

Follow-Up Report

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



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March 15, 2011

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Statement of Report Preparation

The College of Micronesia – FSM (COM-FSM) thanks the Commission for giving us the opportunity to submit this Follow-Up Report. This report was prepared under the direction of Mr. Spensin James, COM-FSM President and worked on by a group designated by the President.

The Accreditation Liaison Officer (ALO) received the commission action letter of June 30, 2010 and immediately sent communications about the action letter to the President's Cabinet which consists of the president, vice presidents for administrative services, instructional affairs, student services, and cooperative research and extension, the Faculty and Staff Senate president, Student Body Association representative and campus directors.

President James and the ALO then created working groups for each recommendation. The working groups provided materials for sections of this report for final compilation by the ALO. The college community was made aware of the nature of the June 30, 2010, action letter through a Presidential Update #339 and through the state campus directors.

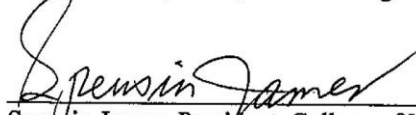
This report was presented to the Board of Regents for review on March 9, 2011. With this statement, we certify to the best of our knowledge that this report was prepared according to the specifications outlined in the action letter.

Signed:

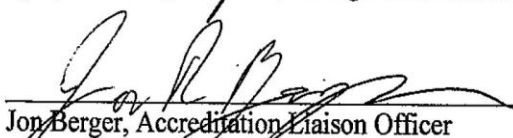
Signed:



Kasio E. Mida, Chair, Board of Regents



Spensin James, President, College of Micronesia-FSM



Jon Berger, Accreditation Liaison Officer

COLLEGE OF MICRONESIA – FSM FOLLOW-UP REPORT
MARCH 15, 2011

Introduction

A ten-member accreditation team visited the College of Micronesia–Federated States of Micronesia (COM-FSM) from March 8 through March 12, 2010 for the purpose of evaluating how well the institution is achieving its stated mission, analyzing how well the college is meeting the commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

After examining evidence, interviewing college personnel and students, and discussing the findings in light of the 2002 Standards of the Accreditation Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, the accreditation evaluation team made observations and recommendations to ACCJC. The commission then acted to **issue Warning** (action letter dated June 30, 2010) and directed the College of Micronesia - FSM to correct the deficiencies noted.

This report identifies and describes resolutions to each of the six (6) commission recommendations. The sections of the standards, which were cited in each commission recommendation, are the criteria for discussion for each recommendation. This report also analyzes the resolutions to date, and makes known additional plans for improvement. In the analysis section, evidence is referenced or discussed directly.

All six recommendations are structured to respond directly to the immediate requirements to identify resolutions to parts of the WASC standards which were cited in each recommendation.

College of Micronesia – FSM
Process Timeline

March 12, 2010	ACCJC team concludes visit
April 16, 2010	Receipt of ACCJC visiting team report
May 2010	Team report circulated to all members of the college
June 30, 2010	Receipt of ACCJC Action Letter
July 2010	President & Cabinet discuss initial actions to recommendations COM Comprehensive Master Plan Development dialogue started
August 2010	New ALO starts
Fall 2010	COM-FSM Governance Policy Survey conducted
Sept 22–24, 2010	College President’s Retreat Work on long-term plans continues
October 2010	ALO attends WASC Level II workshop
Nov 1-3, 2010	Budget 2012 Development & Streamlining Workshop
November 2010	Web assistant hired on special contract for web site updating.
December 2010	Start of weekly meetings to bring individual plans together into one comprehensive master plan
January 2011	Comprehensive Master Plan completed. Circulated to stakeholders for review and comment.
Jan 7, 2011	Action plan for implementing the Streamlining recommendation
Jan 11, 2011	Cabinet approves Total Cost of Ownership form
January 2011	Governance Policy Evaluation Report completed for review
March 11, 2011	COM/FSM Board approval of Follow-Up Report
March 15, 2011	Follow-Up Report due to ACCJC

Recommendation #1 Improving Institutional Effectiveness and Leadership and Governance

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

Visiting Team Findings and Evidence:

College efforts to develop a broad dialogue around student learning and institutional processes continue to be hampered by distance, time, and technology. Other communication issues also limit participation. The team found that buy-in from some constituent groups is negatively affected by their belief that the committee structure and the organization structure itself result in a perceived lack of opportunity for meaningful input from the various key internal stakeholders. A good example referenced in the self-study and confirmed in team meetings on site is the organizational change that excludes State Campus Directors from agenda setting and voting on president's cabinet items. The exclusion of the State Campus Directors from the decision-making is seen as contrary to promoting meaningful involvement and institutional effectiveness (I.B.4).

Resolution

A. OUTCOME: In depth Governance Policy Evaluation completed.

As a response to WASC recommendations #1 and #9, a sub-committee was formed to study the college committee structure and participation. (This committee was made up of the following: 1VP, 1 Faculty rep, 1 rep. for all campuses, 1 Business Office rep., 1 DCR, and 1 rep from the Office of the President.) The committee had the IRPO conduct an online survey for the governance policy in October, 2010. Please see the *Governance Policy Evaluation* for results of this survey. The committee also requested recommendations on committee structure from the various committees of the college.

In November 2010, the Committee Review sub-committee compiled the recommendations. These recommendations, along with the governance survey results were compiled by the IRPO office into the Governance Policy Evaluation Report.

This report represents a formal evaluation of the COM-FSM governance policy. The report structure is based on the college's Institute Assessment Plan (IAP) process. The attached governance policy assessment plan is the IAP worksheet 2 and the assessment report itself is presented using the IAP Worksheet #3 format.

- B. The College of Micronesia - FSM faces the challenge of having campuses separated by hundreds of miles of Pacific Ocean. As a result, it relies heavily on both email and voice over IP (VOIP). Services necessary for effective communication were hampered by very slow internet connections. Recently, a high-speed fiber optic submarine cable was laid between Guam and Pohnpei. The college took advantage of this opportunity by doing the following:
1. OUTCOME: One project to resolve Recommendation #1 was to connect the COM-FSM National campus to the new fiber-optic ring on Pohnpei, thus allowing for greatly increased capacity in internet bandwidth for improved delivery of important internet services to further enhance the communication pathways between campuses.
 2. OUTCOME: A second resolution was focused on the state campuses. FSM Telecom's new tariff rates allowed the College of Micronesia - FSM to purchase increased bandwidth at all state campuses. The college took action to make changes that have doubled the bandwidth capacity from 512 KB per second to 1 MB per second for each state campus.

The College of Micronesia - FSM has improved communication across the institution not merely by improving the use of telecommunication, but also by improving dialogue across the college and with the community by implementing methods that promote meaningful dialogue that encourages different points of view and fosters interaction among all stakeholders.

- C. OUTCOME: More purposeful dialogue among college stakeholders at President's retreat.

A third resolution was to make changes to the President's Retreat. This is an annual event for the college. Who is invited to retreats?...faculty, staff, & students from every campus, FSM government stakeholders, and other stakeholders from the community. (Due to travel costs, not all faculty, staff, & students can attend) Normally, the President's Retreat agenda was very focused and did not allow individual departments the chance to meet. Now, the college has set aside a specific time slot for departments (Academics, Finance, IT, etc) to meet. This allows Faculty, Staff & students from all campuses, as well as outside stakeholders, the chance to come together to have purposeful dialogue on key issues specific to that department. One major result is the short term and long term planning that took place. Integrated plans, along with the college's Master plan development started here at the President's Retreat.

- D. OUTCOME: State campus directors have voting rights on Cabinet.

A fourth resolution was to give state campus directors agenda setting and voting rights on president's cabinet items. This action restores previously held authority by state campus directors, referred to as being lost in the visiting team report.

E. OUTCOME: Increased Board communication with stakeholders.

A fifth resolution was that Board members are to communicate with stakeholders in their FSM state in a more proactive manner. At the December Board of Regents reflection meeting (just prior to the Board meeting), it was agreed upon that Board members must be more proactive in communicating with upper level stakeholders of the college.

F. OUTCOME: Increased communication with Alumni and community.

1. A sixth resolution is to have alumni more involved in college affairs. The college performed a survey with alumni to ask various questions. In the November-December college newsletter, a survey for alumni was advertised. The survey was conducted online.
2. In August 2010, the college set-up a Facebook account; which now has a growing following of alumni and members of the Micronesian community. The college is very aware that social media is strong with today's students. It is believed that having this Facebook account will increase student, alumni, and community communication with the college. The college is striving to evolve its communication efforts to ensure broad-based participation.

Analysis

A. Major recommendations from Governance Evaluation Report:

The revised committee structure enhances participatory decision making to meet institutional needs.

1. Improve standing committee structure and participation at all campuses by:
 - a. Establishing a common time for class schedules across all campuses to allow increased faculty input
 - b. Monitoring and report quality of state campus access to VOIP andlluminate sessions for committee meeting
 - c. Provide funding for FSM Telecommunications based teleconferences for all standing committee members at state campuses
 - d. Establish standing committee meeting sites at all campuses:
 - i. Provides quiet, comfortable meeting space
 - ii. Is equipped with both phone line & VOIP connection
 - iii. Provides access to computer, Internet access and smart board/LCD projector
 - e. Provide for committee forums or other means of asynchronous communication and structured discussions on topics of interest to the committee.

