

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, 2009

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Statement of Report Preparation

The College of Micronesia – FSM thanks the Commission for giving us the opportunity to resubmit 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.

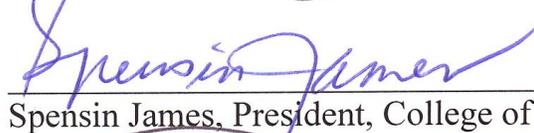
The Accreditation Liaison Officer (ALO) received the commission action letter of February 3, 2009 on the 6th of February 2009. The ALO immediately sent communications about the action letter to the President's Cabinet which consists of the president, vice presidents for administrative services, instructional affairs, student services, and cooperative research and extension, the ALO, the Faculty and Staff Senate president, Student Body Association representative and campus directors.

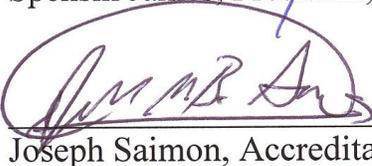
President James then created a working group that worked under the direction of the ALO to put together sections of the report for final compilation by the ALO. The College community was made aware of the nature of the February 3, 2009 action letter through an event at the national campus as part of the current self-study undertaken by the College. College community members at state campuses were informed about the action letter through their campus directors.

The report was presented to the Board of Regents for review on March 11, 2009. 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:

 3/12/09
Graceful Enlet, Chair, Board of Regents

 3/12/09
Spensin James, President, College of Micronesia-FSM

 03/13/09
Joseph Saimon, Accreditation Liaison Officer

COLLEGE OF MICRONESIA – FSM FOLLOW-UP REPORT
MARCH 15, 2009

Introduction

The College of Micronesia – FSM submitted a follow-up report to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) on October 15, 2008. On February 6, 2009, the college received the Commission Action Letter of February 3, 2009, stating that the Commission rejected the report and required the college to resubmit the same report by March 15, 2009. Communication was immediately made with Commission staff who further clarified that the college’s report of October 15, 2008, fell short of identifying resolutions to the recommendations, analyzing them, and then identifying additional plans.

This report attempts to identify and describe resolutions to each of the three (3) Commission Recommendations and the Commission Concern. 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 three Recommendations and one Commission Concern are structured to respond directly to the immediate requirements to identify resolutions to parts of the WASC Standards which were cited in each Recommendation.

A. Recommendation #5: Identify and Assess Student Learning Outcomes.

The college must develop and implement student learning outcomes across the six sites in order to determine the effectiveness of college programs and services on student learning including:

- *Instructional programs at course, program, degree and certificate levels (Standards IIA.1c, and IIA.2i),*
 - *Student services throughout the students' matriculation at the college (Standards IIB, IIB.3, and IIBA),*
 - *Links between student learning outcomes and the planning process (Standard IB),*
 - *Mechanisms for measuring student learning outcomes (Standard IIA.2a), and*
 - *Mechanisms for using those measurements to improve courses, programs, and services (Standards IIA.1c, IIA.2e, and IIA.2f).*
-

ResolutionInstructional Programs

The college has implemented student learning outcomes (SLO) for 100% of its courses and these SLOs are available in all college course outlines. The course outlines will be available in the evidence room and are also available on the Vice President for Instructional Affairs (VPIA) website. All degree and certificate programs have student learning outcomes as found in the college's catalogue. [Standards IIA.1c and IIA.2i]

The college's curriculum handbook sets forth procedures for the design and approval for all courses and programs at the college. The approval process for courses and programs also requires the identification and inclusion of SLOs for course and program levels as evidenced by the curriculum committee minutes.

The course syllabi developed by faculty and provided to students include the course SLOs. These syllabi are reviewed and approved by the Director of Academic Programs (DAP) for the national campus and Instructional Coordinators (IC) at their respective state campus sites. The college's more recent Institutional Assessment Plan (IAP) handbook also provides assistance on development of student learning outcomes.

Instructional program evaluation is detailed in the Curriculum Handbook under Appendix T and is available on the VPIA's website. Program SLO assessment and the updating of program review started at the college as observed by the 2006 visiting team. The IAP handbook which was developed in 2008 further describes the program assessment processes at the college. The handbook is found on the IRPO website and hard copies were distributed to faculty offices across sites. The handbook provides directions and worksheets to guide the development of annual improvement plans and corresponding assessment plans and reports. The worksheets are designed to directly link improvement and assessment plans and reports to the program mission and the college's strategic goals

and institutional mission. [Standard IB][Standard IIA.2a][Standards IIA.1c, IIA.2e, and IIA.2f]

An assessment standing committee was established in fall 2008 as a focal point for review and endorsement of assessment plans and reports to the college president for approval. Assessment plans and reports are channeled to the assessment committee through the administrative and standing committee structure as prescribed by the governance policy. The assessment committee's review of plans and reports are channeled directly to the college's planning and resources, curriculum and student services committees to provide a foundation for decisions on resource allocation. Other important committees like the finance committee is a subcommittee of the planning and resources committee. Assessment results also form the basis for the upcoming assessment cycles improvement and assessment plans. Documents generated by the assessment committee and assessment plans and reports can be found on the IRPO website.

Course and program assessment results are submitted to the ICs and the DAP as evidenced by emails collected by the ICs and the DAP. The documents shared during the email exchanges will be featured in the next edition of the VPIA website, which is now undergoing usability and content revision. The DAP and ICs assist faculty to set assessment plans at the beginning of fall semester for course and program level assessment. Program reviews using the format of Appendix T found in the Curriculum Handbook are submitted to the vice president's office for initial review and transmitted to the curriculum committee. Program level reports are presented to the curriculum committee for review and input prior to sharing with other programs or forwarded to the VPIA. Prior to 2008, the reports were shared with other committees or offices that would have a need to know the results. Reports on the previous academic year course and program assessments are to be submitted in October. Beginning in fall 2008, the program assessment reports are endorsed by appropriate departments and committees then presented to the assessment committee which conducts institutional review of assessment plans and reports for quality and consistency.

At the beginning of the fall 2007 and 2008 semesters, faculty were tasked to revisit their program assessment plans for the upcoming semester for their courses and linking to program level improvements and continued assessment.

A variety of mechanisms are being used by faculty in assessing student learning outcomes. Examples range from pre and post tests, portfolios in teacher training programs, skills checklists for vocational and technical classes, scoring rubrics for pre and post expository writing samples, comprehensive exams in the social science courses, and internship experiences in media studies and business programs. Beginning fall 2008, assessment strategies and mechanisms are included in the assessment plan worksheets.

All student services programs at the national campus have SLOs/objectives, assessment plans and reports for the 2007-2008 periods as can be found on the IRPO website.

Additional plans and some reports are available from the state campuses. A summary of the assessment activities for the student services can also be found on the IRPO website.

Student services and programs at the college also follow the same process for the development of improvement and assessments plans, and reports as discussed above for course and program level SLO assessment. The college's institutional assessment plan is based on models from the Kellogg Foundation and National Science Foundation and centered on developing evaluation questions based upon stated SLO/objective with data sources and analysis of data sources identified in the assessment plan. The reporting function is based on answering the evaluation question based on the identified data sources and analysis. Closing the loop is directly linked to the analysis and to whether or not the SLO/objective has been met. The closing the loop recommendations become the basis of improvement plans and development/selection of SLOs/objectives to be addressed in the next assessment cycle. [Standards IIB, IIB.3, and IIBA] Appendix 1A provides a sample SLO assessment report.

Mechanisms for measuring student learning outcomes include tracking graduation, retention rates, intake and contact sheets, student records, counseling logs, surveys, interviews, disciplinary citations, committee minutes, and trip reports.

Analysis

Over the 2005-2007 period, the implementation of student learning outcomes at the sites was at different stages. To address the gaps, the Director of Academic Programs (DAP), the Director of Institutional Research and Planning (DIRP), and the Vice President for Student Services (VPSS) visited all college sites, conducted training workshops, and provided one on one technical assistance for faculty and student services staff on assessment planning, assessment mechanics and reporting. State campus instructional, student services, and administrative staff formed local campus-based assessment teams to discuss, plan, coordinate, and implement college wide and campus specific assessment activities. Faculty assessment teams at Chuuk and Yap state campuses have been notably active in conducting program and course level assessment. They are also active in providing and stimulating campus wide conversation through report sharing at curriculum committee as evidenced by the curriculum committee minutes. The national campus-based Director of the Learning Resources coordinated library assessment efforts among all sites. All learning resources centers now collect and report the same kinds of library statistics and record and report these data on monthly basis. These data are also used in quarterly performance budget reports and incorporated in yearly program review. At the end of the fall 2008 a common library survey was administered to patrons at all campus libraries with a report of findings and recommendations pending.

