Follow-Up Report

Presented to the

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted By

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Background

The College of Micronesia-FSM (COM-FSM) is located in the Federated States of Micronesia. This former trust territory is comprised of 607 islands covering almost 2 million square miles of the Western Pacific Ocean and is populated by approximately 120,000 residents from fifteen different and distinct traditional cultures and languages. The COM-FSM is a two-year, English language speaking institution offering 38 certificates and degrees.

Figure 1. Location of the Federated States of Micronesia
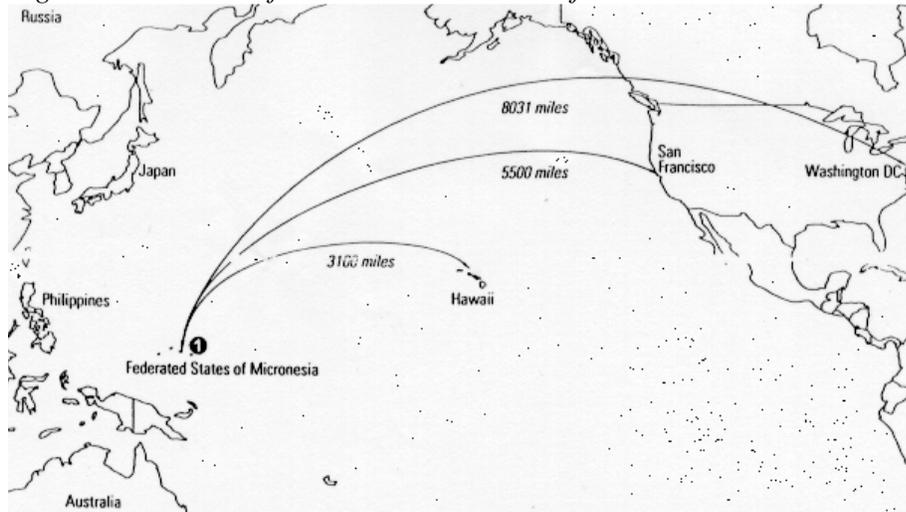
Figure 2. Details of the Federated States of Micronesia
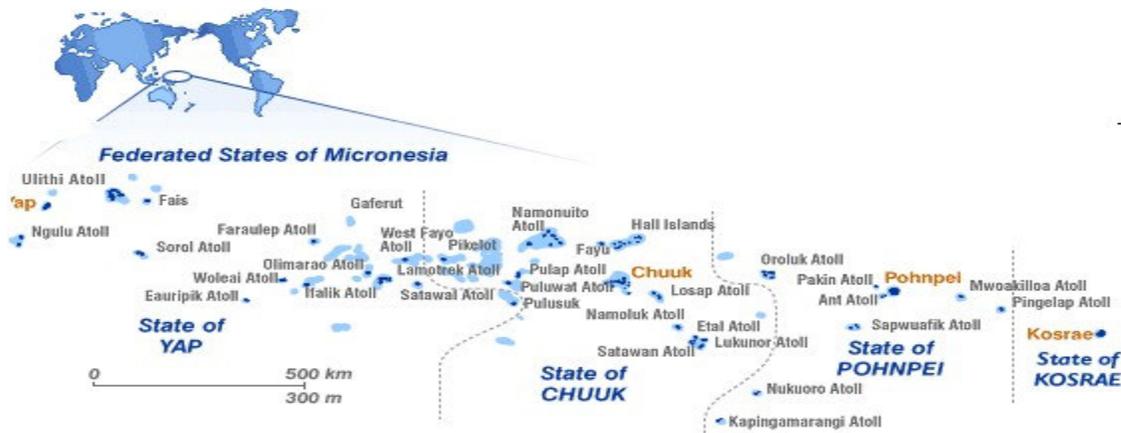
Configuration of the college

Structured to serve the needs of a developing nation, COM-FSM is one college located at six sites which are functionally referred to as campuses in the four island states of the Federated States of Micronesia. The administrative center is located at the National campus in Palikir, Pohnpei, and where students from the four FSM states who are interested in the course offerings of the National campus are served. Besides the National campus, Pohnpei is also home to another campus referred to as Pohnpei campus which is located in Kolonia Town. Each of the other three states also has a state campus. Kosrae has a state campus in Tofol, Chuuk has a state campus in Weno, and Yap has a state campus in Colonia. The FSM Fisheries and Maritime Institute is also located on the island of Yap.

Figure 3. The College of Micronesia-FSM six campuses on four islands

| **Chuuk Campus** located in Weno, Chuuk, with approximately 453 students taking a variety of vocational, degree and certificate programs | **FSM Fisheries & Maritime Institute** located In Yap with approximately 30 students specializing In fisheries engineering and navigation | **Kosrae Campus** located in Tofol, Kosrae, with approximately 250 predominantly local vocational students | **National Campus** located in Palikir, Pohnpei, housing the central administration offices and serves approximately 890 students from the states of Chuuk, Kosrae, Pohnpei, and Yap | **Pohnpei Campus** located in Kolonia, Pohnpei, with approximately 644 predominantly local vocational students | **Yap Campus** located in Colonia. Yap, with approximately 211 predominantly local vocational students |

History of education in the FSM

Higher education was first established for this developing nation in 1963 when the United Nations Strategic Trust Territory of the Pacific Islands (TTPI) and the University of Hawaii created the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training opportunities. When the focus of MTEC changed from in-service to pre-service teacher education, the center was renamed Community College of Micronesia (CCM). CCM expanded into additional areas, such as business management, liberal arts, and continuing education, and was first accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1978.

In each TTPI district, teacher education centers provided in-service teacher education closer to home. When CCM was united with other postsecondary institutions in the TTPI under the College of Micronesia (COM) system, administration of the EC centers was placed under the COM main office and became known as continuing education centers (CE). After the TTPI split into three independent nations—the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia—the three institutions in the COM system also separated. In April 1993, the College of Micronesia-FSM separated from the larger system and became an autonomous college with the mission of exclusively serving students in the Federated States of Micronesia. This move included placing the CE centers located in the FSM under COM-FSM.

Once autonomous from the larger College of Micronesia, the COM-FSM board of regents created an ambitious vision for higher education as a strategy to develop the employment capacity of Micronesian citizens. In the 1994 - 1998 strategic plan it was envisioned that the four continuing education centers on Pohnpei, Chuuk, Yap, and Kosrae would each become comprehensive community colleges and the former Community College of Micronesia located in Pohnpei would become a baccalaureate degree-granting institution for the FSM. The board renamed the CE centers to state campuses to reflect this new mission. As a result, each state campus operated practically independently, a reflection of the strong powers of the states granted under the constitution of the Federated States of Micronesia.

In response to FSM President Manny Mori's 2007 inaugural speech, where he mentioned his interest in the long term future of the college, the college underwent a review of three future options: 1) community college (2 year college with not more than one 4-year program); 2) community college (2 year college with not more than one 4-year programs, but with an extensive network of degree offerings with other

Institutions of Higher Education (IHE)) and 3) full 4-year university. The review of all three options was submitted to the FSM President on November of 2007. The college was requested by the FSM president to further study option 2 as the likely option for the college. The political will still supports the current status of one college – the College of Micronesia-FSM with six campuses located on four islands: a comprehensive community college campus with the National campus focusing on degree and professional certificate programs, four state campuses focusing on developmental vocational and training, and the specialized FSM Fisheries and Maritime Institute.

COM-FSM mission

Under the leadership of President Spensin James, during the past years the college community has revised the mission statement, added vision and values statements, and tied the goals to the strategic plan. The college's mission is evaluated by the college community annually and it continues to be directly tied to the nation's challenge of uniting disparate cultures and languages. This is a living document that has a remarkable presence for all members of the college community. It is frequently cited in institutional plans and is read before meetings of the Board of Regents (BOR).

Vision statement
The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well-educated, prosperous, globally-connected, accountable, healthy and able to live in harmony with the environment and the world community.

Mission statement
Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

College's values
In order for us to achieve our vision, mission, and goals we agree to uphold the following core values and behaviors. We value:

Learner-centeredness
Learners are our primary focus and we provide quality instruction and services in a nurturing and safe environment.

Professional behavior
We are competent, service-oriented professionals with a commitment to life-long learning and a commitment to provide excellent and exemplary service to students, colleagues, and the community.

Innovation
We provide a dynamic, creative, up-to-date, and innovative environment to allow the college community to function effectively in a global economy.

Honesty and ethical behavior
We are honest and abide by the COM-FSM Code of Ethics in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community.

Commitment and hard work

    We commit and invest our time, energy and resources to create a rigorous, high quality learning environment.

Teamwork

    We live in a community where collaboration, open-mindedness, respect, and support for each other help us achieve our mission.

Accountability

    We are responsible for and accountable in our daily activities to our partners and the community we serve. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust and confidence.

Strategic goals

The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve to meet or exceed current accreditation standards and will:

- Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively;
- Provide institutional support to foster student success and satisfaction;
- Create an adequate, healthy and functional learning and working environment;
- Foster effective communication;
- Invest in sufficient, qualified, and effective human resources;
- Ensure sufficient and well-managed fiscal resources that maintain financial stability;
- Build a partnering and service network for community, workforce and economic development;
- Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity; and
- Provide for continuous improvement of programs, services and college environment.

Statement on report preparation

In the ACCJC action letter of June 29, 2007, the Commission accepted the college's Focused Midterm Report and requested the college to submit another progress report by October 15, 2008. The college is requested to provide updates to Recommendation #5: Identify and Assess Student Learning Outcomes, Recommendation #6: Create Continuity, combined Recommendations #8 and #2 which is about permanent site for Chuuk campus, and to provide further updates on the progress to the improvement of the college communication. This communication reached the entire college community on July 11, 2007 by way of the *President's Update* online publication.

By February of 2008, the ALO started sending department, division, and office heads the latest copy of the standards timeline for updating. The standards timeline is the record of all activities which were carried out and were in compliance with the six ACCJC recommendations of 2004 and the three new recommendations of 2006. Updates were entered into the timeline bimonthly according to the major college areas of executive, administration, student services and instructional affairs. The president and vice presidents update the standard timeline by obtaining information from their subordinates. It is from the standards timeline where the ALO documents updated information for reporting to the ACCJC.

Around the same time, the college also began its initial activities leading up to its August 2008 kickoff to officially mark its 2010 self study evaluation. By August 2008, the ALO began his visits to every campus to conduct awareness activities and talks for faculty, staff, and students regarding accreditation in general and the self study process in particular. Four committees were formed to study the four recommendations and everybody was invited sign their names as members of any one of the four committees. A self study steering committee was also created by the college president to ensure the success of the self study report preparation.

With the information collected form the standards timeline and the progress of the work done by each of the four committees, information for this progress report (or follow-up report as it is now called) were identified, data sources cited, individuals responsible for the information notified, and updates for each of the four recommendations and commission concern were provided by the individuals responsible.

As such, those involved in the preparation of this report includes the following: Spensin James, president; Joe Habuchmai, vice president for administrative services; Jean Thoulag, vice president for instructional affairs; Ringlen Ringlen, vice president for student services; Jim Currie, vice president for cooperative research and extension; Jimmy Hicks, director of institutional research and planning/chair of assessment committee; Karen Simion, director of academic affairs; Joey Oducado, registrar; Kalwin Kephas, Kosrae campus director; Penny Weilbacher, Pohnpei campus director; Joakim Peter, Chuuk campus director; Lourdes Roboman, Yap campus director; Matthias Ewarmai, FSM-FMI director; Francisco Mendiola, director of maintenance and security/chair of facilities & campus environment committee and Joseph Saimon, director of development & community relations/ALO. This report was reviewed and approved by the college president and the board of regents.

I certify that this report was prepared as described in the statement on report preparation section:

_____   _____
President, College of Micronesia – FSM   Date

Recommendation # 5: Identify and Assess Student Learning Outcomes
The college must develop and implement student learning outcomes across the six sites in order to determine the effectiveness of college programs and services on student learning including
- *Instructional programs at course, program, degree and certificate levels (Standards IIA.1c, and IIA.2i),*
- *Student services throughout the students' matriculation at the college (Standards IIB, IIB.3, and IIB.4),*
- *Links between student learning outcomes and the planning process (Standard IB),*
- *Mechanisms for measuring student learning outcomes (Standard IIA.2a), and*
- *Mechanisms for using those measurements to improve courses, programs, and services (Standards IIA.1c, IIA.2e, and IIA.2f).*

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:
- Student services committee meeting minutes;
- Trip reports;
- *COM-FSM General Catalog 2007-2009*;
- Student handbook;
- Financial aid handbook;
- Vice President for Instructional Affairs website;
- Institutional Assessment Plan Handbook;
- Institutional Assessment Plan Working Group minutes;
- Institutional Research and Planning website;
- Assessment committee minutes;
- Student Information System; and
- Course and program assessment reports.

Introduction
SLO and program assessment are gradually becoming part of college's common vocabulary. Other words like closing the loop and triangulation are also being used and were often discussed during assessment workshops which were held at all COM-FSM sites. Under the guidance of the assessment committee a handbook has been created to provide guidelines for assessment at course, program, and institutional level.

