

College of Micronesia-FSM

Follow-Up 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**

October 15, 2017

Follow-Up 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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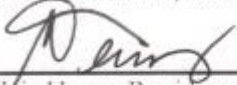
I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:


Joseph M. Daisy, EdD, President, College of Micronesia-FSM 04 Oct 2017
(date)


Tulensru E. Waguk, PhD, Chairperson, Board of Regents 04 Oct 2017
(date)


Frankie L. Harriss, EdD, Vice President for Institutional Effectiveness and Quality Assurance, ALO 04 Oct 2017
(date)


Sylvia Henry, President, Faculty/Staff Senate 05 Oct 2017
(date)


Joseph Habuchmai, Vice President for Administrative Services 04 Oct. 2017
(date)


Karen Simon, Vice President for Instructional Affairs 04 Oct 2017
(date)


Joey Oducado, Vice President for Enrollment Management and Student Services 04 October 2017
(date)

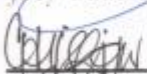

Christian Yarowe, Student Body Association President 04 Oct. 2017
(date)

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Statement of Report Preparation

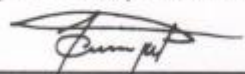
Discussions and preparation for this report began July 2016, when the Commission [*Action Letter*](#) of July 8, 2016, was shared with the college and posted to the college's [website](#). The college community was involved in the process. The Follow Up Report draft was developed through each of the college departments and was shared with the college community in September 2017, for input and dialogue. Main authors of the report are:


Section	Main Author
Recommendation 1	Director of Human Resources, Rencelly Nelson
Recommendation 2	Director of Information Technology Office, Gordon Segal
Recommendation 3	Comptroller, Roselle Togonon and President, Joseph Daisy
Recommendation 4	Vice President for Institutional Effectiveness and Quality Assurance, Frankie Harriss
Recommendation 5	Director of the Learning Resources Center (LRC), Jennifer Helieisar
Recommendation 6	Director of Human Resources, Rencelly Nelson
Recommendation 7	Director of Human Resources, Rencelly Nelson
Commission Recommendation 1	Vice President for Institutional Effectiveness and Quality Assurance, Frankie Harriss
Actionable Improvement Plans	Vice Presidents Harriss, Simion, and Oducado, Director of Human Resources, Rencelly Nelson, and Director of the LRC, Jennifer Helieisar

The draft report was presented to the Board of Regents for review and endorsement during their [September 14, 2017](#), meeting.

Signatures:

 _____ 04 Oct 2017
Joseph M. Daisy, EdD, President, College of Micronesia-FSM (date)

 _____ 04 Oct 2017
Tulensru E. Wiguk, PhD, Chairperson, Board of Regents (date)

 _____ 04 OCT 2017
Frankie L. Harriss, EdD, Vice President for Institutional Effectiveness and Quality Assurance, ALO (date)

Response to the ACCJC, WASC July 2016 Action Letter

Introduction

ACCJC issued seven Recommendations and one Commission Recommendation in a [July 8, 2016, Action Letter](#). While reaffirming the college's accreditation, the *July 8, 2016, Action Letter* requested a *Follow-Up Report* due October 1, 2017. A March 10, 2017, [reminder letter](#) from then ACCJC Vice President, Jack Pond, instead indicated the report was due on October 15, 2017. Clarification on the *Follow Up Report* due date was solicited from ACCJC. Dr. Richard Winn, President of ACCJC, responded on August 9, 2017, via an [email](#) that, "We will be pleased to accept your report on the 15th of October."

All recommendations are addressed in this *Follow-Up Report*. And, this report is divided into three major sections with a detailing of responses to:

1. Recommendations to Improve Effectiveness
 - Evaluation Team Recommendations 1-5
2. Recommendations to Meet the Standards
 - Evaluation Team Recommendations 6 & 7
 - Commission Recommendation 1
3. Actionable Improvement Plan Implementation Progress

The reader may find the following historical documents helpful:

- College of Micronesia-FSM [Institutional Self Evaluation Report](#) (ISER) December 15, 2015;
- [External Evaluation Report](#) March 8-17, 2016;
- [Supplemental Report](#) May 12, 2016;
- [Presentation](#) to ACCJC Commission June 8, 2016;
- [Summary Table of Recent Actions & Evidence](#) June 8, 2016 (presented to ACCJC Commission); and
- [Action Letter](#) July 8, 2016.

Recommendations to Improve Effectiveness

Recommendation 1

Human Resources

In order to improve effectiveness, the team recommends that the College ensure that its personnel evaluation processes are sustainable and allow for systematic evaluation of all personnel at stated intervals. These evaluations should assess the effectiveness of personnel and encourage improvement, and actions taken following evaluations should be formal, timely, and documented (III.A.5).

Policy Revision and Implementation

[Board Policy No. 6017 *Performance Evaluation*](#) was reviewed and revised to ensure the evaluation processes are sustainable and allow for systematic and timely evaluation of personnel ([R1.1](#)). The modified policy was approved by the board of regents in their [May 3, 2017](#), meeting and implemented effective May 3, 2017 ([R.1.2](#)).

Changes to Improve Effectiveness

The college having identified the need to change Board Policy No. 6017, revised the policy and implemented it to improve these major areas of concerns:

- ✓ Compliance with timelines of evaluation
- ✓ Systematic evaluation
- ✓ Sustainable evaluation process

Under the revised policy, a manager completes a more reasonable number of evaluations per year having only to evaluate a new employee twice during the first year and six months prior to the end of the employment contract (generally a three-year contract). The elimination of the required annual evaluation of every employee has improved the ability of the college to meet its policy requirement. Further, the evaluation process can be more meaningful because supervisors have more time to plan and carry out a quality evaluation compared to the previous, numerous annual evaluations.

Supervisors now can focus on critical performance management areas and administrative responsibilities. Employees who are eligible for an annual step increment will not wait for the annual evaluation to receive their pay increase. In addition, changes in their retirement plan or life insurance as personnel actions are prepared using the most recent evaluations on file. The revised policy also allows for necessary additional formal evaluation when there are identified performance issues; while the [Human Resources Manual](#) (Chapter 8) provides proper criteria and guidelines for these steps

([R.1.3](#)). [Training](#) is continuous in this area and on the policy prior to its implementation, and thereafter to guide supervisors through the proper procedures ([R.1.4](#)).

Recommendation 1 Table of Evidence

R.1.1	Board Policy No. 6017 Performance Evaluation, May 3, 2017. http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6017
R.1.2	Board Directive May 3, 2017. http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf
R.1.3	Human Resources Manual. http://www.comfsm.fm/hr/manual/HR-Manual-August-2017.pdf
R.1.4	Sample Training Evaluation Summaries. http://www.comfsm.fm/dcr/2017/Sample-Training-Evaluation-Summaries-PDF.pdf

Recommendation 2

Technology Resources

In order to improve effectiveness, the team recommends the College provide appropriate and adequate technology resources at all campuses in order to support the College's mission of being a learner-centered institution of higher education (III.C.1, III.C.2, III.C.3, III.C.4).

Summary

COM-FSM has undertaken ongoing improvements in technology resources available to support teaching and learning at the college. Furthermore, these improvements reflect the effort to ensure that technology resources at each campus are at the highest level that limitations of national and state infrastructure and reasonable budgeting can allow.

Providing Adequate Technology Resources

General IT

For Fiscal Year (FY) 2017, all line item technology equipment funds, previously funded under individual units, have been centralized under the Information Technology Office (ITO). This change is part of an effort to streamline, coordinate, and achieve efficiencies. Most importantly, these changes help ITO to maintain properly equipped faculty and staff offices to enhance mission fulfillment and service to students.

ITO completed new installations of interactive white boards across five campuses of the college (National, Chuuk, Kosrae, Pohnpei, and Yap Campuses) in order to supplement and/or replace existing units.

ITO has completed installation of a new primary server room switch. The [Aruba 5400R zl2 Switch](#) Series is an industry-leading Smart Rate with multi-gigabit ports for high-speed connectivity for the latest 802.11ac devices ([R.2.1](#)). This upgrade brings enterprise-class resiliency, true flexibility, security, and scalability to campus networks. Based on the 6th generation ProVision ASIC, the Aruba 5400R has a high-speed, high-capacity architecture with 2 Tbps crossbar switching fabric with low 2.1μ latency, unprecedented programmability, and leading edge SDN applications. Flexible connectivity options with up to 12-lot compact chassis, support for line rate 40GbE uplinks, up to 96-line rate 10GbE ports (SFP+ and 10GBASE-T), 1GbE, and up to 288 ports of PoE+ with internal power supplies.

This new setup affords several specific benefits:

- It is optimized for the digital workplace with unified management and security tools for resiliency and high availability at the edge allowing highly available router environments in both IPv4 and IPv6 networks.
- It provides redundant management and power systems, with enhanced system availability and continuity of operations. Hot-swappable modules and optional redundant power supply

provide uninterrupted power and allows swapping of modules with no impact on the network availability.

- The new switch also includes a robust set of security and quality of services features to build a network that meets ever-changing corporate policies and compliance requirements. Advanced distributed denial of service (DDOS) protection, such as DHCP Snooping, IP Source Guard, and ARP Protection, and flexible traffic controls, such as policy-based routing, QoS, and ACLs, manage end-to-end application priorities.

Pohnpei Campus

Work continues to reroute the [LAN fiber optics](#) cable to a new NOC location in anticipation of new construction at the Pohnpei Campus ([R.2.2](#)). The new location will also allow for the potential to connect the entire campus to a high speed single mode fiber ring that is part of the college's internet service providers network. A fiber link would allow for more options for total connectivity speeds as well as linkages to the National Campus for online services. WiFi access points were expanded on the campus to improve network accessibility.

Chuuk Campus

WiFi access points were expanded on the Chuuk Campus to improve network accessibility. New access points were installed August 2016, and a central access point was recently installed, with another upgrade scheduled during Fiscal Year 2018.

FSM-Fisheries and Maritime Institute (FSM-FMI) and Yap Campus

The FSM-FMI Campus occupies both sides of a main road at its site. Work was completed to reroute existing copper cables that connect the two sides and to replace the copper with a [fiber optics cable](#) ([R.2.3](#)). The new fiber optics cable allows for improved LAN speeds as well as options to expand levels of service available to the site for online services such as WiFi and server hosted local content. Faster network speed will enhance the quality and effectiveness of instruction by providing improved options for educational delivery. Faster network speeds also offer potential to bring dynamic resources into the classroom while promoting improved communications and partnering between faculty and students.

Kosrae Campus

The college has taken steps to dramatically improve IT service at the Kosrae Campus.

- Officially secured an upgrade to connectivity to one of the campuses and an amendment to the college's current [contract](#) with FSMTC for COM-FSM Kosrae Campus.
- Upgraded the Business Elite ADSL (1,536/768 kbps) at Kosrae Campus to a Business Elite B ADSL (5,120/1,024 kbps) connection, an increase of 3,584 kbps direct internet download and 256 direct internet upload capability. The requested upgrade took effect September 1, 2017. Delays in equipment delivery by the college ISP pushed the expected date of delivery beyond summer 2017 ([R.2.4](#)).

Faster internet speed will enhance the quality and effectiveness of instruction by providing improved options for educational delivery for faculty. Faster internet speeds offer potential to bring dynamic resources into the classroom while promoting improved communications and partnering between faculty and students.

National Campus

During summer 2017, an [expansion of Wi-Fi](#) in both the male and female residence halls occurred ([R.2.5](#)). Multiple access points were installed on each floor; these access points now cover all resident rooms. Additionally, [Wi-Fi installations](#) were completed outside main classroom locations to improve the in-classroom network range ([R.2.6](#)). These efforts promote improved communications to the campus residents for internet research and for online partnering with their instructors and advisors.

Recommendation 2 Table of Evidence

R.2.1	Aruba Switch. http://www.comfsm.fm/accreditation/2017/followup/ito-aruba-switch.pdf
R.2.2	Pohnpei Campus Fiber. http://www.comfsm.fm/accreditation/2017/followup/ito-pohnpei-campus-fiber-run.jpg
R.2.3	FSM-FMI Fiber. http://www.comfsm.fm/accreditation/2017/followup/ito-fmi-fiber-run.pdf
R.2.4	Upgraded FSM Telecom Contract. http://www.comfsm.fm/accreditation/2017/followup/COMFSM_FSMTC_agreement.pdf
R.2.5	National Wi-Fi Expansion. http://www.comfsm.fm/accreditation/2017/followup/ito-national-wifi-expansion.pdf
R.2.6	National Wi-Fi In-Class Expansion. http://www.comfsm.fm/accreditation/2017/followup/ito-Wifi-Analyser-Classroom-Building-A.jpg

Recommendation 3

Financial Resources

In order to improve effectiveness, the team recommends the College seek continued commitment and financial support in addition to student tuition to ensure the College's ongoing ability to provide access to higher education for citizens and residents in all states of the FSM. The team further recommends that the College continue efforts to support its long-term operations and future planning identifying additional alternative financial resources to supplement student tuition (III.D.1, III.D.2, III.D.4, III.D.9, III.D.11).

Summary

COM-FSM submitted the Fiscal Year (FY) 2018 budget to the FSM Government. The budget reflects the needs, goals, and objectives articulated in the [Strategic Plan 2018-2023](#) and [Integrated Educational Master Plan](#) (with the new Strategic Plan, a new IEMP is now being developed and will be completed by May 2018) and supports ongoing fulfillment of the college's [mission](#) (R.3.1; R.3.2). The 2018 budget contains a request for funding from the National Government so the college can effectively meet the total cost of ownership (TCO), increased utility and maintenance costs, and ensure adherence to ACCJC Standard III: Resources-Standard IIIB: Physical Resources (R.3.3; R.3.4).

Continued financial support for the 2018 budget by the FSM Congress, especially the continued funding of the \$2.8 million decrement of the [Joint Economic Management Committee \(JEMCO\)](#) funding supports the institution's ability to fully carry out the *Integrated Educational Master Plan* (IEMP) and to meet ACCJC Standards for Accreditation. The college is encouraged by the continuing commitment and support from FSM national and state leadership. COM-FSM remains confident that the national government will continue to provide an appropriate and reliable level of funding to ensure the college fulfills its mission and meets accreditation standards.

Financial Stewardship

As part of the president and CEO's report, quarterly financial statements are submitted to the [Board of Regents](#). The college's [audit reports](#) show unmodified opinion that the college is in compliance, and the college has received an unmodified opinion of its audit reports since 1993 (R.3.5).

The college's [Five Year Financial Plan 2018-2022](#) was prepared and will be linked to the programs and services in the 2018-2023 IEMP to provide a better outlook of the college in the next five years (R.3.6). The Strategic Plan and the IEMP are the basis of all financial planning used to inform development of financial projections for the college. The formulation of the college budget is guided by the [Budget Procedures Handbook](#) developed in May 2013 (R.3.7).

The college provides oversight to its finances by regularly reviewing financial information and reports at different levels including the [Cabinet](#), [Board of Regents](#), Finance Committee, and budget managers' meetings.

The systems used by the college to manage financial resources have embedded internal control systems to ensure reliability and effective oversight of finances. The college has sufficient [policies and procedures](#) to ensure the effective oversight of finances as evidenced by the unmodified/unqualified opinion by the external auditor.

The college's endowment fund established in 1997 has grown from \$2,981,912 in 2012 to \$6,049,180 as of August 31, 2017. Cash reserves invested last year increased from \$2,875,000 to \$3,015,235 as of August 31, 2017. The college is solvent and has enough cash to pay its liabilities.

As a result of the ACCJC evaluation team visit in March 2016, the team and the Commission made the following commendation:

The team commends the College for fostering a culture of commitment to financial discipline and stability. Savings realized through the effective use of institutional and financial planning integrated with resource allocation have led to increased reserves that enable the College to further invest in student recruitment, success and completion (p. 5).

Linking Tuition Revenue to Increased Retention

Enrollment

Enrollment is an area of continuing focus. From a fall semester enrollment high during Academic Year (AY) 2011-2012, the college has seen a 23.7% decline in fall semester enrollments (as of AY 2015-2016). And since the summer of AY 2011-2012, summer enrollments have been affected by the availability of year-round Pell Grants. These enrollment declines, however, are in line with changing demographics in the FSM. Potential students can easily join the nation's migration patterns, highlighted by the fact that the 2010 FSM census showed that 44.5% of FSM families had immediate family members living outside of the FSM. As part of its strategy to sustain tuition revenue in light of the current demographic trend, the college is employing a variety of strategies to improve retention.

Persistence

The fall-to-spring semester persistence rate of first-time, full time students has remained in the 85% to 90% range. While there is some annual variation, the college's enrollment and achievement trend data exceed the institution-set standards (ISS), have met medium-term targets, and are on track to meet five-year targets. Though, the ISS were revised in September 2017 as part of the new strategic plan measures of success (see Commission Recommendation 1).

Based on data, the college has developed plans for future improvement. A few of the major changes and planned activities include the following:

- The college has implemented a pilot study using SuccessNavigator for high school students from Pohnpei State in June and August 2017. The test will help the college in identifying at-risk students by providing a holistic view of factors that influence incoming students. Further, the test assesses non-cognitive skills or behaviors, beliefs and skills that directly

facilitate academic success, commitment to achieving success, self-management in dealing with stress, and social support for the student.