Program review of the Certificate in General Studies, led to a meeting held in October 2007 that brought faculty representatives from state campuses together to provide input in restructuring the college's approach to developmental education. Faculty members and ICs attended conferences of the National Association of Developmental Education and visited with Kapiolani Community College developmental education staff to gather

information on best practices and model programs. These activities led to a proposal for a new developmental education program that is currently being presented to the college for review.

Assessment of the AS in Elementary Education offered in Yap, Chuuk and Kosrae combined with the requests by state campuses to offer courses under the Third-year Certificate of Achievement in Teacher Preparation at their campus led to a meeting held in December 2008 at the national site. The group included education faculty from four sites with teacher preparation programs. They spent two days discussing, deliberating and developing a set of recommendations for phasing out the current Associate of Science Degree in Teacher Education program, which is currently offered at the state campuses, and extending the national campus-based Associate of Arts Degree in Teacher Preparation to the state campuses. The extension to the state campuses of some of the courses under the Third-Year Certificate of Achievement in Teacher Preparation was also discussed during the meeting.

These recommendations are now being discussed with campuses and stakeholders in the education departments in the various states. The commission was also contacted by the ALO regarding the extension of existing approved programs to other campus sites and to determine if a substantive change report will be needed. A clear direction is forthcoming from the Commission through the ALO.

The college is now moving to do a 360 view of learning outcomes assessment. An employer survey on the college alumni who are currently employed in the FSM is being conducted by the college. The 4- year institutions in the Pacific Post Secondary Education Council are also sharing data on the retention and persistence rates and semester grade point averages for FSM graduates who transferred and enrolled at their institutions.

COM-FSM, in collaboration with University of Guam, hosts a Partnership BA in Elementary Education program. The University of Guam Education faculty and national campus-based faculty members are collaborating in program assessment. These faculty members are sharing and validating assessment instruments while also incorporating the FSM National Teacher Competency Test as the program level assessment mechanism.

In 2007, the college established a process for the development of annual institutional priorities which includes an annual president's retreat. The retreat brings together internal and external stakeholders to review the state of the college, assess if the college is meeting its mission, and to develop or refocus institutional priorities to guide institutional efforts, budget development and allocation of resources.

The college's instructional affairs department shared information on the reading grade level equivalency of students on the COM-FSM Entrance Test (COMET) and program

review data on certificate level students. This information informed both internal and external stake holders of the under preparedness of the high school students and the severity of the gap based on the COMET entrance test results.

The college has SLOs and authentic assessment mechanisms in places for courses, programs and degrees as described in the IAP Handbook. Among faculty and instructional division the dialogue about assessment has changed from a discussion about what is an SLO to conversations about classroom assessment strategies and impact on student learning as evidenced by emails received by the DAP. Course and assessment results are being used for improvement at the course level, to better align PLO and courses and for program modifications. Faculty submit course level assessment reports each semester to the DAP at the national site and ICs at the state campuses. Included in these reports are recommendations for improving student learning at the course level and ultimately at the program level as all course level SLOs are directly linked to program level SLOs as established in program SLOs and course matrixes. Appendix 1A provides an example of the activities, assessment techniques and what the faculty and divisions are doing with the results to improve learning. The rest of the SLO and program evaluation reports are available on the IRPO web site.

In conducting assessment for the general education core courses across campuses, the need for greater consistency in the mechanisms used for assessment has become obvious. Currently the general education core consists of 14 general education outcomes (as can be found on pages 40 and 41 of current edition of the College of Micronesia-FSM General Catalog) and requires 29 credit hours. Efforts to conduct consistent and meaningful assessment across all sites for the general education core outcomes have opened eyes to both the desire to revise the general education outcomes and to develop meaningful and manageable assessment mechanisms that can be reduplicated across sites as evidenced by the increase of email contacts with the DAP about assessment results.

Recently the DAP formed a working group to address the revision of the general education core. The DAP and the Director of Institutional Research and Planning (DIRP) attended a conference on General Education in Baltimore in late February to prepare for revisions and assessment plan development. The conference was hosted by the Association of American Colleges and Universities on General Education, Assessment, and the Learning Students Need. In 2008, the college identified the need for college wide coordination of the general education core program as well as placement and tracking of developmental students. Beginning with fiscal year 2009, a long unfilled faculty position at the national campus previously dedicated to the design of the entrance test was reassigned to work with the DAP to coordinate the assessment of the general education program SLOs throughout the college. The revised job description has been prepared and recruitment will begin soon.

Since 2007 the DAP and ICs have included assessment plan preparation and assessment results sharing in faculty workshop week at the beginning of the fall semesters. Recently, the faculty have formally expressed through the Faculty and Staff Senate to the Assessment Committee and Cabinet that they are not clear where their assessment reports

go after they pass them to the DAP and precisely how the information and recommendations in the reports are being used in the planning and budget resource allocations. With the development of the IAP handbook the information sharing process and pathways have been identified. The IAP Handbook is being distributed in spring 2009 with orientation sessions planned for division chairs and faculty.

Although students are made aware of the goals and purposes of courses and programs in which they are enrolled through the inclusion of this information in the college catalog and on the course syllabi, the college has not assessed the level of awareness of the students. The current “course evaluation” completed by students at the end of the course does not include any reference to student learning outcomes. This situation is being addressed during the spring 2009 semester. A revised student teacher evaluation form is being developed to replace the existing one.

Under the leadership of the DAP with the assistance of the Director of Vocational Programs and ICs at state campuses, program coordinators and faculty are working to directly link one assessment cycle with the next and close the loop into the next cycle’s improvement plan. These activities are documented by the DAP.

The gap that existed between the national campus and the state campuses in the stages of the knowledge, implementation and effectiveness in using student learning outcomes has been narrowed. The conversation regarding SLOs has changed from what is an SLO to how can SLOs be assessed, data analyzed and report forms utilized as evidenced by trip reports and emails. The college is well on the path to becoming proficient in using the college’s assessment process for ongoing and continuous improvement for assuring effectiveness of student learning for courses, programs and degrees. The number of recommendations for changes and continuous improvement of student learning for courses, programs and degrees are documented in the curriculum committee minutes and course level assessment reports. Appendix IB provides a sample of student services SLO assessment report.

Resolution

Student Services

The department of student services supports the college’s mission in maintaining appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity through its recruitment efforts and emphasis on cultural diversity in its activities. The SLOs established for all programs and services provide the framework for delivering high quality services to support student learning.

After the 2006 team visit, the college accelerated its emphasis on improving student services through development of SLOs and assessing them. Training for SLO identification and assessment was provided by the Director of Institutional Research and Planning (DIRP) and the Vice President for Student Services (VPSS) at all sites as evidenced by trip logs and student services committee minutes. The series of trainings

contributed to the development of improvement and assessment plans and reports which are made available on the IRPO website.

The revised terms of reference for the student services committee emphasize the role of the committee in the planning, evaluation and resource allocation cycle. The new governance policy which emphasizes participatory decision-making, communication pathways and linking of planning, evaluation and resource allocation, along with all terms of references are also available on the IRPO website.

Analysis

A series of research and information gathering activities is used regularly by student services functional units. Evaluations are given at the end of most student services workshops. Results are analyzed and used for determining improvement. After action reviews are also being conducted for critical events like student orientation and registration. The results of the review are used for improvement of next year's activities as evidenced by the student services committee minutes.

The college has implemented Phase I of a Student Information System (SIS) that improves handling of student records and improved tracking of student persistence, progression, retention and graduation rates. The SIS allows real time data entry and access to student records at all college sites. The SIS also plays a major role in improved information for student advising. At the end of the fall 2008 semester, all grades were received and graduation clearances for all students who applied were completed in time and the names of eligible students were listed in the graduation bulletin.

In fiscal year 2008, the college began institutionalizing tutoring programs at all sites for at-risk students. A tracking system was developed to assess its effectiveness for student learning. A report of the assessment results is expected by 2009. The student services support program (SSSP) located at the national campus provides both professional, peer counseling, and mentoring for supported students. The Tutoring Centers (A+ Centers) at the national campus and Pohnpei campus have been built to house all the tutoring spaces and needs for the tutoring program. Kosrae and Yap facilities development plans include student services buildings that will house tutoring programs. The Chuuk state campus student services building currently provides an area for counselors and tutors to meet with students.