- f. Establish a critical documents depository on the college web site for easy access
2. Incorporate into performance management work plans and evaluation key performance indicators for:
 - a. Committee Leadership
 - i. Communications
 - ii. Agenda development and dissemination
 - iii. Posting of minutes on web site
 - iv. Quality of meetings
 - b. Members
 - i. Participation in committee meetings
 - ii. Information dissemination
 - iii. Preparation for meetings
3. To improve transparency of decision making, adopt a formal decision making approach for the college such as PDCA (plan, do, check, act- see <http://www.answers.com/topic/pdca> for additional information) or other structured approach to decision making
4. Conduct formal periodic evaluation of the college's governance structure at the institution and committee level
5. Revise the committee structure and membership taking into account:
 - a. Requirements of the AACJC accreditation standards calling for wide participation (note: the different views of the national and state campuses on participatory decision making has to be resolved – ACCJC evaluation report places an emphasis on the voice of state campus faculty being heard - Regardless of structure ensure full participation of state campuses in committees) in decision making
 - b. Role of the college's master plan approval and implementation for committees
 - c. Clearly defined roles in decision-making of:
 - i. Faculty
 - ii. Staff
 - iii. Students
 - iv. administrators
 - v. taking into account what is a committee function versus an administrative function
 - d. impact of the structure and membership on improving:
 - i. communications,
 - ii. participatory decision-making and
 - iii. understanding of roles and responsibilities
6. Provide ongoing training for chairs and committee members in roles and responsibilities and conducting good meetings and establishing dialogue among committee members
7. Enhance dissemination of reports on enrollment, student achievement and other critical information and data for the college and improve design, analysis and timeliness of surveys (including an increased emphasis on focus

groups), program assessment and program review information the college needs for evidence based decision making

The revised committee structure creates an effective conduit for improving system communications.

1. Identify specific roles of faculty, staff, students and administrators in decision making at the college with emphasis on understanding the roles of committees for:
 - a. Planning and tracking of results and improvement through assessment and resource allocation
 - b. Identify key performance indicators for communications and information dissemination and incorporate into work planning and performance evaluation
2. Post committee minutes on the college's web site or a secure site that is password assessable to faculty, staff, students, and administrators
3. Provide monthly summaries of committee actions for the college community and quarterly summaries for stakeholders
4. Provide forum(s) or social media sites to encourage exchange of information and dialogue across the college
5. To improve transparency of decision making, adopt a formal decision making approach for the college such as PDCA (plan, do, check, act- see <http://www.answers.com/topic/pdca> for additional information) or other structured approach to decision making
6. Enhance dissemination of reports on enrollment, student achievement and other critical information and data for the college and improve design, analysis and timeliness of surveys (including an increased emphasis on focus groups), program assessment and program review information the college needs for evidence based decision making
7. Provide training in
 - a. Micronesian culture and communication patterns and develop mechanisms that document all faculty, staff, students and administrator views.
 - b. Ongoing training for chairs and committee member in effective dialogue as opposed to discussion
 - c. Evidence based decision making

Participants in the revised committee structure demonstrate an understanding of roles and responsibilities of faculty, students, staff in governance of the college.

1. Incorporate the roles and responsibilities of committee chair, members and support staff into the college's new work planning and performance evaluation system including:
 - a. Roles for information dissemination
 - b. Meeting attendance and preparation
2. Provide ongoing training for committee chairs and members in
 - a. Communications and information dissemination
 - b. Conducting effective meetings (as per Mary Allen's materials and with understanding of Micronesian culture, learning styles and compunctions

- patterns) with emphasis on creating dialogue among all faculty, staff, students, administrators and stakeholders
- c. Micronesian culture, learning styles and patterns of communication

Please see the Governance Policy Evaluation Report at this web site -

[Governance-Policy-Evaluation](#)

Also see Appendix 9A – Excerpt from Governance Policy Evaluation Report

- B. A contract has been written with FSM Telecom to purchase increased bandwidth for the college. All state campuses now have increased bandwidth up to 1Mb. Also, a fiber optic line was brought up to the COM-FSM National campus in the form of a buried cable. The final connection to the cable is to be made in April. This should greatly enhance the communication pathways between campuses.
- C. Over 140 faculty, staff, students, and outside stakeholders attended the 3 day President's Retreat. A common theme for the retreat was to offer opportunities for the college community and stakeholders to share views and thoughts regarding critical issues facing the College. Breakout sessions were held to discuss the current mission, values and objectives of the college and what changes might be considered best for the college's future. Additional sessions were devoted to action steps needed to meet accreditation concerns and for developing a comprehensive master plan for the college. Much good dialogue was achieved, mostly on comprehensive planning. A rough outline of the Academic Master plan was achieved, as well as rough outlines of plans such as Finance, Facilities, and Technology. The main outcome achieved was the wonderful participative dialogue amongst stakeholders and their input into the framework of the integrated plans of the college.
- D. State campus directors now have agenda setting and voting rights on president's cabinet items. These include: Kosrae campus Director, Pohnpei campus Director, Chuuk campus Director, Yap campus Director, and FMI campus Director (see Appendix 9C for a listing of members of the Cabinet).
- E. The directives of the December Board meeting and the official minutes of the September meeting were sent to the Regents to personally deliver them to the leadership of their states. They used this opportunity to dialogue with the leadership. Members of the Board are to give their communication report at the March 2011 Board meeting. Evidence of approved meeting minutes will be available at a later time.
- F. 35 alumni responded to the online survey. Alumni survey results – 94.4% of respondents would recommend the college to family members or friends. 50% of respondents rate the college as moderate to high with respect to college community presence. 42.8% rate the college as high to significant the college's online environment and news.

The College's Facebook listing continues to grow. The alumni group now has 304 members. Many students and alumni are now using this social media sight. Pictures of college events are posted. News about upcoming events is posted. The web site is used to reach out to students, faculty, staff, and stakeholders of the college.

Evidence

- [Governance-Policy-Evaluation web link](#)
- Appendix 1B - Contract with FSM Telecom
- Appendix 1C - President's Retreat agenda
- Appendix 1F - Alumni survey results
- Appendix 9C – Listing of Cabinet voting members
- College FaceBook page [facebook - College of Micronesia - FSM](#)

Additional Plans

- A. The college will conduct governance assessment based on the college's Institute Assessment Plan (IAP) process. (Fall 2011 – implementation, Spring 2012 – assessment)
- B. Technology assessment – is the increased bandwidth effective? This should be answered as part of Technology plan assessment. (Fall 2011)
- C. Next President's Retreat – (Fall 2011)
 - Survey effectiveness of breakout sessions.
 - Dialogue, evaluation, changes to the various plans of the college.
- F. Perform another Alumni survey and try focus groups – (Fall 2011)
Town Hall style meetings – for one constituency group at a time – (Fall 2011)

Recommendation #2 Improving Institutional Effectiveness

To fully meet this standard, the team recommends that the various plans of the college be integrated into the development of a comprehensive long-range educational master plan that is linked to and includes a long-range budget plan (IB4, III.D).

Team Findings and Evidence

The college partially meets the requirement of Standard I.B. Improving Institutional Effectiveness. The college has made remarkable progress in the development and use of plans, data collection, and evaluation. The next step is to draw together the various independent plans into a comprehensive educational master plan, and to use the comprehensive plan to align long-term institutional needs with long-term budget planning.

The team found that for the most part the college is operating at the proficiency level of the Commission Rubric for Evaluating Institutional Effectiveness – Part II: Planning of institutional effectiveness. The missing part is that the institution has yet to integrate its various plans into a comprehensive plan to achieve its broad educational purposes.

Resolution

OUTCOME: Instructional Master Plan created.

The college's new Instructional Master Plan provides the framework for improvement of instruction and its impact on learning. The instructional master plan is the critical component for driving decisions at the college for finances, facilities, IT, etc. All plans are now linked as part of the master plan. The college is in a unique position. While it in many ways functions as a normal community college, it is the institution of higher education in the FSM (a small island developing state) and has major roles in meeting the FSM's workforce development and economy development needs. The plan addresses the need for improving the quality and impact of instruction in a time when both internal and external factors are affecting the college.

Program reviews are an important part of the college's master plan. Program reviews link into the various plans of the college and are evaluated and analyzed by the appropriate committees. At the present time, program reviews are occurring on a yearly basis.

Implementation of the college master plan and its components are based on the concept of work planning and performance evaluation based on key performance indicators. Components of the master plan are analyzed for what must occur in the upcoming year and work planning and key performance indicators are established for Vice Presidents.

Analysis

Plan Analysis & Evaluation Using Institutional Assessment Plan (IAP) Process:

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

Evidence

- Appendix 2A – excerpt from Instructional Master Plan
- Appendix 2B - Integrated Planning, Evaluation and Resources Allocation Chart
- Instructional Master Plan [COM-FSM-Master-Plan](#)

Additional Plans

- Instructional Master plan to be reviewed at next President's Retreat (Fall 2011).

Recommendation #6 Physical Resources

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

Team Findings and Evidence

There is no specific plan that prepares the college for the total cost of ownership of existing or new capital improvements. This constitutes an unfunded future liability in maintenance, operations, staffing, and utilities costs that are evident in the existing buildings and will continue and be exacerbated by the new construction. The recent allocation for campus maintenance will remedy some of the poor conditions and disrepair, but history does not support the sustainability of this effort.