- Student engagement, including extra-curricular activities, has a positive impact on student academic performance. Thus, as part of its initiatives to promote student success, the college continues to provide tutoring and counseling, peer and advisor mentoring, an array of co-curricular workshops and extra-curricular activities, financial aid and scholarships, and others.
- The college's counseling services continue to collaborate with instructors in efforts to promote student success through intrusive advising, and providing just-in-time interventions to at-risk students. For example, ten instructors at the National Campus have a tutor attend class(es) to provide tutorial services. Additional efforts include e-mail referrals of students and panel discussions between instructors and counselors addressing student success and timely support and assistance for at-risk students.
- The college's new student orientation is a critical step toward promoting student success. As such, the college has expanded the orientation program by providing (a) regular orientation each fall, spring, and summer terms, and (b) extended orientation sessions for student cohorts (or groups).
- During AY2016-2017, the college piloted compressed schedules for selected gateway courses (MS 100 College Algebra) as part of its Gateways to Completion (G2C) initiatives in partnership with the [John N. Gardner Institute for Excellence in the Undergraduate Education](#); resulting in: (a) increase in course pass rate from 74% to 92%; completion rate from 82% to 94%; and attendance rate from 88% to 93%.
- Institutional priorities for the FY 2018 budget focus on improving course completion rates of gatekeeper courses that are affecting persistence, retention, and student progress toward graduation.
- The college has undertaken a review of programs and program structures to create pathways for transfer and employment.
- A pilot program has been implemented to train faculty on Problem Based Learning (PBL) and use of Open Education Resources (OER) to improve student success.

In its FY 2018 [budget preparation](#), the college action plan will help the institution address the decline in revenue by focusing on Student Retention. The [FY 2018 Budget Guidelines](#) were established so that all areas will be considered in the implementation of new strategies to improve enrollment ([R.3.3](#); [R.3.4](#)).

As part of its bad-debts recovery plan, the college seeks the assistance of the FSM Government to pay-off the debts of students who graduated from the college. Last September 30, 2016, the President of the Federated States of Micronesia approved the budget for FY2017. This budget includes a \$260,000.00 appropriation made by the 19th Congress to address the outstanding balances of graduated students and is [Public Law 19-117](#) ([R.3.8](#), p. 24 of 28). This amount is in addition to the congressional scholarship already offered to continuing students.

The Financial Aid Office has become proactive and very effective in reaching students to comply with their Pell Grant requirements, thus increasing the awards for AY 2016-2017. The increase in Pell-awards lowered the college's net receivable from \$4.342M in FY2015 to \$3.208M in FY2016 because more students were able to pay their tuition fee ([Financial Statements and Independent Auditor's](#)

[Report 2016 and 2015](#); [R.3.9](#)). The college addressed the effects of declining enrollment by helping students in their Pell Grant application; therefore, the revenue collection is not affected (Table 3.1).

Table 3.1. COM-FSM: Three-Year Academic Year (AY) History of Pell Grant Data

Academic Year	Term	Enrollment	No. of Pell Awards	% of Students Receiving Awards	Total Pell Revenue (\$)	% of Total Revenue
2014-2015	F.	2,344	1,889	81	3,178,687.50	97
	Spr.	2,096	1,853	88	2,795,500.00	96
	Sum.	1,081	598	55	446,125.00	67
		AY Total 5,521	AY Total 4,340		6,420,312.50	94
2015-2016	F.	2,221	1,517	68	3,131,325.00	95
	Spr.	1,858	1,659	89	2,651,535.00	96
	Sum.	981	294	30	388,125.00	58
		AY Total 5,060	AY Total 3,470			92
2016-2017	F.	2,092	1,862	89	3,059,910.00	95
	Spr.	1,747	1,566	90	2,572,762.50	96
	Sum.	968	505	52	390,015.00	58
		AY Total 4,807	AY Total 3,933			

FSM Government Support

The college continually requests support from the FSM-Government to provide the financial assistance necessary to ensure quality education for the nation. The FSM Government extends the usual support every year to the operation of the college and to the direct scholarship program given to their constituents. The FSM Government was also able to allocate funding for the infrastructure projects of the college starting FY2017.

Based on FY 2017 budget ([Public Law 19-117](#)) for FSM-National Government, the college continually receives a \$3,800,000.00 subsidy ([R.3.8](#), p. 20 of 28) (Table 3.2).

Table 3.2. FSM Government Subsidy: FY2013-FY2017

Fund Source	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013
FSM Government subsidy (Compact Fund-ESG)	1,000,000.0	1,000,000.0	1,700,000.00	2,400,000.00	3,100,000.00
FSM Government subsidy (Local Fund)	2,800,000.00	2,800,000.00	2,100,000.00	1,400,000.00	700,000.00
Total	3,800,000.00	3,800,000.00	3,800,000.00	3,800,000.00	3,800,000.00

Endowment

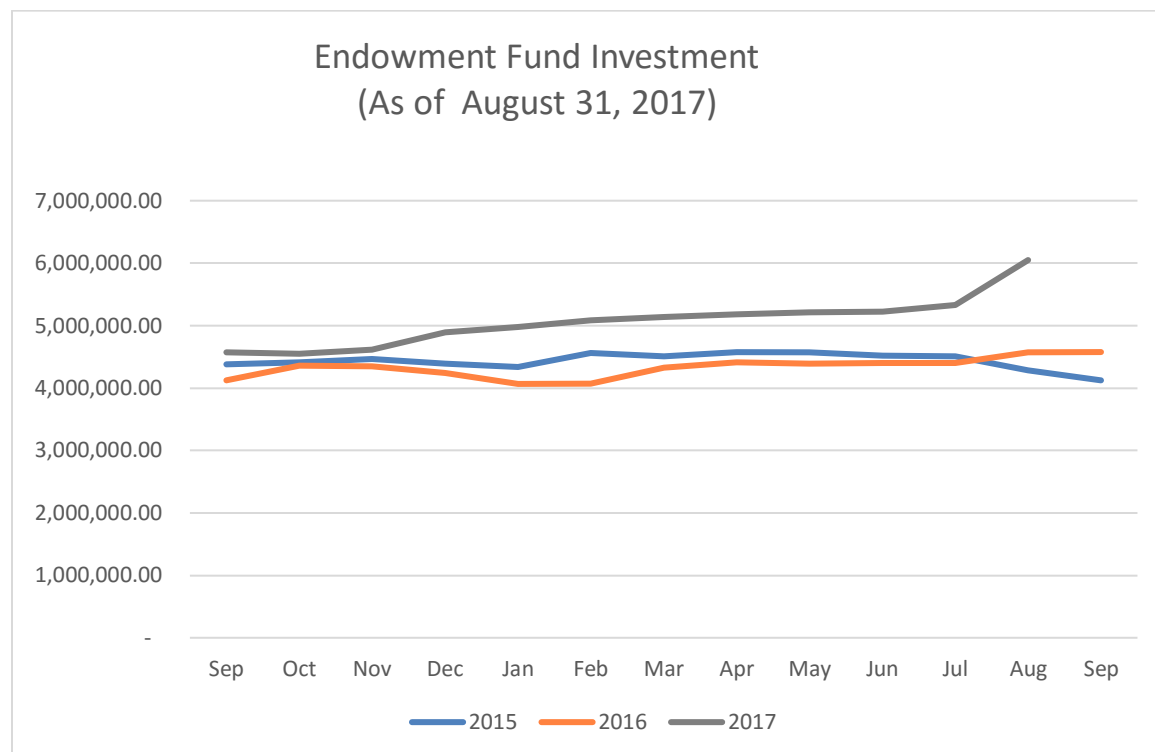


Figure 3.1. COM-FSM Endowment Fund Investment History: 2015-2017.

The market value of the endowment fund has increased by \$1.473M, or by 32%, due to an unrealized gain of \$548K, or 12%, and additional investment of \$925K since September 30, 2016.

Other Non-Tuition Revenue Sources

The college continually seeks financial assistance from outside in order to improve its operation. With the help of [Micronesian Registration Advisors Inc.](#), the college was able to establish the [Center for Entrepreneurship](#) whose function is to provide services, training programs and activities in support of the entrepreneurial activities of the students ([R.3.10](#)). The Center was also able to secure additional funding thru grants that help students develop their entrepreneurial skills (Table 3.3).

Table 3.3. COM-FSM Center for Entrepreneurship Funding Sources 2014-2018

Agency	Dates	Amount (\$)
Micronesian Registrations Advisors Inc.	August 2014-2018	280,000
US Department of Commerce, Economic Development Assistance	September 2016-2018	25,000
US Department of Interior, Office of Development Assistance	July 2017	36,000
Global Greengrants (for Future Farmers Club of COM-FSM Students)	April 2016	5,000
Global Greengrants (for Hydroponics of the Pacific, a business owned by COM-FSM student)	February 2017	5,000
Total		71,280

Institutional Advancement

To strengthen external relationships and promote institutional advancement, the Board of Regents approved on [August 8, 2014](#), the establishment of an *Institutional Advancement Office* (IAO) ([R.3.11](#)). The office engages in activities that enhance the college's visibility and reputation locally, regionally, and internationally. The office manages the college's operational fundraising program, alumni relations, communications and marketing, and foundation relations to support the College of Micronesia - FSM goals and mission.

U.S. Federal Grant Funding

COM-FSM has sustained a history of substantial grant funding from the U.S. Government. These grants directly support the instructional and student support services of the college, as well as its infrastructure and ongoing operations. Table 3.4 summarizes the recent history of this support and a [Federal Grants](#) excel document offers a complete and detailed history ([R.3.12](#)).

**Table 3.4. COM-FSM U.S. Federal Grant Support Summary:
FY 2012-FY2016 (\$US)**

Grants Source*	Funding Type	2012	2013	2014	2015	2016	Total
U.S. Dept. of Agriculture	Pass-Through FSM Govt.	206,670	192,158	125,448	238,874	181,773	994,923
U.S Dept. of Interior	Direct Grant	-	-	-	-	82,895	82,895
	Pass-Through FSM Govt.	4,539,949	4,082,230	3,049,540	2,349,036	1,817,242	13,488,457

Grants Source*	Funding Type	2012	2013	2014	2015	2016	Total
U.S. Dept. of Education	Direct Grant	13,360,794	12,536,612	11,238,850	10,763,781	11,997,071	59,897,108
	Pass-Through FSM Govt.	352,406	259,877	238,931	221,930	355,705	1,428,849
U.S. Dept. of Health and Human Services	Pass-Through Univ. of Guam	304,769	168,904	143,969	197,652	122,222	937,516
	Pass-Through FSM Govt.	-	-	78,234	66,109	70,912	215,255
U.S. National Science Foundation	Pass-Through Univ. of Hawaii	-	-	-	15,821	30,520	46,341
U.S. Agency for International Development	Direct Grant	-	-	-	4,218	144,316	148,534
Annual Totals of Federal Grant Support		18,767,767	17,202,834	14,874,972	13,895,368	14,686,462	
Five-Year Totals of Federal Grant Support							79,427,401
*Includes multiple grant programs from within these grant sources.							

Scholarship Programs

Aside from operational support, the FSM Government, through the four states of the FSM, has provided scholarships to students whose Pell Grant is not sufficient to cover the cost of their education. A history of that support for the last two academic years (AY) appears in Table 3.5.

Table 3.5. Summary of FSM States Scholarship Support: AY2015 and AY2016

SCHOLARSHIPS FOR AY 2015-2016			SCHOLARSHIPS FOR AY 2016-2017		
Fall 2015			Fall 2016		
State	No. of recipients	Amount (\$)	State	No. of recipients	Amount (\$)
FSM-National	28	29,070.00	FSM-National	51	52,430.00
Chuuk	36	24,800.00	Chuuk	38	24,885.25
Kosrae	16	8,000.00	Kosrae	31	15,500.00
Pohnpei	3	1,500.00	Pohnpei	0	0
Yap	39	43,645.00	Yap	31	30,725.00
Total Recipients/ Total Amount	122	107,015.00		151	123,540.25

SCHOLARSHIPS FOR AY 2015-2016			SCHOLARSHIPS FOR AY 2016-2017		
Spring 2016			Spring 2017		
FSM3.5-National	35	35,017.00	FSM-National	43	42,500.00
Chuuk	47	33,100.19	Chuuk	32	19,900.00
Kosrae	11	5,500.00	Kosrae	21	10,500.00
Pohnpei	2	1,000.00	Pohnpei	0	0
Yap	34	32,150.00	Yap	30	30,450.00
Total Recipients/ Total Amount	129	106,767.19	Total	126.00	103,350.00

Infrastructure

The FSM Government is also committed to providing funding for the infrastructure needs of the college. The initial Five-Year Infrastructure Development Plan of the college costs \$24.74M. This infrastructure plan is part of the [FSM Strategic Development Plan of 2004-2023](#). Table 3.6 shows the FSM Government commitment to the infrastructure needs of the college

Table 3.6. COM-FSM Infrastructure Plan Funding: 2017-2018.

Year	Funding Level (USD)	Appropriation Source
2017	8,545,500	Public Law No. 19-117 (R.3.8)
2018	3,000,000 4,252,250	Chuuk State Law No. 13-16-09 (R.3.13) ¹ Public Law No. 20-42 (R.3.14)
Total	15,797,750	

Five-Year Financial Plan

The college developed a new [Five-Year Financial Plan: 2018-2022](#) that was approved by the Board of Regents on [September 14, 2017 \(R.3.15; R.3.16; R.3.17\)](#). This plan details the fiscal strategies, including assumptions, that will aid the college towards achieving its mission and maintaining its sustainability. The plan incorporates the strategies listed towards addressing Recommendation 3 and provides a comprehensive summary of fiscal planning to support those strategies.

Recommendation 3 Table of Evidence

R.3.1	Strategic Plan 2018-2023. http://www.comfsm.fm/accreditation/2017/followup/COM_FSM_Strategic_Plan_2018_2023.pdf
R.3.2	Integrated Educational Master Plan. http://www.comfsm.fm/?q=Integrated-Educational-Master-Plan
R.3.3	FY2018 Budget Meeting Minutes. http://www.comfsm.fm/vpa/budget/2018/FY18-Budget-Meeting-Minutes-092016.pdf
R.3.4	FY2018 Budget Guidelines. http://www.comfsm.fm/vpa/budget/2018/FY2018%20budget%20guidelines%2029%20August%202016-1.pdf
R.3.5	Audit Reports. http://www.comfsm.fm/?q=businessoffice-reports

¹ This operational budget is not yet approved by the FSM Government. Approval usually occurs by the end of September.

R.3.6	Five Year Financial Plan 2018-2022. http://www.comfsm.fm/accreditation/2017/followup/Five_Year_Financial_Plan_2018_2022
R.3.7	Budget Procedures Handbook. http://www.comfsm.fm/publications/handbook/Budget_Handbook_MAY14_2013.pdf
R.3.8	Congressional Public Law 19-117. http://cfsm.fm/iframe/19th%20Congress/LAWS/PUBLIC_LAW_19-117(1).pdf
R.3.9	Financial Statements and Independent Auditor's Report 2016 and 2015. http://www.comfsm.fm/busOffice/reports/2016/COM-FSM_fs16%20%5BFinal%20June%2029%202017%5D-1.pdf
R.3.10	Micronesia Registration Advisors, Inc. MOU with COM-FSM. http://www.comfsm.fm/accreditation/2017/followup/MOU_MRA.pdf
R.3.11	BOR August 8, 2014 Actions and Directives. http://www.comfsm.fm/bor/directives/Directives-14-08-08-1.pdf
R.3.12	Federal Grants Detailed. http://www.comfsm.fm/accreditation/2017/followup/Federal_Grants.xlsx
R.3.13	Chuuk State Law No. 13-16-09. http://www.comfsm.fm/accreditation/2017/followup/CSL_13_16_09
R.3.14	Congressional Public Law 20-42. http://www.comfsm.fm/accreditation/2017/followup/PUBLIC_LAW_20_42.pdf
R.3.15	Five-Year Financial Plan: 2018-2022. http://www.comfsm.fm/bor/notebook/09-2017/10.a.ii_5-Year_Financial_Plan-1.pdf
R.3.16	Five-Year Financial Plan Presentation. http://www.comfsm.fm/bor/notebook/09-2017/10.a.i_Five-Year_Financial_Plan.pdf
R.3.17	Board of Regents, Actions and Directives 14SEP2017. http://www.comfsm.fm/bor/directives/Directives-09-14-2017.pdf

Recommendation 4

Academic Quality and Instructional Programs

In order to improve effectiveness, the team recommends the College develop ways to engage in systematic analysis of and collegial dialog concerning the large volume of data generated through course-level outcomes assessment in order to use these data more effectively in support of continuous improvement of student learning (I.B.1, I.B.4, II.A.3, II.A.16).

Summary

The college has redesigned course level assessment reporting to collect data in a form that can be aggregated and then disaggregated for comparisons between classes, instructors, campuses, and gender. Results have been shared with program faculty to foster collegial dialog. Training has been conducted through a college-wide summit facilitated by Linda Suskie, towards *Making Student Learning Assessment Useful and Worthwhile* and for *Keeping Things Simple*. Additionally, the college has redesigned its program review cycle to support more useful, meaningful, and worthwhile assessment that is more likely to lead to positive impacts for student success.