Appendix I of the Intuition Assessment Plan Handbook describes and summarizes assessment activities to date plus the recommendations for improvement and links them to planning and resource allocation. More detailed assessment plans and reports are located on the website for institutional research and planning office.

The department and its individual offices are currently developing better tools for gathering statistical information from participants (students, faculty and staff) in order to improve the accuracy and reliability of data collected. The department of student services

assures the quality of these services regardless of location or means of delivery, support learning and enhance achievement of the mission of the institution.

Some student services staff and the vice president for student services continue to conduct training and shadowing by bringing several student services staff from state campuses to national campus for such training. At the same token, they have gone out to the state campuses to retrain student services staff.

Student services assessment and evaluation follows the same process as instructional programs. The student services functional areas have developed assessment plans and are regularly conducting assessment activities across all sites. The IAP requires development of improvement and assessment plans and reports for instructional programs, student services and administrative services.

The institution is systematically assessing student services using student learning outcomes and objectives, and other appropriate measures to improve the effectiveness of these services. Currently, the department of student services continues to monitor and evaluate program objectives to determine if they are fulfilling student needs. Student evaluations will continue to be conducted on a semester basis and from these findings program modifications will be made accordingly.

Evidence

- VPIA website
- VPSSA website
- COMET data and records
- IRPO website
- Curriculum Handbook
- Faculty Handbook
- IAP Handbook
- Detailed assessment plans and program reports are located on the IRPO websites located at www.comfsm.fm under administration and linked to the VPIA and VPSSS websites.
- Strategic Plan 2006-2011
- Curriculum Committee minutes
- Student Service Committee minutes

Additional Plans

- Work is underway for a revised and updated student evaluation of courses that includes questions on student learning outcomes which is to be completed and used in all courses by the close of the spring 2009 semester.
- Training sessions in using the new Scantron scoring and analysis system and other available scanners need to be designed and conducted for faculty and other staff in collaboration with IRPO. This training will need to include use of the software program acquired for designing custom made surveys for a variety of class, program, and institutional research applications.

- Following further training and use of the Smartboard and the Elluminate Live communication software at state campuses, assessment working groups at each campus, in conjunction with the curriculum and assessment committees will have increased opportunities for more real time “dialogue” and interaction for sharing of assessment strategies, results, and in developing improvement plans.
- Further orientation and training in closing the loop will be continued during the remainder of the spring 2009 semester and revisited at the start of the fall 2009 semester during faculty workshop week to reinforce the cycle of continuous assessment.
- Student services offices at all sites are continuing their rounds of assessment of their SLOs/objectives.
- Phase II of the SIS will be implemented so that faculty, academic advisors and others assisting students in completing their particular program in a timely manner will have greater real time access to check the students individual degree plan and help the students. The SIS also allows real-time tracking of different student cohorts.
- Similar to the instructional staff, student services units will use Elluminate to hold real time meetings and provide opportunities for staff from all sites to share and discuss assessment results and increase collaboration across sites to make improvements in student services at all sites.
- Annual institutional survey for student satisfaction with services provided by the college to support student learning.
- Annual institutional survey for faculty and staff satisfaction with support services and communication pathways identified by the college.

B. Recommendation #6: Create Continuity.

The college needs to standardize instruction, student services, learning environments, and quality of instruction across the college's six sites. Specific areas that require greater continuity at this time are:

- *The delivery of comprehensive and consistent student services' at each of the college's sites (Standards IIB.1, and IIB.3a), and*
- *The provision of adequate facilities for instruction at all sites; at this time, the college must immediately provide an adequate facility for student learning at the Chuuk site (Standards IIIB.I and IIB.1 b).*

All issues related to continuity at the college's sites are to be regularly evaluated to establish a cycle of improvement.

Resolution

Since the mid-term report, the college has undertaken numerous efforts to provide the delivery of comprehensive and consistent student services at each site. The college has worked aggressively taking concrete steps to assure equitable access to student services at each campus. The department of student services has identified its mission, strategic goals and improvement plans and is institutionalizing a cycle of assessment to improve the quality of student support services.

In addressing this recommendation, the first step the college took was to determine standards. The various departments and divisions of the college researched standards used by other comparable institutions. Enrollment management indicators were developed that include d standards for staffing and facilities. Evidence for this is available on the Institutional Research and Planning Office (IRPO) website.

Table 2a: Sample enrollment indicators

COLLEGE OF MICRONESIA - FSM, Enrollment Management Indicator Data - Spring 2008								
#	Indicator	Target ratios	National	Pohnpei	Chuuk	Kosrae	Yap	FMI
1	Student/Faculty Ratio	# of faculty (FTE)	48	31	31.5	8	11.5	6
2	Learning resources staff ratio	# LRC staff	15	2	2	2	1	1
3	LRC volume capacity	# of LRC volumes	55,149	5,234	13,156	9,674	6,830	1,542
4	LRC seating capacity	# LRC seats	136	28	60	110	24	2
5	Counselors (FAO, OAR & Counseling)	1 counselor of each type for every 250 students	8	5	5	2	1.5	0.99
5a	Counselor FAO	# of FAO Counselor (FTE)	3	2	2	0.5	0.5	0.33
5b	Counselor OAR	# of OAR counselor (FTE)	2	1	3	1	0.5	0.33
5c	Counselor General Counseling	# of general counselor (FTE)	3	2	2	0.5	0.5	0.33
6	Student life specialists	# of recreation staff	6	2	1	0	0	1
7	Nurse/Health	# of nurse	1	1	1	0	0	0
8	Administrative staff	# of administrative staff	41	14	9	5	4	2
8a	College administrative staff	# of college administrative staff	40	13	7	3	3	2
8b	Trio-program administrative staff	# of trio-program administrative staff	1	1	2	2	1	0

The student services department developed and implemented functional responsibilities with decision grids to guide departmental decisions for student services areas for the improvement of organization effectiveness across all sites.

To improve the delivery of comprehensive and consistent student services at each of the college's sites the student services department focused on three main areas for improvement, namely improving of student records management, improving equity of services at the state campuses and the improving of the continuity of student activities at all sites. [Standards IIB.1, and IIB.3a]

Major activities done by the department to improve the student records management system which include document control, access to information, clearances and support for institutional research include the following:

- New Student Information System (SIS) database was piloted in summer and fall 2008 semesters. The SIS is a web-based data system that allows for direct student data entry and access from all sites. Office of Admissions and Records (OAR) and the Financial Aid Office (FAO) at the state campuses are able to improve services for students through real-time access to the database. The biggest impact of the SIS has been shortening the turnaround time for processing of student records and documents as evidenced by OAR reports.
- All OAR forms are available online for student access and downloading; and
- Institutional research is enhanced by real-time access to data for reporting on items such as course completion rates; retention, progression and persistence rates; program enrollment and graduation rates.

The student and administrative services departments have completed other major improvement activities to ensure equity of services at all sites. The college has engaged in the following improvement activities:

- In addition to the national campus, there are now operating bookstores at all state campuses including fulltime bookstore clerks and snack services.
- With the addition of new dispensaries and nurses for Kosrae and Chuuk state campuses, all sites now have equity of medical services.
- Fiscal year 2009 budgets for all sites now include funding for tutoring programs;
- The student services department now coordinates orientation and registration at all sites to ensure equity of services.
- Determined types of sports and recreation appropriate to campus resources and student body size.
- With the hiring of recreation specialists for Chuuk and Pohnpei state campuses and with part time recreation specialists at Yap and Kosrae state campuses, the college now has recreation specialists at all campuses as evidenced by personnel contracts.

To ensure the improvement and continuation of student activities across all sites, the college is providing the following:

- Provision for an open activity slot on class schedules when majority of students and faculty are free to participate in campus events, clubs and committee meetings.