Resolution

OUTCOME: Facilities and Campus Environment Plan created.

OUTCOME: Total Cost of Ownership form created.

OUTCOME: Facilities Cost Benefit Analysis form created.

The Facilities and Campus Environment Plan for the college provides direction in providing the facilities and campus environment that is conducive to student learning.

Over the period of many months the college developed this plan, along with others, so that they all link to the college's instructional master plan. Key features of the plan include two new forms: Total Cost of Ownership Calculation Form and Facilities Cost Benefit Analysis form. In a January 2011 Cabinet meeting, it was decided to adopt and use these forms.

This plan is designed to provide increased rigor in analysis and decision-making regarding facilities needs for new construction and upkeep and maintenance of existing structures and grounds.

Critical issues that are addressed in this plan include:

- Aligning facilities master plan to the instructional master plan
- Determining total cost of ownership of new construction including:

- Operations (annual costs – additional)
 - Utilities
 - Maintenance
 - Insurance
- Setup
 - Cost of furniture
 - Cost of equipment
 - Additional costs for setup (wiring, renovation, etc.)
- Depreciation
- Conducting cost benefit analysis that take into account internal and external trends affecting the college¹ including:
 - Trends in the FSM economy
 - Migration of FSM citizens and impact on population in each state
 - Patterns in FSM ECE - 12 enrollment
 - College readiness of potential students
 - US military recruitment of college age students
 - Graduation, transfer and placement rates
 - Retention rates
 - College enrollment trends

Analysis

Plan Analysis & Evaluation Using Institutional Assessment Plan (IAP) Process:

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

Evidence

- Appendix 6A – Excerpt from the Facilities plan
- Facilities & Campus Environment plan...as part of the Master plan
 - [Facilities-and-Campus-Environement-Plan](#)
 - Appendix 2B - Integrated Planning, Evaluation and Resources Allocation Chart
- Appendix 6B - Total Cost of Ownership form
- Appendix 6C - Facilities Cost Benefit Analysis form

Additional Plans

- Total Cost of Ownership form to be tried out on a current project and be evaluated (Summer 2011).
- Facilities Cost Benefit Analysis form to be tried out on a current project and be evaluated (Summer 2011).
- Facilities and Campus Environment committee to review and assess the facilities part of the Instructional Master plan on a yearly basis (Fall 2011).
- Facilities Plan to be reviewed at the President's Retreat (Fall 2011).

Recommendation #7 Technology Resources

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

Team Findings and Evidence

The college partially meets the requirements of Standard III.C. Technology Resources.

The technology resources available at each college campus are used to improve institutional effectiveness and student learning programs and services. For all COM-FSM has done to assure that any technology support it provides is guided by its goals to improve institutional communication and to support student learning, due to no fault of its own, the institution still suffers from an extremely poor Internet connection. The unreliable connectivity frustrates the institution's ability to effectively communicate or to utilize technology support to develop or enhance its education programs and services. COM-FSM has appropriately advocated for improved service and remains hopeful that the new cable to Pohnpei will increase Internet performance by freeing up satellite bandwidth (III.C.1, II.C.2).

With expected better Internet connectivity, the college should continue to build a comprehensive, up-to-date web site that accurately presents the college's programs, activities, services, and contact information designed to enhance programs and service (III.C, III.C.1, III.C.1a-d).

Resolution

OUTCOME: Technology Plan created.

The Technology Plan was developed as a sub-plan of the COM-FSM Instructional Master Plan that identifies the technology needs of the institution and suggests strategies for aligning resources to meet those requirements. The Technology Plan supports the COM-

FSM Instructional Master Plan and also supports and provides links to the facilities, finance, staff development, and all other plans of the college.

Analysis

Plan Analysis & Evaluation Using Institutional Assessment Plan (IAP) Process:

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

Evidence

- Appendix 7A – Excerpt from Technology plan
- Appendix 2B - Integrated Planning, Evaluation and Resources Allocation Chart
- Technology Plan.....as part of the Instructional Master Plan
[Technology-Plan](#)

Additional Plans

- The Technology committee will review and assess the Technology part of the Instructional Master Plan on a yearly basis using key performance indicators on the plan (Fall 2011).
- Technology Plan to be reviewed at the President's Retreat (Fall 2011).

Recommendation #8 Financial Resources

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

Team Findings and Evidence

The college partially meets the requirements of Standard III.D. Financial Resources.

The overarching recommendation to improve institutional effectiveness, including the effective allocation of all resources—physical, technological, human and fiscal—is referenced in Standard I, Recommendation 2. Institutional Effectiveness. It is

recommended that the college integrate all of its various plans into a comprehensive educational master plan and that this integrated plan should be linked to a budget plan.

The institution has made significant progress in its resource planning and budgeting since the last accreditation visit. Many of the standard requirements are in place, and once the full cycle of implementation and assessment is completed and the results are used to develop the next budget that is linked to an integrated comprehensive educational master plan, the college is expected to demonstrate that it fully meets and will sustain compliance with the requirements of this standard.

Resolution

OUTCOME: Long-term Financial Plan created.

The Long-term Financial Plan is an essential tool that establishes a firm basis and sound framework for effective decision making and efficient allocation of resources. In the past, the college's financial planning was focused on short-term plans through the development of the annual budget in consideration of the annual institutional priorities.

The college has now developed and implemented a long-term financial plan that is systematically aligned with and linked with the Instructional Master Plan as well as Facilities and Technology plans.

The college's Long-term Financial Plan focuses on short term 1 – 3 years and longer term to 2023. 2023 is the year that the provisions of the Amended Compact of Free Association expire. As a result, the college long term goal is to find alternative funding sources in case Pell Grant money stops. Short term is to improve tracking of funds; financial reporting; projection of revenues; and linking planning, assessment and resource allocation as defined in the college's policy on continuous improvement. Additional focus is on policies and procedures to allow the college to respond quickly to the workforce and social development needs of the nation in either degree/certificate area or more focused short-term training, workshop delivery or providing consultant services.

A major goal of the plan in both the short and long term is to research and develop alternate schemes of financing higher education in the FSM that are less dependent on US funding sources.

The college is tracking a number of trends that impact the economic condition of the college including:

- FSM Economy
- FSM Migrations Trends
- FSM ECE – 12 Enrollment Patterns
- College Readiness of Potential Postsecondary Students
- US Military Recruitment
- Infrastructure Development Projects (IDP) and JEMCO

As of 2010, the primary sources of funding for the college programs and operations are tied to the Amended Compact of Free Association, which will expire in 2023. Long term, the amended compact and whether or not the college will remain eligible for PELL grant and other US federal programs are the greatest factor affecting the college. If the college does not develop alternate funding sources, it stands to lose 60% to 80% of its revenue in 2024 with termination of the current economic provisions of the amended compact.

Analysis

Plan Analysis & Evaluation Using Institutional Assessment Plan (IAP) Process:

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

Evidence

- Appendix 8A – Excerpt from the Financial plan
- Appendix 2B - Integrated Planning, Evaluation and Resources Allocation Chart
- Long-term Financial Plan.....as part of the Instructional Master Plan
[Long-term-financial-Plan](#)

Additional Plans

- Finance committee to review and assess the Finance part of the Instructional Master plan using key performance indicators on a yearly basis (Fall 2011).
- Long-term Financial Plan to be reviewed at the President's Retreat (Fall 2011).

Recommendation #9 Decision-making Roles and Process

To fully meet this standard, the team recommends that the college evaluate its organizational structure and governance processes to ensure that college stakeholders are involved in decision making processes and that the results of systematic evaluations, meetings, and decisions are broadly communicated (IV.A.1, IV.A.2, IV.A.2.b, IV.4.A.3, IV.A.5, IV.B.1.a, IV.B.2.a-b, IV.B.2.b, IV.B.2.e).

Visiting Team Findings and Evidence:

According to meeting minutes of various committees, real or authentic committee participation from campus representatives continues to be problematic. Also hampering effective participation in consultation and communication is the small number of faculty at non-Pohnpei campus sites. Each full-time faculty must serve on multiple committees, a problem which has no clear solution, even if efforts for committee participation by VOIP and other technology become successful.

The college has done a good job internally in gathering data and preparing reports, and now it must develop a plan to make sure valuable information is broadly communicated to constituents that are both internal and external to the college, including each of the state campuses. In conjunction with this finding, the team found the college website is frequently outdated or inaccurate, with links missing or empty, which negatively impacts research, access to information, and communication.

Resolution

- A. OUTCOME: In depth Governance Policy Evaluation completed.

Please see item “A” under recommendation #1.

[Governance-Policy-Evaluation](#)

- B. OUTCOME: Evaluation of organizational structure.
OUTCOME: Change in structure. Campus directors now report directly to the President with primary focus on stakeholder management.

College Restructuring - In 2009, the college created a *Streamlining Committee* (for a listing of members, see Appendix 9B) who was tasked with analyzing and making recommendations of changes for the college, thus saving money. At the December 8 - 9, 2010 Board meeting in Chuuk, the Board of Regents endorsed recommendations from the College to streamline operations at the College. According to information presented to the board, the streamlining will position the College to be more proactive in its responses to external and internal factors affecting the College. The campus directors are to report directly to the president with a primary focus on stakeholder management (See Appendix 9B-1). They will ensure that college stakeholders in their location are involved in the decision-making processes and that the results of systematic evaluations, meetings, and decisions are communicated back to the stakeholders.