Moving beyond SLO identification
The college has identified SLO's for course certificate and degree programs. The general catalog was updated to reflect this development. Most academic programs are conducting program assessments. Program outcomes are revised based on results of initial assessments and feedbacks. Program outcomes are being revised or developed for programs like the health career opportunity program, Micronesian studies, agriculture, teacher preparation, elementary education – special education, and many others. SLO assessment for programs and course are being conduced per college's continuous improvement cycle. Instructional programs are now conducting assessment at both course and program levels. A timeline for assessment has been developed to ensure inclusion of improvement plans in the planning, budget, and resource allocation process.

Student services and administrative services have identified program missions and outcomes or objectives. As noted in the institutional assessment handbook, programs are engaged in assessing the

services they provide and reports are being generated for program improvement and for consideration in overall planning, budget, and resources allocation process. Assessment reports are being documented for services like counseling, financial aid, admissions & records, health, residential life, recreation/sports, student services program, peer counseling program, and the office of the vice president for student services. Yap and Pohnpei campuses have also completed assessment plans and have generated reports for student services.

The college has also developed annual institutional priorities to guide the planning, budgeting, and resources allocation priorities of the college. Using the annual institutional priorities, the instructional department has researched, collected data on academic, vocabulary, and reading comprehension levels of enrolled students and incoming freshmen. The study was conducted to identify the readability level of textbooks currently being used at the college. The result of the study was shared with the student services department to be used for planning a developmental education program for bridging the English comprehension gap between incoming high school graduates and expected first year college-level competencies. Information from the study is also considered in program evaluation and assessment efforts.

Institutionalization of student learning outcomes
The college has in place student learning outcomes for all course, programs, degrees and certificate programs. As noted above, student services department's efforts are directed at review and use of evaluation plans and reports to improve services.

To assist with overall impact of evaluation and its linkages to planning and resource allocation the college has been moving on two fronts. First is the formalization of the program assessment and program review process thought the institutional assessment plan (IAP) and its companion handbook. Second is the implementation of an expanded governance policy and standing committee structure that further defines the role and responsibilities of standing committees in the planning, evaluation and resource allocation process. Critical committees such as curriculum and student services review and make recommendations for improvement of curriculum, course and programs and student services. A newly created assessment committee complies and ensures that all program assessment plans and reports meet standards of quality and will compile information into an annual assessment report. The committees consolidate recommendations and priorities and transmit that information to the college's planning and resources committee that has the specific responsibility to:

- Provide oversight to ensure linking of planning, evaluation and resource allocation through strategic planning, annual budget preparation, implementation of the institutional assessment plan, sponsored programs, and other planning and resource allocation activities; and
- Provide oversight for coordination of assessment of institutional effectiveness.

The IAP process also requires development of outcomes/objectives and evaluation of administrative services, policies, etc. that feeds into the planning and resources committee. The IAP process sets specific timelines for improvement plans, assessment plans and reports for instructional services, student services, administrative services and sponsored programs. The process also established the timelines for institutional level surveys of instructional services, student services, administrative services and sponsored programs and employer surveys. Extensive training has been conducted at all college sites on both the IAP process and the revised governance structure.

To support improved assessment and evaluation in addition to improvement of services to students the college developed and implemented in spring 2008 a web based student information system (SIS) that allows direct entry and access to student data and records across the college's sites. A phase two for SIS

development is to include direct student and faculty access to student records and data. The SIS is enhancing the quality and quantity of information available for program assessment and program review.

The IAP process is coordinated with the overall continuous improvement cycle that is defined in the college's strategic plan 2006 - 2011 and further specified in the IAP Handbook. While the institutionalization of the Continuous Improvement Cycle is put in place, continued action on the Student Learning Outcomes has taken place such as:

- Program outcomes were developed and/or revised for degree programs: AA in HCOP, Micronesian Studies, AS in Agriculture, AA in Teacher Preparation, 3rd year certificate in Teacher Preparation; AS in Elementary Education – Special Education and 3rd year certificate in Teacher Education/Special Education
- Institutional level assessment for the revised organizational structure with the focus on the Vice President for Administration (previous institutional assessment had been conducted for the organizational structure for Instructional and Student Services)
- Institutional level assessment was conducted for the college's FSM Fisheries and Maritime Institute.
- Instructional and students service program assessment and program review reports are being review to allow incorporation of findings into the budget development process for 2010.
- Finding from instructional and student services program assessment and program review reports are being feed into the development of an Enrollment Management Plan for the college.
- The development education program for the college has been enhanced based on research of various development education programs, readability level of textbooks and assisting with developing bridging programs with FSM State Departments of Education to enhance the readiness of students entering the college.

Recommendation # 6: Create Continuity
The college needs to standardize instruction, student services, learning environments, and quality of instruction across the college's six sites. Specific areas that require greater continuity at this time are:
- *The delivery of comprehensive and consistent student services at each of the college's sites (Standards IIB.1, and IIB.3a), and*
- *The provision of adequate facilities for instruction at all sites; at this time, the college must immediately provide an adequate facility for student learning at the Chuuk site (Standards IIIB.1 and IIIB.1b).*
- *All issues related to continuity at the college's sites are to be regularly evaluated to establish a cycle of improvement.*

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The following evidence and documentation in support of this recommendation will be found in the team room during the accreditation visit:
- ➢ Institutional research and planning website;
- ➢ Assessment committee minutes;
- ➢ Institutional Assessment Plan working group minutes;
- ➢ Institutional Assessment Plan Handbook;
- ➢ March 15, 2007 Focused Mid Term Report;
- ➢ Annual institutional priorities 2008, 2009, 2010;
- ➢ Chuuk campus photo CD;
- ➢ Facilities and campus environment committee minutes;
- ➢ Campus master plans and updates;
- ➢ Clery Report; and
- ➢ Strategic Development Plan.

Introduction
The college has embraced a cycle of continuous improvement as part of its efforts to ensure the quality of programs and services at all sites. Through the same cycle, the college integrates its planning and budgeting to ensure the quality and consistency of student learning and support services at all sites and for long term and short term planning.

Continuous improvement cycle and institutional assessment plan (IAP)
As discussed in the response to recommendation #5 the college has moved to institutionalize all aspects of its continuous improvement cycle that provides program assessment and program review for all instructional services, student services, administrative services, policies and sponsored programs. The results of the program assessment and program review feed into the revised governance and standing committee structure where formal review and recommendations for improvement are channeled into the college's planning and resources committee to ensure linkage of planning, evaluation and resource allocation. The program assessment and program review and its relation to planning and resource allocation is detailed in the college IAP handbook. The IAP process also allows the college to document quality of services across all its sites.

Institutional level surveys
The college is also moving in the direction of evaluation at institutional level. A set of institutional level surveys ensuring quality of instructional services, student services and administrative services across all college sites is detailed in the IAP. The institutional level surveys also include an employer survey to assist in triangulation of information on college graduates.

The college is fortunate to have its very own president, Mr. Spensin James, as the chair of the Pacific Postsecondary Education Council (PPEC). Through PPEC, information regarding transfer of students across PPEC institutions and how students are fairing is shared with the college and is used by the college to monitor the effectiveness of programs and services it provides.

Enrollment management indicators
Institutional enrollment management indicators are being complied each fall and spring semester to track improvement in equity of services and programs provided across all college sites. With this reference tool, the college is able to determine the number of students it can accommodate at each site while not undermining the quality of program and services. The indicators are also used when determining the need to construct new facilities or hire new employees. Through information feedback every fall and spring semester, each site contributes information toward the formulation of the indicators.

Revised governance policy
Implementation of the revised governance policy has focused on standing committees being responsible for review of program assessment and program review and recommending action steps and priorities to the planning and resources committee for inclusion in college wide decision making. The newly created assessment committee reviews assessment plans and reports to ensure that those plans and reports meet quality standards of the college.

The facilities committee has been expand into a facilities and campus environment committee to address not just of physical facilities issues at the sites but also the campus environment.

Assessment of re-organization
An institutional level assessment of the organizational structure for administrative services was completed. The assessment was a companion assessment to the organizational assessment completed for the re-organization of instructional services and student services. Results of the assessment were reviewed by the cabinet and incorporated into the college's plans for decision making.

Campus master plan
The college has stepped up its efforts to develop building master plans for each site. This is part of the college's efforts to ensure the consistency of services and environment at all sites. The college has completed the Yap campus master plan which is currently being used to guide long term planning at that particular site. The National and Pohnpei campuses have completed topographic surveys which will be used for updating of mater plans and development for these two sites. A master plan has been developed for Chuuk campus and more information is available in the succeeding recommendation (#8 and #2 combined). Kosrae master plan is currently being developed and will be used to guide planning at that site. The college is currently holding negotiations with Kosrae state government regarding additional land boundaries and a revised lease agreement with the state government.

The college has also standardized its crime reporting procedures as mandated by the Clery Act. The chief of security has visited all sites and gave training to security officers on how to properly document the reporting of crimes and on how to directly upload their reports online.

Issues related to campus sites
The following is a summary of issues related to facilities
  - Enrollment Management Indicators provided each fall and spring semester track available classrooms, staffing, and personnel issues in addition to other quality indicators
  - Yap campus completed its master plan

- National campus topographic survey has been updated for master plan development
- Pohnpei campus topographic survey has been updated for master plan development
- Negotiations on Kosrae campus expansion and revised lease agreement are continuing between the Kosrae state government and the college
- 2008 crime survey reports from all campuses have been compiled and is available for review by the college community
- Policy on campus environment and reporting is under development for BOR approval.

Recommendation # 8 (from Focused Midterm Report) and Recommendation # 2 (From June 2006 Commission Action Letter): Secure Permanent Campus for Chuuk
The college must make significant progress in securing the Chuuk High School campus as the site for COM-FSM's permanent Chuuk state campus or, if it is unable to within its deadline of 2008, find another acceptable site.

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:
  ➢ *President's Update*;
  ➢ *COM*-FSM Board of Regents minutes;
  ➢ Trip reports;
  ➢ Reports by college attorney;
  ➢ Facilities and campus environment committee minutes;
  ➢ Campus master plan;
  ➢ Cabinet minutes;
  ➢ Letters by Chuuk state governor; and
  ➢ Communication from House of Senate of the Chuuk State Legislator.

Introduction
The college administration has over the years impressed on the Chuuk state government that without a permanent site, the Chuuk campus would adversely affect the college's accreditation. The Chuuk state government leadership understood the gravity of the situation and promised to secure a permanent site for the Chuuk campus by 2008. They identified the current Chuuk High School as the most suitable site. Several meetings have been held with various government officials and a task force has been created by the Chuuk state governor to work on the transfer of the Chuuk High school site to COM-FSM. With the requirement to secure a permanent site for Chuuk campus and the self-mandated deadline of December 2008, the college leadership has finally abandoned its original intention of securing Chuuk High School campus as its permanent site. At its August 27-30, 2008, third quarter meeting at the college site in Yap, the board designated the college's Nantaku property to be the permanent site for Chuuk campus. The board arrived at its decision after a collective political will failed to materialize as evidenced by conflicting messages received from the Chuuk state leadership.

Nantaku property
Since 1994, the college is the owner of a property located at Mechitew village on Chuuk's main island of Weno. The property was purchased from Redley Killion on February 3, 1994, and spans an area of three acres. A certificate of title was issued to the college on April 12, 2000. The college abandoned their intentions to build on that property after a hasty geological testing to the site concluded that it is not safe to erect structures on the property. On November of 1999, GEO-Engineering and Testing Inc. based in Guam conducted a subsurface soil study and concluded that the site is suitable for development as planned by college.

Access Road
The property where access road will be constructed was purchased by the Chuuk state government to provide easement for road and utilities to the college property. The purchase was made between the Chuck State Government and Alven Alivan in April 1999. The property was also the subject of an April 2002 lawsuit filed by Akuo Eas alleging a wrongful transaction between Aliven and the Chuuk government. After consultations with the Chuuk attorney general's office, the college has been cleared to commence construction of the access road. Plans are in place and funding has been identified to

commence the construction. The college has made arrangements for the construction of the access road to the Nantaku property.

Master plan
The college completed a master plan for Chuuk after it purchased the Nantaku property in 1994 and secured it legally by 2000. The initial geological survey contributed to the college's decision to abandon any intentions to erect structures on the land therefore abandoning the master plan altogether. Since the property has passed geological and top soil testing and surveying and since the board has identified the property as the site for the permanent site for Chuuk campus, the college has referred back to its original master plan for Chuuk campus and is formalizing plans to begin constructions.

Moratorium on expansion at current site
The college has received invitation from private property owners on Chuuk to lease facilities and properties from them. However the college president has placed a moratorium on acquiring of other properties in Chuuk using tuition revenue. The intention of the president is to direct the attention of the college to the development of the permanent site at Nantaku. If more facilities are needed before the permanent campus is ready, temporary structures can be built on the current.