Improvements to CSLO Assessment Process

For over a decade, the college has required that all faculty complete a course level assessment report for each course taught, and to submit the reports to their division chair and the dean of academic programs (DAP). The reporting requirement was established as a means of accountability to ensure that all faculty were examining the achievement of course student learning outcomes (CSLOs) in those courses they teach, analyzing results, and creating improvement plans both during the course, and for the next time the course is taught. The intention of the course level assessment report was to ensure expectations of assessing CSLOs is met by all faculty. Fundamentally, faculty are required to assess student learning on each course as grades do not necessarily reflect the achievement of an SLO. The reporting requirement was not cumbersome, nor elaborate. The report was simply designed to guide faculty on a reflection of how students performed on their course and to determine improvements the faculty member might need to implement, moving forward, so that learning outcomes are better met (if gaps were identified).

There is certainly value to aggregating data, systematic analysis, and collegial dialogue. However, the course level assessment reports were not originally designed to be aggregated. Though larger scale institutional improvements to support student learning are targeted by other means, there is also value in self-reflection and individual improvements to teaching and learning that also positively improve student learning. Program faculty have worked together and dialogued collegially when they analyze student learning outcome achievement and completed both their annual program assessments and their biennial program reviews.

The team noted that, “there are so many outcomes being assessed it could potentially be overwhelming” ([External Evaluation Report](#), p. 22). Many institutions have fallen prey to spending too

much time collecting large volumes of data, reporting on those data, and then having too little time left for analysis, dialogue, and ensuring improvements for impact occur. The college identified through its own Actionable Improvement Plan (AIP) for (I.B.4) that it,

...will continue to shift from a quantity to a quality assessment process by committing the necessary time for more reflective, collaborative implementation efforts that are designed to more broadly and positively impact student learning (December 2015 [ISER](#), pp. 81 & 316).

To improve, in fall 2016, the college has changed the CSLO achievement reporting requirement and asked that faculty instead submit data directly into TracDat. The faculty were asked to indicate for each student on the course, whether each of the CSLOs was achieved, and students were identified as male or female.

This provides the opportunity for program faculty to aggregate data and compare performance across the same course (explore differences or similarities in performance by instructor or by campus), as well as examining any gender performance differences. Additionally, for those faculty who were still inappropriately using grades to determine achievement of CSLOs, this change in reporting necessitated a break from that practice. Homework assignments, quizzes, exams, and classroom assignments as well as how those are assessed and scored would have to be more thoughtfully designed to ensure that the instructor was teaching and assessing the CSLOs that the college claims the student should learn while on the course.

Training and Dialogue

To improve assessment practices through college-wide training and dialogue, faculty members and those whose positions involve the assessment of student learning outcomes (115 participants), attended the [August 1-2, 2017](#), Assessment Summit ([R.4.1](#)). The college engaged [Linda Suskie](#) (distinguished author, speaker, consultant, and educator) to facilitate the two-day summit. The focus was on [Making Assessment Useful and Worthwhile](#) and [Keeping things simple](#) ([R.4.2](#); [R.4.3](#); [R.4.4](#)).

The summit **learning goals** were:

1. Clarify the purposes of your assessment, including the decisions that assessment results might help you with.
2. Articulate clear, meaningful learning outcomes.
3. Confirm that curricula and learning activities focus on important learning outcomes.
4. Create a meaningful, useful rubric.
5. Set appropriate standards and targets for student achievement.
6. Share assessment results in ways that promote conversations on improving student learning.

For those faculty who were unable to attend the summit held at the National Campus on Pohnpei, as with all past summits, the summit training was repeated in each of the other three Micronesian states (Chuuk, September 1-2; Kosrae, September 1; and Yap, September 21), and was facilitated by those campus members who attended the larger summit ([R.4.5](#)).

Changes in the Program Review and Program Assessment Processes

The Curriculum Committee recommended a change from a two-year program review cycle to a four-year program review cycle for all associate degree programs (one-year certificate programs continued with an established two-year cycle). As a result of this recommendation, on [April 4, 2017](#), the Executive Committee voted to adopt this change ([R.4.6](#)). And on May 3, 2017, the Board of Regents approved this change as reflected in revised Board Policy [BP 3202](#) *Instructional Program Review* and per its *Actions and Directives* ([R.4.7](#); [R.4.8](#)). Additionally, on [April 4, 2017](#), the Executive Committee approved a revised Administrative Procedure [AP 3202](#) ([R.4.6](#); [R.4.9](#)).

And, on [April 21, 2017](#), the Executive Committee approved a staggered four-year program review cycle ([R.4.10](#); [R.4.11](#)). The staggered cycle is designed to allow for more time to be spent examining a narrower set of programs on a given year, rather than the previous, compressed structure in which the college was reviewing all instructional programs one year, and all administrative units on the opposite year. The revised cycle provides three years for program assessment and a fourth year to be focused on the program review. The intention is to make assessment less overwhelming and to allow more time for reflection and dialogue about results. Importantly, the longer cycle is designed to ensure improvement implementation for positive impacts on student learning and achievement occur.

Recommendation 4 Table of Evidence

R.4.1	Assessment Summit 1-2 Aug 2017 Agenda. http://www.comfsm.fm/accreditation/2017/followup/AGENDA.pdf
R.4.2	Linda Suskie. Making Assessment Useful and Worthwhile. http://www.comfsm.fm/irpo/visioning-summit/2017/Micronesia_asmt_useful_and_worthwhile.pdf
R.4.3	Linda Suskie. Keeping Things Simple. http://www.comfsm.fm/irpo/visioning-summit/2017/Micronesia_keeping_things_simple.pdf
R.4.4	Linda Suskie Report to COM-FSM. http://www.comfsm.fm/accreditation/2017/followup/Report_to_Micronesia.pdf
R.4.5	Summit Reports. http://www.comfsm.fm/?q=irpo-summits
R.4.6	Executive Committee Approval April 4, 2017 BP 3202 Academic Program Review (changed to 4-year cycle) http://www.comfsm.fm/executive/minutes/EC-Minutes-April-04-2017.pdf
R.4.7	Board Policy 3202. http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/3202-Instructional-Program-Review.pdf
R.4.8	Board of Regents Actions and Directives, May 3, 2017. http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf
R.4.9	Administrative Procedure AP 3202. http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-3/COM-FSM_AP3202.pdf
R.4.10	Four year program review cycle: Executive Committee Approval April 21, 2017. http://www.comfsm.fm/executive/minutes/EC-Minutes-April-21-2017.pdf
R.4.11	Staggered Four-Year Program Review Cycle. http://www.comfsm.fm/accreditation/2017/followup/4_Year_Program_Review_Cycle.pdf

Recommendation 5

Library and Learning Support Services

In order to improve effectiveness, the team recommends the College implement assessment methods in the area of library services that more effectively measure how these services contribute to the attainment of student learning outcomes (II.B.3).

Summary

The Learning Resources Center (LRC) at COM-FSM has taken two specific measures to improve its ability to assess the services it provides. First, the LRC has set measurable Administrative Unit Outcomes and defined strategies to achieve them. These outcomes will be part of the unit's regular Administrative Unit Program Review. Second, the LRC has defined specific Student Learning Outcomes by which it will assess the effectiveness of its critical services. Both these steps describe a more rigorous and sustainable assessment regime than had existed previously.

Library Contribution to Achieving Student Learning Outcomes

The college's Learning Resources Centers (LRC) has an overarching goal to provide services and resources to the students, faculty, and staff of the college and to the public. To help achieve that goal, the LRC has established administrative unit outcomes for 2016-2017 that state the following (Table 5.1): (TracDat)

Table 5.1. COM-FSM LRC: Administrative Unit Outcomes & Strategies.

AUO	Strategies
<ul style="list-style-type: none">• Increase the library holdings at campus libraries by 10%	<ul style="list-style-type: none">✓ Allocate funds to purchase more titles to add to Kosrae Campus library✓ Complete all acquisition orders by spring 2017.
<ul style="list-style-type: none">• Students will demonstrate the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share information for the problem at hand (ISLO#6 Information literacy)	<ul style="list-style-type: none">✓ Develop and implement library workshops inclusive of pre- and post-tests.
<ul style="list-style-type: none">• Improve access to all collections by migrating data into the KOHA system by September 2017.	<ul style="list-style-type: none">✓ Import Follett data for each campus library into the KOHA system by September 2017.

In its effort to gather college-wide support and review of its services and data to be used for improvement, the LRC requested the inclusion of a representative on the Curriculum Committee as part of its actionable improvement plan. In April 2017, the [Curriculum Committee](#) voted to approve the request with having a representative on the committee beginning in fall 2017 ([R.5.1](#)). With this in

place, the LRC will have a more systematic and broader input on improvements of services, development of policies, and recommendations on the acquisition of instructional materials.

In its last program review, the LRC reported data for the National Campus. At its [May 3, 2017](#), meeting, the college's Board of Regents approved revisions to the Instructional Program Review ([BP 3202](#)) for every four years for the associate programs and two years for the certificate programs. This change will mean more time for the LRC to gather data from all the state campus libraries and make improvements where recommended ([R.5.2](#); [R.5.3](#)).

Library SLOs

Library orientations are provided at the beginning of each new school year, specifically in the fall semesters, and throughout the semester as requested by faculty members. The library orientation provides a basic introduction to the resources and services that are offered in the library. In fall 2015, the LRC, in collaboration with Enrollment Management and Student Services (EMSS), developed a [syllabus](#) with related outcomes and strategies for that activity ([R.5.4](#)).

In fall 2016, library instruction sessions were modified to include a pre- and post-test instrument that targets the information requests made by faculty to meet the student learning outcomes of the courses taught by those faculty, and to meet the learning outcomes developed by the LRC in the following three major areas (Table 5.2):

Table 5.2. COM-FSM LRC: Student Learning Outcomes.

Finding Sources	Evaluating Sources	Citing Sources
SLO 1: The student will be able to use the library resources (use the library catalog (OPAC), find books on library shelves, and use electronic resources to find journal articles.)	SLO 2: The student will be able to evaluate information and its sources critically.	SLO 3: Students will be able to cite sources using APA/MLA formats.

The majority of the requests received for library instruction deal with the basic searching for sources located in the library and searching for sources online via the subscription databases, sometimes requested separately and sometimes combined. The pre- and post-test instruments are developed based on those requests (Table 5.3).

**Table 5.3. Library Instruction Pre- and Post-Test Scores for
Fall 2016 and Spring 2017.**

Library Instruction			SLOs Met
Fall 2016, n= 57	Avg Scores	Percentage	SLO#1, SLO#3
Pre-test, 13 items	5	38%	
Post-test	8	62%	
Spring 2017, n= 62	Avg Scores	Percentage	
Pre-test, 13 items	5	38%	
Post-test	7	54%	

Supplemental handouts and research guides are available on the library website to be used as a tool for online research and library orientation ([R.5.5](#)).

Recommendation 5 Table of Evidence

R.5.1	Curriculum Committee Minutes. http://www.comfsm.fm/accreditation/2017/followup/Curriculum_Minutes_2017APR26.pdf
R.5.2	Board Actions and Directives May 3, 2017. http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf
R.5.3	BP 3202 Instructional Program Review. http://www.comfsm.fm/accreditation/2017/followup/3202_Instructional_Program_Review.pdf
R.5.4	LRC Syllabus for Student Orientation. http://www.comfsm.fm/accreditation/2017/followup/Library_Orientation.pdf
R.5.5	LRC Research Tools Guide. http://www.comfsm.fm/accreditation/2017/followup/LRC_Research_Guide.pdf

Recommendations to Meet the Standard

Recommendation 6

Human Resources

In order to meet the Standard, the team recommends that the College ensure that evaluations of all faculty (including part-time faculty), academic administrators, and other personnel who are directly responsible for student learning outcomes include, as a component of those evaluations, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning (III.A.6).

Evaluations of Personnel Responsible for Student Learning

The [*Instructional Faculty Evaluation Form, Appendix G*](#) is for faculty members and is found to be sufficiently addressing how well they use the assessment of learning outcomes to improve their teaching and the learning environment. The form will be reviewed for changes to formatting to allow for places where faculty members can provide evidence of activities on the actual form ([R.6.1](#)).

The [*Employee Progress Report, Appendix F*](#) is used for evaluation of managers, including academic administrators, was revised, approved by the [Executive Committee](#), and made effective May 9, 2016. The revised form included an additional item of assessment that considers how these managers and academic administrators use the results of assessment of student learning outcomes to improve teaching and learning ([R.6.2](#); [R.6.4](#)).

The [*Performance Evaluation \(for classified & professional staff\), Appendix E*](#) was revised, approved by the [Executive Committee](#), and made effective May 9, 2016. The new form includes item 14 (*Improves Teaching and Learning*) to consider how well employees responsible for student learning outcomes use the results of student learning outcomes to improve teaching and learning. Such personnel include counselors, librarians, and library technicians ([R.6.3](#); [R.6.4](#)).

The College Believes that it Meets the Standard

The revisions to the performance evaluation forms bring into focus and upfront the activities each employee performs, and articulate the evidence clearly to both the employee and supervisor. As a result, such action is thoughtfully planned and analyzed, and results in improvement and/or maintenance of the standard in a work area. The focused discussion between the employee and supervisor in the evaluation process is based on facts, helps the employee stay on target, and may also support future activity planning and budgeting. Supervisors, upon seeing evidence of good

performance in this area, will be supportive of additional future ideas and can better articulate budget needs.

Essentially, with the revisions to the forms, supervisors can assure that teaching and student learning are continuously improved and necessary adjustments made.

Recommendation 6 Table of Evidence

R.6.1	Instructional Faculty Evaluation Form, Appendix G, May 9, 2016. http://www.comfsm.fm/hr/appendices/Appendix-G-InstructionalFaculty-Evaluation.pdf
R.6.2	Employee Progress Report, Appendix F, May 9, 2016. http://www.comfsm.fm/hr/appendices/Appendix-F-Employee-Progress-Report(Management).pdf
R.6.3	Performance Evaluation (for classified & professional staff), Appendix E, May 9, 2016. http://www.comfsm.fm/hr/appendices/Appendix-E-Development-Plan-Performance-evaluation.pdf
R.6.4	Executive Committee Meeting Minutes, April 22, 2016. http://www.comfsm.fm/executive/minutes/4-22-16%20EC%20Minutes.pdf

Recommendation 7

Human Resources

In order to meet the Standards, the team recommends that the College establish, publish, and adhere to written personnel procedures that are widely available for information and review (III.A.5, III.A.11).

Summary

The college established and published in September 2017 the COM-FSM, [Human Resources Manual](#) of written personnel procedures, process diagrams, and HR forms ([R.7.1](#)). The *Human Resources Manual* is widely available electronically and in print forms for information and review. During development of this manual its design and content were tested with various COM-FSM constituencies.

Development and Review Process

The college consulted a technical writer to help the director of human resources create the *Human Resources Manual*. The governance structure was used to test the readability and usability of the format used; specifically, the consultant and HR director met with the Management Team, Human Resources Personnel, Human Resources Committee, and the Management Team at Pohnpei and National Campuses and gathered input from all parties. In its Appendices, the *Human Resources Manual* also contains a set of the most widely-used HR forms that can be filled-in online. The manual was approved by Cabinet during their August 11, 2017, meeting ([R.7.2](#)). And, a [memo](#) was sent to the college community on August 31, 2017, by email and was additionally posted to the college [newsfeed](#) on September 5-29, 2017 ([R.7.3](#); [R.7.4](#)).

Changes Made to Meet the Standard

The *Human Resources Manual* is written using simple, everyday language and easy to follow steps with diagrams to appeal to different reading and learning abilities of personnel. Location on the college website provides easy access for personal at all six campus sites and for potential employees and stakeholders who wish to understand and know the college in this regard. The manual can be accessed from multiple locations via www.comfsm.fm:

- → Public Reports → HR Manual
- → Public Reports → Manuals and Handbooks → HR Manual
- → Our College → Administrative Services → Human Resources → HR Manual
- → Our College → Board of Regents → Policies → [Chapter 6-Human Resources](#)

In addition to the development of the *Human Resources Manual*, the Chapter 6-Human Resources section of the college website was updated to include the administrative procedures (APs) that accompany each of the Human Resources Board Policies.

For the first time, personnel have access to all procedures for the 32 Human Resources Board Policies in one centralized location and forms that are formatted appropriately for direct down load

and online completion. This manual further reduces the frustrations and time spent reformatting forms to complete electronically, and for locating specific sections of the procedures, especially for staff at remote campuses. The benefit of having this manual, in its set-up and location, is an expected reduction in the volume of phone calls and emails requesting procedures and asking questions about forms. The manual will allow HR personnel more time to focus on strategic tasks rather than redundantly answering similar inquiries from multiple personnel from across the six campuses.

Having a simple and well written manual promotes the consistency of application of policies in the HR area. It is expected that completion of the usually problematic forms will be improved because of the way the forms are set up and because sample forms are provided in the manual to guide users who may be filling out the forms for the first time. The availability of the frequently asked questions section at the beginning of each chapter leads the users in a focused direction, having answered the initial, typical questions college personnel ask HR staff.

