

FOLLOW-UP EVALUATION REPORT

**College of Micronesia-Federated States of Micronesia
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**This Report represents the findings of the Follow-Up Evaluation Team that visited
The College of Micronesia-Federated States of Micronesia
March 25-27, 2013**

Submitted to:
The Accrediting Commission for Community and Junior Colleges

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**College of Micronesia-Federated States of Micronesia (COM-FSM)
Follow-Up Evaluation Team Visit
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I. INTRODUCTION

The COM-FSM began in 1963 as the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training opportunities. MTEC changed its focus to pre-service teacher education and the center was renamed Community College of Micronesia (CCM). CCM expanded into additional areas such as business management, liberal arts, and continuing education. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) first accredited CCM in 1978. When the Trust Territory of the Pacific Islands split into three independent nations, CCM became COM-FSM in 1993.

In spring 2010, COM-FSM underwent a comprehensive evaluation visit that resulted in fifteen recommendations, ten of which were to fully meet Accreditation Standards. The Commission acted to place COM-FSM on Warning and require a Follow Up Report demonstrating resolution of recommendations 1,2,6,7,8 and 9 by March 2011, to be followed by an evaluation team visit.

As a result of the team visit on April 11-13, 2011, the Commission acted, on June 30, 2011, to place COM-FSM on Probation and to require the College submit a Follow-Up Report on recommendations 1,2,6 and 8 by March 2012, to be followed by an evaluation team visit.

COM-FSM submitted a Follow-Up Report on March 15, 2012, and an evaluation team visited COM-FSM on April 23-25, 2012. Based on the team's report, in July 2012 the Commission continued COM-FSM on Probation status and issued an Action letter that required the College to submit a Follow-Up Report by March 15, 2013 and a Mid-Term Report at the same time in one Report that documented progress on all fifteen of the 2010 Recommendations.

A four-member accreditation evaluation team visited the College of Micronesia-FSM March 25-27, 2013, for the purpose of evaluating the institution's Mid-Term and Follow-Up Report dated March 15, 2013 and which had been submitted to the ACCJC.

Below please find the results of the 2013 Follow-Up Evaluation Team's analysis of the evidence provided by the College and the observations made by the team through its interviews with 63 faculty and staff and 18 students during its visit to COM-FSM.

II. GENERAL OBSERVATIONS

The College of Micronesia, Federated States of Micronesia (COM-FSM) has been attending to the ACCJC Recommendations since 2010. It has made basic organizational changes such as hiring a new president, establishing the Vice President for Institutional Effectiveness & Quality Assurance (VPIEQA) position, revising job descriptions of the campus directors to deans, altering organizational structures for improved communication, and creating new organizational structures to improve institutional effectiveness. Through interviews this team learned how these structural changes have taken hold in the culture of the College to the point where they are *making a difference*. In short, things are done differently now, e.g., there is evidence of purposeful dialogue, participatory decision-making, and expanded ownership of decisions. Results of this difference include how the administration, with the support of faculty and staff, can boast a college-wide understanding of accreditation standards. That is, by utilizing ACCJC's Basic Accreditation online course, over 300 of 350 employees have completed and passed the course as of this writing. In addition, the Student Body Association president asked that students be included in the training, for they see visible change occurring on campus and want to be active participants in the change. More essential to the Accreditation process is the fact that the organizational and structural changes the Team observed are only the outward manifestations of a more basic development that has occurred at COM-FSM, i.e., faculty, staff, and administrators expressing their sense of empowerment and pride as partners in the improvement and development of the College.

III. VISITING TEAM ANALYSIS AND CONCLUSIONS

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).

Observations and Evidence:

The focus of the College's response to Recommendation 1 was to provide evidence of improved communication at the College centered on two aspects of the Recommendation, "participatory governance" and "purposeful dialogue," the latter to include an exchange of different points of view and reflections that lead to genuine communication.

The College has provided evidence that it has evolved 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. The College *Follow-Up Report to the ACCJC Action Letter, Recommendation 1*, begins with the headline "Adopting an Accreditation Culture." To make its point, the College provided evidence

of modeling an evolved communication process by embedding the accreditation culture into all areas of its operations. The College offered examples of how it implemented this embedding effort, since the ACCJC 2012 report, such as creating the VPIEQA position in June 2012 and by configuring the department for Institutional Effectiveness and Quality Assurance to include the offices for Institutional Research and Planning, Information Technology, and Development and Community Relations.

The College provided a list of activities, such as its staff's completion of the Online Accreditation Basics Course and an Accreditation Boot Camp, as further examples of how it has embedded the accreditation-culture values of communication and dialogue into the overall culture of the College. These efforts assisted all College members in understanding the purpose and requirements of the ACCJC standards; the results were tangible. For example, the College provided instances of purposeful dialogue initially focused on accreditation-centered training and the dialogue that followed as a result of that training. The training was meant to inform all members of the College community about the accreditation process and its benefits to the College and to create a college-wide knowledge base that supported purposeful dialogue concerning the College's future development. One result of the communication effort to ensure broad-based participation and encourage purposeful dialogue was the spontaneous and unsolicited effort of one of the College's personnel to translate a PowerPoint presentation used in accreditation training into the local Pohnpei language. This effort allowed staff who do not speak English at a high level to better understand the purpose and goals of the College's efforts in meeting accreditation standards and to participate accordingly. In May 2012, 84 employees had completed the ACCJC online course. Ten months later, over 300 employees and 100% of the faculty had completed the voluntary course, showcasing the commitment all constituents have to work toward improving institutional effectiveness.