- C. OUTCOME: Increased communication to external stakeholders.

On January 11, 2011, Cabinet approved increased communication of Board meeting agendas. Agendas are now being communicated via local radio stations on each island. The agendas are also being put in the Kasalelia Press....the FSM's only newspaper. This helps ensure that all college stakeholders are

involved in the decision making process and that these important meetings are broadly communicated.

D. OUTCOME: Improved and updated college web site.

In conjunction with this recommendation, the visiting team found that the college web site is frequently outdated or inaccurate, with links missing or empty. The college knew this was an issue earlier and wanted to resolve this, so the college hired a web master in December 2009. January 2010 – started planning course of action for college web site problems. First half of 2010 – identified old and outdated material on college web site. Second half of 2010 – started to assemble newly designed web pages. November 2010 – Web assistant hired on special temporary contract to assist with college web site development. January 2011 – parts of the newly updated and designed college web site are activated. March 2011 – all parts of the new college web site are now up and working.

Analysis

- A. The Governance Policy Evaluation Report gives an in-depth analysis of the issues faced by the college with regards to this recommendation.
[Governance-Policy-Evaluation](#)
- B. The implementation of the restructuring started in January 2011 and should be complete by the end of Spring 2011. Analysis of effects to recommendation #9 (decision making roles and processes) will be conducted via survey and focus groups later in Fall 2011.
- C. Radio stations reporting on College Board meetings. Agendas are listed in the newspaper (March 7, page 9). Agendas are also posted on the college web site.
- D. The new and improved college web site has news links that are updated automatically. Faculty & staff listings are also update automatically. Other areas of the web site are designed to update frequently with updated info. The web master communicates directly with department heads to update their sections of the web site.

Evidence

- Appendix 9A – Excerpt from Governance Policy Evaluation Report
- Governance Policy Evaluation Report [Governance-Policy-Evaluation](#)
- Appendix 9B - Streamlining Committee memo
- Appendix 9B-1 Presidential memo
- Appendix 9C – Cabinet minutes
- College web site <http://www.comfsm.fm/>

Additional Plans

- The college will conduct governance assessment based on the college's Institute Assessment Plan (IAP) process. (Fall 2011 – implementation, Spring 2012 – assessment)
- To go along with item “C”, the college is discussing using its Facebook page to also communicate Board meeting information.

Conclusion

In the process of compiling this follow-up report, the college has engaged in much broad dialogue amongst Faculty, Staff, Students and Stakeholders. The accreditation process continues to both strengthen our college and benefit our students and community. Our small island college, with its unique cultural heritage, is motivated and committed to serving our students and maintaining accreditation.

The College of Micronesia - FSM will continue to meet or exceed standards set forth by the accreditation commission.

Once again, the college is pleased that it was given another opportunity by the commission to submit this report. We stand ready to receive the representatives from the commission and to help them during their visit with us.

Appendix 1B:**Dedicated Internet and Other Services Agreement**

This agreement is made between the College of Micronesia-FSM ("COM-FSM") and the FSM Telecommunications Corporation ("FSM Telecom") for the provision of Internet private line services to connect COM-FSM's computer network(s) in the FSM to the Internet. It is an addition to the terms and conditions entered under the Service Application order form between COM-FSM and FSM Telecom for the provision of telephone services. All services and equipments that are rendered to the COM-FSM are therefore covered in both agreements.

Terms and Conditions**1. Specification of Services**

- a. IP connectivity over Fiber Optic Cable to the COM-FSM Palikir Campus. The fiber optic line will be terminated into COM-FSM's internal Local Area Network (LAN) via standard Ethernet RJ45 connection from FSM Telecom to COM-FSM's router at the COM-FSM Palikir Campus. The allocated bandwidth for the fiber connection will be 7Mbps Symmetrical.
 - b. 4-wire dedicated circuit from FSM Telecom premises in Moen to COM-FSM's Chuuk Campus. The circuit will be terminated into COM-FSM's internal Local Area Network (LAN) via standard Ethernet RJ45 connection from FSM Telecom to COM-FSM's router at the Chuuk Campus. The allocated bandwidth for the leased circuit will be a 1,024 kbps Symmetrical. (see Attachment A).
 - c. 4-wire dedicated circuit from FSM Telecom premises in Colonia to COM-FSM's Yap Campus. The circuit will be terminated into COM-FSM's internal Local Area Network (LAN) via standard Ethernet RJ45 connection from FSM Telecom to COM-FSM's router at the Yap Campus. The allocated bandwidth for the leased circuit will be a 1,024 kbps Symmetrical. (see Attachment A)
 - d. 4-wire dedicated circuit from FSM Telecom premises in Tofol to COM-FSM's Kosrae Campus. The circuit will be terminated into COM-FSM's internal Local Area Network (LAN) via standard Ethernet RJ45 connection from FSM Telecom to COM-FSM's router at the Kosrae Campus. The allocated bandwidth for the leased circuit will be a 1,024 kbps Symmetrical. (see Attachment A)
 - e. One (1) Public Static IP /29 for internal assignment by COMFSM as follows:
-

COMFSM Fiber Optic and IP Lease Circuit (2).doc

Attachment A – Service Charges**One Time Installation Fee**

1. Fiber Optic Cable installation from FSMTC Palikir Exchange to COM Palikir Campus	\$17,719.00
2. Equipment installation for 75Mbps of IP connectivity at the COM Palikir Campus	\$24,628.46
Total Installation Fee	\$42,347.46

Monthly Recurring Service Charges

1. 7Mbps (50% CIR) of Internet via Fiber Optic at COM-FSM Palikir	\$7,759.80
2. 4 wire (2-pair) leased circuit per month (one-year minimum). (\$2.50/first ½ mile/pair, \$0.75/additional ¼ mile/pair)	
a. From <u>COM-FSM Chuuk, Moen</u> to FSM Telecom, Moen	N/C
b. From <u>COM-FSM Yap, Colonia</u> to FSM Telecom, Colonia	N/C
c. From <u>COM-FSM Kosrae, Tofol</u> to FSM Telecom, Tofol	N/C
3. Internet IP Router(s) to be located at the following:	
a. <u>COM-FSM Palikir</u>	N/C
b. <u>COM-FSM Chuuk, Moen</u>	N/C
c. <u>COM-FSM Yap, Colonia</u>	N/C
d. <u>COM-FSM Kosrae, Tofol</u>	N/C
4. 1024kbps Global T1-Basic Symmetric Leased Line Service, Moen	\$2,546.00
5. 1024kbps Global T1-Basic Symmetric Leased Line Service, Colonia	\$2,546.00
6. 1024kbps Global T1-Basic Symmetric Leased Line Service, Tofol	\$2,546.00
7. Dedicated peer to peer link between COM-FSM National Campus and COM-FSM Pohnpei Campus	\$72.00
8. Dedicated peer to peer link between COM-FSM Yap Campus and the Yap Maritime Academy	\$72.00
9. Domain Name Server Registration for comfsm.fm domain	\$8.00
10. Public Static IP /29 (1 each @ \$80 each/month)	\$80.00
TOTAL FIXED MONTHLY RECURRING CHARGES	\$15,621.80

Appendix 1C:

**College of Micronesia – FSM
President’s Retreat 2010
FSM China Friendship Sports Center
September 22 – 24, 2010**

Day/Session	Morning	Afternoon
Wednesday, September 22, 2010	Opening – Agenda Review and Ground Rules Presentation – Welcoming and Setting the Stage Presentation - Condition of the College 2010 (Data review) Breakout session 1 – Mission, Vision and Values of the College Presentation – Accreditation and the College Breakout Session 2 - Review and implications of the Commission Action Letter and Visiting Team Report – Celebration of Strengths and identification of Weakness	Breakout Session 2 (cont.) - Review and implications of the Commission Action Letter and Visiting Team Report – Celebration of Strengths and identification of Weakness Entertainment will be provided during the afternoon break
Thursday, September 23, 2010	Presentation – Central Role of Student Learning Outcomes in Continuous improvement at the college Presentation – General Education Evaluation Breakout session 3 - Making Student Learning Outcomes central to continuous improvement at the college – Where are we and what needs to be done? Presentation – Job Audit & Streamlining (preparing the college for the future)	Panel – Job Audit & Streamlining Breakout session 5 – Focus Groups for a) comprehensive master plan and b) education programs

Friday, September 24, 2010

Breakout session 5 (cont.) –
Focus Groups for a) Instruction
b) student services c)
administrative services d) CRE
e) students

Presentation – Linking
Planning, Assessment and
Resource

Breakout session 6 –
Institutional Priorities FY 2011
& FY 2012 and Performance
Budget 2012 development
Worksheets

Breakout session 7 – Interest
Groups

Review & Wrap Up

Appendix 1F:

2010 Alumni survey



1. Please indicate the extent to which the following factors affect your opinion of College of Micronesia-FSM.

	(0)No effect	(1) Slight effect	(2)	(3) Moderate effect	(4)	(5) Significant effect	Response Count
Degree(s)you earned from CCM or COM-FSM	8.6% (3)	2.9% (1)	5.7% (2)	22.9% (8)	22.9% (8)	37.1% (13)	35
Accomplishments & recognition of current students	5.7% (2)	11.4% (4)	17.1% (6)	34.3% (12)	17.1% (6)	14.3% (5)	35
Accomplishment & recognition of alumni	8.6% (3)	17.1% (6)	11.4% (4)	22.9% (8)	25.7% (9)	14.3% (5)	35
Accomplishment & recognition of faculty	2.9% (1)	8.6% (3)	20.0% (7)	20.0% (7)	20.0% (7)	28.6% (10)	35
Academic programs	2.9% (1)	14.3% (5)	11.4% (4)	20.0% (7)	25.7% (9)	25.7% (9)	35
Campus environment	5.7% (2)	8.6% (3)	17.1% (6)	22.9% (8)	31.4% (11)	14.3% (5)	35
College's online environment (e.g. website, online news)	5.7% (2)	20.0% (7)	8.6% (3)	22.9% (8)	17.1% (6)	25.7% (9)	35
Community presence including marketing and advertising campaigns	11.8% (4)	20.6% (7)	11.8% (4)	29.4% (10)	20.6% (7)	5.9% (2)	34
answered question							36
skipped question							1

Appendix 2A:**Goal: improvement in the Quality of Instructional Programs**

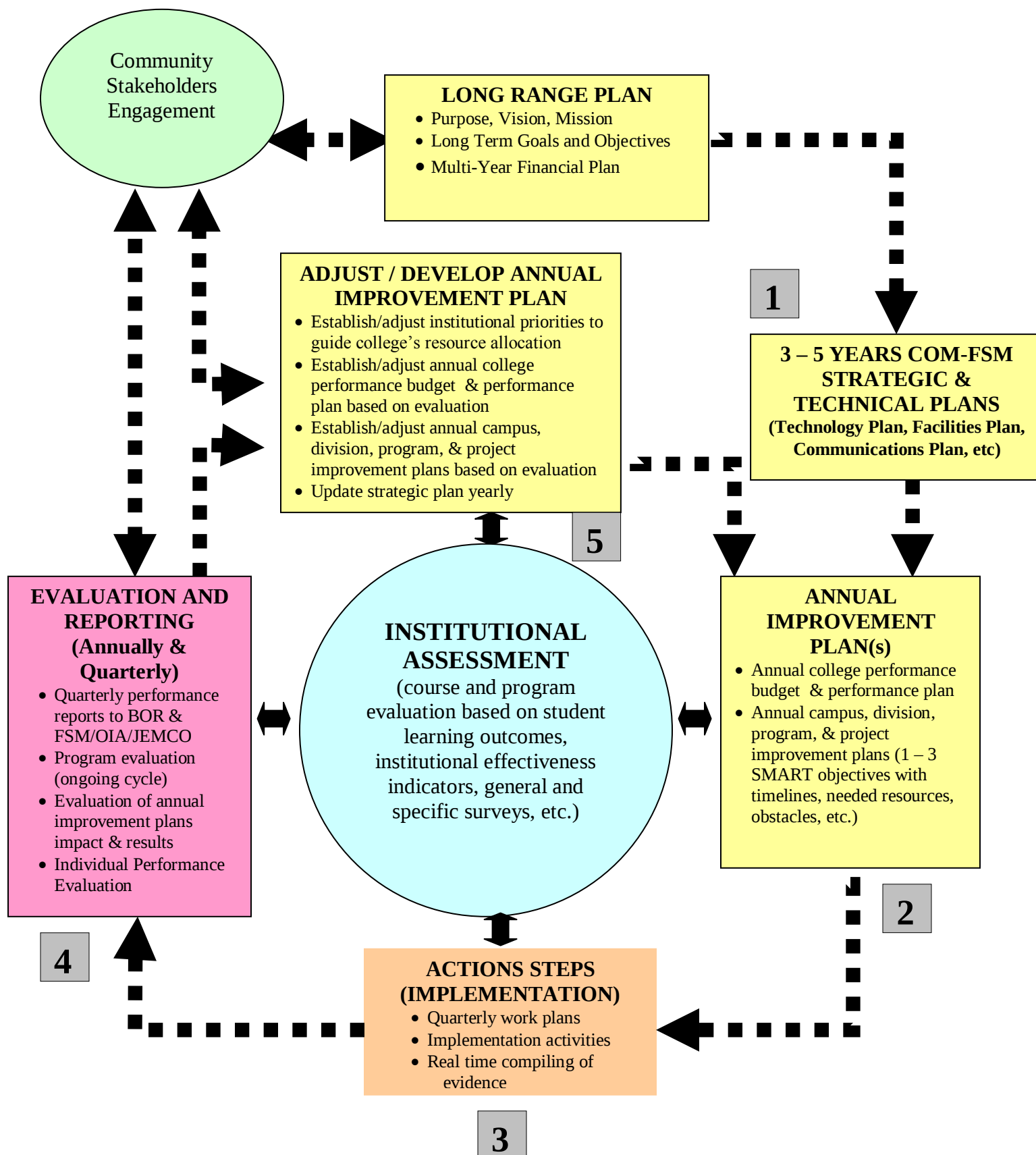
Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Master Plan Reference
AP1. Provide access to quality credit and non-credit courses and programs across sites based on stakeholder needs, funding availability, and sustainability.	1.1 Prepare by July yearly data-driven “college-wide master schedule” for strategic scheduling of the upcoming year based on SIS and other data on programs, stakeholder and continuing student needs.	VPIA, DAP, DVCCE, IC’s	To be updated	Annually - June	Published annual class schedule	To be updated
	1.2 Provide access to courses to complete an AA in Liberal Arts in Kosrae, Chuuk and Yap through combination of course delivery using face to face and DL courses	VPIA, DAP, DVCCE, DLC, IC’s	Part time faculty pool for elective courses, online and face to face	Fall 2011 for ACCJC Spring 2012 start	WASC/ACCJC approval	To be updated
	1.3 Develop courses using distance learning methods to increase student access to required courses and	DLC, VPIA, DAP, DVCCE, IC’s	DLC, part time faculty pool for elective course – online & face to face	January 2011 for DLC Fall 2011 for implementation	# of DL classes # of DL students/class	To be updated

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Master Plan Reference
	electives to complete programs.					
	1.4 Improve delivery of technical, workforce and short term training 1. 1.4.1 Identify and use “cohort” strategies for delivering courses between campuses as an enrollment management strategy 2. 1.4.2 Actively work with local stakeholders to identify needs for short-term workforce training Become more efficient at timely response in providing custom short-term training/workforce training 3. Reactivate advisory council for programs for stakeholder input and program assessment/review purposes 4. Expand trade/tech programs offered at FMI- e.g. welding, diesel	DVCCE, VPIA, VCs	Shuttle services between Pohnpei and National campuses Salary/contract funds for trainers/part time instructions (through cost recovery from training contract fees)	Spring 2011 shuttle service	# of training programs designed and delivered # of Cohorts and programs identified for teach out/start up Policy manual in place # of trainings at state campuses % of training at states campuses	To be updated

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Master Plan Reference
	engine, and small engine repair 5. Maximize Pohnpei Tech/Trade facilities by inviting students from other states to participate in tech/trade programs. (Dorm residence/shuttle service) 6. Increase capacity at Chuuk, Kosrae and Yap to provide timely workforce training based on stakeholder needs.					

Appendix 2B: COLLEGE OF MICRONESIA – FSM

Integrated Planning, Evaluation and Resources Allocation System



Appendix 6A:**Facilities and Campus Environment Plan Goals, Outcomes & Strategies*****Goal 1: Increase rigor in decision making regarding new facilities construction***

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	SP Reference
FCE1.1 The college will maintain a comprehensive plan and sequence of prioritized facilities construction (see Appendix A)	1.1.1 The comprehensive plan will be developed and reviewed based on the following criteria: 1.1.1.1 total cost of ownership (impact on operations, maintenance, replacement of assets, utilities, etc.) and cost benefit analysis 1.1.1.2 green construction (LEED standards) 1.1.1.3 cost benefit analysis 1.1.1.4 accessible 1.1.1.5 maintenance costs 1.1.1.6 replacement facilities needs 1.1.1.7 total funding available from Compact IDP sources 1.1.1.8 instructional and other components of the college's master plan 1.1.1.9 conducive to learning	VPAS, Director Facilities & Maintenance, Committees: green, PRC, facilities and campuses environment; IRPO	To be updated	Updated annually	To be updated	To be updated

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	SP Reference
	1.1.1.10 grounds and campus environment 1.1.2 Research and recommend specific criteria to FSM and OIA for building construction for use by the college at each of the campuses and appropriate for the college's tropical/Micronesian environment					

Appendix 6B:***Total Cost of Ownership Calculation Form***

1. Project Name:	
2. Location:	
3. Funding source:	

Category/Year		1 st Year	2 nd Year	3 rd Year	10 Year
Operations (annual costs)					
	Utilities				
	Maintenance				
	Insurance				
	Personnel cost s				
	Other (specific):				
Setup					
	Cost of furniture				
	Cost of equipment				
	Additional costs for setup (wiring, renovation, etc.)				
Depreciation					
Replacement					
Other					
Total Cost of Ownership		0	0	0	0

Budget Sources to Cover Total Cost of Ownership		1 st Year	2 nd Year	3 rd Year	10 Year
Item	Budget Source				
Utilities					
Maintenance					
Insurance					
Increased personnel					
Other (specific):					
Cost of furniture					
Cost of equipment					
Additional costs for setup (wiring, renovation, etc.)					
Depreciation					
Replacement					
Other1:					
Other2:					
Other3:					
Total		0	0	0	0
Difference (must equal zero)		0	0	0	0

Appendix 6C:***Cost Benefit Analysis (facilities)***

1. Project Name:	
2. Location:	
3. Funding source:	

Background

4. Are there alternatives to facilities construction (rental, lease, shared facilities, etc.)?	
--	--

Internal and external Factors

5. What are college enrollment trends that affect the project (both current and future)?	
6. What are other college (internal current and future) trends that impact the project?	
7. What economic trends impact the project (national and/or state)?	
8. What trends (current and future) in FSM ECE -12 impacts the project?	
9. What other factors (external) affect the project?	
10. How many students, faculty, staff are expected to benefit? Over what time period? Potential cost per student, faculty or staff?	