Commission Concern 1: Communication
The college should update the Commission on all work done since the Focused Midterm Report to continue to improve communication, providing evidence of those efforts. The college should systematically evaluate the effectiveness of the measures taken in order to facilitate a cycle of continued improvement of communication.

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:
- Communications working group minutes;
- Decision grids;
- Vice president for administrative services evaluation;
- Governance policy;
- Organizational chart evaluation; and
- Institutional research and planning website:
  www.comfsm.fm/national/administration/VPA/researchdocs/irpo.html

Introduction
Ensuring the flow of communication will always be a challenge for an institution such as the College of Micronesia – FSM which has its sites situated over miles of the vast Pacific Ocean. Another challenge is one which is shared by other educational institutions which is an institution's ability to ensure continuous follow of communication among its many parts. From these challenges, the college is faced with another opportunity for improvement.

Governance policy
The college has adopted a governance policy which calls for the involvement of all campus constituencies and is guided by the college's value statements in the development of policies and procedures. The purpose of the policy is to ensure participatory decision-making at the college whether it be in committees, subcommittees, ad hoc committees, and the college community at large. The college president has appointed an ad hoc committee to ensure the proper and timely implementation of the policy. The college took on a further step by establishing terms of reference for all standing and subcommittees at the college. The standing and sub committees advise the president on decisions relating to each committee's competencies. When internalized by members of the college community, the governance policy will serve to clarify roles of committees and groups in the overall decision making at the college.

Communications working group
A communications working group was created at the college with the responsibility to review and discuss communications issues and concerns, and to assist with the identification of critical communication issues and interventions to address the issues. The committee members have been meeting for many months and the results of their work are documented on the IRPO website. The final work of the communications working group will be the establishment of the necessary background for the development of the college's communication plan.

Organizational chart evaluation
The current organizational chart resulted from the college's effort to improve communication through identifying clear lines of authority as recommended by the visiting team that visited the college in 2004. As such, the organizational chart serves to improve communications at the college. To ensure that communication has improved, the college had conducted a series of evaluations of its organizational structure in order to assess the impact of the organizational chart implementation on improving decision

making and communications. It made specific recommendations on strategies to assist with improvement of communications. Such strategies include the adoption and use of decision and communications grids and the use of matrix management techniques. The decision and communication grid was discussed and recommended for use by the wider college community. This decision making tools helps to ensure the flow of information between offices and positions by clarifying the process of information flow and who is responsible at each stage of the process. With the implementation and proliferation of decisions grids at all departments and sites, responsibilities and information flow will be further enhanced.

Communication technologies
Given the limitations of resources for the college and the great distances between the college's six sites, the college continually relies on the availability of the limited communications technologies it can lay its hands on. The college has now installed and have proliferated the use of voice-over-IP phone systems at all sites. Anybody can literally pick up any of these internet-based telephone systems and speak with other college community members at any site without any additional cost to the college. Committee meetings are now being held where members call in from any site to participate. Private meeting numbers and pin numbers are also made available for committee chairs to request. The system sometimes encounters reduction of audio quality especially when the college internet use is at its peak. Nevertheless, the system has greatly contributed to the ability of committee members from all sites to actively participate in committee discussions.

The vice president for instructional affairs has purchased a software called Elluminate for intercampus communication. The system was pilot tested at all sites. The full use of this communication technology has not been reached since further training will be required at each site. In the meantime, thirteen smart boards are on order for conference rooms and distance learning classrooms across all sites. The instructional affairs department will also be utilizing this tool in its distance education efforts.

For the first time, the college has established an online forum which can be accessed from all sites. The purpose of online forum is to create an opportunity for faculty, staff, and students at sites to communicate with each other freely. The forum is mostly dominated by students where they share information on topics ranging from educational issues to issues of personal concerns. From the discussions generated on the forum, the student services, administration, and faculty have extracted information to improve their services to the students.

Anther great communication tool which is also another major development in the college's efforts to assure consistency of programs and services is the student information system (SIS). The SIS is designed specifically for use by the college. This in-house and web-based tool is designed to provide accurate and timely information on students, courses, grades, progression, persistence, retention and graduation rates, etc. to the college community. The SIS provides a foundation for evidence based decision making at the college. In phase two of the SIS, students and faculty will have direct access to student records and data. Advisors be able to access the academic record of their students.

Concluding statement

This report addresses the progress made since the March 15, 2007, submission of the college's Focused Midterm Report under the three recommendations and one commission concern as discussed above. Since the 2007 report, the college has gone through further developments especially in the area of SLO assessment at course, program and now moving into institutional level as part of its commitment to providing quality education that this linked to its mission. The college has incorporated all these developments into its continuous improvement cycle with the intention to continuously improve its programs and services. These efforts are now directly linked into the college planning and resource allocation schemes.

The college can also note some developments in its commitment to institutional dialogue and integrity through the implementation of its governance policy. This policy as discussed in the recommendations above has led to the standardization of committee functions which is a major step toward identifying the scope of roles and authority allotted to offices, committees and positions at all sites. The college is also developing a recruitment, enrollment, and retention plan which will also focus on honestly communicating the services the college provides and the benefits of the college to the nation.

It is worthy of attention to also note that the college is also committed against all odds to ensure an environment where dialogue is engaged as a basis for decision making. It is this aim that the college under the leadership of the institutional research and planning office to formulate a coherent communication plan. As with other plans, individuals will need to be motivated to buy into its suggestions. Those who have taken the extra step to engage in this institutional effort are benefiting and college is striving to share this benefit with everybody.

The college has been fortunate to have taken this opportunity to critically look at itself thorough this follow-up report. Further developments will be documented in the college's self study report of 2010.

Appendix A: Sample intercampus visit log in support of the recommendations and commission concerns

Date of travel and destination	Name of traveler	Purpose of travel
9/14-9/19/08 Pohnpei	Marilyn Bisalen Santos Sarongelfeg Rosalind Bueno	Staff development Committee meeting Recommendation #6
9/08-9/11/08 Kosrae	Sernihda Eperiam	Site visit and training on the SIS Recommendation #6,
8/30-9/03/08 Chuuk	Francisco Mendiola	Assist with the generator problem at chuuk campus Recommendation #6
8/30-919/08 Kosrae, Chuuk and Yap	Jimmy Hicks	Provide training and presentation on governance and enrollment management and working with faculty and staff to develop assessment plans Recommendation #5,6
8/16-8/24/08 Yap	Jean Thoulag	Provide direction, recommendation for improvement in curriculum issues, course assessment etc. Recommendation #5
8/9-8/22/08 Chuuk and Yap	Arbel Ben	Assistance in the Chuuk registration of the Fall 08 using the SIS and do follow up on SIS training in Yap Recommendation #2,6
6/23-6/27/08 Chuuk	Spensin James Francisco Mendiola	To meet Governor Simina for Chuuk Campus permanent site and negotiate road access to the site Recommendation #6
6/17-6/27/08 Chuuk and Yap	Jimmy Hicks	Training on assessment plan and governance and development of assessment plans for chuuk and yap. Recommendation #3,4,5,and 6
6/3-6/19/08 Yap, Kosrae and Chuuk	Joey Oducado Gordon Segal	Provide Training to all the campuses on the Student Information System(SIS) Recommendation #6
5/10-5/16/08 Pohnpei	Nena Mike John Berger Kalwin Kephas Willer Benjamin Alvios William Peter Sisra Kind Kanto Alton Higashi Switer Eter Marcellus Akapito Joakim Peter Christopher Igem Mathias Ewarmai Shirley Jackson Benjamin Nailati Marcellino Jibemai Eric de Guzman	President's Retreat Recommendation #5, 6, and Commission Concern 1

SLO Activity Chart update as of October 2008 Instructional Programs							
Program	**Division**	**Campus**	**Semester**	**Outcome Assessed**	**Assessment Activity**	**Findings**	**Closing the Loop**
General Education Core	Language & Lit	National	Fall 06 & Spring 07	Communicate effectively in English, both in writing and speaking	Continuing with data collection to examine relationship, if any, between entrance essay score and success in subsequent ESL courses to assess if essay test scores rise after one semester of ESL?	Ongoing	Ongoing
General Education Core	Exercise and Sport Science	National & Pohnpei	Fall 06 & Spring 07	Describe the value of physical activity to a healthful lifestyle.	Imbedded test items.	Ongoing	Data will be analyzed in Spring 07 and recommendation provided.
General Education Core	Math & Natural Science	National	Fall 06	Define mathematical concepts, calculate quantities, estimate solutions, solve problems, represent and interpret mathematical information graphically, and communicate mathematical thoughts and ideas**.**	Item analysis of final exams with course outcomes mapped to program outcome and general education outcome	A 64% percent pass rate for the general education student learning outcome based on item analysis of final exams where items were mapped back to course outcomes.	Aggregating approach is probably not sustainable.
SC/SS 115 Ethnobotany	Math and Natural Science	National	Fall 06 & Spring 07	All course learning outcomes.	Portfolio of tests and material produced during courses. Materials presented on web pages at portal found at http://www.comfsm.fm/~leeling/ethnobotany/scss115_assessment63.html.	Ongoing	Forthcoming in spring 07

MS 150 Statistics	DNSM	National	Fall 06	All course level outcomes	Item analysis of final exams that are based on slo outcomes per course outlines	Student performance on basic statistics remains strong but graphing skills, interpretation of p-values, and making inferences.	Forthcoming in spring 07
3rd Year Certificate of Achievement in Teacher Preparation	Education	National	Fall 06 Spring 07	PLO Outcome #1, 3,5,6 7,8	Classroom observation using checklist, interviews with principals, survey of elementary students, item analysis of Education Testing Battery	Ongoing	Both AA and 3rd year programs under modifications to better align with Partnership BA in Elementary Education program with University of Guam and to provide students with courses rich in both content, theoretical foundations and methodology. Recommendation made to reduce number of program learning outcomes.
AA in Teacher Preparation	Education	National	Fall 06 Spring 07	PLO Outcome #3,5,6 7,8 PLO Outcome #2, 4	Observation, interviews, surveys and testing	Ongoing	See above
AS in Elementary Education	Education	Chuuk	July 06	Check program outcomes and courses for cohesion	Matrix alignment	Major requirements include 2 required electives and 3-5 ed. electives depending on state needs; however, there are no records or policy statements declaring	Ed. Div. of Chuuk Campus to submit to Curriculum Committee for its review and approval a list of courses in fulfillment both of required electives and of ed. electives

						which courses may be taken to fulfill the electives. Also the assessment matrix reveals that no course assists students in demonstrating mastery of four plo's.	depending on state needs. Such listed courses assist AS degree students toward demonstration of mastery of the plo's; designate SS 120 and EN/CO 205 as the 2 required electives in Chuuk's AS degree program. The courses for the 3-5 electives will be established as ED 212, ED 215, MS/ED 110, SC 110a, EN 208 and any ED/CD 100 course. Once MS/ED 200 is approved, it becomes one of the courses to fulfill the 3-5 electives.
All vocational programs		PNI	Fall 06 and Spring 07	Practice safety in the workplace	Instructor observation of students using checklist and rubrics for practical activities	Ongoing	Data will be analyzed in Spring 07 and recommendation provided.
AS in Hospitality and Tourism Management	Hospitality and Tourism	PNI	Fall 06 & Spring 07	Program Evaluation completed using Appendix T

Outcome 1 Explain the interdependent components of the international hospitality and tourism industry.

Program Outcome #5 Describe | Students are given an assignment to outline and explain in oral presentation the world wide tourism and hospitality delivery system. Rubric used for presentation. Final exam questions linked to outcome #1 | Ongoing | Based on program evaluation and recommendations, HTM program will recruit more aggressively and some of the HTM courses will also be offered at the national campus beginning fall 07 |

				tourism attraction support services and related business opportunities.			
AAS in Telecommunications Telephone Systems	Trade and Technology	PNI	Spring 06 & Fall 06	PLO # 1– Practice safety in the workplace. Outcome # 1 being assesses across all vocational courses Fall 06 – VEE 100, VEE 110; VEE 104:VEE 223;VEM 110;VTE 261; VTE 280; VSM 101; VSM 102; VEM 105; VEM 113; VEM 110	Observation checklist for safety Developed and revised rubric to Student outcomes for PLO # 1 Data for Fall 06 collected	Ongoing for Spring 07	Data will be analyzed in Spring 07 and recommendation provided
Certificate in Cabinet Making, and Building Maintenance		CHK	Spring 06	Program Evaluation using Appendix T.		Few students completed all requirements; students in program resisting taking CA 100 Computer Literacy and BU 097 Small Business to complete their program	Identified needs for better facilities and funding for tools, equipment and supplies; Consider program modification to address CA 100 and BU 097 matter.
Certificate of General Studies		CHK	Fall 06	Check program outcomes and courses for cohesion	Matrix alignment	Only 5 Gen. Studies courses encourage student learning in accordance with GS plo's. The certificate program requirements introduce plo's with almost no development and practice with feedback and with absolutely no	Proposed changes in PLO 1, 2, & 3. Curriculum Committee to consider and recommend for approval the 3 proposed changes in plo's to reflect the need of GS students to develop and practice with feedback and, in making such changes, to

						demonstration of mastery.	incorporate student learning activities that include M-level activities. Revise course outlines for SS 100 and SC 094. Replace SS 150 with a more appropriate course.
Intensive English initiative	English	CHK	Fall 06	Check program outcomes and courses for cohesion	Matrix alignment	No plo's were written for the Intensive English Instruction Report prepared by others and reported in the History of the Program section indicate poor student performance and success.	That COM-FSM re-assess its intent and purpose for sponsoring Intensive English Instruction; and if IEI is a program, that the Curriculum Committee develop a set of program learning outcomes appropriate at the level of developmental assistance.
Certificate of Bookkeeping	Business	CHK	Su 06	Check program outcomes and courses for cohesion	Matrix alignment	Plo does not achieve demonstration of mastery in any course; PLO2 does not achieve demonstration of mastery in any course. Assessment matrix shows certain courses need to be re-evaluated.	Continue research on what to do with PLO1 and related courses. Add a new course BK 097 to help students achieve mastery level with PLO2. Some courses are too narrow in course content. Change BU 097 with BU 099.

