to respond in a manner consistent with its educational master plan.
- The integrated planning process used to complete the FY2013 budget cycle included shared governance. The administration and committees learned shared governance processes take much longer than top-down approaches.
- The FY2014 budget process will need to begin several months earlier to allow ample time for committee review and input. The Planning and Resources Committee expressed concerns in the FY2013 budget process, but because of the winter holiday break, and a necessity to meet a governmental deadline, the committee was unable to ensure concerns received more attention and potential action/resolution ([Doc. 19](#); [Doc. 21](#)).
- The President’s Cabinet approved the budget without first obtaining recommendations from the Planning and Resources Committee ([Doc. 21](#); [Doc. 22](#)). After the holiday break, the Planning and Resources Committee held a meeting to review the budget, post-President’s Cabinet approval. Subsequent meetings between committee chairs and administration has led to an agreement shared governance efforts must be genuine.
- The college is no longer simply facing the end of US Compact funding, but as already discussed, must make more rapid adjustments towards JEMCO resolution decrements, and has begun to do so for FY2013.

- A long-term financial plan must be developed with clear action plans for long-term sustainability. This process has begun with program prioritization and will continue throughout the integrated planning process currently underway.
- The college will present future options towards increasing revenue and decreasing operational expenses to the Board of Regents during the May 2012 meeting. The college will evidence a long-term financial plan in June 2012.

Major Conclusions from Team Evaluation Report from 2012 Follow-Up Report

- 1) “The lack of widespread involvement of stakeholders had previously been identified as a weakness that needed to be addressed as various plans are developed. It is the opinion of the team that the governance structure is adequate to ensure broad based participation of all constituency groups”.
- 2) “The College has not completed the individual plans that will be added to the overall budget and thereby provide the comprehensive Educational Master Plan supported by other plans and integrated to show how the resources are allocated to achieve all of the plans objectives. At the time the team was visiting the College there were individual plans prepared in various stages but the required Educational Master Plan that brings all of the elements together did not exist”.
- 3) “The College did not implement this recommendation”.

Highlights from the COM-FSM 2012 Supplemental Report

An integrated financial plan was completed following the same planning process as described in Recommendation 2 above ([Doc. 6](#)). Reconciliations were conducted within the template to ensure all estimated expenses were under expected revenues ([Doc. 6](#); [Doc. 14](#); [Doc. 15](#)). The integrated financial plan includes:

- a 5-year overview (FY 2007-FY2011) of statement of net assets showing a trend of positive growth of unrestricted net assets.
- 5-year revenue projections (FY 2013-2017) and contingencies using projections based upon a thorough review of enrollment trends, tuition and fee charges, external support, and auxiliary income.
 - predictive models "best fit" projections show modest growth and have a very high level of statistical confidence.
 - budget projections are predicated on modest tuition increases to achieve its goals. Increases are well within tolerance levels of current Pell Grant funding.
- 5-year expenditure projections (FY 2013-2017) using functional categories expenditures derived from IPRO planning documents ([Doc. 16](#); [Doc. 17](#); [Doc. 18](#)).
- These analyses will be reviewed by the Board of Regents during the May 23-24, 2012 Meeting. Following Board of Regents approval, a Financial Plan will be provided to ACCJC.

June 2012 Commission Hearing Highlights

- May 2012, the college completed an integrated *Five-Year Financial Plan* ([Doc. 33](#)).
- May 2012, the college developed an *Integrated Educational Master Plan*. ([Doc. 34](#)).
- May 2012, the COM-FSM Board of Regents endorsed the plans ([Doc. 35](#)).

Follow-Up Report to June 2012 Action Letter

Five Year Financial Plan

In May 2012, the College of Micronesia-FSM Five-Year Financial Plan was prepared to provide a long-term outlook into the college's financial future ([Doc. 2](#); [Doc. 5](#); [Doc. 6](#); [Doc. 40](#)). Its financial assumptions were developed after reviewing five revenue scenarios that took into account Compact-based funding, support from the FSM legislature, enrollment trends, and tuition rates ([Doc. 3](#); [Doc. 4](#); [Doc. 33](#)). The plan calls for increased funding through FSM governmental appropriations to offset anticipated reductions of Compact funds. The FSM president has actively supported this increase in appropriation and offset funding was approved for FY 2013 ([Doc. 1](#); [Doc. 30](#); [Doc. 31](#); [Doc. 36](#); [Doc. 37](#)). A careful review of available financial aid (primarily in the form of Pell grants) supports the viability of increasing the tuition \$10 per credit annually in FY 2014-2016 as part of the plan to offset anticipated decrements in future Compact funding as well ([Doc. 11](#); [Doc. 39](#)).

The expenditure assumptions were based on sustaining support for the Educational and General operations of the college's national campus and four state campuses. Dedicated restricted funding of technology, Fisheries and Maritime Institute, auxiliary enterprises, and grant funded programs were not considered in the plan because they have alternative secured funding sources. (See Appendix C).

Asset projections show continued, but slower growth of current assets and unrestricted net assets under this plan. Capital assets show a modest decline due to an accumulation of unfunded depreciation. The college has received funding from the U.S. Department of the Interior's Office of Insular Affairs for a comprehensive space utilization study which will be completed in FY 2013 to help determine priorities for capital resources and secure funding through a Compact infrastructure sector grant that has been allocated for the college's infrastructure needs.

Projected Statements of Net Assets from 2012 to 2016					
	2012	2013	2014	2015	2016
Assets:					
Current assets	14,677,238	14,663,916	15,094,324	15,606,141	16,185,975
Noncurrent assets	12,952,924	12,814,817	12,693,377	12,588,731	12,501,032
Total assets	27,630,162	27,478,733	27,787,701	28,194,872	28,687,007
Liabilities:					
Current liabilities	4,555,423	4,555,423	4,555,423	4,555,423	4,555,423
Noncurrent liabilities	266,184	266,184	266,184	266,184	266,184
	4,821,607	4,821,607	4,821,607	4,821,607	4,821,607
Net assets:					
Invested in capital assets	9,821,916	9,527,259	9,241,441	8,964,198	8,695,272
Restricted: Nonexpendable	3,131,008	3,287,558	3,451,936	3,624,533	3,805,760
Unrestricted	9,855,631	9,842,309	10,272,717	10,784,534	11,364,368
	22,808,555	22,657,126	22,966,094	23,373,265	23,865,400
Total liabilities and net assets	27,630,162	27,478,733	27,787,701	28,194,872	28,687,007

Thus, the Five-Year Financial Plan presents a long-term analysis for integrated planning. This plan is based upon a careful analysis of the financial challenges facing publically financed higher education in the FSM. The plan presents a realistic path forward to support the continued operational, physical capital, and human capital needs of the college; which are linked to the programs and services in the Educational Master Plan through the budget process ([Doc. 5](#); [Doc. 6](#); [Doc. 7](#); [Doc. 40](#)).

FY 2014 Budget Preparation Process

The formulation of the FY 2014 Educational and General operational budget followed budget guidelines to achieve program goals and objectives as approved by the Board of Regents ([Doc. 41](#)).

The timeline was created by VPAS and shared with the Finance Committee and Planning and Resources Committee for review. This process is documented and guided by a newly developed *Budget Manual* which will be distributed to all department heads to serve as a common guide ([Doc. 38](#)).

To formulate their 2014 budget requests all offices use their assessment plan results and the priorities from the Educational Master Plan ([Doc. 8](#)). Each respective vice president oversees the process to ensure program, departments, and offices goals, objectives, strategies, and action steps are carried out in accordance with the priorities gathered from the assessment reports ([Doc. 10](#); [Doc. 12](#); [Doc. 13](#)). Information on fixed costs such as personnel, total cost of ownership, and communication, has been built into budget templates for each respective department, office, and programs.

The “Twelve Stage (or Twelve Step) Budget Preparation Process”

“Twelve-Step” Budget Review Process

- VPAS prepares the budget guidelines.
- VPAS, in coordination with other Vice Presidents (VPs), makes a list or statement of assumptions.
- VPAS, in coordination with other VPs, develops the budget timelines based on the guidelines and assumptions in Steps 1 and 2.
- VPs determine resource allocations for their respective departments.
- IRPO (or other designated unit supervisor) conducts budget preparation training workshops, during which Campus Deans and Office Directors prepare their respective unit budgets.
- VPs hold budget hearings within their own departments.
- VPAS consolidates the budget.

Note: At this stage, designated personnel of all units concerned start inputting their respective budget data into the FSM Budget Preparation System (BPS).

- Planning & Resource Committee (PRC) and Finance Committee (FC) jointly review the resource allocations in the budget and submit recommendation to Executive Committee (EC).
- EC reviews and endorses the budget to the President.
- President either rejects and returns the budget to EC, or approves and submits the budget to BOR.
- BOR approves the budget, subject to any final revisions it deems necessary.

Note: VPAS sees to it that any final revisions are inputted into the BPS.

- President transmits the BOR-approved budget to FSM government.

Table 2. The Beginning and End Stages of Developing the COM-FSM Operating Budget.

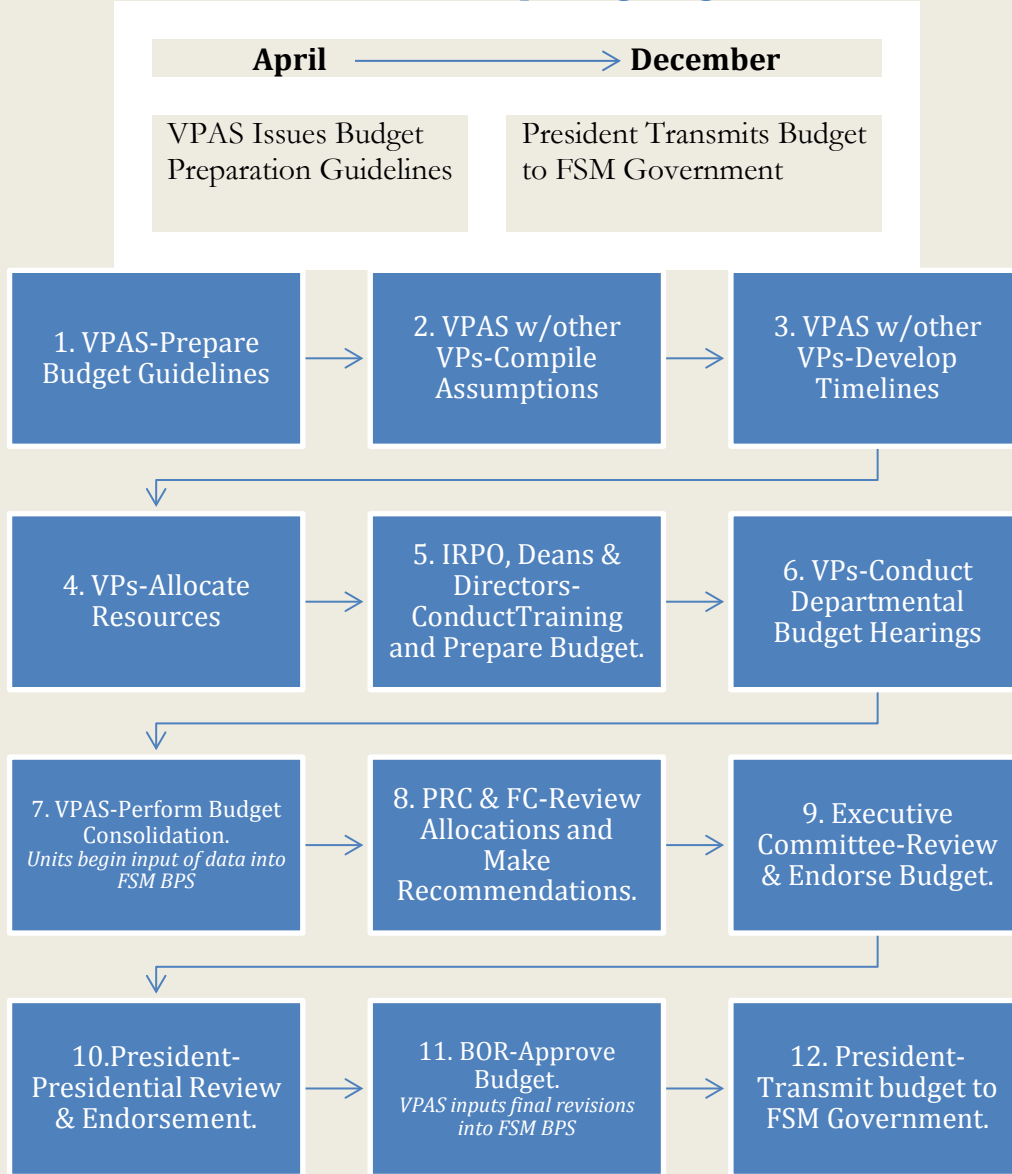


Figure 1. Stages in Developing the COM-FSM Operating Budget—FY 15

This process, which widely incorporates Integrated Educational Master Plan elements and program contributions of component outcome assessments, goals, objectives, and strategies, has been fully implemented for the FY 2014 budget process which is already underway ([Doc. 2](#); [Doc. 5](#); [Doc. 6](#); [Doc. 40](#)).

Table 3. Abbreviations Used in COM-FSM Budget Development

BOR	Board of Regents
BPS	Budget Preparation System
FC	Finance Committee
FY	Fiscal Year--COM-FSM'S fiscal year begins on October 1 and ends on September 30 of the following year.
IRPO	Institutional Research and Planning Office
JEMCO	Joint Economic Management Committee--JEMCO was established to strengthen the management and accountability of economic assistance provided under the <u>Amended Compact</u> .
PBD	Performance Budget Development
PRC	Planning and Resources Committee
SBOC	FSM Office of Statistics, Budget, Overseas Development and Compact Management
VPAS	Vice president for administrative services

Evidence for Recommendation 8

Doc. 1	FSM Congress. (2012, November). <i>Congress resolution no. 17-192, C.D.1</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/resolution.pdf
Doc. 2	Dumantay, D. (2012). <i>Five year financial plan</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/Five-Year-Financial-Plan.pdf
Doc. 3	Dumantay, D. (2012). <i>Projected allocation of resources FY2013 to FY2017</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/2013-2017-5FP-yr.xls
Doc. 4	COM-FSM. (2012). <i>Education master plan revenue projections vs. estimated revenue needed</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/COM-FSM%20Education%20Master%20Plan%20Revenue%20vs%20resources%20Needed%202012_05_13%20Operations.pdf
Doc. 5	COM-FSM. (2012). <i>Integrated educational master plan narrative updated</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/IEMPNarrative6MAR13.pdf
Doc. 6	COM-FSM. (2012, May). <i>Integrated educational master plan template</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/COM-FSM%20Education%20Master%20Plan%20Template%202013-2017%20%202012_5_14.pdf
Doc. 7	COM-FSM. (2012). <i>Budget allocation review</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Budget2014_AllocationReview%20-%20Sheet1_001.pdf
Doc. 8	Alex, F., & Haglegam, W. (2012). <i>Trip report-IRPO site visit</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/IRPO_trip_report_campus_visits_2012.pdf
Doc. 9	VPAS. (2012). <i>FY 2013 budget development guidelines</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/2014BudgetTimelineREVISED.2.pdf
Doc. 10	VPAS. (2012). <i>College of Micronesia-FSM budget 2014 timeline</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/2014BudgetTimelineREVISED.pdf
Doc. 11	VPAS. (2013, January 15). <i>Facilities and operational maintenance fund: facilities fee</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Facilities_maintenance_fund_policy_FCE_input_113012.pdf
Doc. 12	VPAS. (2012). <i>Budget guidelines for developing the FY 2014 budget</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-

	report/2014budgetguidelinesMay%2025.pdf
Doc. 13	VPAS. (2012, October, 25). <i>Memo budget assumptions and revenue projections for FY2014</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Budget_Assumption_FY14.pdf
Doc. 14	IRPO. (2012). <i>Education Master Plan Revenue Projections vs. Estimated Revenue Needed</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/COM-FSM%20Education%20Master%20Plan%20Revenue%20vs%20Resources%20Needed%202012_05_14%20Operations.pdf
Doc. 15	IRPO. (2012, May). <i>Documentation of planning process for developing integrated educational master plan</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/Integrated-Planning-Meeting-Schedule.pdf
Doc. 16	Dumantay, D. (2012). <i>Five Year Financial Plan</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/Five-Year-Financial-Plan.pdf
Doc. 17	Dumantay, D. (2012). <i>Projected Allocation of Resources FY2013 to FY2017</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/2013-2017-5FP-yr.xls
Doc. 18	Dumantay, D. (2012). <i>Highlights of the Five Year Financial Plan</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-16/highlights%205YFP.pdf
Doc. 19	Planning and Resources Committee. (2011, December). <i>Minutes of meeting</i> . Retrieved from http://wiki.comfsm.fm/Committee_Minutes/Planning_and_Resouces_Committee
Doc. 20	Comptroller. (2011). <i>Budget training presentation for planning and resources committee</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-5/presentation%20prc%2020111122.pdf
Doc. 21	President's Cabinet. (2011, December). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/cabinet/pdf/2011/12-16-11.pdf
Doc. 22	Board of Regents. (2012, January). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/bor/minutes.html
Doc. 23	JEMCO Resolutions. (2011, September). Retrieved from http://www.USCompact.org/files/home/JEMCO_ResBook_FY12.pdf
Doc. 24	Working Group on Master Plan Integration. (2012, February 27). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/accreditation/files/Minutes-of-Working-Group-on-Master-Plans-Integration.pdf
Doc. 25	Working Group on Master Plan Integration. (2012, February 28). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/accreditation/files/MinFeb28EMPpdf.pdf
Doc. 26	Working Group on Master Plan Integration. (2012, February). <i>Integrated educational master plan timeline</i> . Retrieved from http://www.comfsm.fm/accreditation/files/3-5/EMPTimeline%205b1%5d.pdf
Doc. 27	Working Group on Master Plan Integration. (2012, February). <i>Integrated educational master plan schematic</i> . Retrieved from http://www.comfsm.fm/accreditation/files/schematics-COM-FSM-plans-linkages.pdf
Doc. 28	Working Group on Master Plan Integration. (2012, February). Retrieved from http://www.comfsm.fm/accreditation/files/Schematics2-Integrated-planning-and-others.pdf
Doc. 29	Working Group on Master Plan Integration. (2012, February 27). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/accreditation/files/Minutes-of-Working-Group-on-Master-Plans-Integration.pdf
Doc. 30	FSM Congress. (2012, November, 15). <i>Fourth special session, November 2012, resolution</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Resolution_COM_FSM15NOV12.pdf
Doc. 31	Mori, M. (2012, November, 15). <i>Memo: Resolution expressing support by the Seventeenth Congress of the FSM on providing local revenue fund for the College of Micronesia-FSM</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/COMFSM_Resolution_Mori.pdf
Doc. 32	COM-FSM. (2011, February). <i>College of Micronesia-FSM: Long term financial plan: A component of the college's master plan</i> . Retrieved from http://www.comfsm.fm/irpo/files/masterplan/Long-term-financial-Plan-CURRENT-2011_02.pdf
Doc. 33	VPAS. (2012, May). <i>College of Micronesia-FSM: Five-year financial plan</i> . Retrieved from