- Student activities are scheduled into semester calendars.
- College email addresses are provided for all students at registration.
- As described in Commission Concern 1, an online forum was established on the college website for students, faculty and staff to express their opinions and concerns.
- Student activity fees and budgets have increased for student activities across all sites. The student activity budget is centralized under the office of the vice president for student services at each site in fiscal year 2008. The student activity fee is now a new line item in the budget allowing improved and consistent planning and coordination of activities.
- The number of clubs and regularly scheduled campus activities at all sites has increased as can be viewed in official club lists.
- The division of sports and recreation also brings in development officers from the Oceania region to provide staff development for recreation staff at all sites.
- Student body associations are organized at all sites to provide a student voice in decision making at the college. A series of college wide development activities are conducted to enhance SBA leadership including participation in college standing committee meetings, leadership trainings, the annual President's Retreat, networking opportunities, scholarship opportunities and other student club engagement activities. May 2009 was scheduled for another campus wide SBA leadership training. Evidence is available in student services committee minutes.
- Revised responsibility for Director of Student Life with oversight across all campus sites including meeting with parents.
- Additional staff hired for equity at state campuses includes nurses, tutors, counselors, financial aid counselors, and recreational activities staff.
- Increased number of counselors at all sites to meet the average number of students enrolled.
- Student services staff and the vice president for student services continue to conduct training and job shadowing by bringing several student services staff from state campuses to national campus for such training.
- The VPSS, Director of Student Life, Registrar and his staff, and Financial Aid Office staff continued the site visits to state campuses to monitor and train staff on various subjects such as SIS, assessment, registration, and orientation process, tutoring services, mentoring, and financial aid on line registration.

Since the Mid-Term 2007 report to the Commission, the college has devoted significant efforts to improve the equity of facilities and create learning environments across the college's six sites. The 2006 visiting team observed that the college has satisfied the requirement of the Commission to immediately provide adequate facilities for student learning at the Chuuk site. [Standards IIIB.I and IIIB.1b]

To ensure the equity of facilities and create learning environments across the college's six sites, the college has completed the following:

- Building development plans for each site were completed.

- The Chuuk state campus generator system was upgraded to provide a more reliable power system.
- The Board of Regents approved \$150,000 for initial work on the access road to the permanent Chuuk state campus at Nantaku site in January 2009. Additional funding of \$900,000 dollars for the access road has been sent to OIA and FSM for approval. The access road land certificate of title was obtained by Chuuk State Government on behalf of the college in February 2009 in order to meet the requirement set by OIA.
- The Kosrae campus development plan was revised to reflect new land recently negotiated with Kosrae state government. The land lease agreement between COM-FSM and Kosrae Government was completed in January 2009 and extended the size of the property. The term of the lease agreement is for 40 years ending December 31, 2048.
- For improvement and equity of instructional facilities, the following have been completed:
 - Two classrooms were added to the second floor of the newly constructed Small Business Development Center at Kosrae state campus.
 - A building was dedicated on January 2009 that included a science laboratory, temporary library and an audiovisual center.
 - The design for Yap state campus classroom building and student center is completed and ready for bidding.
 - Yap state campus Vocational Education Center has been funded undergoing design by BECA Engineering.
 - National campus A+ Tutoring Center was completed on January 15, 2009, to take care of tutoring needs of the national campus and includes a fine arts classroom.
 - Pohnpei state campus extended the new mechanic shop to create an additional training area for Refrigeration & Air-conditioning (RAC) in 2007.
 - In 2008, Pohnpei state campus made side walks around the mechanic shop, refrigeration shop to electrical shop with ramp built in for easy access.
 - Pohnpei state campus learning resources center preplanning documents were completed and funding concurred by Office of Insular Affairs.
- For improvement and equity for student services facilities, the following have been completed:
 - Completed new “one stop” student services center at Pohnpei Campus includes all student support services offices, tutoring center, commons area, and dispensary in spring 2008.
 - National campus new A+ Tutoring Center that includes counseling offices was open in December 2008.

- Completed student common areas with snack bar, bookstore, and recreation/student life office at Chuuk, Kosrae and Yap state campuses.
- Kosrae state campus student services center preplanning documents were completed and funding concurred by Office of Insular Affairs.

For improvement and equity of administrative and support facilities, Cooperative Research and Extension research laboratories were completed at Pohnpei state campus in December 2008, Chuuk state campus in January 2009 and Kosrae state campus will be completed in March 2009. Site development plans are available in the appendix section as Appendix 2A, 2B, 2C, 2D and 2E.

Analysis

Recent focus has been on establishing standards for student services, assessing and validating accomplishments and identifying areas for improvement through the Institutional Assessment Plan (IAP) process, addressing equity and continuity of facilities and staffing, improving records management and access, clarifying and describing functional roles and responsibilities. An additional focus was on the use of program assessment and review to ensure continuity and equity of student services and is fully addressed under Recommendation #5.

The college has used the current enrollment management indicators as the standard to address basic issues of comprehensive and equity of student services for staffing and facilities. The college recognizes the need to expand both the enrollment indicators and development of additional standards to measure quality. Other improvement areas that can be considered for the enrollment indicators include basic issues are retention, progression, persistence and graduation rates. Other areas for improvement include the development of rubrics for assessing quality of student programs and services across all sites. The use of rubrics was found to be effective in instructional areas as evidenced in programs assessment reports.

As reported in the college's Mid-Term report 2007, the college recognized the problems of accuracy and turnaround time for student data. To address this issue, the college began the development of a web-based student information system to allow real-time campus-based entry and access to student information data. The Student Information System (SIS) went into operation in summer 2008 and the college is already seeing improvement in turnaround time for data as evidenced by records from the OAR. The first phase of the SIS dealt with data entry and access for OAR, FAO and Business offices. The second phase currently under development, addresses student and faculty modules. This phase will also allow students to review their own records online and for faculty to see records of their students for improvement of instruction and advising. The college will complete a summative evaluation for phase one and a formative evaluation of the phase two with reports available by summer 2010.

The college has undertaken a significant number of action and activities to improve equity and continuity of student services. The impact of these actions and activities on the

equity and continuity of student services is being evaluated under the college's assessment process and appropriate improvement actions will be taken based on the assessment results. The college's assessment process is described in the IAP handbook and available on the IRPO website.

To ensure the equity of facilities as all sites, student services centers have been completed at Chuuk and Pohnpei state campuses with plans in place to provide student services centers for Yap, Kosrae and national campuses. These facilities are included in the sequencing of the college's capital improvement project budget plan. A copy of the capital improvement project budget plan is included under Recommendation #8. The culmination of the college's efforts to ensure consistency and equity of facilities at all sites will be the development of the college's physical master plan. The physical master plan, which is currently under development, is expected to be completed and a formative evaluation of the plan completed before spring 2010.

Evidence

- Enrollment management indicators
- Department Decision Making Grid for Student Services
- Trip reports
- Training Documents
- Student Activity Calendar on Microsoft Outlook
- Committee Meeting Minutes
- VPSS Website
- Handbooks- Student Handbook, Financial Aid Handbook
- Catalog and Semester Schedules
- Institutional Assessment Handbook
- Assessment Plans and Worksheets
- Assessment Reports
- Department Decision Making Grid
- Board of Regents folder for August 2007 Meeting
- Maintenance File on college facilities development plan
- Letters to FSM Project Management Unit
- Board of Regents Folder for March 2009 meeting

Additional Plans

- The retention plan will be completed spring 2009
- Expand the Enrollment Management Indicators
- Use the SIS as basis for improved collaboration with instructional affairs for improving student advisement
- Implement phase II of SIS
- Continue implementation of the capital improvement budget plan
- Development of service area rubrics to assist in gauging consistency, comprehensiveness and quality across all sites.

C. Recommendation 8 (from Focused Midterm Report) and Recommendation 2 (from June 2006 Commission Action Letter): Secure Permanent Campus for Chuuk

The college must make significant progress in securing the Chuuk High School campus as the site for COM-FSM's permanent Chuuk state campus or, if it is unable to within its deadline of 2008, find another acceptable site.

With regard to Recommendation 8 above, the Commission asks that COM-FSM provide an update on the new plans to build the Chuuk state campus on a location that had been previously declared "unbuildable."

Resolution

As observed by the 2006 visiting team from WASC, the COM-FSM Board of Regents has accepted in principle, the use of the current Chuuk High School (CHS) for a permanent site for the COM-FSM Chuuk state campus with a timeline to finalize this option by December 2008. At the time of the offer of the CHS as the permanent site for the college, the college was of the understanding that the Chuuk government owned undisputed title to the ownership of the CHS site. Other disputes were brought to the college's attention by disputing factions who claimed certain rights to the site.

To help resolve the issue with site, the Board of Regents requested a legal review from the college's legal counsel to "assist the Board of Regents in determining whether or not to continue with this location for a permanent site of the COM-FSM Chuuk Campus".

Based on the legal analysis provided to the Board by the college's legal counsel on November 27, 2007, the Board at its December 2007 meeting directed the administration to explore other sites for the Chuuk campus permanent site, including the Nantaku site. Nantaku site refers to a piece of land the college currently owns. At its August 2008 meeting, the Board of Regents designated the Nantaku site as the Chuuk state campus permanent site.