AS in Marine Science MR 120 Marine Biology	Natural Science and Math	National	Fall 06 and Spring 07	PLO # 5 Demonstrate a fundamental understanding of the biology and ecology of the major marine taxa MR 120 all course outcomes	Each test question coded to general/specific outcomes. Add total points students earned for each test question according to the weight assigned to the test question.	On going	Program modifications being considered to add more internship activities to link course content with practical application.
SC 111 Environmental Science	DNSM	National	Fall 06 & Spring 07	All course level outcomes	Test questions coded to general or specific outcomes. Add total points students earned for each question according to the weight assigned to the test question.	Reported in Sp 07 *% placed for a given outcome *how well students understood each outcome.	Ongoing

Administrative and Support Units
Assessment Plan

Office of the Vice President for Student Services	FY 2008 (10/1/07 – 9/30/2008)
Unit/Office/Program	**Assessment Period Covered**
( ) Formative Assessment	
(X) Summative Assessment	**Date Submitted**

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.
Strategic Goal (*which strategic goal(s) most support the services being provided*): **SPG2: Provide institutional support to foster student success and satisfaction.**   a. Promote strategic enrollment management for the College of Micronesia-FSM   b. Become more student-centered in the development of specific college system policies and procedures.   c. Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value.   d. Develop a student-friendly campus environment that encourages and enables student to be health conscious.

Administrative Unit/Program Mission Statement: The Office of the Vice President for Student Services promotes student success and supports student learning with an increased sense of value and importance it holds for the enhancement of all aspects of student life and learning at the College of Micronesia-FSM by: ▪ Offering high quality and accessible services that facilitate their transition or re-entry to College life and their progress through their studies, and to help them overcome obstacles that may impede their ability to have a successful and enjoyable student experience in a program at COM-FSM;   ▪ Interacting with the College as a whole and its various levels of governance (e.g., student leadership, [student government and clubs], cabinet, the committees, state campus directors, & student service coordinators) to assure and enhance the quality of student life;   ▪ Educating students to make seasoned and well-informed choices to acclimate students to the campus and surrounding community;   ▪ Providing information and assistance concerning academic policies, procedures, requirements, programs, and registration;   ▪ Serving as a campus information and referral agent; and   ▪ Promoting student engagement through student life programs.

Administrative Unite/Program Objectives:
Objective 1: Office of the VPSS will improve implementation and monitoring of the new tutoring program by establishing a set of qualification criteria and guidelines for hiring tutors; developing application forms for tutors and referral forms for tutees, and consulting with the program coordinators (DAP & Lead Counselor/Student Services Coordinators) on the tutoring program progress **Objective 2:** Office of the VPSS will review, update, strengthen and enforce all student services policies by having routine semester review of all policies; publicizing all policies in student handbook and the catalog; educating the college community; and work with staff to enhance the enforcement of the student services policies. **Objective 3:** Office of the VPSS will develop and implement the enrollment management and recruitment plan by using the Noel Levitz framework for developing Enrollment Management Plan; reviewing SIS for data, and using the Noel Levitz retention funnel approach.

Evaluation questions	Data sources	Sampling	Analysis
1. Did VPSS implement and monitor the new tutoring program?	Log sheets time sheets Instructors referral forms Contact hours	All intake and contact sheets in FY08	Descriptive statistics
2. Did VPSS review, update, and enforce the student services policies?	Printed pamphlets/brochures Surveys Records of disciplinary memos to students Disciplinary action memos Campus Security Policy Violation Citations Counseling records	Student records Counseling logs Citations	Descriptive statistics
3. Did VPSS develop and implement the enrollment and recruitment plan?	Enrollment plan Recruitment records/visits to schools/community Meeting minutes	All contact records Minutes Trip Reports	Descriptive statistics

Timeline

Activity	Who is Responsible?	Date
Data collection	VPSSO, Counselors, IRPO,	On going

	DAP	
Information Dissemination	VPSSO, SSC, DSL, Campus security, Counselors	After completion of data collection, assessment plan
Alcohol & betel nut, Admission Policies, Financial Aid Policies,	VPSS, College community, FAO, OAR, Admissions Board	On going
Enrollment/Recruitment Plan	VPSS, VPIA, IRPO	September 2008

Comments:

Administrative and Support Units
Assessment Report

VPSS
Unit/Office/Program
( ) Formative Assessment
(X) Summative Assessment

Fiscal Year 2008
Assessment Period Covered

Date Submitted

Administrative Evaluation Question (Use a different form for each evaluation question):
Did Vice President of Student Services review and update all student services policies?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success:
Printed materials: College of Micronesia-FSM General Catalog (2007-2009). All student services policies are itemized and illustrated.
Student Service Handbook/Planner (2008-2009) All student services policies are summarized in the handbook.

1a. Summary of Assessment Data Collected:
The current catalog (2,000 copies) was distributed to all campuses and given to all students during the orientation week.
The current handbook (500 copies) was distributed to all incoming freshmen during fall 2008 orientation.

1a: Use of Results to Improve Unit Services:
Plans to print more handbooks to be given to all campuses to be distributed to all students The handbook are printed in color this year to make it more appealing to students to use.
The Student Services Committee is currently reviewing the Alcohol, Betel Nut, Drug, and

Violence Policies for improvement.

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:
Surveys

1b. Summary of Assessment Data Collected:
No data

1b: Use of Results to Improve Unit Services:
Begin collecting data

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:
Records of disciplinary actions to students

1c. Summary of Assessment Data Collected:

Collection of data is on going

1c: Use of Results to Improve Unit Services:

Colleting and analyzing data

Administrative and Support Units
Assessment Report

VPSS	Fiscal Year 2008
Unit/Office/Program	**Assessment Period Covered**
( ) Formative Assessment	July 31, 2008
(X) Summative Assessment	**Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):

Did VPSS implement and monitor the new tutoring program?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success:
Log sheets/time sheets are used to keep track of the hours students being tutored

Instructors' referral forms are used to determine that the student is an at-risk student in the verge of being dropped out of the class and also to determine the classes or courses the student needs tutoring services.

Contact hours are the total number of hours the tutors spent in preparation for each tutoring session.

1a. Summary of Assessment Data Collected:

There were 14 tutors that tutored 173 students with 1,470 contact hours. The total number of instructors referred students was only 10. This means that we need to have more instructors referring students.

Additionally, there were two tutoring groups in MS096. Instructor conducted group tutoring in his classroom.

The following data shows the number of students being tutored from each state:

Date	*State*	*# of Tutees*
Oct 30-Dec 12, 2007	*Pohnpei*	*5*
Jan 27, 2008-May 3, 2008	*Pohnpei*	*31*
	Chuuk	*2*
	Kosrae	*1*
Jun 02, 2008-Jul 12, 2008	*Pohnpei*	*17*

The data below is from the National Campus. At this time, only Pohnpei Campus has implemented the tutoring program beside National Campus.

Date	# of Tutors	# of Tutees	# of Contact Hours	# of Instructor Referrals
10/30/07 to 12/12/07	4	36	77 hrs. & 57 min.	4
01/27/08 to 05/03/08	5	86	925 hrs. & 55 min.	2
06/02/08 to 07/12/08	5	51	466 hrs. & 10 min.	4
Total	14	173	1,470 hours & 2 min.	10

1a: Use of Results to Improve Unit Services:

Plans to work with instructors to refer more at-risk students.
Plans to do more advertising of the tutoring program on campus to attract more walk-in students.
Plans to implement the tutoring program at Yap, Chuuk, and Kosrae Campuses.

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:

1b. Summary of Assessment Data Collected:

1b: Use of Results to Improve Unit Services:

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:
1c. Summary of Assessment Data Collected:
1c: Use of Results to Improve Unit Services:

Administrative and Support Units
Assessment Report

VPSS	Fiscal Year 2008
Unit/Office/Program	**Assessment Period Covered**
( ) Formative Assessment	
(X) Summative Assessment	**Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):
Did Vice President of Student Services develop and implement the enrollment & recruitment plan?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success: Enrollment Management Plan – The Enrollment Management Plan Working Group was tasked to develop and implement the plan by the middle of September 2008. The work is in progress.
1a. Summary of Assessment Data Collected: See Meeting Minutes of August 1, 2008. Second meeting is scheduled to take place on August 15, 2008. The target is to meet every Friday to develop a draft plan.
1a: Use of Results to Improve Unit Services: The work is on going to develop and implement the Enrollment Management Plan.

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success: Recruitment records/visits to schools and communities

1b. Summary of Assessment Data Collected: Not sufficient data	

1b: Use of Results to Improve Unit Services: Data collection is on going	

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success: Meeting minutes

1c. Summary of Assessment Data Collected: Same as above
1c: Use of Results to Improve Unit Services: On going

Administrative and Support Units
Assessment Plan

Office of Admissions and Records	*SY 2005 - 2006*
Unit/Office/Program	**Assessment Period Covered**
(X) Formative Assessment	*January 29, 2008*
( ) Summative Assessment	**Date Submitted**

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.
Strategic Goal (*which strategic goal(s) most support the services being provided*): *Improve Admission, Registration and Record Management System in the Office of Admissions and Records.*

Administrative Unit/Program Mission Statement :

Administrative Unite/Program Objectives:
Process student admissions, registration and graduation.
Maintain and store accurate student records and file.
Maintain quality service to student, faculty, staff and the community.

Evaluation questions	Data sources	Sampling	Analysis
Did the OAR process student information request in a timely manner?	• *Transcript requests* • *Readmission*	• *All request for SY 2005 –*	• *Descriptive*

Evaluation questions	Data sources	Sampling	Analysis
	requests • Certification for graduation	2006	statistics
Did OAR maintain accurate student records?	• Student records processed for SY 2005- SY 2006 • Record accessed for transcript preparation • Report cards for SY 2005 – SY 2006	• Student records enrollment lists • Transcripts	• Descriptive statistics
What is the level of satisfaction of student, faculty, staff and community of OAR services?	• Registration and Orientation survey • Counter services customer survey	• All	• Descriptive Statistics • Content Statistics

Timeline

Activity	Who is Responsible?	Date
Process documentation for admission of new and returning students.	OAR Director and OAR staff	On going every semester
Certify graduating students for graduation.	OAR Director and OAR staff	May and December
Process and mail transcript request within 3 days.	OAR Director and OAR staff	On going every semester
Process at least 1,000 new student files and maintain all other student files.	OAR Director and OAR staff	On going every semester
Process and distribute at least 6,000 grade report card for all campuses per school year.	OAR Director and OAR staff	On going every semester
Process and mail at least 1, 600 transcripts.	OAR Director and Registrar	On going every semester

Institute costumer satisfaction survey	*OAR Director and Registrar*	*On going*
Participate in registration and orientation sessions to all incoming freshmen and transfer students	*OAR Director and Registrar*	*January, June and August*

Comments:

Administrative and Support Units
Assessment Report

Office of Admissions and Records   *SY 2005 - 2006*
    Unit/Office/Program   **Assessment Period Covered**
(   ) **Formative Assessment**   *January 29, 2008*
(   ) **Summative Assessment**   **Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):
Did OAR process student information requests in a timely manner?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):
1a. Means of Unit Assessment & Criteria for Success: *Transcript Request*
1a. Summary of Assessment Data Collected: *85% of transcript request processed and mailed within 3 days.*   *15% of transcript request processes and mailed after 3 days.(Incomplete admission requirements, No transcript fee, need to clear the outstanding balance)*
1a: Use of Results to Improve Unit Services: **SIS** *will help OAR to shorten the number of days in processing transcript.*   *Inform the State Campuses of returned transcript request and follow up monthly.*   *Train other staff to process transcript.*

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):
1b. Means of Unit Assessment & Criteria for Success: *Readmission requests*
1b. Summary of Assessment Data Collected: *95% of readmission request processed before registration.*   *5% of readmission request processed after registration (application submitted after the deadline)*
1b: Use of Results to Improve Unit Services: *Continue to process readmission request before semester begins.*   *Post announcement before deadline to inform returning students.*

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):
1c. Means of Unit Assessment & Criteria for Success: *Certification for graduation*
1c. Summary of Assessment Data Collected:

100% of application for graduation processed.
  80% of applicants for SY 2005-2006 graduation completed all academic requirements
  20% of applicants for SY 2005-2006 graduation did not satisfy academic requirements eg.
    Academic deficiencies and/or did not meet the Semester and CumGPA of 2.00 points.