As the procedures are now separated fully from the policies, updating the manual will become very simple and manageable. In addition to helping readers understand HR administrative procedures, when changes are recommended, approval of the Executive Committee only is required making the process easy and faster (Board of Regents approval is not required). When changes are approved, the manual will be electronically updated on the website and personnel in all the campuses will have access immediately. The manual will be updated quickly whenever there are changes to existing policies or when new policies are created.

Recommended revisions to the manual are channeled through the Human Resources Committee from each campus through the campus representatives and HR office staff. During the first year from implementation, more recommendations and comments are expected and these results will be reviewed for further improvements and update to the manual.

Recommendation 7 Table of Evidence

R.7.1	Human Resources Manual. http://www.comfsm.fm/hr/manual/HR-Manual-August-2017.pdf
R.7.2	Cabinet Meeting Minutes, August 30, 2017. http://www.comfsm.fm/cabinet/pdf/2017/Aug-11-2017.pdf
R.7.3	HR Memo, August 31, 2017. http://www.comfsm.fm/accreditation/2017/followup/Memo_HR_Manual.pdf
R.7.4	COM-FSM <i>Human Resources Manual</i> Newsfeed. http://www.comfsm.fm/myShark/news/item=1859/mod=22:28:24

Commission Recommendation 1

In order to improve, the College should re-evaluate its institution-set standards and provide evidence showing that standards and measures of success are appropriate for its student population, reflect improvement, and support its stated mission (I.B.3).

Summary

The college indicated in its December 2015 *Institutional Self Evaluation Report* (ISER), and during the June 8, 2016, Commission meeting, that it felt it could improve by generating even more robust institution-set standards (ISS) and stretch targets. That honest admission for a self-identified improvement for the upcoming planning cycle did not negate the facts that the ISS were appropriate, were used to drive and have reflected improvement, and have supported the college's mission. The college simply aspires to dream bigger for the students it serves and to do more for the students it serves. That honesty and ambition seems to have resulted in a difficult to interpret improvement recommendation that conflicts with validation already offered in the *External Evaluation Report*. That said, the college is pleased to report on the changes made to the ISS, stretch targets, and mission fulfillment indicators as a result of its regularly scheduled strategic planning (visioning) process.

Process

Where We Were

The college had established institution set standards (ISS) with both medium (1-3 years) and long-term (5 years) stretch targets for improvement as part of the [Strategic Plan 2013-2017](#) measures of success for the strategic direction, *Focus on Student Success*, as reported in the college's December 2015 *Institutional Self Evaluation Report* (ISER) (pp. 35-36) ([CR.1.1](#); [CR.1.2](#)). In addition, the visiting team's [External Evaluation Report](#) affirmed, via the *Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement*, that COM-FSM met the Commission's requirements (pp. 11-12). The previous ISS are provided in Table CR.1.

Table CR.1. Institution-Set Standards and Strategic Plan Measures of Success as Reported in the December 2015 ISER.

Measures of success standards	Institutional Set Standard	Measures of Success (1-3 year target)	Measures of Success (5 year target)	Current Data	Performance against standard	Performance against 5-year target
Percent of student enrolled full time (enrolled for 12 or	60.0%	64.6%	66.6%	68.5% Fall 2014		

Measures of success standards	Institutional Set Standard	Measures of Success (1-3 year target)	Measures of Success (5 year target)	Current Data	Performance against standard	Performance against 5-year target
more credits) fall semesters						
Percent of students earning 12 or more credits fall semesters	36.0%	38.1%	39.3%	44.8% Fall 2014		
Average student credits enrolled (Fall)	10.3	11.1	11.4	11.6 Fall 2014		
Average student credits attempted (Fall)	9.0	9.9	10.2	10.5 Fall 2014		
Average student credits earned (Fall)	8.0	8.5	8.8	9.5 Fall 2014		
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	72.0%	76.9%	79.3%	84.0% Fall 2014		
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	50.0%	53.4%	55.1%	65.5% Fall 2014 to 2015		
Course completion (Fall) % ABC or P	62.0%	66.3%	68.3%	72.8% Fall 2014		
Per withdrawals (not to exceed)	10.0%	6.6%	6.8%	6.3% Fall 2014		
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	65.0%	TBD	TBD			
Program Student Learning Outcome (PLSO) Completion Rates (General Education)	65.0%	75.0%	80.0%	67.5% Fall 2013		
Persistence rate fall to spring	71.0%	76.0%	78.4%	78.4% Fall 2014 to Spring 2015		
Graduation rate (full time cohort) 100%	4.0%	3.9%	4.0%	6.1% Cohort 2012		
Graduation rate (full time cohort) 150%	12.0%	12.8%	13.2%	16.1% Cohort 2012		
Color Code: Green – At or above standard or target Orange – Within (-)3 % points of standard or target Red – Below (-)3 % points of standard or target						

As noted in the December 2015 ISER, the college has regularly tracked progress against ISS and progress toward medium and long-term targets. The ISS and [progress tracking](#) are posted on the college's website (www.comfsm.fm → Institution Set Standards and Mission Fulfillment Indicators) and reported in [quarterly meetings](#) to the Board of Regents (www.comfsm.fm → Our College → Board of Regents → Agendas). While there is some annual variation, the college has met its ISS, medium term targets, and was progressing towards most of its 5-year targets during spring 2016. In the ISER, the college acknowledged the targets were modest and shared with the Commission (June 8, 2016) its improvement plan, as part of its normal strategic planning process, to significantly raise the targets for the next five-year cycle.

That said, the three- and five-year targets still did require improvements to be achieved. Institutional confidence was first built by setting targets that could be achieved through implemented improvements as was supported by the college's governance process. Through the college's governance and participatory process, institutional confidence was further built by minimizing fear of public perceptions and loss of institutional morale if more ambitious, aspirational stretch targets were set, but perhaps not achieved. The college was admittedly confused by *Commission Recommendation 1*, especially when examining an excerpt from the March 2016 visiting team's [External Evaluation Report](#) (p. 22):

The team reviewed the College's robust set of institution-set standards for the fall semester which included: full time enrollment, earning 12 or more credits, average enrolled credits, average attempted credits, average credits earned, good academic standing, retention rates, course completion, withdrawals, Course Student Learning Outcomes, Program Student Learning Outcomes, fall to spring persistence, and graduation rates. The College set 1-3 year targets, as well as 5-year targets, for each standard as part of the 2013-2017 Strategic Plan. The team found the ISS were appropriate and that the College exceeded all ISS for fall 2014 semester, with the exception of Program Learning Outcome Completion.

There are many examples of how assessment data are incorporated into College planning to improve student learning and achievement: Assessment and Review Cycle, Educational Quality, and Planning Cycle. Student learning outcomes assessment is part of the Assessment and Review Cycle and learning outcomes are assessed each year. Within the College's Planning Cycle, assessment is used along with Program Review (as part of Evaluation Reports), the Strategic Plan, and the Integrated Educational Master Plan...

Accomplishment of the mission is guided by Mission Fulfillment Indicators, Institution Set Standards (ISS), and Strategic Plan Measures of Success and demonstrate the College's indicators of educational quality. The College conducts program review and data from program reviews is [sic]used to improve programs. Resource requests are only considered if program review and assessments are evident and are based on the evidence provided to support the request ([External Evaluation Report](#), p. 22).

The college had established both ISS and mission fulfillment indicators that represented minimal levels of acceptable performance. The three- and five-year stretch targets were aspirational targets linked to the strategic plan as measures of success.

Setting Aside the Confusion and Moving Forward with Planning

As part of its regularly scheduled 5-year planning cycle, the college completed its visioning process to develop the [Strategic Plan 2018-2023](#) which was approved by the Board of Regents during their [September 14, 2017, meeting \(CR1.3\)](#). This strategic plan was developed through college and

community wide participation in the *Governance Summit January 2016*, the *Visioning Summit August 2016*, and with the aid of a Strategic Planning Working Group (SPWG) during Academic Year 2016-2017. The process is captured with links provided to reports and actions by the Executive Committee and the Board of Regents in the [Strategic Plan 2018-2023](#) document (p. 5).

During the *Visioning Summit* in August 2016, the college and its external stakeholders across all four Micronesian states (Chuuk, Kosrae, Pohnpei, and Yap) reviewed the institution-set standards (ISS). As noted in the college's ISER, employees had been hesitant to set stretch targets too high, because they feared the perceptions of failure if those targets were not achieved. The summit was used to build confidence and buy-in, and to diminish the fear of trying and failing, as opposed to setting easy to achieve targets from which one can feel little sense of genuine success. The theme of the session was the "rather be caught trying" approach (Hillary Clinton). The outcomes for participants were to:

- Review ACCJC Commission Recommendation 1;
- Define the term institution-set standards (ISS);
- Describe how ISS are used;
- Review current ISS;
- Discuss more vigorous ISS and stretch targets, and commit to "trying" for their achievement; and
- Understand trying to improve and failing is okay, but failing to try is not okay.

The college and college community agreed to be "caught trying" by committing to more vigorous ISS and five-year stretch targets for the new [Strategic Plan 2018-2023](#). Additionally, the college's ISS were revised based on visioning summit discussions, strategic directions, and in consideration of those required by ACCJC through United States Department of Education (USED) regulation. *Strategic Plan 2018-2023* strategic direction I, and its associated measures of success, are provided in Table CR.2.

Table CR.2. Strategic Plan 2018-2023 Strategic Direction I.

I. Innovate academic quality to ensure student success

Ensure student success by decreasing time to completion and increasing student satisfaction, persistence, retention, and graduation rates by innovating academic quality and enhancing student support services.

Measures of Success

- | | |
|---|--|
| 1) All five CCSSE benchmarks are exceeded. | First time, Full time |
| 2) Institution-set Standards are met. | 5) Persistence rate (fall to spring) is 95%. |
| 3) 80% of total students are enrolled full time | 6) Persistence rate (fall to fall) is 80%. |
| 4) Average student semester credits earned is 12. | 7) Graduation rate 100% is 12%. |
| | 8) Graduation rate 150% is 29%. |
| | 9) Graduation rate 200% is 35%. |

The strategic plan *measures of success* items 1-2 represent a commitment to exceed Community College Survey of Student Engagement ([CCSSE](#)) benchmarks and meet ISS standards respectively. Items 3-9

represent vigorous, focused five-year stretch targets to deliver on the institutional priority of student success. The thirteen revised ISS and stretch targets were further developed through a re-examination of longitudinal data as described below (Figures CR.1-CR.12 and Tables CR.3-CR.4). The approach taken for setting the standards and the targets was to examine the average (i.e., mean measurements) of past performance, to consider recent year trends, to compare with national performance, and to consider thresholds where the college can be satisfied with five-year performance improvements. Where appropriate, fall semester data were used, data reported to IPEDS were used, and national comparisons were made with the National Community College Benchmarking Project ([NCCBP](#)) 2016 national report.

Development of the 13 Revised Institution-Set Standards

1. Percentage of Students Enrolled Full Time

Figure CR.1 shows the percentage of students each fall semester from fall 2007-2016 who have been enrolled in full-time status with 12 or more semester credit hours. This is an important measure of success for COM-FSM because for students to graduate in a timely manner, they must be enrolled in 12-15 semester credit hours each semester. To decrease time to graduation, this is an important place to begin focused efforts.

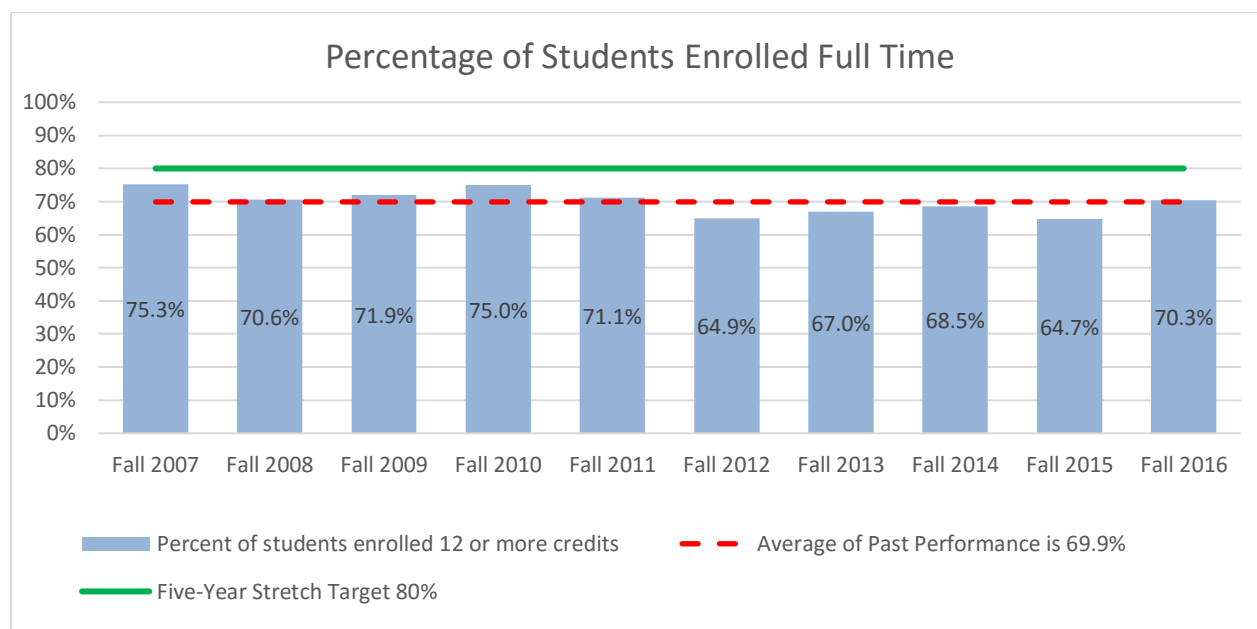


Figure CR.1. Percent of Total Students Enrolled Full Time (enrolled for 12 or more semester credits) for Fall Semesters: 2007-2016.

The average past performance for the percentage of students who are enrolled in 12 or more semester credit hours each fall semester is 69.9% and is represented on Figure CR.1 by the dashed, red line, and thus the ISS for this measure was set at 70.0%. The five-year stretch target is represented by the solid, green line and was set at 80%. COM-FSM already ranks in the 98th percentile compared to other institutions participating in the National Community College Benchmarking Project ([NCCBP](#)) for percent of full-time students. The 90th percentile is 54.95% and thus the standard and target are appropriate.

2. Average Student Semester Credits Earned

Figure CR.2 shows the average semester credits earned each fall semester from fall 2007-2016. Again, because the college is focusing on decreasing time to graduation, it is not only essential that students are enrolling for at least 12 semester credit hours, students need to complete each semester by earning those credits for which they enroll to stay on track for graduation and remain in good academic status.

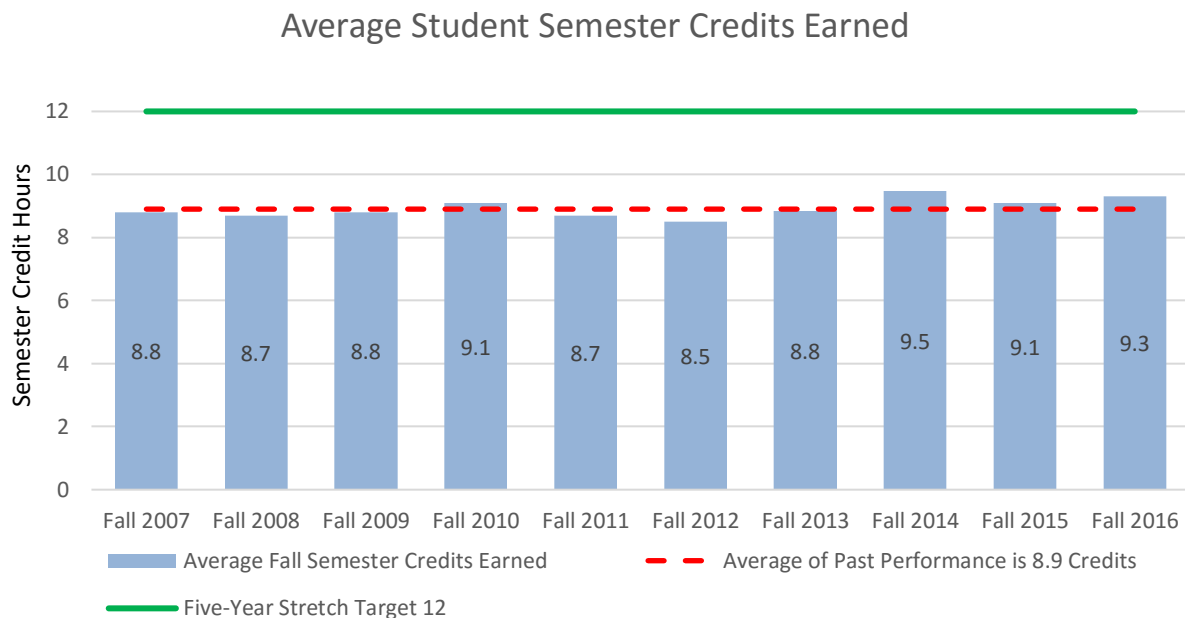


Figure CR.2. Average Student Semester Credits Earned for Fall Semesters: 2007-2016.