Further efforts at communication to ensure broad-based participation and encourage purposeful dialogue were evidenced by the College's Visioning Summit: a three-phase strategic planning process. The Visioning Summit was prefaced with activities via the college-wide review, discussion, and analysis of the *Report on Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications Plan and ACCJC Recommendation One*, conducted May 10-11, 2012. The first phase of the Visioning Summit was held August 8-9, 2012, at the National Campus, and included representative personnel from all campuses and external stakeholders present on Pohnpei. In total, there were 148 participants to the summit. Furthermore, the College conducted Visioning Summits during fall semester 2012 at all campuses that included a review of the College's *Strategic Plan 2006-2011* with specific emphasis on the College mission.

The College presented evidence of its continued emphasis on participatory governance through the creation of two new important governance bodies, the Management Team and the Executive Committee. The Management Team filled a gap by which mid-level managers, those at the dean and director level, had found themselves lacking an adequate forum to participate in college governance after the College's Committee structure had been reorganized in order to move control of these Committees to the faculty and staff. The Executive Committee represents something entirely new at COM-FSM - a broadly

representative decision-making body just below the president. Members of both Committees expressed their exuberance for the value of the Committees and their effectiveness in forming a college-wide participatory governance structure. The Management Team members are now utilized as resources by the Committees they formerly chaired; they attend as non-voting members. It is important to note that the process through which the Management Team and the Executive Committee were established demonstrates that formative evaluation processes are at work within the governance structures and are an integral part of the College's assessment, evaluation, and implementation decision-making process.

The College provided further evidence of its efforts to evolve communication processes in order to ensure broad-based participation and encourage purposeful dialogue via its statement to members of its Standing Committees, i.e., "Please be certain, to further increase horizontal communications, that you meet monthly with your divisions chairs, directors, or instructional coordinators, as relevant, to share your committee work with your fellow faculty and staff. Effective communications will require efforts from everyone and we hope you are all excited to share in the continuous improvement of your college through collective efforts and participation this year." Also, it is noted in the Memorandum of Committee Appointment that the College has clearly defined who is responsible for ensuring that the committees are attended and function with full participation of faculty and staff.

The College provided evidence that it is utilizing a variety of means to improve intra- and inter-campus communications. These efforts include experimenting with alternative meeting technologies, expanding Internet capacity, and continuing teleconferencing. Committees use wiki and email minutes to the College community. The Executive Committee and its meeting minutes are located on the College's main web page. Furthermore, the College provided evidence that it is institutionalizing the participatory governance structure by setting common meeting times for committees and All Campus meetings conducted on each campus to ensure communication between all elements of the College.

The College provided evidence of purposeful dialogue, e.g., Visioning Summit and Visioning Process – in which it reviewed the *Report on Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications Plan and ACCJC Recommendation One*. The College assessed its communications plan and has a plan to direct the development of the next communications plan to run in tandem with its Strategic Plan. The new communications plan is to reflect the values of "participatory governance" and "purposeful dialogue" and the need for both effective communication products and effective communication behaviors.

The College has published its Board of Regents (BOR) approved *Integrated Education Master Plan (IEMP)*. The IEMP includes a continuous planning cycle consisting of annual assessments and review of academic and non-academic programs and services, and review of the College's mission statement, vision statement, and strategic goals, and the implementation and assessment of all plans within a six year cycle.

What is laudable about the College's continued development is that its administration realizes that the label "accreditation culture" is only a tool to be used to assist the College in establishing, integrating, and implementing a value for sustained quality improvement in all areas of its operations. In meetings held with members of the Management Team and the Executive Committee it is clear that the faculty and administration view organizational development as an internal process, one motivated by personal professional integrity and an acceptance of the responsibility each member of the College has to the students and the community the College serves. According to statements made by the interviewees, institutional improvement and accreditation culture at COM-FSM are mutually supportive goals and are grounded by what is now a communication-based, participatory governance structure.

The College has completed a full cycle since the change in processes and has evaluated and made improvements to its communication efforts, thereby increasing institutional effectiveness. The increased and evolved communication now apparent at the College, which has resulted in broad-based participation and purposeful dialogue at the College and a new openness to creating and implementing change, is a clear outcome of the combined efforts of all the members of the College.

Conclusion:

The College has fully addressed the Recommendation and now meets the Standards.

Recommendation 2.

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

Observations and Evidence:

The College has provided evidence that the various plans of the college have been integrated into the development of a comprehensive long-range educational master plan that is linked to and includes a long-range budget plan. The College submitted a dynamic document, the *Integrated Educational Master Plan* with an IEMP worksheet that includes plans for the functional areas of Instruction, Student Services, Information Technology, Human Resources, Facilities and Campus Environment, Administrative Services, and CRE and Land Grant. Within each of these categories a funding source is identified for each goal, a means of assessing each goal is stipulated, and the person responsible for the attainment of the goal is identified. Furthermore, the IEMP serves as a roadmap for the College to effectively use its financial, human, physical, and technology resources to achieve its broad educational mission and purposes, including stated program and student learning outcomes. The COM-FSM Board of Regents approved the IEMP in May 2012.