1c: Use of Results to Improve Unit Services:
Advisor need to update students IDP's.
SIS will help the Advisors to access the academic record of their students.
Advisors should sign the application and prepare the initial evaluation.

Administrative and Support Units
Assessment Report

Office of Admissions and Records   *SY 2005 - 2006*
Unit/Office/Program   **Assessment Period Covered**
( ) **Formative Assessment**   *January 29, 2008*
( ) **Summative Assessment**   **Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):
Did OAR maintain accurate student records?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success:
Student records processed for SY 2005-2006

1a. Summary of Assessment Data Collected:
5,581 student records processed for SY 2005-2006.

1a: Use of Results to Improve Unit Services:
SIS will help OAR to improve the process of student records.
Compare hard copy(registration card) by random sampling against SIS.

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:
Record accessed for transcript preparation

1b. Summary of Assessment Data Collected:
1,619 transcript processed during SY 2005-2006

1b: Use of Results to Improve Unit Services:
SIS will improve the number of transcript process.

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:
Report cards for SY 2005-2006

1c. Summary of Assessment Data Collected:

5,581 report cards processed for SY 2005-2006

1c: Use of Results to Improve Unit Services: *SIS will help OAR to improve the processing of report cards. Currently, the CumGPA are manually calculated.*

Administrative and Support Units
Assessment Report

Office of Admissions and Records   *SY 2005 - 2006*

     Unit/Office/Program   **Assessment Period Covered**

( ) Formative Assessment   *January 29, 2008*

( ) Summative Assessment   **Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):   *What is the level of satisfaction of student, faculty, staff and community of OAR services?*

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success: *Registration and Orientation survey*
1a. Summary of Assessment Data Collected:
1a: Use of Results to Improve Unit Services:

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success: *Counter services customer survey*
1b. Summary of Assessment Data Collected:
1b: Use of Results to Improve Unit Services: *To have one Student Services customer services survey.*

Administrative and Support Units
Assessment Report

      Counseling Office   Fall2005-Spring2006

     Unit/Office/Program   **Assessment Period Covered**

( ) Formative Assessment   February 7, 2008

( ) Summative Assessment   **Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):

Did the counselors provide career guidance to students?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success: Monthly reports (2005-2006)
1a. Summary of Assessment Data Collected: 377 students from January 2005 to December 2006 were provided career information and guidance.
1a: Use of Results to Improve Unit Services: Based on the data, career guidance was provided to students, but there is a need to increase the number of students utilizing counseling services for career guidance purposes.

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:
1b. Summary of Assessment Data Collected:
1b: Use of Results to Improve Unit Services:

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:
1c. Summary of Assessment Data Collected:
1c: Use of Results to Improve Unit Services:

Administrative and Support Units
Assessment Report

Counseling Office	Fall2005-Spring2006
Unit/Office/Program	**Assessment Period Covered**
( ) **Formative Assessment**	February 7, 2008
( ) **Summative Assessment**	**Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):

Did the counselors provide career exploration opportunities to students?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success: Monthly reports (2005-2006)
1a. Summary of Assessment Data Collected: 377 students from January 2005 to December 2006 were provided career information and guidance.
1a: Use of Results to Improve Unit Services: Based on the data, career guidance was provided to students, but there is a need to increase the number of students utilizing counseling services for career guidance purposes.

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success: **Work preparedness Workshops.**
1b. Summary of Assessment Data Collected: No data available for 2005-2006
1b: Use of Results to Improve Unit Services: Workshops were conducted, but no assessment data available for 2005-2006.

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success: **Career Day activity(2005/2006).**
1c. Summary of Assessment Data Collected: 15 students participated in Career Day 2005 exploration activity. 50 students participated in Career Day 2006 activity.
1c: Use of Results to Improve Unit Services: There was a slight increase in student participation that may be due to different style of activity, but there is still a need to increase the number of participants in activity.

Administrative and Support Units
Assessment Report

Counseling Office	Fall2005-Spring2006
Unit/Office/Program	**Assessment Period Covered**
( ) **Formative Assessment**	February 7, 2008
( ) **Summative Assessment**	**Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):

What is the level of satisfaction of clients of counseling services?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success: **Client satisfaction survey.**
1a. Summary of Assessment Data Collected: No surveys were administered during this time.
1a: Use of Results to Improve Unit Services:

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:
1b. Summary of Assessment Data Collected:
1b: Use of Results to Improve Unit Services:

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:
1c. Summary of Assessment Data Collected:
1c: Use of Results to Improve Unit Services:

Administrative and Support Units
Assessment Plan

Counseling	Fall (Aug)2005 to Fall(Dec) 2006
Unit/Office/Program	**Assessment Period Covered**
( ) **Formative Assessment**	February 7, 2008
( ) **Summative Assessment**	**Date Submitted**

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal (*which strategic goal(s) most support the services being provided*):
    SPG2: Provide institutional support to foster student success and retention.
        1. Promote strategic enrollment management plan for the college.
        2. Become more student centered in the development of specific college system policies, and procedures.
        3. Promote timely college tenure and graduation of students with mastery of array of

	core learning objectives, including civic mindedness and self-value. 4. Develop a student-friendly campus environment that encourages and enables students to be health conscious.

Administrative Unit/Program Mission Statement :
The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues. The counseling division's services include:

> a. **Personal counseling**
> b. **Career counseling**
> c. **Alcohol counseling**
> d. **Academic counseling/advising**
> e. **Providing transfer information**
> f. **Providing scholarship information**
> g. **Providing work-preparedness information**
> h. **Coordinating workshops & awareness activities**

Administrative Unit/Program Objectives:

Objective 1: Provide counseling about alcohol use, career goals, and other issues impacting student studies.
Objective 2: Increase student awareness and knowledge through educational events and workshops.
Objective 3: Increase student use and contact rates of counseling services.

Evaluation questions	Data sources	Sampling	Analysis
Did the counselors provide career guidance to students?	Monthly reports (2005-2006)	Student visits	Descriptive
Did the counselors provide career exploration opportunities to students?	Monthly reports(2005-2006) Career Day activity2005-2006) Work preparedness workshops (2005-2006)	Student visits Number of activity participants.	Descriptive
What is the level of satisfaction of clients of Counseling Services?	Customer services survey	All visits	Descriptive

Timeline

Activity	Who is	Date

	Responsible?	
Monthly reports	Counselors	January 2005 – December 2006
Career Day	Counselors	September 15, 2005 & September 20, 2006
Work Preparedness Workshops	Counselors	February 2005 & February 2006

Comments:

<div align="center">

Administrative and Support Units
Mission and Objectives Development Worksheet

</div>

Counseling	**FY07-08**
Unit/Office/Program	**Assessment Period Covered**

( ) **Formative**

(X) **Summative**   **Date Submitted**

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.
Strategic Goal: **SPG2: Provide institutional support to foster student success and retention.**   5. **Promote strategic enrollment management plan for the college.**   6. **Become more student centered in the development of specific college system policies, and procedures.**   7. **Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic mindedness and self-value.**   8. **Develop a student-friendly campus environment that encourages and enables students to be health conscious.**

Administrative Unit/Program Mission Statement: The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues.   The counseling division's services include:
     a. Personal counseling
     b. Career counseling
     c. Alcohol counseling
     d. Academic counseling/advising
     e. Providing transfer information
     f. Providing scholarship information
     g. Providing work-preparedness information
     h. Coordinating workshops & awareness activities

Administrative Unit/Program Objectives:
Objective 1: Counseling office will provide substance abuse education through awareness activities, disciplinary counseling sessions, and distribution of educational pamphlets/brochures.

Objective 2: Counseling office will provide college survival skills to the students through orientation, workshops, academic advising, and personal counseling.
Objective 3: Counseling office will provide career counseling and education through career awareness activities, and resume/interview workshops.

Administrative and Support Units
Assessment Plan

Counseling Office

Unit/Office/Program

( ) **Formative Assessment**

(X) **Summative Assessment**

FY07-08

Assessment Period Covered

Date Submitted

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.
Strategic Goal: **SPG2: Provide institutional support to foster student success and retention.**   1. Promote strategic enrollment management plan for the college.   2. Become more student centered in the development of specific college system policies, and procedures.   3. Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic mindedness and self-value.   4. Develop a student-friendly campus environment that encourages and enables students to be health conscious.

Administrative Unit/Program Mission Statement :
 The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues.   The counseling division's services include:
       i.   Personal counseling
       j.   Career counseling
      k. Alcohol counseling
      l.   Academic counseling/advising
    m. Providing transfer information
     n. Providing scholarship information
     o. Providing work-preparedness information
     p. Coordinating workshops & awareness activities

Administrative Unit/Program Objectives:

Objective 1: Counseling office will provide substance abuse education through awareness activities, disciplinary counseling sessions, and distribution of educational pamphlets/brochures.

Objective 2: Counseling office will provide college survival skills to the students through orientation, workshops, academic advising, and personal counseling.

Objective 3: Counseling office will provide career counseling and education through career awareness activities, and resume/interview workshops.

Evaluation questions	Data sources	Sampling	Analysis
Did the counselors provide college survival skills to the students?	Monthly reports(Fall2007-Spring2008) Workshop surveys Early warning intervention (monthly report)	Student visits Number of activity participants.	Descriptive
Did the counselors provide career counseling and education?	Career Day activity2007 Work preparedness workshops Monthly reports (fall 07-spring 08)	All visits Activity participants	Descriptive
Did the counselors provide substance abuse education?	Monthly reports (Fall2007-Spring2008)	Student visits Activity participants	Descriptive

Timeline

Activity	Who is Responsible?	Date
New Student Orientation	Counselors	August 2007, January 2008
Monthly reports	Counselors	August 2007 to May 2008
Career Day	Counselors	September 2007
Work Preparedness Workshops	Counselors	February 2008
Transfer, Resume/Interview Workshops and Alcohol awareness	**Counselors**	**November 2007 February – May 2008**

Comments:

Administrative and Support Units
Assessment Report

Counseling Office

	FY07-08
Unit/Office/Program	**Assessment Period Covered**
( ) Formative Assessment	
(X) Summative Assessment	**Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):
Did the counselors provide college survival skills to the students?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success:
Monthly reports (Fall 07 to Spring 08)

1a. Summary of Assessment Data Collected:
The monthly reports showed the number of students utilizing the counseling services in areas to assist them with retention and graduation. The following are the numbers: 97 students attended academic advising sessions, where the counselors assisted them with course selection, and making academic decisions. 53 students came to see the counselors for personal reasons affecting their studies. 76 students came to see the counselors for assistance with transferring procedures and information. 172 financial aid appeals written for students placed on financial aid suspension. A total of 398 students were provided college survival skills in forms of academic advising, personal counseling, financial aid appeals and transfer assistance.

1a: Use of Results to Improve Unit Services:
Counseling office will need to find the reason(s) for so many financial aid suspensions, and to help decrease the number of students in this situation by early intervention. *Reasons behind so many financial aid appeals were due to excessive absences as a result of personal problems, distractions, and change of major, students were placed on financial aid suspension.*

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:
Test anxiety workshops Surveys (October 30-31, 2007, November 29, 2007)

1b. Summary of Assessment Data Collected:
Three anxiety workshops were conducted for students throughout the fall semester. Two were done before mid-term examinations, and one before final examinations. **67 students attended workshop on conquering test anxiety.** **55 students strongly agreed that the workshop was well organized and informative.** **10 students agreed that the workshop was well organized and informative.** **2 students disagreed that the workshop was well organized and informative.** **Other workshop topics students were interested in includes: Time and money**

management, stress, peer pressure anger management, family planning, & self-esteem.

1b: Use of Results to Improve Unit Services:
The counseling office will need to work with other offices to get more student participation in workshops. Although the feedback from those few that attended the workshops, the counseling office will need to come up with ways to see if the workshops have any impact on students' performance.
　　Increase number of student participation in workshops.
　　Impact of workshops will need to be explored.

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:

1c. Summary of Assessment Data Collected:

1c: Use of Results to Improve Unit Services:

Administrative and Support Units
Assessment Report

Financial Aid Office

Unit/Office/Program ( ) **Formative Assessment** (**X**) **Summative Assessment**	**Assessment Period Covered** 2006-2007

Article I. Date Submitted

Administrative Evaluation Question (Use a different form for each evaluation question):
4. . Did Financial Aid Office maintain accurate student records?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success :

　Student records are maintained in alphabetical order in locked file cabinets in the Financial Aid Office. A student record is started for each new applicant, is identified by the first year of application and maintained with cumulative applicant material until three years from the last application activity or three years from the date the student completes his/her program of study. Student files are kept at the National campus, filed separated by campus attended.