	http://www.comfsm.fm/accreditation/files/5-16/Five-Year-Financial-Plan.pdf
Doc. 34	COM-FSM BOR (2012, May). <i>College of Micronesia-FSM Board of Regents directives: May 2012</i> . Retrieved from http://www.comfsm.fm/accreditation/files/6-1/act-directives-May-2012.pdf
Doc. 35	VPIA. (2012, May). <i>College of Micronesia-FSM: Integrated Educational Master Plan</i> . Retrieved from http://www.comfsm.fm/accreditation/files/6-1/Integrated-plan-2012-06-01.pdf
Doc. 36	Mori, M. (2012, April). <i>Letter from FSM President Mori to Dr. Beno</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Mori_to_Beno_2012.pdf
Doc. 37	Mori, M. (2013, March). <i>Letter from FSM President Mori to Dr. Beno</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Mori_to_Beno.pdf
Doc. 38	Pulmano, R, Medalla, M, & Perman, D. (2013, March, 12). <i>Budget Procedures handbook</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Budget_Handbook_Draft13MAR13.pdf
Doc. 39	COM-FSM Board of Regents. (2012, January, 15). <i>College of Micronesia-FSM Board of Regents: Actions and directives from the January 14-15, 2013 meeting</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=411/mod=02:05:51
Doc. 40	VPIA. (2013, February). <i>Draft Integrated Educational Master Plan</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/slo-report/IEMP_Draft
Doc. 41	COM-FSM Board of Regents. (2012, May). <i>Minutes of meeting</i> . Retrieved from http://www.comfsm.fm/bor/minutes/2012/12%2005%2023-24.pdf

Recommendation 9

Decision-making Roles and Process To fully meet this standard, the team recommends that the college evaluate its

organizational structure and governance processes to ensure that college stakeholders are involved in decision-making processes and that the results of systematic evaluations, meetings, and decisions are broadly communicated (IV.A.1, IV.A.2, IV.A.2b, IV.4.A3, IV.A.5, IV.B.1a, IV.B.2a, IV.B.2b, IV.B.2e).

2010 Warning
Status Issued

Not Cited in 2011
Action Letter

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “The college partially meets the requirements of Standard IV.A. Decision-Making Roles and Processes. There is a cohesive management structure in place. There are structures and modes of telecommunication in place designed to increase stakeholder participation in governance processes. It is questionable, though, whether those structures are functionally effective. With the exception of management participation, active participation by constituency representatives in committees is negligible. There are three overarching reasons that these issues exist”.
 - “There are logistical issues associated with the geography of FSM. While improving technical capabilities will partially address this problem, correcting the current deficiency in posting to the college website committee meeting agendas, meeting minutes, and material important to decision-making brings into question the college’s genuine interest in promoting participation in the governance process”.
 - “There appears to be neglect of faculty input, especially from the state campuses to the national campus”.

- “There is no evidence of a well-designed and ongoing evaluation of the governance and decision-making processes, such that the issues that might be hindering participatory governance could be identified and resolved “.

Highlights from the COM-FSM 2011 Follow-Up Report

- In depth Governance Policy Evaluation completed ([Doc. 1](#)).
- Evaluation of organizational structure.
- Change in structure. Campus directors now report directly to the president with primary focus on stakeholder management.
- College Restructuring - In 2009, the college created a *Streamlining Committee* (for a listing of members, see Appendix 9B) who was tasked with analyzing and making recommendations of changes for the college, thus saving money. At the December 8 - 9, 2010 Board meeting in Chuuk, the Board of Regents endorsed recommendations from the College to streamline operations at the College. According to information presented to the board, the streamlining will position the College to be more proactive in its responses to external and internal factors affecting the College. The campus directors are to report directly to the president with a primary focus on stakeholder management (See Appendix 9B-1). They will ensure that college stakeholders in their location are involved in the decision-making processes and that the results of systematic evaluations, meetings, and decisions are communicated back to the stakeholders.
- Increased communication to external stakeholders. On January 11, 2011, Cabinet approved increased communication of Board meeting agendas. Agendas are now being communicated via local radio stations on each island. The agendas are also being put in the Kasalelia Press....the FSM's only newspaper. This helps ensure that all college stakeholders are involved in the decision making process and that these important meetings are broadly communicated.
- Improved and updated college web site. In conjunction with this recommendation, the visiting team found that the college web site is frequently outdated or inaccurate, with links missing or empty. The college knew this was an issue earlier and wanted to resolve this, so the college hired a web master in December 2009. January 2010 – started planning course of action for college web site problems. First half of 2010 – identified old and outdated material on college web site. Second half of 2010 – started to assemble newly designed web pages. November 2010 – Web assistant hired on special temporary contract to assist with college web site development. January 2011 – parts of the newly updated and designed college web site are activated. March 2011 – all parts of the new college web site are now up and working.
- The Governance Policy Evaluation Report gives an in-depth analysis of the issues faced by the college with regards to this recommendation.
- The implementation of the restructuring started in January 2011 and should be complete by the end of Spring 2011. Analysis of effects to recommendation #9 (decision making roles and processes) will be conducted via survey and focus groups later in Fall 2011.
- Radio stations reporting on College Board meetings. Agendas are listed in the newspaper (March 7, page 9). Agendas are also posted on the college web site.
- The new and improved college web site has news links that are updated automatically. Faculty & staff listings are also update automatically. Other areas of the web site are

designed to update frequently with updated info. The web master communicates directly with department heads to update their sections of the web site.

Major Conclusions from Team Evaluation Report from 2011 Follow-Up Report

1. “The college has addressed Recommendation 9: Decision-making Roles and Process and Standard IV: Leadership and Governance.”
2. “The Governance Policy Evaluation report endeavors to create the conditions for all College constituents to participate actively and productively to contribute to the decision making process”.
3. “The Governance Policy Evaluation report recognizes the need for such written policies and it provides an appendix from the Committee Review Working Group that represents preliminary steps toward satisfying the requirements of this standard”.
4. “The College has established structures, processes and practices that incorporate all constituencies in the consideration of governance issues. It also recognizes the need to provide the structures and processes in writing and has taken the first step in that direction by means of its Governance Policy Evaluation report”.
5. “The Governance Policy Evaluation report explicitly calls for —formal periodic evaluation of the college’s governance structure at the institution and committee level. The Institutional Researcher devised an ambitious program for quarterly performance evaluations using key performance indicators (IV.A.5)”.

Follow-Up Report to June 2012 Action Letter

As noted under the Follow-Up Report on [Recommendation 1](#), COM-FSM has demonstrated extensive evidence that “participatory governance” and “purposeful dialogue” are the new normal for COM-FSM. Changes to facilitate participatory governance, purposeful dialogue, and organizational culture have continued to evolve over the last two years to resolve this recommendation.

In appreciation of brevity, all of the evidence in Recommendation 1 applies as direct evidence to Recommendation 9.

Evidence for Recommendation 9

Doc. 1	COM-FSM. (2013, March, 13). <i>Recommendation one with supporting evidence for the combined Midterm and Follow Up Report to the ACCJC</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Recommendation_1_insert.pdf
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Recommendation 10

Board and Administrative Organization. To fully meet this standard, the team recommends that the college president and his cabinet develop an external relations and communication plan that promotes outreach to the community and develops effective partnerships with the communities served by the college (IV.B.2.b).

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “The college substantially meets the requirements of Standard IV.B. Board and Administrative Organization”.
- 2) “Overall, the College of Micronesia has made a good faith effort to address problems and recommendations identified by the Commission. The Board of Regents is somewhat more diverse. There is a clear organizational structure in place. The president and regents are committed to ensuring the overall effectiveness of the educational environment and student learning outcomes”.
- 3) “Planning is quite good and fiscal conditions, though challenging, are controlled. However, there are concerns with the currency of the board policy manual. Moreover, issues of effective communication persist, even though improvement is significant”.

Follow-Up Report to June 2012 Action Letter

As noted under the Follow-Up Report on [Recommendation 1](#), COM-FSM has demonstrated extensive evidence that “participatory governance” and “purposeful dialogue” are the new normal for COM-FSM. Changes to facilitate participatory governance, purposeful dialogue, and organizational culture have continued to evolve over the last two years to resolve this recommendation.

In appreciation of brevity, all of the evidence in Recommendation 1 applies as direct evidence to Recommendation 10.

Additionally, the board of regents continues to engage the community through public meetings conducted during regularly scheduled Board of Regents’ meetings ([Doc. 1](#); [Doc. 2](#); [Doc. 7](#)). The president continues to seek community involvement through stakeholder participation in the Visioning Summits at the national and state campuses. The board of regents and the president continue to reach out to state, national, business and community leaders to seek input into the long range planning of the college. The president and the board of regents respond to requests for information about the challenges faced by the college and the progress and improvements made by the college. In 2012-2013, the regents conducted a self-assessment and formulated a two-year action agenda ([Doc. 3](#); [Doc. 11](#)).

The following policies were acted upon by the Board and are evidenced in approved, published minutes on the college website: <http://www.comfsm.fm/?q=bor-minutes>

All BOR Policies were placed on the website October, 2012, and can be accessed at: <http://www.comfsm.fm/?q=bor-policy-manual-table-of-contents>

March 15-17, 2010

- Modified the catalog in-force policy effective fall 2010.
- Amended Section IX Leave Policies of the *Personnel Policy and Procedure Manual*.
- Adopted *Bookstore Policy* for immediate implementation.

May 17-19, 2010

- Addition of section 6 Paternity Leave in Section IX of the *Personnel Policy and Procedure Manual*.

September 28-October 1, 2010

- Modified *Policy 003 Tuition Waiver and Reduction* effective immediately.
- Modified Section VIII Compensation Policies and Practices, section 11.a. on “Overtime Pay or Compensatory Time” effective immediately.
- Adopted a *Sexual Harassment Policy* for students.

March 14-15, 2011

- Made changes to Section VII Employment Contract effective immediately.
- Adopted an energy conservation policy.

April 5, 2011

- Modified the layoff policy in Section XIV of the *Personnel Policy and Procedure Manual* for immediate implementation.

May 18-19, 2011

- Modified the *Controlled Substance and Alcohol-Free Workplace and College Premises Policy*.

September 7-9, 2011

- Adopted a *Physical Resources Contingencies Fund Policy*.

May 23-24, 2012

- Revised *Investment Policy Statement*, including changes in asset allocation
- Revised Section I Purpose and Scope, Section VI Employment, Section IX Leave Policies, Section XIII Performance Evaluation, Section XIV termination, Section XV Employment Discipline and Protection, and Section XVI Grievance Procedure of the *Personnel Policy and Procedure Manual*.

January 14-15, 2013

- Adopted policy on on-line *Catalog*.
- Revised *Per Diem Policy*.
- Adopted *Facilities Use Fee Policy*.
- Added section on “ethical violations” in Board’s *Bylaws and Policy Manual*.

Board of Regents’ bylaws were placed online August 22, 2012, <http://www.comfsm.fm/?q=bor-bylaws>. Article V, *Statement of Ethical Conduct, Ethical Violations*, was reviewed, and the website was again modified January, 2013, to reflect the changes.

BOR Training

In both August 2012 and January of 2013 the board of regents have participated in training that has focused on governing board roles and responsibilities, accreditation, monitoring institutional effectiveness, establishing a foundation, constructing a board development plan, designing an orientation for new members, and goal setting. Further, all regents have successfully completed the *ACCJC Online Accreditation Basics Course*.

Additional Efforts

The president's monthly message to the community is yet another way to communicate and inform stakeholders of the activities of the college and ways in which the community is engaged. The Office of Development and Community Relations (ODCR) publishes the president's monthly messages to the college community on the college website within minutes of their release. As other news articles and announcement that are posted to the college's website, the president's monthly messages are also shared on the college Facebook site as well as the college's Alumni Facebook page.

The director of development and community relations has developed and is maintaining a network of college news feeds from all campuses ([Doc. 8](#)). News feeds are sent to the DCR based on submission dates determined by the DCR and college program and office heads. A news template was issued by the DCR and is used as the guideline for writing all news story contributions. All news entries undergo prior editing before being published. News entries include photographs to motivate wider readership as evidenced through the college website frontpage.

The DCR continues to maintain a Google calendar of college events and activities on the college website frontpage. Program and office heads from all campuses send information updates to the DCR for upload to the calendar. Major events and activities on the calendar are also converted to announcements and displayed on the college website front page ([Doc. 9](#)). As well, major college news continues to be converted to press releases and sent to regional newspapers. The local newspaper, the *Kaseleblie Press*, continues to run news stories generated by the DCR ([Doc. 10](#)). As well, the *Marianas Variety*, a Commonwealth of the Northern Mariana Islands (CNMI) newspaper publishes news stories authored by the college, extending the college's reach to an audience of 40,000 readers in the CNMI and 2,000 throughout Micronesia. The Development and Community Relations shares all college news and announcements on the college Facebook site as well as the college's Alumni Facebook page, therefore increasing the college's reach to a wider readership.

Increased COM-FSM presence and activity online continue to rank the college website at the top of Google search engines when googling the words "Micronesia" and "college" together. Other Micronesian regional colleges are ranking second to the College of Micronesia-FSM on Google.

To increase community involvement with the college, the Development and Community Relations office has developed regular schedules and continues to receive guest speakers at the college through its Forum Lecture series. The Forum Lecture series is attracting important guests such as the resident ambassadors, visiting U.S. officials, visiting scientists, FSM agency heads and other specialists.

The Development and Community Relations continues to publish a monthly newsletter and features all news articles released by the college for the month. The *COM-FSM Sharks Newsletter*, currently exists in electronic format, and is made available on the college website, the college Facebook site, as well as on the college's Alumni Facebook page. Electronic copies continue to be emailed to college alumni ([Doc. 6](#)).

The college continues to hold community meetings during the Board of Regent's quarterly meetings. However, greater efforts continue to be made to inform and engage our external stakeholders. The efforts taken during the visioning summit phases one and two brought in more participation from

external stakeholders. The college appeared at the States and National Leadership Conference (SNLC) held in Pohnpei on November 9, 2012, and an oversight hearing by the Education Committee of FSM Congress on November 14, 2012 -- each appearance included a focus on the accreditation process and college progress ([Doc. 4](#); [Doc. 5](#)). Academic programs are making efforts to reactivate advisory councils and the campuses are taking efforts to better engage and inform parents on key issues ([Doc. 12](#)).

Evidence for Recommendation 10

Doc. 1	BOR. (2013). <i>Community meetings</i> . Retrieved from http://www.comfsm.fm/?q=bor-cm-minutes
Doc. 2	BOR. (2013). <i>Board of regents on the COM-FSM webpage</i> . Retrieved from http://www.comfsm.fm/?q=node/141
Doc. 3	BOR. (2013). <i>Board of regents two-year action agenda</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/BOR_Two_Year_Action_Agenda_2013.pdf
Doc. 4	Daisy, J. M. (2012, November, 9). <i>COM-FSM status report: States and national leadership conference (SNLC)</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/SNLC-Presentation-by-Dr-Daisy.pdf
Doc. 5	Daisy, J. M. (2012, November, 14). <i>COM-FSM president's goals presented to FSM Congress</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Presidents-presentation-to-Congress.pdf
Doc. 6	DCR. COM-FSM Sharks Newsletter. Retrieved from http://www.comfsm.fm/?q=publications
Doc. 7	DCR. (2013, January). Board Community Meeting Announcement. Retrieved from http://www.comfsm.fm/myShark/news/item=401/mod=03:17:26
Doc. 8	DCR. (2013, February) COM-FSM News Feed. Retrieved from: http://www.comfsm.fm
Doc. 9	DCR. (2013, February) Forum Lecture announcement sample. Retrieved from: http://www.comfsm.fm/myShark/news/item=428/mod=01:43:50
Doc. 10	Marianas Variety (2013, February) COM-FSM authored news articles. Retrieved from: http://www.mvariety.com/?searchword=COM-FSM&searchphrase=any&limit=10&ordering=newest&view=search&option=com_search
Doc. 11	COM-FSM BOR. (2013, January). <i>College of Micronesia-FSM: Board self-assessment survey summary report</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/BOR_Assess_Survey_Summary2013.pdf
Doc. 12	Business Division. (2012). <i>Business advisory council meeting</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=337/mod=22:56:19
Doc. 13	COM-FSM. (2013, March, 13). <i>Recommendation one with supporting evidence for the combined Midterm and Follow Up Report to the ACCJC</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Recommendation_1_insert.pdf

Recommendation 11

Institutional Mission In order to improve the clarity of the college mission, the team recommends that the college clearly define its intended student population (I.A).