Analysis

During the process of exploring alternate sites, the administration searched unsuccessfully to locate the survey cited by former President Michael Tatum who in 2003 reported that the Nantaku site had no level land and had potential landslide endangerment. Thus, the college is relying upon the subsurface soil investigation by Geo-Engineering and Testing, Inc., that was done in September 1999. The report states, "[w]e did not encounter ground water or seepage in the shallow test borings. Ground water at the site should lie relatively deep and should have no significance to the planned development." It further states, "[t]he moderately firm, medium stiff to hard, fine-grained, cohesive clayey silt should be sufficient to support the proposed, relatively light,

future college buildings on conventional shallow spread footing.” The report also presents specific recommendations for the future earthwork and foundations. The full report will be available in the evidence room.

Issues relating to land ownership and undisputed title to ownership have proved to be the biggest barrier to securing a permanent site for Chuuk state campus. The fifteen-year journey to secure a permanent site for Chuuk state campus has come full circle which has been several cycles of planning, assessing and adjusting. In 1994 the board’s strategic plan was to develop the continuing education centers into campuses and pursued permanent sites for each state. One of its first acts was the purchase of three acres in the Nantaku region on Weno in Chuuk state. Plans to develop the site began, a master plan drawn, and land for access purchased. Unfortunately, FSM congress did not follow through to provide funds for construction of the access road.

A new president in 2002 assessed the situation and presented his analysis of five options, which included the Nantaku site, to the board. His analysis of the Nantaku site included several negative considerations, among which were the sloping terrain with potential for landslide, accessibility, occupancy timeline, and cost factor.

A two-pronged approach was selected by the board in 2003 that would seek short-term and long-term solutions for Chuuk campus. The college needed to address the current learning and working environment as well as plan for a permanent site. As the college worked toward ensuring the physical resources at the current site known as the Mori site to support student learning programs and services and to assure the integrity and quality of those programs and services, it also began considering purchase of Chuuk Star Hotel which was on the brink of foreclosure. Action plans included doing a structural survey, developing a renovation timeline, estimating cost, conducting legal search on the property, and negotiating a price with the owner. The administration kept the board informed of the process at each board meeting. As the college attempted to identify a source for funding the purchase, the bank foreclosed and sold the property to someone else.

Once the Chuuk Star Hotel property was developed for other purposes, a new cycle was launched. Options were evaluated, and the board in 2005 accepted the state’s offer of Chuuk High School for a permanent campus. New action plans were developed and analyzed. Lack of clear title to the Chuuk High School site forced the Board of Regents to request additional options from the college administration. Files on the previous cycles will be available in the evidence room. So another cycle commenced. Other options were considered, but the struggle to acquire property in Chuuk was a strong lesson. The board in 2008 determined that the Nantaku site is the best option for a permanent Chuuk campus. The college already has certificates of title for the Nantaku property and for the land on which the access road will be built.

Construction plans have taken into consideration the terrain and were developed after the subsurface soil investigation. Ownership of the land, plans, and funds for the access road have been secured; negotiation is underway with the state to begin construction of the

access road. The site development plan is available as appendix 3A in the appendix section of this report.

Funding for the project has been identified. The college has a ten-year capital improvement projects budget plan which is evaluated annually. The Chuuk campus project has been moved back several times because a permanent site had not yet been identified. The college now plans to devote the fiscal year 2010 CIP funds for construction of phase I and the fiscal year 2012 funds for phase II of the plans for the Nantaku site.

Table 3a: Capital Improvement Projects Budget Plan

COLLEGE OF MICRONESIA - FSM CAPITAL IMPROVEMENT PROJECT BUDGET PLAN FY2009								
18-Feb-09								
Project Description	Campus	2004- to						
		2006	2007	2008	2009	2010	2011	2012
Yap Campus 4 Classroom Building	Yap	763,071						
Yap Campus Student Center	Yap	552,425						
Yap Vocational Center	Yap	507,195						
Yap Campus Furnishing	Yap	355,303						
Student Center Phase-I	Kosrae		1,033,000					
Kosrae Vocational Center	Kosrae		467,000					
Pohnpei Campus LRC 7500 sq. feet and Furniture	Pohnpei			1,237,000				
Kosrae Campus LRC	Kosrae			998,000				
Chuuk Campus Access Road	Chuuk				900,000			
Pohnpei Campus Classroom & Vocational Center	Pohnpei				1,335,000			
Chuck Campus Phase I	Chuuk					2,235,000		
National Campus Student Center	National						1,500,000	
Land Grant & COM	Pohnpei						735,000	
Chuck Campus Phase II	Chuuk							2,235,000
TOTAL		2,180,000	1,500,000	2,235,000	2,400,000	2,235,000	2,235,000	2,235,000
GRAND TOTAL		\$ 2,180,000	\$ 1,500,000	\$ 2,235,000	\$ 2,400,000	\$ 2,235,000	\$ 2,235,000.00	\$ 2,235,000.00

While the funds must be requested and approved annually, the college has secured a resolution from the Economic Policy Implementation Council, composed of the national and states leadership that expresses support for improving facilities at COM-FSM. [III.B.2, III.B.2a]

Evidence

- Relevant Board directives and minutes
- Certificate of Title for Nantaku site
- Certificate of Title for the access road
- Capital improvement projects budget plan
- Facilities development plan for Nantaku site
- Legal counsel’s reports/opinions regarding permanent site
- Subsurface Soil Investigation by Geo-Engineering and Testing, Inc.
- EPIC Resolution #205-1-04
- COM-FSM Capital Improvement Projects Budget Plan

Additional Plans

- Resubmit plans for the access road to Project Management Unit for the \$900,000 appropriated for fiscal year 2009 CIP funds to the college
- Build the access road, including utilities and communication lines
- Include funding in the fiscal year 2010 and fiscal year 2012 CIP budget request for phase I and phase II construction at the Nantaku site.

D. Commission Concern 1: Communication

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

Resolution

A new governance policy established a standing committee structure to address among other things a revised committee structure that enhances participatory decision making to meet institutional needs, create an effective conduit for improving system communications and a revised committee structure that demonstrates an understanding of the roles and responsibilities of faculty, students and staff in the governance of the college. The Director for Institutional Research and Planning (IRPO) conducted trainings in governance policy implementation at all sites as evidenced by trip reports and a summary of questions generated during the sessions.

The implementation of the governance policy began in fall 2008 and an assessment plan was developed based on the college's Institutional Assessment Plan (IAP) process. The initial assessment report on the implementation of the governance policy is scheduled for summer 2009 as was shared during the training activities. It was emphasized during the training sessions that the assessment of policy implementation and impact is also part of the IAP.

The current committee structure under the new governance policy provides direct links as part of the college's governance structure. This was achieved through the approval of terms of references (TOR) by the President's cabinet in January 2008. The TORs prescribe direct participation by faculty, staff and students in all committees through representatives from the Faculty and Staff Senate (FSS) and from the Student Body Association (SBA). The standing and subcommittees advise the president on matters relating to each committee's responsibilities. The governance policy provides the framework for the function of committees at the college while the terms of references clarify the roles of particular committees, groups and individuals in the overall participatory decision making at the college.

A communications working group was created by the college president in 2006 to develop a communications improvement plan that identified formal communication pathways and their corresponding procedures. Recommendations and findings from the group were incorporated into the development of the governance policy, development of decision grids to improve understanding of the decision-making processes at the college and the development of the IAP. The work of the group also led to the use of standardized institutional surveys, standard committee minute reporting form, standardized use for the Voice Over-IP (VOIP) in committee minutes and guidelines for use of communication technologies as can be found in minutes available on the IRPO website. The working group discussions also led to the recognition that the college needs

to seek telecommunications access beyond what is provided by the FSM Telecommunication Corporation and to seek alternative technology options for the currently low bandwidth available to the college. Such options include the VOIP, Smart Boards and the Elluminate Software as evidenced by minutes of the working group on the IRPO website. The formalized communications plan is currently under final development with a timeframe to complete the plan along with a formative assessment by spring 2010 self-study visit.

The college developed a new organizational chart based on findings of the communications working group, communication surveys and evaluations, the organization structure was approved by the Board of Regents in December 2007. The revised structure was designed to assist with improved decision making and communications across all sites. The organizational chart evaluation for the administrative services department was completed in August 2008 following the guidelines established under the IAP. The evaluation report is found on the IRPO website.

The personnel evaluation form for managers was revised to reflect meeting of annual improvement objectives as shown in worksheet 1 of the IAP. The conversion of existing college job descriptions to functional job descriptions is currently underway based on a University of Hawaii sample.