　Financial Aid Office uses the following document to measure the success of the evaluation question 4.

- FAO records

1a. Summary of Assessment Data Collected:

National Campus

Enrollment	1068
Pell Recepients	950
Non Pell	118
FAS	69
Part Time failed	49
to file FAFSA	

Chuuk Campus

Enrollment	725
Pell Recipients	555
Non Pell	168
FAS	95
Failed to file FAFSA	73

Pohnpei Campus

Enrollment	710
Pell	585
Non Pell	125
FAS	60
Failed to apply	65

Kosrae Campus

Enrollment	322
Pell	223
Non Pell	99
Teacher paid by DOE	34
FAS	25
Failed to file FAFSA	40

Yap Campus

Enrollment	327
Pell	259
Non Pell	68
Teacher paid by DOE	46
FAS	22

1a: Use of Results to Improve Unit Services:

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:

2006-2007 Audit Report

1b. Summary of Assessment Data Collected:

Part I - Summary of Auditors' Results

1. The Independent Auditors' Report on the financial statements expressed an unqualified opinion.

2. No significant deficiencies in internal control over financial reporting were identified.

3. Instances of noncompliance considered material to the financial statements were not disclosed by the audit.

4. No significant deficiencies in internal control over compliance with requirements applicable to major federal awards programs were identified.

5. The Independent Auditors' Report on compliance with requirements applicable to major federal award programs expressed an unqualified opinion.

6. The audit disclosed no findings required to be reported by OMB Circular A-133.

7. COM-FSM's major programs were:

CFDA Number	Name of Federal Program or Cluster
U.S. Department of Education:	
	Federal Student Aid Cluster:
84.063	Federal Pell Grant Program
84.033	Federal Work-Study Program
84.007	Federal Supplemental Opportunity Grant

See

1b: Use of Results to Improve Unit Services:

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:
1c. Summary of Assessment Data Collected:
1c: Use of Results to Improve Unit Services:

Administrative and Support Units
Assessment Report

Financial aid Office

Unit/Office/Program	**Assessment Period Covered**
( ) Formative Assessment	2006-2007 to 2007-2008
(X) Summative Assessment	

Article II. Date Submitted

Administrative Evaluation Question (Use a different form for each evaluation question):

1. Did Financial Aid Office process student financial aid awards in a timely manner?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success :

The purpose of financial aid at COM-FSM is to assist COM-FSM students with financial need in meeting the costs associated with attaining a college education. Given the philosophy of the Board of Regents of COM-FSM that no qualified student be denied admission to COM-FSM solely because of lack fund, an effort will be made by the Financial Aid Office to assist all qualified students with financial need to cover the costs of their education. Financial Aid Office uses the following documents as the means of assessing the success of the first evaluation question.

- FAO records
- OAR records
- Financial statements from students & parents
- Personal documents needed for awards

- Institutional financial aid form

- US FAFSA
- Policies & procedures
- OAR grade records
- Enrollment lists

1a. Summary of Assessment Data Collected:

SY 2007-2008

	# of Records National	**National**	**Chuuk**	**Pohnpei**	**Kosrae**	**Yap**
9/24/2007		543,730.00				

263 records were completed and processed and total payment of pell to National Campus students end of September was slightly higher than what was paid to students for the same period last school year.

	# of Records National	**National**	**Chuuk**	**Pohnpei**	**Kosrae**	**Yap**
10/4/2007		181,147.00				
10/5/2007				365,074.00		
10/12/2007		86,266.00				
10/16/2007				80,274.00		
10/17/2007			74,348.00			
10/17/2007		78,319.00				

Date					
10/18/2007			208,500.00		
10/23/2007	69,025.00				
10/25/2007			120,142.00		
10/31/2007	17,240.00				
10/31/2007				64,661.00	
Pell Payment	431,997.00	74,348.00	773,990.00	64,661.00	
Record Processed	485	38	368	36	

At the end of October a total of 927 records were processed and a total payment of pell was 1,888,726.00. This amount is higher than what was paid to students for the same period last school year which was 1,722,357.50

Date					
11/5/2007 13	167,019.00				
11/5/2007 14		64,653.00			
11/5/2007 15				131,905.00	
11/9/2007 16		146,006.00			
11/9/2007 17				39,282.00	
11/14/2007 18	78,748.00				
11/19/2007 19	81,179.00				
11/19/2007 20			91,573.00		
11/19/2007 21					90,287.00
11/19/2007 22		54,416.00			
11/19/2007 23				7,005.00	
11/22/2007 24					119,622.00
11/22/2007 25		73,273.00			
11/22/2007 26			32,871.00		
11/22/2007 27	12,392.00				
11/23/2007 28					37,715.00
Pell Payment	339,338.00	338,348.00	124,444.00	178,192.00	247,624.00
Record Submitted	712	198	460	147	113

At the end of November a total of 1,614 records were processed and a total payment of pell was 3,116,672.00. This amount is higher than what was paid to students for the same period last school year which was 2,698,105.50

Date					
12/5/2007 29	93,206.00				
12/5/2007 30			42,562.00		
12/5/2007 31					44,182.00
12/5/2007 32				10,239.00	
12/5/2007 33		83,512.00			
12/10/2007 34	29,571.00				
12/10/2007 35			6,465.00		
12/12/2007 36		78,661.00			
12/12/2007 37			58,724.00		
12/12/2007 38	60,881.00				
12/12/2007 39				9,699.00	
12/13/2007 40	4,310.00				
12/13/2007 41			4,849.00		
12/13/2007 42				2,155.00	
12/18/2007 43	51,922.00				

Date					
12/18/2007 44			3,232.00		
12/18/2007 45				1,617.00	
12/18/2007 46					4,850.00
12/18/2007 47		4,311.00			
12/20/2007 48		10,775.00			
12/20/2007 49	24,245.00				
12/20/2007 50		59,266.00			
12/20/2007 51					3,233.00
12/20/2007 52			2,155.00		
12/21/2007 53	4,310.00				
12/26/2007 54	23,705.00				
12/26/2007 55			2,155.00		
12/27/2007 56		2,155.00			
12/27/2007 57			6,465.00		
12/28/2007 58				6,466.00	
12/28/2007 59		2,694.00			
12/28/2007 60			2,155.00		
1/7/2008 61	2,155.00				
Pell Payment	292,150.00	241,374.00	128,762.00	30,176.00	52,265.00
Record Processed	856	292	526	159	142

At the end December a total of 1,975 records were processed and a total payment of pell was 3,863,554.00. This amount is higher than what was paid to students for the same period last school year which was 3,623,740.50

Date					
1/17/2008 62					2,155.00
1/31/2008 63	867,929.00				
2/1/2008 64	153,369.00				
2/15/2008 65	367,843.00				
2/18/2008 66			723,419.00		
2/19/2008 67					223,376.00
2/25/2008 68				187,476.00	
2/26/2008 69	44,178.00				
2/29/2008 70	1,616.00				
3/4/2008 71	13,057.00				
3/4/2008 72			25,232.00		
3/4/2008 73					23,706.00
3/5/2008 74		469,815.00			
3/5/2008 75	17,237.00				
3/5/2008 76			4,310.00		
3/5/2008 77					1,078.00
3/10/2008 78	17,977.00				
3/10/2008 79		60,884.00			
3/14/2008 80	25,321.00				
3/14/2008 81			2,693.00		
3/14/2008 82				539.00	
3/27/2008 83	4,848.00				
3/27/2008 84			40,608.00		
3/28/2008 85	15,086.00				
3/28/2008 86				45,804.00	

Date	No.					
4/3/2008	87		70,585.00			
4/3/2008	88	8,620.00				
4/3/2008	89					33,945.00
4/4/2008	90	15,085.00				
4/4/2008	91			332.00		
4/10/2008	92	4,622.00				
4/10/2008	93					3,772.00
4/10/2008	94				5,927.00	
4/14/2008	95	11,853.00				
4/17/2008	96		13,469.00			
4/17/2008	97			26,401.00		
4/17/2008	98	3,772.00				
4/17/2008	99				2,155.00	
4/18/2008	100		13,469.00			
4/22/2008	101			2,695.00		
4/22/2008	102					1,078.00
4/23/2008	103		38,253.00			
4/23/2008	104	1,078.00				
4/23/2008	105					3,233.00
4/25/2008	106		6,465.00			
4/25/2008	107				1,615.00	
4/25/2008	108			8,624.00		
4/30/2008	109		10,775.00			
5/7/2008	110			6,466.00		
5/7/2008	111		34,482.00			
5/7/2008	112	26,400.00				
5/7/2008	113				538.00	
5/13/2008	114		7,543.00			
5/13/2008	115	8,620.00				
5/13/2008	116					4,310.00
5/14/2008	117					4,310.00
5/16/2008	118	6,465.00				
Pell Payment Record Processed Spring		**1,909,281.00**	**725,740.00**	**969,542.00**	**244,054.00**	**353,228.00**

> At the end of Spring 08 a total of 1,785 records were processed and a total payment of pell was 7,590,067.00. This amount is higher than what was paid to students for the same period last school year which was 7,414,899.50

Summer 2008

Date	No.					
5/20/2008	119			6,465.00		
5/21/2008	120	2,155.00				
5/21/2008	121				4,312.00	
5/21/2008	122			1,078.00		
5/22/2008	123		15,088.00			
5/22/2008	124					4,310.00
5/23/2008	125				3,773.00	
5/29/2008	126			539.00		
6/24/2008	127	60,000.00				
6/25/2008	128			31,790.00		

6/25/2008 129	32,982.50				
6/27/2008 130	22,099.00				
6/27/2008 131			14,190.00		
7/2/2008 132	24,853.00				
7/2/2008 133				31,784.00	
7/9/2008 134	13,758.00				
7/10/2008 135			5,390.00		
7/10/2008 136					2,155.00
7/11/2008 137				1,617.00	
7/14/2008	18,328.00				
7/14/2008			11,858.00		
7/17/2008	15,630.00				
7/17/2008					37,116.00
7/17/2008		34,489.00			
7/23/2008			5,357.00		
7/23/2008		10,240.00			
7/23/2008				7,540.00	
7/28/2008					54,977.00
		18,860			
Pell Payment	189,805.50	76,677.00	76,667.00	49,026.00	98,558.00

Unduplicated
count of record
processed

School Year 2006-2007

9/12/2006 1	205,896.00				
9/15/2006 2	90,113.00				
9/20/2006 3	115,426.50				
9/25/2006 4	49,338.00				
9/25/2006 5		56,701.00			
9/28/2006 6	79,913.00				
	540,686.50	56,701.00			
10/2/2006 7	91,471.00				
10/9/2006 8	45,538.00				
10/9/2006 9				32,909.00	
10/10/2006 10	63,109.00				
10/13/2006 11			110,871.00		
10/16/2006 12			228,312.00		
10/16/2006 13	37,970.00				
10/16/2006 14		61,260.00			
10/17/2006 15			56,202.00		
10/20/2006 16			167,298.00		
10/25/2006 17	63,286.00				
10/26/2006 18	38,984.00				
10/29/2006 19	66,503.00				
10/31/2006 20		61,257.00			

Date						
		406,861.00	122,517.00	562,683.00	32,909.00	
11/1/2006	21	27,338.00				
11/2/2006	22			84,678.00		
11/2/2006	23					129,231.00
11/6/2006	24				70,888.00	
11/6/2006	25	104,014.00				
11/7/2006	26					12,150.00
11/7/2006	27	16,707.00				
11/7/2006	28				48,103.00	
11/13/2006	29			3,544.00		
11/16/2006	30	87,584.00				
11/16/2006	31			38,546.00		
11/21/2006	32	68,851.00				
11/21/2006	33			115,407.00		
11/21/2006	34					49,617.00
11/23/2006	35			10,634.00		
11/23/2006	36				20,760.00	
11/28/2006	37			34,934.00		
11/28/2006	38	8,713.00				
11/28/2006	39		3,544.00			
11/28/2006	40					40,505.00
		313,207.00	3,544.00	287,743.00	139,751.00	231,503.00
12/4/2006	41	88,920.00				
12/4/2006	42			20,756.00		
12/4/2006	43					3,545.00
12/4/2006	44		111,377.00			
12/6/2006	45	18,708.00				
12/6/2006	46					2,025.00
12/6/2006	47		182,252.00			
12/6/2006	48			2,531.00		
12/7/2006	49			32,909.00		
12/7/2006	50		65,307.00			
12/7/2006	51	5,063.00				
12/13/2006	52				68,281.00	
12/13/2006	53	42,528.00				
12/13/2006	54		86,953.00			
12/13/2006	55					24,303.00
12/13/2006	56			4,051.00		
12/21/2006	57			39,997.00		
12/21/2006	58	13,670.00				
12/21/2006	59		4,050.00			
12/29/2006	60		32,908.00			
12/29/2006	61			30,377.00		
12/29/2006	62				6,075.00	