* This Recommendation was listed as Recommendation A (a recommendation “to improve”) in the 2010 Evaluation Team Report, but is listed as Recommendation 11 in the 2012 Action Letter.

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “The college meets the requirements of Standard I.A. Institutional Mission. However, in order improve the clarity of the institution’s intended student population, it is recommended that the college conduct a review of its mission statement”.

Follow-Up Report to June 2012 Action Letter

The visioning process, which includes a college-wide and nation-wide review of the college’s mission statement is detailed in Recommendation 1 and again in Recommendation 2.

In appreciation of brevity, all of the evidence in [Recommendation 1](#) and Recommendation 2 applies as direct evidence to Recommendation 11.

And here it is essential to reiterate, the college understands the mission cannot be altered at this time; however the mission was due for a critical review during this visioning process. Should the Board of Regents be in favor of a revision to the college’s mission statement, implementation of such a revision could not occur until accreditation is reaffirmed, and in adherence to the ACCJC Policy on Substantive Change.

Evidence for Recommendation 11

Doc. 1	COM-FSM. (2013, March, 13). <i>Recommendation one with supporting evidence for the combined Midterm and Follow Up Report to the ACCJC.</i> Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Recommendation_1_insert.pdf
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Recommendation 12

Student Support Services. To improve the effective allocation of student support resources, the team recommends that the college evaluate whether continuity of services requires identical services with identical staffing or equivalent staffing based on student enrollment (II.b.1, II.B.3.c, II.B.4).

*This Recommendation was listed as **Recommendation B** (a recommendation “to improve” rather than “to meet”) in the 2010 Evaluation Team Report, but is listed as **Recommendation 12** in the 2012 Action Letter.

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “...the team concluded that the resident life dormitory deserves serious attention since it appears the restrooms are in disrepair, a recurring condition that should be remedied.
- 2) “Even more seriously, the college must address the student academic record security issues (failure to have locked file cabinets holding student records) before a breach undermines the college’s academic integrity”.

Follow-Up Report to June 2012 Action Letter

As part of best practices and accreditation standards, and resource allocation based on planning and evaluation, in 2010 the college contracted a management consultant, *Alan Searle and Associates Limited*,

to conduct a job audit ([Doc. 7](#)). Accordingly, the college revised its organizational structure to better fit its performance needs. Further, it implemented a work planning and performance evaluation model that is linked to specific improvement areas. The job audit identified 17 regular positions that were deemed redundant or unnecessary, and seven special contracts for non-renewal ([Doc. 8](#); [Doc. 9](#); [Doc. 10](#); [Doc. 11](#); [Doc. 12](#); [Doc. 13](#); [Doc. 14](#)).

The department of Student Services tasked its student services coordinator at Chuuk Campus to conduct a study that would serve as an *initial step* in identifying the optimal form of staffing among student services and to address Recommendation 12. The study was completed on January 11, 2013 ([Doc. 15](#)).

The college's newly formed *Management Team* organized a nonacademic program prioritization-working group on October 16, 2013. Among the foremost reasons for the prioritization of the college's nonacademic programs included: (a) concern for across the board budget cuts in order to address budget reductions, (b) concerns from faculty and others that too much is being spent for administration, (c) the need for improving effectiveness and efficiency of operations, and (d) determining possibilities for streamlining services and operations. As such, a working group undertook review of nonacademic programs in late fall 2012 to early spring 2013. The college completed its first prioritization of nonacademic programs last February 28, 2013 ([Doc. 5](#); [Doc. 16](#); [Doc. 17](#)).

Finally, the college also contracted a consultant, Dr. Barbara Fienman, to assist with the review and assessment of student services and make recommendations on building and developing a student affairs program ([Doc. 2](#)). The consultant's December 2012 report had been endorsed to the college's president.

The college is conducting CCSSEE and CCFSSSE surveys for the first time in spring 2013, and will use resultant data to further aid decisions on student support services ([Doc. 3](#); [Doc. 4](#)).

Evidence for Recommendation 12

Doc. 1	Nena, L. (2012). <i>Summary report for student life</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/SUMMARY-REPORT-on-Majo-%20Accomplishments-in-the-Residence-Life.pdf
Doc. 2	COM-FSM. (2012). Fienman <i>scope of work for student services assessment</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Barbara_M_Fienman.pdf
Doc. 3	COM-FSM. (2012). <i>College to participate in CCSSEE and CCFSSSE in spring 2012</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=376/mod=00:37:12
Doc. 4	IRPO. (2013). <i>CCSSEE and CCFSSSE timeline spring 2013</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/CCSSEE_FSSE_2013.pdf
Doc. 5	COM-FSM. (2013). Nonacademic program prioritization: Data collection form. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2121/=Nonacademic_data_form.pdf
Doc. 6	Tuala, M. (2013). Evaluation report: Recommendation 12. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2120/=Eval_Report_on_Rec12_by_SS_Department.pdf
Doc. 7	James, S. (2009). <i>Letter to Mr. Alan Searle, Alan Searle & Associates, Ltd., Management Consultants: On job audit</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/2124/=SpensinMemo.pdf
Doc. 8	FSM Office of the President. (2010). <i>College job audits passes stage 1 and 2</i> . Retrieved from http://www.fsmgov.org/press/pr08161a.htm
Doc.	FSM Office of the President. (2010). <i>College job audits passes stage 1 and 2</i> . Retrieved from

9	http://www.fsmgov.org/press/pr08161a.htm
Doc. 10	COM-FSM. (2011). <i>College implement job audit/ streamlining recommendations</i> . Retrieved from http://www.comfsm.fm/news/releases/0311-03.html
Doc. 11	Ringlen, R. (2011). <i>Letter of the Interim President to SBOC</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/2126/=RinglenlettertoSBOC.pdf
Doc. 12	COM-FSM Streamlining Committee. (2011). Streamlining update. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2125/=StreamliningUpdate.pdf
Doc. 13	COM-FSM (Undated). Descriptive summary of the new organizational structure. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2127/=Streamliningorchartdescriptivesummary.pdf
Doc. 14	Ringlen, R. (2011). Change in reporting structure and implementation planning. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2128/=Memo_from_Interim_President_on_Streamlining.pdf
Doc. 15	Tuala, M. (2011). Evaluation report on recommendation 12. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2129/=Eval_Report_on_Rec12_by_SS_Department.pdf
Doc. 16	COM-FSM. (2013). Prioritization of nonacademic programs. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2123/=Nonacademic_prioritization-Report.pdf
Doc. 17	COM-FSM. (2013). Nonacademic program prioritization: Master chart of ratings. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2122/=Nonacademic_Ratings.pdf

Recommendation 13

To improve access to college catalog general information, requirements and major policies, the team recommends that the college include in its catalogue transfer articulation course requirements for its primary university partners, the student complaint policy and procedure, and an index to topical information (II.B.2).

*This Recommendation was listed as **Recommendation C** (a recommendation “to improve” rather than “to meet”) in the 2010 Evaluation Team Report, but is listed as **Recommendation 13** in the 2012 Action Letter.

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “...the team concluded that the resident life dormitory deserves serious attention since it appears the restrooms are in disrepair, a recurring condition that should be remedied”.
- 2) “Even more seriously, the college must address the student academic record security issues (failure to have locked file cabinets holding student records) before a breach undermines the college’s academic integrity”.

Recommendation from ACCJC 2012 Action Letter

Recommendation 13. To improve access to college catalog general information, requirements and major policies, the team recommends that the college include in its catalogue transfer articulation course requirements for its primary university partners, the student complaint policy and procedure, and an index to topical information (II.B.2).

Follow-Up Report to June 2012 Action Letter

Student complaint policy and procedures:

In its goal to provide quality instruction and services, the College provides students access to

appropriate college staff and administration to resolve questions, concerns, or complaints against the college's staff and faculty, policies, procedures, or other actions or inactions of the College. As such, a working group had been tasked to draft a student complaint policy and procedure. The policy was reviewed by the previously existing Student Services Committee and approved on August 23, 2010, by then college President Spensin James. ([Doc. 1](#); [Doc. 2](#); [Doc. 3](#)).

Other policies related to student conduct and discipline, sexual harassment, betel nut, tobacco, alcohol, and illicit drugs including prohibition on violence, and banned weapons are published in the major publications, such as the College's *General Catalog* and *Student Handbook* ([Doc. 4](#); [Doc. 5](#)).

To further provide a safe and supportive community for COM-FSM resident students, the college's residence halls went through several repairs and renovations ([Doc. 6](#); [Doc. 7](#); [Doc. 8](#); [Doc. 9](#)). Further, the college also contracted two janitors for the residence halls specifically tasked to providing janitorial services at both female and male residence halls ([Doc. 10](#)).

Residence halls staff ensure that *requests for maintenance related services* are immediately communicated to the college's division of physical facilities to address the needs ([Doc. 11](#)). The vice president for student services and director of student life also initiated the development and implementation of *improvement plans* for the residence halls, the residence halls inspection plan and incentives, and other actions to address the *needs* of the residence halls and their residents ([Doc. 12](#); [Doc. 13](#); [Doc. 14](#); [Doc. 15](#); [Doc. 16](#)).

Evidence for Recommendation 13

Doc. 1	COM-FSM Student Services Committee. (2010). Minutes of the August 13, 2010 meeting. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2132/=Minutes_of_SS_meeting.pdf
Doc. 2	Director of Student Life. (2010). August 23, 2010 memo transmitting Student Complaint Policy to the President. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2130/=Policy_Approval-Student_Complaint.pdf
Doc. 3	COM-FSM. (2010). The Student Complaint Policy. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2133/=Policy_Student_Complaint_Complaint.pdf
Doc. 4	COM-FSM. (2012-2013). Student handbook. Retrieved from http://www.comfsm.fm/publications/handbook/Student-hand-book-2012-2013.pdf
Doc. 5	COM-FSM. (2012-2013). COM-FSM general catalog. Retrieved from http://www.comfsm.fm/publications/catalog-2012-2013/Student%20Services.pdf
Doc. 6	COM-FSM. (2010/May). \$18,600.00 contract: Renovations and improvement of the dorm showers and toilets (female and male dorms). Retrieved from http://wiki.comfsm.fm/@api/deki/files/2135/=Contract-DormReno-May192010.pdf
Doc. 7	COM-FSM. (2011/November). \$16,044.00 contract: Repairs and paintings of buildings D, E, and G at National Campus. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2136/=Contract-DormReno-Nov11.pdf
Doc. 8	COM-FSM. (2012/February). \$9,000.00 contract: Interior renovation and repainting of the male and female dormitories. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2134/=Contract-DormReno-Feb292012.pdf
Doc. 9	COM-FSM. (2012/November). \$14,015.88 contract: Installation of 4 zone fire alarm systems at male and female dorms. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2137/=Contract-DormReno-Nov12.pdf
Doc. 10	COM-FSM. (2012). Sample of special contracts for personnel services: Janitors for male and female residence halls. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2139/=special_contracts-janitors.pdf
Doc.	COM-FSM. (2013). Samples of maintenance service request by RH staff. Retrieved from:

11	http://wiki.comfsm.fm/@api/deki/files/2138/=maintenance_request_1.pdf
Doc. 12	COM-FSM Director of Student Life. (2010/July). Improvement plan for the residence halls. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2140/=Improvement_Plan_for_Director_of_Student_Life%255b1%255d%255b1%255d%255b2%255d.pdf
Doc. 13	COM-FSM. (Undated). Residence halls inspection plan and incentives. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2141/=RESIDENCE_HALLS_INPSECTION_PLAN_AND_INCENTIVE_PROGRAM.pdf
Doc. 14	COM-FSM. (Undated). Summary report on major accomplishments: Residence Halls. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2142/=SUMMAR_REPORT_on_Major_Accomplishments_in_the_Residence_Life.pdf
Doc. 15	Director of Student Life (November 20, 2012). Improvement summary synopsis: Residence Halls. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2143/=Improvement_Summary_Synopsis.pdf
Doc. 16	COM-FSM (2012). Some photographs: Male residence hall. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2144/=Male_Residence_Hall.pdf

Recommendation 14

Student Support Services. To improve the security and confidentiality of student records, the team recommends that the college immediately ensure that the student personal information and academic records are secure from breach of confidentiality (II.B.3.f).

*This Recommendation was listed as **Recommendation D** (a recommendation “to improve” rather than “to meet”) in the 2010 Evaluation Team Report, but is listed as **Recommendation 14** in the 2012 Action Letter.

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “...the team concluded that the resident life dormitory deserves serious attention since it appears the restrooms are in disrepair, a recurring condition that should be remedied”.
- 2) “Even more seriously, the college must address the student academic record security issues (failure to have locked file cabinets holding student records) before a breach undermines the college’s academic integrity”.

Follow-Up Report to June 2012 Action Letter

To improve the security and confidentiality of student educational records, the College recently acquired 14 new filing cabinets amounting to \$27,070.00 for its Office of Admissions, Records and Retention (OARR). In January 2013, these new cabinets were installed at OARR replacing the office’s old filing cabinets ([Doc. 1](#); [Doc. 2](#); [Doc. 5](#)).

While awaiting receipt of these filing cabinets, improvised locks had been installed to the old filing cabinets with broken locking mechanisms in order to secure students’ personal and education files from possible breach of confidentiality ([Doc. 3](#)). The main entrance door to the Office of Admissions, Records and Retention (OARR) had been fitted with a dead bolt as additional locking mechanisms following the recommendation for an entrance door with double lock by the ACJCC/WASC visiting team ([Doc 3](#); [Doc. 6](#); [Doc. 7](#)).

During his site visits to the State Campuses last September 4-22, 2012, the director of admissions, records and retention facilitated follow-up training on the COM-FSM Student Information System

(SIS) and sessions on FERPA basics to Student Services staff at the State Campuses ([Doc 4](#)). The session on FERPA basics involved the basics of the *Family Educational Rights and Privacy Act* (FERPA) specifically covering education records, directory information, some exceptions, college officials and legitimate educational interests, and elements of consent. Similar sessions will be scheduled to student services staff at the others campuses.

Evidence for Recommendation 14

Doc. 1	Alagoz, K. (2012). Invoice of two sets of Stack N Lock Trakslider complete bislider by Dateline Exports, Incorporated. Retrieved from http://wiki.comfsm.fm/@api/deki/files/1815/=Doc1.pdf
Doc. 2	Alagoz, K. (2012). Bill of lading of the two sets of Stak N Lock filing cabinets, ETA to Pohnpei, January 16, 2013. Retrieved from http://wiki.comfsm.fm/@api/deki/files/1816/=Doc2.pdf
Doc. 3	Oducado, J. (2012). Updates on filing cabinets and others. Retrieved from http://wiki.comfsm.fm/@api/deki/files/1817/=Doc3.pdf
Doc. 4	Oducado, J. (2012). Trip Report on September 4-22, 2012 Site Visits to Chuuk, Yap, and Kosrae Campuses. Retrieved from http://wiki.comfsm.fm/@api/deki/files/1620/=FY2012_SSNCOARR_TR.pdf
Doc. 5	OARR. (2013, January). <i>Photo evidence of new OARR file cabinets</i> . Retrieved from http://wiki.comfsm.fm/@api/deki/files/2085/=OARR_new_cabinets-some_photos.jpg
Doc. 6	OARR. (2012). <i>Locking mechanism to secure student records</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/oar.pdf
Doc. 7	OARR. (2012, September). <i>Locking mechanisms for student records</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/oar.pdf

Recommendation 15

Human Resources. To improve the consistency of regular evaluation of part-time faculty, the team recommends that the college take the steps necessary to ensure that all part-time faculty are evaluated systematically and at the stated intervals (III.A.1.b).

*This Recommendation was listed as **Recommendation E** (a recommendation “to improve” rather than “to meet”) in the 2010 Evaluation Team Report, but is listed as **Recommendation 15** in the 2012 Action Letter.

Major Conclusions from Team Evaluation Report from 2010 Comprehensive Evaluation

- 1) “The college meets the requirements of Standard III.A. Human Resources. The self-study addresses all the major aspects of Standard III.A, which the team has verified is accurately reported”.
- 2) “The college systematically develops policies and procedures, as well as evaluates practices in place to support the quality and integrity of its programs and services”.
- 3) “The Personnel Committee has broad constituent representation from each campus”.
- 4) “The college maintains a sufficient number of qualified faculty with full-time responsibility. For most employees, regular evaluations of faculty and staff are conducted; however, steps should be taken to ensure the regular evaluation of all part-time faculty”.
- 5) “The college’s demonstrated understanding of and concern for issues of diversity and civility are laudable”.

Follow-Up Report to June 2012 Action Letter

The College of Micronesia-FSM reported in 2010 the inconsistencies of the evaluation of its part time faculty members throughout the college. Since that report, the College has fully resolved this issue as evident in the evaluation reports of the thirty-one part-time faculty members who taught during the fall 2012 semester ([Doc. 1](#); [Doc. 2](#); [Doc. 3](#); [Doc. 4](#); [Doc. 5](#)).

The instructional coordinator at the state campuses, and the division chair at Pohnpei and National campuses, evaluates a part time faculty member every semester that individual teaches. In fall 2010, only 59% of the part time faculty members were evaluated. In spring 2011, 72% of the part time faculty members were evaluated, 69% in fall 2011, and 85% of the part time faculty members were evaluated in spring 2012. By fall 2012, 100% of the part time faculty members were evaluated.