The College has developed an integrated, comprehensive long-range education master plan (*Integrated Educational Master Plan*) that is linked and includes a long-range (*Five-Year Financial Plan*) budget plan and supports all aspects of the College's operations.

Conclusion:

The College has fully addressed the Recommendation and now meets the Standards.

Recommendation 3.

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

Observations and Evidence:

The College has provided evidence that it is advancing the institution's movement towards proficiency in the cycle of continuous improvement by completing the development of the student information system and providing for additional research design, analysis, and reporting. The College improved its existing student information system (SIS) through a series of upgrades and development of enhancements and new modules. Examples of current enhancement of the SIS include developing an online registration module (in progress) and upgrades to mail and news delivery systems. Individuals working with student records on the SIS have received training. The College provided evidence of its support for these improvements through its funding for a database manager, training, and software.

In addition, the College provided evidence that illustrates the SIS system is the core data source for the College's assessment and program review system, for both academic and non-academic programs, and that the improvements that have been made and that are in the process of being implemented will provide capacity and support for additional research design, analysis, and reporting throughout the College. Based on interviews the Follow-Up Evaluation Team conducted with COM-FSM IT personnel, the evidence demonstrates that the College continuously assesses and evaluates the SIS system, allocates financial resources, and implements enhancements to the SIS system through decisions that utilize the College's participatory governance structure. For example, the IT personnel described redesign of the website to divide data by the semester so that they could provide five year trend data to faculty and administrators. Faculty were asked to submit the type of data they want available for their needs to improve instruction. R, free software programming language and a software environment for statistical computing and graphics, was made available for enhanced ability for research. The R language is

widely used among statisticians and data miners for developing statistical software and data analysis.

To further address Recommendation 3 the College purchased TracDat in December 2012. The full rollout of TracDat for real time data entry into course and program level assessment plans and results will occur in fall 2013. Through its interviews with IT personnel the Follow-Up Evaluation Team determined that the TracDat software would provide additional research design, analysis, and reporting capacity to the College. Moreover, the College provided evidence that the improvements and enhancements have allowed it to further evolve its communication systems as it is disseminating information, such as semester enrollment and student achievement reports, to its internal and external stakeholders. For example, IT personnel confirmed that additional research on the College's entrance test and student success data was distributed internally, as well as externally to the National and State Departments of Education.

The College has provided evidence of its capacity to manage a cycle of continuous improvement by completing the current stage of development of the student information system and providing for additional research design, analysis, and reporting. College IT personnel reported in interviews that as they have implemented enhancements to the system, and will be augmenting it further through TracDat, the nature of IT is to provide continuous assessment and evaluation of the SIS system so that it can meet the ever changing needs of the College and the community it serves.

Conclusion:

The College has fully addressed the Recommendation and now meets the Standards.

Recommendation 4.

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

Observations and Evidence:

The team commends the College for making exemplary progress since the 2010 comprehensive self-evaluation visit in relation to its work on student learning outcomes. The College started working on Student Learning Outcomes (SLOs) several years ago and the reorganized (fall 2011) Curriculum Assessment Committee took the lead on spearheading the efforts in late 2011. As of fall 2012, 286 (100%) of College courses

have defined SLOs with 100% of the courses having an ongoing assessment of the learning outcomes that are aligned with degree and certificate SLOs. Thirty-two programs (100%) have defined learning outcomes with 100% having ongoing assessment. The College communicates this information to its internal community members and has it posted on the College website, in its online catalog, and on the wiki.

Course level assessment occurs for all courses, each semester. Course outlines are scheduled for review every five years, or sooner. Program assessments occur annually, with program review every three years. In recent discussions with the faculty, the Curriculum Assessment Committee (CAC) has proposed and received approval of a new policy on having the program reviews occur every two years, as the CAC noted quicker changes were necessary to reflect the continuous improvement now built into their new process. All course outlines were required to have SLOs and a specific assessment strategy, and be approved by the CAC. To ensure compliance, if a course does not have the endorsement of the Curriculum Assessment Committee, the course is not allowed to run the following semester, hence the 100% participation.

Five Institutional learning outcomes (ILOs) were added to the course outlines in 2011-2012. The institution has assessed the ILOs as of February 2013 and has scored their assessments against Association of American Colleges and Universities (AAC&U) value rubrics. Assessment results are used to inform decisions for institutional improvements. The College has recently reinstated an Assessment coordinator position to be hired by April 2013. The plan is to utilize this position to do a more thorough analysis of the data being collected. The College has also purchased TracDat software with plans for a full implementation by fall 2013.

The team confirmed that multiple methods of assessment are being used beyond the traditional exams, homework and quizzes, and verified through interviews with faculty and review of the evidence provided by the College that authentic assessment is embedded into each course. Numerous authentic assessment examples were given to the team during interviews via teleconference and in-person from all state campuses (Yap, Chuuk, Kosrae, Pohnpei and the National campus). Authentic assessment included performance, hands-on demonstrations, and practical application. The Program Prioritization process is scheduled to coincide with program reviews and feeds into the allocation process. Faculty confirmed that data is necessary to justify any requests for budget consideration and without data a budget related request would not be entertained. The Follow-Up team confirmed through its interviews that faculty and department chairs are empowered to support requests backed by data. Academic quality is confirmed with a review by the CAC and a check by the Dean of Academic Programs. A comprehensive academic assessment report was completed in 2012 with the next report to be completed in spring 2014. These reports are published on the wiki and regular assessments are scheduled to occur every other year.