Given the limitations of resources of the college and the great distances between the college's six sites, COM-FSM continually relies on the availability of its communications technologies to ensure constant exchanges of information within and between sites. The college has now installed and has made available the use of voice-over-IP (VOIP) phone system at all sites. Anybody can literally pick up any of these Internet-based telephones and speak with other college community members at any site without incurring additional cost to the college. Committee meetings are now being held where members call in from any site to participate. Private meeting numbers and pin numbers are also made available for committee chairs to request as evidenced by VOIP use logs with the receptionist at the national campus and with the information technology division.

The college has purchased software called Elluminate for intercampus communication through funding by CariPac. Licenses were purchased for each site to help with communications at the college. The college is currently using this communication tool to help facilitate intercampus communications as well as for future distance education use.

The college has also established an online forum which can be accessed from all sites. The purpose of the online forum is to create an opportunity for faculty, staff, and students at all sites to freely communicate with each other. All faculty, staff and students are able to access the forum and discuss any topic of interest to the forum users.

Another great data and communication tool which is also a major development in the college's efforts to assure consistency of programs and services is the student information system (SIS). The SIS was designed specifically for use by the college. This in-house and

web-based tool provides accurate and timely information on students, courses, grades, progression, persistence, retention and graduation rates, etc. to the college community at all sites. The SIS provides a foundation for evidence-based decision making at the college. In phase two of the SIS, students and faculty will have direct access to student records and data. Advisors will also be able to access the academic records of their students during advising sessions.

Analysis

The governance policy was implemented in fall 2008 with the assessment report on the initial implementation to be completed in summer 2009. The President established a working group in spring 2008 to oversee the development of training and assessment plan to guide the implementation of the governance policy. This group is also tasked by the President to oversee the implementation and the evaluation process of the policy.

The student services department has conducted leadership trainings for the SBA at all sites. Students from all sites are now regular participants at the college’s annual President’s Retreat. The vice president for student services was able to use the VOIP to conduct meetings with SBA representatives from all sites. All students are assigned email addresses and are also given the opportunity to be members of an online forum for networking and maintaining continuous communication. The student leaders from all sites shared telephone numbers and email addresses to ensure continuous communication and feedback.

The organizational chart was evaluated and a report was generated in June 2007. A communication survey was conducted as part of the evaluation. The survey was completed by 124 participants from all sites representing all sectors of the college community. The table 4a shows the survey demographics.

Table 4a: Survey demographics

Gender		Campus	
Male	50.4%	National campus	43.1%
Female	49.5%	Chuuk campus	4.1%
Position		Pohnpei campus	20.3%
Faculty	29.8%	Yap campus	21.1%
Instructional support staff	6.6%	FSM FMI	4.1%
Instructional supervisor	5%		
Administrative staff	19%		
Administrative supervisor	10.7%		
Student services staff	14.9%		
Student services supervisor	4.1%		
Other	9.9%		

A series of statements was made in which respondents to the survey indicated their level of agreement or disagreement. The following table provides percentages of those who agreed or strongly agreed to the statements. Relatively high percentage of respondents indicated either neutral or no opinion.

Table 4b: Respondents by percentage

	Agree or Strongly Agree (%)	Neutral or No Opinion (%)
1. Has improved communication flow from employee to supervisor	71	17
2. Has improved communication flow from supervisor to employee	71	16
3. Has improved my awareness of college happenings	55	31
4. Has reduced the time spent processing documents	39	29
5. Has clarified the document flow within offices	50	26
6. Has helped clarify who I report to	74	19
7. Has provided me opportunity to participate in decision making	51	32
8. Has improved decision making at the college	44	42
9. Has led to improvement in continuity of programs and services across all six sites	45	39

The survey revealed that even though communication has improved, it is not always clear with whom and in what direction communication should be channeled. To address the roles and responsibilities in decision making, the evaluation report recommended the use of decision grids. Decision grids clarify decision making and improve communication by identifying who needs to know about a particular decision, who could provide input into the decision, who recommends the decision and who has the ultimate responsibility for making the decision. Once a decision is made, the decision grid clarifies who should receive communication on the decision. The decision and communications grid process was discussed and recommended for use by the wider college community. Departments and offices are now developing decision grids for all major decisions at the college where roles and responsibilities are identified.

Staff from the information technology division conducted pilot testing of the Elluminate program at all sites. This computer-based and internet-connected software enables interactive file sharing and control, as well as simultaneous texting, video and audio conferencing. The full use of this communication technology has not been reached since further training will be required at each site and the allocation of bandwidth. In addition, the college has purchased smart boards which were installed at some meeting and instructional venues at the college. Training on the new technology was part of the 2009 staff development activities at the national campus. This new technology allows presenters to interact with information displayed on the board. These tools are intended to help promote better communication for distance education as well as for governance and communications-related activities such as meetings and conferences.

The use of the VOIP is becoming common at the college. Its use is sometimes hampered by low bandwidth as well as training and management issues. Training was provided during staff development day 2009 on the proper use of the VOIP systems and on customer service. The volume of VOIP calls in 2007 was 6,260 and it increased in 2008 to 18,263, an increase of almost three-fold in a year. The use and evaluation of the tool will be considered during the next revision of the technology plan.

The online forum is mostly dominated by students where they share information on topics ranging from educational issues to issues of personal concern. From the discussions generated on the forum, the student services, administration, and faculty have extracted information to improve their services to the students. An example of this was information collected from student discussions prompted the college administration to replace an old flag of Chuuk State with a new one. The Director of Development (DDCR) and Community Relations also views the forum regularly to communicate with students as well as to alert faculty and staff about recurring student concerns. The DDCR has an account on the forum and keeps email communications about students concerns on file. The forum is accessible from all sites.

Image 4a: COM-FSM online forum



The college began using the Student Information System (SIS) on May 28, 2008. The SIS is a web-based integrated database system that replaced a national campus-based database (designed using Microsoft Access) which had been used since 1993. Additionally, the database maintained and used by the college was:

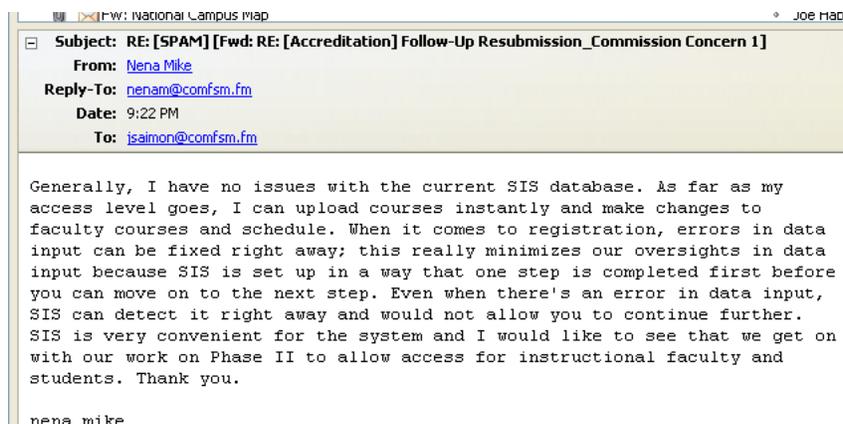
- Exclusive to the national campus – admissions and records functions are done using separate databases for each site. Individual databases were not linked.
- Had significant and notable limitations – (a) it was incapable of generating correct calculations of semester and cumulative GPAs, (b) it was incapable of equating credits earned into the students' individual degree plans (IDPs), (c) it was incapable of generating academic transcript reports, and (d) it was unable to auto-flag students who had been placed on academic probations and suspensions, and (e) others.
- Causing the admissions and records office staff to manually (a) redo the calculation of the students' end-of-term grade reports which results to significant days or weeks before these are released to other offices or to students; (b) manually transfer to paper IDPs credits and grades earned by students especially in the processing of performing evaluations (degree audits)

for program completion; and (c) use Microsoft Excel to process academic transcripts.

- Inasmuch as the database maintained and updated by OAR at the national campus was not an integrated database system, data entries of student records into the database are done by OAR. These include data entries of registration data, grades, and others.

The SIS alleviated all of the above-mentioned problems as evidenced by the reports from the OAR and by student services committee minutes. When asked to evaluate the SIS, the instructional coordinators from Kosrae and Yap reported improvement in data access and input which also serve to improve communication.