The average past performance for student semester credits earned per fall semester is 8.9 and is represented by the red, dashed line on Figure CR.2. Because recent year's performance has been higher, the ISS was set at 9.0. The five-year stretch target is represented by the solid, green line and was set at 12 semester credit hours as the minimum necessary for students to remain on track to graduate in two-three years. This stretch target is ambitious, but also possible to achieve.

3-4. Persistence Rates

3. Fall-to-Spring

COM-FSM is also targeting persistence rates. The college has used the term persistence (rather than retention) because students persist (whereas institutions retain students) and the focus is on student success. Figure CR.3 shows the fall-to-spring persistence rates for academic years 2006-2016. Additionally, ACCJC has identified retention as a summative measure of student achievement that institutions should monitor.

The average of the fall-to-spring persistence rate past performance is 87% as represented by the red, dashed line on Figure CR.3. The college wants to see more students complete their degrees and to decrease time to completion. Thus, helping students persist from one semester to the next is also an

ideal place to focus efforts. In this regard, COM-FSM is already a top performing institution in NCCBP and is in the >99th percentile. The 90th percentile is a 78.42% persistence rate. For that reason, the ISS was set at 87%. An ambitious five-year stretch target of 95% was established and is represented on Figure CR.3 as a solid, green line.

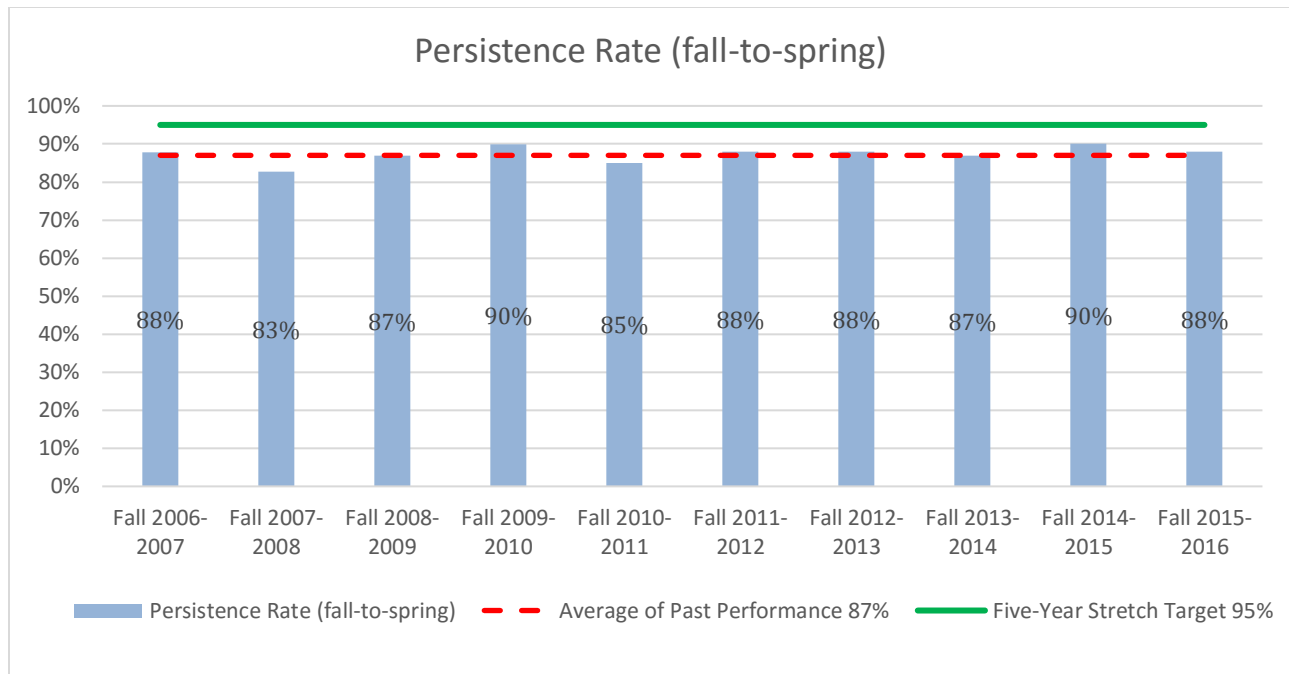


Figure CR.3. Fall to Spring Persistence Rates.

4. Fall-to-Fall

For similar reasons, the college also wants to focus on fall-to-fall persistence rates as a means towards ensuring more students remain on their program, complete, and graduate on time. Figure CR.4 shows the fall-to-fall persistence rates for years 2006-2016.

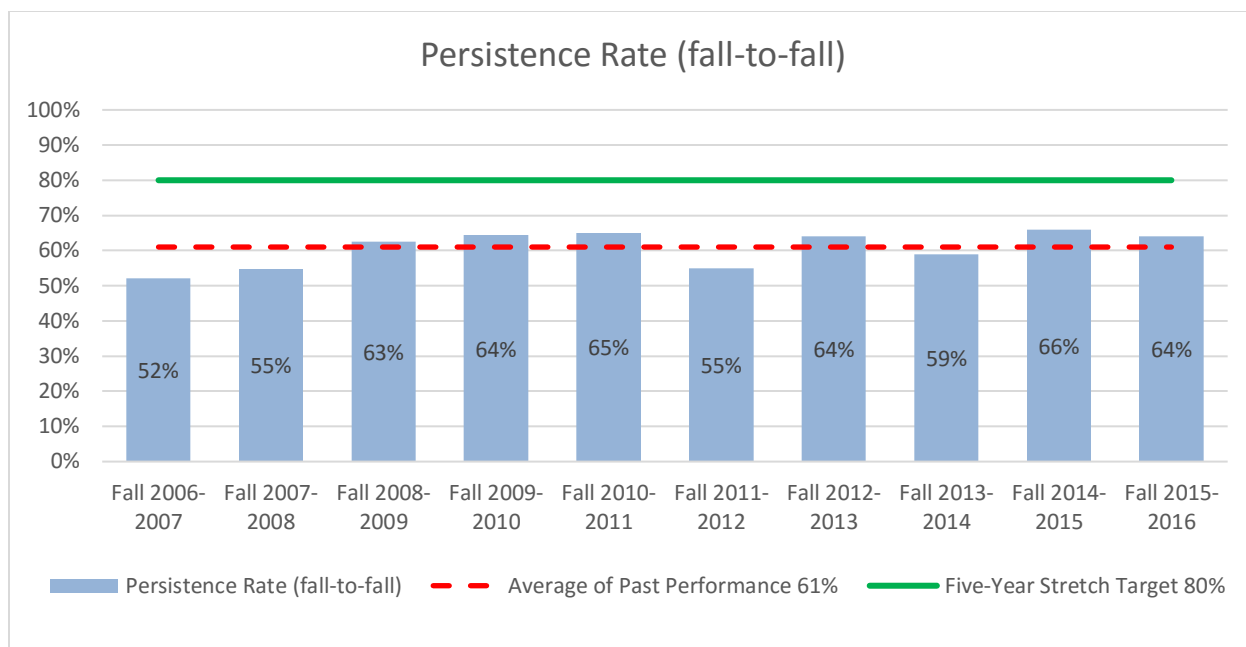


Figure CR.4. Fall to Fall Persistence Rates.

The average of the fall-to-fall persistence rate past performance is 61% as represented by the red, dashed line on Figure CR.4. In this regard, COM-FSM is also a top performing institution in NCCBP, and is also located in the >99th percentile. The 90th percentile is a 55.01% fall-to-fall persistence rate. For those reasons, the ISS was set at 61%. An ambitious five-year stretch target of 80% was established and is represented on Figure CR.4 as a solid, green line.

5. Course Completion Rates

ACCJC has identified course completion rates as summative measures of student achievement that institutions should monitor. Students can complete many courses with a “D”; however the prerequisites for many courses requires that students earn a “C” or higher grade. Figure CR.5 shows the fall semester course completion rates (A, B, C, or P) for years 2007-2016.

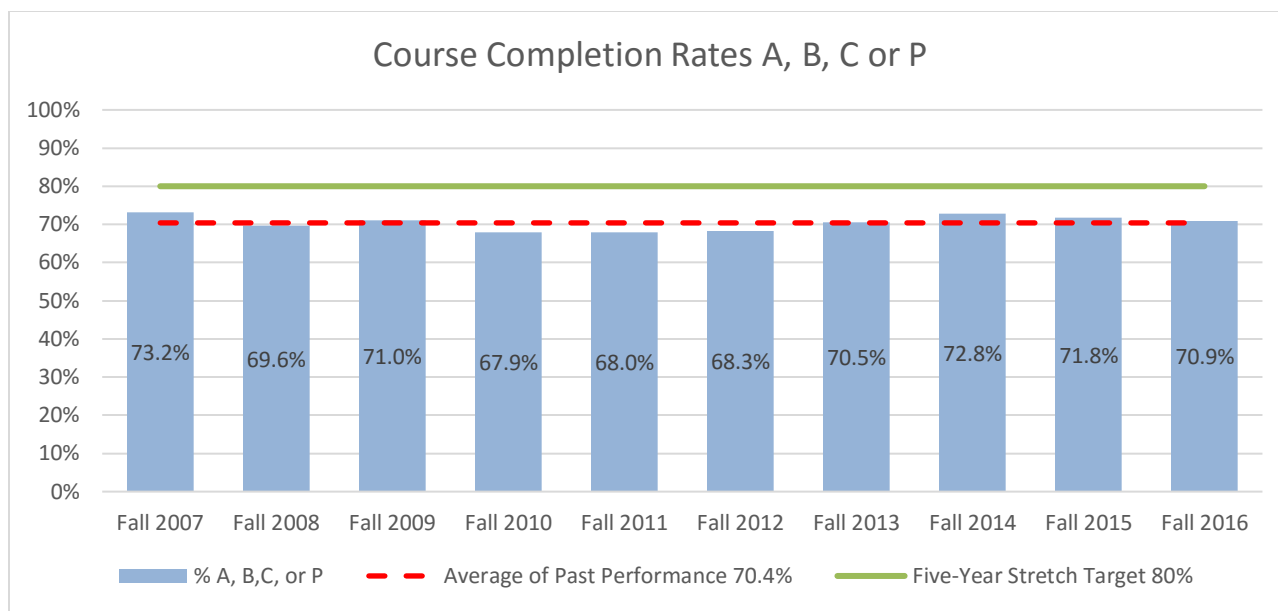


Figure CR.5. Course Completion Rates Where Students Earn an A, B, C, or Pass: Fall 2007-Fall 2016.

The average of past performance for course completion rates is 70.4% and is represented by the dashed, red line on Figure CR.5. The ISS was rounded to 70.0%. The trend has shown college performance above 70% over the last four years; however the college is also taking efforts to enroll more students in 12-15 semester credits, and that may have an impact on performance, initially. COM-FSM has not performed as well nationally and is only in the 7th percentile (NCCBP) for course completion rates compared to other NCCBP institutions. The college has set an ambitious 80% course completion rate five-year target, which would move the college closer to the 75th percentile (NCCBP) which is 79.44%, and is represented on Figure CR.5 with a solid, green line.

6-8. Graduation Rates

6. Graduation Rate (full time cohort) 100%

ACCJC has also identified completion rates as necessary summative measures of student achievement that institutions monitor. In its strategic plan, COM-FSM has focused on increasing graduation rates and decreasing time to completion, and has determined it is important to monitor and focus on improving its full-time cohort graduation rates for 100% (2 years), 150% (3 years), and 200% (4 years). Figure CR.6 shows the graduation rate (full time cohort) 100% for years 2007-2016.

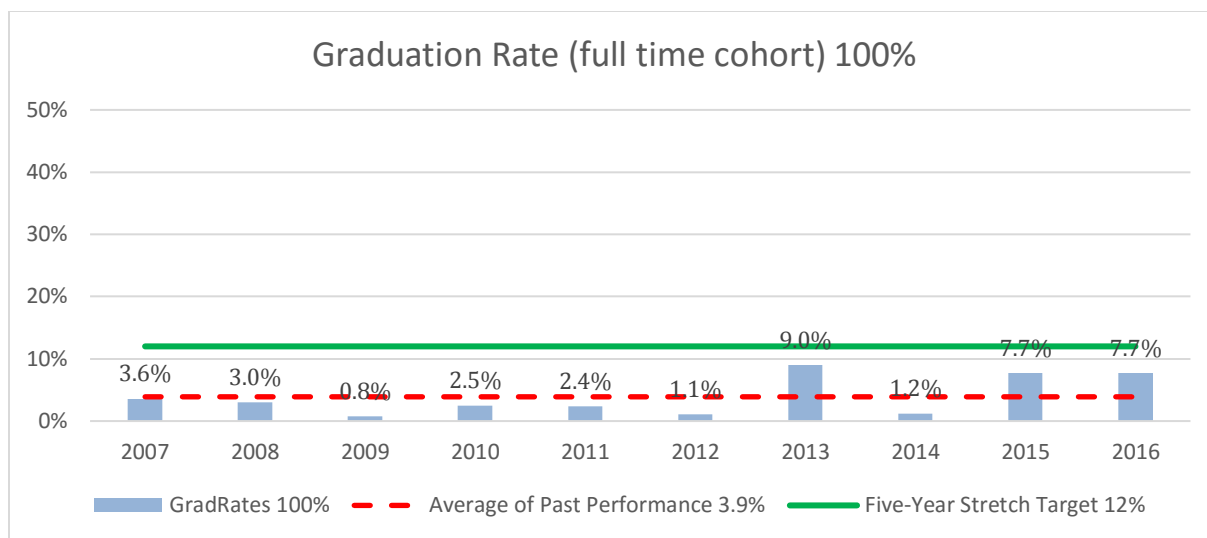


Figure CR.6. Graduation Rates (full time cohort) 100%: 2007-2016. Because the rates are so low, the vertical axis ends at 50%.

The average of the graduation rate (full time cohort) 100% past performance is 3.9% as represented by the red, dashed line on Figure CR.6. Recent performance is well above this average performance rate, and the college is not satisfied returning to a rate that is lower than 6.0%. Thus the ISS was set at 6.0%. Additionally, institutions with a two-year graduation rate lower than 8% are in the <25th percentile (NCCBP). The college has set a five-year stretch target of 12%, which would move the institution towards the 50th national percentile (NCCBP), and is represented by the solid, green line on figure CR.6.

7. Graduation Rate (full time cohort) 150%

The average of the graduation rate (full time cohort) 150% past performance is 14.7% as represented by the red, dashed line on Figure CR.7. Recent years performance is well above this average performance rate, and the college is not satisfied returning to a rate that is lower than 15.0%.

Additionally, the USED has placed scrutiny on community colleges whose rate is lower than 15%. Therefore, the college set this ISS at 16.0% and established an ambitious five-year stretch target of 29% represented by the solid, green line on Figure CR.7. With a current graduation rate 150% (3 years) at 21.9%, the college is just above the 21st national percentile and moving towards a rate of 29% would move the college towards the 75th national percentile (NCCBP).

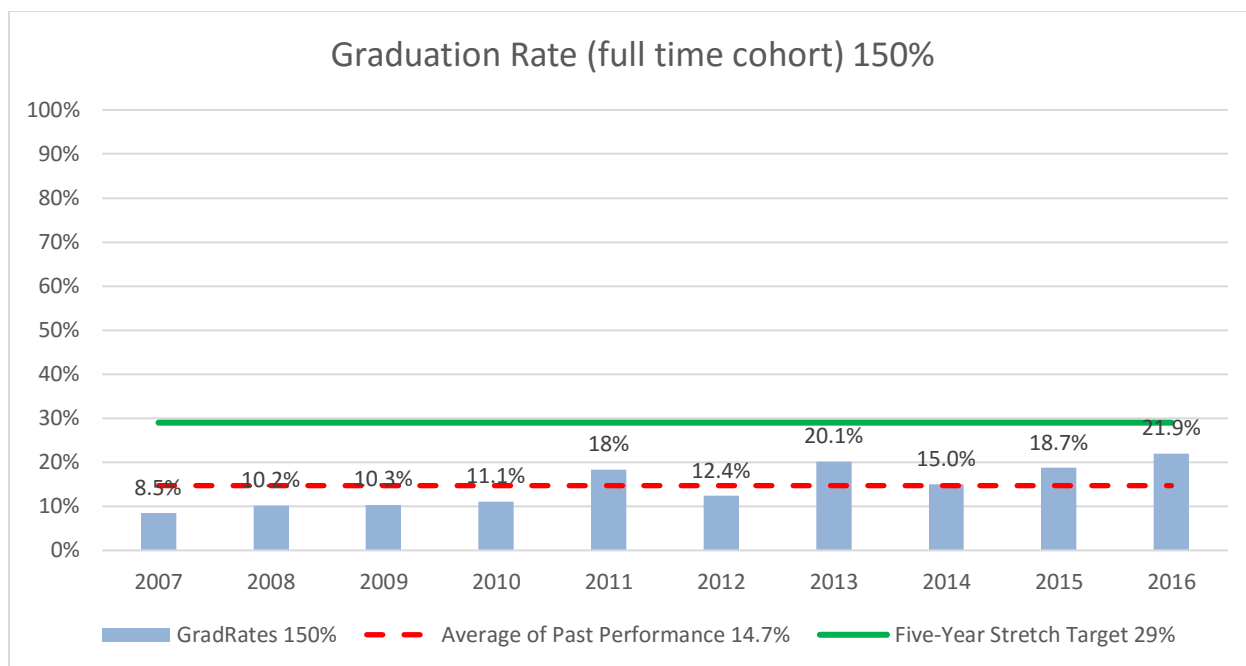


Figure CR.7. Graduation Rates (full time cohort) 150%: 2007-2016.