Students expressed an extraordinary level of awareness of the goals and purposes of courses and programs in which they are enrolled. In formal interviews with students and in informal conversations with students in the library, residence halls, and the dining hall,

students could recite at least a portion of an SLO that they were covering at that time of the semester. All were consistent in replying that SLOs were covered in their syllabi at the beginning of the semester and that many instructors, throughout the term, reviewed the outcomes expected for student learning.

The discussion and evidence paint a rich picture of a College that is thoroughly engaged in assessing student learning, which has now become a core process for the College. Faculty, staff, administrators and students independently articulated an in-depth understanding of student learning outcomes. While the president is new, the majority of the faculty and staff are long-term resident employees and all seem to have been injected with a fresh sense of purpose and a new unity that did not exist prior to the president coming on board. There is a renewed sense of pride in what the College has accomplished and numerous examples of total buy-in by all.

The College has demonstrated that SLOs are in place and aligned for all courses, programs and degrees, and there is evidence of authentic assessment. The College has widespread dialogue that includes the results of assessment and leads to follow-up action that is aligned with program and degree goals. Student learning improvement is a visible priority in all practices and structures across the College.

Conclusion:

The College has fully addressed the Recommendation and now meets the Standards and is at or exceeds the proficiency level for student learning outcomes assessment.

Recommendation 5.

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

Observations and Evidence:

The college has evaluated the maintenance, security, and adequacy of its library collections and has increased the reliability of access to all library resources. The Library and Learning Resource Centers (LRC) are the gathering places for students at all state campuses. Each library uses the Follett library system as its library management system. The Learning Resource Director was hired in 2011 and is responsible for the development, planning, and supervision of the LRC and the Media Instructional Technology Center (MITC) at the National Campus, and provides support and supervision for all state campus libraries. The LRC director visited each library to assess their collections and to gain a better understanding of the various needs of each campus.

Evidence shows documentation of collection size, volumes per student use, and number of computers at each library. The goal of the LRC is to have a minimum of 30 volumes per student enrolled at each state campus. All libraries have been involved in doing an inventory and weeding in order to remove outdated and unused materials in their collection and to assure currency. This has resulted in a decrease in the numbers of volume per student, but provides a higher quality collection of resources. Three years of data show an increase in the volume per student count. However, while some of the increase is due to additional collection building, some increase may be attributed to a decrease in the student enrollment.

National

The campus offers the longest open hours (64 hours/week) and has a collection of 66,900 materials, or 69 volumes per student and provides 40 computers for use by students.

Pohnpei

Students have access to the National library collection and therefore have only 11 books per student at the College, which has a collection size of 6,377 volumes and 5 public computers for their use.

Kosrae

A prior concern in 2010 was the inadequacy of the Kosrae campus library. In August 2012, a new library building was opened with additional seats and 23 computers for student use. The collection has 24 volumes per student use with a collection size of 5,195.

Chuuk

The collection has 28 volumes per student use with a collection size of 10,249. There are 15 computers for use by students.

Yap

The Yap collection has 9,641 volumes, or 52 volumes per student use. There are 12 computers available.

At the 2010 comprehensive self-evaluation, the libraries had access to one online database, EBSCO. Since then, the following online databases were added to improve the resources necessary for the curriculum. These include: ERIC (Education), Hinari (WHO Resource for Public Health and Nursing), PubMed, Legal Info System of the FSM, PERC (Patient Education Reference Center), Ebooks Community College Collection, World and I, and access to the Pacific Digital Library. The libraries continue to collaborate with faculty and other departments within the College in the acquisition of new materials. Internet bandwidth has been increased for each of the state campuses and all libraries report that the service has had little or no downtime in the past year, giving more reliable access to resources.

The LRC director coordinated library use of survey questions and all campus libraries administered identical surveys in 2012. Assessment of the data shows high satisfaction

with the resources and services. The survey will again be administered in spring 2013 for comparison and to make improvements.

3M security gates are only installed at the Yap and the National campus, and as of February 2013, the gate at the National campus was reported to have broken down. The LRC director has requested funding to replace and install new security gates at all state campuses at a rough cost of \$20,000 per gate. Security cameras were installed in late 2010 at the National campus to record all activity at the entrance and exits. The video-recordings are monitored by the IT department and the Security department and serve as a backup for the security gates.

The College has provided evidence that it has evaluated the maintenance, security, and adequacy of its library collections and has increased the reliability of access to all library resources.

Conclusion:

The College has fully addressed the Recommendation and now meets the Standard.

Recommendation 6.