Costs

Cost category	Amount
11. What is the total cost of construction (including construction, design, inspection, etc.)?	

12. What is the total cost of ownership (see separate worksheet)?	
13. Total cost	

Benefits

Benefits category	Amount
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24. Total benefits	

Cost Benefit

25. What is the cost benefit of the project?	
--	--

Appendix 7A:**Goal: Provide a Reliable and Relevant Technology Infrastructure for the College**

Outcomes/objectives	Strategies/Action Steps	Person Responsible (lead)	Resources	Timeline	Key Performance Indicator	SP Reference
TP1.1 delivery of effective technology services to support college services	TP1.1.1 Expansion of systems to host and support core services such as central servers, networks, system software and web services ; provide for systems that maximize technologies to host and support core services(in support of all offices and units regardless of location) • Rack and switch expansion and consolidation at National Campus • New gateway servers and switches for all campuses • Fiber link from FSMTC to National Campus • Software and firmware upgrades • Set up of Virtual NOC (Network Operations Center) • Rack and switch expansion and consolidation at National	IT Director, ICTC, VPAS, Director MSF, IT Staff (Webmaster and Systems Administrator), Campus Directors, DCR	IT budget, tech fee funds, grants, allocated funding by other departments/units.	Spring 2013 Spring 2012 (HR job announcements and campus specific announcements)	Hardware in place, working? Student and Faculty Satisfaction Surveys?	SPG4a AP8.5

Outcomes/objectives	Strategies/Action Steps	Person Responsible (lead)	Resources	Timeline	Key Performance Indicator	SP Reference
	Campus • College-wide wireless connectivity at all sites • Major changes and usability of website: ○ Alerts and news through RSS feed ○ Local/regional news self updating through RSS feeds • HR job announcements through SIS to appear and disappear dynamically through website. • Campus specific alerts and news via COM-FSM MyShark Portal and website.					

Appendix 8A:**Long – Term Financial Plan Goals, Outcomes & Strategies**

Goal 1: Improve effectiveness and efficiency for accounting and tracking of college funds and services to students, faculty and staff.

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Plans Reference
FP1.1 Increase in productivity to generate reduction in costs of operations	1.1.1 Improve processing time and accuracy of financial transactions and customer satisfaction 1.1.2 Increase cost effectiveness of processing financial transactions and customer satisfaction 1.1.3 Provide ongoing training improving productivity of financial services <u>1.1.4</u> Maintain college accounting system as the sole source of financial reporting	VPAS, Comptroller	Time & effort	Initial review & training March 2011 After – semiannual training & review 1.1.5 Recommendations for increased productivity for textbooks availably, pricing, shipping and reselling by February 2011	Processing time & cost per documents Timeliness and accuracy of financial records Timeliness and pricing for textbooks	

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Plans Reference
	for the college and ensure accuracy and timeliness of data entry 1.1.41.1.5 Ensure availability of books prior to the beginning of each semester including consideration for purchase of used textbooks, improved ordering and review of pricing policies and alternate means of procurement and shipping					
FP1.2 Tracking and reporting of financial data and information against performance	1.2.1 Establish mechanisms for linking financial tracking and reporting against key performance indicators 1.2.2 Report <u>all</u> revenue and expenditures on a monthly basis including indirect costs, income generation for short and long term training, consultant services, etc.	VPAS, Comptroller, IRPO, HR, Committees: Finance, PRC, Assessment	Time & effort Workshop funding (internal)	Monthly reporting	Reporting rubric	

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Plans Reference
	1.2.3 Training for tracking of key performance indicators against financial information					
FP1. 3 Migrate to FUNDWARE	1.3.1 Determine technical specifications for migration to FUNDWARE 1.3.2.1 Hardware requirements 1.3.2.2 Software requirements 1.3.2.3 Networking Requirements 1.3.2.4 Integration of existing systems and migration of data 1.3.2.5 Decision point for migration to FUNDWARE 1.3.2 Develop training plan: 1.3.2.1 Use of accounting component 1.3.2.2 Use of payroll component 1.3.2.3 Use of budget component 1.3.2.4 In house support for FUNDWARE	VPAS, Comptroller, Director IT, IRPO, DCR	Time & effort initial work Consultant costs for mitigation of data (consider FSM & OIA resources)	May 31, 2011 for evaluation and decision on migration to FUNDWARE	Decision point for FUNDWARE	

Appendix 9A:**Evaluation Question (Use a different form for each evaluation question)(3-6):*****1. Has greater participation in decision making occurred?*****First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7)):****1a. Means of Unit Assessment & Criteria for Success (3-8):**

COM-FSM Self Study Report 2010 (Section IVA) – section IVA of the self study is viewed in this context as a structure review of the college decision-making roles and processes (attached)

“1b. Summary of Assessment Data Collected (3-9):

Items 2,4,5,7,and 8 of the Standard IV survey focused on ascertaining faculty and staff perceptions as to their role in governance and achieving the college’s goals, opportunities to participate in institutional planning, involvement in bringing forth ideas for institutional improvement, and exercising a voice in establishing institutional policies, planning, and budget development. Results of the survey indicate that approximately 70% of the faculty and staff feel they are provided opportunities to participate in planning. A slightly lower percentage (60%) of the faculty and staff feel they are involved in bringing forth ideas for institutional improvement and have an important and clearly defined role in the college’s governance. Approximately 60% of the staff respondents agreed with Item 8, “I exercise a substantial voice in institutional policies, planning, and budget that relate to my area of responsibilities and expertise.” However, only 46.3% of the faculty agreed with Item 8, while 46.1% indicated disagreement. One respondent commented, “No one listens to faculty.” Another commented, “I do not get feedback from whatever I contributed,” while another commented, “Administration frequently makes unilateral decisions without involving/consulting/soliciting faculty input/experience/expertise.” One staff respondent expressed concern regarding the actual implementation of the plans that are developed. Although faculty and staff agree that opportunities for involvement in the college’s governance are made available, there is a need to provide feedback when contributions are made, especially to the faculty.’

”Results of the 2008 evaluation of the organizational chart by the Department of Administrative Services showed that the college had developed, documented, and implemented an organizational structure for administrative responsibilities across the six sites that addressed issues of continuity in administrative services. Also, the 2008 evaluation report cites some improvement in coordination of activities. However, this report also cites less improvement in clarity and consistency of decision making across all six campuses. The report further cites a concern for the level of training provided to implement the new administrative structure and the lack of attention to the development of structures (policies, processes, procedures, etc.) that would support implementation of the new structure.

Preliminary results of the October 2009 satisfaction survey indicate that faculty and staff appear to feel informed about the activities the college undertakes, are aware of the areas

where they can find information about the college, and have sufficient information about what is going on at the college. Rated poorly, however, were the items that state, “The college publicizes its decision making,” and “Different divisions at the college communicate effectively.” There appears to be a need to enhance the awareness of the college’s decision making processes among the faculty and staff and to improve communication among the various divisions within the college.”

1c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop] (3-10):
Recommendations are combined under Second Means of Assessment (ACCJC Site Team Evaluation Report)

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-11):

2a. Means of Unit Assessment & Criteria for Success:

ACCJC Site Team Evaluation Report 2010 (Section IVA) – the evaluation report is viewed in this context as an expert external review of the colleges decision-making roles and processes(attached)

2b. Summary of Assessment Data Collected:

“Recommendation 9. Decision-making Roles and Process To fully meet this standard, the team recommends that the college evaluate its organizational structure and governance processes to ensure that college stakeholders are involved in decision-making processes and that the results of systematic evaluations, meetings, and decisions are broadly communicated (IV.A.1, IV.A.2, IV.A.2.b, IV.4.A.3, IV.A.5, IV.B.1.a, IV.B.2.a-b, IV.B.2.b, IV.B.2.e).” (page 7)

“This concern has been partially met. The Focused Midterm Report was submitted by the college in March 2007. The college has made good progress toward improving communication, but too often the resulting communication has been viewed by the college community as merely implementing telecommunication and establishing a governance process, as well as information sharing instead of engaging in dialogue that honors different points of view and analysis for reflective dialogue the informs a collective understanding of complex issues. The use of surveys to evaluate progress toward improved communication has been hampered by occasional lack of, or low, participation, particularly by the campuses not located in Pohnpei. Also hampering the effective use of surveys to evaluate progress is the untimely analysis and untimely reporting of results. The development of monthly reports has been viewed as useful and helpful, as evidenced by team interviews with campus leaders across the college. While telecommunication and information sharing have improved communication, the fundamental issue to be examined is whether true interactive dialogue that reflects a comprehensive institutional perspective to promote continuous improvement of institutional effectiveness is being encouraged to promote participation that is vital to communication.”

