College of Micronesia-FSM
Supplemental Report

Submitted by:
College of Micronesia-FSM
PO Box 159, Pohnpei, FM 96941

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

May 12, 2016

Supplemental Report – Certification Page

To: Accrediting Commission for Community and Junior Colleges,
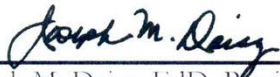Western Association of Schools and Colleges

From: Joseph M. Daisy, EdD

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This Supplemental Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

Signatures:

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

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Tulensru E. Waguk, Chairperson, Board of Regents

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Karen Simion, Vice President for Instructional Affairs

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Rencelly Nelson, Director of Human Resources

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Frankie L. Harriss, Vice President for Institutional Effectiveness and Quality Assurance, Accreditation Liaison Officer

Date: May 12, 2016

Work Completed and Accomplishments Subsequent to the December 15, 2015, *Self Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation Report* and Team Visit of March 8-17, 2016.

Standards III.A.5 and III.A.11

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented (III.A.5).

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered (III.A.11).

March 10, 2016, President Daisy issued a memorandum (Doc 1) to the Executive Committee (EC) and Management Team (MT) members requiring the performance evaluation review process include vice presidents and co-supervisors effective April 1, 2016. The review process now complies with this directive. The second component in the memorandum requiring additional training has commenced. Additionally, vice presidents and supervisors are given and maintain an electronic listing of all personnel under their department. The listing provides due dates of performance evaluations to help supervisors plan for the review process, and helps to ensure this important management responsibility is carried out in a timely manner.

April 22, 2016, a regional trainer from *Watson Training and Development* began a series of workshops (Doc 2) for effective performance management and related aspects of supervisory responsibility. Participants on Pohnpei were given a written notice (Doc 3) based on a single training topic
- *Conducting Effective Performance Evaluations.*

Outcomes for National and Pohnpei Campus participants:
After completing the workshop, you should be able to:
1. Describe the importance of performance appraisals;
2. View the performance appraisals as a development tool;
3. Prepare for the performance appraisal process;
4. Conduct an effective performance appraisal discussion;
5. Follow the steps for reviewing different levels of performance;
6. Avoid "pitfalls" during the appraisal discussion;
7. Get employees involved in developing improvement plans;
8. Follow through, monitor, and document the results of performance appraisals; and
9. Develop an action plan to improve performance appraisal skills.

Performance evaluations following the training are expected to be improved in the following ways:

- Performance evaluations will be completed fully and correctly by all parties;
- Performance evaluations will be submitted timely to the Human Resources Office (3 months prior to due date);
- Development plans will be directly addressing *Need Improvement* (NI) ratings and in the correct, proper format;
- Performance work goals will be clearly articulated and linked to unit and departmental priorities; and
- Both supervisor and employee (and co-supervisor) will make time to prepare for the discussion meeting on performance and goals prior to signing the forms.

Participants on other campuses were provided a [written notice (Doc 4)](#) with training organized around four topics (these topics were previously delivered on Pohnpei):

- *Setting and Communicating Performance Expectations (including goal setting);*
- *Deciding How to Handle Performance Problems;*
- *Improving Employee Work Habits;* and
- *Improving Internal and External Customer Service.*

Outcomes for Chuuk, Kosrae, and Yap Campus participants:
After completing the workshop participants should be able to:

Setting and Communicating Performance Expectations	Improving Employee Work Habits
- Define management; - Explain the five functions of a manager; - Realize the four reasons why work doesn't get done; - Engage and motivate your employees; - Set and communicate performance expectations; - Develop performance goals and standards; - Use descriptive feedback to solve performance problems; and - Create a personal action plan for improvement.	- Tell the difference between job performance and work habits; - Understand the importance of dealing with unsatisfactory work habits early, before they require disciplinary action; - Explain clearly to team members (employees) the nature of their unsatisfactory work habits—focusing on behavior and not personality or attitude; - Involve team members in the process of correcting their unsatisfactory behavior through an interactive process—that maintains the team member's self-esteem; - Increase team members' accountability by gaining their commitment to a clear plan of action; and - Create a personal action plan for improvement.
Deciding How to Handle Performance Problems	**Improving Internal and External Customer Service**
- State performance problems properly; - Apply a performance problem analysis technique; - Practice analyzing situations to decide if the problem is a "can't do" or "won't do" problem; - Conduct a performance coaching session; - Conduct a performance counseling session; and - Create a personal action plan for improvement	- Understand why customer service is important to COM-FSM; - Know the difference between *customer service* and *customer services*; - Understand what the customers want and expect when it comes to service; - Realize the importance of exceeding customer expectations; - Explain the four (4) keys to excellent customer service;

	• Begin thinking about service from the customer's point of view;
	• Handle customer complaints; and
	• Create a personal action plan for improvement.

Written notices provided outcomes and expectations during and following the workshops. To close the loop, supervisors of the participants were provided guidelines (Doc 5) to aid follow up dialogue. This dialogue is intended to enhance learning, improvement, and to provide ongoing support to overcome challenges. Assessments (Doc 6) of the workshops are conducted to solicit input for training improvement.

March 23, 2016, the college issued a request for proposal (Doc 7) for "creating the COM-FSM Human Resources Manual," which closed on April 22, 2016, resulting in the selection (Doc 8) of technical writer, Mr. David Adams, to support this work in collaboration with the Director of Human Resources. The scope of work includes:
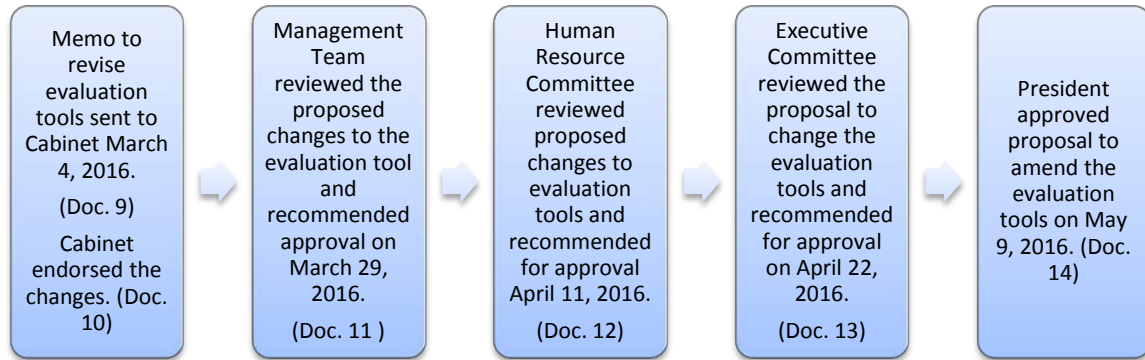
- Assess the status of current Human Resources Policies and related Administrative Procedures and produce a summary report;
- Develop a content outline for the Human Resources Manual;
- Develop a document design that conforms to the COM-FSM Publications Standards Manual;
- Draft and revise to completion the text of the COM-FSM Human Resources Manaul for review and approval according to COM-FSM governance procedures;
- Prepare supplementary materials (tutorials, sample forms, posters) as deemed appropriate and necessary;
- Track and help to resolve emerging issues;
- Provide monthly status reports; and
- Design a plan of usability testing for manual segments.

An agreement was signed on May 2, 2016, and work has begun. The manual target completion date is August 15, 2016.