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

Observations and Evidence:

The College has provided evidence that there is on-going development of 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. The College has a *Facilities and Campus Environment Plan* integrated into its *Integrated Educational Master Plan* (IEMP). The IEMP states, "The College will maintain comprehensive plan and sequence of prioritized facilities construction that is linked to the Instructional Master Plan and all components of the Comprehensive Master plan of the college." Addressing the funding for facilities improvements the IEMP states that the College will "Seek alternative funding for construction, alternative energy and other direct construction costs." In addition the *Facilities and Campus Environment Plan* within the IEMP identifies strategies and action steps for implementation of facilities planning, i.e., "The comprehensive plan will be maintained and periodically updated" based on specifically established criteria that includes: total cost of ownership (impact on operations, maintenance, replacement of assets, utilities, etc.) and cost benefit analysis; green construction (LEED standards); maintenance costs; replacement facilities needs; funding available from Compact IDP sources; and instructional and other components of the college's master plan conducive to learning, etc.

The College is in process of developing facilities master plan that will inform the *Facilities and Campus Environment Plan* and that reflects the institution's long-term educational goals and plans and is linked to an identified, reliable, and ongoing funding that supports the total cost of facilities ownership. The College realized through its *Total Cost of Ownership 2012* (TCO) study that supporting financial resources for the operations of the College would need to be identified before total integration of facilities and education planning could take place. This is the first fiscal year the college realistically has been able to use the result of the TCO in terms of allocating sufficient funding under the FY 2014 budget for total cost of facilities ownership. This budget includes cost for utilities, repairs and renovations of facilities at all sites, repairs of college equipment, maintenance and fuel for college vehicles at all sites, backup generators, and other improvements to the campus environment. A *Facilities Use Fees Policy* has been approved to provide supplemental funding to support the operations and maintenance of college facilities at all campuses.

By May 2012 the College had begun to integrate its facilities planning with its educational planning. The College engaged the services of BECA International Consultants Ltd. to not only conduct a space utilization study, which will be completed in FY 2013, but also to provide a comprehensive integrated assessment of all college facilities and related instructional needs. The college will use the results to identify: linkages between planning for current and future facilities use; need for new facilities and at which campuses; and long-term energy usage. The space utilization study, which was approved by the U.S. Department of Interior's Office of Insular Affairs, the FSM government, and JEMCO, will further inform the review, assessment, and revision of a facilities master plan through 2023.

BECA International Consultants, Ltd. will provide the College with a comprehensive review, a Facilities Master Plan Report, that evaluates and prioritizes the necessary facilities improvements, responds to the College's forward strategic direction, and allows it to complete the next phase of its facilities master plan. This strategic direction is outlined in the *COM-FSM Quality, Sustainability and Success: A framework for Planning and Action*, April 2012, the *Facility and Campus Environment Plan*, and is present in the *FSM-COM Strategic Plan 2006-2011*, which states the college will, "Provide for adequate facilities to support a learning community," Under the Compact of Free Association, FSM Infrastructure Development Funds will be sought to fund implementation of the study's major recommendations.

In summary, the College has provided evidence that it has embedded the *Facilities and Campus Environment Plan* into its *Integrated Educational Master Plan*. Also, the College completed its *Total Cost of Ownership 2012* study. A space utilization study and facilities master plan will be completed in FY 2013 so as to inform the *Facilities and Campus Environment Plan* and align with the *Integrated Educational Master Plan*. Funding sources have been identified for facilities maintenance and to build upon future long-term facility goals.

Conclusion:

The College has addressed the Recommendation and will meet the Standard once the facilities related studies and plans are completed. It is suggested that the College submit a supplemental report summarizing the results of the space utilization study and the facilities plan by May 2014 and including confirmation of funding support for the facilities aspects of the IEMP.

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, III.C.1a-d, and III.C.2).

Observations and Evidence:

The College has provided evidence that illustrates it systematically assesses its use and need for technology and uses the results to develop new technology plans that are guided by the college's strategic goals and educational master plan. The College provided evidence of a *2011 Technology Plan* and its subsequent activities to move forward and implement that plan. The *College's Information Technology Plan* is embedded in the IEMP and provides links to the plans for facilities, finance, and all other operational plans.

The National campus has received an upgraded telecommunication network that uses optic fiber, increasing reliability and lessening the downtime of the campus network. The campus also installed backup electrical generators that automatically start when power is interrupted. In addition, the College also provided evidence that it has continued to work toward improving the overall COM-FSM technology system and has already made improvements in the areas of SIS, networks, website, and wiki and through its Electronic Information Panel Project and the Wireless Expansion project. The IT department has collected and evaluated website visitor traffic since April 2012 and has made changes to improve communication due to its ability to assess the level of use and reach of the website. Furthermore, the College has developed an acquisition plan for purchase and allocation of computers for academic and non-academic uses. Computers and related technology are found throughout the campus, including residence halls and in the LRCs on all campuses. Also, please refer to evidence described above for Recommendations 3 and 5 above.

Since the 2012 Follow-Up Visit, the College has continued planning for its technology needs, a plan that has been approved, systematically assessed, updated, and embedded into the current *Integrated Educational Master Plan*. IT personnel continuously assess not only the efficacy of current IT resources and systems but also the new technology and systems that can assist the College in meeting its education and strategic goals by

enhancing the IT infrastructure.

Conclusion:

The College has fully addressed the Recommendation and now meets the Standards.

Recommendation 8.