Finally, these evaluation reports are located in individual personnel files at each campus in the instructional coordinator's office and in the vice president for instructional affairs office at the National Campus. In addition to the evaluation reports, the students in each class are assessing instructors each semester. Student evaluations of instructors are kept with the instructional coordinators at the state campuses and with the dean of academic programs at the National Campus.

The data resulting from the student assessments, in addition to the evaluation reports completed by the instructional coordinators or the division chairs, are used as the basis for offering a subsequent employment contract to the individual. Although evaluation reports may come in weeks after the semester is completed, the fact that they are still turned in is further evidence of the college's commitment to teaching excellence and quality assurance. The college takes pride in its ability to assure quality of services in this regard and fairness of job offerings to those who qualify for continued employment.

The College is able to further improve its method of notification to supervisors regarding employee evaluation including those of the part -time faculty members. During the last week of January 2013, a consultant from Holland Consulting International, a Sage Authorized Business Partner, provided a three-day training to the Human Resources Office staff on the use of the *Human Resources module* of the software program currently used for college accounting activities. The software has been in use at the Business Office for a number of years, and the college purchased the *Human Resources module* on April 2, 2012, to improve data management and reporting abilities for the Human Resources Office.

Evidence for Recommendation 15

Doc. 1	HR. (2013, March). <i>Updated part-time faculty evaluation data</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/PT_Faculty_Evaluation_Data_2.pdf
Doc. 2	October 30, 2012 Meeting Minutes of Division Chairs. Retrieved from http://wiki.comfsm.fm/Committee_Minutes/Division_Chairs
Doc. 3	Yap Campus Academics. (2013, February). <i>Monthly report</i> . Retrieved from: http://www.comfsm.fm/accreditation/2013/midterm-report/Monthly_Report_Yap_February_13.pdf
Doc. 4	HR. (2013). Class Observation Form. Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Instr_obs.pdf
Doc. 5	HR. (2013). Instructor Observation Form. Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/InstructorEval.pdf

Response to Self-Identified Issues

Overview

In institutional terms the Institutional Self Evaluation that COM-FSM undertook in 2009 now seems as if it occurred several generations ago. That effort produced a total of 108 items for its Planning Agendas. Subsequently, any normal regime of follow-through was complicated by numerous factors: changes in leadership and governance structure, staff turnover, the absence of an *Integrated Educational Master Plan*, and the necessity to focus on responding to ACCJC Recommendations on pretty much a continuing basis. Especially during the last year, the positive changes evident throughout this report describe an institution in transition from crisis to rebirth as a true learning organization. As a result, some items below received only halting attention or were displaced by solutions that better reflect the current level of institutional effectiveness. Nonetheless, readers will find a significant record of progress in meeting the 2009 Planning Agendas.

Standard I: Institutional Mission and Effectiveness

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

Description of progress made on self-identified issues

The text that follows lists, by standard or substandard, the items from the Planning Agenda in the 2009 *Report on the Self-Study*, along with a summary of the Action History for that item.

Mission

Planning Agenda: Standard IA1: (4)

Agenda Item 1

- Continue to revisit the mission at the annual president's retreat

Action History

The college conducted college wide President's Retreats in September 2010 and August 2011 at the National campus. Both retreats included breakout sessions for review and reflection on the college mission. Documents related to the Presidents' Retreats can be found at ([Doc. 140](#)).

Agenda Item 2

- Continue to evaluate and assess the effectiveness of our mission statement.

Action History

The college conducted "Visioning Summits" during fall semester 2012 at all campuses that included a review of the college's Strategic Plan 2006 – 2011 with specific emphasis the college mission. The reviews in the "Visioning Summits" focused on questions such as "How might we better define our mission and promise to the nation? What about missing components – how would they define the mission? Some clarifying questions that might be considered: Who are we? Who do we serve? What is our social and political basis, mandate, or need? How do we respond to this basis? How do we respond to stakeholders? What do we value? How are we distinctive?" The report of the summits can be found at ([Doc. 141](#)). The results of the visioning summits formed the basis for ongoing review of the college mission statement.

A working group established by the president in fall semester 2012 reviewed the work of the visioning summits and made initial recommendations ([Doc. 142](#)). Following a September 2012 capacity-building exercise to assess the college's previous strategic plan, a broader Strategic Planning Working Group is currently drafting a new strategic plan for the college that includes recommendations on the college mission and its supporting strategic goals.

Agenda Item 3

- Revise mission statement as needed in light of changing environmental factors such as outward migration, workforce needs, reduced funding allocations, and regional and global factors.

Action History

A review of the college mission has been underway since the fall of 2012. In addition, the Board of Regents completed its own visioning exercise in January of 2013.

Agenda Item 4

- Develop specific goals and objectives for addressing the “uniquely Micronesian” component of the mission.

Action History

Already the ongoing mission review has produced a consensus that the modifier “uniquely” was an inappropriate designation and should not appear in any future iterations of the mission statement.

Planning Agenda: Standard IA2-4: (3)

Agenda Item 1

- Continue to revisit the mission on a regular basis and revise as necessary.

Action History

The college conducted college wide President's Retreats in September 2010 and August 2011 at the National campus. Both retreats included breakout sessions for review/reflection on the college mission ([Doc. 140](#)).

The college conducted “Visioning Summits” during fall semester 2012 at all campuses that included a review of the college's Strategic Plan 2006 – 2011 with specific emphasis the college mission ([Doc. 141](#)). The results of the visioning summits formed the basis for ongoing development/revision of the college mission statement.

A working group established by the president in fall semester 2012 reviewed the work of the visioning summits and made initial recommendations ([Doc. 142](#)). A broader Strategic Planning Working Group is currently drafting a new strategic plan for the college that includes recommendations on the college mission and supporting strategic goals.

Agenda Item 2

- Include questions in annual stakeholder survey related to knowledge, understanding, and support of the mission.

Action History

At this point the college has not located evidence that the annual stakeholder survey was modified in this manner.

Agenda Item 3

- Develop strategies to demonstrate the link between board actions and directives to show the college's mission and goals

Action History

The college is implementing institutional assessment software (TracDat) during spring and summer semesters 2013 for improved linkages of improvement activities, assessment and evaluation to strategic goals of the college and its mission.

Improving Institutional Effectiveness

Planning Agenda: Standard IB1: (3)

Agenda Item 1

- Continue efforts to increase data driven decision making with committees, programs, departments, and divisions across all campus sites.

Action History

The college provides access to data, information and evidence for data driven decision making in a variety of ways. The college IRPO website <http://www.comfsm.fm/irpo/> provides summary, detailed and trends information on college enrollment, student achievement, quarterly reporting, IPEDS, planning and other materials. The quarterly reporting also includes data details from offices and programs across the college. The website is continually being updated. Various reports are presented to the BOR, committees and external stakeholders as appropriate. A "Did You Know" feature has been added to the news section of the college website for brief snippets of data that are important for the college community to know.

Agenda Item 2

- Continue efforts to provide timely and easy access to institutional data through the college website.

Action History

A college wiki site <http://wiki.comfsm.fm/> contains committee minutes, assessment plans and reports for all offices and programs at the college that allows access to critical documents and information

Agenda Item 3

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

Action History

Institutional assessment software (TracDat) is being implemented in spring and summer 2013 that will allow direct attachment of evidence to programs and offices assessment plans and reports. The assessment software will allow ready dissemination of college improvement efforts to internal and external stakeholders.

Planning Agenda: Standard IB2: (3)*Agenda Item 1*

- Continue to increase awareness of the Institutional Assessment Plan across all sectors of the college.

Action History

In April 2012 a report on “Purposeful Dialogue at COM” was presented to the college community and was a major focus of discussions during the Visioning Summits held at all campuses in fall semester 2012. Specific recommendations on improving communications are included and are being implemented across the college including revisions of the college governance policy to be presented to the Board of Regents in spring 2013 that establish clear criteria for decision making and communications.

Manuals for program review and budget development are ongoing and are to be completed in spring 2013 to provide clarity in how program reviews and the budget are developed and decisions are made.

Agenda Item 2

- Improve communication and timely sharing of assessment results between and among the various standing committees and stakeholders.

Action History

A college wiki site <http://wiki.comfsm.fm/> was expanded in 2011 that includes office and programs assessment plans and reports that are accessible to the college community.

A revised committee structure was put in place in 2011 and established a combined Curriculum and Assessment Committee (CAC) that oversees academic programs assessment while a Management Team was established in 2012 that oversees nonacademic assessment activities. Minutes of meetings can be accessed at http://wiki.comfsm.fm/Committee_Minutes.

Agenda Item 3

- Establish clear timelines for transmitting recommendations and decisions regarding changes of funding levels in order to restructure stated goals and objectives.

Action History

The college could not establish the genesis agenda item.

Planning Agenda: Standard IB3-4: (4)*Agenda Item 1*

- Continue to develop institution wide understanding and acceptance of the assessment program review process and its relationship to resource allocation.

Action History

The requirement in 2012 for assessment plans and reports for all office and programs to be placed on the college wiki <http://wiki.comfsm.fm/> has given a fresh emphasis on the importance of assessment. Review of assessment is also directly incorporated into the college FY 2014 budget development guidelines “Determine resource allocations based on program assessment –reviewing revenue projections and program needs, integrated educational master plan and institutional priorities” (Doc. 143). A manual for program review is to be completed in spring 2013 that will also provide improved communications on assessment.

Prioritization processes have been completed for academic programs in 2012 and nonacademic programs in 2013. Specific improvement criteria for programs were built into the final recommendations from the reports that have financial implications ([Doc. 144](#)).

Agenda Item 2

- Ensure leveling of learning outcomes over time.

Action History

The college has been unable to determine the genesis or meaning of this item and so has no update.

Agenda Item 3

- Increase bandwidth to allow for easier communication and regular and meaningful input by all campuses

Action History

An increase in bandwidth for all campuses was negotiated in 2011 with FSM Telecommunications Corp. and additional negotiations are ongoing for bandwidth increase in 2013.

Agenda Item 4

- Seek to increase participation in college governance.

Action History

A revised committee structure was put in place in 2011 and established to improve communication and decision making and improve participatory governance. Minutes of meetings can be accessed at http://wiki.comfsm.fm/Committee_Minutes.

Planning Agenda: Standard IB5: (5)

Agenda Item 1

- Continue to increase data driven decision making.

Action History

Access to data, information and evidence for data driven decision making is provided in a variety of ways. The college IRPO website <http://www.comfsm.fm/irpo/> provides summary, detailed and trends information on college enrollment, student achievement, quarterly reporting, IPEDS, planning and other materials. The quarterly reporting also includes data details from offices and programs across the college. The website is continually being updated. Various reports are presented to the BOR, committees and external stakeholders as appropriate. A “Did You Know” feature has been added to the news section of the college website for brief snippets of data that are important for the college community to know.

The requirement in 2012 for assessment plans and reports for all office and programs to be placed on the college wiki <http://wiki.comfsm.fm/> has given a fresh emphasis on the importance of assessment. Review of assessment is also directly incorporated into the college FY 2014 budget development guidelines “Determine resource allocations based on program assessment –reviewing revenue projections and program needs, integrated educational master plan and institutional priorities”. A manual for program review is to be completed in spring 2013 that will also provide improved information on how the college conducts its core assessment process.

Prioritization processes have been completed for academic programs in 2012 and nonacademic programs in 2013. Specific improvement criteria for programs were built into the final recommendations from the reports that have financial implications.

Agenda Item 2

- Continue to publish and communicate information and reports on institutional quality to internal/external stakeholders.

Action History

An increase in bandwidth for all campuses was negotiated in 2011 with FSM Telecommunications Corp. and additional negotiations are ongoing for bandwidth increase in 2013.

Agenda Item 3

- Develop a comprehensive plan to gather and report information for CRE and CES program effectiveness.

Action History

Agents of Cooperative Research and Extension report in many forms for the College of Micronesia-FSM and the College of Micronesia-Land Grant Program and though them to the public and to US Department of Agriculture National Institute for Food and Agriculture (USDA-NIFA). Reports are compiled for local institutions in the following manor:

- *For COM-FSM sites:* provide monthly reports to the VP-CRE office where they are filed electronically and quarterly reports to be filed similarly. These reports including the activities tables for SPG-7 are compiled and submitted through IRPO for distribution and electronic filing. In addition, reports to the COM-FSM Board of Regents include much of the same information, updated at the time of the meeting. All BOR reports are available on COM-FSM wiki ([Doc. 110](#)).
- Cooperative Research and Extension has a dual reporting responsibility through College of Micronesia:
 - Land Grant Program (COM-LGP)
 - US Department of Agriculture National Institute of Food and Agriculture (USDA-NIFA).
- Research funded under the Hatch Act funds is reported annually through the Current Research Information System (CRIS). Both Research and Extension efforts are reported on an annual basis through the USDA-NIFA reporting website ([Doc. 111](#)). A limited access system <http://www.pacificlandgrants.org> is established for on-line activity reports which support information submitted to USDA. COM-LGP Board of Regents directives require each agent to submit at least 4 on-line reports per month. VP-CRE can access the report site for demonstration. COM-LGP BOR Directives are posted on ([Doc. 113](#)).

Agenda Item 4

- Raise the profile of the college through enhanced research and reporting.

Action History

Cooperative Research and Extension enhances the profile of the COM-FSM through outreach to the rural communities of FSM and through linkages to collaborating agencies, non-governmental organizations and government offices. CRE officers are involved in policy development (FSM Resources and Development: Agriculture Sustainability; Food Security Policy and Community Forestry among others) and at the state level as requested by state departments ex. Pohnpei State Strategic Development Plan ([Doc. 114](#); [Doc. 115](#)). CRE assists local NGOs with planning and policy development (Island Food Community of Pohnpei www.ifcp.org and the Marine and Environment Research Institute of Pohnpei ([Doc. 116](#); [Doc. 117](#)).

Within the COM-FSM the CRE maintains a website and posts current CRE newsletters and other publications as well as the Directives of both COM-FSM and COM-LGP Boards of Regents. Newsletters have been published infrequently, and those available are included on the CRE website. Current research funded under the USDA-NIFA Hatch grant program is reported annually at the Current Research Information System (CRIS). Proposals and reports are submitted through COM-LGP Executive Director.

Agenda Item 5

- Develop and implement a plan for assessing if the college is effectively communicating institutional quality within the college and externally.

Action History

Under the auspices of evaluating the college in terms of “purposeful dialogue” the year 2012 witnessed intense scrutiny of all communication areas. A *Communications Plan* had been put in place in 2010, but a 2012 analysis revealed that the plan was inadequate in almost all areas. Based on these analyses a new *Communications Policy* was developed, reviewed by Executive Committee and approved by the Board of Regents in March of 2013. The major elements of the policy will be implemented within the framework of the new Strategic Plan.

Planning Agenda: Standard IB6-7: (2)*Agenda Item 1*

- Conduct a formative assessment of the continuous improvement cycle.

Action History

As of the writing of this report, the college has been unable to document that this item has been completed.

Agenda Item 2

- Make necessary improvements as needed [to continuous improvement cycle].

Action History

As of the writing of this report, the college has been unable to document that this item has been completed. Nonetheless, the prospective Master Planning Calendar should address both items under this sub-standard.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Description of progress made on self-identified issues

The text that follows lists, by standard or substandard, the items from the Planning Agenda in the 2009 *Report on the Self-Study*, along with a summary of the Action History for that item.

Instructional Programs

Planning Agenda: Standard IIA1a-c: (1)

Agenda Item 1

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

Action History

Training February, 22, 2013, Professional Development day ([Doc. 37](#)).

An *Annual Student Satisfaction Survey* was administered by IRPO in 2011 to a non-probability sample of 1,004 students. The tabulated results of the survey are available in pdf format from this URL: <http://www.comfsm.fm/irpo/files/surveys/student-Survey-Summary-11032011.pdf>. IRPO has been routinely conducting or administering Registration Surveys by Campus during registrations.

Further, some student services also conducted or administered satisfaction surveys to determine perceived level of satisfactions of the students about their services. For example, Health Services (or the Dispensary) at the National Campus administered one to a nonprobability sample of 71 students. This survey is included in the office's 2010-2012 Assessment Report, page 7, or can be accessed via this URL:

http://wiki.comfsm.fm/@api/deki/files/1573/=FY2009_12_SSNCHS_WS123.pdf.

The college is conducting CCSSE and CCFSSSE surveys during spring 2013. Annual surveys of student satisfaction will become a staple of assessment going forward.

Planning Agenda: Standard IIA2a: (1)

Agenda Item 1

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

Action History

This has not been implemented.

Planning Agenda: Standard IIA2b: (1)

Agenda Item 1

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

Action History

This has not been formally completed, but dialogue has begun as evidenced in Pohnpei Campus management team minutes and Executive Committee minutes. However, to date, this has not been implemented.

Planning Agenda: Standard IIA2c: (1)

Agenda Item 1

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

Action History

TracDat will help track and coordinate program assessments and program reviews. Currently, the college reviews all programs every two years and has yet to determine a schedule for dividing those reviews or whether doing all programs at one time is manageable. A new *Program Review Policy* goes to the BOR for action at the March 2013 meeting ([Doc. 24](#); [Doc. 29](#)).

Planning Agenda: Standard IIA2d: (1)

Agenda Item 1

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

Action History

2010. "Best Practices" training sessions for each campus were conducted on September 12-25, 2010, November 1 - 15, 2010, and December 3 - 17, 2010. John Kongsvik was the trainer, and he is the Director of TESOL Trainers located in Santa Fe, New Mexico. Participants who completed all

assignments and attended all three workshops received certificates from the School of International Training in Vermont. All faculty members at Kosrae, Chuuk and Yap attended the three sessions. Below is a list of attendees from Pohnpei and National Campuses.

The training provided resources on getting students engaged through individual, pair and group activities which encourage students to listen, read, write and speak. The training also focused on reflective teaching practices.