Date	No.	Col1	Col2	Col3	Col4	Col5
12/29/2006	63	1,013.00				
12/29/2006	64		3,544.00			
1/3/2007	65		15,254.00			
1/3/2007	66	19,238.00				
		189,140.00	501,645.00	130,621.00	74,356.00	29,873.00
1/26/2007	34 Adjust.					506.00
2/13/2007	67	663,261.00				
2/14/2007	68				147,761.00	
2/16/2007	69	384,456.00				
2/26/2007	70	137,504.00				
3/6/2007	71		572,580.00			
3/9/2007	72			623,504.00		
3/12/2007	73	39,994.00				
3/13/2007	74					221,748.00
3/14/2007	75	92,645.00				
3/14/2007	76			15,824.00		
3/23/2007	77	4,557.00				
3/23/2007	78			27,019.00		
3/26/2007	79		74,419.00			
3/26/2007	80			24,807.00		
3/29/2007	81	32,905.00				
3/29/2007	82		55,688.00			
3/29/2007	83			20,250.00		
3/29/2007	84	1,519.00				
4/4/2007	85			31,894.00		
4/4/1987	86	5,062.00				
4/9/2007	87	4,050.00				
4/11/2007	88				9,620.00	
4/11/2007	89					30,380.00
4/11/2007	90			20,253.00		
4/12/2007	91	29,364.00				
4/17/2007	92	21,089.00				
4/17/2007	93		102,772.00			
4/19/2007	94			6,581.00		
4/23/2007	95					57,725.00
4/23/2007	96				13,164.00	
4/23/2007	97			5,569.00		
4/23/2007	98	38,708.00				
4/25/2007	99		31,896.00			
4/26/2007	100	8,100.00				
4/26/2007	101			3,543.00		
4/26/2007	102					6,078.00
5/1/2007	103				30,848.00	
5/1/2007	104		22,782.00			
5/1/2007	105					11,138.00
5/1/2007	106	5,063.00				

Date					
5/1/2007 107			3,543.00		
5/3/2007 108		15,605.00			
5/3/2007 109				5,270.00	
5/8/2007 110	8,100.00				
5/8/2007 111				6,583.00	
5/8/2007 112		28,351.00			
5/8/2007 113					2,025.00
5/8/2007 114			3,544.00		
5/14/2007 115				6,582.00	
5/16/2007 116		48,096.00			
5/16/2007 117					8,101.00
5/16/2007 118	18,733.00				
5/18/2007 119		54,677.00			
5/18/2007 120				21,266.00	
5/18/2007 121					2,025.00
5/18/2007 122			2,025.00		
5/21/2007 123		30,375.00			
5/23/2007 124				19,239.00	
5/23/2007 125	4,050.00				
5/23/2007 126			19,239.00		
5/30/2007 127			5,063.00		
	1,499,160.00	1,037,241.00	812,658.00	260,333.00	339,726.00

Summer 2007

Date					
5/30/2007 128				2,025.00	
6/5/2007 129		26,832.00			
6/5/2007 130	2,531.00				
6/5/2007 131				1,519.00	
6/14/2007 132		7,088.00			
7/2/2007 133			29,571.00		
7/5/2007 134				27,834.00	
7/9/2007 135	86,376.00				
7/9/2007 136					40,016.00
7/9/2007 137				30,877.00	
7/17/2007 138					36,467.00
7/23/2007 139	12,487.00				
7/23/2007 140				7,087.00	
7/23/2007 141					4,558.00
7/23/2007 142			4,052.00		
7/24/2007 143		95,682.00			
7/26/2007 144			3,038.00		
7/31/2007 145				506.00	
	101,394.00	129,602.00	36,661.00	69,848.00	81,041.00

1a: Use of Results to Improve Unit Services:

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:
1b. Summary of Assessment Data Collected:
1b: Use of Results to Improve Unit Services:

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:
1c. Summary of Assessment Data Collected:
1c: Use of Results to Improve Unit Services:

Administrative and Support Units
Assessment Plan

Article III.   Financial Aid Office

Unit/Office/Program	**Assessment Period Covered**
( ) Formative Assessment	
( ) Summative Assessment	**Date Submitted**

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in

the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal (*which strategic goal(s) most support the services being provided*): Goal #2 Provide institutional support to foster student success and satisfaction.

Administrative Unit/Program Mission Statement : COM-FSM Financial Aid Office supports the mission statement of the College and the Student Services. The primary mission of the Financial Aid Office is to administer all financial aid programs, federal or local in compliance with applicable law and regulations and maintaining integrity, accuracy and timeliness in the delivery of financial assistance to all students admitted to COM-FSM,

Administrative Unite/Program Objectives:

Objective 1: Provide accurate financial aid information to students and parents in a timely way so they can plan for a college education.

Objective 2: To process all financial aid documents in a timely way

Objective 3: Provide training to all financial aid personnel on all campuses to ensure accurate processing of financial aid documents

Objective 4: Provide training to students and parents t o assist them in submitting accurate and complete forms

Evaluation questions	Data sources	Sampling	Analysis
1. Did Financial Aid Office process student financial aid awards in a timely manner?	• Financial statements from students & parents • Personal documents needed for awards • Institutional financial aid form • US FAFSA • Policies & procedures • OAR grade records • Enrollment lists • Student change	All awards for SY 2005 – 2006	• Descriptive statistics • Content statistics

Evaluation questions	Data sources	Sampling	Analysis
	information • Letters of acceptance		
2. What is the level of satisfaction of student, faculty, staff and community of Financial Aid office services?	• Registration & orientation survey • Counter services customer survey • Focus group • CWS survey both students & employers	• All • Focus group sample	• Descriptive Statistics • Content Statistics
3. Do Financial Aid Office staff have the technical skills to process awards in a timely manner?	• Training log (in house, travel, web based, etc.) • Satisfaction survey	All	• Descriptive Statistics • Content Statistics
4. Did Financial Aid Office maintain accurate student records?	• FAO records • OAR records • Business Office reports	All records SY 2005 – 2006	Descriptive statistics

Timeline

Activity	Who is Responsible?	Date
Provide COM-FSM financial aid documents on the college website	FAO and IT staff	On-going
Make available FAO documents at all FAO Offices of the COM-FSM	FAO staff	COM-FSM system wide
Conduct one FAFSA on the Web training to high	FAO staff, High	March of every

counselors	School counselors	year

Comments:

Administrative and Support Units
Assessment Report

(Trio) Student Support Services Program   Academic Year 2007-2008
Unit/Office/Program   **Assessment Period Covered**
( ) Formative Assessment
(x) Summative Assessment   **Date Submitted**

Administrative Evaluation Question (Use a different form for each evaluation question):
Has SSSP screen, select, and identify 160 eligible participants, and assess the need for academic support services upon Fall semester 2007?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):
1a. Means of Unit Assessment & Criteria for Success: *Application Form & Screening Tool*
An application form and Selection Tool is used to determine that at least 67% of participants to be low-income & first generation, and remaining 33% to be either low-income, first generation, or low-income with disabilities. These tools also use for providing the demographic data on the 160 students served by the program.

1a. Summary of Assessment Data Collected: *The use of application form and screening criteria provided the necessary information to determine the eligibility of students enrolling into the SSS program.*
There were128 applications received and processed by the end of August 2007:
  a. *Of the 128 applications submitted 114 met the eligibility requirements while 14 did not.*
  b. *Due to limited space in the program, 45 were placed on Waiting List.*
  c. *Of the total 160 eligible current and new participants; 138/86% are Low-income & first generation while 22/14% were low-income, first gener/disability*
  d. *Demographic: students from Chuuk State= 29, Pohnpei State=98, Kosrae State=10, Yap State=23, Gender: Female=93, Male=67 Class Level: Freshmen= 113, Sophomore=47*

1a: Use of Results to Improve Unit Services:
--Plans to improve the processes of dissemination about the program and recruitment processes to attract more participation of students from the other respective states of Chuuk, Kosrae & Yap.
--Redesigned current plan to increase enrollment of students with either low-income, first generation, or low-income with disability challenges

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):
1b. Means of Unit Assessment & Criteria for Success: *The Needs Assessment Survey* is designed to assess the need for the academic support services of 100 percent of the (160) participants within 30 days of their acceptance into the program. The Needs Assessment Survey tool is the one used for this process and NOT the *Individual Action Plan mentioned in the Assessment Plan.*

1b. Summary of Assessment Data Collected: The Needs Assessment Survey assessed the students' need for academic support. The survey has 5 sections: **Section I-Academic** *Needs shows that 136/85% of students need academic support in improving study skills, 135/84% -in counseling/academic advising on educational plans, & 133/83% - in obtaining tutorial assistance. And, 95/59% of students showed the least of academic need is in the area of learning*

how to use or improve library skills and 51/32% of students in getting oriented to the campus.
Section II-Financial Needs – *shows that 156/91% need more information about financial aid and other scholarships; 125/78% need assistance when applying for financial aid; and 123/77% need to learn how to budget and spend money wisely.*
Section III – Career Planning Needs – *shows that 135/84% of students need assistance in developing job seeking skills such as job interview & resume writing; 123/77% need help in identifying career areas which fit their skills, abilities and interests; 99/62% - need help in clarifying their life & career goals.*
Section IV – Personal Needs – *123/77% shows the need for learning how to better decisions and improving problem solving skills; 114/71% need help in developing and demonstrating positive attitudes and self confidence; 104/65% in handling stress and anxiety; and the least personal need shows 98/61% - joining campus clubs/organizations.*
Section V – Accommodation for Disability Needs - *none*

1b: Use of Results to Improve Unit Services:
-Plans to continue to provide quality academic support services.
-Plans to increase academic workshops specifically on Stress, Anxiety & Attitude
-Plans to increase from 2 to 4 Study Skills workshop per semester.
-Plans to improve the process of helping students clarifying career goals early on in their first year of college.

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success: Interview Question Tool –
--The implementation of this new tool began Fall 2007, and this tool is administered during the intake process which entails the following: a) a set of questions are given to incoming students upon enrolling into the program; b) responses and comments by students show the intent and interest for participating in the program; c) This interview process address all component of the program therefore involves all SSSP staff members: Director, Academic and Financial Aid Counselors, Mentoring Specialist, and Administrative Assistant; d) two specific questions on weaknesses & strengths asking subject matters.
--The interview process also serves as mechanism to identify the academic and personal weaknesses and strengths of students prior to acceptance into the program.

1c. Summary of Assessment Data Collected:
There were 78 eligible students that went through the interview process and 100% expressed their need and interest for enrolling into this program. Generally, the outcome showed a satisfactory rating on all the questions. Of the 78, the table below shows the number of those students with weaknesses in general Math and English, but the rest is with various subject areas.

Gender	Weakness in Mathematics (general)	Weakness in English (writing /comprehension)
Female	24/31%	22/43%
Male	12/15%	16/21%

1c: Use of Results to Improve Unit Services:
--Plans to continue providing tutoring sessions, counseling and advising, and mentoring.
--Plans to devise a better tool to use for monitoring and tracking the students' progress to improve the retention and graduation rate of the above students.

Administrative and Support Units
Assessment Report

Student Support Services Program	September 2007-August 2008
Unit/Office/Program	**Assessment Period Covered**

( ) Formative Assessment
(x) Summative Assessment

Date Submitted

Administrative Evaluation Question (Use a different form for each evaluation question):

How many student participants still enrolled in the program? Program projected 55% of participants will persist from 2007-2008.

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success: *COM-FSM Official Enrollment List.*

1a. Summary of Assessment Data Collected: Based on the 2004 cohorts the persistent rate showed that 88% are still enrolled in the program (140 out of 160)

1a: Use of Results to Improve Unit Services:
--Plans to continue providing quality of services to students in the areas of advising, counseling and mentoring by revising the strategies used in advising, counseling and mentoring.
--Plans to continue monitoring students' academic progress

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:

1b. Summary of Assessment Data Collected:

1b: Use of Results to Improve Unit Services:

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:

1c. Summary of Assessment Data Collected:

1c: Use of Results to Improve Unit Services:

Administrative and Support Units
Assessment Report

Student Support Services Program	September 2007-August 2008
Unit/Office/Program	**Assessment Period Covered**

( ) Formative Assessment
(x) Summative Assessment

Date Submitted

Administrative Evaluation Question (Use a different form for each evaluation question):

Has student participants maintain good academic standing by the end of the academic year 2007-2008? Yes, 89%/141 of participants were placed on good academic. (The projection is 85%)

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success: *COM-FSM students' Official Grade Reports. The use of this tool is also aimed at determining the retention and graduation rates of participants.*

1a. Summary of Assessment Data Collected:
Below is the Cumulative Grade Point Average for academic year 2007-2008. The table below shows the number of participants placed in each GPA category (unofficial cum GPA). Generally, those students that fall below 2.00 cum GPA are ones that do not actively utilize the support services offered. The students who are in good academic standing are more likely to persist in and graduate then their peers   who are not in good standing

Cumulative GPA	No. of Participants
Below 2.00	19
2.01-2.50	38
2.51-3.00	53
3.01-3.50	49
4.00	2

1a: Use of Results to Improve Unit Services:
--Plans to increase the number of participants in each GPA category by improving the services
  in tutoring and by using intrusive advising.
--Plans to identify and report on those that received tutorial and advising/counseling.
--Plans to monitor progress and/or intervene early on in the semester.
--Plans to report the demographic on the following: gender, state, class level & major
--Plans to continue providing the support services designed for students to enhance their academic
performance and specifically, by assisting those below 2:00GPA and those in the 2:01-2.50 GPA bracket

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:

1b. Summary of Assessment Data Collected:

1b: Use of Results to Improve Unit Services:

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1c. Means of Unit Assessment & Criteria for Success:

1c. Summary of Assessment Data Collected:

1c: Use of Results to Improve Unit Services:

Administrative and Support Units
Assessment Plan

SS Residence Hall   FY 2008
Unit/Office/Program   **Assessment Period Covered**
(X) Formative Assessment
(X) Summative Assessment   **Date Submitted**

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.
Strategic Goal (*which strategic goal(s) most support the services being provided*):

Administrative Unit/Program Mission Statement (*First present a philosophical statement related to your units/program/office followed by a listing of the services you provide*):
Historically diverse, uniquely Micronesia and globally connected, the COM-National Residence Hall is a continuously improving living and learning space. The Residence Hall management is committed to provide a clean, safe and secure living space with complimentary learning tools and social programs for the enjoyment and personal development of all COM resident students.