8. Graduation Rate (full time cohort) 200%

The average of the graduation rate (full time cohort) 200% past performance is 24% as represented by the red, dashed line on Figure CR.8. The college set the ISS at a more challenging 25% and has established a graduation rate (full time cohort) 200% (4 years) of 35% as an ambitious five-year stretch target. This 35% stretch target is represented by the solid, green line on Figure CR.8 and is above the 75th national percentile (NCCBP).

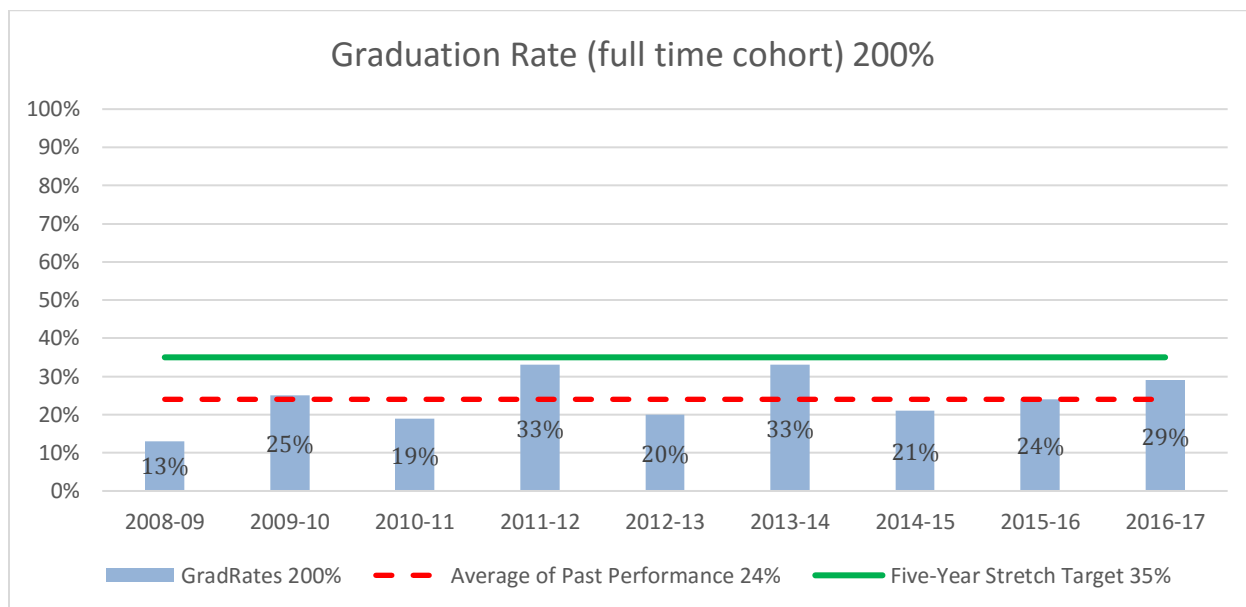


Figure CR.8. Graduation Rates (full time cohort) 200%: AY 2008-AY 2017.

9-10. Number of Degrees and Certificates Awarded

ACCJC expects institutions to use the number of degrees and certificates awarded as a summative measure of student achievement. The college has not historically used these metrics as it has instead used course completion and graduation rates, but has included them to meet this expectation and see if these data can be used to inform improvements.

9. Number of Degrees Awarded

Figure CR.9 shows that the average of the past performance for the number of degrees awarded during academic years 2006-2016 is 281, and is represented on Figure CR.9 by the red, dashed line. To round off the figure, the ISS was set at 280.

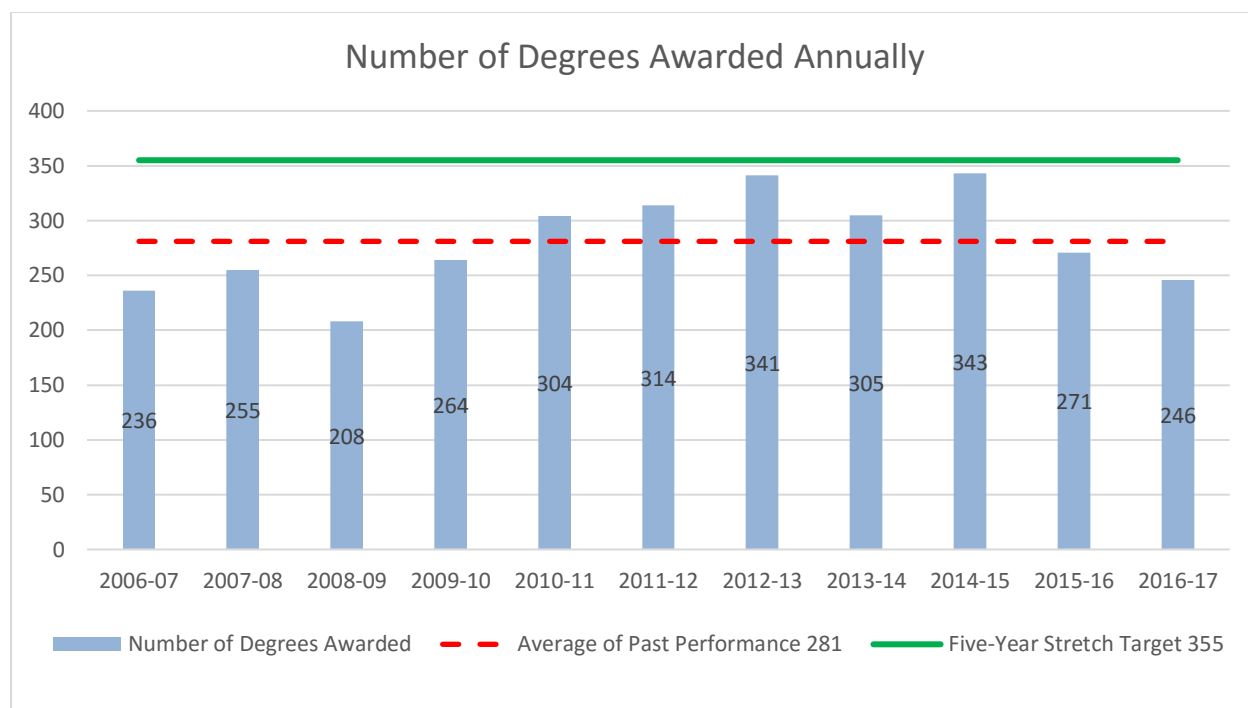


Figure CR.9. Number of Degrees Awarded Annually: AY 2006-AY2017.

Past performance peaks have been at 341 and 343 degrees awarded (2012-13 & 2014-15), but the last two academic years have been much lower with only 271 and 246 degrees awarded. Enrollment has also been declining in recent years. Therefore, a five-year stretch target of 355 degrees awarded annually was established and is represented by the solid, green line on Figure CR.9.

10. Number of Certificates Awarded

Figure CR.10 shows that the average of the past performance for the number of certificates awarded during academic years 2006-2016 is 99.7, and is represented on Figure CR.10 by the red, dashed line. To round off the figure, the ISS was set at 100.

Past performance peaks have been at 141 and 149 certificates awarded (2012-13 & 2015-16). A five-year stretch target of 160 certificates awarded annually was established and is represented by the solid, green line on Figure CR.10.

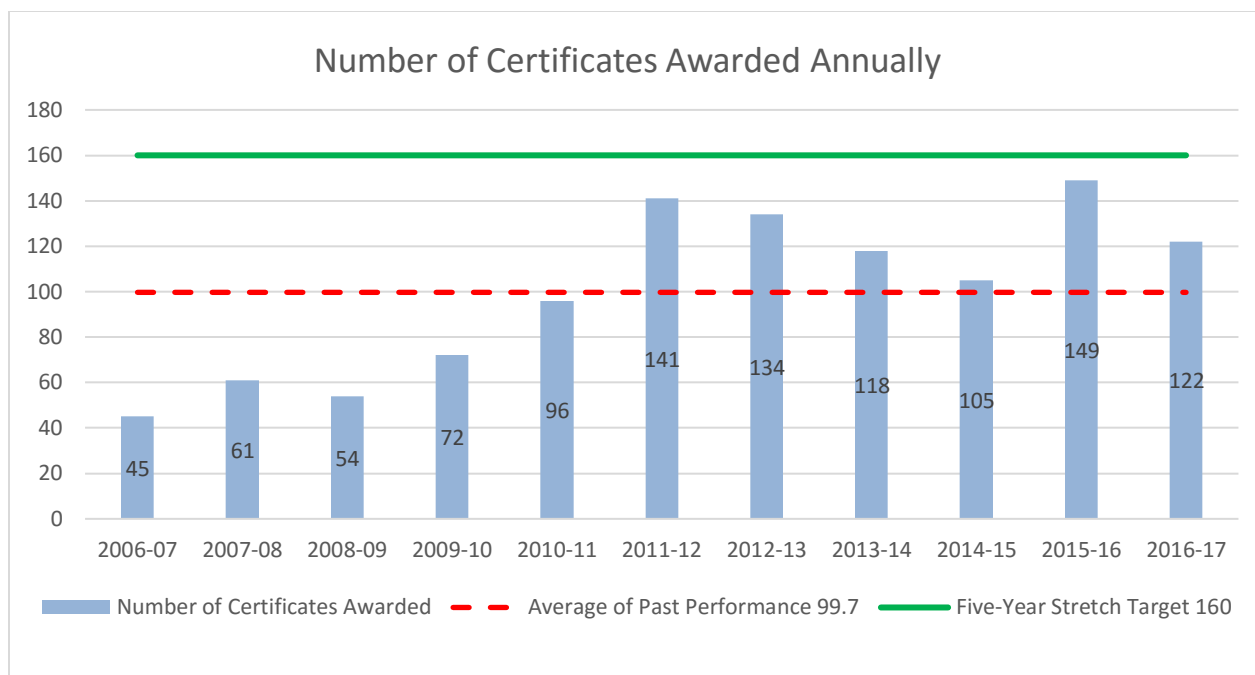


Figure CR.10. Number of Certificates Awarded Annually: AY 2006-AY 2017.

11. Graduate Employment Rates (Certificate and CTE Degrees)

The USED has an expectation that colleges are tracking and reporting on the employment rates of those students who are graduating from career and technical education programs. Unfortunately, these data become anecdotal because the college does not have access to student employment or tax records for purposes of verifying these data. Additionally, students may leave this national context to work in other nations, further complicating the accuracy of these data.

Longitudinal data for CTE graduate employment rates were not plotted in a figure since there were fewer annual data points available. An attempt to go back several years to obtain employment rates has been made, and data were obtained primarily from past program reviews and aggregated. As more efforts are made to continue to gather and verify these data, the values reported in Table CR.3 may change slightly. These data are simply cumulative employment rates for the years shown because it was not known whether the students were employed within 9-12 months after graduating, but only that they were employed during the years reported.

Table CR.3. Graduate Employment Rates

Year	Employment Rate
2008-2011	20.20%
2011-2014	13.10%
2015-2016	17.40%
2016-2017	18.50%
Average of Past Performance	17.23%

However, based on these current anecdotal data, the average of the past performance for CTE graduate employment rates is 17.23% and the ISS was rounded to 18%. The college will have an expectation that 18% of CTE graduates will be employed within 12 months of graduating. A five-year stretch target of 35% (within 12 months of graduating) was established. From the last [FSM census](#) in 2003, the FSM (Federated States of Micronesia) national unemployment rate was 22% (Chuuk 34%, Kosrae 17%, Pohnpei 12%, and Yap 4%), up from 16% in the 1994 census. The FSM has not yet conducted another census since 2003 to further inform a realistic ISS. The national unemployment rate and/or demand for current certificate programs that the college offers are potentially confounding factors that negatively influence the employment rate. As the college works to improve upon the validity of these data, the ISS and stretch targets will likely need to be re-examined over the next two years.

12. Examination Pass Rates (teacher certification)

In this national context of the Federated States of Micronesia (FSM), most career and technical education fields do not require that individuals pass a national or state certification/licensure examination. However, there is a national examination for teacher certification. Therefore, the college does track and monitor the pass rate performance of its students who take the national teacher certification examination, and the pass rates from academic years 2007-2016 are provided in Figure CR.11.

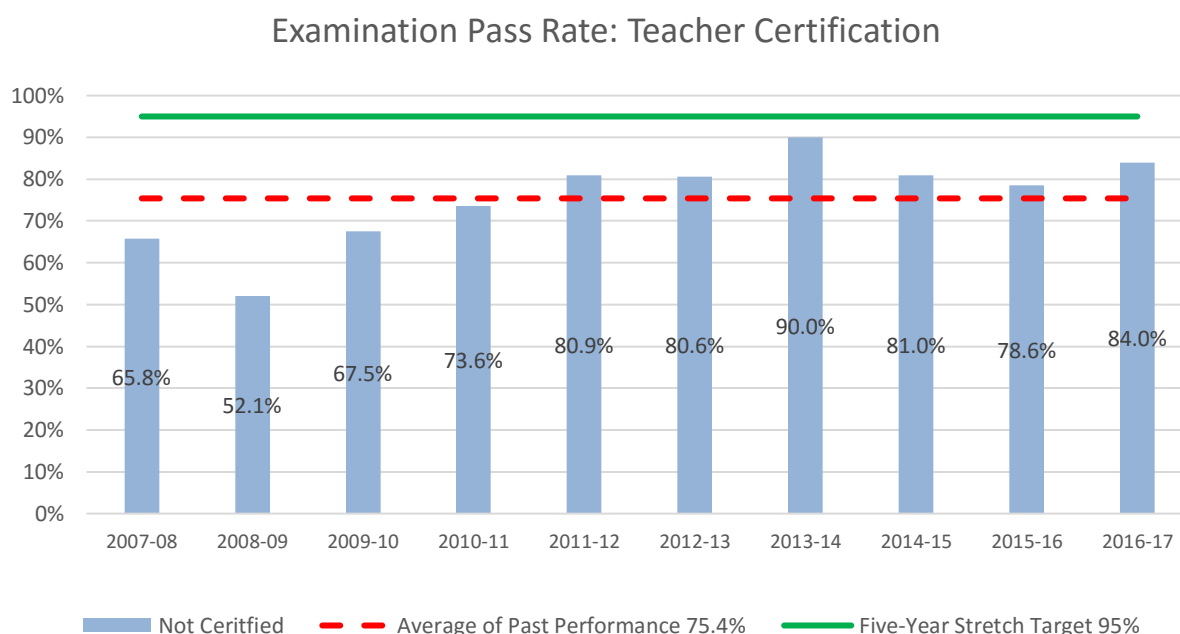


Figure CR.11. Examination Pass Rates for the Teacher Certification Examination: AY 2007-AY 2016.

The average of the past performance for passing the national teacher certification examination is 75.4% and is represented by the dashed, red line on Figure CR.11. From that average, an ISS of 76% was established. Several years ago, the college was not satisfied with its pass rate, and the education division made improvements to ensure students were better prepared to successfully pass the

examination. This effort shows in the higher pass rates in recent years, and a five-year stretch target of 95% was established as is represented by the solid, green line on Figure CR.11.

13. Transfer Rate to 4-Year Colleges/Universities

College of Micronesia-FSM is the only national college for the FSM. Access to 4-year colleges and universities is not readily available to COM-FSM students. An expectation for students to transfer to a 4-year institution is a reasonable one in the US where students can readily transfer to a state university that also likely has agreements with the state community colleges. The US state systems are also generally linked, making the tracking of transfer students (at least within a given state) easier. In addition, universities may not be much farther travel than distances already traveled to reach the community college attended; whereas, the nearest 4-year institution for most citizens in the FSM would be those located in Guam or Hawaii (thousands of miles in distance and accessible only by expensive flights).

Not all families want their students leaving the nation, and not all students want to live far from their home and family. Few from this small island developing state context can afford the cost for travel and/or attendance (especially with out-of-state fees). Thus, it is reasonable that the transfer rates to 4-year colleges/universities are lower for COM-FSM compared to US community colleges. Transfer rates are a measure of success for community colleges and USED has reporting expectations, thus COM-FSM has identified transfer rates as a necessary ISS (though they were already used as *Mission Fulfillment Indicators*).

The college does not have complete data on students who transfer, but there are now identified means through which the college has made improved efforts for annually gathering and reporting these data, and by which it is minimizing anecdotal data. Those means are through:

1. Requests for student transcripts that specify college admission as the purpose;
2. COM-FSM graduates who are participating in the University of Guam (UOG) BA program for elementary education that is run in partnership with COM-FSM;
3. Students who enter the San Diego State University (SDSU) online bachelor's or master's programs in coordination with COM-FSM;
4. The FSM Scholarship Office;
5. Within college data on students who enter third-year certificate programs;
6. Collaborative efforts with universities to which COM-FSM students are more likely to transfer such as University of Hawai'i Hilo;
7. The college's alumni association; and
8. Program faculty who remain in contact with their graduates (though somewhat anecdotal, these data can be verified).