Pohnpei Attendees for 2010 TESOL Training.

Engly Ioanis	Mariana B. Dereas	Deelecann Daniel
Aleili Dumo	Dr. G. Cuboni	Shirley Jano
Rafael Pulmano	Maureen Curtin	Pablo Lamsis, Jr.
Magdalena Hallers	Paul Dacanay	Reynaldo Garcia
Delihna Ehmes	Mathew Zuziak	Cirilo Recana
Faustino Yarofaisug	Emily Pedneau	Penselynn Etse
Mike Ioanis	Kathy Hayes	Tracey Resetar
Oliver Wortel	Xavier Yarofmal	Resida Keller
Alan Alosima	Romino Victor	Mark Kostka
George Mangonon	Maria Dison	Lucia Donre Sam
Marian Medalla	Grilly Jack	Joseph Felix Jr.
Marlene Mangonon	Yen-ti Verg-in	Jean Thoulag
Emmanuela Garcia	Dennis Gearhart	Monica Rivera
		Frankie Harriss
		Nelchor Permitez
		Bertoldo Esteban

In **2011**, Yap campus conducted monthly meetings where the faculty took turns sharing teaching strategies.

Staff Development Day in Feb. **2011**. National and Pohnpei campus had a session on sharing innovative teaching strategies. Susan Moses and other “faculty of the year” (Mariana Ben Dereas, and Delihna Ehmes) were the presenters for that workshop. Faculty members were asked to come with copies of two effective teaching strategies to share with the attendees. Each participant received three ring binders. During the workshop individual faculty shared their strategies and copies were collected by each participant. Every attendee left with a ring binder of strategies to try (or not, as the case may be).

2013. On Professional Development Day, February 22, 2013 Maggie Hallers and Joseph Felix Jr. repeated the same type of workshop titled *Innovative Teaching Strategies*.

Planning Agenda: Standard IIA2e-f: (1)

Agenda Item 1

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

Action History

The college has obtained Tracdat and will implement partially in the summer of 2013 and fully in fall 2013. All assessment reports are located on the college wiki:

http://wiki.comfsm.fm/Academic_Programs

http://wiki.comfsm.fm/Non-Academic_Programs

Student learning outcomes for the institution and programs are available via the online catalog:

<http://www.comfsm.fm/?q=catalog>

Student learning outcomes for courses are available in course outlines online:

<http://www.comfsm.fm/?q=node/180>

Planning Agenda: Standard IIA2g-i: (1)

Agenda Item 1

- As the college works at continually improving its assessment system, it is looking for ways to enhance its understanding of student academic strengths and weaknesses related to student learning outcomes. A major part of the planning agenda is to renegotiate existing articulation agreements and expand articulation agreements to additional schools which [sic] are receiving our transfer students.

Action History

The college has not established any new articulation agreements since 2009.

Planning Agenda: Standard IIA3a-c: (1)

Agenda Item 1

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

Action History

Two changes as a result of assessment of the general education program.

1. Student writing did not meet criteria for success, at least 35 out of 50 on a common rubric. One change is the textbook for EN 120a and EN 120b ([Doc. 1](#)).
2. General education math recommended more dialogue between instructors to see how they could help students. Attached are two emails sent to all math instructors at COM-FSM working on the General Education Math assessment results for this year, 2012-2013 (Doc. 2).

Planning Agenda: Standard IIA4: (1)

Agenda Item 1

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

Action History

2010-2013. The college has not added any new programs since 2009 and has been under sanction to resolve recommendations during this time and thus not eligible for substantive changes. The Public Health Training Program (PHTP) was approved in 2008 and the Nursing Program Substantive Change Report was transmitted to the Commission in April, 2009. The process and policy are outlined in the Curriculum Handbook under the section titled *Degree Programs* ([Doc. 5](#); [Doc. 11](#)).

Planning Agenda: Standard IIA5: (4)

Agenda Item 1

Secure funding for industry certification.

- The Division of Vocational Education will continue to work with the Vocational Training Coordinator under the VPIA's office to seek funding assistance from OMIP to acquire needed professional development training programs for its faculty members. This will help to ensure that the quality of training courses produce graduates who are able to demonstrate technical and professional competencies that meet employment standards and are prepared for external licensure and certification.

Action History

The college has taken ownership to ensure that it continues to provide industry training for CTE instructors.

5. Electronic instructor re-certification for CISCO and ETA.
6. Electrical Instructor Solar training and Energy training
7. Art envoy through partnership with US Embassy fall 2012. ([Doc. 92](#); [Doc. 93](#); [Doc. 94](#); [Doc. 95](#); [Doc. 96](#); [Doc. 97](#)).

Agenda Item 2

Modify programs/courses to increase on-the-job training (OJT)

- The Division of Vocational Education at Pohnpei Campus will continue its efforts to work with its advisory council and other program stakeholders in reviewing program review recommendations to ensure recommendations are meeting the needs of the workforce and stakeholders prior to forwarding all recommendations to the Assessment Committee and the Curriculum Committee for review and recommendation to the college board.

Action History

The college has taken the following initiatives to provide more OJT.

1. Rewriting all CTE courses in the new SLO format.
2. Apprenticeship training project with Pohnpei DOE.
3. Electronic shop established to provide more hands on training
4. Computer course change from CA100 to CA095 for CTE certificate programs.
5. A graduate tracer survey was taken to assist identify improvement areas for CTE program.

Survey results appear in the following documents. ([Doc. 84](#), [Doc. 85](#); [Doc. 86](#); [Doc. 87](#); [Doc. 88](#)).

Agenda Item 3

- The division of vocational education will work with the Curriculum Committee to modify programs to increase more on-the-job training components.

Action History

Same as II.A.5 above.

Agenda Item 4

- Strengthen the implementation of FSM National technical skills testing/certification.
 - The Division will continue to work with the FSM National DOE or T3 to improve or strengthen the Nation's technical/vocational skills testing and certification body.

Action History

The college collaborates with various stakeholders on this agenda item.

- a) The president is a member of FACS0 overseen by the Secretary of FSM DOE. COM-

FSM is supportive of FSM establishing a separate educational track for CTE students.

- b) The FSM is establishing a separate educational track for CTE students.

Apprenticeship training.

<http://www.comfsm.fm/myShark/news/item=441/mod=04:40:50>

- c) As of February 14, 2013, there exists a CTE training MOU between Chuuk DOE and COM-FSM Chuuk campus. Chuuk DOE is contracting with the Chuuk campus to provide CTE training for their high school students and linking them to COM-FSM CTE programs. ([Doc. 39](#); [Doc. 62](#)).

Planning Agenda: Standard IIAS: (3)

Agenda Item 1

- Secure funding for industry certification

Action History

The Division of Vocational Education will continue to work with the Vocational Training Coordinator under the VPIA's office to seek funding assistance from OMIP to acquire needed professional development training programs for its faculty members. This effort will help to ensure that the quality of training courses produce graduates who are able to demonstrate technical and professional competencies that meet employment standards and are prepared for external licensure and certification.

Agenda Item 2

- Modify programs/courses to increase on-the-job training (OJT)

Action History

The Division of Vocational Education at Pohnpei Campus will continue its efforts to work with its advisory council and other program stakeholders in reviewing program review recommendations to ensure recommendations are meeting the needs of the workforce and stakeholders prior to forwarding all recommendations to the Assessment Committee and the Curriculum Committee for review and recommendation to the college Board of Regents.

The division of vocational education will work with the Curriculum Committee to modify programs to increase more on-the-job training components.

The college has undertaken the following initiatives to provide more on-the-job (OJT) opportunities for our CTE programs to in the skills and confidence of our CTE students.

1. The college established an MOU between Pohnpei Department of Education, FSM Telecom and itself on an Apprenticeship training project in September 2010.
2. A CTE graduate tracer survey was completed in to assist identify improvement areas for CTE programs in August 2011
3. The CTE faculty re-wrote all CTE course outlines into the approved SLO format and this undertaking started in December 2011.
4. The college changed the computer course required for the CTE certificate courses in December 2012.
5. The college opened a repair shop to provide additional hands on training for students and to assist the community with basic electronic repair needs. This shop was opened in January of 2013 ([Doc. 84](#), [Doc. 85](#); [Doc. 86](#); [Doc. 87](#); [Doc. 88](#)).

Agenda Item 3

- Strengthen the implementation of FSM National technical skills testing/certification

Action History

The Division will continue to work with the FSM National DOE or T3 to improve or strengthen the Nation's technical/vocational skills testing and certification.

The college provided support and funding for professional development opportunities for its Career and Technical Education (CTE) faculty to ensure that their skills meet industry standards. Being industry certified, the college could assure quality of CTE courses and graduates.

1. Both electrical instructors at Pohnpei campus participates in a two week long solar training delivered by European Union in February 20, 2012
2. The carpentry and cabinet-making instructors at Pohnpei campus participated in a three-week long training through the US Embassy on wood working project.
3. The Electronics instructor at Pohnpei campus attended two different industry trainings to update his electronic industry skills.
 - a. CISCO Academy training in September 2012 ([Doc. 155](#); [Doc. 156](#)).
 - b. ETA training in October 2012

([Doc. 92](#); [Doc. 93](#); [Doc. 94](#); [Doc. 95](#); [Doc. 96](#); [Doc. 97](#)).

The college is working in collaboration with its various stakeholders to strengthen skills CTE testing and certification.

1. The college recent held a training completion ceremony for two FSM Telecom employees who completed their US Department of Labor journeyman training in Telecommunication through COMFSM in February 8 2013.
2. COMFSM and Chuuk Department of Education signed an MOU agreeing COMFSM Chuuk campus to provide CTE training for Chuuk high school. This MOU will assist improve collaboration and alignment of CTE curriculum between COMFSM Chuuk Campus and Chuuk Department of Education. This MOU was signed on February 14, 2013
3. Although T3 no longer exists, the college continues to be an active member of FACSO under the FSM Department of Education. FACSO signed a resolution to establish a separate educational track for CTE students in the high schools.

<http://www.comfsm.fm/myShark/news/item=441/mod=04:40:50>

([Doc. 39](#); [Doc. 62](#)).

Planning Agenda: Standard IIA6a: (1)*Agenda Item 1*

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

Action History

- **2010.** The last articulation agreement made between the college and a college/university was with the Community College of Guam where the college established a course by course

articulation (minutes of Curriculum March 12, 2010) in 2010. Since this time, there has been no other articulation agreement.

- **2012.** May 22nd – Meeting between COM-FSM Business Division and University of Guam – School of Business. In attendance were Dr. Anita Borja Enriquez, Dr. Venus Ibarra, Dr. Elizabeth Foma and Prof. Martha Suez-Sales from UOG and from the college, VPIA Dereas, Chairperson Joseph Felix, Professor Rafael Pulmano and Professor Marian Medalla. The purpose of the meeting was to discuss the courses in Business and how to better articulate them (see email communication attachment).

May 23 – 24, 2012 Collaborated with UOG to host “An Articulation and Student Learning Workshop” between PPEC institutes. This was attended by several of the college’s LRC and Student Support staff, faculty and administrators.

(Program Attached) Lee Ling, Dana. (2012, May). *Articulation and Student Learning Workshop*. Retrieved from <http://danaleeling.blogspot.com/2012/05/articulation-and-student-learning.html>

August 15, 2012, Invitation for Dr. Carl Kalani Beyer, founding Dean, School of Education of Pacific Oaks College was sent. Since then communication has come forth regarding creating articulation between Pacific Oaks College’s Early Childhood Education BA program and COM-FSM’s education division; however, because of California state regulation, this seem to be a standstill (see email communication).

Worked with IT to create links to the most frequent transfer universities to create easy links of the articulated course matrix.

Planning Agenda: Standard IIA6b: (1)

Agenda Item 1

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

Action History

The Revised [CAC Handbook](#) (2013) outlines the updated procedures for all aspects of changing or deleting programs.

Planning Agenda: Standard IIA6c: (1)

Agenda Item 1

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

Action History

The college has completed its *Integrated Educational Master Plan* (IEMP) and was approved by the COM-FSM Board of Regents for final approval on March 13, 2013.

Planning Agenda: Standard IIA7a: (1)

Agenda Item 1

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

Action History

- **2012-2013.** The Dean of Academic Programs (formerly Director of Academic Programs) reviews and initials all faculty evaluations conducted by the division chair and/or Instructional Coordinator (IC) ([Doc. 6](#)). The Dean enters and tabulates all ratings for the student evaluations of instructors at the National Campus, and notes any unusual ratings in the area of “respect for students,” “grades fairly,” and “is available for student conferences” ([Doc. 7](#)). The average rating for these three is a four on a five-point Likert scale with four being typical. The Dean investigates any rating below three for improvement and resolution via an improvement plan. A summary of the student evaluations for each faculty are shared with both the faculty member and their respective division chair.

For state campuses, the ICs conduct faculty evaluations and also review student evaluations of faculty. Results are discussed and improvement plans established and implemented as necessary. Follow-up is conducted during the next evaluation cycle, or as agreed in the improvement plan. All results are considered as part of the annual faculty evaluation.

During the Chuuk faculty workshop in fall 2012, and spring 2013, faculty members were provided a copy of the *Faculty Statement of Ethics* and the *Faculty Code of Ethics* and dialogue was facilitated ([Doc. 8](#)).

Planning Agenda: Standard IIA7b: (1)

Agenda Item 1

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

Action History

2013. All course syllabi must contain the *Academic Honesty Statement* as specified on page 15 of the *Faculty Handbook*. The division chairs review all syllabi for National Campus faculty, with verification/spot checking by the dean of academic programs (DAP). Instructional coordinators (ICs) review all syllabi for State Campus faculty ([Doc. 21](#); [Doc. 22](#); [Doc. 23](#)).

Student Support Services

Planning Agenda: Standard IIB1: (2)

Agenda Item 1

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

Action History

In November, 2011 IRPO provided college-wide training titled *Definitions and Performance Indicators*, in relation to the development of the FY2013 budget ([Doc. 145](#)). IRPO provided another college-wide training titled *Performance Budgeting* in August, 2012 in preparation of the FY2014 budget ([Doc. 146](#)).

In addition to training provided by IRPO on *assessment and performance-based budgeting*, the Department of Student Services facilitated follow-up training to its staff in order to improve the quality and identification of SMARTer outcomes and strategies, appropriate measures, assessment plans, and reports. These trainings and/or workshops included:

- Assessment of Student Services with emphasis on learning outcomes in Student Services during the college's February 18, 2011 Staff Development Day.
- Student services assessment during the director of OARR's September 4-22, 2012 site visits of the state campuses, and
- Student services assessment for division heads and key staff during the February 22, 2013 Staff Development Day. ([Doc. 30](#), [Doc. 31](#); [Doc. 32](#); [Doc. 33](#); [Doc 34](#)).
- Further, the department also worked with the consultant, James Mulik of Sandy Pond Associates, especially ensuring that all units of Student Services have articulated SLOs ([Doc. 35](#)).

Agenda Item 2

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

Action History

As of this writing, the college is not able to document the implementation of this item ([Doc. 36](#)).

Planning Agenda: Standard IIB2: (1)

Agenda Item 1

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

Action History

The Board of Regents approved the *Sexual Harassment Policy for Students* during their September 28 thru October 1, 2010, meeting (BOR Minutes, p.8). The policy is published in the college , under the section titled *Student Services and Activities* and is currently located on page 10 of the 2012-2013 *General Catalog* ([Doc. 9](#); [Doc. 10](#); [Doc. 38](#)).

Planning Agenda: Standard IIB3: (2)*Planning Item 1*

- The college sees a need to improve the quality and consistency in the reporting of student services and tracking impact of those services. To improve, the college will:
 - Establish cohorts in the SIS for tracking of impact of services on student performance.
 - Develop a formal review process within the student services department to analyze SIS data for determining priority areas of student needs.
 - Enhance the completeness and accuracy of reporting on student services across all sites.
 - Expand the analysis of SIS and COMET data for impact of immediate student needs upon entering college.

Action History

The college uses two primary methods for tracking cohorts. *First* are the cohorts directly established within the Student Information System (SIS). *Second* is a more extensive use of cohorts in reporting by the Institutional Research and Planning Office (IRPO). That reporting is based on extracts from the SIS. IRPO regularly reports on semester and trends reports. Data on cohorts is reported by student type, major/degree, campus, ACE, state of origin, gender, and special cohorts.

In fall 2012, the report on “**Linkages between COMET Scores and Student Success for the Fall Semester 2008 New Student Cohort**” raised concerns regarding the use of COMET for predicting student’s success since the design of COMET is based on placement and not diagnostic information ([Doc. 61](#)). The college is developing for implementation in fall 2013 a “First Year College Experience Program” improve student success in the first year as indicated in the Integrated Educational Master Plan.

There is limited evidence that the college’s *Enrollment Management Plan* is being actively used at this time.

Planning Item 2

- The college *enrollment management plan* needs to be widely disseminated and progress in implementation and impact on students reported.

Action History

As of this writing, the college is not able to document the implementation of this item.

Planning Agenda: Standard IIB3a: (2)*Planning Item 1*

- Student services programs staff and faculty will receive additional training in use of the SIS to establish and track unique cohorts of students by the various student services programs to assist in determining the effectiveness and impact of those programs and the strategies used. The results will be included in the programs assessment reports.