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

Observation and Evidence:

The College provided evidence that it systematically integrates financial resources planning with the various college plans into a comprehensive master plan that is directly linked to the budget, planning, and allocation process. In May 2012, the College completed an integrated *College of Micronesia-FSM Five-Year Financial Plan*. This plan provided a long-term outlook of the College's financial future by systematically considering and reviewing Compact-based funding, support from the FSM legislature, enrollment trends, and tuition rates. The plan calls for increased funding through FSM governmental appropriations to offset anticipated reductions of Compact funds.

In a letter to ACCJC President Barbara Beno, dated March 11, 2013, Federated States of Micronesia President Emanuel Mori pledged to support the College's \$1.4 million budget request to offset decreased funding from the Compact. In addition, the COM-FSM Board of Regents has approved a Facilities Use Fees Policy to provide supplemental funding to support the operation and maintenance of the College. The *College of Micronesia-FSM Five-Year Financial Plan* presents a realistic path forward of support for the continued operations of the College. This plan is linked to the programs and services in the IEMP.

The *College of Micronesia-FSM Five-Year Financial Plan* is integrated into the IEMP, includes a long-range budget plan and supports all aspects of the College's operations. Given the shifting conditions of Compact-based funding, College personnel are aware that ability to fund plans will continue to change as the College's internal and external conditions change and therefore continue to seek new sources and partnerships for revenue support. The College will also use a tuition increase to augment its financial resources and implement its IEMP.

Conclusion:

The College has fully addressed the Recommendation and now meets the Standard.

Recommendation 9.

Decision-making Roles and Process. To fully meet this standard, the team recommends that the college evaluate its organizational structure and governance processes to ensure that college stakeholders are involved in decision-making processes and that the results of systematic evaluations, meetings, and decisions are broadly communicated (IV.A.1, IV.A.2, IV.A.2b, IV.4.A3, IV.A.5, IV.B.1a, IV.B.2a, IV.B.2b, IV.B.2e).

Observations and Evidence:

The College provided evidence that it evaluates its organizational structure and governance processes to ensure that its stakeholders are involved in decision-making processes and that the results of systematic evaluations, meetings, and decisions are broadly communicated. The evaluation of organizational structure takes place in a variety of formative and summative processes

By policy, division chairs, instructional coordinators, campus deans and directors are responsible directly for ensuring that the different elements of the organizational structure and governance process are being attended and are working according to design. For example, the College established the expectation that all faculty and staff would participate in the stated policy for membership of committees. It is the responsibility of the division chair or instructional coordinator (whichever applies) to ensure that their division or campus is well represented throughout the different standing committees and it is the responsibility of the division chair or instructional coordinator to check whether or not the faculty members are attending committee meetings. Attendance at committee meetings is reflected on the evaluation forms of the faculty and committee secretaries must post committee meetings minutes on the wiki.

Also, staff members at both national campus and state campuses are selected by Directors or Campus Deans so as to represent the respective divisions throughout the system. At the national campus, it is the responsibility of the Directors to choose among their staff membership for the standing committees. It is the responsibility of the Directors to ensure their division is well represented throughout the different standing committees. In addition, as supervisors, it is the responsibility of the Directors to check whether or not staff members assigned to a committee are attending meetings. At the state campuses, it is the responsibility of the Campus Deans to assign membership to committees. It is also their responsibility to ensure that their campuses are represented throughout the different standing committees and that the staff members assigned to the committees are attending meetings. If a staff is assigned to a committee, this assignment and participation should be reflected on his/her performance evaluation form.

Furthermore, both academic and non-academic divisions meet monthly so that members of divisions can report to each other about what they are doing in their respective committees; minutes of these meetings are posted on the wiki. This ensures the College's continued efforts in broad-based participatory governance, as well as communication of information to all constituents.

The College presents evidence that its policies for widespread committee service and documentation of attendance have been implemented by providing examples of a Committee Minutes Reporting Form that includes “Present” and “Absent” columns as well as an area to record “Discussion.” The College shows evidence of posting minutes on its website and monitoring participation in Committee assignments.

Further evidence of the College’s ongoing formative evaluations of its organization structure and governance processes is illustrated by its creation of the Management Team. The College established the Management Team in response to the need to give the deans a voice in the governance process. Another example of the College’s use of formative evaluation is evidenced by the President’s identification of a gap in the organizational structure that needed to be filled to ensure broadened and seamless administrative and participatory governance functions. Through continued dialogue with the cabinet, council of chairs, faculty/staff senate officers, and the management team came a recommendation to create an Executive Committee. The Executive Committee now brings all of these aforementioned constituent groups together where important matters of the College are discussed and where recommendations to address these matters are decided and presented to the president for review, consideration, and endorsement. To ensure broad representation, the Executive Committee includes the President, Cabinet, Faculty/Staff Senate President, Chair of the Council of Chairs, Chair of the Management Team, campus deans, and the President of the Student Body Association. The Executive Committee considers and takes action on proposals and recommendations from the Cabinet, Council of Chairs, Management Team, Faculty/Staff Senate, Student Body Association, and standing committees. The Executive Committee may refer academic, professional, and other campus matters to Cabinet, Council of Chairs, standing committees, Management Team, and the Faculty/Staff Senate, and Student Body Association for review and recommendations.