Administrative Unite/Program Objectives:
Objective 1: Provide clean living environment.
Objective 2: Provide safe/secure living environment.
Objective 3: Provide supplementary learning tools.
Objective 4: Provide appropriate social activities.

Evaluation questions	Data sources	Sampling	Analysis
Are the Residence halls clean?	NIHCO Janitorial services daily employee time sheets.	Simple documentation. Student satisfaction survey.	descriptive
Are the Residence halls safe and secure?	Campus security daily employee time sheets.	Simple documentation. Student satisfaction survey.	descriptive
Are the RH's equipped with supplementary learning tools?	Tutors daily time sheets, tutor center sign in log book. Computer lab log book.	Simple documentation. Student satisfaction survey.	descriptive
Does the RH's provide and promote appropriate social activities and personal development programs?	Residence Hall weekly/monthly planned activity. Non program DSO activity approved requests. Non COM	Simple documentation. Student satisfaction survey.	descriptive

Evaluation questions	Data sources	Sampling	Analysis
	sponsored activities invitation log book.		

Timeline

Activity	Who is Responsible?	Date
Survey administration	Residence halls staff	Semester mid break
Survey analysis	IRPO	Semester mid break
Evaluation of Residence halls	Residence halls staff/ residents	Move out. End of semester
Evaluation analysis	IRPO	Semesterly
Document review (log, roster, etc.)	Residence Halls	weekly
Draft report	Residence Halls	Mid break
Final report	Residence Halls	End of semester

Comments:

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Administrative and Support Units
Assessment Plan

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Health Service _____   FY 2008 _____
Unit/Office/Program: **Assessment Period Covered**
( ) **Formative Assessment**   February 07,2008 _____
( ) **Summative Assessment**   **Date Submitted**

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.
Strategic Goal (*which strategic goal(s) most support the services being provided*):   SG 2: Provide institutional support to foster student success and satisfaction   2d: Develop a student friendly campus environment that encourages and enables students to be health conscious

Administrative Unit/Program Mission Statement : (Student Service Department Mission Statement)

Administrative Unite/Program Objectives:
Objective 1: The dispensary will provide a wide variety of quality health care services in basic first aid care including assessment and treatment of minor acute and chronic illnesses, family planning, health care maintenance, personal and health-related counseling, health education awareness and referrals.

Objective 2: The dispensary will increase students and staff awareness of health-related issues/problems through educational activities/events.

Evaluation questions	Data sources	Sampling Approach	Analysis
1. Did the dispensary provide a wide variety of health care services to meet student and employee basic health needs?	● Daily log of visits ● Family Planning log book ●Diabetes/Hypertension & Health Maintenance log book ● Immunization log book ● Individual student & employee health records	All records, students & employees	Descriptive Analyses
2. Does the dispensary provide a wide variety of educational activities that promote awareness on health issues or problems	● Student Service/Dispensary calendar of activities ● Daily log of visits ●Diabetes/Hypertension & Health Maintenance log book ● Immunization log book ● Orientation Survey (Q#12	All records, students & employees	Descriptive & Content Analyses
3. What is the level of student and employee satisfaction with the services and activities provided by the dispensary	● Client Satisfaction Survey	All students & employees	Descriptive & Content Analysis

Timeline

Activity	Who is Responsible?	Date
Orientation Survey	IRPO staff	Fall semester
Family Planning individual presentation pre/post test	Nurse, SSSP staff & IRPO staff	Sept-annual
Diabetes & Hypertension Screening Evaluation Survey	Nurse, Pohnpei Public Health staff & IRPO staff	November-annual
HIV/AIDS individual presentation pre/post test	Nurse, SSSP staff & IRPO staff	October 23 & 26-annual
World Aids Day Activity Evaluation Survey	Nurse, members of WAD committee & IRPO staff	December-annual

Leprosy Awareness Activity Evaluation Survey	Nurse, Pohnpei Public Health staff & IRPO staff	Jan-annual
TB Awareness Activity Evaluation Survey	Nurse, Pohnpei Public Health staff & IRPO staff	March-annual
Health Fair Activity Evaluation Survey	Nurse, members of Health Fair committee & IRPO staff	April-annual
Client Satisfaction Survey	Nurse, members of the Health Fair committee & IRPO staff	April-annual

Comments:

Administrative and Support Units
Assessment Plan

Recreation and Sports	FY 2008
Unit/Office/Program	**Assessment Period Covered**
(X) Formative Assessment	September 10, 2008
(X) Summative Assessment	**Date Submitted**

Institutional Mission/Strategic Goal:
Mission: To enrich the educational experiences of tertiary students through sports and recreation in the FSM.

Strategic Goal (*which strategic goal(s) most support the services being provided*):
  SPG2: Provide institutional support to foster student success and retention.
       9. Promote strategic enrollment management plan for the college.
      10. Become more student centered in the development of specific college system policies, and procedures.
      11. Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic mindedness and self-value.
      12. Develop a student-friendly campus environment that encourages and enables students to be health conscious.

Administrative Unit/Program Mission Statement :
The Department of Student Services promotes student success and supports student learning with an increased sense of value and importance this mission holds for the enhancement of all aspects of student life and learning at the College of Micronesia-FSM by: ▪ Offering high quality and accessible services that facilitate their transition or re-entry to College life and their progress through their studies, and to help them overcome obstacles that may impede their ability to have a successful and enjoyable student experience in a program at COM-FSM;

- Interacting with the College as a whole and its various levels of governance (e.g., student leadership, [student government and clubs], cabinet and the committees) to assure and enhance the quality of student life;
- Educating students to make seasoned and well-informed choices to acclimate students to the campus and surrounding community;
- Providing information and assistance concerning academic policies, procedures, requirements, programs, and registration;
- Serving as a campus information and referral agent; and
- Promoting student engagement through student life programs.

Administrative Unit/Program Objectives:
Objective 1: The recreation and sports office will provide a wide and appropriate series of activities and services to students, staff and the community.
Objective 2: : Maintain sports/activities and provide quality services to foster students, staff and faculty satisfaction.

Evaluation questions	Data sources	Sampling	Analysis
Are there a wide range of recreation and sports activities and services provided for students, staff and community as planned?	• Log book for sport equipment • Reports of activities • List of sports clinics conducted	Review of logs, lists, reports, etc. (stratified)	Descriptive statistics Content statistics
What is the level of student and staff satisfaction with the gym and recreation?	• Recreational survey (Q. 15) • Interviews	Survey of students and staff (stratified)	Descriptive statistics Content Statistics
Does the recreation and sports encourage student, staff and the community to participate in college tournaments?	• Email invitations • Flyers	Review of emails, flyers, etc. (full census)	Descriptive statistics

Timeline

Activity	Who is Responsible?	Date
Survey administration	Recreation	April 14 – 18, 2008
Survey analysis	IRPO	April 28 – 30, 2008
Interview	Recreation	[Suggestions?]
Evaluation of Gym as a meeting venue	Recreation / host	Last day of meeting
Evaluation analysis	Recreation / IRPO	A week after meeting
Document review (log, rosters, etc.)	Recreation	Weekly

Draft report	Recreation	Sept. 8 – 12, 2008
Final report	Recreation	Sept. 15 – 19, 2008

Section 3.01 Mission and Objectives Development Worksheet #1
Administrative and Support Units

Student Services- Yap Campus

Unit/Office/Program

Fall 2008 – Spring 2010

Assessment Period Covered

June 24, 2008

Date Submitted

Institutional Mission/Strategic Goal:
Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal (*which strategic goal(s) most support the services being provided*):
2. Provide institutional support to foster student success and satisfaction.
#9. Provide for continuous improvement of programs, services and college environment.

Administrative Unit/Program Mission Statement (*First present a philosophical statement related to your units/program/office followed by a listing of the services you provide*
Mission: To foster student success and satisfaction at Yap Campus by providing learning centered student services: • Maintain and manage student records • Provide personal, academic, and financial aid advisement   Workshops to students • Provide tutoring services to all students • Promote college programs through recruitment efforts at the high schools, communities, agencies, organizations, groups, and other stakeholders. • Plan and conduct testing of students (e.g., COMET, Placement Test) • Plan, coordinate, and hold registration at the beginning of each semester. • Conduct advisement and financial aid workshops to advisors (faculty & staff). • Promote personal growth and enrichment through extracurricular activities, such as

cultural trips, sport events, seminars on study skills, time management, setting priorities, Job Fair, etc.

- Provide basic health care and increase understanding and practice of healthy lifestyles.

- Plan and coordinate each semester an Award Day for students, faculty, and staff.

- Hold a graduation ceremony at the end of each summer.

- Assist students to actively participate in decision making affecting the college and full participation in college life.

- Hold student orientation at the start of each semester to increase students' awareness of college's policies, regulations, and procedures.

Administrative Unit/Program Objectives:

Objective 1: Increase enrollment through development and implementation of enrollment management plan.

Strategy 1: Improve and implement recruitment plan (schools, communities, youth clubs, agencies and organizations).
- i)   High schools, grades 9 – 12
- ii) Communities
- iii) Youth clubs / groups
- iv) Government agencies
- v)   Other organizations

- Campus brochure, posters, Island Chat, public announcements, newsletter, Yap Campus web page.

2: Establish linkages with relevant agencies, such as DOE, Youth Services, R&D, DHS, Admin. Services.
- i) Work closely with high school counselors to assist seniors in completing all documents for admissions
- ii) Work closely with R & D, Scholarship Office
- iii) Work closely with Youth Services to disseminate information about COM-FSM programs and services to all youth groups in Yap State.
- iv) Work closely with Admin Services - government agencies capacity building

Objective 2: Increase retention rate through enhanced counseling, tutoring program and campus

life activities.

Strategy 1: Improve and provide, at least 2 x per semester, academic advisement trainings to all advisors

2: Provide training in counseling skills to all student services staff and advisors

3: Work with Instructional to have training in active and cooperative learning techniques provided to all tutors

4: Make improvements to the tutorial program to ensure increased participation by students.

5: Develop and implement a campus life plan (sports, culture, fun & educational activities.)

Administrative Objectives Should be Constructed Based on *Currently* Existing Services:

Name of Unit will	Provide	Name of Current Service
	Improve	
	Decrease	
	Increase	
	Provide quality	
	etc. (see Bloom's taxonomy)	

| Client | … will be satisfied with | Name of Current Service |

Students attending	AES Services	Verb+ objective
	Tutoring	Improve
	Academic Advising	Increase
	Workshops will	Understand
	Counseling Services	Etc.
	Etc.	

COLLEGE OF MICRONESIA – FSM
Integrated Planning, Evaluation and Resources Allocation System

Community Stakeholders Engagement

LONG RANGE PLAN
- Purpose, Vision, Mission
- Long Term Goals and Objectives
- Multi-Year Financial Plan

ADJUST / DEVELOP ANNUAL IMPROVEMENT PLAN
- Performance Budget
  - Standards
    - Outcomes Statements
    - Outcomes Measures
- Projects
- Work Plan
  - Standards
  - Projects
  - Values

5

1

3 – 5 YEARS COM-FSM STRATEGIC & TECHNICAL PLANS (Technology Plan, Facilities Plan, etc)

ANNUAL EVALUATION AND REPORTING
- Program and campus Evaluation & report out
- Individual Performance Evaluation

Note: Include timeline for results to be available for use in the budget development process / annual review & update of strategic plan

INSTITUTIONAL ASSESSMENT
(Course and program evaluation based on student learning outcomes, institutional effectiveness indicators, general and specific surveys, etc.)

ANNUAL IMPROVEMENT PLAN
- Performance Budget
  - Standards
    - Outcomes Statements
    - Outcomes Measures
- Projects
- Work Plan
  - Standards
  - Projects
  - Values

2

4

ACTIONS STEPS (IMPLEMENTATION)
- Values & Beliefs
- Trainings / Development

3