Action History

To increase technology literacy, especially the use of the SIS, training sessions were offered to key student services and new staff at the State Campuses on September 4-22, 2012. ([Doc. 32](#)) These sessions served as follow-up to previous SIS trainings extended to these staff during the pilot

implementation of the SIS in 2008 ([Doc. 63](#)). Further, some cohort groups ([Doc. 64](#)) have been defined in the SIS specifically to extract data crucial to informing assessment initiatives. Examples include:

- CRE department's data request Counseling Office's request to track a cohort of participants to its A+ center utilizing data extracts from the SIS to inform its 2010-2012 assessment, see page 6 of the report)
- the fall 2010 first-time freshman ACE cohort survey, again utilizing data from the SIS through cohort group [Please clarify this passage. Is this one example? An extended example? What years does this cover?] ([Doc. 65](#); [Doc. 66](#); [Doc. 67](#); [Doc. 68](#); [Doc. 69](#)).

The department's quarterly reporting system includes tracking and reporting student services access and contact. Some examples of these include quarterly reports from the department's Health Services, the Counseling Office, and Peer Counseling ([Doc. 70](#); [Doc. 71](#); [Doc. 72](#)). Other examples of units' assessment reports provide greater emphasis on comparison, analysis, and impact of its programs and services: OARR, Health Services and SSC-Chuuk Campus ([Doc. 73](#); [Doc. 74](#); [Doc. 75](#))

Planning Item 2

- The quarterly reporting system for tracking and reporting student services access and contact will be expanded to include greater detail on type of access and contact as well as greater emphasis on comparison, analysis, and impact of programs and services. Training in data collection, analysis, and reporting against accomplishments will also be provided.

Action History

Due to the transition of the vice president for student services, the details of this action history are not clear. However, data are available on the student services site on the college wiki http://wiki.comfsm.fm/Non-Academic_Programs/Student_Services

Planning Agenda: Standard IIB3b: (2)

Agenda Item 1

- The college will improve its understanding of student's interests and needs through student focus groups which will be assembled and conducted at all sites in 2010 in order to provide a basis for enhancing the design of programs and services that will assist in matching students' needs and interests to programs and services provided.

Action History

Student focus groups were conducted at National, Chuuk, Kosrae, Yap and FMI in fall 2012 by IRPO staff regarding student advising and registration. The trip report with initial recommendations is attached. Additional focus groups are schedule for spring 2013 ([Doc. 4](#)).

Agenda Item 2

- The college will improve its tracking of student participation in extracurricular activities and will use results to determine underserved populations and to design appropriate interventions.

Action History

Student participation in extracurricular events is tracked through quarterly reports. The sports and recreation component of the 1st Quarter 2013 is provided as an example ([Doc. 3](#)).

Planning Agenda: Standard IIB3b: (2)*Agenda Item 1*

- The college will improve its understanding of student's interests and needs through student focus groups which will be assembled and conducted at all sites in 2010 in order to provide a basis for enhancing the design of programs and services that will assist in matching students' needs and interests to programs and services provided.

Action History

Student focus groups were conducted at National, Chuuk, Kosrae, Yap and FMI in fall 2012 by IRPO staff regarding student advising and registration. The trip report with initial recommendations is attached. Additional focus groups are scheduled for spring 2013 ([Doc. 4](#)).

Agenda Item 2

- The college will improve its tracking of student participation in extracurricular activities and will use results to determine underserved populations and to design appropriate interventions.

Action History

2013. Student participation in extracurricular events is indicated by quarterly reports. The sports and recreation component of 1st quarter, 2012-2013. Student focus groups were conducted at National, Chuuk, Kosrae, Yap and FMI campuses in fall 2012 by IRPO staff regarding student advising and registration. Additional focus groups are schedule for spring 2013 ([Doc. 4](#)).

Student participation in extracurricular events is indicated by quarterly reports. The sports and recreation component of the 1st Quarter 2013 is provided as an example ([Doc. 3](#)).

Planning Agenda: Standard IIB3c: (2)*Agenda Item 1*

- The college will undertake training in the SIS for all academic advisors to ensure familiarity with the program and with the use of features that will allow them to provide appropriate guidance to students during their college career.

Action History

As of this writing, the college is not able to document the implementation of this item.

Agenda Item 2

- Surveys will be conducted in spring 2010 for academic advisors and a random set of students on advising practices and impact of the SIS, in order to improve academic advising of students.

Action History

As of this writing, the college is not able to document the implementation of this item.

Planning Agenda: Standard IIB3d: (2)*Agenda Item 1*

- The college needs to continue its approach of recruiting a diverse (international) faculty/staff for the college, but also needs to promote a FSM student population more in line with the FSM population distribution.

Action History

The college has been unable to document the genesis or ownership of this item.

Agenda item 2

- The college must develop and deliver language courses in, at least, the four major state languages. Students should be encouraged to learn, at least, one FSM language in addition to their first language to promote the appreciation and understanding of the different languages and cultures in the FSM and to provide a basis for understanding and appreciating diversity on an international level.

Action History

The college has been unable to document the genesis or ownership of this item.

Planning Agenda: Standard IIB3e (2)*Agenda Item 1*

- The college will continually monitor and analyze the effectiveness of the COMET. All new COMET test data will be added into the SIS to allow tracking of students against COMET test data. At least two previous COMET administration test data will be entered into the SIS for analysis purposes.

Action History

2010-2013. The College of Micronesia Entrance Test, or COMET, has been analyzed in a variety ways to determine effectiveness as per the attached sample COMET data and reports for 2006, 2010, 2011 & 2012. The reports are continually redesigned to better meet the needs of the college, high schools and FSM state departments of education.

In June 2012, IRPO presented a report on “**Linkages between COMET Scores and Student Success for the Fall Semester 2008 New Student Cohort**”. That report tracked the 2008 new student cohort through 3-year graduations rates, retention? rates from fall 2008 to fall 2009, and first quarter student achievement ([Doc. 61](#)). The report was distributed within the college community, the board of regents, and to FSM state departments of education for information and use with high schools in their respective states. Additional tracking reports on COMET are being planned.

COMET reports are designed for both internal and external use for improvement. COMET reports for 2011 and 2012 are designed to provide information to states and high schools on distribution of scores. The data format can allow high schools and states to set improvement goals.

COMET results and analyses will assist the college in developing interventions with FSM State departments of education and individual high schools to promote higher levels of college readiness of their graduates.

Six mathematics curriculum support workshops were held with Madolenihmw High School (MHS) to increase alignment with college curriculum ([Doc. 16](#); [Doc. 17](#); [Doc. 18](#); [Doc. 19](#)).

Mathematics Curriculum Support Workshops

- Friday, March 1, 2013
- Friday, February 1, 2013 ([Doc. 19](#))
- Friday, November 16, 2012 ([Doc. 18](#))
- September 21, 2012 ([Doc. 17](#))
- Friday, August, 24, 2012 ([Doc. 16](#))

A COMET (College of Micronesia-entrance test) report was conducted to review the high school performance across the Federated States of Micronesia, to offer ideas towards improved testing, reliability and validity of results, and to identify high schools with low scores ([Doc. 20](#)).

Agenda Item 2

- The college will conduct a formal analysis of the COMET and its effectiveness as an entrance selection instrument. Consideration should also be given to modification of the COMET to serve as a diagnostic tool.

Action History

The college conducts formal analyses of the COMET ([Doc. 20](#); [Doc. 47](#); [Doc. 48](#); [Doc. 49](#); [Doc. 50](#)). Recommendations for improving upon the COMET were offered in a report conducted published fall 2012 ([Doc. 20](#)).

Planning Agenda: Standard IIB3f: (1)

Agenda Item 1

- The college will start developing an electronic archive of hard copies of students' records.

Action History

Currently OARR uses the COM-FSM SIS as its primary tool to recording students' education records as well as for generating pertinent and routine reports ([Doc. 51](#)). Students and academic advisors are also given access to apt information via myShark ([Doc. 52](#)). The SIS has been designed a History Retro option allowing appending of pre-SIS records, including those records (pre-1994) that were not in the Admissions Database System that immediately precedes SIS ([Doc. 53](#)). The retro-data entry is a work still in progress.

Within the next few years, the college will consider a plan to pursue developing an electronic archives of student's records (hardcopies) especially those that exist only in hard copy or are legacy items from before COM-FSM existed as a discrete entity.

Planning Agenda: Standard IIB4: (1)

Agenda Item 1

- The college will be monitoring the IAP process and conducting a formal review/evaluation of the college's continuous improvement cycle in spring/summer 2010. Appropriate action and modifications will be taken on the review.

Action History

The review of the IAP process was not completed due to changes in the committee structure. This incomplete review was a major reason for movement to recommending use of an institutional

assessment software approach, culminating in the purchase of TracDat in fall 2012. Having institutional assessment software provides a framework for the IAP that cuts across all committees, departments and campuses.

Library and Learning Support Services

Planning Agenda: Standard IIC1a: (1)

Agenda Item 1

- Critical elements for improvement of selecting and maintaining learning resources materials and equipment are:
 - Development and implementation of a formal purchase plan that includes proactive solicitation of learning resources material and equipment and a replacement plan for existing materials and equipment and a replacement plan for existing materials and equipment that meets students' learning needs. Special attention will be placed on broader solicitation for items through the college's governance structure standing committees.
 - Development and implementation of an improvement plan for increasing the availability of credentialed librarians to provide training in and improvement of the selection of materials that support the college's mission and enhances student learning.
 - Replace Follet software currently used at LRCs with software that improves reporting and record keeping components.

Action History

Library policies have been drafted that include acquisitions of materials and submitted to CAC for their review and approval. (This was done in 2010, and can't locate evidence that supports this). Documents were returned to the LRC for revision to policies that reflect the policy format of the college.

No formal improvement plan has been developed and implemented as of this report. Two LRC staff members, Jennifer Hainrick and Jayleen Kokis, have received the Library Education for U.S.-Affiliated Pacific (LEAP) Scholarship, funded by Institute of Museums and Library Services (IMLS). They are enrolled in the master's degree programs in library science at the University of North Texas. Their program began in August 2010, and they are set to graduate in July 2013.

In collaboration with the IT department, LRC staff members are reviewing the acquisitions of an open source program called KOHA to replace the Follett software. IT set up a demo library of the KOHA software for library staff to review ([Doc. 55](#)). Plans for the replacement of Follett are included on page 9 of the COM-FSM Integrated Educational Master Plan 2013-2017. ([Doc. 54](#)).

Planning Agenda: Standard IIC1b: (1)

Agenda Item 1

- Develop a structured information literacy training program based on pre post testing of entering, current, and existing student' competencies through web, local server based and print tutorial programs.

Action History

Modules were developed for information literacy skills training in 2010 and were reviewed again in 2011. New assessment plans were developed to include the application of another type of evaluation instrument as stated on page 2 of the LRC Assessment Plan ([Doc. 56](#)).

Planning Agenda: Standard IIC1c: (1)

Agenda Item 1

- Expanding the digital collection of learning materials, including Trust Territory of the Pacific Islands (TTPI) collections and additional Pacific collection materials, will assist the college in meeting its mission by providing better access to previously unavailable materials related to history and culture of the FSM.

Action History

The Pacific Digital Library was initiated by a group of librarians in 2009 with Karleen Samuel as the Technical Director of the project. The digital collection has been in service since 2009 with the addition of more resources ongoing ([Doc. 57](#)).

Planning Agenda: Standard IIC1d: (1)

Agenda Item 1

- The college will acquire, install, and maintain security gates at LRC sites.

Action History

Security gates are installed at the National Campus and Yap campus libraries, but not at the Chuuk, Kosrae, and Pohnpei campuses.

Planning Agenda: Standard IIC1e: (1)

Agenda Item 1

- The college will expand its interlibrary loan program with regional institutions with a focus on Pacific Postsecondary Education Council (PPEC) institutions.

Action History

Interlibrary loan is ongoing with University of Guam and University of Hawaii, but not with the other PPEC institutions as of yet.

Planning Agenda: Standard IIC2: (1)

Agenda Item 1

- To improve implementation of the program assessment at each LRC site:
 - Provide training to LRC's in program planning and assessment.
 - Provide either fact-to-face or electronic meetings to discuss improvement plans and implementation of improvement activities.

Action History

Site visits to the state campuses focused on training for improving and expanding collections as well as services. Staff needed to begin with the ability to convert their collections to the appropriate classification systems and to acquire the needed skills in assessing the needs of their collections. ([Doc. 58](#); [Doc. 59](#); [Doc. 60](#)).

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

Description of progress made on self-identified issues

The text that follows lists, by standard or substandard, the items from the Planning Agenda in the 2009 *Report on the Self-Study*, along with a summary of the Action History for that item.

Human Resources

Planning Agenda: Standard IIIA1: (1)

Agenda Item 1

- The Personnel Committee is developing a policy to address the disruptive resignations specifically for instructors. The human resources office in consultation with the campus directors and vice presidents will provide a revised recruitment plan with timelines to be used at all sites by fall 2010.

Action History

There was a plan developed but it was not used up to now. It was called *Procedures and Timelines for Hiring*. Instead the *Procedures for Creating New Positions* was approved and implemented. Compliance, though, remains an issue. And the procedure does not address precisely the planning agenda above. ([Doc 118](#); [Doc. 12](#)).

Planning Agenda: Standard IIIA1b: (1)

Agenda Item 1

- Human resources office will complete the first supervisors training by the end of 2009 after traveling to Yap and FMI. The college will ensure supervisors are properly dealt with through section XVIII Section XIV Termination, Section XV Employee Discipline and Protection, & XVI Grievance Procedures by tracking employees who are evaluated late. The college will complete and implement the revised management tool; Appendix K by spring 2010 followed by more trainings.

Action History

This was done. The most recent workshop for supervisors [VPs] was last year on the policies above and more. ([Doc. 120](#); [Doc. 121](#); [Doc. 122](#); [Doc. 123](#); [Doc. 124](#); [Doc. 132](#)).

Planning Agenda: Standard IIIA1d: (1)

Agenda Item 1

- The college will have all functional responsibilities reflect the code of professional ethics.

Action History

This item was not completed. As of now, drafts of the Functional Responsibilities for exist only for some employees. College policies still hold each individual accountable for ethical behavior.

Planning Agenda: Standard IIIA2: (1)*Agenda Item 1*

- The college will implement the revised recruitment plan, the proposed procedures for creating new positions and using part-time contracts. The college is scheduled to implement new salary schedules by 2012 resulting from the job audit being carried out at this time.

Action History

The new scale was implemented in spring 2011 ([Doc. 14](#)). The procedure for creating new positions was implemented. Section VII of the Personnel Policy was amended to provide specific guidelines that address the use of part-time contracts and findings of the job audit in the area of duplicate of nonessential services ([Doc. 13](#); [Doc. 125](#); [Doc. 126](#)).

Planning Agenda: Standard IIIA3: (1)*Agenda Item 1*

- The college will continue to document and utilize the information provided in the trip reports to the sites assessing current practices in this area and make necessary improvements. Enforce section XV of the personnel policies and procedures manual and monitor subsequent inconsistencies ([Doc. 119](#)).

Action History

Trip reports are still being provided to immediate supervisors. Those who travel under Staff Development Program funds must provide a trip report to their supervisors and to the staff development committee. Section XV is ([Doc. 15](#)).

Planning Agenda: Standard IIIA3a: (1)*Agenda Item 1*

- Training will be provided to all personnel who by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained.

Action History

The recruitment/hiring process was part of the workshops held in site visits to all campuses.

At the National Campus and at each state campus, an HR representative sits on the *ad hoc* committee to organize proper procedures and ensure they are followed in the screening and interview process. The final process is done at HR. Representatives from HR at the National Campus communicate regularly with HR representatives at the state campuses to provide feedback on this issue and others.

The VPAS directs monthly HR meeting via telephone with HR representatives at the National Campus and all HR representatives at the state campuses with updates, work plans, critical issues and assignments, follow-on tasks, etc. ([Doc. 120](#); [Doc. 127](#); [Doc. 128](#); [Doc. 139](#)).

Planning Agenda: Standard IIIA3b: (1)*Agenda Item 1*

- The personnel committee will research and recommend a policy on personnel records by the end of academic year 2010.

Action History

This policy was approved by the Management Team and the Executive Committee March 2013, and then by the Board of Regents' at their meeting on March 13, 2013. ([Doc. 133](#); [Doc. 134](#)).

Planning Agenda: Standard IIIA4: (1)*Agenda Item 1*

- Complete and implement the scorecard and continue to update the institutional key indicators to support policy development and decision making.

Action History

This item was initiated by IRPO, but was not achieved. HR refers to revised applicable policies and results of the job audit for appraising staffing levels.

Planning Agenda: Standard IIIA4c: (1)*Agenda Item 1*

- The college will establish well-defined communication channels for students in all six sites by the end of year 2009. Through the participation of students in the nine standing committees, data will be collected and used to generate ideas for improvement.

Action History

The SBA president currently serves on the Executive Committee and regularly attends meetings, but student participation on the other college-wide standing committees is minimal. The ALO met with all SBA representatives across the college in 2011-2012 encouraging their participation on committees, but participation was minimal. The ALO visited with SBA representatives again in 2012-2013, and it was suggested committee participation is not the ideal means for communication and student participation. Some committees take efforts to solicit student input outside of the committee forum, such as the FCE. The college has been using All Campus Meetings as a potentially more effective way to engage students in both participation and communication.

Planning Agenda: Standard IIIA5: (1)*Agenda Item 1*

- Supervisors when recommending staff development requests from the committee must ensure that learning needs are clearly articulated and meet with plans.

Action History

This is still a "hope." There may be a "hit" or more "misses." Supervisors, or at least vice-presidents and deans, have direct input into the professional development days per year. That learning event is evaluated and used for future planning. Those who use staff development funding when in the application process have their requests thoroughly reviewed by the staff development committee and with evidence of needs and support from immediate supervisor and vice-president ([Doc. 135](#); [Doc. 136](#); [Doc. 137](#); [Doc. 138](#)).