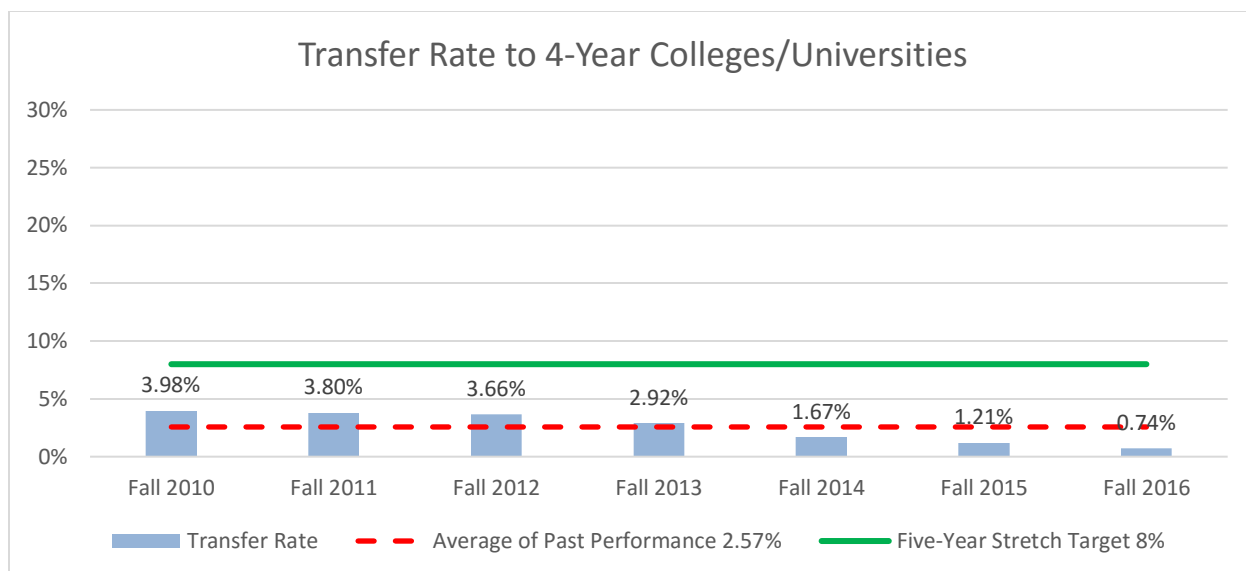


Figure CR.12. Transfer Rate to 4-Year Colleges/Universities: Fall 2010-Fall 2016.

The average of the past performance for transfer rates is 2.57% and is represented by the dashed, red line on Figure CR.12. Though recent trends show the transfer rate is lower, the college has set an ISS of 3%. Currently, the college is in the <1% percentile nationally (NCCBP). Though the comparison may be *apples to oranges* when comparing COM-FSM to US institutions for this *measure of success*, the college would nevertheless like to improve this rate through innovative approaches. A five-year stretch target of 8% was established as is represented by the solid, green line on Figure CR.12. If the college could achieve this target, it would move COM-FSM closer to the 10th percentile nationally (NCCBP).

Where We Are Now

The new ISS and *Strategic Plan 2018-2023* measures of success (five-year stretch targets) are summarized in Table CR.4 and are reported to the college community with one click from the college website: www.comfsm.fm → [Institution Set Standards and Mission Fulfillment Indicators](#).

Additionally, COM-FSM articulated in the December 2015 [ISER](#) (pp. 58-61) how it uses data to determine how effectively it is accomplishing its mission. Mission fulfillment indicators were explained and presented in the ISER. With the new strategic plan and reviewed and revised ISS, the mission fulfillment indicators were also reviewed and revised and are presented in Tables CR.5 and CR.6. Seven of the ISS already overlapped with the previous mission fulfillment indicators, however all ISS are now incorporated into the mission fulfillment indicators. The ISS are highlighted in red font in Table CR.5. It is important to note that the college has used more than simply ISS to determine how effectively it is meeting its goals and fulfilling its mission.

Additionally, the mission fulfillment indicators include some of the other metrics reported in the USED's *College ScoreCard*. However, COM-FSM is not situated in the US, but a small island developing state, and thus the USED College ScoreCard has several metrics that are not useful or relevant for driving institutional improvements or for assessing mission fulfillment. For example, most of the college's students are Title IV and most of the students have Pell Grant. The college does not participate in the student loan program, and thus will have no default rates upon which to

report. And the local median salaries will always be low in a context where the minimum wage is only \$1.35 hour.

The college has exceeded the expectation of an annual evaluation of the degree to which it has achieved the ISS and mission fulfillment indicators, the ISER offered many examples of how the institution used substandard performance to drive specific planning efforts to close achievement gaps (as affirmed in the [External Evaluation Report](#), p. 22), and some of those are highlighted as areas of focus in the QFE ([ISER](#), pp. 310-315). The college did not rely solely on longitudinal performance as its future norm and has set appropriate, reasonable standards and indicators, as well as ambitious five-year stretch targets.

Table CR.4. Institution-Set Standards (ISS) and Strategic Plan Measures of Success

	Percent of total students enrolled full time (enrolled for 12 or more credits)	Average Student semester credits earned	Persistence rate (fall to spring)	Persistence rate (fall to fall)	Course completion % ABC or P
Fall 2011 / 2011-2012	71.1%	8.7	88%	55%	68.0%
Fall 2012 / 2012-2013	64.9%	8.5	88%	64%	68.3%
Fall 2013 / 2013-2014	67.0%	8.8	87%	59%	70.5%
Fall 2014 / 2014-2015	68.0%	9.5	90%	66.0%	72.8%
Fall 2015 / 2015-2016	64.7%	9.1	88%	64%	71.8%
Fall 2016 / 2016-2017	70.3%	9.3			70.9%
Institution-Set Standards (ISS)	70.0%	9.0	87.0%	61.0%	70.0%
Stretch Target	80%	12	95%	80%	80%
Current Performance for ISS	0.3%↑	0.3%↑	1%↑	3%↑	0.9%↑
Current Performance for Stretch Target	-9.7%↓	-2.7%↓	-7%↓	-16%↓	-9.1%↓

	Graduation rate (full time cohort) 100%	Graduation rate (full time cohort) 150%	Graduation rate (full time cohort) 200%	Number of degrees awarded	Number of certificates awarded
Fall 2011 / 2011-2012	2.4%	18%	33%	314	141
Fall 2012 / 2012-2013	1.1%	12.4%	20%	341	134
Fall 2013 / 2013-2014	9.0%	20.1%	33%	305	118
Fall 2014 / 2014-2015	1.2%	15.0%	21%	343	105
Fall 2015 / 2015-2016	7.7%	18.7%	24%	271	149
Fall 2016 / 2016-2017	7.7%	21.9%	29%	246	122
Institution-Set Standards (ISS)	6.0%	16.0%	25%	280	100
Stretch Target	12%	29%	35%	355	160
Current Performance for ISS	1.7%↑	5.9%↑	4%↑	-34↓	22↑
Current Performance for	-4.3%↓	-7.1%↓	-6%↓	-109 ↓	-38 ↓

Stretch Target					
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	Graduate employment rates certificate and CTE degrees	Examination pass rates (teacher certification)	Transfer rate to 4-year colleges/universities
Fall 2011 / 2011-2012	20.2%	80.9%	3.80%
Fall 2012 / 2012-2013	---	80.6%	3.66%
Fall 2013 / 2013-2014	13.1%	90.0%	2.92%
Fall 2014 / 2014-2015	---	81.0%	1.67%
Fall 2015 / 2015-2016	17.4%	78.6%	1.21%
Fall 2016 / 2016-2017	18.5%	84.0%	0.74%
Institution-Set Standards (ISS)	18%	76%	3%
Stretch Target	35%	95%	8%
Current Performance for ISS	-0.5%↓	8%↑	-2.26%↓
Current Performance for Stretch Target	-16.5%↓	11%↓	-7.26%↓

Summary

Total Number of Institution Set Standards (ISS)	ISS Achieved	Five Year Stretch Targets Achieved
13	10	0

Table CR.5. Mission Fulfillment Indicators

College of Micronesia-FSM Mission Statement The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.	
Mission Statement Aspects	Measures of Success
The College of Micronesia-FSM is a learner-centered institution of higher education	<ul style="list-style-type: none"> • Academic challenge benchmark (CCSSE²); • Student faculty interaction benchmark (CCSSE); • Support for learners benchmark (CCSSE); • Percent credit hours taught by full time faculty (NCCBP³); • Average credit section size (NCCBP); and • Percent full time students⁴ (NCCBP) • Average student semester credits earned
that is committed to the success of the Federated States of Micronesia	<ul style="list-style-type: none"> • College provides higher education (HE) access to all four states of the FSM; • Number of certificates earned; • Number of degrees earned; • Percent of students that completed a career program and are employed in related field; • Teacher Certification Examination Pass Rates; and • Programs linked to FSM developmental priorities as specified in the FSM Strategic Development Plan 2004-2023.
by providing academic and career & technical educational programs characterized by continuous improvement and best practices .	<ul style="list-style-type: none"> • Active and collaborative learning benchmark (CCSSE); • Guided pathways; • Graduation rates (full time cohort) <ul style="list-style-type: none"> ○ 100% (2 years), ○ 150% (3 years), and ○ 200% (4 years); • Transfer rates; • Fall to fall persistence rate; • Fall to spring persistence rate; • Course completion rate (% A, B, C, or P); • Institution-wide credit grades success rates-passing rates (NCCBP); and • Meeting or exceeding Accreditation Standards.
Achievement of each individual indicator is measured relative to a range based on a corresponding threshold level and represented by achievement status. Green is achieved; yellow is minimally achieved; and red is not achieved. COM-FSM is considered to be fulfilling its mission provided no more than seven (29%) of the 24 total indicators are at the red level so that the college attains at least 17 (71%) of its indicators within the achieved (green) or minimally achieved (yellow) range.	

² [CCSSE](#): Community College Survey of Student Engagement

³ [NCCBP](#): National Community College Benchmark Project

⁴ Red-colored font shows an overlap between mission fulfillment and the ISS measures

Table CR.6. Tally of Benchmark Indicator Types

Mission Aspects	Local Benchmark Indicators	Regional Benchmark Indicators	National Benchmarks Indicators	Total Indicators
The College of Micronesia-FSM is a learner-centered institution of higher education	1	0	6	7
that is committed to the success of the Federated States of Micronesia	6	0	0	6
by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	5	5	1	11
Total Indicators	12	5	7	24

The College Believes it Meets the Commission Recommendation

The December 2015 ISER offers evidence and the visiting team validated the evidence provided, and affirmed that:

- the college had established robust ISS,
- had provided evidence that the measures of success were appropriate for the student population served, and
- that the ISS were used to support the mission.

The college self-determined, through its regular planning cycle, to review and establish more vigorous ISS and stretch targets.

The college has utilized its own mission review, visioning, and strategic planning process to determine its own, revised appropriate levels of performance. The college has included its own important ISS as well as those expected by ACCJC to meet USED regulation requirements. The college believes it has exceeded the recommendation by also using mission fulfillment indicators and other measures of student success within its Strategic Plan to support mission fulfillment. Through quarterly board reports, strategic plan evaluation, and dashboard style reporting on the website, the college has formal systems and structures in place to ensure ongoing efforts to meet and exceed the institution's achievement standards as well as its ambitious stretch targets.

Commission Recommendation 1 Table of Evidence

CR.1.1	Strategic Plan 2013-2017. http://www.comfsm.fm/strategic-plan/brief-strategic-plan.pdf
CR.1.2	Strategic Plan 2013-2017 Evaluation Report for 2014-2016. http://www.comfsm.fm/strategic-plan/2016/SP_EVAL_2014_2015.pdf
CR.1.3	Strategic Plan 2018-2023. http://www.comfsm.fm/strategic-plan/2018/COM_FSM_Strategic_Plan_2018_2023-1.pdf
CR.1.4	Board of Regents. <i>Actions and Directives</i> , September 14, 2017. http://www.comfsm.fm/bor/directives/Directives-09-14-2017.pdf

Actionable Improvement Plan Implementation Progress

These Actionable Improvement Plans (AIPs) were discussed within the Standard narratives and summarized in a table at the end of the December 2015 [Institutional Self Evaluation Report](#), and are provided here as a summary. Most of these 21 AIPs had brief timelines for completion and/or implementation. The timelines were established in a manner that was realistic and was in consideration where the governance process and purposeful dialogue must be involved. A few AIPs span three years, allowing for progressive improvement with training over three assessment cycle iterations. These AIPs will be updated again in the regularly scheduled Midterm Report.

No.	Actionable Improvement Plan	Responsibility	Timeline
Standard I.B. Institutional Effectiveness			
1.	(I.B.1). Improve dialogue through training around information literacy (i.e., how to better understand data and use it to inform decision making; and improve college documentation by making it more robust (i.e., accurately captures the essence of conversations).	IEQA	2016-2019
Progress A college-wide training for those who assess student learning outcomes was facilitated by Linda Suskie on August 1-2, 2017. The training was on Making Assessment Useful and Worthwhile and Keeping things simple . The summit learning goals were: <ol style="list-style-type: none"> 1. Clarify the purposes of your assessment, including the decisions that assessment results might help you with. 2. Articulate clear, meaningful learning outcomes. 3. Confirm that curricula and learning activities focus on important learning outcomes. 4. Create a meaningful, useful rubric. 5. Set appropriate standards and targets for student achievement. 6. Share assessment results in ways that promote conversations on improving student learning. 			
2.	(I.B.3). The college will develop, regularly update, and post on the college's website a dashboard showing the status of the Institution-set Standards.	OIE	Spring 2016
Progress Since spring 2016, the public can access the ISS from www.comfsm.fm → Institution Set Standards and Mission Fulfillment Indicators . In fall 2017, the ISS reporting format was changed to reflect and prepare for the ACCJC Midterm Report Data Reporting Form . The college is working with Periscope Data to improve analytics and dashboards. Four staff joined Periscope Data for a two-day training on September 19-20, 2017. Periscope software is a powerful SQL based database software that allows for interactive data dashboards and queries for faster institutional data analysis and information sharing. With proper support, the use of Periscope software should be flexible enough to quickly provide graphs for most internal and external reporting needs from multiple angles to improve institutional data reporting, analysis, and decision making.			
3.	(I.B.4). The college will continue its shift from a quantity to a quality assessment process by committing the necessary time for more reflective, collaborative implementation efforts that are designed to more broadly and positively impact student learning. Through training around information literacy, assessments completed throughout the college's planning cycle	IEQA, IA	2016-2019

No.	Actionable Improvement Plan	Responsibility	Timeline
	will be more robust and meaningful.		
Progress The update from AIP 1 is also applicable to this AIP.			
4.	(I.B.5; I.B.6). Evolve the SIS for the collection of individual student SLO achievement data at the course (CSLO), program (PSLO), and institutional (ISLO) levels.	IEQA, IA, EMSS	Fall 2016
Progress TracDat has been utilized since fall 2016 for the collection of individual student SLO achievement data at the course level. Upgrades to the SIS are in progress. SIS issues and resolutions on all fronts have been continuous. Official current SIS efforts are focused on three projects: An Admissions Process, A Financial Aid Enhancement (digital transcript), and linkages to an External LMS system. As of October 2017: <ul style="list-style-type: none"> We have narrowed our LMS search down to a strong contender, Schoology, and have been able to confirm with them ability to link to our SIS system. Systems accommodation, Budgetary and Administrative approval for committing to this LMS is pending. The FAO module enhancements are near completion, summer session computation of GPA report, calculation of 67% min. cumulative enrollment status per semester, 150% calculation of all attempted credits status, Pell life time eligibility %. Work continues in collaboration with FAO staff. The Admissions Process framework is set awaiting completion of FAO enhancements and selection of an LMS. 			
5.	(I.B.7). The college will establish and publish a detailed timeline for future reviews of college policies and procedures to ensure on-going adherence to the established five-year cycle.	Cabinet, IEQA, BOR	Spring 2016
Progress The college has established a Five-Year Master Planning Calendar 2018-2023 to ensure the Board of Regents remains in compliance with its five-year policy review cycle. During this same planning calendar cycle, the college also reviews all associated Administrative Procedures.			
Standard I.C. Institutional Integrity			
6.	(I.C.3). Improve the quality and timeliness of all academic program assessment plans, PASSs, and program reviews; and ensure results presented to the public minimize jargon and enhance understanding of student performance at COM-FSM (also relates to I.B.1; I.B.4).	IEQA, IA	AY16-17
Progress The dean of assessment and the dean of academic programs (DAP) began working with faculty in fall 2016 to ensure program assessment summaries (PAS) were submitted on time, of improved quality, and minimize jargon. For AY2016-2017, 100% (31/31) PASSs were received on time. The DAP provided feedback and recommendations for improvement of the career and technical education PASSs. During the August 8, 2017, faculty workshop week, the dean of assessment facilitated a program assessment workshop. Four PASs were presented: Achieving College Excellence (ACE), Trial Counselor's, Liberal Arts, and Refrigeration & Air Conditioning. Generally, the quality of the program reviews has improved in clarity and with linking improvement plans to the findings. There is still improvement needed for linking recommendations for the students to the findings and a reduction in the use of jargon.			
7.	(I.C.8) The college's <i>Academic Honesty</i> policy BP 3116 and associated administrative procedure AP 3116 should be reviewed by the instructional administration, CAC, and SBA for improvement. And the Executive Committee and Human Resources Committee (HRC) should work to ensure that the <i>Code of Ethics</i> policy BP 6029 and <i>Employee Discipline and Protection</i> policy BP	IA, CC, SBA	Fall 2016
		HR, IA, HRC, FSS	Fall 2016