Email 4b: Comments on the SIS by instructional coordinator at Kosrae site



Although still under Phase I of its implementation, the SIS has immensely improved input and access to student records at all sites which in turn has significantly reduced the turnaround period for data entry. A specialist who designed the system is currently conducting trainings on phase two of the SIS for faculty and staff.

Evidence

- Governance Policy and Terms of References
- Committee Minutes Reporting Form
- Communications working group minutes
- Technology Plan
- Decision grids
- Vice president for administrative services evaluation;
- Governance policy;
- Organizational chart evaluation
- Institutional research and planning website

Additional Plans

- Formalization of the communications plan by the communications working group. The communications plan will regulate the effectiveness of communication and

- feedback and will include the governance structure, communication pathways and a built-in evaluation component as specified under the communication policy.
- SIS Phase II: students and faculty will have direct viewing access of data
 - Updating of the technology plan
 - Training at all sites using the Elluminate software
 - Negotiations with FSM Telecommunications to increase bandwidth for better internet-based communication

Conclusion

In the process of compiling this follow-up report, the college was further reminded of the sense of urgency to evaluate itself, identify interventions for deficiencies, document improvements then provide evidences. The college was able to make some general observations in the areas of program review, planning and student learning outcomes (SLO).

The college now has an institutional assessment handbook which provides the general guidelines for program review and assessment. This process is inclusive of instructional, administrative and student service areas. Another substantive change proposal is being worked on for submission to the Commission to begin a new developmental education program after the former program was found to be defective after its evaluation.

The clarification of responsibilities for committees, groups and college community members as discussed under Commission Concern 1 shows that the college clarified its governance structure to reflect its current need to effectively provide student learning opportunities. The institutional research and planning has now made available institutional data for use in program SLO assessment and for integrated planning.

The college is also pleased to restate that it has finally identified a permanent site for its Chuuk state campus. Plans are also in place to begin constructions.

The college is also currently compiling its self-study report which gives the college another opportunity for improvement.

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

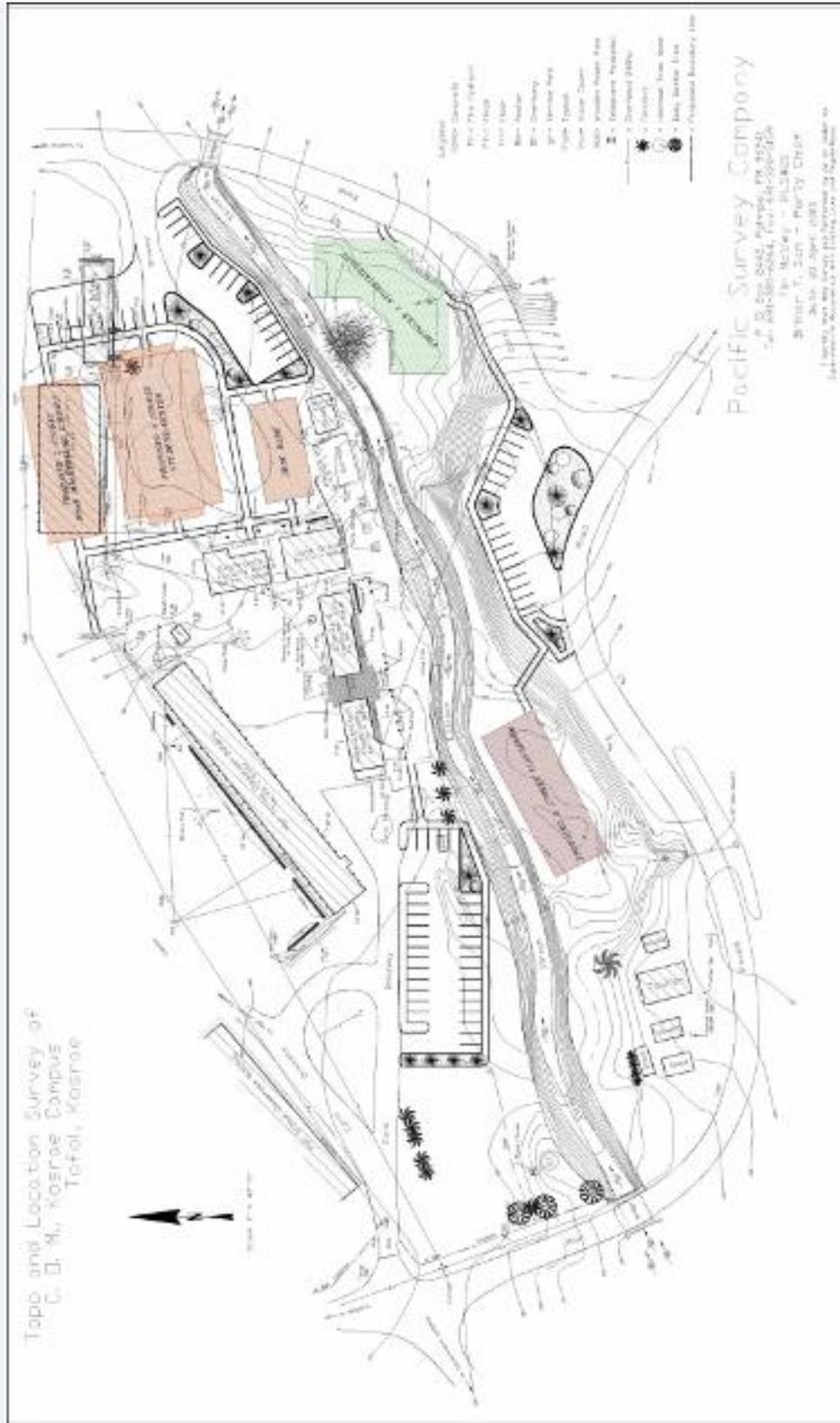
Appendix 1A: Instructional Assessment Reports Sample

PROGRAM:	Bookkeeping Certificate Program – Chuuk Campus
Program Level SLO Assessment: Program assessment initiated in School Year 2005-2006, and on-going yearly 11/11 courses assessing SLOs	
See assessment matrix (below).	
Course Level SLO Assessment:	
Bookkeeping instructional staff reviewed all 11 course outlines and evaluated whether or not student learning at the I/D/M levels were being attained.	
Mechanism for Measuring SLO: Assessment matrix.	
The bookkeeping division chairman met with his three full-time instructors to discuss findings in the assessment matrix. A series of division-based meetings continued for several weeks at the beginning of the Summer 2006. The primary data were qualitative and anecdotal. It was determined that three PLOs (both in the course outlines and in classroom instruction) did not assist students in achieving M-level learning and that course outlines should be revised – BU 097, BU 100, and CA 095.	
Links: (Where were these recommendations/changes reviewed, endorsed, and used – governance structure.)	
Two major recommendations were made:	
<ul style="list-style-type: none"> ● <i>Recommendation 1:</i> That national campus' Curriculum Review Committee may wish to put onto its agenda a call for further research and offer its expert advice. ● <i>Recommendation 2:</i> That the course outline for BU 097 (Small Business Management) or BU 100 (Practicum) be revised to incorporate more computer learning at the M-level. 	
Results:	
The VPIA office requested additional data, particularly quantitative data to justify the qualitative conclusions about course revision.	
Comments:	
To date, the Bookkeeping Division continues its own research and data-collection activities. No substantive change has thus far been made.	