“Recommendation 1: Improve Communication The college must develop and implement a collaborative process that:

Includes faculty, staff, students, and administrators at the college’s six sites (Standards IV.4,

IVA, IVA.1, IVA.2.a, IVA.2b, IVA. and IVB.2b),

Identifies the roles and scope of authority of the faculty, staff, students, and administrators in the decision-making processes (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.),

Identifies the roles and scope of authority of college committees in the decision-making processes (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.), includes dialogue as a means to develop, document, implement, and evaluate assessment plans for student learning outcomes in both instruction and student services (Standards IB.a, IB.5, IIA.1c, II B.4, and IIC.2), and

Includes formal pathways for effective communication links so that information and recommendations are distributed across the college's six sites (Standards IVA.1, IVA.2, IVA., and IVB.2e).

This recommendation has been partially met. The committee structure is in place, but the practicality of having committee meetings include true participation from the six campus sites has been problematic. All major committees list members from the campuses, but all too often the only actual committee participation is from National and Pohnpei campuses, as evidenced in minutes of committees and in dialogue with committee members and leaders from the campuses. The good intention of using technology like VOIP to allow participation has had poor results. The removal of a voting voice by campus directors on president's cabinet seems counter to this collaboration effort, both to the team and to the directors themselves. The role and scope of authority for decision-making is established in board policy. The disconnect between the actual limited role of participation versus the written role of participation was of concern across the college except among the executive administration centralized on the National Campus. With travel so limited and technology so lacking, the reality is that very few voices are heard, especially from internal and external stakeholders from Kosrae, Chuuk, and Yap. Engaging dialogue has room for improvement; the college has responded to this recommendation to the extent that program review including assessment of learning outcomes is reviewed and analyzed by a broad base of faculty and administrators beginning at the program level and moving along from there." Page 8 & 9

"A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

General Observations

The self-study described several initiatives to support its assertion that the college had made great strides to achieve effective leadership, communication, collegial consultation and defined, clear lines of authority to support student learning and promote institutional effectiveness. The degree of the college's progress and achievement, however, was not appreciated until the accreditation team conducted its visits to the state campuses and the National Campus. Interviews with campus stakeholders supported the efforts implemented by college leadership and acknowledged the many attempts to increase communication (IV.A.1-2a-b, 3). It is clear that the college has made strides toward implementing a governance model that is inclusive and broad-based. The annual President's Retreat facilitates dialogue and is an excellent indication of the college's commitment to participatory governance (IV.A.3). Regardless of the many real attempts to facilitate participatory governance, the

existing processes and practices require ongoing improvement to create an environment that genuinely encourages all constituent groups to take initiative in improving the practices, programs, and services in which they are involved (IV.A.1). There are two general areas that pose particular challenges to recognizing and utilizing the contributions of leadership to facilitate continuous improvement and institutional effectiveness. First, the state campuses are not able to participate as fully as necessary to best represent the needs of their populations. Second, the faculty at each campus do not participate as fully as the Governance Policy anticipates (IV.A.1, IV.B.2.a-b).” Page 51

“Conclusions

The college partially meets the requirements of Standard IV.A. Decision-Making Roles and Processes. There is a cohesive management structure in place. There are structures and modes of telecommunication in place designed to increase stakeholder participation in governance processes. It is questionable, though, whether those structures are functionally effective. With the exception of management participation, active participation by constituency representatives in committees is negligible. There are three overarching reasons that these issues exist.

There are logistical issues associated with the geography of FSM. While improving technical capabilities will partially address this problem, correcting the current deficiency in posting to the college website committee meeting agendas, meeting minutes, and material important to decision-making brings into question the college’s genuine interest in promoting participation in the governance process.

There appears to be neglect of faculty input, especially from the state campuses to the national campus.

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

Recommendations 1 and 3, noted in Standard I.B. Improving Institutional Effectiveness apply to the college to fully meet Standard IV.A. Decision-making Roles and Processes.

Recommendations to Fully Meet the Standards of Accreditation Recommendation 1.

Recommendations to Fully Meet the Standards of Accreditation Recommendation 1.

Improving Institutional Effectiveness To fully meet this standard, the team recommends the college evolve its communications efforts to ensure broad-based and purposeful dialogue in which all stakeholders participate in the exchange of different points of view and reflections that lead to genuine communication and effective governance (I.B.4, IV.A.3).” Page 54

2c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:

1. Improve standing committee structure and participation at all campuses by:

- a. Establishing a common time for class schedules across all campuses to allow increased faculty input**
- b. Monitoring and report quality of state campus access to VOIP and Elluminate sessions for committee meeting**

- c. Provide funding for FSM Telecommunications based teleconferences for all standing committee members at state campuses
 - d. Establish standing committee meeting sites at all campuses:
 - i. Provides quiet, comfortable meeting space
 - ii. Is equipped with both phone line & VOIP connection
 - iii. Provides access to computer, Internet access and smart board/LCD projector
 - e. Provide for committee forums or other means of asynchronous communication and structured discussions on topics of interest to the committee
 - f. Establish a critical documents depository on the college web site for easy access
2. Incorporate into performance management work plans and evaluation key performance indicators for:
 - a. Committee Leadership
 - i. Communications
 - ii. Agenda development and dissemination
 - iii. Posting of minutes on web site
 - iv. Quality of meetings
 - b. Members
 - i. Participation in committee meetings
 - ii. Information dissemination
 - iii. Preparation for meetings
3. To improve transparency of decision making, adopt a formal decision making approach for the college such as PDCA (plan, do, check, act- see <http://www.answers.com/topic/pdca> for additional information) or other structured approach to decision making
4. Conduct formal periodic evaluation of the college's governance structure at the institution and committee level
5. Revise the committee structure and membership taking into account:
 - a. Requirements of the AACJC accreditation standards calling for wide participation (note: the different views of the national and state campuses on participator decision making has to be resolved – ACCJC evaluation report places an emphasis on the

- voice of state campus faculty being heard - Regardless of structure ensure full participation of state campuses in committees) in decision making***
- b. Role of the college's master plan approval and implementation for committees***
 - c. Clearly defined roles in decision-making of:***
 - i. Faculty***
 - ii. Staff***
 - iii. Students***
 - iv. administrators***
 - v. taking into account what is a committee function versus an administrative function***
 - d. impact of the structure and membership on improving:***
 - i. communications,***
 - ii. participatory decision-making and***
 - iii. understanding of roles and responsibilities***
- 6. Provide ongoing training for chairs and committee members in roles and responsibilities and conducting good meetings and establishing dialogue among committee members***
- 7. Enhance dissemination of reports on enrollment, student achievement and other critical information and data for the college and improve design, analysis and timeliness of surveys (including an increased emphasis on focus groups), program assessment and program review information the college needs for evidence based decision making***

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-12):

3a. Means of Unit Assessment & Criteria for Success: COM-FSM Governance Policy Survey & follow up Focus Groups (administered in fall 2010)
3b. Summary of Assessment Data Collected: 74% of respondents indicated attendance at committee meeting as OK or poor. 74% of respondents indicated being neutral or dissatisfied with governance at the college. In the comments 19 of 39 comments related to the need for "Establish communication protocols and standard operating procedures (turn around time, document flow and standards, standards for office/division meetings, feedback, define and practice transparency, stakeholder, roles and procedures, etc.)" Two comments were "Administration as cowboys" and "Decision made at national campus."

In the comments 5 of 39 comments related to training in governance and increase follow up to communications.

In the comments section 8 of 43 comments related to reduction in membership of committees.

Focus groups with Kosrae and Yap campuses indicated a lack of ability to participate in participatory decision-making. Comments reasons included:

- VOIP unreliable (most often cannot hear the discussions)
- VOIP not easily accessible for committee members
- For teleconferences through FSM Telecommunications there are no set aside funds – this is especially true when campus members of than campus directors are involved
- Elluminate either cannot be connected to or is slow in response
- Time of meetings conflicts with teaching schedule for faculty and ICs. (there is no common meeting-free or meeting time across the six campuses)
- Due to their smaller number Smaller campus faculty are expected to participate in multiply committees
- No rewards or consequences for standing committee participation

A major difference is seen between the views of the state and national (including administration) campuses. A simplistic summary is the state view of six campuses of equal importance; versus a view of the national campus as dominate in decision-making and direction for the college. The view is present for faculty, staff, students and administrators, but faculty has been singled out by the accreditation site evaluation reports numerous times. This is show in the different view of committees and committee composition. For example, the national view is to have a committee with primarily all national campus division chairs and instructional coordinators from the state campuses with an alternate view from the states of having the ICs and the DAP and DVCE from the national campus.