Finally, the College provides evidence that it is evaluating its organizational structure and governance processes through use of summative evaluation procedures. Given the examples of changes in the organizational structure mentioned above, the College recognizes the need to assess and evaluate these changes so as to continue the process of sustained quality improvement. The College will present its summative evaluation of: (1) the effectiveness of increasing the authority of campus deans and having them report to the Vice President for Instructional Affairs; and (2) the creation of the Management Team, the Executive Committee, and the changing of the makeup of the President’s cabinet to Vice Presidents only, at its Board of Regents meeting on May 6-7, 2013.

In interviews with over 81 faculty, staff, students, and administrators all expressed a thoroughly engaged and purposeful outlook toward governance at the College based on their direct involvement in the College’s new decision-making process and the broad communication of data, information, and decisions.

Conclusion

The College has fully addressed the Recommendation and now meets the Standards.

Recommendation 10.

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

Observations and Evidence:

The College provides evidence that it has an external relations and communication plan that promotes outreach to the community and develops effective partnerships with the communities served by the College. The College's plan for communication embeds communications into every aspect of its operations so that communication is everyone's responsibility and not a silo-based activity. This embedding has been accomplished via the College's *Communication Policy*, its communication activities, and its changes in organizational structure and concomitant responsibilities.

The COM-FSM *Strategic Plan, 2013-2017*, which will be considered for approval by the Board of Regents at its May 6-7, 2013 meeting, embeds an already BOR approved strategic goal focused on Communication, i.e., "Achieve and strengthen purposeful dialogue." This goal includes the following objectives:

- Embedding appropriate communication practices and guiding principles in the objectives of each college program, governance body and administrative office;
- Adopting a continuous improvement model to measure progress in these communication practices and guiding principles within the College's ongoing assessments;
- Ensuring that college communications are accessible, accurate, timely, clear, and understood by their intended users; and
- Developing technology to improve communications among all campuses of the College.

The Executive Committee reviewed and approved the College's new *Communications Policy*, which was then approved by the BOR in March 2013. This Policy embeds itself into the governance structure and promotes outreach to the community and develops effective partnerships with the communities served by the College by including the following goals:

- By no later than 2014, the College shall develop an annual calendar for the production and review of its major public documents, including the Catalog and the Web site. The College shall ensure the accuracy, accessibility and timeliness of all public documents and representations.
- By 2014, the College shall develop guiding principles and protocols for implementing the strategy across the institution in terms of both internal and external communication. The College shall publish these principles and protocols, with advice on their implementation.
- Through its governance bodies and administrative units, the College shall adopt

such subsidiary policies as deemed necessary to achieve full implementation of this general policy on communications.

The College reorganized its structure to ensure that information would be disseminated on a regular basis by reconfiguring the Institutional Effectiveness and Quality Assurance (IEQA) Department to include the Offices for Institutional Research and Planning, Information Technology, and Development and Community Relations. The IEQA Department addresses external relations and communications through specific strategic goals, i.e.:

- Generate comprehensive reports and communicate results of ongoing institutional assessments to inspire self-reflective constituent dialogue and ongoing quality improvement across the College;
- Communicate documented assessment results with quality assurance issues to relevant constituents to assure quality is maintained; and
- Establish and maintain effective communication and partnerships with community organizations, government agencies, state departments of education and other entities involved with COM-FSM programs and services, as it relates to accreditation and quality assurance.

The College's *Integrated Educational Master Plan* includes examples of integrated planning for external partnerships by establishing the goal to increase students' success in transferring and employability. To attain this goal the College plans to develop new articulation pathways or partnerships with regional institutions for easy transition of COM-FSM transfer students and to create and implement work experience programs through working with stakeholders in the public and private sectors for hands-on training.

The College provides evidence that it utilizes a variety of avenues for outreach, e.g., focused meetings such as the President's Visioning Summits, the College website, Facebook, Google Calendar, newspapers, forums, monthly newsletter, email, and community meetings in order to develop effective partnerships with the communities the College serves. As stated under Recommendation 3, Observations and Evidence, research on the College's entrance test and student success data was distributed internally, as well as to externally to the National and State Departments of Education.

Conclusion:

The College has fully addressed the Recommendation and now meets the Standard.

Recommendation 11.

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

Observations and Evidence:

The College provided evidence that it has clearly defined its intended student population. The College President commented during his investiture in February 2012: “The mission of the college centers on the students, the nation, and the idea of continuous improvement: Historically diverse, uniquely Micronesian and globally-connected, the College of Micronesia-FSM is a continuously improving and student-centered institution of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.”

Later in April 2012, in his White Paper to the College community, the President wrote of the College’s mission, “The College of Micronesia-FSM is a uniquely Micronesian and globally-connected, student-centered institute of higher education committed to developing the Federated States of Micronesia into a stronger, more economically independent nation, one recognized as a leader in the Western Pacific region and across the globe. In order to fulfill that Mission the college must define its own vision for quality, sustainability, and success and thereby serve the FSM by providing an educated citizenry to ensure the nation’s quality, sustainability, and success. To this end—and in order to refine, define, renew and establish new principles that will guide the college through 2025—we will together engage in a college and stakeholder-wide Vision Summit in August of 2012. This Vision Summit will begin the process of developing our new strategic plan: *Wasahn Kamarain: 2013-2017*.”