No.	Actionable Improvement Plan	Responsibility	Timeline
	6019 are improved to provide a more specific academic honesty policy that applies to college employees.		
<p>Progress</p> <p>BP 3116 was revised to change “encourages academic honesty” to a firmer stance on academic honesty. The Student Body Association endorsed the revised policy on April 5, 2017, Curriculum Committee on April 20, 2017, and the Executive Committee on April 21, 2017. Revised BP 3116 was approved by the Board of Regents on May 3, 2017.</p> <p>BP 6029 was revised to include a specific section on academic honesty for faculty and staff. The wording is similar in presenting a firm stance regarding academic honesty. “Academic integrity is fundamental to the education process and the College of Micronesia-FSM. The college upholds and enforces high standards of academic honesty...” Faculty Staff Senate endorsed the revised policy on April 5, 2017, and the Human Resource Committee on April 6, 2017. The Executive Committee endorsed BP 6029 on April 21, 2017. BP 6029 was reviewed by the Board of Regents and adopted at the May 3, 2017 meeting.</p> <p>BP 6019 <i>Employee Discipline and Protection</i> already cites dishonesty as a reason for disciplinary action and outlines the process. This policy was not changed.</p>			
8.	(I.C.9). To directly assess whether faculty present data and information fairly and objectively, and distinguish between personal conviction and professionally accepted views in a discipline, both the <i>Faculty Evaluation</i> form and the <i>Student Evaluation of the Instructor</i> form will be improved to include assessment of this best practice.	HR, IA, FSS, CC, SBA	Fall 2016
<p>Progress</p> <p>The Faculty Evaluation form was revised to include specific wording in the “Professionalism” rating for presenting data and information fairly and objectively, and distinguishing between personal conviction and professionally accepted views in a discipline. The supervisor is responsible for conducting classroom observations for the evaluation. In an April 06, 2017, meeting, HR requested that BP 6017 <i>Performance Evaluation</i> be reviewed by the Faculty Staff Senate, and the Senate felt the form should be reviewed by supervisors. The draft form was sent to division chairs and instructional coordinators with a deadline of May 5, 2017, for comments.</p> <p>The only comments received were from Yap Campus on April 28, 2017. The <i>Student Evaluation of the Instructor</i> form was revised to include a section for the students to rate faculty on the same criteria – “presenting data and information fairly...” The SBA endorsed the change on April 5, 2017. The Curriculum Committee has been asked to review this change for endorsement. The revised Faculty Evaluation will be used immediately upon approval and the <i>Student Evaluation of Instructors</i> will be used beginning fall 2017, also pending approval by the Curriculum Committee.</p>			
Standard II.A. Instructional Programs			
9.	(II.A.1). Collecting valid transfer and employment data remains a challenge and the college must develop and implement a systematic way to collect these data. Create and adhere to a schedule for updating articulation agreements.	OIE IA	Spring 2016 Summer 2016
<p>Progress</p> <p>The systematic means developed for annually gathering and reporting transfer data are through:</p> <ol style="list-style-type: none"> 1. Requests for student transcripts that specify college admission as the purpose; 2. COM-FSM graduates who are participating in the University of Guam (UOG) BA program for elementary education that is run in partnership with COM-FSM; 3. Students who enter the San Diego State University (SDSU) online bachelor’s or master’s programs in coordination with COM-FSM; 4. The FSM Scholarship Office; 5. Within college data on students who enter third-year certificate programs; 			

No.	Actionable Improvement Plan	Responsibility	Timeline
6.	Collaborative efforts with universities to which COM-FSM students are more likely to transfer such as University of Hawai'i Hilo;		
7.	The college's alumni association; and		
8.	Program faculty who remain in contact with their graduates (though somewhat anecdotal, these data can be verified).		
<p>Program faculty have been engaged to assist with the collection of graduate employment data, but the college is still working on developing more systematic means for validating these generally anecdotal data.</p>			
10.	(II.A.2). Faculty professional development will focus on best practices for teaching math and writing. Faculty will implement new methodologies and assess student learning. College will develop and implement a plan to systematically collect and store attendance and evaluation of trainings.	IA	2016-2019
		IA	Spring 2016
<p>Progress</p> <p>Professional development sessions on best practices for teaching math and writing were held on April 11, 2017, at National and Pohnpei Campuses and in Chuuk on March 24, 2017. Yap conducted a session on "Interactive Teaching" on April 11, 2017. Attendance and evaluation of training documents are stored in TracDat document files for systematic collection and storage. VPIA sent an email on April 20, 2017, to all instructional coordinators explaining the process to submit documentation of professional development. Implementation of new strategies will be monitored during the fall 2017 semester through classroom observations.</p>			
11.	(II.A.4). Instructional affairs department will collaborate with student services to provide "just-in-time" interventions.	IA, EMSS	Fall 2016
<p>Progress</p> <p>Fall 2017, the college piloted the use of SuccessNavigator with 170 new freshmen. SuccessNavigator provides information on students in four areas: academic skills, commitment, self-management, and social support. The information was provided to faculty advisors. A report was presented to the Board of Regents during their September 14, 2017, meeting.</p> <p>June 22, 2017, the college entered into an agreement with Nuro Retention (formerly Copley Square). A student success software, the Nuro Retention Solution works to network the college's institutional data and inform stakeholders (administrators, faculty or academic advisors, student support services staff, and others strategies) to provide the most positive impact on student outcomes, such as alerting advising and success stakeholders to student issues, and providing tools for faculty, academic advisors, counselors, and administrators to communicate, collaborate, set milestones, and alert sensitivity, and memorialize all activity for future reporting.</p> <p>The Office of the VPEMSS is currently collaborating with the Information Technology Office (ITO) to pilot launch Nuro Retention, as a student success software, early spring 2018, with full-implementation linking it with the college's learning management system (LMS). At its initial implementation, the Nuro Retention basically uses data from the college's Student Information System (SIS). Nuro Retention best works if it is linked to an LMS and other data, beyond the SIS.</p>			
12.	(II.A.6). The college will develop and implement strategies to reduce time to graduation.	IA, EMSS	2016-2019
<p>Progress</p> <p>The college identified two gateway courses (college algebra and developmental reading) to modify and improve course completion rates. The math course is required as part of the general education core and the reading class is required, depending on placement, but is pre-requisite to all 100 level courses. This work is part of the <i>Gateway to Completion</i> project identified in the Quality Focus Essay, p313, of the <i>Self-Evaluation Report</i>.</p> <p>College algebra (MS 100) was modified to use a compressed schedule of 8 weeks rather than 16 weeks. The</p>			

No.	Actionable Improvement Plan	Responsibility	Timeline
	<p>course completion rate increased from 82% to 94% in the pilot sections. Details were provided in the March 08, 2017, Report to the Board of Regents (p3).</p> <p>Summer 2017, one reading course with 10 first-time, full-time students was paired with the History of Micronesia course to form a learning community. All 10 students completed the courses. A complete report of the results will be available mid fall 2017, and results will be formally presented at the Minority Serving Institutions Convening in Richmond, Texas October 20-21, 2017.</p>		
13.	(II.A.12). The college will conduct more meaningful assessment of the General Education program through increased faculty involvement and strengthened core alignment to relevant contemporary societal competencies/knowledge.	IA	2016-2019
<p>Progress</p> <p>During the November 30, 2015, Curriculum Committee (formerly Curriculum Assessment Committee) meeting, the program student learning outcome 4 (PSLO 4) for General Education was modified to include civic engagement. Initial assessment of civic engagement began in Micronesian Studies (SS 150) and is evidenced in TracDat.</p> <p>Beginning fall 2017, the dean of academic programs was designated to oversee the General Education assessment and to facilitate necessary dialogue and increase faculty involvement. The first task assigned is to revise the General Education learning outcomes and the institutional student learning outcomes (ISLOs) to further strengthen core alignment.</p>			
14.	<p>(II.A.14). Although the college believes it meets the standard, it should continue the following in order to strengthen Mission fulfillment:</p> <ul style="list-style-type: none"> • Administering and advocating apprenticeship training program. • Conducting career & technical education annual exhibit to showcase program student learning outcomes. • Maintaining and strengthening partnerships with the local establishments or businesses through the CTE (Career & Technical Education) community services scheme. • Increasing the number program courses with third-party certifications. 	IA, CTE	2016-2019
<p>Progress</p> <ul style="list-style-type: none"> • The college has demonstrated progress in administering and advocating apprenticeship training programs. <ul style="list-style-type: none"> ○ The four apprentices from the Pohnpei Department of Education and COM-FSM arrangement completed their US department of Labor Apprenticeship requirements. The request for completion was approved by USDOL on April 26, 2017. ○ Four Lineman from Yap Utilities registered on May 05, 2017, with US Department of Labor for apprenticeship training. • Pohnpei Campus held its annual Career and Technical Education (CTE) annual skills exhibit on March 23 and 24, 2017, to showcase its student learning outcomes (SLOs). A survey was conducted to solicit comments for improving this annual event. • The Career and Technical Education (CTE) programs continue to maintain and strengthen partnerships with local establishments or businesses. Each respective CTE program has an Advisory Council composed of members from our community and their TORs are available on the college wiki page. The Automotive, Cabinet Making, Electronics & Telecom, and Refrigeration & Air conditioning have also established byproducts accounts to evidence their interaction and services to the surrounding community. 			

No.	Actionable Improvement Plan	Responsibility	Timeline
	<ul style="list-style-type: none">The college's Electronics and Telecommunication instructor, Gardner Edgar, was re-certified for <i>Fiber Optic Installation and Troubleshooting</i> on January 05, 2017. In support, an MOU between the FSM Office of Environment and Emergency Management title 25 of the FSM code, section 210-part 3.5 supports industry certification for Refrigeration & Air-conditioning work in FSM.		
Standard II.B. Library and Learning Support Services			
15.	(II.B.1). The LRC will develop a tutorial for the use of databases to be posted on the library website by spring 2016, coordinated by the reference librarian with media services, with the aim of providing another mode of library instruction through online access to improve student success in learning.	LRC	Spring 2016
Progress Supplemental handouts and research guides are available on the library website to be used as a tool for online research and library orientation.			
16.	(II.B.2). Starting fall 2016, the LRC will determine the resource materials needed for supporting the curriculum by accessing the course outlines and working with faculty to obtain their course syllabi. The LRC will also acquire a single copy of each text of the programs offered to provide students access to the materials during library hours. The existence of a library committee in the past years provided a venue for faculty and librarians to dialogue and collaborate on library instructional issues. The college may need to assign a library representative on the college's Curriculum and Assessment Committee.	LRC, CC, IA	AY15-16
Progress In its effort to gather college-wide support and review of its services and data to be used for improvement, the LRC requested the inclusion of a representative on the Curriculum Committee as part of its actionable improvement plan. April 24, 2017, the Curriculum Committee voted to approve the request for having a representative on the committee with that service beginning in fall 2017. With this in place, the LRC has a broader and more systematic opportunity for input towards the improvement of services, development of policies, and recommendations on the acquisition of instructional materials.			
17.	(II.B.3). A program review for the LRC was submitted to the Management Team in June 2015. The LRC will use this tool to assess their resources and services currently provided and make improvements where needed.	LRC	AY15-16
Progress In its last program review , the LRC reported data for the National Campus. At its May 3, 2017 , meeting, the college's Board of Regents approved revisions to the Instructional Program for every 4 years for the associate programs and 2 years for the certificate programs. This will mean more time for the LRC to gather data from all the state campus libraries and make improvements where recommended.			
Standard II.C. Student Support Services			
18.	(II.C.5). By fall 2016, the college will require one of its counselors to participate in training on how to better serve student veteran's needs. Also by fall 2016, the college will provide a support program for student veterans that includes specialized orientation programs, helping student veterans connect with one another, training faculty and staff on challenges student veterans face, and counseling on financial aid.	EMSS	Fall 2016
Progress The college accepts US Veterans (VA) and their dependents under the educational assistance programs			

No.	Actionable Improvement Plan	Responsibility	Timeline
<p>established by the US Federal government. These programs are administered by the college's Office of the Vice President for Enrollment Management and Student Services (VPEMSS). US VA educational assistance programs at the college includes: (a) Montgomery GI Bill or Chapter 30; (b) Post 9/11 GI Bill or Chapter 33; (c) Survivors and Dependents Educational Assistance or Chapter 35; and (d) Veterans Retraining Assistance Program or VRAP.</p> <p>From 2004 to summer 2017, there were 83 US VA students who enrolled at the college. Of these 83 US VA students: (a) 58 are under Post 9/11; (b) 23 are under Montgomery GI Bill; (c) one under Dependents Education Assistance; and (d) one under Veterans Retraining Assistance. Of these 83 US VA students, 33 had earned their certificate, associate, and third-year certificate of achievements from the college.</p> <p>The college's VPEMSS is the designated US VA school certifying official (SCO), and serves as the advisor for all US VA students. As advisor, the VPEMSS provides academic assistance and individualized attention to ensure each US VA student's success at COM-FSM. These include, but are not limited to: (a) assisting in the development of meaningful educational plans; (b) providing accurate and consistent information relating to program requirements; (b) monitoring academic progress; (c) providing counseling and support to guide career paths, ensure most effective use of VA benefits; and (d) others.</p> <p>The college sent its director for student life to participate in the March 11-15, 2017, NASPA-Student Affairs Administrators in Higher Education (formerly the National Association of Student Personnel Administrators) Conference in San Antonio, Texas. The conference allowed the college's director for student life to participate in training sessions on advising student veterans, engaging and supporting student veterans on campus, working with students with disabilities, financial aid and literacy, Title IX and gender equality, substance abuse and mental health services administration, evidence-based strategies, and resources for college drinking prevention.</p>			
Standard III.A. Human Resources			
19.	(III.A.5). The college will comply with its own policies. The college will make necessary changes to timelines in its policies and practices and provide training for managers who are responsible for conducting performance evaluations. The college will review its policies and practices to implement a realistic and reasonable timetable that meets this standard. And, the college will ensure actions taken following evaluations are formal, timely, and documented.	HRO	AY15-16
<p>Progress</p> <p>Board Policy No. 6017 Performance Evaluation was reviewed and revised to ensure the evaluation processes are sustainable and allow for systematic and timely evaluation of personnel. The modified policy was approved by the board of regents in their May 3, 2017, meeting and implemented effective May 3, 2017. Training is continuous in this area and on the policy prior to its implementation, and thereafter to guide supervisors through the proper procedures.</p>			
20.	(III.A.6). To maintain the integrity of programs, student learning, and quality of services, the college will formalize the evaluation of tutors.	HRO	AY15-16
<p>Progress</p> <p>The college has an evaluation for tutors in place. The purpose of the evaluation is to inform the counselors and/or those individuals in-charge of the college's tutorial services on the areas where improvement is needed; and to inform supervisors about the possibility of rehiring. At the end of each term, tutors are evaluated by their tutees on their performance, using a Tutor Evaluation Form.</p> <p>The evaluation form that is used has 15 questions where tutees are asked to rate the tutor's performance from excellent to poor (4 to 1), or not applicable, in different areas such as keeping appointments, knowing the subject matter, being respectful, and others. The evaluation of tutors is filed with counseling services.</p>			

No.	Actionable Improvement Plan	Responsibility	Timeline
Standard IV.A. Leadership and Governance			
21.	(IV.A.2). The college will revise faculty contracts, and subsequently AP 2200, by articulating alternative pathways of service to the college community besides that of merely committee service.	HRO, IA, EC, FSS	Fall 2016
<p>Progress</p> <p>During the January 2016 Governance Summit, the college discussed the possibility of having alternative choices for faculty service, besides that of serving on a standing committee (BP6026; BP2200; AP 2200 Participatory Governance). January 8, 2016, the Facilities and Campus Environment Committee (FCE) drafted a memo to recommend changing the requirement of faculty serving on a standing committee (BP6026 Faculty Workload), especially since some committees are very large (over 25 members). Faculty should have the option to provide service to the college in alternate ways. The recommended change was, “Participating in one standing committee <i>or</i> providing alternative services to the college and community, as specified in Administrative Procedure 6026.” The procedures then outline how alternative service is approved and what constitutes alternative service. This proposal was reviewed by Human Resource Committee on February 25, 2016, Cabinet on May 27, 2016, and Executive Committee on September 23, 2016. This policy went into effect immediately upon approval by the Board of Regents on December 1, 2016.</p>			