Physical Resources**Planning Agenda: Standard IIIB (2)***Agenda Item 1*

- Although the balanced scorecard indicates there are sufficient classrooms, Yap site has sub-standard classrooms that do not promote adequate learning environments, thus requiring implementation of the institution's capital improvement project budget plan. Develop a facilities master plan that reflects the enrollment trends, needs for programs and services throughout the system (SPG3A).

Action History

The capital improvement project plan was executed with the first two projects in Yap with the construction of the Student Center building and classroom building. These projects were executed in November 2009 and are expected to be completed by Mid-2013. On September 2010 the CIP budget plan was suspended by JEMCO until it receives the college's *Facilities Master Plan*.

A proposal to fund a \$390,000 comprehensive space utilization study has been approved by the FSM National Government and is being forwarded to the Office of Insular Affairs for approval by JEMCO in its meeting on March 14, 2013. That study's topics will include the extent to which the college is maximizing the use of its existing facilities, future needs, the condition of existing facilities and an energy audit. Funding for the proposal is targeted toward the compact infrastructure sector grant that has been allocated for the college's infrastructure needs. *Ref.: IMF Allotments 2006-2010 (Doc. 98)*.

Agenda Item 2

- Provide for training of state campus staff in standards, reporting, and monitoring (SPG9).

Action History

For three consecutive years from 2010 to 2012 the maintenance office has sponsored a Preventative Maintenance Workshop to improve areas of maintenance operations throughout the system. The workshop included supervisors from all the state campus and FSM-FMI. *Ref. 2010-2012 PM Workshop (Doc. 99; Doc. 100; Doc. 101)*.

Planning Agenda: Standard IIB1a: (3)

Agenda Item 1

- Continue to improve preventative maintenance programs at all sites by improving scheduling, monitoring, and reporting as cited in SPG3B.

Action History

COM-FSM has developed a five-year maintenance plan and budget estimates. National, Kosrae, Chuuk and Pohnpei campuses have implemented scheduled preventative maintenance programs. For smaller campuses Yap and FMI campuses resorted to scheduled inspections followed by maintenance and repairs needs. Three out of six campuses have improved in reporting and monitoring. *Ref. five years maintenance plan (Doc. 107)*.

Agenda Item 2

- Pursue funding from the compact infrastructure maintenance funds (IMF) to accommodate facility maintenance needs of the college (SPG3B)

Action History

The college received \$423,961.00 in February 2010 and submitted another request of \$403,000 in November 2012, funds expected to be allotted in March, 2013. The funding is being used for repairs

and renovation of facilities throughout the campuses. Ref: *email from SBOC (FSM Office of Statistics, Budget, Overseas Development and Compact Management) FSM; IMF Repairs list.* ([Doc. 102](#); [Doc. 108](#)).

Agenda Item 3

- Provide staff training in facilities and safety inspections, and monitoring along reference materials (SPG9).

Action History

Fire safety equipment inspection is partially implemented by the security office as documented in the Fire Equipment Inspection Sheet ([Doc. 103](#)).

Planning Agenda: Standard IIIB1b: (1)

Agenda Item 1

- Continue with inspection of facilities for safety and accessibility and make necessary improvements as required. Provide training and reference materials for state sites' staff relating to standards and monitoring systems or methods. Establish standard reporting forms for purposes of monitoring and assuring compliance. Assist state sites in preparing and implementing preventative maintenance programs (SPG3B).

Action History

Weekly facilities inspection was implemented at the National Campus; however this inspection was discontinued due to the amount of time and paperwork involved. Inspections and repairs are conducted following during semester breaks. Alternative monthly inspection plans promise to be most reasonable and cost effective.

Use of standard forms for reporting is being implemented at four campuses, but issues remain requiring improvement in timely submission and consistency of reports.

Four out of six campuses have fully and consistently implemented preventative maintenance programs and reporting.

Planning Agenda: Standard IIIB2: (1)

Agenda Item 1

- Continue to assist state sites to improve methods of collecting, monitoring, reporting, and analyzing data relating to facilities and efficiency of operations. Improve consistency of the current system at the national site and train staff to evaluate data collected (SPG3A), SPG3B, & SPG3C).

Action History

As stated above, three consecutive annual preventative maintenance trainings have been conducted that included subjects such as accreditation standards, budgeting preparation, data collection, reporting and evaluating reports. This program is intended to continue annually as long a budget is available. As a result of the training, campuses have begun collecting data and submitting reports for electricity usage and fuel consumptions. However, the college reorganization caused confusion in the reporting requirements, resulting in the Yap and FMI campuses ceasing to report data to the National Campus Maintenance Office. Ref.: *Power Consumption Report and Fuel Usage Report.* ([Doc. 104](#); [Doc. 105](#)).

Electronic data collectors for monitoring electricity usage have been installed at each building for the National Campus. This project will be replicated at all the campuses.

Planning Agenda: Standard IIIB2a: (1)

Agenda Item 1

- Continue to solicit support for capital funding through the FSM National Government and implement the CIP budget plan (SPG3A).

Action History

Although about \$8.078 million have been authorized by the FSM National Government to fund college projects, the JEMCO has suspended the use Compact Infrastructure funds until the college is able to produce an *Integrated Educational Master Plan* that incorporates the instructional programs' plans and long-term financial plans. With the completion of the space utilization study and development of the facilities plan them, suspension of funds should be lifted and projects implemented based on the recommendations made in the study. *CIP Budget Plan* ([Doc. 110](#)).

Planning Agenda: Standard IIIB2b: (2)

Agenda Item 1

- Develop a policy to standardize requests for capital projects and facilities to ensure that facility needs, standards, and the review of processes are routed properly prior to approval (SPG3A&C).

Action History

A physical resources construction requisition form has been created to ensure that appropriate data requirements, analysis and alignment to the college's mission, goals and objectives are met prior to approval process.

Agenda item 2

- Ensure that all grant applications are routed through the PRC committee for approval prior to their submission.

Action History

The Physical Resources Requisition Form ([Doc. 106](#)) is routed through the appropriate vice president's offices for concurrence prior to review by the Committee for Facilities and Campus Environment.

Technology Resources

Planning Agenda: Standard IIIC: (3)

Agenda Item 1

- To enable as many members of the Information Communications Technology Committee (ICTC) to be present for the decision-making and planning process, the chair of ICT committee will call a meeting at least twice each semester as called for in the terms of reference (TOR).

Action History

ICT committee TOR and minutes are both available from the COM-FSM website Wiki ([Doc. 129](#)). ICTC minutes since 2011 are posted on the Wiki, pre Wiki era minutes are kept in a binder.

Agenda Item 2

- The designated ICTC subcommittee should continue negotiations with FSM Telecom to improve the speed and reliability of internet connections. The faster and more reliable connections will improve communications among sites.

Action History

All recent negotiations with FSM Telecom since 2011 have been done by the IT director for reasons of expertise and in depth knowledge of the technical aspects of the COM-FSM network. The committee is informed of important changes that may affect the college community. (*ICTC minutes, IT Quarterly Reports and BOR Summary Reports from IT.*)

Agenda Item 3

- The ICTC membership will be reviewed annually with a goal of having acceptably diverse representation as mandated by the TOR.

Action History

This agenda item is no longer applicable as the governance structure was revised and the committee structure changed in fall 2011 forcing diversity. The committee composition is made up of faculty and staff from across the college. The membership is now incredibly diverse and the TOR has been revised to reflect this change. Each standing committee now annually reviews TORs.

Planning Agenda: Standard IIIC1a: (1)

Agenda Item 1

- The information technology office director and vice president for administrative services ensure that technology planning is integrated into the college's strategic plan as mandated in the continuous improvement cycle.

Action History

Every recent COM-FSM strategic plan has had a technology component. Since 2010, a new technology plan has been written and approved and integrated into the current COM-FSM *Integrated Educational Master Plan* (2013). Major technology changes to COM-FSM technology systems since 2010 include:

- website re-design and backend database functionality for CMS
- discussion forums and wiki's, electronic information panels and CMS
- continuation of SIS modifications and enhancements
- a secure LDAP integrated authentication Wi-Fi expansion project that is now live
- network security management through smart switch upgrades and monitored through a web interface in real time (<http://rackmon.palikir/cacti/graph>) (<http://rackmon.palikir/nagios/>) *only viewable while on the local college network and only available to IT staff for diagnostics and security purposes.

Five out of six campuses currently have fully functional Wi-Fi networks for COM-FSM constituents. Currently, FMI is the only campus without Wi-Fi networks.

Planning Agenda: Standard IIIC1b: (3)

Agenda Item 1

- ICTC and the Staff Development Committee will continue to evaluate training needs and provide as much training as resources allow, throughout the year.

Action History

IT office conducts one-on-one help desk training throughout the year.

Agenda Item 2

- IT office will continue to conduct training when needed and provide collaboration and support for computer labs, libraries, and all other computer training facilities.

Action History

Training for scheduled events such as faculty workshops and staff development day are more formal and are also conducted. Content matter varies from refreshers on existing technology to introductions to new technologies. In 2011-2013 wiki and Google doc training was conducted. In 2012 training on setting up a faculty website was also conducted. Faculty are solicited for training requests.

Agenda Item 3

- New technology will continue to be purchased to replace or upgrade older technology as needed and as facilities and funding allows according to set schedules for all computer training laboratories and support infrastructure.

Action History

Computer lab equipment and associated networks are upgraded on a regular basis in order to keep pace with curriculum needs and networks are upgraded regularly to keep pace with technology needs. ([Doc. 130](#)).

Planning Agenda: Standard IIIC1c: (2)

Agenda Item 1

- As recommended in Standard IIIC1a, ICTC should meet on a regularly scheduled basis at least twice a semester to address any key technology issues.

History

The College provides technology support for the National, Pohnpei, Kosrae, Chuuk, Yap and FMI campuses through the Office of Information Technology, now part of the Department of Institutional Effectiveness and Quality Assurance (IEQA). The Office of Information Technology provides constant preemptive planning and deployment of technology as well as reacts to needs as they arise to ensure system-wide technology support and functionality. The Information Communication Technology Committee meets on their schedule to provide oversight recommendations to the IT Office and evaluation feedback of technology employed by the COM-FSM.

Agenda Item 2

- New technology will continue to be purchased to replace or upgrade older technology as needed and as facilities and funding allow according to set schedules for all computer laboratories and support infrastructure.

Action History

The institution systematically plans, acquires, maintains, and upgrades technology infrastructure and equipment to meet institutional goals/needs. A technology fee is assessed to students each semester,

as stated in Section XV of the COM-FSM technology plan. This fee is used “for purchase of computer and related technology that is used directly to support students in classrooms, labs, or other student-accessible facilities at the COM-FSM campuses.” These fees are used to fund the infrastructure and other needs necessary to maintain, expand and secure these systems. These funds are allowed to accumulate in order to support costly core technology needs that serve any and all aspects of approved technology to serve COM-FSM central technology functions to achieve COM-FSM’s goals to serve our students. For example, the college system wide has set up and currently maintains more than 545 computers in 18 main student computer labs (student computer labs of 20 to 40 units) as well as a number of smaller ones. On average, it cost the COM-FSM more than \$50,000 to replace one computer lab and \$10,000 to replace one main server. Computer lab equipment and server equipment are replaced on a set schedule. To support these labs, the college’s IT personnel maintain local area networks (LAN) at all six sites and maintain a wide area network (WAN) that provides the college community with high speed internet connectivity at all campuses, including shared technologies such as: a central Student Information Database serving the entire system in real time.

The Information Technology and Communications Committee (ICTC) recommends decisions on major purchases, as well as recommending distribution and utilization of technology resources. All other technology decisions are the responsibility of the Information Technology (IT) Director through the Department for IEQA as per Section XV of the *COM-FSM Technology Policy* ([Doc. 131](#)).

Planning Agenda: Standard IIIC1d: (1)

Agenda Item 1

- The college will continue to secure funding for technology resources for all sites through its technology fee. When possible, IT will seek funding approval to use tech fee funds through the ICTC to be used to equip all sites with more computers and replace or upgrade equipment when needed.

Action History

See response to section IIIC1c

Planning Agenda: Standard IIIC2: (1)

Agenda Item 1

- Whenever available premises and funding permit, acquisition of technological resources are obtained to equip sites to be able to improve their work capabilities to achieve goals previously set as institutional priorities.

Action History

IT Facilities Summary: COM-FSM supports over 500 hard-wired PC’s, servers and associated peripherals over a network connecting six campuses on four the island states in the FSM. Network connections and internet access are funded through the IT division. At the National Campus, student internet access stations are available in 5 computer labs, the library and residence halls. A system-wide area network links the National Campus and state campuses. Currently, each state campus provides at least one computer lab with internet access for all their students. Computer equipment for labs is funded by the technology fee generated by individual campuses. Development of Local Area Networks (LANs) in six campuses and Wide Area Networks connected through a Virtual Private Network has been active for several years now. LAN speeds vary

depending on location, from 10 mbps and up to 1 gbps. LANs are a variety of Cat 5 or 6 ethernet, fiber optic cable and Wi-Fi wireless.

The IT Office is funded by COM-FSM's regular budget. Funding for IT pays for internet connectivity, core technology needs and support technology needs of the COM-FSM. Funding for all student- related technology is provided thru the ICTC by a fee charged to all enrolled individuals at the COM-FSM. All other technology equipment is funded by individual office regular budgets. Under the terms of its current connectivity for global and domestic connections lease line connections, the COM-FSM currently pays approximately \$180,000 annually system wide.

Financial Resources

Planning Agenda: Standard IIID: (1)

Agenda Item 1

- Complete then implement the streamlining of operations at the college as recommended through the 2009 President's Retreat.

Action History

It is not clear whether this was implemented, as the term streamlining has been applied to two different sets of previous recommendations. The college, in light of budgetary constraints, is now continuously evaluating the most effective ways for utilizing existing personnel and reviews the necessity of each position within the institution carefully ([President's Cabinet 01FEB13](#)).

Planning Agenda: Standard IIID1: (2)

Agenda Item 1

- To implement effective enrollment management to maximize the services provided by the college to the community and eventually generate stable financial resources for the college.

Action History

Agenda Item 2

- To consider results of the assessment plan in the allocation of resources and in determining expenditure budgets of offices and campuses.

Action History

The vice president for administrative services (VPAS) and the Institutional Research and Planning Office (IRPO) were in charge in the development of the FY 2014 budget. For the FY 2013 budget, the allocation of resources was based on need as determined by vice-presidents.

Planning Agenda: Standard IIID1b: (2)

Agenda Item 1

- Continue to provide budget information to appropriate college committees and offices to promote the continuous improvement cycle which incorporates both planning and resource allocation.

Action History

Business Office provided on quarterly basis a budget, expenditures and encumbrance reports to offices. The Business Office Manager transmitted the report via email.

Agenda Item 2

- To pursue the development of a policy for graduated tuition increases over the next 10 years.

Action History

In the *Five-Year Financial Plan* the college projects a graduated tuition increase by \$10 per credit for fiscal years 2014 to 2016, as follows:

- FY 2014 - increase by \$10 per credit, from \$105 to \$115 effective fall 2013
- FY 2015 - increase by \$10 per credit, from \$115 to \$125 effective fall 2014
- FY 2016 - increase by \$10 per credit, from \$125 to \$135 effective fall 2015

([Doc. 89](#); [Doc. 90](#)).

Planning Agenda: Standard IIID1c: (2)*Agenda Item 1*

- To continue monitoring projected revenue budget with actual revenue, and handle appropriate actions in a timely manner if there are significant shortfalls.

Action History

Business Office is presenting a report on the comparison of the projected revenue budget with actual revenue on a regular basis at board meetings. No significant shortfalls of revenue projections from fiscal years 2010 to 2012. Refer to worksheets 2012 budget vs. actual graph and 2011 budget vs. actual graph ([Doc. 76](#); [Doc. 77](#)).

Agenda Item 2

- To consider enrollment trends and other related information that can provide realistic projection of revenue from tuition and fees.

Action History

The committee tasked in the development of budget considers enrollment trends in the development of revenue projections ([Doc. 78](#); [Doc. 79](#); [Doc. 80](#)).

Planning Agenda: Standard IIID1d: (1)*Agenda Item 1*

- To evaluate the existing budget process to ensure efficiency of the college's planning and resource allocation.

Action History

The budget process has been stabilized as of FY 14 and reflects the college's new participatory governance structure and linked to the [Integrated Educational Master Plan](#). As part of continuing capacity-building exercises, three COM-FSM faculty members are documenting the budget development in a new handbook during the spring of 2013.

Planning Agenda: Standard IIID2a: (1)*Agenda Item 1*

- To complete the audit within the period of three months instead of the required timeline of six months, and to maintain the best opinion that an auditor can render in an audit of financial statement.

Action History

The audit for fiscal years 2010 and 2011 were completed on or before the due date of June 30. The summary of Auditors' results provides the following opinion:

- The Independent Auditors Report on the financial statements expressed an unqualified opinion, the best opinion that an auditor can render in a financial audit.
- No significant deficiencies in internal control over financial reporting were identified.
- Instances of noncompliance considered material to the financial statements were not disclosed by the audit.
- No significant deficiencies in internal control over compliance with requirements applicable to major federal awards programs were identified.
- The Independent Auditors' Report on compliance with requirements applicable to major federal award programs expressed an unqualified opinion.
- The audit disclosed no findings required to be reported by OMB Circular A-133.
- COM-FSM did qualify as a low risk auditee.

Refer to audit reports COM-FSM_fs10 and COM-FSM fs11 ([Doc. 82](#); [Doc. 83](#)).

Planning Agenda: Standard IIID2b: (1)*Agenda Item 1*

- To create a Business Office webpage so that financial reports can be conveniently accessed by the college community at any time.

Action History

In 2010, the Business Office webpage was created under the office of the vice -president for administration, wherein audit reports and other matters such as business office forms and policies are uploaded for easy reference.