Standard III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Employee Progress Report Appendix F and *Development Plan and Performance Evaluation Appendix E* for academic administrators and other personnel directly responsible for student learning have been modified to include a specific item on how well these individuals use assessment of student learning to improve teaching and learning (Tables 1 and 2).

| Memo to revise evaluation tools sent to Cabinet March 4, 2016. (Doc. 9) Cabinet endorsed the changes. (Doc. 10) | → | Management Team reviewed the proposed changes to the evaluation tool and recommended approval on March 29, 2016. (Doc. 11) | → | Human Resource Committee reviewed proposed changes to evaluation tools and recommended for approval April 11, 2016. (Doc. 12) | → | Executive Committee reviewed the proposal to change the evaluation tools and recommended for approval on April 22, 2016. (Doc. 13) | → | President approved proposal to amend the evaluation tools on May 9, 2016. (Doc. 14) |

Evaluations of *academic administrators* are the following: vice president for instructional affairs, vice president for enrollment management and student services, vice president for institutional effectiveness and quality assurance, dean of academic programs, dean of assessment (new position), deans of the state campuses, director of career and technical education, director of learning resources center, and instructional coordinators. Other personnel directly responsible for student learning are defined as: counselors (counseling office), librarians, and library technicians. Effective May 9, 2016, evaluations of those in the above mentioned positions will include the specific item on how well individuals in these positions use assessment of student learning outcomes to improve teaching and learning (Doc. 9; Doc. 10; Doc. 11; Doc. 12; Doc. 13; Doc. 14).

Table 1. Appendix F Evaluation Component Addendum for Academic Administrators and Other Personnel Directly Responsible for Student Learning

ADDENDUM:
Improves Teaching and Learning: How well does the employee use the results of assessment of student learning outcomes to improve teaching and learning?

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Does not use assessment of student learning to improve teaching and learning. No improvements made.	Rarely uses assessment of student learning for making decisions related to improving teaching and learning. Able to evidence attempts at improvement in teaching and learning, but does not have valid and reliable data related to improvements.	Sometimes uses assessment of student learning for making decisions related to improving teaching and learning. Able to evidence improvement in teaching and learning with some data.	Usually uses assessment of student learning as the basis for decisions related to improving teaching and learning. Able to evidence improvements in teaching and learning with data from at least one completed cycle of assessment.	Always uses assessment of student learning as the basis for decisions related to improving teaching and learning. Able to evidence improvements in teaching and learning with data from multiple completed cycles of assessment.	

List evidence for rating on this criteria:

Table 2. Appendix E Evaluation Component Addendum for Academic Administrators and Other Personnel Directly Responsible for Student Learning

PRODUCTIVITY

Improves Teaching and Learning. Uses results of assessment of SLOs to improve teaching and learning.	O	HE	E	NI	U	NA

Note: O=outstanding, HE=Highly Effective, E=Effective, NI=Needs Improvement, U=Unsatisfactory, NA=Not Applicable. These are defined on Appendix E.

Distance Education

The college had been offering only one distance education (DE) course, *AR 101 Introduction to Art*. This course began as a pilot to explore DE possibilities at the college and to fulfill a demand. More work must be completed before continuing with DE at the college, including developing policies and exploring strategies to improve course completion rates. The college has now restricted the offering of any course through DE until proper policies are in place and the college has completed all necessary steps to implement quality distance learning. A full time art faculty was hired fall 2014, eliminating the need to offer the DE modality for the course.

The art instructor *Personnel Requisition* 2014 stipulated that the person hired would travel to the state campuses to offer the course (Doc. 15). An individual was hired and has completed the probationary year. This faculty member is now scheduled to teach art in Yap and Chuuk during the summer 2016 session (Doc. 16; Doc. 17). Vice president for instructional affairs informed the Curriculum and Assessment Committee March 21, 2016, that no courses will be offered through DE until policies and procedures are established. (Doc. 18) in accordance with USDE expectations and Accreditation Standards as guided by the ACCJC *Guide to Evaluating Distance Education and Correspondence Education*.

Additional Items

- To relieve workload from the Curriculum and Assessment Committee (CAC), an *Assessment Team* was established April 29, 2016, and the CAC will return to a focus on curriculum as their primary scope (Doc 19; Doc. 20).
- After a broadly participatory process, leading up to the August 2016 Visioning Summit, The *Core Values Working Group* completed a review and revision of the

institution's core values. The *Core Values Working Group Report* (Doc. 21) was presented to the Executive Committee and Board of Regents (Doc. 22). The revised *COM-FSM core values and principles of best practices* were approved and implemented April 27, 2016 (Doc. 23).