3c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop]:
Recommendation under First means of assessment for this evaluation question

Fourth Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-12):

4a. Means of Unit Assessment & Criteria for Success:

ACCJC Accreditation Standards Section IVA – accreditation standards Section IV: Leadership and Governance; Section IVA: Decision-Making Roles and Processes (attached)

4b. Summary of Assessment Data Collected:

“Change focus of standing committees to Master Plans rather than specific office or division needs to force participants to include and represent their division Master Plan and the Plan-to-Plan links.

Rationale: Standing committees have been functioning as working committees that focus on whatever direction the office that is closely related to them dictates. This change will force offices to take on their duties which are sometimes delegated to committees to do for or with them. The ultimate objective is to create committees whose main responsibility is to provide oversight on specific areas of the master plan. The committee will not focus on a specific office’s

needs but will then widen its oversight to include the needs of any office or department that might impact the particular committee's area of the master plan."

"Need to do: 1) identify all Master Plans to be involved; 2) chart the links; and 3) select people who can make and maintain the links from Plan-to-Plan' 3) increase the responsibility of representatives to report committee activities across their constituents across the whole system

- Reduce the size of committees by creating smaller committees with focused subcommittees.
- Rationale: Huge committees repel participants as they feel their input is not important; sub-committees with clear focus could help to reflect Plan-to-Plan links; get more people involved in committee work"

"Change the leadership for the standing committees.

- Rationale: To encourage participation of those who feel committee work is a waste of time or who think their voices are not important because committee work is directed from above and decisions are already made before presented to committees for discussion; free VPs and CDs to do their work.
- Need to do: 1) remove President, VPs and Campus Directors from all committees other than Cabinet; all, but the President, can be ex-officio members (non-voting) of PRC; and 2) have chairpersons of committees be elected and have offices serve as secretariat of the committee."

"Delete publications and accreditation committees"

"Other suggestions were made for various committees

- Planning and Resources
 - Considerable discussion took place over the need for the PRC. It was finally agreed that PRC should remain but there is a need to review the TOR and functions
 - Division/ Office heads should be on PRC (not the committee chairs???)
 - Prepare budget preparation guidelines through the President to BOR
 - Budget preparation should be a steering committee appointed under PRC
 - Finance Committee
 - Instead of CD and VPCRE, include Campus Fiscal officers and CRE-AO
- Personnel Committee
 - Does it need two representatives from each classification? National Campus overloads.
- We need consistency of names across all committees (ie) Staff rep., Faculty rep., Faculty/Staff Senate rep. unless specific needs such as Personnel Committee
- State Campus Reps should form campus level advisory councils at each campus
- Training on meeting organization, conducting meetings in place and via distance and the etiquette required for including unseen participants is needed.

4c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop]:
Recommendations are combined under First Means of Assessment

Appendix 9B:



COLLEGE OF MICRONESIA –FSM

P.O. Box 159, Kolonia, Pohnpei
Federated States of Micronesia 96941

Phone: (691) 320-2480/481/482

Fax: (691) 320-2479

Office of the President

October 12, 2010

MEMORANDUM

TO: Vice President for Administrative Services
Vice President for Cooperative Research and Extension
Vice President for Instructional Affairs
Vice President for Student Services
Director, Chuuk Campus
Director, FSM FMI
Director, Kosrae Campus
Director, Pohnpei Campus
Director, Yap Campus
Comptroller
Director, Institutional Research and Planning
John Haglergam, Faculty Staff Senate Representative

FROM: President *Quinn James*

SUBJECT: Reconstituted Streamlining Committee

You are hereby appointed to a reconstituted Streamlining Committee. Your task is to put together the information the Board requested for their December meeting. They asked for a better understanding on how the proposed organization structure works; its impact on students, mission, and finances; and what benefits would be realized and costs saved. This information should be shared with the college community prior to finalizing your report to the Board. The Vice President for Student Services will continue as chair of the committee.

The next Board meeting is scheduled for the week of December 6 in Chuuk. That leaves about five weeks for you to complete the task. Your time and effort on this project is highly appreciated.

Accredited by the Western Association of Schools and Colleges

Appendix 9B-1:



COLLEGE OF MICRONESIA –FSM

P.O. Box 159, Kolonia, Pohnpei
Federated States of Micronesia 96941

Phone: (691) 320-2480/481/482

Fax: (691) 320-2479

Office of the President

February 16, 2011

MEMORANDUM

TO: All Concerned
FROM: President *[Signature]*
SUBJECT: Changes to the President's Office

During the December 2010 Board meeting the Board approved the proposed organization chart. According to the chart, the Director of Institutional Research and Planning, the Director of Development and Community Relations, and the Campus Directors now report to the President. Therefore, they no longer report to the Vice President for Administrative Services, but directly to my office. As such, they are also members of the President's Cabinet.

Thank you.

Appendix 9C:

**College of Micronesia – FSM
Committee Minutes Reporting Form**

Committee or Working Group:	Cabinet
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Date:	Time:	Location:
January 11, 2011	9:20-11:10 A.M.	President's Conference Room COM-FSM National Campus

Members Present:

Titles/Representative	Name	Present	Absent	Remarks
President*	Spensin James	x		
VP, Administrative Services	Joseph Habuchmai	x		
VP, Student Services	Ringlen Ringlen	x		
VP, Instructional Affairs	Jean Thoulag	x		
VP, Cooperative Research & Extension	Jim Currie	x		
ALO	Jon Berger	x		
Director, Institutional Research and Planning	Jimmy Hicks	x		
Director, Development and Community Affairs	Joe Saimon		x	
Staff Senate President	Faustino Yarofaisug	x		
Director, Pohnpei Campus		x		Rita Harris Representing
Director, Yap Campus	Lourdes Roboman		x	
Director, FSM FMI	Matthias Ewarmai		x	
Director, Kosrae Campus	Kalwin Kephass		x	
Director, Chuuk Campus	Joakim Peter	x		Via teleconference phone
SBA President	Richard Porter	x		
Executive Assistant to the President	Norma Edwin	x		Recorder
Executive Secretary	Hadleen Hadley		x	

Additional Attendees:**Agenda/Major Topics of Discussion:**

1. Review and adoption of agenda items
2. Review and adoption of minutes
3. Discussions of items on Regent Mida's letter to president
4. Updating annual evaluation of employees
5. Items that need to be addressed that are not in the warning letter from WASC
6. Harvey Segal's Funeral.

Discussion of Agenda/Information Sharing:

President called the meeting to order at 9:20 am.

1. Review and adoption of agenda items

VP Currie moved and VP Habuchmai seconded that the agenda be adopted. During the discussion, VP Currie inquired about the process for using fund balance to match external funding; he needs to go through Finance Committee. The motion passed unanimously; the agenda was adopted.

2. Review and adoption of minutes

There were no minutes for review.

3. Discussions of items on Regent Mida's letter to president

1. The only source of funding at the college that may be used for the permanent site is our fund balance which the President said should be used cautiously only on a reimbursable basis due to the budget crunch and need to rely on the fund balance to supplement budget shortfalls. The consensus is that the timing is wrong to build now while the college is still assessing the cost and long term needs. Another issue is building a building will not be efficient since it will not be useful until a full campus becomes available. Doing another soil survey was suggested to quiet concerns about the building on the site; however, Ambassador Prahar's concern is not on building on that site, but on spending millions for a college when money would be better spent on upgrading the K-12; currently only few students pass the COMET. Our investment in the Mori site, eminent domain, and need to inform the leadership about the need to scale back construction and expansion were also discussed.
2. VP Thoulag is the lead in this. She provided an update on progress toward implementing the nursing program: hiring of the nursing program coordinator who will start Monday; contracting a senior nursing educator for six months to fine tune the curriculum and guide the bridge program this summer; status of equipment and library resources for the program; shifting open math position to science; and partnership grant with nursing schools in the region. Fall 2011 is the target date. Program accreditation is not yet to be considered. Also briefly discussed were qualifications for nursing educators and capacity building. The President asked for regular updates.
3. **The Board wants more communication on the agenda, adequate information on issues and advance notice to the public on the agenda for meetings. In addition to the usual radio announcement, the college will put Board agendas in the Kaselehlie Press newspaper.**
4. VP Currie is to take the lead on this. He mentioned several ongoing CRE projects.
5. The Board wants adequate time to review the follow up report to the accrediting commission before it is submitted.
6. Several suggestions on ways to make students more aware or to be helpful to students regarding personal financing were discussed. It was agreed that the SBA President will work with students to develop a proposal on how to help students manage their money so to be able to meet their financial obligations, especially the registration fee. VP Ringlen will assist them.

4. Updating annual evaluation of employees

Performance evaluations for all employees must be current to enable the conversion process.

5. Items that need to be addressed that are not in the warning letter from WASC

The President reminded everyone that recommendations, such as filing cabinets for ORAR and library collection, must also be addressed - as per the visiting team report

6. Harvey Segal's Funeral.

Harvey Segal passed away Monday night; he will be buried in Kosrae. His remains will be taken to Kosrae on Friday. Since Harvey is the college's first and only professor emeritus, the Cabinet agreed that, in terms of the College's donation, he would be treated as a regular employee. VP Ringlen moved and VP Habuchmai seconded that the College will provide the usual package for employees.