Planning Agenda: Standard IIID2c-e: (2)*Agenda Item 1*

- To increase fund raising activities to generate more funds for the endowment.

Action History

To ensure that fundraising activities increase to generate more fund for the endowment fund and to meet the Board of Regents annual fundraising target of \$100,000, fundraising plans were developed for all nine subcommittees of the Endowment Fundraising Steering Committee. The Office of Development and Community Relations (ODCR) worked with all subcommittees and developed individual fundraising plans that will ultimately form the comprehensive fundraising plan for the college. By the end of 2009, FSM- FMI had completed its fundraising plan. Other subcommittees have at least one fundraising scheme with complete planning developed as evidenced in the Development and Community Relations Assessment Worksheet #3 on the wiki.

A restructuring of the college's committees was implemented in 2011, which led to the reduction in the number of standing committees including the Endowment Fundraising Steering Committee and its subsequent nine subcommittees. The ODCR was left to develop a new comprehensive fundraising plan for the college. The ODCR submitted its first proposed comprehensive fundraising

plan in 2012 as evidenced in ODCR report to the Board of Regents. Though the college has not achieved its mandate to raise \$100,000 annually, 2009 – 2012 reports on the college's endowment savings indicate a positive trend in increase of funds raised through fundraising activities, and as evidenced in the Comptroller's Report to the Board of Regents.

Through the endorsement of the COM-FSM Board of Regents, President Joseph M. Daisy, EdD has secured the services of Thomas Roha, an attorney who specializes in corporate and tax counsel to nonprofit organizations and who established the charitable support structure for the College of the Marshall Islands to consult the College of Micronesia-FSM on the creation of its own Friends of COM-FSM Foundation. Mr. Roha will support the college to develop a U.S. IRS-recognized 501(c)(3) foundation. The Friends of COM-FSM Foundation will take at least another year to become fully functional. At its January 2013 meeting, the COM-FSM Board of Regents approved Mr. Floyd K. Takeuchi, Fr. Francis X. Hezel, S.J., Mr. Jerry Kramer, and Dr. Gerard Finin to serve as the initial Board of Directors for the College of Micronesia-FSM Foundation.

Agenda Item 2

- To continually review and update the financial management policies and procedures.

Action History

Finance Committee is tasked to review and update the financial management policies. The following policies were updated:

1. Policy on per diem
2. Policy on upfront payment of students during registration
3. Policy on establishing contingency fund
4. Changes on fees for technology and meal fees.

During the [March 2010](#) meeting, operating policies and procedures were established for implementation institution-wide to ensure effective and continuous delivery of textbooks and other instructional materials and to operate as an auxiliary enterprise with the goal of maintaining self-sufficiency.

During the job audit which began January 2010, the consultant raised the issue of the large number of special contracts and its cost to the college. During the [December 2010](#) meeting, the Board tasked the President to establish an ad hoc committee to systematically review all special contracts and identify policy implications. The committee recommended, and the Board approved, to limit contracts to needed service areas that are not budgeted; strict adherence to Section VII of the *Personnel Policy and Procedure Manual*, to limit special contracts for vacant positions to three months, and cease use of special contracts for professional employees to work overtime.

The Board reviewed, during the [March 2011](#) meeting, the required “out-of-pocket” amount students must pay during registration. A decision was made to require cash payment of only the registration fee and allow other previously required “out-of-pocket” fees to be charged against students' Pell award. The Board saw the decision as win-win whereby registration would be more affordable to students which in turn mean more students registering.

During the [May 2011](#) Board meeting, the Board reaffirmed its desire to be more aggressive with reserve funds to achieve higher rate of return given appropriate risk tolerance level and directed the college to determine the best investment options for the college's reserves.

Following determination of the total cost of ownership, the Board during its [September 2011](#) meeting established a physical resources contingencies fund to ensure availability of fiscal resources to support the need for total cost of ownership, construction of facilities, procurement of equipment, and fund major renovations and repairs.

To inform planning, the Board approved during its [May 2012](#) meeting a five-year financial projection, 2013-2017, and a five-year *Integrated Educational Master Plan 2013-2017*.

At its January 2013 meeting, the Board revised the per diem policy following a review of the accounts receivable from travel advances. At the same meeting a facilities use fee for students was approved to assist in generating an ongoing and reliable source for funds to compensate and supplement the cost of operations and maintenance of college faculties to meet standards and promote safe and effective learning environment. (The minutes have yet to be approved by the Board so not yet posted; the unofficial minutes are attached.)

Planning Agenda: Standard IIID2f: (1)

Agenda Item 1

- To review and update the agreements with COM regarding the administration of land grant programs.

Action History

At the December 9-11, 2009 BOR meeting, the Board directed a panel to review the existing MOU with the College of Micronesia. The panel comprised of one member from the board, the college president, VPCRE, VPAS and legal counsel. The panel recommended changes which the legal counsel incorporated into the MOU. A copy of the reviewed MOU was provided to the director of COM for review and approval by the COM Board.

Planning Agenda: Standard IIID2g: (1)

Agenda Item 1

- To develop a website for business office to provide easy access to all fiscal policies and procedures including templates of forms and reports to the college community.

Action History

The Business Office webpage was created under the office of the vice-president for administration, wherein audit reports and other matters such as business office forms and policies are uploaded for easy reference.

Planning Agenda: Standard IIID3: (1)

Agenda Item 1

- To finalize and implement the assessment tools that will be used by offices in assessing the effectiveness of respective programs and services.

Action History

The Business Office has completed the worksheets for the assessment plans. Refer to worksheets "assess plan BO 2012, assess plan BO 2013, assess plan BO 2014 ([Doc. 81](#)).

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Description of progress made on self-identified issues

The text that follows lists, by standard or substandard, the items from the Planning Agenda in the 2009 *Report on the Self-Study*, along with a summary of the Action History for that item.

Decision-Making Roles and Processes

Planning Agenda: Standard IVA: (2)

Agenda Item 1

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

Action History

In-depth evaluation of the Communications Plan did not occur until 2012. An evaluation survey focused on recognition of the Plan and whether it seemed to be achieving its goals. The report of survey results indicated that the answer was negative in both cases. Discussion of that report and its implications occurred at all-campus meetings in May of 2012. Extensive notes from those meetings were compiled and led to a further analysis and recommendations in *Strengthening Purposeful Dialogue at COM-FSM*. Those recommendations pointed to the fact that the institution needed to first revise its existing Communications Policy if it were to establish real purposeful dialogue at the institution. The stated guiding principle was to view purposeful dialogue as an institutional value that must be exhibited by all members of the institution. That new policy was drafted in late 2012, and was reviewed and approved by the new Executive Committee. The BOR approved new Communications Policy on March 13, 2013.

Agenda Item 2

- The Vice President for Student Services will develop, implement, and evaluate a mechanism for increasing the level of student participation in the college's committees.

Action History

Of the 18 standing committees during the school year 2010-2011, 13 *standing committees* had student representatives as members. These *standing committees* included: (1) accreditation, (2) assessment, (3) curriculum, (4) cabinet, (5) endowment and fundraising, (6) facilities and campus environment, (7) information communications technology, (8) finance, (9) learning resources center, (10) financial aid,

(11) planning and resources, (12) publications, and (13) student services ([Doc. 147](#); [Doc. 148](#)).

The officers of the Student Body Associations (SBA) at all sites (*campuses*) remotely met utilizing teleconference last March 8, 2013 to *revisit* the SBA by-laws and other *related matters* pertaining to the association ([Doc. 149](#)). SBAs also *maintain* wiki pages for their association especially to post approved *minutes* of meeting, such as in the case of the SBA National and Chuuk campuses ([Doc. 150](#); [Doc. 151](#)).

To build social interactions among students, a sense of unity in diversity, and uplifting their spirit, the SBA officers and Peer Advisors at the college's National Campus hosted the spring 2013 acquaintance (welcome) party for students last January 25, 2013. The *intended outcome* of the party directly *addressed* the college's institutional learning outcome 5, to "interact responsibly with people, cultures, and their environment" ([Doc. 152](#)).

To determine the effectiveness of the hosted party especially in meeting its intended outcome, SBA officers and Peer Advisors surveyed a non-probability sample of 115 students ([Doc. 153](#)). The party Around 300 students participated in the party, and the sample includes about 38% of the total participants (N), or 12% of the spring 2013 head count enrollment, National Campus. Of those responding 94.78% expressed *agreement* that the party met its *intended objective* with only 4.33% conveying *disagreement*. Unfortunately, those responding did not articulate in the survey their reasons, and one respondent (or 0.87%) skipped this question. Notable about the tabulated responses in the *survey* is perhaps the answer to the usual question: *How can we reach out to our students especially in conveying notices, announcements, and the like*. In the survey, students were able to *know about* the activity from their friends (66.96%), posters (26.96%) and announcements (17.52%, although not quite sure what specifically constitute an *announcement*). The posters were made by the SBA and Peer Advisors). ([Doc. 154](#)).

Board and Administrative Organization

Planning Agenda: Standard IVB1e: (1)

Agenda Item 1

- Beginning with the first meeting of 2010, the Board of Regents will undertake an annual review of its established policies with a report of the results published within one month of the review. The administration will place policies to be revised on subsequent board agenda for review and action.

Action History

The following policies were acted upon by the Board and are evidenced in approved, published minutes on the college website: <http://www.comfsm.fm/?q=bor-minutes>

All BOR Policies were placed on the website October, 2012, and can be accessed at:

<http://www.comfsm.fm/?q=bor-policy-manual-table-of-contents>

March 15-17, 2010

- Modified the catalog in-force policy effective fall 2010.
- Amended Section IX Leave Policies of the *Personnel Policy and Procedure Manual*.
- Adopted *Bookstore Policy* for immediate implementation.

May 17-19, 2010

- Addition of section 6 Paternity Leave in Section IX of the *Personnel Policy and Procedure Manual*.

September 28-October 1, 2010

- Modified *Policy 003 Tuition Waiver and Reduction* effective immediately.
- Modified Section VIII Compensation Policies and Practices, section 11.a. on “Overtime Pay or Compensatory Time” effective immediately.
- Adopted a *Sexual Harassment Policy* for students.

March 14-15, 2011

- Made changes to Section VII Employment Contract effective immediately.
- Adopted an energy conservation policy.

April 5, 2011

- Modified the layoff policy in Section XIV of the *Personnel Policy and Procedure Manual* for immediate implementation.

May 18-19, 2011

- Modified the *Controlled Substance and Alcohol-Free Workplace and College Premises Policy*.

September 7-9, 2011

- Adopted a *Physical Resources Contingencies Fund Policy*.

May 23-24, 2012

- Revised *Investment Policy Statement*, including changes in asset allocation
- Revised Section I Purpose and Scope, Section VI Employment, Section IX Leave Policies, Section XIII Performance Evaluation, Section XIV termination, Section XV Employment Discipline and Protection, and Section XVI Grievance Procedure of the *Personnel Policy and Procedure Manual*.

January 14-15, 2013

- Adopted policy on on-line *Catalog*.
- Revised *Per Diem Policy*.
- Adopted *Facilities Use Fee Policy*.
- Added section on “ethical violations” in Board’s *Bylaws and Policy Manual*.

([Doc. 40](#); [Doc. 41](#); [Doc. 42](#); [Doc. 43](#); [Doc. 44](#); [Doc. 45](#); [Doc. 46](#);))

Board of Regents’ bylaws were placed online August 22, 2012, <http://www.comfsm.fm/?q=bor-bylaws>. Article V, *Statement of Ethical Conduct, Ethical Violations*, was reviewed, and the website was again modified January, 2013, to reflect the changes.

Evidence for Self-identified Issues

Doc. 1	Languages and Literature. (2013, February, 25). <i>Course modification request: EN 120a and EN 120b</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Course_Modification_EN120a_EN120b.pdf
Doc. 2	Emails from math instructor Emma Garcia.
Doc. 3	Sports & Recreation. (2013). <i>Sports and recreation extracurricular events: National Campus</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Sports_Rec_EC_Events_NC.pdf
Doc.	Alex, F., & Hagelgam, W. (2012). <i>Trip report-IRPO site visit</i> . Retrieved from

4	http://www.comfsm.fm/accreditation/2013/midterm-report/IRPO_trip_report_campus_visits_2012.pdf
Doc. 5	Curriculum Assessment Committee. (2013, February). <i>Draft Curriculum and Assessment Handbook</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/slo-report/CAC_Handbook_Draft_Template_11_19.pdf
Doc. 6	COM-FSM. (2013). Appendix N: <i>College of Micronesia-FSM instructional faculty evaluation form</i> . Retrieved from http://www.comfsm.fm/hr/files/Personnel%20Policy/pdf/appendix/39%20Appendix%20N%20InstructorEval.pdf
Doc. 7	COM-FSM. (2013). Appendix K: <i>College of Micronesia-FSM student evaluation</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Appendix_K_Student_Eval_Instructor.pdf
Doc. 8	COM-FSM. (2013). <i>College of Micronesia-FSM: Policy 005: Code of ethics</i> . Retrieved from http://www.comfsm.fm/hr/files/Personnel%20Policy/pdf/policy/48%20Pol005CodeofEthics.pdf
Doc. 9	Board of Regents. (2010, October 1). <i>Minutes of the September 28-30 to October 1, 2010, meeting: National Campus</i> . Retrieved from http://www.comfsm.fm/bor/minutes/2010/09-10_28-30_2010.pdf
Doc. 10	COM-FSM. (2011). <i>College catalog: Section on student services and activities</i> . Retrieved from http://www.comfsm.fm/publications/catalog-2012-2013/Student%20Services.pdf
Doc. 11	Curriculum Committee. (2008). K. <i>Simion curriculum committee notes</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/curriculum_minutes.pdf
Doc. 12	Human Resources. (2010, February, 1). <i>Procedures and timelines for hiring</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/Procedures_Timelines_Hiring_01FEB10.pdf
Doc. 13	Human Resources. (2014, March, 14). <i>Section VII: Employment contract</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/midterm-report/SectionVII_Employment_Contract_14MAR11.pdf
Doc. 14	Human Resources. (2010). <i>Master pay scale</i> . Retrieved from http://www.comfsm.fm/hr/files/Personnel%20Policy/pdf/appendix/COMFSM-Master-Pay-Schedule.pdf
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Doc. 91 was omitted.

Plans Leading to 2016 Comprehensive Evaluation

The college has come far in the last year and now finds itself in a new, yet increasingly familiar place—engaged in broad-based purposeful dialogue and participatory governance informed by data and assessment. Now the college must build upon and sustain that progress by embracing accreditation as a process for continuous improvement. At the mid-point in its cycle of evaluation, the institution can point to these major initiatives it will undertake as it prepares for its next comprehensive ACCJC External Evaluation in 2016.

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

The College received final approval and funding for the college-wide space utilization study in support of a college *Facilities Master Plan*. This plan will be 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* are essential components of carrying out fully the *Integrated Educational Master Plan*.

Endorse the Mission Review process and the new COM-FSM Strategic Plan: 2013-2017

During the Executive Session of the Board of Regents meeting on March 13, 2013, the Regents expressed support for the direction the college is taking in its review of the mission statement, 6 strategic directives, 10 core values, 7 ISLOs cast in measurable terms, and 8 revised Strategic Goals as presented.

By the end of April, 2013 the Board of Regents will receive for consideration and feedback a report on the review of the mission statement, as well as a draft of the *COM-FSM Strategic Plan: 2013-2017*. Based on feedback from the Board of Regents, the college will present a revised *COM-FSM Strategic Plan: 2013-2017* for consideration and approval at the May 2013 BOR meeting. The college will hold in abeyance any revision to its mission statement pending reaffirmation by ACCJC of its accreditation. At such point the college will adhere to the Commission's *Policy on Substantive Change* as it prepares a revised mission statement to submit to the BOR for review and approval.

Secure continued financial support from the FSM Government

COM-FSM has submitted the FY 2014 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 2014 budget contains a modest tuition increase, and a facilities fee 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.

Continued financial support for the 2014 budget by the FSM Congress, especially the restoration of the scheduled \$1.4 million decrement will be critical to the institution's ability to fully carry out the *Integrated Educational Master Plan* and to address ACCJC Recommendations.

The college is encouraged by the continuing support from FSM President Emanuel Mori and the national and state leadership. COM-FSM remains optimistic that the national government will

provide an appropriate and reliable level of funding to ensure the college fulfills its mission and meets accreditation standards.

Build Institutional Capacity

By September 2013 the college will conduct an assessment of its capacity-building needs and establish priorities. By November 2013, it will develop a plan which will inform the *Integrated Educational Master Plan* and the FY 2015 budget process. The needs and priorities in that plan will be reviewed in addition to those capacity-building needs previously identified by the president, which include the following:

- effective management, supervision, and performance evaluation;
- key performance indicators for staff, managers and vice presidents;
- effective communication behaviors;
- systems thinking and leadership.

Develop the Master Planning Calendar (2013-2017) to align the Strategic Plan with ACCJC evaluation cycles, and organizing the work for the next Self-Study

The college will develop a *Master Planning Calendar* by September 2013 that will continue to guide the work articulated in the president's white paper, will align with the *Strategic Plan (2013-2017)* and accreditation cycles. The college will analyze the process used to complete this Mid-Term/Follow-Up Report and then develop and implement strategies to prepare for its next Institutional Self Evaluation prior to an ACCJC External Evaluation in 2016.

Establish the Friends of the College of Micronesia-FSM Foundation

The college is working 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. Articles of incorporation have been filed and the process should be completed in approximately one year. Future foundation board directors include: Floyd Takeuchi, President; Father Fran Hezel, SJ; Gerard Finin; Jerry Kramer; and Mark Heath. The foundation will work to raise funds for the college's endowment.