- The hiring committee for the new *dean of assessment* position submitted a recommendation that has been reviewed by the vice president for institutional effectiveness and quality assurance and presented to the president for approval. The position is expected by be filled and active by July 2016.

Table of Evidence

Doc. 1   Memorandum From President (2016, March 10). Review Process for Performance Evaluation. Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/March-20,-2016-memorandum-from-president.pdf

Doc. 2   Series of Workshops Scheduled for Campus with Watson Training and Development (2016, April-May). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Series-of-Workshops-with-Watson.pdf

Doc. 3   Written Notice to Supervisors Pohnpei and National Campuses (2016, April 7). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/April-22m-2016-notice.pdf

Doc. 4   Sample Written Notice to Workshop Participants at Remote Campuses (2016, April) Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Same-Written-Notice.pdf

Doc. 5   Coaching Guidelines (2016, April-May) Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Coaching-Guidelines.pdf

Doc. 6   Assessment of First Workshop (2016, April 22). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Assessments-of-first-workshops.pdf

Doc. 7   Request for Proposal (RFP) for Human Resources Manual (2016, March) Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/RFP-HRManual.pdf

Doc. 8   Memorandum documenting selection and award of RFP (2016, May 2). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/May-2,-2016-Memo-to-Comptroller-regarding-David-Adams-Contract.pdf

Doc. 9   Memo to improve Academic Admin. Evaluations. Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Memo-to-improve-Academic-Admin.-Eval.pdf

Doc. 10   Cabinet Minutes (2016, March 4). Retrieved from http://www.comfsm.fm/cabinet/pdf/2016/3-4-16 C minutes with changes-1.pdf

Doc. 11   Management Team Minutes (2016, March 29). Retrieved from http://wiki.comfsm.fm/@api/deki/files/4671/=2016_03_29_minutes_M-Team.pdf

Doc. 12   Human Resources Committee Minutes (2016, April 11). Retrieved from http://wiki.comfsm.fm/@api/deki/files/4700/=April_14,_2016_meeting_minutes_amendment.pdf

Doc. 13   Executive Committee Minutes (2016, April 22). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/4-22-16-EC-Minutes-1.pdf

Doc. 14   Memo to approve Evaluation Tools (2016, May 9). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Memo-Eval-of-Acad-Administrators-SLO.pdf

Doc. 15   Art Instructor Personnel Requisition (2014). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/2014-016-Instructor-Art_PR.pdf

Doc. 16   Summer Session 2016 Schedule, Yap (2016, May 3). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Summer-Session-2016_Yap.png

Doc. 17   Summer Session 2016 Schedule, Chuuk (2016, May 3). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Summer-Session-

	2016_Chuuk%20.png
Doc. 18	Curriculum and Assessment Committee Minutes (2016, March 21). Retrieved from http://wiki.comfsm.fm/@api/deki/files/4656/=CAC_2016_03_21_minutes_approved.pdf
Doc. 19	Assessment Team Proposal (2016, February). Retrieved from http://www.comfsm.fm/accreditation/2016/Supplemental/Assessment_Team_Proposal.pdf
Doc. 20	Cabinet Minutes (2016, April 29). Retrieved from http://www.comfsm.fm/cabinet/pdf/2016/4-29-16%20CM.pdf
Doc. 21	Core Values Working Group Report (2016, March 25). Retrieved from http://www.comfsm.fm/dcr/misc/Core%20Values%20Working%20Group%20Report_March2016.pdf
Doc. 22	Board of Regents Agenda (2016, May 3). Retrieved from http://www.comfsm.fm/?q=bor-Agenda-05-16
Doc. 23	College of Micronesia-FSM core values and principles of best practices (April 2016). Retrieved from http://www.comfsm.fm/dcr/misc/Core_Values.pdf