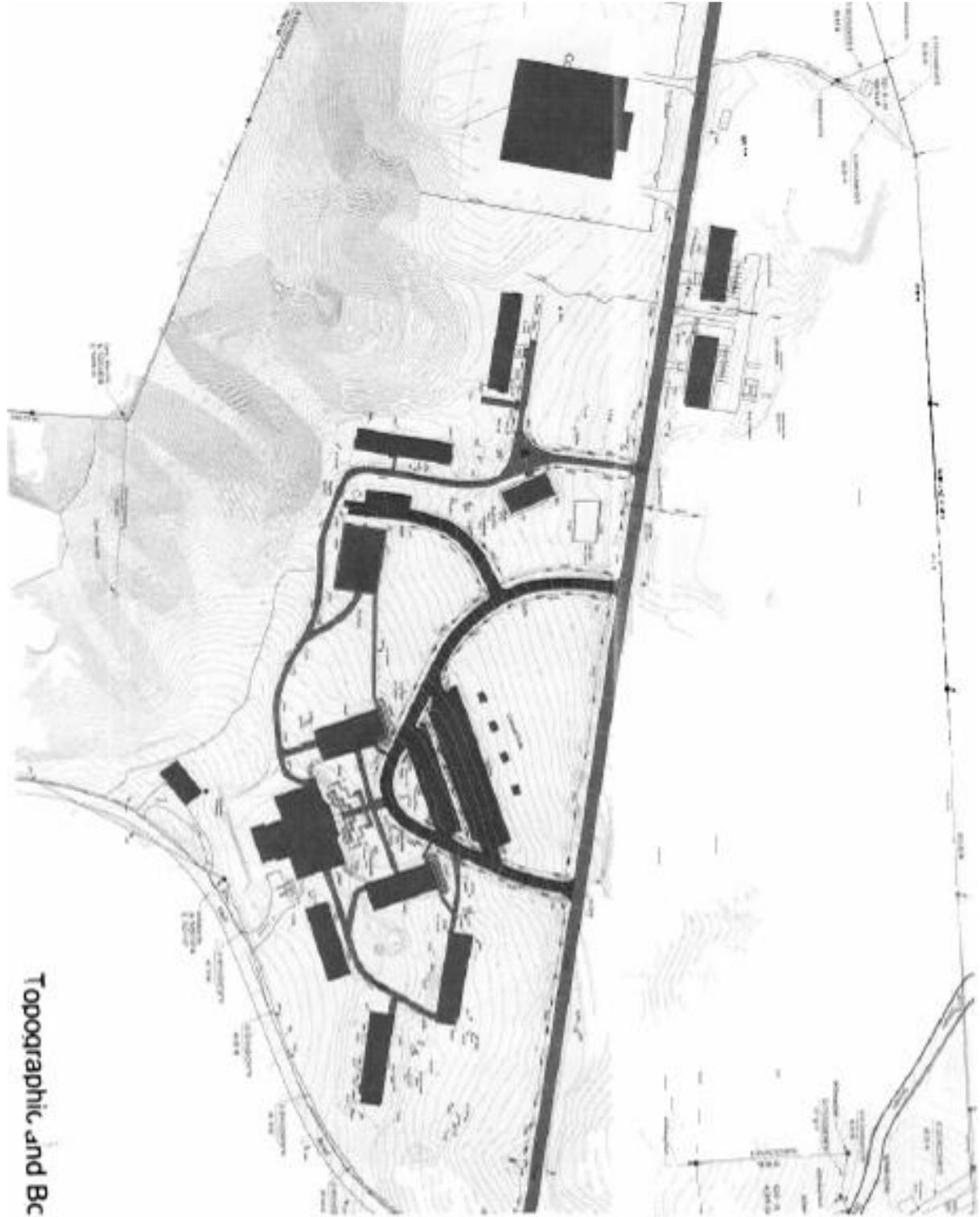
Appendix IB: Student Services Assessment Reports Sample

PROGRAM:	Counseling
Program Level SLO Assessment: (If yes, when, what objectives or evaluation questions)	
<p>The Counseling Office began its program evaluation of objectives for Fall 2007 and Spring 2008 for Strategic Goal 2: Provide institutional support to foster student success and satisfaction. The Counseling division’s mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues. Evaluation questions formed include:</p> <ol style="list-style-type: none"> 1) Did the counselors provide college survival skills to the students? 2) Did the counselors provide career counseling and education? 3) Did the counselors provide substance abuse education? 	
Objective Assessment: (how many assessment activities has been done; reports submitted)	
<p>Objective 1: Counseling office will provide substance abuse education through awareness activities, disciplinary counseling sessions, and distribution of educational pamphlets/brochures. Objective 2: Counseling office will provide college survival skills to the students through orientation, workshops, academic advising, and personal counseling. Objective 3: Counseling office will provide career counseling and education through career awareness activities, and resume/interview workshops. Three assessment activities have been done and reported (Career awareness, Test Anxiety, and Resume/Interview Workshops).</p>	
Mechanism for Measuring Objectives: (surveys, interviews, focus group, etc)	
Counseling log, monthly reports, surveys.	
Results: (what was changed, end results, actions taken as a result)	
<p>Counselors have increased number of college survival workshops conducted to provide more opportunity for students to engage. Counselors are providing students more information about career opportunities available, and other college information for those who wish to transfer after completing their degrees. Counselors are collaborating more with other office staff to increase awareness of alcohol abuse on campus.</p>	
Links: (changes, actions taken and how they link to planning and resource allocation/budget)	
The Counseling office’s resource allocation is reflected in the budget.	
Other comments:	

Appendix 2 A: Kosrae State Campus Site Development Plan



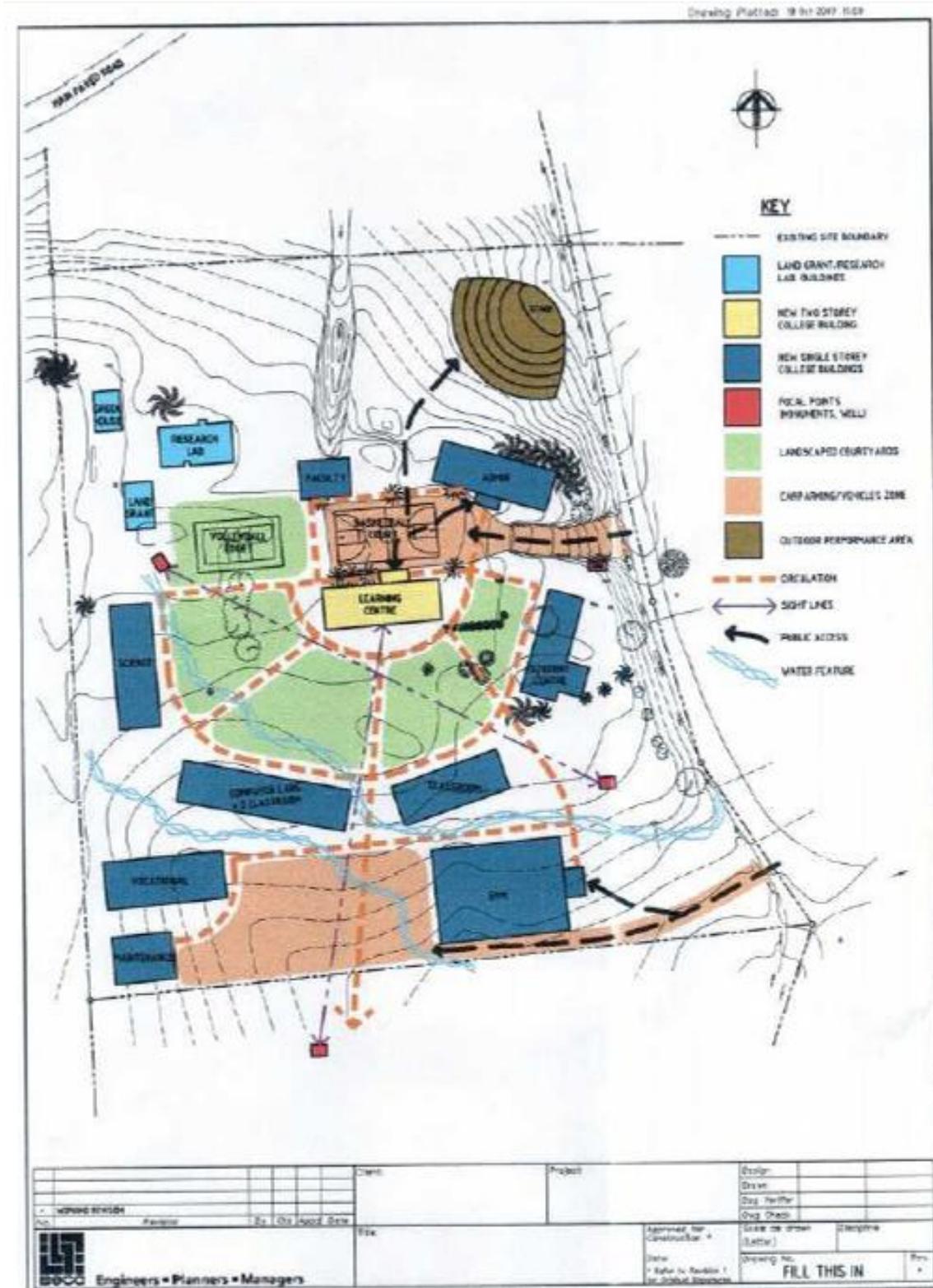
Appendix 2C: National Site Development Plan



Appendix 2D: Chuuk State Temporary Campus Site Development Plan – Mori Site



Appendix 2E: Yap State Campus Site Development Plan



Appendix 3A: Chuuk State Permanent Campus Site Development Plan – Nantaku