The College implemented the plan of engaging internal and external stakeholders in a process of review and assessment of its current mission statement that has provided the College and the Board of Regents with options for change, enhancement, and augmentation. This process began in August 2012 at the President’s Visioning Summit with 148 external and internal stakeholders participating. External participants included department secretaries from the FSM national government, senators from the Pohnpei State Legislature, and representative of the FSM Development Bank, FSM Congress, National Department of Education, Yap State Department of Education, SPC and Moylan’s Insurance. All campuses and departments of the College were represented including student representatives from the national campus. One of the expressed goals of the summit was to, “Review the current college Mission and Values in view of changing conditions and determine what might still be pertinent in developing and/or revising the Mission and Values of the college.”

In December 2012, the College proposed a Draft Mission Statement, i.e.: “The mission of the College of Micronesia – FSM is to provide affordable, quality higher education regardless of geographic location by combining traditional Micronesian methods with the latest teaching and technological innovations. Within a Micronesian context, COM helps meet career, technical, academic, cultural and economic needs of students and our island communities through developing an entrepreneurial spirit and acquisition of global employability skills for employment and preparation for transfer for qualified students. As the national college of the Federated States of Micronesia, the college serves as a research and intellectual resource to the nation.”

The dialogue that began during the Visioning Summit 2012 continued at the five campus sites to refine the mission statement further. Thus, the various iterations of the Mission Statement in and of themselves are evidence of the continued dialogue with all College constituents. The result of this college-wide engagement in self-definition currently is a draft mission statement, within the *Strategic Plan 2013-2017*, that will be considered for final approval at the Board of Regents' May 6-7, 2013 meeting. It is the understanding of the Follow-Up Evaluation Team that the College will submit a Supplemental Report containing the BOR-approved mission statement to the ACCJC for its June 2013 meeting.

Conclusion:

The College has fully addressed the Recommendation and has made the improvements as cited.

Recommendation 12.

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

Observations and Evidence:

Based on examination of documents and separate interviews with students and Student Services staff from all campuses and an interview with the College President, the team finds that the College has complied with this recommendation. In response to a question about whether student services were meeting students' needs at all the sites, students reported that they had seen "big changes" and received "lots of support." They gave specific examples of effective services: tutoring, regular campus meetings, clubs, counseling, financial aid help, and the new Kosrae library. They brought copies of the Student Complaint Policy, which has not yet been needed. Students believe they have a voice and that they are heard.

In a separate meeting with Student Services staff from all locations, staff focused on the work they had done to improve services. The College hired a consultant to conduct a job audit looking at functional responsibilities. Seventeen positions were eliminated while others were created to better meet needs. The College hired a second consultant "to assist with the review and assessment of student services and to make recommendations on building and developing a student affairs program." The Management Team also conducted a prioritization of the College's nonacademic programs. When a State campus student satisfaction survey revealed negative feedback, the campus conducted a focus group with students and wound up making a case for an additional position, which the College approved. The campus decided to cross train its staff to meet student needs.

The College President indicated that the College is in transition from identical to equivalent staffing. It is cross training student services staff at the State campuses and basing staff levels on enrollment.

Conclusion:

The College has fully addressed the Recommendation and has made the improvements as cited.

Recommendation 13.

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

Observations and Evidence:

Based on interviews and an examination of documents and the College web site, the team finds that the College has fully complied with all elements of this recommendation. The transfer articulation information on the web site, which is the most recent iteration of the catalog, includes a list of the colleges, the agreement type and date, and the location of additional information, including specific degree articulation. The website also includes the *College-Related Complaints from Students* document, which includes both an informal and a formal complaint process. It covers complaints against or about staff, regular faculty, adjunct faculty, administrators, grades, customer service, and security/safety. The catalog contains an index to topical information.

Conclusion:

The College has fully addressed the Recommendation and has made the improvements as cited.

Recommendation 14.

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

Observations and Evidence:

Based on interviews and an examination of documents, including photographs of the site during the interim period and an examination of the site during this visit, the team finds that the College has ensured that student personal information and academic records are secure from breach of confidentiality. All student records are kept at the National

campus. On an interim basis, the College secured the file cabinets with external locking mechanisms until new locking cabinets arrived. All records are kept in locking file cabinets, the outer doors have two separate locks, and the window access has a roll down, locking metal enclosure. Access to the documents during the interim period was limited to one assigned staff member and the Director of Admissions and Records; the office did not have work study students.

There are three levels of access to SIS, the web-based database maintained by the Information Technology Office (ITO). Approved Office of Admissions and Records and Financial Aid staff at the State campuses have password-protected electronic access to the production database maintained by ITO. Students have MyShark portal access to their unofficial transcript. Faculty has MyShark portal access to the academic records of their advisees.

Conclusion:

The College has fully addressed the Recommendation and has made the improvements as cited.

Recommendation 15.

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

Observations and Evidence:

Based on interviews and an examination of documents, the team finds that the College has complied with this recommendation. The updated part-time faculty evaluation data, March 2013, reveals that all evaluations were completed in fall 2012 after a period of ever-increasing percentages of completion, semester by semester. The reorganization of the State campuses moved the responsibility for adjunct faculty evaluations from division chairs, which have been eliminated on the State campuses, to the Instructional Coordinator for each site. The process seems to be streamlined and better managed by a single position for each site.

Conclusion:

The College has fully addressed the Recommendation and has made the improvements as cited.